

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: New America Charter HS	LEA: New America Charter HS
School Leader: Margarita Porter	Supt/PEC Director: Margarita Porter
SITM Team Leader: Tiffany Hinsley	Date: September 14, 2026
NM Vistas Designation: MRI - Graduation	
Restructure/Redesign or Restart 2026-27	
• New America High School is implementing a comprehensive restructuring to increase student engagement, strengthen graduation outcomes, and provide more individualized pathways to success. • The school has redesigned its advisory program to meet weekly on Thursdays, using grade checks and standards-aligned formative assessments to monitor student progress and inform instruction. • A new Graduation Specialist provides individualized support to students and families by monitoring attendance, credits, grades, and graduation plans and developing targeted credit recovery and next-step plans. • The school has also redesigned its enrollment process and expanded Individualized Graduation Plans, currently for all seniors, with plans to extend the process to additional grade levels. • Distance learning has expanded across all four terms, with the fourth term serving as a catch-up opportunity, and four additional days have been added to the school year to give students more time to complete requirements. • Finally, New America is expanding its CTE offerings to give students more opportunities for career exploration, industry credentials, and postsecondary readiness.	
Successes and Celebrations	
New America School has experienced several significant successes, including enrolling 19 true freshmen, strengthening the school's incoming cohort, and building a stronger foundation for future graduation outcomes. The school achieved a 53% graduation rate, the highest in its history. Additionally, 35 students are participating in the GRIP program, providing expanded opportunities and supports to help students progress toward graduation and postsecondary goals. Adding a dedicated Graduation Specialist has strengthened individualized support for graduation planning, credit attainment, attendance, and postsecondary planning. The school has also added a Disciplinary Leadership Coach to strengthen student support, behavior systems, and schoolwide accountability.	

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	29	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	32.2	—	—	—
Academic Achievement	Language Arts	—	52	2.52	15
	Math	—	52	0.72	15
	Science	—	27	1.37	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	8.57%	35	0.43	5
Attendance	Regular attendance	69.36%	173	6.94	10
Graduation	4-year graduation rate	53.83%	110	5.38	10
	5-year graduation rate	50.44%	99	4.04	8
	6-year graduation rate	36.33%	81	2.54	7
	Graduation growth	14.37*	—	2.30	5
College & Career Readiness	Participation rate	52.30%	—	—	—
	Success rate	55.24%	—	—	—
	Readiness points	—	—	2.72	5
4-Year Graduation Cohorts	2023	25.10%	—	—	—
	2024	41.20%	—	—	—
	2025	53.83%	—	—	—
	Best 2-of-3-year average	47.52%	—	—	—

— = not provided or not applicable. Graduation growth unit was not specified.

Required Progress Monitoring Data and Goals

BOY MOY EOY

Number of students in the 2027 4-year cohort enrolled in the school.

58

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.	47	N/A	N/A
Notes: Students who are currently on track with no intervention are approximately 5. However, 42 students are possibly on track due to interventions.			
<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.	81	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.	11	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.	19	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.	20	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)	47		
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)	81%		
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)	47		
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)	81%		
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)	48		
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)	83%		
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 A system to ensure accurate and timely records for enrollment, transfers, dropouts, and other movement. ● A defined enrollment process is in place, with students moving through designated staff members to complete enrollment and scheduling. ● All enrolled students have an assigned schedule. ● Staff responsibilities for enrollment and student records are established, with students initially working with Kristie and then transitioning to Holly for the next steps. ● Students transferring out of New America meet with Christy as part of the withdrawal/transfer process. ● The school recognizes challenges in obtaining transcripts for students transferring from other schools when outstanding fees or fines delay transcript release. ● Staff are aware that New America serves a highly transient student population and recognize the need for stronger systems to track students who transfer multiple times. ● The school has identified gaps in its current dropout process, particularly for students who stop attending and whose contact information is no longer valid. ● Leadership has identified the need to strengthen processes for verifying whether students who stop attending have transferred, moved, or require re-engagement before being identified as dropouts. ● The school has identified the need for improved tracking and reconciliation of student movement to ensure accurate enrollment, transfer, and dropout data.		
SITM Team Recommendations ● Develop a tracking form for Thursday Senior Meetings to document student status, follow-up actions, contacts, interventions, and next steps. ● Strengthen documentation and follow-up procedures for students who withdraw, transfer, or stop attending to ensure their enrollment status is accurately verified. ● Establish a consistent process for tracking students with unclear enrollment status before determining a dropout designation. ● Investigate options for obtaining official transcripts when outstanding district fees or fines prevent timely release of student records. ● Continue building staff knowledge of SAUs and strengthen procedures for tracking students who transfer between schools or districts. ● Establish a routine process for reconciling enrollment, transfer, withdrawal, and dropout records to ensure the SIS accurately reflects student movement. ● Maintain clear documentation of student and family outreach when students stop attending or cannot be located. ● Continue reviewing the effectiveness of the current system and use identified gaps to refine procedures and improve the accuracy of student records.		

School's Identified Next Steps

- Strengthen the disenrollment and transfer process, including procedures for obtaining student transcripts when outstanding fees delay their release.
- Develop a consistent system for identifying, locating, and re-engaging students who stop attending before determining their status as a dropout.
- Strengthen procedures for tracking student movement within the district to ensure enrollment and withdrawal records remain accurate.
- Develop graduation plans for Cohorts 1, 2, and 3 before the end of the semester to clarify graduation expectations, student responsibilities, and next steps.
- Create a tracking form for Thursday Senior Meetings to document student progress, interventions, outreach, and follow-up actions.
- Work with the school's IT support to develop automatic flags for students who are failing courses or demonstrating other early warning indicators.
- Implement the DEWS-Y process to provide weekly early warning data on attendance, behavior, and grades.
- Rotate the DEWS-Y focus across grades 9–12 each week to ensure all grade levels receive regular monitoring and support.
- Use DEWS-Y data to identify students needing additional support and coordinate interventions among administration, attendance staff, and the graduation coach.
- Provide teachers with additional support and dedicated time to identify and address students demonstrating early warning indicators.

System/Practice 2

System for monitoring and improving attendance.

- New America is in its second year with an attendance coach and participating in the AQUÍ program, providing dedicated support for improving attendance.
- Teachers are expected to notify the attendance coach after a student reaches two absences, allowing concerns to be identified early.
- Weekly Wednesday Home Huddles provide dedicated time for teachers to contact students and families regarding attendance concerns and identify students needing additional intervention.
- A tiered attendance intervention system is in place, beginning with Tier 1 support through the advisory teacher and progressing to the attendance coach and more intensive supports, such as home visits, when needed.
- Empathy interviews are conducted with students to identify the underlying reasons and barriers contributing to absenteeism and inform individualized interventions.
- The attendance team monitors attendance patterns and uses student feedback to develop targeted attendance incentives.
- Attendance data indicate that first and second periods have the highest rates of absences and tardiness, with additional concerns during sixth period for students balancing school and employment.
- New America has implemented weekly attendance incentives based on improved or perfect attendance and is monitoring student response to adjust the program as needed.
- A targeted first-period incentive was launched to address the identified pattern of tardiness and absenteeism.
- Students with at least 95% attendance and a C or higher in a class may qualify for an alternative final, providing an additional incentive for consistent attendance and academic performance.
- The school emphasizes accurate daily attendance records and has communicated attendance-

monitoring expectations to teachers.

- Multiple staff members, including teachers, the attendance coach, administration, and the attendance team, work together to identify students and coordinate interventions.
- Overall attendance has increased by approximately 3% from 2025–2026 to 2026–2027, providing evidence of positive movement in the attendance system.

SITM Team Recommendations

- Systematize the Thursday meetings by creating a consistent tracking form to document parent/student communication, concerns identified, interventions provided, and follow-up actions. This will provide a clear record of outreach and ensure all team members have consistent information.
- Establish a centralized system for tracking informal empathy interviews, including the student concern/barrier identified, contributing factors, intervention or support provided, responsible staff member, and follow-up date. Use this information to identify patterns and determine whether interventions are addressing the root causes of absenteeism.
- Develop a process for monitoring students who participate in the alternative final opportunity, including attendance rate, course grades, eligibility, and final outcomes. Analyze the data at the end of each term to determine the program's success and whether the incentive is contributing to improved attendance and academic performance.
- Review the data from all three systems regularly during attendance or leadership meetings to identify trends, determine next steps, and adjust interventions based on evidence.

School's Identified Next Steps

- Work with the IT team to develop automated PowerSchool attendance alerts when a student misses 2 consecutive days, as well as key absence checkpoints such as 5 and 10 cumulative days.
- Establish a clear response protocol for each attendance alert so staff know who is responsible for contacting the student/family, documenting outreach, and initiating appropriate interventions.
- Expand the Tuesday DEWS-Y (Deep Early Warning System) attendance review to include all students rather than a targeted group, allowing the school to identify attendance concerns earlier and provide proactive support.
- Use DEWS-Y data to identify attendance patterns and prioritize students for Tier 1, Tier 2, and Tier 3 interventions.
- Connect PowerSchool alerts and DEWS-Y data to the school's existing attendance intervention process to create one consistent system for identifying, monitoring, and responding to attendance concerns.
- Review attendance data weekly to monitor the effectiveness of interventions, identify students whose attendance is not improving, and adjust supports accordingly.

System/Practice 3

Observation and feedback coaching cycles (OFCCs) to improve teaching, student engagement, and learning.

- The principal has conducted approximately 6–7 classroom visits per teacher to date, demonstrating a consistent administrative presence in classrooms.
- A feedback cycle is established that includes both a “glow” and a “grow,” providing teachers with positive reinforcement and a specific area for continued development.
- Administration has introduced the DASH framework to staff, and teachers have reviewed the goals and expectations associated with each area.

- A structured literacy coaching cycle is in place that includes a pre-conference, classroom walkthrough, feedback meeting, and identification of a focused area for improvement.
- Teachers work collaboratively with the literacy coach to identify an instructional area of need and establish a goal prior to the observation.
- All teachers participate in at least one literacy coaching cycle each month, providing a consistent and predictable frequency of observation and feedback.
- Teachers have the opportunity to move to a new instructional goal when they demonstrate mastery, continue working on their current goal, or receive deeper coaching support based on their needs.
- The literacy coach maintains documentation through NWREC and a tracking form that includes notes from each pre-conference, observation, and feedback session.
- The Literacy Walkthrough Tool is used to provide a consistent structure for classroom observations and instructional feedback.
- New America utilizes the WestEd framework to support its observation, feedback, and coaching practices.
- Staff have demonstrated strong receptiveness to the literacy coaching feedback cycles, with 100% of staff participating positively in the process.
- The literacy coach uses monthly formative assessment data to examine whether coaching, feedback, and resulting instructional changes are contributing to student growth.
- The system provides an emerging connection between the OFCC process and student outcomes by using formative assessment data to monitor the impact of instructional coaching.
- The combination of administrative walkthroughs, literacy coaching cycles, standardized observation tools, documented feedback, and formative assessment data demonstrates that New America has established a systematic foundation for continuous improvement in instructional practice.

SITM Team Recommendations

- Continue to provide teachers with an opportunity to establish individual instructional goals and clearly define measurable indicators of progress.
- Establish a consistent process for reviewing teacher goals during coaching cycles to determine whether progress has been made and whether additional support is needed.
- Use observation, coaching, and formative assessment data together to determine the impact of instructional changes on student engagement and learning.
- Continue to use coaching data to identify common instructional needs across the school and provide targeted professional learning or support.
- Strengthen the connection between individual teacher goals and the instructional needs of ELs and SWDs by ensuring coaching cycles intentionally address differentiation, scaffolding, accommodations, and student engagement.
- Continue documenting pre-conferences, observations, feedback, goals, and follow-up in the existing tracking system to ensure completion and accountability for each coaching cycle.
- Establish a process for periodically reviewing the overall coaching data with leadership to identify trends, celebrate progress, and determine priorities for future coaching support.
- Continue monitoring monthly formative assessment results to determine whether improvements in instructional practice are translating into measurable gains in student learning.

School's Identified Next Steps

- Continue to refine and strengthen observation, feedback, and coaching systems so they are clearly aligned to desired student outcomes and current student data.
- Use formative assessment data to identify instructional needs, determine coaching priorities, and inform future professional development.
- Establish clear expectations for student outcomes and ensure teachers and administrators can

identify the evidence that demonstrates whether those outcomes are being achieved.

- During observations and coaching cycles, intentionally examine evidence of student learning and engagement, not only teacher implementation of instructional practices.
- Use student outcome data to determine whether changes in instructional practice are resulting in improved learning and to adjust coaching and professional development accordingly.
- Continue developing a consistent cycle of data analysis, instructional response, observation/feedback, follow-up and review of student outcomes.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	New America Charter High School	
School Leader:	Margarita Porter	
LEA:	New America Charter HS	
Superintendent/PEC Director:	Margarita Porter	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Tiffany Hinsley	
Date:	September 14, 2026	
System/Practice	School Self-Rating	School Self-Rating Description
A team of staff and stakeholders tasked with making data-driven decisions about the school's graduation program	Engaging	There is some evidence that the school's team is acting on its responsibility for monitoring and improving graduation rates, though the process is still in the early stages. The team has been created, and there is some evidence of its involvement in decision-making, but the structure and processes are still developing.
A system to ensure accurate and timely records for enrollment, transfers, drop-outs, and other movement	Engaging	There is some evidence of systems for maintaining accurate and timely records of student enrollment, transfers, dropouts, and other movements. While progress is being made in tracking these data points, the systems and processes are still being refined. The school is committed to improving the accuracy and timeliness of its records and reporting to ensure better student data management and compliance with state requirements.
Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)	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	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	Engaging	There is some evidence that the school is just beginning to develop a flexible course scheduling system, and positive steps are being taken to meet the needs of students. Although the system is still in its early stages, steps are being taken to accommodate student needs better, particularly as they relate to personal obligations, attendance challenges, and academic progress. With continued effort and expansion, the school aims to create a robust and responsive scheduling system that accommodates diverse student needs and ensures all students have a clear path to graduation.
Systems and procedures to address the social, emotional, and behavioral needs of students.	Engaging	There is some evidence of structured systems to support students' social, emotional, and behavioral needs, but documentation is limited or incomplete. Support systems exist but may be inconsistently applied or lack sufficient resources. Staff training and student engagement initiatives are sporadic, and evaluation efforts are minimal. Gaps exist in accessibility and effectiveness.
An advisory or mentor program that creates a support system for students success	Engaging	There is some evidence the school has made progress in assigning mentors, offering academic coaching, or creating peer mentoring opportunities. The school is working towards creating a system that will allow each student to receive the support they need to thrive. Educators realize that as the program grows, it will become essential to fostering a positive, motivating school climate.
Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	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	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.
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