

School Improvement & Transformation



Working together to elevate student achievement
and build stronger, future-ready schools.



STRONG SCHOOLS

Creating safe, supportive
environments where
every student can
succeed.



INSPIRED EDUCATORS

Empowering educators
with resources, support,
and professional
learning.



DATA DRIVEN

Using data and evidence
to inform decisions and
drive continuous
improvement.



COMMUNITY PARTNERSHIPS

Building strong partnerships
that support students,
families, and schools.



Armanda DeBell,
Deputy Secretary
Teaching, Learning
& Innovation



LESC Committee Meeting,
Las Cruces.



September 2026

NM Vistas Identifies Where Students Need Support



2026 NM Vistas

#



Schools identified for Targeted Support and Improvement (TSI)
and Additional Targeted Support and Improvement (ATSI) Student Groups

6



Schools identified for Comprehensive Support & Improvement (CSI)
Low Performance (LP)

23



Schools identified for Comprehensive Support & Improvement (CSI)
Graduation Rate (GR)

5



Schools cascading into More Rigorous Intervention (MRI)
Graduation Rate (GR)

9



Schools cascading into More Rigorous Intervention (MRI)
Low Performance (LP)

4



Schools not exiting More Rigorous Intervention GR & LP
after the first cycle (2023-2026)

20



Investing for tomorrow, delivering today.

What Happens After Identification?

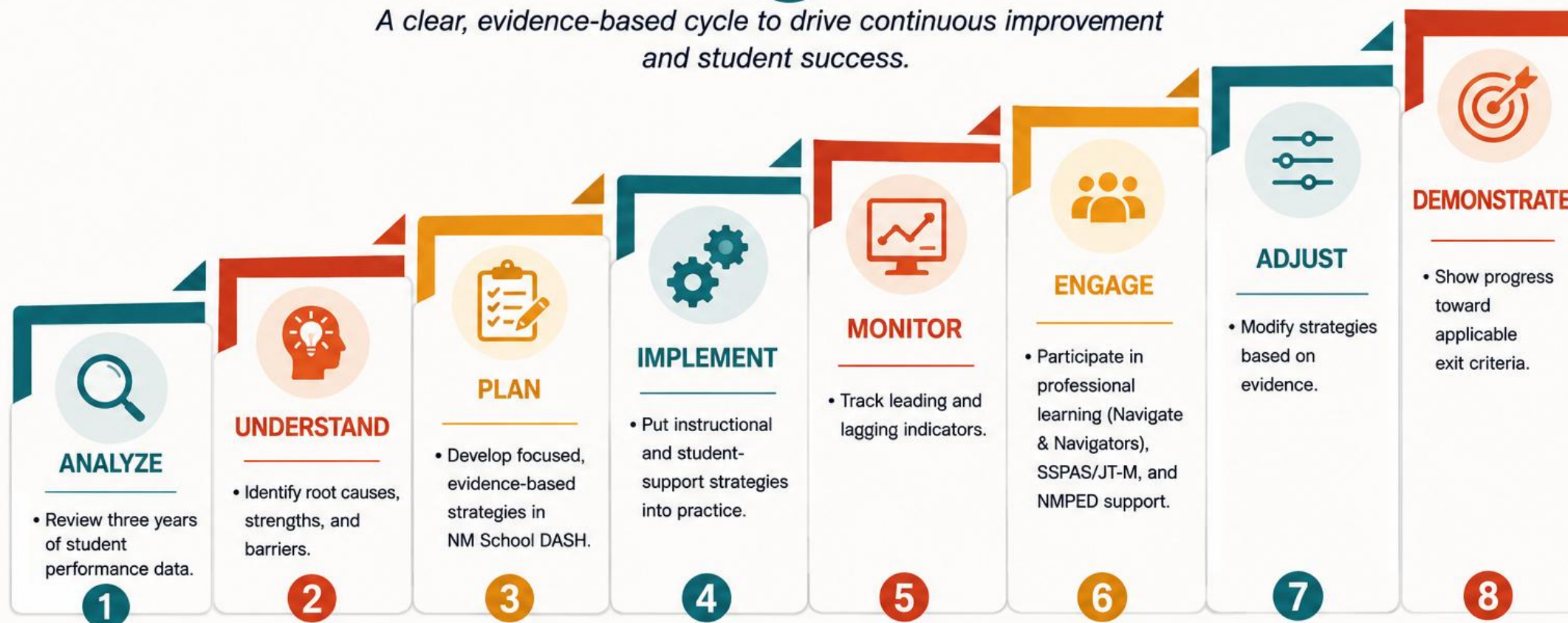


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What Does This Mean for a Principal?



A clear, evidence-based cycle to drive continuous improvement and student success.



YOUR ROLE:

Lead with focus, use evidence, build capacity, and make adjustments to ensure all students achieve at high levels.



YOUR IMPACT:

Stronger instruction, improved outcomes, and continuous school improvement.



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DOES IT WORK?



2026 EXIT STORY



NUMBER OF SCHOOLS



WHAT CHANGED



MRI – GRADUATION

7
SCHOOLS

Exited MRI after sustained **graduation-rate improvement**.



MRI/CSI – STUDENT GROUP OR LOW PERFORMANCE

8
SCHOOLS

Exited after demonstrating **sufficient improvement** across applicable accountability measures.



OTHER TSI/ATSI EXITS

7
SCHOOLS

Exited after demonstrating **sufficient improvement** for student groups.



TOTAL

22
SCHOOLS

Exited school improvement in 2026.



**THE STRONGEST EVIDENCE:
SCHOOLS MOVING OUT OF THE HIGHEST LEVELS OF INTERVENTION.**



Celebrating LAVALAND ELEMENTARY

EXITING SCHOOL IMPROVEMENT STATUS IN 2025!

Stronger Schools.
Brighter Futures.



PROUD OF OUR PROGRESS!

Lavaland Elementary is exiting school improvement status and is now designated as a Traditional School by the New Mexico Public Education Department.



CELEBRATING OUR SUCCESS TOGETHER!



IMPROVED ATTENDANCE AND REDUCED CHRONIC ABSENTEEISM

As of the 80th day, Lavaland has increased overall attendance by 1.5 percentage points to 90.3% and reduced chronic absenteeism by 3.9 percentage points, reflecting strong schoolwide efforts to re-engage students and families.



ACADEMIC GROWTH IN MATHEMATICS

First grade showed a 10% gain on i-Station Math from BOY to MOY. Additionally, the school is seeing upward trends in i-Ready math.



RESILIENT SCHOOL CULTURE AND SHARED LEADERSHIP

Teachers and leaders implemented significant instructional shifts following winter break, including changes to ELD instruction and the master schedule. While the rollout posed challenges and required difficult conversations, staff demonstrated resilience, openness, and a commitment to what is best for students. Teachers felt safe bringing concerns to leadership, reflecting a strong culture of trust and shared leadership.



STRONG TEACHER RETENTION

Despite instructional shifts and increased accountability, teacher retention remains high, signaling staff commitment and a supportive professional environment.



STRONGER TODAY. BRIGHTER TOMORROW.



Stronger
Student Outcomes



Engaged
Families



Empowered
Staff



A Brighter Future
for Every Student



SCHOOL IMPROVEMENT PROGRESS

SUMMARY TABLE

 School Year	 Schools in Designation	 Schools Exiting	 % Exiting
2022-23	136	73	53.7%
2023-24	69*	20	29.0%
2024-25	49	8	19.5%
Overall	142	101	71.1%

*Includes carryover of 6 CSI schools



OVERALL IMPACT

101 schools have exited school improvement support since 2022-23.

71.1% exited

DETAILED YEAR-BY-YEAR CONTEXT



- 136 schools supported
- 69 remained in designation
- **73 exited (53.7%)**



- 69 schools in designation
- 49 remained in designation
- **20 exited (29.0%)**



- 49 schools in designation
- 41 remained in designation
- **8 exited (19.5%)**



OUTCOMES FOR AQUÍ DESIGN THINKING

IMPROVEMENT IN ATTENDANCE. IMPROVEMENT IN GRADUATION. STRONGER FUTURES.



ENROLLMENT GROWTH

Most schools experienced significant enrollment growth, with several increasing by **60–100+ students**, increasing implementation complexity.



CHRONIC ABSENTEEISM

(Full school-level data available in Appendix B.)



SEVERAL SCHOOLS DEMONSTRATED SUBSTANTIAL REDUCTIONS:

- Mark Armijo High School: **-39.8%**
- Archer Academy: **-34.6%**
- New America School (Las Cruces): **-16.2%**



A smaller number of schools saw increases, often aligned with significant enrollment growth and higher-risk student populations.



UNEXCUSED ABSENCES

(See Appendix B for complete dataset.)



MOST SCHOOLS REDUCED UNEXCUSED ABSENCES.

Notable improvements include:

- Gilbert Sena High School: **-48.2%**
- Mark Armijo High School: **-34.8%**



These reductions reflect the impact of schools implementing targeted strategies to improve student engagement and daily attendance.



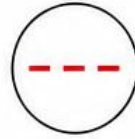
Through design thinking, collaboration, and a focus on root causes, schools are making data-informed decisions and creating meaningful change for students and communities.

1039 – MARK ARMIJO ACADEMY

4-YEAR AGCR GRADUATION RATE



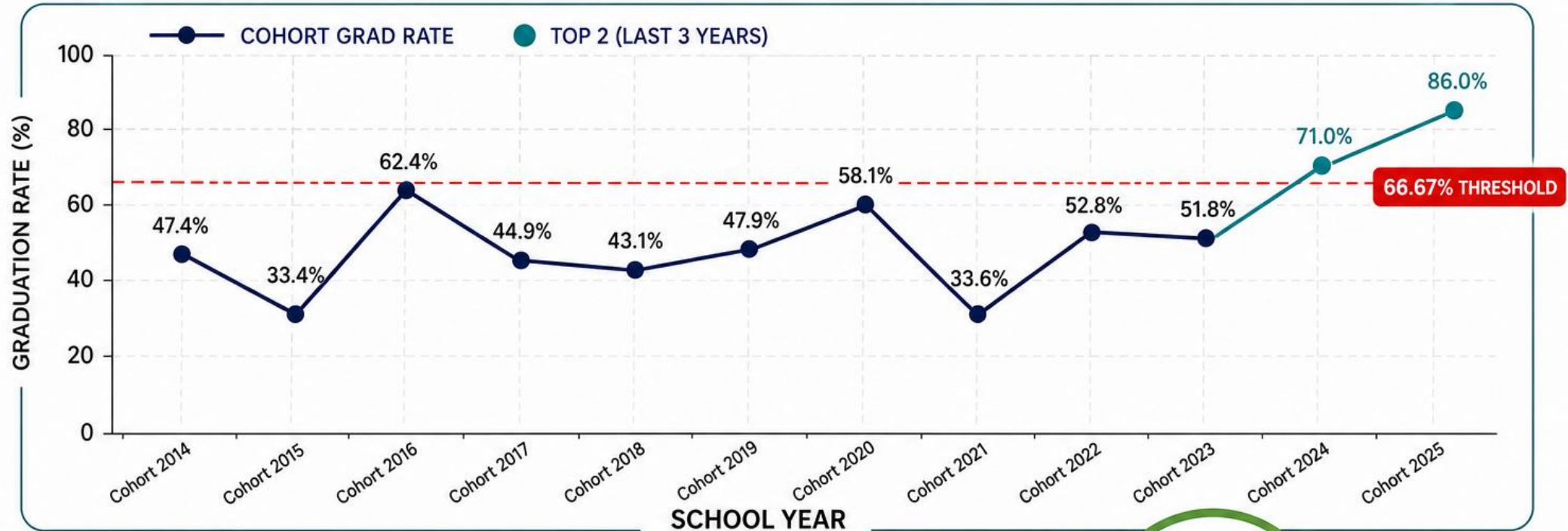
EVALUATION AVG.
78.5%
(TOP 2 – LAST 3 YEARS)



THRESHOLD
66.67%



TREND
UP 52.4 POINTS
SINCE COHORT 2021



STRONG MOMENTUM. CLEAR RESULTS.

Graduation rate improved **52.4** points since Cohort 2021, surpassing the **66.67%** threshold with sustained growth.

FROM 33.6%
TO **86.0%**
+52.4 POINTS



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ARCHER ACADEMY

AQUÍ DESIGN THINKING IN ACTION



DATA



ENROLLMENT

101 → 197

+96



CHRONIC ABSENTEEISM

78.22% → 43.65%

-34.57%
(DECREASE)



AVERAGE UNEXCUSED ABSENCES

27.99 → 14.10

-13.89%
(DECREASE)

STRATEGIES



"DONUT BE LATE"
attendance incentive



**SOCIAL-EMOTIONAL
LEARNING (SEL)**
programming



ATTENDANCE CONTRACTS
for chronically
absent students



**KEY
INSIGHT**



Combining incentives with SEL support led to **significant attendance gains**, even amid substantial enrollment growth.

What Did It Take to Exit?

A COLLABORATIVE PROCESS. FOCUSED WORK. SUSTAINABLE RESULTS.

	 SCHOOL NEED		 SCHOOL IMPROVEMENT WORK		 NMPED SUPPORT
1	 Understand the problem	➤	 Data analysis + root-cause analysis	➤	 School Support & Readiness Assessment (SSRA), data support
2	 Build leadership capacity	➤	 Leadership development	➤	 Coaching + professional learning
3	 Develop a focused strategy	➤	 NM School DASH	➤	 Planning guidance + technical assistance
4	 Implementing the strategy	➤	 Staff/team implementation	➤	 Professional learning + Executive Coaching
5	 Know if it's working	➤	 Progress monitoring	➤	 SIT-M + data review
6	 Respond when it's not	➤	 Adjust strategies	➤	 Targeted technical assistance
7	 Demonstrate improvement	➤	 Evidence + accountability results	➤	 Monitoring and support
8	 Exit	➤	 Meet applicable state criteria	➤	 Support toward sustainable improvement



When schools, leaders, and NMPED work together—**students win.**
One school. One journey. One result.



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WHAT WE'RE HEARING

Insights from Open-Ended Feedback

THEMES FROM OPEN-ENDED FEEDBACK

1



STRONGER DATA USE:

Improved tracking and decision-making

2



SYSTEMS ALIGNMENT:

Greater coherence across goals and actions

3



COLLABORATION:

Stronger team functioning and PLCs

4



PLANNING & GOAL SETTING:

More strategic and focused

5



LEADERSHIP CAPACITY:

Improved decision-making and clarity

6



VALUE OF CORE SUPPORTS:

SIT-M, Navigators, and coaching highly valued

OPPORTUNITIES FOR IMPROVEMENT



More time for collaboration



Additional tools and templates



Continued data systems support



Differentiation by school context

FOR MORE INFORMATION



FOR QUESTIONS



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Deputy Secretary Teaching, Learning, and Innovation



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TO ACCESS ALL SCHOOL IMPROVEMENT & TRANSFORMATION RESOURCES, INCLUDING:

- ✓ SRRA and SIT-M Monitoring Reports 2023 - 2026
- ✓ SSRA and SIT-M Site Visit Protocols
- ✓ Timelines and SIT Title I School Improvement Applications for Funding

please visit the [School Improvement Page](#) of the [NMPED Website](#).



Quality support. Strong systems. Better outcomes.
Together, we invest for tomorrow and deliver today.

