

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: New Hope High School	LEA: Lovington Municipal Schools
School Leader: Gina Hutchins	Supt/PEC Director: Pam Quinones
SITM Team Leader: Matthew Vetterly	Date: September 23, 2026
NM Vistas Designation: MRI - Graduation	
Restructure/Redesign or Restart 2026-27	
The district has decided to close New Hope High School at the end of this school year.	
Successes and Celebrations	
New Hope High School provides an alternative educational pathway for students who are significantly behind in credits or need a smaller, more supportive learning environment. Our mission is to empower students to create their own path to success in a safe, supportive environment while nurturing the values and strengths that define the LMSD Portrait of a Wildcat. Our vision is to inspire every student to think, learn, achieve, and serve. New Hope currently serves students from Cohorts 2023, 2026, 2027, and 2028, with most students transferring from Lovington High School because of significant credit deficiencies. Of the 41 students in Cohort 2027, only 16 are currently on track for graduation, while 15 still need more than half of the 50 required credits. All 30 students in Cohort 2028 are off track for graduation; most entered New Hope having earned fewer than 20 of the 31 credits they could have earned. Our student population includes 40 students classified as English Language Learners, 19 of whom receive English language services; 12 students with disabilities; and four students with 504 plans. The school serves 46 male and 25 female students within Cohorts 2027 and 2028, with two additional students in earlier cohorts. Cohort totals provided equal 73 students. Based on 73 students, the identified populations are approximately 55% ELL, 26% receiving ELL services, 16% students with disabilities, and 5% with 504 plans.	

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	27.3	—	—	—
	Total possible points	80	—	—	—
	Total Vistas points	34.1	—	—	—
Academic Achievement	Language Arts	—	21	0.71	15
	Math	—	21	0.00	15
	Science	—	17	1.67	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	3.23%	31	0.16	5
Attendance	Regular attendance	88.57%	70	8.86	10
Graduation	4-year graduation rate	49.19%	85	4.92	10
	5-year graduation rate	62.96%	82	5.04	8
	6-year graduation rate	50.59%	111	3.54	7
	Graduation growth	3.69*	—	1.49	5
College & Career Readiness	Participation rate	90.45%	—	—	—
	Success rate	34.40%	—	—	—
	Readiness points	—	—	2.56	5
4-Year Graduation Cohorts	2023	41.80%	—	—	—
	2024	56.50%	—	—	—
	2025	49.19%	—	—	—
	Best 2-of-3-year average	52.85%	—	—	—

— = 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.

41

N/A

N/A

Notes: 74 students total accounted for at New Hope and other campuses

Number of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027.

16

N/A

N/A

Notes:

Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027.	39	N/A	N/A
Notes:			
Number of students in the 2027 4-year cohort <u>enrolled</u> in the school, <u>NOT on track</u> to graduate in 2027.	25	N/A	N/A
Notes: 15 of the cohort reportedly still need more than half of the 50 required credits.			
Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>NOT on track</u> to graduate in 2027.	61	N/A	N/A
Notes:			
Number 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.	33	N/A	N/A
Notes:			
Goal: Number 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)	21		
Goal: Percentage 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)	50%		
Goal: Number 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)	31		
Goal: Percentage 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)	75%		
Goal: Number 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)	31		
Goal: Percentage 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)	75%		
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

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

SITM Team Recommendations

- Continue placing English Learner (EL) and special education staff in key classes to provide targeted support.
- Have classroom teachers, EL staff, and special education staff review student work, course progress, engagement, and achievement together.
- Use the results to identify students who need additional help and adjust instruction and supports.
- Monitor whether these changes help students access grade-level instruction and make progress toward mastering the curriculum.

School's Identified Next Steps

- Continue placing English Learner (EL) and special education staff in key classes to help students access instruction.
- Have classroom teachers and support staff review student progress together and identify students who are struggling to earn graduation credits.
- Coordinate additional support for those students and monitor their progress toward earning the credits they need.

System/Practice 2

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

SITM Team Recommendations

- Continue observation and feedback coaching cycles focused on student engagement and learning.
- Review observation evidence alongside course progress to identify practices that help students earn credits and areas where teachers need more support.
- Continue using OFCCs to strengthen instruction and help students prepare to participate in each class.
- Administration reports and classroom observations show gains in student engagement as teachers consistently use the identified practices.
- These practices are beginning to improve student participation and readiness to learn.
- Continue observation and feedback coaching cycles with a consistent focus on student engagement and learning. Review observation evidence alongside course progress to determine which practices are helping students earn credits and where teachers need further support.

School's Identified Next Steps

- Continue Observation and Feedback Coaching Cycles (OFCCs) to strengthen instruction, student engagement, and learning.
- Build on the gains in student engagement seen during classroom observations as teachers use the identified practices.
- Establish a consistent PLC process for implementing, monitoring, and reflecting on those practices across classrooms and departments.
- Use classroom observation and student engagement data to assess the impact of OFCCs on instruction, participation, and learning.
- Use the findings to refine coaching and professional learning.

System/Practice 3

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

SITM Team Recommendations

- Establish a consistent PLC routine for reviewing student progress, sharing evidence from Observation and Feedback Coaching Cycles (OFCCs), and adjusting instruction.
- Strengthen implementation of OFCC practices across departments through shared expectations, regular monitoring, and follow-up.
- During the final year, prioritize students who are off track for graduation. Document the actions taken and follow-up for each student.

School's Identified Next Steps

- Strengthen PLC implementation across departments through consistent collaboration, communication, and shared expectations.
- Establish a common routine for PLCs to review student progress, analyze evidence of learning, and adjust instruction.
- Use student data to identify needs, plan responsive strategies, and monitor their impact on learning.

System/Practice 4

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

SITM Team Recommendations

- Continue assigning each student a trusted adult and maintain a roster of adult contacts, student needs, and follow-up.
- Let teachers identify students within their instructional reach to build consistent, supportive relationships.
- Have administration connect students who are harder to place with a counselor, administrator, secretary, or another trusted adult.
- Include the social worker in follow-up when additional support is needed, particularly for students receiving special education services.
- Monitor the roster and follow up regularly, with particular attention to students who are off track for graduation.

School's Identified Next Steps

- The school has established a support system built on positive relationships and a safe, supportive environment.
- Teachers identify students within their instructional reach to build connections and provide individual support.
- Administration assigns students who are harder to match with a counselor, administrator, or another trusted staff member.
- The social worker provides targeted support, including for students receiving special education services.
- Together, these efforts help students connect with an adult who can support them as they work through barriers to success.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	New Hope High School	
School Leader:	Gina Hutchins	
LEA:	Lovington Municipal Schools	
Superintendent/PEC Director:	Pam Quinones	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Dr. Matthew Vetterly	
Date:	September 23, 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)	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	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	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.	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	Impacting	There is sufficient evidence of an advisory and mentor program that nurtures student success. By tracking advisor/mentor assignments, offering academic coaching, and facilitating peer mentoring, the school provides a holistic support system that helps students develop their academic skills, emotional resilience, and sense of belonging. The program fosters an environment where students can thrive academically and personally, ensuring they are well-equipped to reach their full potential.

Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	Engaging	There is some evidence that effective classroom instruction is available for all students, particularly ELs and SWDs. While foundational efforts are in place, such as organized classroom environments, positive teacher-student relationships, and academic assessments, there is still much to be done to ensure that the needs of all students are fully addressed. The school is working to improve its online/blended learning programs, consistently implement IEP accommodations, and increase cognitive engagement among all students, particularly concerning language acquisition for ELs and support for SWDs. This focus on inclusivity and differentiation is still developing, but there is a clear commitment to fostering an academic environment where every student can succeed.
Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning	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.