

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Deming Cesar Chavez Charter HS	LEA: Deming Public Schools
School Leader: Marlene Padron	Supt/PEC Director: Marlene Padron
SITM Team Leader: Tiffany Hinsley	Date: September 16, 2026
NM Vistas Designation: MRI- Graduation	

Restructure/Redesign or Restart 2026-27

Deming Cesar Chavez High School (DCCCHS) has implemented several changes to strengthen academic support, social-emotional development, and college and career readiness. The redesign focuses on identifying student needs earlier, providing targeted supports, strengthening instruction, and creating stronger connections between school and students' postsecondary goals.

A key component of the redesign is the weekly Monday Intervention Meeting (MIMS), during which staff review student data, including cohort and graduation status, grades, academic progress, attendance, and social-emotional needs. This process allows staff to identify concerns, determine appropriate interventions, assign follow-up responsibilities, and proactively monitor student progress.

DCCCHS has also implemented a Student Learning Community (SLC) class that gives students dedicated time to address academic progress, graduation requirements, career exploration, and postsecondary preparation. Students develop Next Step Plans and work on resumes, professional communication, goal setting, soft skills, and other skills needed for college, career training, military service, or the workforce. Community members are also invited to speak with students about their careers and personal pathways, expanding students' awareness of local opportunities and helping build community connections.

Academic interventions in mathematics and English language arts have been strengthened by using student data to identify specific skill gaps and provide targeted support. Student progress is monitored through common assessments and the MIMS process to determine whether interventions are effective or need adjustment. Instructionally, DCCCHS has implemented the Gradual Release of Responsibility (GRR) model schoolwide to increase consistency, provide intentional modeling and guided practice, and help students become increasingly independent learners.

The school is also developing stronger partnerships with local businesses and organizations to expand internships and other work-based learning opportunities. Community connections established through SLC presentations are helping create opportunities for students to explore careers, develop employability skills, and build relationships with potential employers. Collectively, these efforts are creating a more coordinated system that connects student identification and intervention through MIMS, academic and career support through SLC, targeted ELA and mathematics interventions, consistent classroom instruction through GRR, and expanding opportunities for college and career readiness beyond the classroom.

Successes and Celebrations

One of Deming Cesar Chavez High School's (DCCCHS) significant successes has been the increased student ownership of learning and progress. Through the Student Learning Community (SLC), students are developing essential soft skills while becoming more aware of their grades, attendance, graduation progress, and other indicators of success. Students are increasingly able to identify their current status, understand what they need to accomplish, and recognize the steps necessary to reach graduation and their postsecondary goals.

The school has also strengthened staff communication and accountability through weekly Monday Intervention Meetings (MIMS) and ongoing review of student data. Teachers and staff have a clearer understanding of each student's academic progress, attendance, graduation cohort, and social-emotional needs. This process supports earlier identification of concerns, collaborative problem-solving, targeted interventions, and follow-up to determine whether supports are effective.

DCCCHS has increased its focus on preparing students for success beyond earning a diploma. SLC activities and community presentations give students opportunities to develop communication, professionalism, goal-setting, career awareness, and other skills needed for postsecondary education and the workforce. Students are beginning to recognize their role in their educational success and understand how their choices and actions can influence future opportunities.

Collectively, these efforts have strengthened a shared understanding among students and staff of where students are, where they need to go, and the actions and supports needed to help them achieve their goals. While the systems continue to develop, DCCCHS is building a more intentional culture of student ownership, staff accountability, and preparation for life after high school.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	34.9	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	38.8	—	—	—
Academic Achievement	Language Arts	—	33	3.64	15
	Math	—	33	0.68	15
	Science	—	32	2.50	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	4.08%	49	0.20	5
Attendance	Regular attendance	68.75%	144	6.88	10
Graduation	4-year graduation rate	62.55%	67	6.26	10
	5-year graduation rate	61.00%	39	4.88	8
	6-year graduation rate	60.06%	54	4.20	7
	Graduation growth	12.22*	—	2.13	5
College & Career Readiness	Participation rate	74.81%	—	—	—
	Success rate	68.91%	—	—	—
	Readiness points	—	—	3.53	5

4-Year Graduation Cohorts	2023	38.10%	—	—	—
	2024	55.50%	—	—	—
	2025	62.55%	—	—	—
	Best 2-of-3-year average	59.03%	—	—	—

— = 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.	42	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.	20	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.	47.6	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.	22	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.	52.4	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.	27	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)	24		
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)	57.1		
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)	27		
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)	64.3		
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)	30		
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		

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

Frequent and consistent progress monitoring and data-driven early warning system

All teachers, administration, the social worker, and the night-school teacher participate in weekly Monday Intervention Meetings (MIMS). Grade levels rotate each week to ensure all students are reviewed on a regular cycle.

During MIMS meetings, staff review every student using a color-coded system: green indicates students who are on track, yellow identifies students performing at the C level or needing closer monitoring, and red identifies students who are significantly behind.

Staff review multiple indicators for each student, including grades, attendance, credits, social-emotional needs, and individual course performance.

The MIMS process is currently in its second cycle, allowing staff to revisit previously discussed students and determine whether their status has changed and whether interventions are effective.

Student progress is documented through individual student folders that include performance information, meeting notes, documentation, and artifacts of evidence. Some teachers maintain similar electronic tracking systems.

Teachers can drill down from overall student performance to specific courses to identify where students are struggling and determine targeted interventions.

Students identified as yellow or red during MIMS are referred to the social worker or other appropriate staff for additional intervention and support.

The school examines patterns across multiple indicators to determine whether concerns are isolated to one class, occurring across multiple classes, or connected to social-emotional factors.

The school monitors social-emotional indicators in addition to academic performance to identify students who may need proactive support before concerns affect academic progress.

The school monitors interventions identified through MIMS for effectiveness, and staff adjust or change interventions when current supports are not producing the desired results.

The Student Learning Community (SLC) provides a daily structure for addressing academic progress, attendance, missing assignments, soft skills, social-emotional needs, and college and career readiness.

During SLC on Thursdays, students check grades, assignments, and attendance and address missing work identified through the MIMS process.

Students are provided opportunities during SLC to make up missing assignments and receive support based on needs identified during MIMS meetings.

The school has expanded its monitoring system to include adult learning students and students beyond the traditional four-year cohort, allowing the school to track progress and graduation needs for additional student populations.

The school maintains a detailed student data tracker that includes enrollment and disenrollment dates, cohort information, credits earned, credits needed, and individual student credit checks.

The student tracker provides a detailed breakdown of each student's remaining graduation requirements and allows staff to identify students who need additional credit recovery or academic support.

The school tracks summer school participation and outcomes, allowing staff to examine the effectiveness of summer programming and student credit recovery.

The data system includes a list of students currently receiving failing grades, providing staff with an additional early-warning indicator for identifying students who may need intervention.

SLC teachers remain with the same students from the beginning of the school year through graduation, creating continuity and allowing teachers to develop strong relationships and maintain ongoing knowledge of student needs.

The school uses career interest inventories, student surveys, and SLC information to inform students' Next Step Plans and identify appropriate career pathways and supports.

The SLC system includes structured weekly activities: Mondays and Tuesdays focus on defined soft skills, Wednesdays include guest speakers and social-emotional learning, and Thursdays focus on grades, assignments, and attendance.

The school has established a process for evaluating the effectiveness of the new SLC system through student feedback, including student focus groups and a report to administration, as well as student capstone projects and presentations at the end of the course.

SITM Team Recommendations

Continue to refine the student data tracking system to ensure credit accumulation, credit recovery,

attendance, grades, and social-emotional indicators are consistently monitored in one integrated system.

Establish common expectations for how all staff access, update, and use student data so that the system is implemented consistently across the school.

Strengthen the connection between MIMS, student data folders, electronic tracking systems, and the school's credit tracker to create a more unified view of each student's progress.

Develop clearly defined thresholds for attendance, grades, credits, and social-emotional indicators that trigger additional review or intervention.

Continue using MIMS meetings to identify specific student needs and ensure that interventions, responsible staff, and follow-up actions are documented and monitored.

Establish a consistent process for reviewing the effectiveness of interventions and documenting whether students' academic, attendance, credit, or social-emotional indicators improve.

Use the data collected through MIMS and the credit-tracking system to identify schoolwide trends and determine areas for instructional, attendance, or student-support improvement.

Ensure students who are beyond the traditional four-year cohort and adult learning students are consistently included in credit, attendance, and graduation monitoring systems.

Provide ongoing staff support and training to ensure all teachers understand how to access and use the data systems to inform interventions and student support.

Continue refining the system so data are easily accessible and actionable for staff, allowing the school to move efficiently from identifying a concern to intervention, monitoring, and adjustment.

School's Identified Next Steps

Continue refining the Student Learning Community (SLC) course as the school gains implementation experience and uses authentic conversations with students to improve the course.

Continue developing the adult learner progress tracker and expand monitoring for students in the five- and six-year cohorts.

Collaborate with staff and the administrative team to develop weekly SLC lesson plans that respond to identified student needs.

Use student interest surveys collected during the first nine weeks to identify and schedule guest speakers who align with students' interests and career pathways.

Develop a consistent assessment or evaluation process to determine whether the skills and competencies taught through SLC are improving student outcomes.

Gather student voice through the Navigator-led focus group and use the findings to identify strengths, areas for improvement, and adjustments to the SLC program.

Continue providing targeted support for seniors with FAFSA completion, credit attainment, graduation requirements, and postsecondary planning, including the upcoming FAFSA workshop.

Digitize individual teacher student-performance rubrics so all staff can access current student data during

Monday Intervention Meetings (MIMS).

Establish a real-time, accessible data system to ensure teachers have current student information even when they are absent from a MIMS meeting.

Add all adult learners and identified five- and six-year cohort students to the MIMS process so their academic progress, attendance, credits, and intervention needs are monitored consistently.

Provide ongoing support for staff who need assistance using the digital data systems to increase staff comfort, consistency, and effective use of student data.

System/Practice 2

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

The school has implemented the Gradual Release of Responsibility (GRR) instructional model as a schoolwide focus aligned with its 90-Day Plan.

Teachers have received professional development and a full year of support on the gradual release model, with an emphasis on moving students from teacher-directed learning toward greater independence.

Classroom instruction includes teacher modeling and front-loading of lessons, followed by guided and independent learning opportunities that gradually transfer responsibility to students.

Teachers use verbal processing, think-pair-share, and other structured opportunities for students to talk, read, write, and process their learning.

Teachers use checks for understanding at the end of lessons to determine whether students have learned the intended content and need additional support.

Bell-to-bell instruction is emphasized to maximize learning time and develop independent learners.

The school identified that approximately 70% of students were not proficient in mathematics and responded by hiring a math interventionist to provide targeted support.

Students complete reading and mathematics assessments upon enrollment to identify proficiency levels and skill gaps so interventions can begin as soon as possible.

Students identified through assessment data receive targeted intervention, including small-group pull-out support in mathematics and reading.

The math interventionist provides small-group intervention twice a week to address identified mathematics skill gaps.

A reading interventionist provides targeted reading support and an ELD class for English Learners who are not yet proficient in English.

English Learners receive targeted language-development support twice a week, with the school continuing to examine how to provide interventions while minimizing disruption to core instruction.

The school uses diagnostic assessments, CORE assessments, and MAZE assessments to identify student skill gaps and determine appropriate interventions.

The school has developed a quick mathematics assessment to identify specific student needs and inform intervention as students progress through courses and interventions.

The school is developing Common Formative Assessments and Interim Assessments to strengthen the use of common data to inform instruction and intervention.

Individual student data are maintained and include grades, IEP status, EL status, interventions provided, intervention outcomes, and identified barriers, allowing staff to consider multiple factors when determining student needs.

MIMS meetings provide a structured opportunity for teachers across content areas to discuss individual students, review current performance, and coordinate interventions and supports.

The school has conducted a formal walkthrough for every teacher and identified specific, manageable instructional next steps based on observation evidence.

The school has established a weekly observation and feedback schedule to provide teachers with ongoing instructional feedback and support.

Instructional coaching and observation efforts focus on interventions, feedback and observations, and Student Learning Community practices.

The school is continuing to increase the frequency of classroom walkthroughs to strengthen monitoring of instructional practices and implementation of the GRR model.

The instructional focus on student discourse, checks for understanding, gradual release, and independent learning provides structures intended to increase student engagement and access to learning, particularly for English Learners and students requiring additional academic support.

SITM Team Recommendations

Continue to strengthen implementation of the Gradual Release of Responsibility model by establishing clear, consistent expectations for what effective implementation should look like across classrooms.

Increase differentiation and scaffolding within core instruction so students with varying levels of readiness can access grade-level standards while maintaining appropriate rigor.

Strengthen the consistent implementation of IEP accommodations and EL supports across all classrooms and monitor their use through classroom observations and student work.

Increase intentional language-development practices for English Learners, including academic vocabulary, structured academic discourse, language objectives, and opportunities to read, write, speak, and listen.

Use disaggregated student data to identify specific skill gaps for ELs and SWDs and ensure instructional responses are reflected in daily lesson planning and classroom practice.

Continue developing common formative and interim assessments and use the results to inform reteaching, flexible grouping, differentiation, and intervention.

Strengthen cognitive engagement by increasing opportunities for students to explain their thinking, engage in productive discourse, solve problems, and demonstrate independent learning.

Continue the weekly observation and feedback cycle and use walkthrough evidence to monitor consistency

of GRR, differentiation, accommodations, and student engagement.

Connect intervention data with classroom instruction so that identified student needs are addressed within core instruction as well as through supplemental intervention.

Monitor the impact of instructional strategies and interventions on student outcomes, particularly for ELs and SWDs, and adjust practices when evidence indicates that students are not making expected progress.

School's Identified Next Steps

Continue refining the walkthrough and feedback schedule to ensure observations and feedback are consistent, ongoing, and directly connected to the Gradual Release of Responsibility (GRR) model and identified student learning outcomes.

Review data from the first round of intervention and pull-out structures to determine their effectiveness and make adjustments based on student progress and identified needs.

Continue developing and implementing short-cycle and interim assessments to provide timely data that informs instruction, intervention, and reteaching.

Use assessment data to identify specific student skill gaps and determine whether instructional adjustments or additional interventions are needed.

Begin implementing learning walks that provide teachers with structured opportunities to observe peers, identify effective instructional practices, and reflect on their own classroom practice.

Establish a consistent process for using learning walk observations and feedback to strengthen implementation of GRR, student engagement, differentiation, and equitable access to instruction.

Continue monitoring student outcomes to determine whether instructional, intervention, and feedback systems are improving learning for all students, including ELs and SWDs.

System/Practice 3

College and career readiness programs providing a variety of graduation pathways

Deming Cesar Chavez High School has identified College and Career Readiness (CCR) as a key component of its school redesign and is expanding opportunities for students to prepare for college, careers, and the workforce.

The school previously offered cosmetology and welding pathways, along with opportunities for students to participate in dual credit courses through Western New Mexico University (WNMU).

Welding students are transported to the high school where the welding program is offered, giving them access to CTE opportunities not available directly on the DCCCHS campus.

The school discontinued the cosmetology pathway due to insufficient student interest, showing it considers student participation and interest when determining pathway offerings.

The school is using the current school year as a planning year to expand CTE pathways, dual credit, internships, and other work-based learning opportunities.

The school has established a goal that all juniors and seniors will participate in at least one CCR

opportunity, including dual credit, an internship, or a CTE pathway.

The school is working toward a longer-term goal of providing every student with an internship or meaningful work-based learning experience by 2027.

The school is working to move beyond general career exposure to internships aligned with students' individual interests, career goals, and life experiences.

Students in grades 9 and 10 will have opportunities to explore the available pathways so they can make informed decisions about their preferred CTE, dual credit, internship, or career pathway as juniors and seniors.

The Student Learning Community (SLC) is provided to every student and incorporates college and career readiness, soft skills, career exploration, and preparation for students' next steps after graduation.

SLC activities include career-related experiences and community guest speakers who provide students with firsthand information about different careers and pathways.

Students are developing storyboards for short films and commercials that will be shown at Starmax for the community, providing an authentic project-based learning experience connected to communication and career skills.

The school has a goal for every junior and senior to earn certifications and/or college credits as part of the expanded CCR model.

The school currently provides internship opportunities and is working to strengthen the process by connecting students with employers and placements that align with their individual career interests.

The school has implemented common assessments to monitor student learning and identify academic needs that could affect students' ability to participate successfully in CCR opportunities.

A spring 2026 diagnostic assessment identified students performing at levels 2, 3, and 4 for additional support in ELA and mathematics. These students receive intervention twice weekly through a pull-out structure.

The reading interventionist is developing an additional pull-out program to provide targeted reading support to students requiring intervention.

The school has an OFCC tracking system in place to monitor observation, feedback, and instructional improvement, with weekly or every-other-week walkthroughs providing ongoing support for teachers.

The school is building a more comprehensive CCR system that connects career exploration in grades 9-10 with more focused CTE, dual credit, certification, internship, and work-based learning opportunities in grades 11-12.

SITM Team Recommendations

Develop a clearly defined CCR implementation plan that outlines timelines, responsible staff, student outcomes, and measures of success for expanding CTE, dual credit, certifications, internships, and work-based learning opportunities.

Establish individualized CCR pathways for off-track students that use each student's interests, credit status, Next Step Plan, postsecondary goals, and career aspirations to identify appropriate opportunities and

supports.

Analyze CCR participation and success data to identify students who are not participating or succeeding in CCR opportunities and determine the specific barriers preventing access or completion.

Establish measurable outcomes for the SLC program beyond student participation, including completion of Next Step Plans, increased CCR participation, earned college credits and certifications, internship participation, attendance, engagement, and graduation outcomes.

Develop a structured work-based learning progression that moves students from career exploration and guest speakers in grades 9-10 to internships, job shadowing, industry experiences, and other sustained opportunities in grades 11-12.

Strengthen partnerships with local businesses, community organizations, and postsecondary institutions to expand the number and variety of CCR opportunities available to students.

Develop a process for matching internships and work-based learning placements to students' interests, career goals, and identified pathways rather than relying primarily on available placements.

Ensure CCR opportunities are accessible to all students, including students who need academic, financial, transportation, scheduling, or other supports to participate successfully.

Establish a shared CCR framework among counselors, SLC teachers, classroom teachers, administrators, students, and families so that all stakeholders understand available pathways, participation expectations, and student progress.

Ensure every student can articulate their current graduation status, postsecondary goal, CCR pathway, required credits or credentials, and specific next steps.

Use student interest inventories, SLC information, credit data, and Next Step Plans to guide decisions about future CTE and CCR pathway offerings.

Establish a consistent system for tracking each student's participation and progress in dual credit, CTE, certifications, internships, and other CCR experiences through graduation.

Regularly review CCR data with staff to identify participation gaps, evaluate program effectiveness, and adjust pathways and supports based on student outcomes.

School's Identified Next Steps

Develop a comprehensive College and Career Readiness plan that clearly outlines the progression from career exploration in grades 9-10 to career pathways, dual credit, certifications, and internships in grades 11-12.

Continue developing career exploration and soft-skills instruction for 9th- and 10th-grade students to prepare them for successful participation in internships and career pathways.

Establish a goal and implementation timeline for increasing the percentage of 11th and 12th grade students participating in both a career pathway and an internship or other meaningful work-based learning experience.

Explore the use of dual credit college courses, including courses offered through the local college branch, as an alternative or complementary work-based learning opportunity for students pursuing college degrees.

Develop a process for aligning internships and work-based learning experiences with students' individual career interests, CTE pathways, courses, and applicable content standards.

Strengthen partnerships with local businesses and community organizations to increase the number and variety of internship and work-based learning opportunities available to students.

Survey students and community members to identify high-interest careers, local workforce needs, and opportunities for businesses and community partners to support student career preparation.

Use community survey results to guide the development and expansion of CTE pathways, internships, dual credit opportunities, and other CCR experiences.

Establish advisory boards with business, community, and postsecondary partners to provide ongoing guidance for the school's CCR pathways and work-based learning program.

Leverage participation in the GRIP program to expand opportunities for students and connect students with additional career, postsecondary, and workforce experiences.

Continue exploring partnerships and funding opportunities to provide drone training and other emerging career experiences that align with workforce needs and student interests.

Expand authentic learning opportunities, such as the student-produced theatre advertisements, that allow students to apply communication, technology, creativity, and career-related skills in real-world settings.

Use student projects and career experiences as part of the school's rebranding efforts to communicate DCCCHS's unique college and career readiness opportunities to families and the broader community.

Continue efforts to recruit true freshmen, building on the 14 freshmen recruited this year, and develop an intentional recruitment and transition process to support students through graduation.

Monitor the progress of newly recruited freshmen through attendance, credits, course performance, and engagement data to identify and address barriers early.

Establish a system to track student participation and outcomes across career exploration, internships, CTE pathways, dual credit, certifications, and other CCR opportunities.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Deming Cesar Chavez Charter High School	
School Leader:	Marlene Parra-Padron	
LEA:	Deming Public Schools	
Superintendent/PEC Director:	Nicholas Wohlgemuth	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Tiffany Hinsley	
Date:	September 17, 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	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)	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	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	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.	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.	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)	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	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.	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.