

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Independence High School	LEA: Albuquerque Public Schools
School Leader: Andrea Yarborough	Supt/PEC Director: Dr. Robert Dodd
SITM Team Leader: Sally Partridge	Date: September 28, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Independence High School's (IHS) restructuring plan has three main components:

- **Extended Learning Opportunities** – IHS is increasing flexibility and access to learning opportunities for students who face barriers that may interfere with attending school or completing coursework during the traditional school day. This includes flexible scheduling options and additional opportunities for academic support and coursework completion, such as 6th period, Saturday School, and lunchtime learning. The goal is to provide multiple pathways for students to remain engaged and make progress toward graduation despite outside challenges.
- **Student Engagement and Graduation Monitoring** – IHS is implementing multiple strategies to increase students' connection to school and ownership of their progress toward graduation. These include more opportunities to participate in school-based activities and clubs, improved communication through weekly announcements and other outreach, and stronger individual student support. When students begin at IHS, they attend an initial meeting to review their academic status and identify how many credits they need to graduate. Students then attend weekly credentialing meetings to monitor progress, identify barriers, and determine the support needed to stay on track. These regular check-ins are intended to increase student accountability and ensure that potential concerns are identified and addressed early.
- **Three-Week Teacher Coaching Cycles** – All instructional staff participate in ongoing three-week coaching cycles designed to support continuous improvement in instructional practice. During each cycle, teachers identify a specific focus area related to a lesson or instructional practice, record themselves implementing it, reflect on their performance, and meet with the instructional coach to identify strengths, growth areas, and next steps. The cycles create a consistent structure for teacher reflection, individualized professional growth, and continuous improvement in instructional practices that support student engagement and achievement.

Successes and Celebrations

- **Positive Feedback from Students and Staff:** Students and staff have responded positively to the weekly announcements shared during credentialing meetings, which provide important school information along with engaging elements such as Fun Facts.
- **Staff Engagement in Coaching:** Staff have embraced the three-week coaching cycles and shown a willingness to reflect meaningfully on their instruction. By identifying a focus area, recording their teaching and reviewing it with an instructional coach, staff are taking an active role in their professional growth.
- **Increased Family Engagement:** Participation in the school's Open House increased, giving families more opportunities to connect with the school and its staff.
- **Strong Participation in Jump Start:** Approximately 75% of new students participated in Jump

Start, helping them become oriented to the school and better prepared for a successful transition.

- **Expanded Staffing:** IHS welcomed several new staff members, including a principal, assistant principal, counselor, and art, English, and social studies teachers, strengthening the school's capacity to support students academically and socially.
- **Lower Course Failure Rates:** The course failure rate is lower than at the same point in previous years. After the first week of school, there were 50 F's; by August 31, 2026, that number was 20.
- **Improved Student Attendance:** Student attendance is higher than in previous years, indicating progress in student engagement and connection to school.
- **Successful Saturday School Launch:** The school's first Saturday School was well attended (13 students), showing students' willingness to take part in additional learning and academic support outside the traditional schedule.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	38.5	—	—	—
	Total possible points	85	—	—	—
	Total Vistas points	45.3	—	—	—
Academic Achievement	Language Arts	—	37	4.46	15
	Math	—	37	1.82	15
	Science	—	37	5.54	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	0.00%	7	0.00	5
Attendance	Regular attendance	26.55%	113	2.66	10
Graduation	4-year graduation rate	63.72%	111	6.37	10
	5-year graduation rate	83.12%	156	6.65	8
	6-year graduation rate	69.84%	163	4.89	7
	Graduation growth	6.76*	—	1.72	5
College & Career Readiness	Participation rate	87.70%	—	—	—
	Success rate	87.03%	—	—	—
	Readiness points	—	—	4.36	5
4-Year Graduation Cohorts	2023	50.20%	—	—	—
	2024	58.50%	—	—	—
	2025	63.72%	—	—	—
	Best 2-of-3-year average	61.11%	—	—	—

— = 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.	74	N/A	N/A
Notes: Every student met with a counselor within the first two weeks of school to review credits and create a graduation plan. Schedules were changed as needed, and acceleration opportunities were identified. All students are captured in the 2026-27 Graduation Progress spreadsheet, which the registrar, counselors, and leadership review.			
<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.	64	N/A	N/A
Notes: The school monitors on-track status through weekly credentialing meetings, student self-monitoring, and the principal's weekly credit-tracking meetings with students.			
<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.	86.5	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.	10	N/A	N/A
Notes: With only 10 students off track, the school can manage individual plans and targeted support. The school continues credit audits to find transcript errors and "hidden" credits, and the cohort tracker shows the extra classes or work-study each student needs.			
<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.	13.5	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.	3	N/A	N/A
Notes: Leadership shared data showing that few students leave once registered. The school tracks students and determines their progress toward graduation if they leave.			
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)			69
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)			93.2%
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)			94.6%
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 by August 1, 2027. (Not including SAUs)			74
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 by August 1, 2027. (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:

The 2026-27 Graduation Progress spreadsheet captures every student, and the cohort tracker breaks down the extra classes or work-study each student needs to get on track. The registrar, counselors, and leadership all have access and review it regularly.

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:

The school identified three students and reports that few students leave once registered; last year, the school tracked all students who left.

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:

The revised goals (93.2% at MOY, 94.6% at EOY, and 100% by August 1) build on the 86.4% on track at BOY and are appropriately ambitious.

2026-27 Critical School Level Systems & Practices

System/Practice 1

System to Track Credit Accumulation and Recovery.

Every student met with a counselor within the first two weeks of school to review credits, create a graduation plan, adjust schedules where needed, and identify acceleration opportunities. The 2026-27 Graduation Progress spreadsheet captures every student and is reviewed by the registrar, counselors, and leadership. The principal meets with students as needed and focuses on the graduation cohort each quarter by meeting with each student two or three times. These meetings make sure students remain on track for graduation and provide targeted support if assistance is needed to reach their goals. Credit audits continue to find transcript errors and "hidden" credits.

Leadership chose this system because it expects it to have the biggest impact. They described it as moving to "stage two": continually reviewing and adjusting the plan and related strategies because each group of students has different needs.

A new Student Intervention Team meets every other week to monitor attendance, credits, and social/mental health, and counselors keep a spreadsheet of layered interventions that is shared with teachers. In weekly credentialing meetings, each teacher meets with a group of students to review their self-monitoring and action plans, which are shared with families. A designated data staff member (a math teacher) prepares user-friendly data summaries before PLCs, such as an F-report by content area with guiding questions, and teachers have begun requesting specific data.

To strengthen engagement, the school relaunched clubs chosen through a student survey (GSA, gaming and art), which teachers volunteer to lead at lunch. Field trips and weekly announcements with "fun facts" build background knowledge, and students met with the head of the school board, an IHS graduate. Teachers are asked to take a personal role in engaging individual students. Family communication includes weekly

outreach, website and email updates, parent-teacher conferences in October (in person, phone or video), and a parent survey offered in several formats. Jump Start is offered every quarter and helps students take pride in IHS.

Methods to track and determine intervention success include the 2026-2027 Graduation Progress spreadsheet (every student), a cohort tracker showing the additional classes or work study each student needs, student self-monitoring forms used in weekly credentialing meetings, and an F-report by content area with guiding questions for PLCs.

SITM Team Recommendations

- **Use the data already collected to measure impact.** For example, compare the grades and credits of Saturday School participants with similar students who do not attend.
- **Look for patterns in student barriers.** Record the barriers identified in credentialing meetings consistently so common root causes can shape interventions, with an owner and target date for each student's plan. Consider starting with the 10 off-track students to see whether common barriers to credit attainment emerge.
- **Build shared knowledge and document refinements.** Work toward every adult knowing each student's graduation status and keep a record of changes made to interventions and processes based on data and feedback.
- **Plan for addition of 10th grade students.** Begin discussions on how to tailor current credit-tracking systems to meet the needs of future 10th grade students. How will the focus differ for students with a potentially longer timeframe to earn credits on campus?

School's Identified Next Steps

- Use the tracking process not only to identify students but to plan how each one gets off the "catch-up" list.
- Review initial data for patterns, e.g., whether Saturday School is working, whether grades increase after participation, and which content areas students bring to Saturday School.
- Increase student awareness of their own credit accumulation.
- Survey teachers ("Do you feel well-informed to help students with graduation requirements?") and ask students the same questions.
- Gather climate data from students, families, and staff and adjust where needed. New committees are empowered to make decisions about climate, engagement, and morale (e.g., breakfast).

System/Practice 2

Observation and Feedback Coaching Cycles (OFCCs) to improve teaching, student engagement, and learning.

IHS has moved from external coaching (Coaching for Excellence) to an internal model led by two teacher-coaches in English and math. Teachers select a lesson and focus area, video 5–15 minutes of instruction, reflect using a coach-created rubric, and debrief with a coach. All teachers have completed one cycle. The process is non-evaluative; leadership meets with the coaches monthly, and focus areas align with NM DASH requirements such as teacher/student talk time and language needs. Leadership will also introduce a student survey on classroom instruction and a teacher climate survey.

Evidence discussed included the coach-created rubric and process documents, tracking completed cycles (100% of teachers completed one cycle), and alignment of coaching focus areas with the NM DASH plan and school improvement application.

SITM Team Recommendations

- **Keep the focus on math.** Encourage a shift from teacher-led lessons to student-centered learning (consider using the new building's construction to increase engagement through project-based activities) and plan for gaps among students entering IHS in 11th grade.
- **Connect coaching to student data.** Use F-reports and class attendance to guide focus areas, add a brief follow-up observation to confirm changed practice, and explore science practices that could transfer to English and math.
- **Close the student survey loop.** Share results with students, including what will change and what cannot change and why.

School's Identified Next Steps

- Coach teachers on the importance of how students learn (not only the subject matter content), and share expectations of an increased balance of student and teacher talk.
- Focus coaches' work with teachers on teaching methods suited to a non-traditional school and encourage a move away from lecture-based instruction.
- Introduce project-based learning (PBL) to math teachers, with the coach modeling what it can look like.
- Investigate embedding PBL into the curriculum, including field trip lesson plans.
- Administer the student survey on classroom instruction and the teacher climate survey.

System/Practice 3

Flexible Course Scheduling Adapted to Student Needs.

After data showed attendance problems in first period and students unable to arrive for zero hour, IHS allowed students to attend periods 2–6 instead of 1–5. Sixth period offers live or online courses, and more options are planned next quarter. Students with more than 10 absences/tardies will be required to use the option.

Other extended learning opportunities have also grown. Saturday School has increased from once a quarter to once a month and prioritizes math, the content area with the lowest success rate and highest failure rate; many students also arrive with fewer math credits than in other subjects. Tutoring is now offered before school, at lunch, and after school.

Evidence discussed included first- and second-period attendance data used to redesign the school day, a list of students with more than 10 absences/tardies, and 6th-period course offerings (live and online).

SITM Team Recommendations

- Track outcomes by option. Compare attendance, tardies, grades, and credits for students on the 2–6 schedule, and pass rates for live versus online 6th-period courses.
- Clarify and communicate the process. Document who decides which students use which option, share it with students and families as support rather than a consequence, and revisit schedules that aren't working.

School's Identified Next Steps

- Promote flexible scheduling as an option and help students see how missed time slows their own progress to graduation.
- Make the option mandatory for students over 10 absences/tardies and track the results.
- Review data on the move from periods 1–5 to 2–6: number of students participating, grades, and credit accumulation.
- Continue to reflect on and evolve current practices.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Independence High School	
School Leader:	Andrea Yarborough	
LEA:	Rio Rancho	
Superintendent/PEC Director:	Dr. Robert W. Dodd	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Sally Partridge	
Date:	September 28, 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	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.	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	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)	Impacting	There is sufficient evidence of effective classroom instruction to meet the needs of all students, including ELs and SWDs. The school has laid the groundwork for a more inclusive learning environment through organized classroom environments, strong teacher-student relationships, and academic assessments to guide instruction. While there are still areas to refine, such as further differentiation and ensuring consistent application of accommodations, the school is on a positive trajectory to provide equitable, effective instruction for all students. With ongoing efforts to improve support for language development, accommodations, and cognitive engagement, the school is dedicated to ensuring every student has the tools they need to 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.	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.
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