



NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Early College High School Student Success Playbook Implementation and Accountability Guide

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PART I. GUIDING PRINCIPLES AND DESIGN FRAMEWORK

Chapter 1: Guiding Principles and Design Framework

Introduction

This chapter establishes the shared design commitments that underpin high-quality Early College High Schools in New Mexico. These six principles provide the foundation for all student success systems, guiding schools in creating equitable, rigorous, and supportive environments that drive engagement, academic achievement, credential attainment, and post-secondary readiness. These guiding principles are operationalized throughout the KPI Framework and continuous improvement systems described in the following chapters.

1.1 Equitable Access

Equitable Access focuses on increasing the number and percent of students historically underrepresented in higher education who participate in Early College programs.

Key practices include:

- Implementing intentional outreach and recruitment strategies for first-generation, low-income, and underserved students
- Removing structural, **social**, and academic barriers to participation
- Monitoring enrollment, retention, and achievement by student subgroup
- Providing onboarding and orientation systems that foster belonging and confidence

1.2 Academic Pathways

Academic Pathways ensure that what is taught in high school is well-integrated and aligned with college and career lessons and skills.

Key practices include:

- Aligning high school curriculum with college syllabi and dual credit courses
- Mapping coursework to ensure progression toward credentials
- Integrating critical thinking, problem-solving, and workforce-relevant skills
- Supporting teachers through professional learning communities focused on instructional rigor

1.3 Robust Student Support

Robust Student Support provides both academic and advising supports to help students navigate high school and prepare for postsecondary pathways.

Key practices include:

- Maintaining structured advisory programs with regular student check-ins
- Implementing tutoring, mentoring, and targeted interventions
- Integrating postsecondary planning and career guidance into advisement
- Tracking student progress and adjusting supports as needed

1.4 Connections to Career

Connections to Career strengthen the bond between education and workforce opportunities through workplace and experiential learning experiences.

Key practices include:

- Integrating career exploration into curriculum and advisory programs
- Connecting students to internships, industry panels, and mentorships
- Collaborating with business and industry partners to align learning experiences with workforce needs
- Monitoring student participation and learning in career pathway experiences

1.5 High-Quality, Deep Partnerships

High-Quality, Deep Partnerships support coordination across K–12, postsecondary, and industry partners.

Key practices include:

- Coordinating curriculum, dual credit courses, and student learning experiences with postsecondary partners
- Engaging in joint planning, professional learning, and assessment of student outcomes
- Sharing responsibility for student success across schools, colleges, and partners
- Documenting partnership activities and evaluating their impact on student learning

1.6 Exceptional Leadership Skills

Exceptional Leadership Skills ensure that administrators and educators guide Early College High Schools successfully and sustain program quality over time. Leaders drive continuous improvement, create a culture of accountability, and support staff in implementing best practices.

Key practices include:

- Articulating and communicating a clear vision for student success

- Leading professional learning communities and supporting staff development
- Using data to monitor KPIs and guide school improvement
- Facilitating monthly KPI reviews, quarterly equity checks, and annual implementation audits
- Advocating for students and the program with postsecondary and community partners

Chapter 2: Regulatory Framework and KPI Definitions

Introduction

This section translates the regulatory framework governing Early College High Schools in New Mexico into practical guidance for school leaders and staff. While state rules establish program expectations, effective implementation depends on the daily systems and routines within schools.

Key Performance Indicators (KPIs) provide a consistent structure for monitoring student progress, evaluating program effectiveness, and guiding continuous improvement. When used effectively, KPIs help schools move beyond compliance reporting to proactive student success systems.

The following sections provide an overview of the regulatory framework, define each KPI, and explain how schools can use these indicators to monitor implementation and support student outcomes.

The chapter begins with an overview of the state rule that establishes these expectations.

2.1 Overview of NMAC 6.30.13

New Mexico Administrative Code NMAC 6.30.13 establishes the requirements and performance expectations for Early College High Schools (ECHS) operating in the state. These regulations define program eligibility, reporting expectations, and the key indicators used to measure program effectiveness.

The rule identifies several performance indicators that collectively measure whether Early College High Schools are meeting program expectations, including:

- Expanding equitable access to early college opportunities for students underrepresented in higher education
- Supporting student persistence and program completion within structured academic pathways
- Enabling students to earn college credit through aligned dual credit coursework

- Preparing students for postsecondary education and career pathways, including participation in work-based learning experiences
- Supporting attainment of workforce-recognized credentials aligned with student pathways

The regulation also specifies measurable targets for student participation and dual credit completion:

Regulatory Expectations – NMAC 6.30.13

Specific requirements include:

- Students should begin dual credit no later than **10th grade**
- Complete a minimum of **3 credit hours by 11th grade**
- At least **80% of 12th grade students** earn **≥12 credit hours**
- Enrollment reflects the **percentage of low-income students equal to the local district**

These outcomes are monitored through key performance indicators (KPIs) that track student access, engagement, academic progress, credential attainment, and postsecondary readiness. While these indicators are reported at the state level, they are most powerful when used locally by school teams to monitor progress and guide student support systems.

2.2 Definition of Each ECHS KPI

The Early College performance framework includes a set of KPIs used to monitor student participation, progress, and outcomes. Each KPI reflects the strength of underlying systems within the school.

Examples of key KPIs include:

- **Enrollment & Access** – Reflects the effectiveness of recruitment pipelines and the school’s ability to ensure equitable access to Early College opportunities consistent with state regulatory expectations described in Section 2.1.
- **Attendance & Student Engagement** – Reflects student engagement and the effectiveness of early identification and intervention systems.
- **Dual Credit Participation** – Reflect the degree to which students are successfully accessing, progressing through, and completing college coursework while in high school.
- **Postsecondary Readiness & Transition** – Indicates whether students graduate with clear next steps and preparation for college, career, or credential pathways.

Each KPI in this guide is connected to recommended practices, staff ownership expectations, monitoring routines, and evidence artifacts. Together, these elements define the operational systems schools use to support student success and monitor equitable outcomes across student groups.

To strengthen alignment between implementation practices and state reporting expectations, the KPI Framework includes a State Performance Benchmark / Expected outcomes column aligned to NMAC 6.30.13 requirements, annual reporting expectations, and key outcome indicators reflected in the ECHS dashboard and fact sheets. These benchmarks are intended to clarify expected student outcomes while supporting schools in connecting implementation systems to measurable performance indicators. Schools are encouraged to use these benchmarks alongside the implementation maturity indicators to guide continuous improvement planning and self-assessment discussions.

A comprehensive KPI implementation table, detailing each KPI's core practices, state performance benchmarks, responsible staff, monitoring cadence, and required evidence, is provided in Appendix A along with digital resources in the ECHS Toolkit. The table also describes three implementation levels, Baseline, Developing, and Exemplary, and highlights national best practices with an equity perspective. Schools can use this table both as a model for best practice and as a tool for self-assessment, guiding teams in evaluating their current implementation and planning improvements toward exemplary practice. See Figure 1 below.

EARLY COLLEGE HIGH SCHOOL - KPI FRAMEWORK									
OUTCOME EXPECTATIONS		Core Practice Key systems or practices supporting implementation	OPERATIONAL SYSTEMS			IMPLEMENTATION MATURITY			STRATEGIC LENS
Key Performance Indicator (KPI) What student outcome or system is being monitored?	State Performance Benchmark Expected student outcomes aligned to state reporting		Owner Staff responsible for monitoring and implementation	Cadence Frequency of review and monitoring	Evidence Data or artifacts used to monitor progress	Baseline Emerging or limited implementation	Developing Consistent implementation practices emerging	Exemplary Highly effective and sustainable implementation	
Enrollment	Enrollment reflects intentional outreach and equitable access for students underrepresented in higher education, including participation rates for low-income, first generation, and historically underrepresented students that are comparable to district demographics.	Implement a strategic recruitment and enrollment pipeline that expands awareness and ensures equitable access for students, particularly those historically underrepresented in postsecondary education.	Principal; Counselor; Recruitment/Outreach Coordinator	Recruitment cycle annually; enrollment data reviewed quarterly	Recruitment plan; outreach event logs; application and enrollment data; demographic comparison to district population; partnership outreach documentation	Recruitment relies primarily on passive outreach (website, word of mouth). Enrollment does not reflect the demographic composition of the district or target student populations. Limited monitoring of application or enrollment patterns.	School implements structured recruitment activities (middle school visits, family information sessions, application process). Enrollment data is reviewed periodically and outreach efforts begin targeting underrepresented student groups.	School maintains a comprehensive recruitment pipeline with active middle school partnerships, family engagement strategies, and data monitoring. Enrollment reflects intentional efforts to ensure access for low-income, first-generation, and historically underrepresented students. Data is used to continuously refine recruitment	High-quality Early College programs intentionally recruit and enroll students who may not otherwise access college opportunities. Best practice includes proactive outreach to underrepresented populations, transparent admissions processes, and ongoing monitoring to ensure equitable participation.
Attendance	Students consistently attend and engage in coursework, advising, and pathway activities necessary for successful program completion and postsecondary readiness.	Review attendance regularly and implement tiered intervention strategies.	Advisor; Advisory team or Attendance clerk	Weekly	Attendance records; intervention log	Sporadic review; reactive intervention	Weekly review; targeted interventions; partial subgroup review	Weekly systematic review; tiered interventions; subgroup disparities addressed; advisory engagement	Tiered early warning; advisory routines; disaggregated subgroup monitor
Academic Progress	Students demonstrate academic progress and course success necessary for participation in college-level coursework and successful progression through aligned pathways.	Monitor student grades and provide structured tutoring, reteaching, and academic supports.	Teacher; Advisor	Weekly	Grade tracker; tutoring roster; PLC notes	Sporadic grade monitoring; reactive tutoring	Weekly grade monitoring; tutoring scheduled proactively; PLC discussions	Weekly monitoring; proactive tutoring; PLC aligned to college standards; subgroup data reviewed	PLC alignment to college syllabus; targeted support for underrepresented learners
Dual Credit Participation	Students participate in tuition-free dual credit coursework beginning no later than grade 10 and aligned to declared pathways or majors.	Ensure students enroll in appropriate dual credit courses through coordinated scheduling, advising, and registration processes.	Counselor; Dual Credit Coordinator; Postsecondary Partner	Biweekly or monthly	Course completion reports; grade monitoring dashboards; intervention logs	Completion data reviewed infrequently; interventions occur after course failure	School monitors course progress and provides academic support for students at risk.	Dual credit completion is monitored systematically; proactive supports ensure high completion rates across student groups.	Strong Early College programs monitor both participation and successful completion of college coursework.

Figure 1. Sample KPI Framework: This example shows how KPIs connect to core practices, state performance benchmarks, staff responsibilities, monitoring routines, evidence, and implementation levels. It provides a snapshot of the framework; the full KPI implementation table with additional guidance and equity considerations is available in Appendix A and digital resources.

2.3 Understanding the KPI Framework

Framework Legend

◆ State Performance Benchmark aligned to state reporting expectations and key ECHS performance indicators.

The KPI framework connects each student success outcome to practical systems within the school. Each KPI is supported by a set of operational elements that define how the outcome is implemented, monitored, and improved.

- KPI – The student success outcome being monitored.
- ◆ State Performance Benchmark / Outcome Expectations – Expected student outcomes or benchmarks aligned to state reporting expectations and key ECHS performance indicators.
- Core Practice – Key routines or strategies implemented to drive the outcome.
- Owner – The primary staff member or team responsible for implementing, monitoring, and responding to the practice.
- Cadence – The frequency at which the system or routine is implemented and reviewed (for example, weekly, monthly, or quarterly).
- Evidence – Artifacts that demonstrate implementation of the practice, such as meeting agendas, monitoring reports, advising logs, recruitment materials, or pathway maps.
- Baseline / Developing / Exemplary – Implementation maturity levels that describe how consistently and effectively the system is operating.
- National Best Practice / Equity Lens – Research-informed guidance that highlights effective strategies and ensures systems promote equitable access, participation, and outcomes across student groups.

2.4 What Full Implementation Means

Full implementation occurs when the systems, routines, and monitoring structures associated with each KPI are consistently in place and producing documented evidence of practice. Schools move from Baseline to Exemplary implementation as these systems become systematic, proactive, and intentionally designed to ensure equitable outcomes.

- Baseline – Core systems exist but may be inconsistent, informal, or limited in scope. Implementation may rely on individual effort rather than established routines, and evidence is limited or not consistently documented.

- Developing – Practices are implemented consistently and monitored regularly. Staff roles and routines are becoming clearly established, and data is beginning to inform improvement efforts.
- Exemplary – Practices are fully integrated into school operations. Data guides decision-making, interventions are proactive, and practices are continuously refined to improve outcomes and ensure equitable access for all students. Systems demonstrate measurable impact across student groups.

Implementation maturity reflects the strength of systems, not simply the presence of individual activities. The operational framework in this guide connects each KPI to:

- State performance benchmarks
- Core practices
- Ownership roles
- Monitoring cadence
- Required evidence artifacts
- Implementation maturity expectations
- National best practices with an equity lens

Together, these elements provide a roadmap for schools to build, monitor, and refine systems that support equitable student success. Regular monitoring allows school teams to identify challenges early, adjust practices, and intervene before student outcomes are affected.

Chapter 3: How to Use This Manual

Introduction

This chapter explains how school leaders and staff can use the guide to implement, monitor, and improve Early College systems. The manual is designed as a practical tool to support planning, daily implementation, and continuous improvement aligned to ECHS KPI expectations and implementation systems.

3.1 Navigating by KPI

Schools may begin using this guide by focusing on specific Key Performance Indicators (KPIs) that require improvement or additional monitoring. KPIs represent key student outcome and program implementation measures. Reviewing them helps school teams identify the systems most directly influencing those outcomes.

Each KPI in the framework is connected to a set of practices, routines, and evidence expectations described throughout the guide. When reviewing a KPI, school teams should consider:

- Which systems influence this KPI

- What routines should be in place to monitor progress
- What evidence demonstrates effective implementation of the system

This approach supports targeted improvement by helping teams focus on the systems most directly impacting student outcomes.

3.2 Navigating by Role

Different staff members are responsible for different parts of the Early College system. This guide is designed so that leaders and staff can focus on the sections most relevant to their responsibilities.

In smaller or lightly staffed programs, individuals may serve in multiple roles. Regardless of structure, all responsibilities should be clearly assigned and monitored.

Examples include:

School Leaders:

1. KPI monitoring and improvement planning
2. Oversight of Early College implementation
3. Coordination with postsecondary partners
4. Ensuring accurate data reporting and documentation

Counselors and Student Support Staff:

1. Student advising and pathway planning
2. Enrollment and recruitment support
3. Monitoring student progress and intervention needs
4. Postsecondary application and transition support

Teachers and Instructional Leaders:

1. Monitoring course success and student progress
2. Aligning instruction with college expectations
3. Supporting student preparation for dual credit coursework
4. Collaboration with postsecondary instructors when applicable

3.3 Navigating by Implementation Maturity

Schools may also use this guide to assess their current level of implementation and identify priorities for improvement. The KPI framework defines three levels of system development that describe how consistently and effectively key practices are implemented, monitored, and improved.

- Baseline - Core systems or practices exist but may be inconsistent, informal, or limited in scope.

- Developing - Practices are implemented consistently and reviewed regularly. Roles and routines are becoming clearly defined, and monitoring processes are beginning to guide improvement efforts.
- Exemplary – Systems are fully integrated into school operations and monitored through regular data review. Schools use evidence to refine practices, address gaps, and continuously improve equitable student outcomes.

School teams can use these implementation levels to reflect on current practices, identify areas for growth, and guide planning for continuous system improvement.

3.4 Evidence and Documentation Expectations

Successful implementation of Early College systems requires evidence that key practices and routines are being carried out as intended. This evidence supports program monitoring, continuous improvement, and compliance with state reporting requirements.

Evidence serves several purposes:

- Confirms that systems and routines are functioning as designed
- Supports program monitoring and evaluation
- Provides documentation for state reporting, program reviews, and designation processes

Examples of evidence include meeting agendas and notes, monitoring reports, student progress trackers, recruitment materials, advising plans, and pathway maps.

Schools may engage with this guide at different stages of Early College development, and the types of evidence available may vary depending on program maturity. Some schools may be launching a new program and building foundational systems, such as recruitment, advising, and dual credit partnerships. Others may be expanding participation or refining long-standing practices.

At the exemplary level, evidence is consistently used to inform decision-making, identify gaps, and demonstrate measurable impact on student outcomes.

Regardless of program stage, the systems described in Part II provide the core routines schools should implement and monitor to support strong and equitable student outcomes.

PART II. CORE STUDENT SUCCESS SYSTEMS

Introduction

The systems described in this section translate the Key Performance Indicator (KPI) framework into the daily practices and routines that support student success in Early College High Schools. While KPIs measure student and program outcomes, strong performance depends on the systems schools use to monitor progress, coordinate staff responsibilities, and respond to student needs.

Each system in this section connects directly to one or more KPIs and describes the state performance benchmarks, core practices, monitoring routines, and evidence that demonstrate effective implementation. Schools may use these sections to strengthen existing systems, clarify staff roles, and identify areas where additional structures or routines may be needed.

The implementation maturity levels introduced earlier in this guide, Baseline, Developing, and Exemplary, are used throughout this section to describe how systems evolve as schools develop more consistent, proactive, and data-informed practices.

These systems are designed to support equitable access, strong academic pathways, workforce-connected learning experiences, and measurable student outcomes aligned to postsecondary success.

Together, these systems form the operational foundation of a strong Early College program and support continuous improvement in equitable access, student persistence, academic success, credential attainment, and postsecondary readiness.

System 1: Enrollment and Access

1.1 Purpose of the System

The Enrollment and Access system ensures Early College opportunities are equitable and accessible for all students. It defines recruitment pipelines, onboarding processes, and barrier-removal strategies to support student entry, persistence, and success. When implemented effectively, the system helps schools build representative cohorts and prepare students for Early College pathways. Research shows that intentional enrollment strategies improve student retention and persistence [Source: AIR study, 2024].

1.2 KPI Alignment

This system directly supports the following KPIs:

- **Enrollment & Access**– Ensures students are recruited and enrolled in equitable numbers.
- **Attendance & Student Engagement** – Supports student persistence and ongoing participation through structured onboarding and transition supports.
- **Equity Accountability** – Tracks participation across student subgroups and addresses gaps.

1.3 State Performance Benchmark

Enrollment reflects equitable access for underrepresented student populations, including first-generation and low-income students, with participation patterns comparable to district demographics.

1.4 Core Practices

Research-based strategies for effective Enrollment and Access, informed by national studies on Early College and equitable recruitment practices, include:

- Targeted Recruitment – Conduct outreach to underrepresented student populations using intentional messaging and communication plans to remove access barriers and support broad participation.
- Structured Application & Selection – Implement transparent, bias-minimizing processes to ensure enrollment reflects district and school demographics.
- Family and Student Information Sessions – Provide sessions that clearly explain Early College pathways, expectations, and supports to increase enrollment commitment, early engagement, and persistence.
- Orientation & Onboarding – Prepare students academically and socially through expectation-setting, peer community building, and early success planning.
- Barrier-Removal Strategies – Address non-academic obstacles to enrollment and persistence, such as transportation, schedule alignment, and communication supports. Previous academic performance can be supported through the ECHS system rather than serving as a barrier to access or limiting student opportunity.

1.5 Owner

Primary staff responsible for implementation:

- School Leadership (Principal)
- Counselors or Advising Staff
- Enrollment and Recruitment Team

1.6 Cadence

Frequency of system review and execution:

- Recruitment and outreach planning - Annually
- Application and enrollment review - Each semester
- Equity monitoring - Ongoing, with quarterly review of subgroup participation

1.7 Evidence of Implementation

Examples of evidence that the system is operating effectively include:

- Recruitment plans and outreach logs

- Application forms and selection documentation
- Orientation schedules and attendance records
- Enrollment demographic reports
- Onboarding activity checklists

1.8 Implementation Maturity

Baseline:

Recruitment and enrollment processes exist but may be informal or inconsistent. Outreach may rely primarily on passive communication rather than targeted efforts. Equity monitoring is limited or nonexistent.

Developing:

Recruitment and enrollment processes are structured and conducted consistently. Schools monitor enrollment patterns, including subgroup participation, and adjust strategies to address gaps. Onboarding activities are standardized.

Exemplary:

Recruitment is proactive and intentional, targeting students underrepresented in higher education. Enrollment and retention data are reviewed regularly and used to refine practices. Onboarding and orientation are integrated into the student support system, ensuring students are academically and socially prepared. Equity audits inform continuous improvement of recruitment and enrollment practices.

System 2: Attendance and Student Engagement

2.1 Purpose of the System

The Engagement and Attendance system ensures that students stay actively connected to their Early College program and consistently participate in both high school and college coursework. Regular attendance and strong engagement are key predictors of academic success, persistence in dual credit courses, and on-time program completion.

The system defines routines for monitoring attendance, identifying early warning signs of disengagement, and coordinating timely supports for students experiencing academic, social, or logistical barriers. When implemented effectively, it enables school teams to intervene early and maintain consistent communication with students and families.

Proactive attendance monitoring and early intervention improve student persistence and reduce course failure and dropout risk. Structured engagement strategies are especially important in Early College programs, where students must navigate the expectations of both high school and college coursework.

2.2 KPI Alignment

This system directly supports the following KPIs:

- **Attendance & Student Engagement** – Ensures students consistently attend and actively participate in both high school and college coursework.
- **Dual Credit Participation** – Supports student persistence and successful participation in dual credit coursework.
- **Equity Accountability** – Monitors attendance and engagement patterns across student subgroups to identify and address disparities.

2.3 State Performance Benchmark

Students consistently attend and engage in coursework, advising, and pathway activities necessary for successful program completion and postsecondary readiness.

2.4 Core Practices

Research-based strategies that support strong engagement and attendance systems include the following:

- **Monitor Attendance Regularly** – Review student attendance data weekly or biweekly to identify patterns of absence or disengagement.
- **Identify Early Warning Signs** – Flag students experiencing attendance concerns before patterns become chronic to enable timely interventions.
- **Use Tiered Interventions** – Provide increasing levels of support based on student needs, including advising check-ins, academic support, family communication, and referrals to additional services.
- **Establish Advisory or Mentoring Structures** – Assign consistent adult advocates to monitor progress, support goal setting, and address emerging challenges.
- **Communicate with Families** – Keep families informed about attendance expectations, student progress, and available supports to strengthen school-home partnerships.
- **Coordinate with Postsecondary Partners** – Monitor attendance and participation in dual credit courses and provide timely support for students facing challenges in college coursework.

2.5 Owner

Primary staff responsible for implementation:

- School Leadership (Principal)

- Counselors or Advising Staff
- Teachers and Advisory Leaders
- Attendance or Student Support Teams

2.6 Cadence

Frequency of system review and execution:

- Attendance monitoring and student progress review – Weekly or biweekly
- Student support team meetings – Monthly or as needed
- Family communication and outreach – Ongoing
- Program-level attendance review and subgroup analysis – Quarterly

2.7 Evidence

Examples of evidence that the system is operating effectively include:

- Attendance monitoring reports or dashboards
- Early warning or intervention tracking logs
- Student support meeting agendas and notes
- Family communication records
- Advisory or mentoring program documentation

2.8 Implementation Maturity

Baseline:

Attendance monitoring occurs but may be inconsistent or reactive. Schools may respond to attendance concerns only after patterns of absence have developed. Intervention systems and staff roles may not be clearly defined.

Developing:

Attendance data is reviewed regularly and used to identify students who may need support. Schools implement structured intervention routines and coordinate communication with families and staff. Advisory or mentoring structures help monitor student engagement.

Exemplary:

Attendance and engagement systems are proactive and integrated across the Early College program. Data is reviewed regularly by school teams, and interventions are coordinated across staff roles. Students receive consistent support through advisory or mentoring relationships,

and schools use attendance data to continuously refine engagement strategies and improve student persistence.

System 3: Academic Progress and Instruction

3.1 Purpose of System:

The Academic Progress and Instruction system supports student success in both high school and college coursework within the Early College program. Early College students often take rigorous dual credit courses while completing high school requirements, so schools must establish coordinated systems to monitor academic progress and coordinate timely instructional supports.

The system defines routines for reviewing student grades, aligning instruction across high school and college courses, and providing structured interventions when students encounter academic challenges. When implemented effectively, it enables school teams to identify concerns early, coordinate instructional supports, and ensure students remain on track to complete high school and Early College pathway goals.

Regular progress monitoring, collaborative instructional planning, and targeted academic support improve course completion and student persistence in rigorous academic programs. These practices are especially important in Early College settings, where students navigate the expectations of both secondary and postsecondary coursework.

3.2 KPI Alignment

This system directly supports the following KPIs:

- **Academic Progress** – Supports successful completion of high school and dual credit coursework aligned to pathway goals.
- **Dual Credit Participation** – Supports student participation in and successful completion of postsecondary coursework aligned to pathway goals.
- **Postsecondary Readiness & Transition** – Helps students remain on track toward graduation, credential attainment, and postsecondary success.

3.3 State Performance Benchmark

Students participate in postsecondary coursework aligned to approved pathway goals. Students completing grade 11 attempt at least 3 postsecondary credit hours, and at least 80% of students completing grade 12 successfully complete a minimum of 12 postsecondary credit hours.

3.4 Core Practices

Research-based strategies that support strong academic progress and instructional systems include:

- Monitor Grades and Progress Regularly – Review student performance in both high school and college courses to identify students needing academic support.
- Coordinate Instruction – High school and college instructors align expectations, pacing, and supports to prepare students for dual credit coursework.
- Use Professional Learning Communities (PLCs) or Instructional Teams – Review student work, analyze performance data, and develop strategies to improve instruction and outcomes.
- Implement Structured Academic Interventions – Provide tutoring, reteach opportunities, and reassessment for students struggling with course content.
- Communicate Clearly with Students and Families – Share academic expectations, course requirements, and available supports to help students develop strong study habits and time management skills.
- Monitor Alignment with College Readiness – Ensure high school coursework prepares students academically before enrolling in more rigorous dual credit courses.

3.5 Owner

Primary staff responsible for implementation:

- School Leadership (Principal)
- Teachers and Instructional Staff
- Counselors or Advising Staff
- Instructional Coaches or Department Leads

3.6 Cadence

Frequency of system review and execution:

- Student grade and progress monitoring - Biweekly or monthly
- Instructional team or PLC meetings - Weekly or biweekly
- Academic intervention review and planning - Monthly
- Program level academic progress review - Quarterly

3.7 Evidence

Examples of evidence that the system is operating effectively:

- Grade monitoring reports or progress dashboards
- PLC or instructional team meeting agendas and notes
- Academic intervention plans or tutoring schedules
- Student progress trackers or advising records

- Course completion and dual credit success reports

3.8 Implementation Maturity

Baseline:

Schools monitor student grades but systems for reviewing progress may be inconsistent. Instructional coordination between high school and college courses is limited, and academic supports are primarily reactive.

Developing:

Schools implement regular routines for monitoring student progress and identifying students who need academic support. Instructional teams collaborate to review student performance data and coordinate academic interventions.

Exemplary:

Academic progress systems are fully integrated across the Early College program. School teams regularly review performance data, coordinate instructional strategies, and provide proactive academic supports. Collaboration between high school and college instructors helps ensure that students are prepared for increasingly rigorous coursework and remain on track to complete program goals.

System 4: Dual Credit Participation and Completion

4.1 Purpose of the System

The Dual Credit Participation and Completion system ensures that students successfully enroll in, participate in, and complete college-level courses while in high school. The system defines routines for scheduling, registration, instructor collaboration, and monitoring student progress in dual credit coursework.

When implemented effectively, school teams can proactively identify and address barriers to enrollment and course completion, helping students earn postsecondary credit and remain on track for Early College pathway goals.

Structured access systems, combined with ongoing monitoring and faculty collaboration, improve dual credit participation and completion rates, particularly for students from historically underrepresented groups.

4.2 KPI Alignment

This system directly supports the following KPIs:

- **Academic Progress** – Supports students in meeting academic expectations and progressing successfully through high school and college coursework.
- **Dual Credit Participation** – Supports student participation in and successful completion of dual credit coursework aligned to pathway goals.

- **Credential & Pathway Attainment** – Ensures students successfully complete college coursework and earn postsecondary credit toward pathway goals.
- **Equity Accountability** – Monitors participation and completion patterns across student groups to support equitable access and success in dual credit coursework.

4.3 State Performance Benchmark

Students participate in postsecondary coursework aligned to approved pathway goals. Students completing grade 11 attempt at least 3 postsecondary credit hours, and at least 80% of students completing grade 12 successfully complete a minimum of 12 postsecondary credit hours.

4.4 Core Practices

Research-based strategies that support effective dual credit access and completion include:

- **Align Scheduling** – Ensure high school and college course schedules do not conflict and students have capacity to participate in dual credit coursework.
- **Implement Structured Registration Systems** – Establish clear processes for enrolling students, verifying eligibility, and tracking course load.
- **Monitor Student Progress** – Review grades, college course attendance, and identify students at risk of course failure biweekly or monthly.
- **Facilitate Instructor Collaboration** – Hold regular meetings between high school and college faculty to align expectations, share feedback, and coordinate supports.
- **Support Underrepresented Students** – Provide targeted advising, tutoring, and resource navigation to ensure equitable access and persistence in college courses.
- **Provide Early Intervention and Follow-Up** – Deliver timely academic support, advising check-ins, or course adjustments for students demonstrating challenges.

4.5 Owner

Primary staff responsible for implementation:

- School Leadership (Principal)
- Counselors or Advising Staff
- High School and College Instructors

4.6 Cadence

Frequency of system review and execution:

- Scheduling review - Annually, prior to course registration
- Registration verification - Each semester
- Student progress monitoring - Biweekly or monthly

- Instructor collaboration meetings - Monthly
- Program level review of participation and completion data - Quarterly

4.7 Evidence

Examples of evidence that the system is operating effectively:

- Dual credit course schedules and enrollment lists
- Registration forms or confirmation records
- Progress monitoring reports or grade tracking dashboards
- Instructor meeting agendas and notes
- Student support or intervention logs

4.8 Implementation Maturity

Baseline:

Dual credit courses are offered, but enrollment processes may be inconsistent and progress monitoring is limited. Instructor collaboration is minimal, and at-risk students may not receive timely support.

Developing:

Schools implement consistent registration and monitoring processes, regularly track student progress, and provide structured interventions. High school and college instructors collaborate to align expectations and support student success.

Exemplary:

Dual credit access and completion systems are fully integrated. Scheduling, registration, and progress monitoring are proactive and coordinated. Instructor collaboration is routine, interventions are timely and data-driven, and schools actively work to eliminate barriers to participation and course completion for all students, especially underrepresented groups.

System 5: Credential and Pathway Attainment

5.1 Purpose of the System

The Credential and Pathway Attainment system ensures that students progress through clearly defined academic and career pathways that lead to meaningful postsecondary outcomes. In Early College programs, pathways connect high school coursework, dual credit opportunities, career exploration, and workforce experiences to postsecondary education and workforce goals.

The system defines routines for pathway planning, credential tracking, and coordination with postsecondary and workforce partners. When implemented effectively, it helps ensure that students graduate with college credit, Workforce-Recognized Credentials, or clear progress toward postsecondary degrees and career pathways.

Structured pathway programs that combine academic coursework, advising, and workforce-aligned credentials improve student motivation, persistence, and postsecondary success. These systems also help students understand the purpose of their coursework and make informed decisions about college and career opportunities.

5.2 KPI Alignment

This system directly supports the following KPIs:

- **Credential & Pathway Attainment** – Supports student progress toward workforce-recognized credentials, certificates, associate degrees, and pathway completion.
- **Academic Progress** – Supports students in meeting academic expectations and progressing successfully through high school and college coursework.
- **Dual Credit Participation** – Supports student participation in and successful completion of dual credit coursework aligned to pathway goals.
- **Postsecondary Readiness & Transition** – Prepares students for continued education, credential completion, or workforce pathways following graduation.

5.3 State Performance Benchmark

Students' progress through approved pathways leading to workforce-recognized credentials, certificates, associate degrees, or bachelor's degrees.

5.4 Core Practices

Research-based strategies that support strong credential and pathway systems include:

- **Define Academic and Career Pathways** – Align high school coursework, dual credit opportunities, and credential options with postsecondary programs and regional workforce needs.
- **Provide Pathway Advising and Student Planning** – Ensure students understand course sequences, credential opportunities, pathway selection, and long-term education and career goals.
- **Track Credential Progress** – Monitor student progress toward workforce-recognized credentials or pathway milestones.
- **Partner with Postsecondary Institutions and Workforce Organizations** – Ensure pathway programs reflect current industry expectations and labor market needs.
- **Integrate Career Exploration and Work-Based Learning** – Connect academic learning to real-world applications and career opportunities.

5.5 Owner

Primary staff responsible for implementation:

- School Leadership (Principal)
- Counselors or Advising Staff
- Postsecondary or Workforce Partners

5.6 Cadence

Frequency of system review and execution:

- Pathway planning and review - Annually
- Student advising and pathway check-ins - Each semester
- Credential progress monitoring - Each semester
- Program level pathway participation and completion review - Annually

5.7 Evidence

Examples of evidence that the system is operating effectively:

- Pathway maps or program of study documents
- Student pathway plans or advising records
- Credential participation and completion reports
- Partnership agreements or coordination records with postsecondary or workforce partners
- Work-based learning participation records

5.8 Implementation Maturity

Baseline:

Pathways or credential opportunities exist but may not be clearly defined or consistently communicated to students. Monitoring of credential participation or completion may be limited.

Developing:

Schools implement structured pathway maps and advising systems that help students understand course sequences and credential opportunities. Schools track student participation and progress toward pathway goals.

Exemplary:

Pathways are fully integrated across the Early College program. Students receive consistent advising and progress monitoring, and pathways are aligned with postsecondary programs and workforce needs. Schools regularly review pathway outcomes and refine programs to ensure students graduate with meaningful postsecondary credentials or progress toward degrees.

System 6: Postsecondary Readiness and Transition

6.1 Purpose of System

The Postsecondary Readiness and Transition system ensures that students graduate from the Early College program with clear plans and preparation for their next steps in education or the workforce. While Early College programs provide opportunities to earn college credit and credentials, students also need structured guidance and support to successfully transition to postsecondary education, training programs, or career pathways.

The system defines routines for college and career advising, application tracking, financial aid completion, and transition planning. When implemented effectively, it helps ensure that students understand their postsecondary options, complete required application and financial aid processes, and graduate with a clear pathway toward continued education or workforce entry.

Structured transition supports, including advising, college application assistance, and financial aid completion programs, significantly increase postsecondary enrollment and persistence among high school graduates. This support is especially important for students who may be the first in their families to attend college.

6.2 KPI Alignment

This system directly supports the following KPIs:

- **Postsecondary Readiness & Transition** – Ensures students graduate with clear plans for continued education, credential attainment, or workforce pathways.
- **Academic Progress** – Supports students in meeting academic expectations and progressing successfully through high school and college coursework.
- **Dual Credit Participation** – Supports student participation in and successful completion of dual credit coursework aligned to pathway goals.
- **Credential & Pathway Attainment** – Supports students in leveraging workforce-recognized credentials and pathway experiences for continued education or workforce entry.

6.3 State Performance Benchmark

Students graduate with documented postsecondary plans and are prepared for college, workforce, and credential pathways following high school completion.

6.4 Core Practices

Research-based strategies that support strong postsecondary readiness and transition systems include:

- Provide Structured College and Career Advising – Help students explore postsecondary options, understand degree pathways, and develop transition plans aligned with their interests and goals.
- Track College Applications – Ensure students complete admissions applications, placement requirements, and enrollment steps for postsecondary programs.
- Support Financial Aid Completion – Provide FAFSA guidance, financial aid workshops, and family outreach to ensure students complete required financial aid processes.
- Facilitate Career Exploration and Planning – Expose students to career pathways, workforce trends, and employment opportunities connected to their academic pathways.
- Plan Transitions for Dual Credit Students – Help students understand how earned college credits transfer and apply toward future degree programs.
- Monitor Alumni Transitions – Track postsecondary enrollment and gather feedback from graduates to strengthen program supports.

6.5 Owner

Primary staff responsible for implementation:

- School Leadership (Principal)
- Counselors or Advising Staff
- Postsecondary Partners

6.6 Cadence

Frequency of system review and execution:

- Postsecondary advising and planning - Each semester
- College application and financial aid tracking - Senior year, with ongoing monitoring
- Career exploration activities - Throughout the school year
- Program level review of postsecondary outcomes - Annually

6.7 Evidence

Examples of evidence that the system is operating effectively include:

- Postsecondary advising plans or student transition plans
- College application tracking reports
- FAFSA completion records or workshop documentation
- Career exploration event records or participation logs
- Postsecondary enrollment or alumni follow-up reports

6.8 Implementation Maturity

Baseline:

Students receive general information about college and career opportunities, but structured advising and transition planning systems may be limited. Application and financial aid processes may rely primarily on individual student initiative.

Developing:

Schools implement structured advising routines and provide guidance for college applications and financial aid completion. Students receive support in developing postsecondary plans and understanding how Early College coursework connects to future goals.

Exemplary:

Postsecondary readiness and transition systems are fully integrated into the Early College program. Students receive ongoing advising, and schools track application completion, financial aid participation, and postsecondary enrollment outcomes. Transition supports are coordinated across staff and postsecondary partners to ensure students graduate with clear and achievable next steps.

System 7: Equity Accountability Framework

7.1 Purpose of the System

The Equity Accountability Framework ensures that Early College programs regularly review program data to monitor student access, participation, and outcomes across student groups. Achieving equitable outcomes requires intentional monitoring and continuous improvement.

The system defines routines for reviewing KPI data, examining participation patterns across student subgroups, and identifying areas where program practices may need adjustment. When implemented effectively, school teams ensure that recruitment, participation, academic success, and postsecondary outcomes reflect equitable opportunities for all students.

Structured data review and equity-focused improvement processes help schools identify participation gaps and implement strategies that improve outcomes for underrepresented students.

7.2 KPI Alignment

This system supports all KPIs within the Early College framework by ensuring that program data is regularly reviewed and used to guide improvement efforts.

Key focus areas include:

- **Enrollment & Access** – Monitors representation of student subgroups within the program.

- **Attendance & Student Engagement** – Identifies patterns that may indicate barriers to participation and persistence.
- **Academic Progress** – Supports students in meeting academic expectations and progressing successfully through high school and college coursework.
- **Dual Credit Participation** – Supports student participation in and successful completion of dual credit coursework aligned to pathway goals.
- **Credential & Pathway Attainment** – Monitors pathway progression and workforce-recognized credential attainment.
- **Postsecondary Readiness & Transition** – Reviews graduate postsecondary enrollment and workforce outcomes.

7.3 State Performance Benchmark

Student participation and outcomes are reviewed across student groups to monitor equitable access and student success within the ECHS program.

7.4 Core Practices

Research-based strategies that support strong equity accountability systems include:

- **Review KPI Data Regularly** – Monitor enrollment, attendance, course success, dual credit completion, credential attainment, and postsecondary outcomes.
- **Analyze Subgroup Data** – Examine program participation and outcomes across underrepresented student populations, including low-income and first-generation students.
- **Conduct Access and Participation Audits** – Review recruitment practices and enrollment patterns to ensure opportunities reflect district and school demographics.
- **Hold Structured Program Review Meetings** – School teams review data, identify trends, and develop action steps to strengthen systems and practices.
- **Document Improvement Actions** – Record adjustments to recruitment strategies, student supports, or program structures based on data findings.
- **Collaborate with District and Postsecondary Partners** – Review program outcomes and strengthen alignment across institutions.

7.5 Owner

Primary staff responsible for implementation:

- School Leadership (Principal)
- Counselors or Advising Staff
- District Leadership or Data Team

7.6 Cadence

Frequency of system review and execution:

- KPI data monitoring - Quarterly
- Subgroup participation and outcome review - Each semester
- Program improvement planning and review - Annually
- Program outcome reporting to district or state partners - Annually

7.7 Evidence

Examples of evidence that the system is operating effectively include:

- KPI monitoring dashboards or reports
- Subgroup participation and outcome analysis
- Program review meeting agendas and notes
- Recruitment or participation audit reports
- Program improvement plans or action steps

7.8 Implementation Maturity

Baseline:

Program data may be collected but is reviewed infrequently or primarily for reporting purposes. Schools may not consistently examine participation or outcomes across student subgroups.

Developing:

Schools implement regular data review routines and analyze participation and outcomes across student groups. Program teams identify areas for improvement and begin adjusting practices based on data findings.

Exemplary:

Equity accountability systems are fully integrated into program operations. Schools regularly review KPI data, conduct subgroup analyses, and implement improvement strategies based on findings. Program teams use data to continuously refine recruitment, student support systems, and instructional practices to ensure equitable access and success for all students.

PART III. CONTINUOUS IMPROVEMENT INFRASTRUCTURE

Introduction

Strong Early College programs rely on regular review of student outcomes, program practices, and implementation systems. While the KPI framework provides a structure for monitoring program performance, schools must also establish consistent routines for reviewing data, identifying improvement priorities, and documenting progress.

The continuous improvement infrastructure described in this section establishes clear routines for how school teams review data, identify priorities, and take action. These routines ensure that KPI data is not only collected but actively used to guide decision-making and improve student outcomes.

When implemented consistently, these practices allow schools to use the same data, evidence, and review processes to support Early College program improvement, broader school improvement planning, and accreditation reviews.

Section 1: Monthly KPI Review Protocol

Regular KPI review meetings help school teams monitor student progress and identify emerging issues before they become larger barriers to success. These meetings focus on reviewing key indicators, discussing trends, and coordinating timely responses across staff roles.

Core components of the monthly review process include:

- Standardized review agendas that guide teams through consistent examination of all KPIs
- Data dashboards or monitoring reports that highlight trends, early warning indicators, and areas requiring attention
- Discussion of student progress and system implementation, ensuring that support strategies are coordinated across staff
- Review of evidence and documentation, confirming that core practices and routines are being implemented as intended

Monthly review meetings help ensure that the KPI framework functions as an active monitoring tool rather than a reporting requirement. These meetings serve as the primary mechanism for coordinating student supports and ensuring that all staff are aligned around student progress and intervention strategies.

Section 2: Quarterly Equity Review

In addition to routine KPI monitoring, schools should conduct deeper quarterly reviews that examine participation and outcomes across student groups. These reviews help ensure that

Early College opportunities remain equitable and that participation reflects district demographics and equitable access goals.

Key elements of the quarterly equity review include:

- Subgroup analysis of program participation and outcomes, including enrollment, attendance, course success, and credential attainment
- Identification of disparities or participation gaps across student populations
- Discussion of potential barriers affecting recruitment, persistence, or academic success
- Development of targeted action plans to address identified equity gaps

These structured reviews ensure that program improvement efforts remain focused on expanding opportunity, addressing participation gaps, and improving outcomes for all student groups.

Section 3: Annual Implementation Audit

An annual implementation audit allows schools to step back and evaluate the overall strength of their Early College program systems. This review focuses on examining the effectiveness of the student success systems described in Part II and identifying priorities for the upcoming year.

Key components of the annual review include:

- Comprehensive evaluation of all KPIs and student success systems
- Assessment of system implementation using the Baseline → Developing → Exemplary framework
- Review of program outcomes and improvement efforts from the previous year
- Identification of priorities and action steps for continued program development

This process ensures that KPI implementation is aligned with school improvement priorities and that program changes are intentional, strategic, and sustained over time.

Section 4: Evidence and Documentation Structure

Successful continuous improvement depends on maintaining clear evidence that program practices and monitoring systems are in place. Schools should maintain organized documentation that demonstrates how KPI systems and student support practices are implemented.

Documentation should be organized in a way that allows school teams to easily access, review, and use evidence during monthly, quarterly, and annual review processes.

Examples of documentation that may be collected include meeting agendas and notes, KPI monitoring reports, recruitment records, advising plans, progress monitoring dashboards, and program review summaries.

Maintaining this documentation serves several purposes:

- Demonstrates that core systems and practices are implemented consistently
- Supports internal reflection and program improvement
- Provides documentation for program reporting, reviews, or accreditation processes

Schools may use the evidence provided throughout this guide to develop organized documentation systems that support both program monitoring and broader school improvement efforts.

PART IV. ESSENTIAL GOVERNANCE AND PARTNERSHIPS

System 8: Governance and Partnerships

8.1 Purpose of the System

Unlike the internal student success systems described in Part II, this section focuses on the external governance structures and partnerships required to support program implementation and meet regulatory expectations.

The Essential Governance and Partnerships system ensures that Early College High Schools maintain formal, documented partnerships that support student access, dual credit completion, work-based learning, and postsecondary readiness. These partnerships provide the structures, guidance, and resources necessary for students to successfully navigate college and career pathways.

Per New Mexico Administrative Code (NMAC 6.30.13), schools must have:

- At least one postsecondary partner to support dual credit alignment, advising, and college readiness.
- Partnerships with industry or workforce organizations to provide work-based learning, career pathway experiences, and credential opportunities

Strong governance ensures that these partnerships are intentional, monitored, and aligned with program goals, supporting both KPI achievement and program compliance.

8.2 KPI Alignment

Partnerships directly support multiple KPIs:

- **Academic Progress** – Supports students in meeting academic expectations and progressing successfully through high school and college coursework.
- **Dual Credit Participation** – Supports student participation in and successful completion of dual credit coursework aligned to pathway goals.

- **Credential & Pathway Attainment** – Industry and workforce partnerships support pathway experiences and workforce-recognized credentials.
- **Postsecondary Readiness & Transition** – Postsecondary partners contribute advising, transition planning, and college readiness supports.
- **Enrollment & Access** – Partnerships help expand opportunities and outreach to underrepresented student populations.
- **Attendance & Student Engagement** – Collaboration supports onboarding, advising, and student persistence strategies.

8.3 State Performance Benchmark

Early College High Schools maintain active partnerships, required agreements, and operational systems necessary to sustain program implementation and compliance with state expectations.

8.4 Core Practices

Research-based strategies for effective governance and partnerships include:

- Formal MOUs that clearly define partner roles, responsibilities, student outcomes, and data-sharing expectations.
- Regular partnership meetings to review student progress, dual credit alignment, and work-based learning opportunities.
- Shared data protocols to monitor student participation, credential attainment, and pathway completion.
- Integration of partner input into program planning, advising, and pathway design.
- Ongoing review and renewal of agreements to reflect program growth, student needs, and updated regulations.

8.5 Owner

Primary staff responsible for partnership management:

- School Leadership (Principal)
- Counselors or Advising Staff
- District Leadership or Partnership Liaison

8.6 Cadence

How often partnerships and governance structures are reviewed:

- MOU review and renewal - Annually

- Partner meetings for student progress and alignment - Each semester
- Data-sharing review - Quarterly
- Integration into continuous improvement and KPI review cycles - Ongoing

8.7 Evidence

Examples of evidence demonstrating system operation:

- Signed MOUs with postsecondary and industry partners
- Meeting agendas and notes with partner updates
- Partnership reports on dual credit courses, work-based learning, or credential attainment
- Data-sharing agreements and reports exchanged with partners
- Documentation of program improvements informed by partner feedback

8.8 Implementation Maturity

Baseline:

Partnerships exist but are informal, inconsistently documented, or limited in scope. MOUs may not be formalized, and student outcomes are rarely discussed with partners.

Developing:

Formal MOUs are in place, meetings occur regularly, and data is shared to support student progress. Partner feedback is sometimes incorporated into program improvements.

Exemplary:

Partnerships are strategic, documented, and fully integrated into program operations. Data sharing informs proactive interventions, and partners actively support dual credit, work-based learning, and pathway alignment. MOUs are regularly reviewed and updated to ensure continued impact and equity and partnership outcomes are regularly reviewed to improve student access, success, and postsecondary transitions.

Using the KPI Framework for Continuous Improvement

The KPI framework and student success systems outlined in this guide are most effective when used as part of a continuous cycle of monitoring, reflection, and improvement. Schools should use the routines described in Part III, along with the tools provided in the Appendices, to regularly review data, identify areas for growth, and implement targeted actions that support equitable student outcomes.

Appendix A - ECHS KPI Framework

Appendix A provides the complete ECHS KPI Framework referenced throughout this guide. Schools may use the framework to support implementation planning, KPI monitoring, continuous improvement planning, and self-assessment activities. An editable version of the framework is also available as a supplemental implementation resource in the NM ECHS Toolkit, located in the Data and Reporting Section.

[Toolkit: Data and Reporting – KPI Framework](#)

ECHS KPI Framework

Monitoring Outcomes, Implementation and Continuous Improvement

Purpose: Use this framework to monitor key student outcomes, assess the maturity of ECHS implementation, identify areas for improvement, and examine program performance through an equity lens.

How to Use This Framework:

- Review the framework with the ECHS leadership team at least quarterly and as part of annual program review.
- Review each KPI alongside its State Performance Benchmark / Outcome Expectation to assess student and program performance.
- Identify the Core Practice, Owner, Cadence, and Evidence used to monitor each KPI.
- Use the Implementation Maturity levels to determine whether practices are at the Baseline, Developing, or Exemplary stage.
- Use the National Best Practice / Equity Lens to consider whether implementation is equitable and responsive to student needs.
- Use the results to identify priorities for the ECHS Outcomes Analysis and Data Action Plan.

OUTCOME EXPECTATIONS		OPERATIONAL SYSTEMS				IMPLEMENTATION MATURITY			STRATEGIC LENS
Key Performance Indicator (KPI) What student outcome or system is being monitored?	State Performance Benchmark / Outcome Expectations Expected student outcomes aligned to state reporting expectations	Core Practice Key systems or practices supporting implementation	Owner Staff responsible for monitoring and implementation	Cadence Frequency of review and monitoring	Evidence Data or artifacts used to monitor progress	Baseline Emerging or limited implementation	Developing Consistent implementation practices emerging	Exemplary Highly effective and sustainable implementation	National Best Practice / Equity Lens Research-based and equity-focused implementation considerations
Enrollment & Access	Enrollment reflects intentional outreach and equitable access for students underrepresented in higher education, including participation rates for low-income, first generation, and historically underrepresented students that are comparable to district demographics.	Implement a strategic recruitment and enrollment pipeline that expands awareness and ensures equitable access for students, particularly those historically underrepresented in postsecondary education.	Principal; Counselor; Recruitment/ Outreach Coordinator	Recruitment cycle annually; enrollment data reviewed quarterly	Recruitment plan; outreach event logs; application and enrollment data; demographic comparison to district population; partnership outreach documentation	Recruitment relies primarily on passive outreach (website, word of mouth). Enrollment does not reflect the demographic composition of the district or target student populations. Limited monitoring of application or enrollment patterns.	School implements structured recruitment activities (middle school visits, family information sessions, application process). Enrollment data is reviewed periodically and outreach efforts begin targeting underrepresented student groups.	School maintains a comprehensive recruitment pipeline with active middle school partnerships, family engagement strategies, and data monitoring. Enrollment reflects intentional efforts to ensure access for low-income, first-generation, and historically underrepresented students. Data is used to continuously refine recruitment strategies.	High-quality Early College programs intentionally recruit and enroll students who may not otherwise access college opportunities. Best practice includes proactive outreach to underrepresented populations, transparent admissions processes, and ongoing monitoring to ensure equitable participation.

OUTCOME EXPECTATIONS		OPERATIONAL SYSTEMS				IMPLEMENTATION MATURITY			STRATEGIC LENS
Key Performance Indicator (KPI) What student outcome or system is being monitored?	State Performance Benchmark / Outcome Expectations Expected student outcomes aligned to state reporting expectations	Core Practice Key systems or practices supporting implementation	Owner Staff responsible for monitoring and implementation	Cadence Frequency of review and monitoring	Evidence Data or artifacts used to monitor progress	Baseline Emerging or limited implementation	Developing Consistent implementation practices emerging	Exemplary Highly effective and sustainable implementation	National Best Practice / Equity Lens Research-based and equity-focused implementation considerations
Attendance & Student Engagement	Students consistently attend and engage in coursework, advising, and pathway activities necessary for successful program completion and postsecondary readiness.	Review attendance regularly and implement tiered intervention strategies.	Advisor, Advisory team or Attendance clerk	Weekly	Attendance records; intervention log	Sporadic review; reactive intervention	Weekly review; targeted interventions; partial subgroup review	Weekly systematic review; tiered interventions; subgroup disparities addressed; advisory engagement	Tiered early warning; advisory routines; disaggregated subgroup monitor
Academic Progress	Students demonstrate academic progress and course success necessary for participation in college-level coursework and successful progression through aligned pathways.	Monitor student grades and provide structured tutoring, reteaching, and academic supports.	Teacher; Advisor	Weekly	Grade tracker; tutoring roster; PLC notes	Sporadic grade monitoring; reactive tutoring	Weekly grade monitoring; tutoring scheduled proactively; PLC discussions	Weekly monitoring; proactive tutoring; PLC aligned to college standards; subgroup data reviewed	PLC alignment to college syllabus; targeted support for underrepresented learners

OUTCOME EXPECTATIONS		OPERATIONAL SYSTEMS				IMPLEMENTATION MATURITY			STRATEGIC LENS
Key Performance Indicator (KPI) What student outcome or system is being monitored?	State Performance Benchmark / Outcome Expectations Expected student outcomes aligned to state reporting expectations	Core Practice Key systems or practices supporting implementation	Owner Staff responsible for monitoring and implementation	Cadence Frequency of review and monitoring	Evidence Data or artifacts used to monitor progress	Baseline Emerging or limited implementation	Developing Consistent implementation practices emerging	Exemplary Highly effective and sustainable implementation	National Best Practice / Equity Lens Research-based and equity-focused implementation considerations
Dual Credit Participation	Students participate in tuition-free dual credit coursework beginning no later than grade 10 and aligned to declared pathways or majors.	Ensure students enroll in appropriate dual credit courses through coordinated scheduling, advising, and registration processes.	Counselor; Dual Credit Coordinator; Postsecondary Partner	Biweekly or monthly	Course completion reports; grade monitoring dashboards; intervention logs	Completion data reviewed infrequently; interventions occur after course failure.	School monitors course progress and provides academic support for students at risk.	Dual credit completion is monitored systematically; proactive supports ensure high completion rates across student groups.	Strong Early College programs monitor both participation and successful completion of college coursework.
Credential & Pathway Attainment	Students progress toward workforce-recognized credentials, certificates, associate degrees, or bachelor's degrees aligned to pathway goals. Students completing grade 11 attempt at least 3 postsecondary credit hours, and at least 80% of students completing grade 12 successfully complete a minimum of 12 postsecondary credit hours.	Provide structured pathways that lead to industry-recognized credentials aligned with workforce needs.	CTE Coordinator; Counselor; Workforce Partner	Each semester	Course completion reports; grade monitoring dashboards; intervention logs	Credential opportunities exist but are not consistently tracked.	Students are advised about credential opportunities and participation is monitored.	Credential pathways are integrated into program design and completion is tracked across student groups.	High-quality pathways combine college credit and workforce credentials aligned with regional labor markets.

OUTCOME EXPECTATIONS		OPERATIONAL SYSTEMS				IMPLEMENTATION MATURITY			STRATEGIC LENS
Key Performance Indicator (KPI) What student outcome or system is being monitored?	State Performance Benchmark / Outcome Expectations Expected student outcomes aligned to state reporting expectations	Core Practice Key systems or practices supporting implementation	Owner Staff responsible for monitoring and implementation	Cadence Frequency of review and monitoring	Evidence Data or artifacts used to monitor progress	Baseline Emerging or limited implementation	Developing Consistent implementation practices emerging	Exemplary Highly effective and sustainable implementation	National Best Practice / Equity Lens Research-based and equity-focused implementation considerations
Work-Based Learning Participation	Students participate in meaningful work-based learning experiences aligned to career pathways and workforce partner expectations.	Provide structured work-based learning opportunities aligned with academic and career pathways, including internships, job shadowing, industry mentorships, or project-based partnerships with employers.	CTE Coordinator / Counselor / Workforce or Industry Partner	Participation monitored each semester; program review annually	Work-based learning participation records; internship agreements; employer partnership documentation ; student reflection or evaluation forms	Work-based learning opportunities exist but participation is limited or inconsistently documented.	School provides structured work-based learning opportunities aligned with pathways and tracks student participation.	Work-based learning is integrated into pathway programs, participation is monitored across student groups, and employer partnerships actively support student learning and credential attainment.	High-quality Early College programs integrate work-based learning experiences that connect academic coursework to career pathways and expand access to professional networks for historically underrepresented students.
Postsecondary Readiness & Transition	Students graduate with a documented postsecondary plan and the academic, technical, and employability skills necessary for college, career, and workforce pathways and success.	Provide advising and transition supports that ensure students graduate with a clear postsecondary plan.	Counselor; Advisor; Postsecondary Partner	Each semester	Advising records; college application tracking; FAFSA completion reports	Students receive general college information but structured transition supports are limited.	Students receive structured advising and assistance with college applications and financial aid.	Schools track postsecondary plans, FAFSA completion, and enrollment outcomes; advising systems ensure all students graduate with clear next steps.	Targeted advising and FAFSA completion supports significantly increase postsecondary enrollment for first-generation students.

OUTCOME EXPECTATIONS		OPERATIONAL SYSTEMS				IMPLEMENTATION MATURITY			STRATEGIC LENS
Key Performance Indicator (KPI) What student outcome or system is being monitored?	State Performance Benchmark / Outcome Expectations Expected student outcomes aligned to state reporting expectations	Core Practice Key systems or practices supporting implementation	Owner Staff responsible for monitoring and implementation	Cadence Frequency of review and monitoring	Evidence Data or artifacts used to monitor progress	Baseline Emerging or limited implementation	Developing Consistent implementation practices emerging	Exemplary Highly effective and sustainable implementation	National Best Practice / Equity Lens Research-based and equity-focused implementation considerations
Equity Accountability	Student participation and outcomes demonstrate equitable access and success across student groups, including low-income students, first-generation students, English learners, and historically underrepresented populations.	Review participation and outcomes across student subgroups and implement improvement actions.	Principal; Data Team; Counselors	Quarterly	KPI dashboards; subgroup analysis reports; improvement plans	Data is collected but rarely analyzed by subgroup.	School reviews subgroup participation and outcomes periodically.	Equity reviews occur regularly and improvement strategies are implemented to address participation gaps.	Disaggregated data review and targeted improvement planning are central to equitable Early College implementation.
<i>What We Expect From Students</i>		<i>What We Do To Support Students</i>				<i>How Well We Are Implementing and Improving</i>			<i>How We Ensure High Quality With Equity</i>

Appendix B - Implementation Tools

- Monthly KPI Review Meeting Agenda Template
- ECHS KPI Monitoring Tool

Monthly KPI Review Meeting Agenda Template

This sample template is intended to support regular KPI review, implementation monitoring, and continuous improvement discussions within Early College High School leadership teams. An editable version of this tool is available in the NM ECHS Toolkit under the Exceptional Leadership section.

Toolkit: Exceptional Leadership Skills – KPI Review Meeting Agenda Template

1. Review of Previous Action Items

- Progress on previous improvement actions
- Status updates on identified concerns
- Other follow-up from prior meeting

Discussion Notes	Action Steps / Owner

2. KPI Data Review

- Review current KPI data and trends, identifying areas of progress and concern.
- Discuss student groups or indicators requiring additional support or monitoring.

Discussion Notes	Action Steps / Owner

3. Subgroup & Equity Review

- Review subgroup participation and outcome trends
- Identify emerging gaps or disparities
- Discuss barriers impacting student participation or success

Discussion Notes	Action Steps / Owner

4. Student Support & Intervention Review

- Identify students or groups needing additional support
- Review intervention effectiveness
- Coordinate advising, tutoring, attendance, or transition supports

Discussion Notes	Action Steps / Owner

5. Partnership & Implementation Updates

- Postsecondary partner updates
- Workforce partner updates
- Work-based learning opportunities
- Upcoming reporting or compliance deadlines

Discussion Notes	Action Steps / Owner

6. Priority Actions & Timeline Development

- Identify priority actions
- Assign responsibilities
- Establish timelines and follow-up steps

Priority Actions	Owner	Timeline / Follow Up

Next Meeting Date:

School-Level Continuous Improvement and KPI Monitoring Template

This tool is intended to support school-level KPI monitoring, implementation review, and continuous improvement discussions within Early College High School leadership teams. Schools may use this tool to monitor trends, identify areas of concern, guide interventions, and support ongoing implementation planning.

Additional local indicators may be added to support school-level monitoring and continuous improvement efforts. These indicators should complement the statewide KPI framework and state performance benchmarks. An editable version of this tool is available in the NM ECHS Toolkit under the Exceptional Leadership section.

Toolkit: Exceptional Leadership -KPI Monitoring Template

Example Local Monitoring Indicators

- Cohort enrollment targets
- First-generation student participation
- FAFSA completion goals
- Pathway participation trends
- Postsecondary credit completion targets
- Student persistence or retention trends

Sample - KPI Monitoring Tool

Sample entries are provided for illustrative purposes only.

KPI Area	Current Data	Trend	Subgroup Concern?	Notes / Root Cause	Action Needed
Enrollment & Access	172 students enrolled	Stable	First generation enrollment below target	Limited middle school outreach participation	Expand family recruitment nights
Attendance & Student Engagement	94% attendance	Declining	EL Students	Transportation issues	Interview students to identify specific issue, examine transportation plan
Academic Achievement Postsecondary Credit					
Postsecondary Credit Attainment					
Credential & Pathway Attainment					
Work-Based Learning Participation					
Postsecondary Readiness & Transition					
Equity Accountability					

Appendix C – Terminology & Definitions

The following terms are provided to support consistent implementation and interpretation of the ECHS KPI Framework and related systems. Definitions are aligned to applicable state guidance and NMAC 6.30.13.

KPI & Framework Terms

Key Performance Indicator (KPI) - A measurable student outcome or implementation area used to monitor the effectiveness of Early College systems and supports.

State Performance Benchmark - Expected student outcomes or benchmarks aligned to state reporting expectations and key ECHS performance indicators.

Implementation Maturity - The degree to which systems and practices are consistently implemented, monitored, and refined to support student success and equitable outcomes.

Baseline - Core systems or practices exist but may be inconsistent, informal, or limited in scope.

Developing - Practices are implemented consistently and reviewed regularly. Staff roles and monitoring routines are becoming clearly established.

Exemplary - Practices are fully integrated into school operations, regularly monitored, and continuously refined to improve equitable student outcomes.

Continuous Improvement - An ongoing process of reviewing data, monitoring implementation, identifying needs, and refining systems to improve student outcomes.

Student Success & Program Terms

Dual Credit - College coursework completed by a high school student that earns both high school and postsecondary credit.

Pathway - A coordinated sequence of coursework, experiences, and supports aligned to postsecondary education, credential attainment, and workforce goals.

Postsecondary Credit - College credit earned by students while participating in the Early College program.

Postsecondary Readiness & Transition - Student preparation for continued education, credential attainment, military service, or workforce pathways following high school graduation.

Work-Based Learning - Structured learning experiences connected to career pathways, including internships, job shadowing, mentorships, apprenticeships, or employer-supported projects.

Workforce-Recognized Credential - A credential, certificate, or certification aligned to approved career pathway or workforce goals and recognized by industry or postsecondary partners.

Equity & Student Group Terms

Underrepresented Student Populations - Student groups that have historically experienced reduced access to postsecondary education opportunities or disparities in educational outcomes.

First-Generation Student - A student whose parent(s) or guardian(s) did not complete a four-year college degree.

Low-Income Student - A student identified as economically disadvantaged based on state or federal program criteria.

Equity Accountability - The process of reviewing participation and outcome data across student groups to identify disparities and guide improvement efforts.

Governance & Systems Terms

Advisory System - A structured support system in which staff regularly monitor student progress, provide guidance, and coordinate interventions.

Implementation Evidence - Artifacts or documentation demonstrating that systems, routines, and practices are operating as intended.

Postsecondary Partner - A college, university, or other postsecondary institution that collaborates with an Early College High School to provide dual credit coursework, advising, credential pathways, or transition supports.

Workforce Partner - An employer, industry organization, workforce agency, or community partner that supports career pathways, work-based learning, credential attainment, or workforce readiness experiences.

Appendix D - References and Research Sources

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