

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: New America Charter High School	LEA: Albuquerque Public Schools
School Leader: Ileana Gallego	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Sally Partridge	Date: September 28, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

New America Charter High School (NAS-NM) used the decision to restructure and redesign as an opportunity to rethink who it wants to be as a campus. The school has always served an immigrant population but has never had a bilingual program or felt culturally responsive, and leadership wants it to be seen as more than a “last chance” school. Leadership wants to give students a place that celebrates them and provides culturally relevant instruction. The redesign focuses on academic success, belonging, and graduation, and has three main components:

- **Bilingual, Culturally Focused Instruction** – The redesign includes a bilingual program with a cultural focus, daily implementation of Content Language Objectives (CLOs), and daily tiered small-group instruction within the classroom. The school could not hire a bilingual language arts teacher and currently offers an extra language arts option; leadership hopes to write a bilingual application to establish a full program.
- **Staff Restructure** – Staff who had been at the school five or more years and had become stagnant in academic proficiency, and the school was not bringing in or exciting potential students. Leadership gave staff a one-pager explaining the current situation and everything that needed to be done; one of the six teachers chose to stay. The school hired five new content teachers, intentionally recruiting bilingual teachers (or those open to being taught Spanish by students), culturally sensitive teachers, and teachers with ties to the South Valley. The assistant principal moved into an academic advisor position, and the school hired a dedicated special education teacher and an EA and added an At-Risk Coordinator position. New teachers are described as coachable, though building a shared culture with an all-new staff who do not yet know the students is challenging.
- **Welcoming, Culturally Affirming Campus** – Because one root cause identified for student loss was the classroom environment, the school spent the summer creating a more welcoming and culturally affirming campus. The school painted the inside and outside of portable buildings and redesigned the front office with a culturally relevant mural and a welcoming family space.

Current enrollment is 93 students, with a cap of 405 and a projection of 118 by day 40. With multiple charter schools in the area, leadership sees it as important to distinguish New America from other options.

Successes and Celebrations

- **Fully Staffed After Restructure:** The school successfully restructured its teaching staff and started the year fully staffed.
- **Cohort-Based Advisory:** Advisory classes were reorganized by cohort, allowing better tracking of on-track and off-track students. Each grade has a focus tied to the graduation cohort: Freshman Academy and relationship building for 9th grade, a PBIS (Positive Behavior Interventions and Supports) store for 10th grade, leadership for 11th grade (with members intentionally selected from different friend groups), and a 12th grade split between planning all senior activities and credit recovery.

- **Class Identity and Camaraderie:** Freshmen appear to be enjoying the camaraderie of being together, and the school is shifting language from “Freshmen” to the “Class of 2029.”
- **Student Voice:** Students chose a new mascot, the águila (eagle), and are designing the school logo.
- **Student Leadership:** Sophomores and juniors serve on the leadership team, welcome new students, and lead campus tours.
- **New Enrollment:** The school has enrolled 18 new students since August.
- **Communicating MRI Status:** Leadership shared a one-pager explaining the school’s MRI status with the board, school community, and staff.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	31.1	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	34.6	—	—	—
Academic Achievement	Language Arts	—	25	3.60	15
	Math	—	25	1.80	15
	Science	—	25	2.80	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	4.92%	61	0.25	5
Attendance	Regular attendance	36.70%	109	3.67	10
Graduation	4-year graduation rate	57.60%	65	5.76	10
	5-year graduation rate	71.64%	98	5.73	8
	6-year graduation rate	43.67%	90	3.06	7
	Graduation growth	12.95*	—	2.19	5
College & Career Readiness	Participation rate	60.91%	—	—	—
	Success rate	37.95%	—	—	—
	Readiness points	—	—	2.24	5
4-Year Graduation Cohorts	2023	31.70%	—	—	—
	2024	52.30%	—	—	—
	2025	57.60%	—	—	—
	Best 2-of-3-year average	54.95%	—	—	—

— = 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.	25	N/A	N/A

Notes:

The cohort is tracked in the Cohort Tracking Data Spreadsheets, which this year also include students who withdrew. Advisory classes are organized by cohort so advisors can follow on-track and off-track status.

<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.	12	N/A	N/A
Notes: On-track status is reviewed in Flight Plan meetings with advisors at multiple points through the year and through a weekly meeting tracker.			
<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.	48%	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.	13	N/A	N/A
Notes: The weekly meeting tracker flags students in red or orange when they are more than three credits behind, and the color-coded master credit roster identifies students in credit recovery. Seniors are split between a credit recovery group and a senior activities group in Advisory.			
<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%	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.	10	N/A	N/A
Notes: The school began collecting data late last year on where students who disenroll go; students appear to be leaving for online schools. Leadership will review the number of SAU students and snapshots completed at New America.			
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)	19		
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)	76%		
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)	24		
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)	96%		
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)	24		
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)	96%		
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 Cohort Tracking Data Spreadsheets, the weekly meeting tracker (red or orange for students more than three credits behind), and the color-coded master credit roster identify each enrolled cohort student’s status.			
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	YES ☒	NO ☐	

school's final graduation rate?		
Notes: The school identified 10 students and added withdrawn students to its cohort tracking this past year. Data on where students go after they disenroll only began late last year, and leadership is still reviewing SAU numbers and snapshots, so the 2026 estimate is not yet available. The team will look for this analysis at MOY.		
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 goals (76% at MOY, and 96% at EOY and by August 1) build on 48% on track at BOY and are ambitious: reaching 24 students means 12 of the 13 off-track students must get back on track. Because the 10 SAU students are also counted, their outcomes will affect whether the school reaches its 2027 goal of 67%.		
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). Instruction centers on five school-wide focus areas: reading across content areas, vocabulary, content language objectives, structured student discourse, and differentiated instruction. A contracted instructional coach visits once a month. All five areas have been rolled out, and after the first set of walkthroughs, the school revamped its approach to content language objectives, which were the focus of the first six weeks. The next six-week cycle will move to formative assessment. Leadership will decide at MOY whether to continue with all focus areas or concentrate on one. The school uses Flashlight 360, an expressive-language program with formative assessments; lessons are based on students' performance on formative and interim assessments, and the principal reviews implementation with the Flashlight 360 team. To better serve students with disabilities, the school hired a new special education teacher, with an EA in the classroom, and started small integrated-group special education classes: English 9/10 and Functional Math in the fall, and Algebra I and Functional Reading in the spring. The instructional leadership team is completing Classroom Organization and Management Inventory (COMI) walkthroughs, using the COMI as a checklist of "look-fors" to identify areas of support. The first round of data showed routines as a big need, particularly foundational items such as seating charts and classroom layouts. Leadership is also getting to know the new staff, identifying their skills, and building their confidence. A team member is developing a quarterly climate survey with a feedback loop and a student survey focused on classroom motivation and learning. These surveys will go out at the start of next quarter. Evidence discussed included the first round of COMI walkthrough data (which identified routines such as seating charts as a school-wide need), the new special education course offerings and staffing, the five instructional focus areas and the revised approach to content language objectives following walkthroughs, and the principal's implementation reviews with the Flashlight 360 team.		
SITM Team Recommendations ● Connect Flashlight 360 data to instruction and results. Collect Flashlight 360 data and document		

how it changes instruction and how those changes affect student scores.

- **Add an open-ended question to the climate survey.** Include at least one question that is not multiple choice so students can explain their answers in their own words.
- **Close the survey loop.** Be ready to share at MOY how the survey went and what actions came out of it.
- **Pursue the full bilingual program.** Apply for the bilingual program so the school can move beyond its current extra language arts option.

School's Identified Next Steps

- The leadership team will complete COMI walkthroughs, meet to discuss findings, and share them with staff during Wednesday PD.
- Use COMI data to set a school-wide focus on identified areas of support, starting with classroom setup routines.
- The instructional coach will complete walkthroughs and meet with teachers monthly to strengthen instructional practice.
- Continue instructional coach support on reading across content areas, vocabulary, content language objectives, structured student discourse, and differentiated instruction.
- Shift the instructional and coaching focus from content language objectives to formative assessment for the next quarter.
- Continue Flashlight 360 implementation and review.
- Get to know new staff, identify their skills, and build their confidence.
- Administer the quarterly climate survey, with the student survey going out at the start of next quarter. By MOY, collect the data, identify patterns, choose a focus area, and draft a possible implementation plan, following a cycle of administer, collect, analyze, and share feedback with students, with the feedback loop covering up to two survey administrations.

System/Practice 2

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

Because the school is small, implementing traditional content-based PLCs is challenging. After trying to find time for them, the school now holds whole-school meetings on alternating Wednesdays: PLC meetings for collaboration and lesson planning in the common area, and PD/data meetings that address school-wide needs such as Tier I interventions, supportive tools (e.g., Co-reader), and data teams reviewing STAR results. Leadership is refining the structure, deciding what data teachers bring to each meeting, and considering co-planning.

Evidence discussed included the unified meeting agenda and note-taking template, which is available to staff on the Staff Dashboard.

SITM Team Recommendations

- **Add academic content to the PLC structure.** Shift from beginning-of-year administrative requirements to greater attention to academic content areas within the PLC structure, even within a whole-school model.
- **Bring graduation data into PLCs.** Share graduation data with teachers during PLCs to prompt discussion and PD around how to improve.
- **Show how PLCs work and what they are finding.** Map how the PLC process works and bring initial findings from this year's PLC content to review at MOY, including whether the structure is being followed and its impact on student learning.

School's Identified Next Steps

- Hold bi-weekly PLC meetings on Wednesdays to collaborate and lesson plan in the common area.
- Hold bi-weekly PD/data meetings on Wednesdays to support school-wide needs such as Tier I interventions, supportive tools (e.g., Co-reader), and data teams reviewing STAR results.
- Define what data teachers bring to each Wednesday meeting.
- Explore the possibility of co-planning.

System/Practice 3

System to track credit accumulation and recovery.

Advisors hold Flight Plan meetings with students at BOY, MOY, and EOY. Students fill out their own Next Step Plans and discuss their program of study and postsecondary and career goals. A weekly meeting tracker flags students in red or orange when they are more than three credits behind, and a color-coded master credit roster identifies students in credit recovery. Students complete credit recovery through Edgenuity with a proctor. The Cohort Tracking Data Spreadsheets now include students who withdrew during the past year.

The school sends in-danger-of-failing letters with progress reports to parents to address failing grades early; about 50% of parents responded to the first round. Leadership also plans to educate parents on graduation requirements, the school's MRI status, and how the school can exit it.

Evidence discussed included the academic advisor Flight Plan meetings held at BOY, MOY, and EOY, the Edgenuity proctor for credit recovery, the Cohort Tracking Data Spreadsheets (including withdrawn students), the weekly meeting tracker with color coding for students more than three credits behind, the color-coded master credit roster, and the support (in-danger-of-failing) letters sent with progress reports, with a parent response rate of about 50% for the first round.

SITM Team Recommendations

- **Measure the impact of the letters.** Collect data on how the in-danger-of-failing letters affect student attendance. Highlight clear connections between receiving the letters and increased attendance so teachers recognize the importance of continued communication among the teacher, student, and family members.
- **Keep performance in view alongside graduation.** When educating families about graduation requirements and MRI status, also highlight performance so gains in graduation are not offset by stalled academic performance.

School's Identified Next Steps

- Hold Flight Plan meetings to address progress to graduation, review Next Step Plans, and update postsecondary goals.
- Maintain the master credit roster with color-coded classification based on credit accumulation to easily identify students in credit recovery.
- Educate parents on graduation requirements, MRI status, and how to exit it, including at parent conference night in October.
- Continue sending in-danger-of-failing letters with progress reports.
- Increase family communication and collect data on its impact.

System/Practice 4

Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)

Current enrollment is 93, with a cap of 405 and a projection of 118 at the 40th day, and 18 new students have enrolled since August. The school is surveying parents and students about why they chose New America: what attracted them, why they left their previous school and what they did not like about it, and what they are looking for from their time at New America. New students tour the campus with student leaders, and the school plans a MOY check on how new students are feeling as part of the New America community.

Evidence discussed included the enrollment survey questions and the count of 18 new students enrolled since August.

SITM Team Recommendations

- **Use survey results to distinguish the school.** Use what families say attracted them to New America to shape how the school presents itself compared with other charters in the area. Continue involving students in building New America's culture and promoting a positive campus image in the community to increase enrollment and ongoing attendance.
- **Look at enrollment and withdrawal data together.** Compare why students enroll with where and why students leave (for example, to online schools) to strengthen retention.

School's Identified Next Steps

- Survey parents and students at enrollment about why they left their previous school and what they are looking for at New America.
- Continue campus tours for new students led by student leaders.
- Check at MOY on how new students are feeling as part of the New America community.

System/Practice 5

An advisory or mentor program that creates a support system for students' success.

Advisory classes are organized by cohort so advisors can track on-track and off-track students, and advisors lead each student's Flight Plan meetings. Each grade has a focus: Freshman Academy and relationship building for 9th grade; a PBIS store for 10th grade; leadership for 11th grade (with members intentionally selected from different friend groups); and a 12th-grade split between planning all senior activities and credit recovery. Sophomores and juniors serve on the leadership team, welcome new students, and help build relationships between 11th- and 9th-grade students. The school is shifting language from "Freshmen" to the "Class of 2029," and freshmen appear to enjoy the camaraderie of being together.

Evidence discussed included the cohort-based Advisory structure with a defined focus for each grade.

SITM Team Recommendations

- **Use Advisory to drive on-track status.** Have advisors review the weekly tracker with their cohort so every advisor knows each student's graduation status and next step.
- **Gather student feedback on Advisory.** Include questions about Advisory in the student survey and the MOY new-student check-in.

School's Identified Next Steps

- Build relationships between 11th- and 9th-grade students.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	New America Charter	
School Leader:	Ileana Gallegos	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Dr. Gabriella Blakey	
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	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	Impacting	There is sufficient evidence of systems to accurately maintain and track student records for enrollment, transfers, dropouts, and other movements. The school has established functional and regularly updated systems, ensuring student data is accurately recorded and reported. While there may still be occasional opportunities for further improvement or refinement, the systems in place are mainly effective and meet the essential requirements.
Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)	Engaging	There is some evidence that the school is beginning to develop and implement a more thorough enrollment process that articulates school expectations. Most students have an NSP, but quality and follow-through vary. Advisors are identified, yet monitoring is uneven. Some credit checks occur, though gaps may remain. Many students understand parts of their pathway, and families are informed. NSPs sometimes influence decisions, but impact is inconsistent.
System to track credit accumulation and recovery	Impacting	There is sufficient evidence that a school has successfully created a system to track credit accumulation and recovery, with each student's progress clearly recorded and regularly reviewed. Quarterly status reports and midterm failing grades reports are consistently used to identify students who may need support and targeted corrective actions are taken to help students recover credits and stay on track for graduation. This system ensures that the school can provide timely and effective interventions to help students succeed.
Frequent and consistent progress monitoring and data-driven early warning system	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	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	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)	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	Engaging	There is some evidence of a system for providing teachers with consistent and individual instructional coaching to improve student engagement and learning. Although the process is still developing, the school is making strides to ensure that coaching and support are provided to help teachers refine their practices and better meet the needs of all students, particularly those in need of additional support, such as English Learners (ELs) and students with disabilities (SWDs).
Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	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.