

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: New Futures High School	LEA: Albuquerque Public Schools
School Leader: Desiree Springer	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Eileen Reed	Date: September 15, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Describe the decision and actions the school has taken to Restructure/Redesign or Restart.

- Fully implementing a scheduling restructure to include tutoring embedded into the school day and Discovery Hour.
- Creating more career-connected opportunities in Discovery Hour, including paid internships and certification opportunities, as well as resume-building workshops and mock interviews.
- Restructuring advisory to introduce the Culture of Care initiative, creating opportunities for students and staff to increase sense of belonging and connectedness.
- Revising the student attendance and grade tracking system to address gaps identified last year. Students will now track attendance and grades during tutoring and self-referral for support. The staff referral system is still in place (supports have been increased, not lost).
- Last year, accelerated learning was introduced, and part of the restructure is to shift to full implementation of accelerated learning practices through an accelerated learning book study, building a menu of scaffolds teachers can draw on and contribute to for accelerated learning, and minimum monthly individual coaching for all teachers.
- Focus on increasing ELD expressive language scores through APS LCE WELD training and International Network training, student individual goal setting, and measuring the impact of those changes through use of the WIDA Model short cycle assessment.

Successes and Celebrations

The school leadership reported the following.

- Shifting to a valid short-cycle assessment that is aligned with the PSAT and SAT for more accurate student achievement tracking data and establishing strong systems for data-based tutoring group assignments.
- Creation of binders supported by a system for students to self-monitor attendance, grades, and credits (supported by adult systems that also track these things).
- 7 staff trained in Culture of Care. All staff participated in initial Culture of Care community circles, and a plan for rolling out community circles to students has been created.
- In the Supercomputing Discovery Hour, students received 3 scholarships, several awards, and cash prizes for their project.
- In the ceramics and painting Discovery Hour, several students participated in multiple art shows and received awards for their art.
- We held our first Discovery Hour Expo where students presented their projects and discussed their learning experiences with the school community.
- Chronic absenteeism decreased by 10% last school year.
- New Futures was approved for accreditation by Cognia.

- New culture initiatives have been implemented, including student and staff shout-outs.
- All but two students demonstrated growth on their ACCESS test.
- New Futures offered their first AP class last school year (AP African American Studies) with increased enrollment for the 2026-27 school year.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	21.5	—	—	—
	Total possible points	75	—	—	—
	Total Vistas points	28.7	—	—	—
Academic Achievement	Language Arts	—	32	2.93	15
	Math	—	34	0.66	15
	Science	—	7	0.42	10
Academic Growth	Language Arts growth	—	—	N/A	5
	Math growth	—	—	N/A	5
English Learner Progress	Progress rate	0.00%	5	0.00	5
Attendance	Regular attendance	37.50%	56	3.75	10
Graduation	4-year graduation rate	22.78%	29	2.28	10
	5-year graduation rate	61.86%	24	4.95	8
	6-year graduation rate	62.33%	32	4.36	7
	Graduation growth	-15.91*	—	0.00	5
College & Career Readiness	Participation rate	36.75%	—	—	—
	Success rate	58.03%	—	—	—
	Readiness points	—	—	2.58	5
4-Year Graduation Cohorts	2023	54.60%	—	—	—
	2024	56.60%	—	—	—
	2025	22.78%	—	—	—
	Best 2-of-3-year average	55.60%	—	—	—

— = not provided or not applicable.

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.	10	N/A	N/A
Notes: New Futures shared that two students in the 2027 cohort graduated early. One in May and one in July 2026.			
<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.	5	N/A	N/A
Notes: There is an opportunity to shorten the time it takes to receive and conduct transcript reviews to correctly place students in their cohort group and courses. At the time of the visit, some students still lacked transcripts from previous schools.			
<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.	50%	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.	5	N/A	N/A
Notes: New Futures attributed the significant decline in the 2025 four-year graduation rate primarily to the number of students in the cohort with significant credit deficiencies. To address this, counselors meet individually with students to identify barriers and develop a credit-recovery plan, which the Dean and Principal review. Early alerts identify students before they fail a course. When a course is failed, schedules are adjusted to include credit-recovery opportunities through ECAD, remote options, or a combination of both, and a New Futures teacher monitors progress. Students may also participate in tutoring groups, where they can use designated time to work toward credit recovery.			
<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.	50%	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.	?	N/A	N/A
Notes: New Futures leadership shared that they are working on a process to better understand and track the impact of SAUs on their graduation rate. They are contacting a PED representative for guidance.			
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)	6		
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)	66.5%		
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)	7		
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)	70%		
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)	7		
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)	70%		

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:

School leadership does not yet have a process in place to determine or estimate this number. They are reaching out to the PED for guidance.

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:

Yes, as reflected in the school's DASH plan.

2026-27 Critical School Level Systems & Practices

System/Practice 1

A team of staff and stakeholders tasked with making data-driven decisions about the school's graduation program. Learning.

New Futures High School is working to align the 90-Day Team and the Instructional Council (IC) to strengthen the coordination of efforts supporting student achievement and graduation. Because the two teams do not currently share the same membership, school leadership will take steps to integrate their work and establish more consistent membership. This alignment will allow the Instructional Council to maintain a stronger focus on graduation, as the 90-Day Plan addresses key areas that directly support graduation and student achievement, including attendance initiatives, multilingual learner support, and accelerated learning. Leadership will also implement established protocols within the Instructional Council and formalize the process for selecting and voting on IC membership.

SITM Team Recommendations

Consider establishing clear roles, responsibilities, and decision-making protocols for the aligned 90-Day Team and Instructional Council, and regularly review progress toward key graduation and student achievement goals to keep the work focused and coordinated.

School's Identified Next Steps

The principal will lead staff through a review of the content from the recent Navigate professional development, focusing on data stories. In addition, she will begin integrating the 90-Day Team and the Instructional Council.

System/Practice 2

Systems for monitoring and improving attendance.

New Futures has connected student incentives to improved attendance, with the Student Success Resource Teacher primarily focused on attendance interventions. Strategies include phone calls, home visits, and

door notices when staff cannot reach families. The school is analyzing three-year attendance trends and increasing student input to strengthen engagement. Newly implemented student-managed attendance processes, along with Discovery Hour and tutoring, are also tied to attendance. To address transportation barriers, the school provides door-to-door transportation. New Futures also plans to revise its transportation registration timeline beginning in fall 2027 so transportation is confirmed before the start of the school year.

SITM Team Recommendations

Consider establishing a weekly attendance dashboard that flags students based on attendance risk and tracks whether each intervention results in improved attendance. This would help the school determine not simply *whether* it is intervening, but which interventions are actually changing attendance patterns.

School's Identified Next Steps

New Futures plans to strengthen attendance by creating a culture in which students are engaged, motivated, and accountable for being in school. Registration will occur earlier next year to support stronger student engagement from the start of the school year. The school will increase classroom engagement and use incentives to motivate consistent attendance. Discovery Hour and tutoring will be strategically scheduled to maximize their impact on attendance and student participation, and the Promethean Board will be used to monitor attendance and reinforce accountability. The school also recognizes the need to address changing barriers to attendance and continue shifting the culture from accepting reasons for absence toward finding solutions that enable students to attend regularly.

System/Practice 3

Systems and procedures to address students' social, emotional, and behavioral needs. Impacting

New Futures has begun implementing its Culture of Care plan. A staff team participated in training last year, and the new Principal and Student Success Resource Teacher (SSRT) have also completed the training. All staff received Culture of Care training at the beginning of the current school year. Staff meetings now begin with Culture of Care Community Circles to build familiarity and comfort with the process and support implementation of circles in classrooms.

Advisory groups that previously consisted of two to three students have been combined into whole-group advisories, with Culture of Care Circles occurring at least monthly. Advisory lessons addressing social-emotional learning (SEL) skills will continue. The school will measure growth in students' sense of belonging through the Skills, Habits & Mindsets Survey. New Futures also provides additional student support through an on-site contract therapist and school social worker. The Health & Wellness Team regularly discusses students experiencing challenges or barriers and collaborates on strategies to provide appropriate support.

SITM Team Recommendations

Given the importance of the Culture of Care to the school's improvement strategy, consider establishing clear expectations for consistently implementing Culture of Care practices across classrooms and advisories. Leadership might use walkthrough data, staff feedback, and Skills, Habits, and Mindsets Survey results to monitor progress and identify opportunities for additional coaching and support. Setting a specific implementation goal for review at the MOY site visit will help to assess progress and determine next steps.

School's Identified Next Steps

School leadership is committed to increasing implementation of Culture of Care and strengthening students' Skills, Habits, and Mindsets. To support this work, leadership will use multiple strategies, including engaging teachers as participants in community-building restorative circles so they can

experience the process firsthand, deepen their understanding, and recognize its value for building a positive school culture.

System/Practice 4

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

New Futures will launch an Accelerated Learning book study during the November Focus meeting, with teachers applying the strategies in their classrooms. The 90-Day Plan includes at least monthly coaching for every teacher to support implementation and professional growth. The TLC has also developed a comprehensive plan to transition monthly department collaboration to a PLC model. This work has begun with departments reviewing student data and developing norms, missions, visions, and goals aligned to identified student needs. Progress Learning training is scheduled for September 21 to ensure teachers are familiar with the platform and can confidently use it to identify student learning needs. School leadership will also share accelerated learning and scaffolding strategies with teachers monthly in manageable, focused segments.

School leadership has developed a comprehensive walkthrough tool aligned with the priorities of the 90-Day Plan and MRI initiatives. The tool includes designated sections for identifying next steps and follow-up, allowing leadership to provide targeted feedback and support ongoing teacher growth.

SITM Team Recommendations

Continue strengthening the use of HQIM instructional materials in all classrooms by establishing clear implementation expectations and monitoring use through regular walkthroughs. Establish a measurable implementation goal and review progress toward the goal during the MOY site visit.

School's Identified Next Steps

School leadership intends to share walkthrough data with staff regularly to maintain focus on identified essential strategies and monitor implementation levels. Leadership will use the data to reinforce expectations and provide targeted professional development, coaching, and follow-up support as needed.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	New Futures	
School Leader:	Michelle Martinez	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Dr. Gabriella Blakey	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Eileen Reed	
Date:	September 15, 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	Learning	There is little or no evidence of a fully implemented team actively working to improve graduation rates using data-driven decision-making. There is a lack of formalized structures, communication, and evaluation processes, and much of the work related to graduation rate improvement has either not started or is in its infancy.
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	Transforming	There is comprehensive evidence of an established, well-organized system for tracking credit accumulation and recovery. Every student's progress is meticulously recorded and regularly reviewed, with specific actions taken based on quarterly reports and midterm failing grades. This proactive and responsive system guarantees that students receive the necessary interventions to recover credits and stay on the path toward graduation, ensuring no student is unaccounted for.
Frequent and consistent progress monitoring and data-driven early warning system	Transforming	There is comprehensive evidence of a system in place to track credit accumulation and recovery. The data is consistently collected, and the school's graduation program plan provides a clear framework for monitoring progress and intervening when necessary. Predetermined interventions are readily available, visual progress reports are accessible to students and families, and personalized learning plans are regularly reviewed and adjusted. This comprehensive approach ensures that all students are supported and have a clear pathway toward graduation.
Systems for monitoring and improving attendance.	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	Impacting	There is sufficient evidence of a diverse college and career readiness program aimed at providing students with a wide range of graduation pathways. The school has taken significant steps to support students' academic success and future career aspirations by implementing targeted programs and resources designed to prepare them for college, vocational training, and entry into the workforce. By offering a range of resources and opportunities, the school ensures that all students are well-equipped to pursue their post-secondary goals, whether continuing their education or entering the workforce.
Flexible course scheduling adapted to student needs	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.	Impacting	There is sufficient evidence of structured systems to support students' social, emotional, and behavioral needs. Policies and programs exist, with some documentation of implementation and staff training. There is evidence of student access to support services and periodic assessments of effectiveness, though some areas may lack consistency or depth.
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.	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.