

When the Warning Signs Appear *Are We Intervening Early and Effectively?*

**Looking beyond the numbers to strengthen
ECHS systems**

NM ECHS PLC – September 2026

Jennifer Amis, ECHS Coordinator

Tracey Bryan, VP State Workforce Partnerships

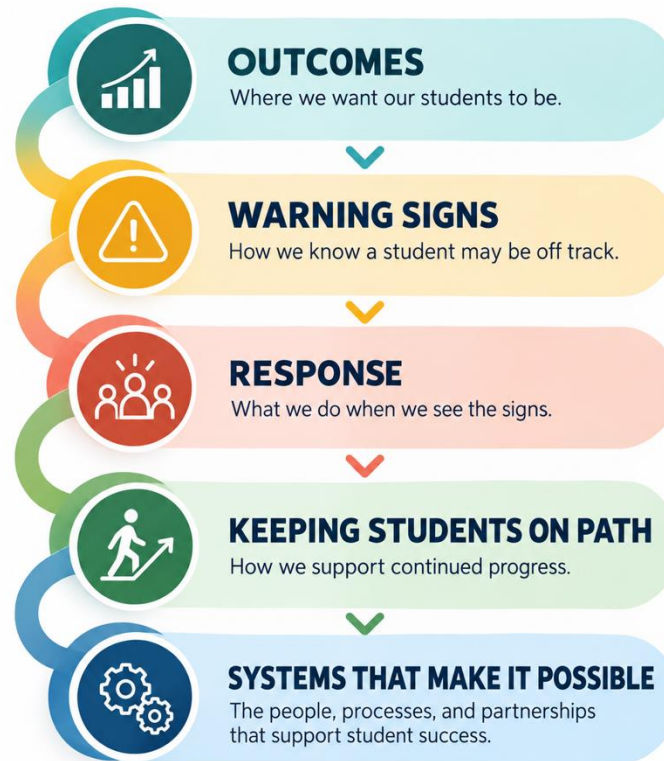
September 29, 2026



Today's Conversation

LOOK BEYOND THE OUTCOMES

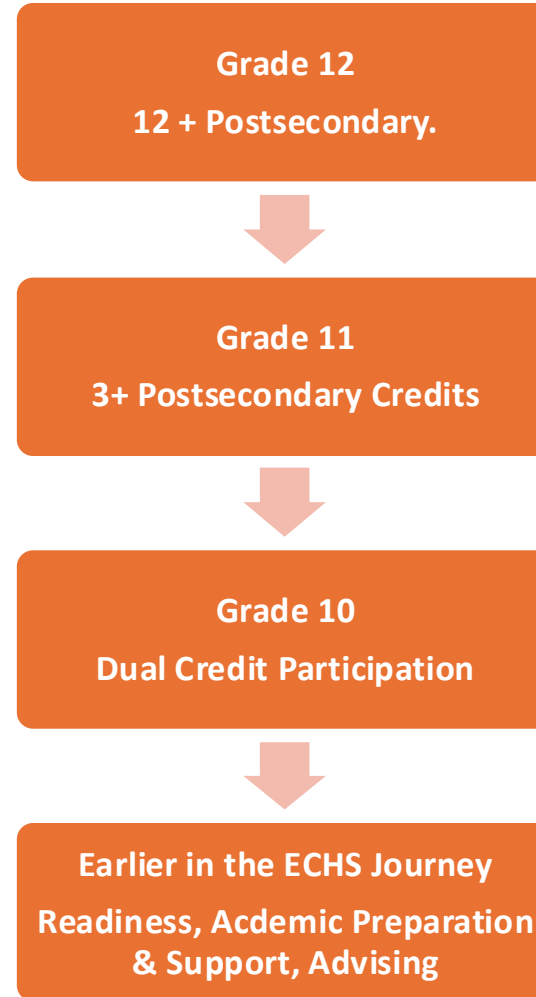
What systems are helping students succeed?



Looking Back at Last Year's Outcomes, What Stands Out to You?

Key Performance Indicators	2026
% of students participating in dual credit	99%
% Grade 11 students who have or are attempting at least three postsecondary credit hours toward a postsecondary workforce credential	79%
% Grade 12 students who successfully completed at least 12 postsecondary credit hours State Benchmark – 80% of all 12th	91%
Average postsecondary credits per student	8
Total postsecondary credit hours were attempted by all students	4925
Total postsecondary credit hours earned by all students	3124
# Students Earning Skill-Based College Credentials	150
# Students earning Associate Degrees	79

Work Backward from the Outcome



Where Do the Warning Signs Appear

What tells you a student may be moving off track?

- **Academic**
Grades, missing work, course engagement
- **Attendance**
Absences, patterns, declining attendance
- **Readiness**
Prerequisites, eligibility, academic preparedness
- **Engagement**
Participation, help-seeking, independence
- **Dual Credit**
Course concerns, withdrawal, unsuccessful completion

How Do We Know?

This is where you move from sign to the system.

Student is failing a course

- Who sees it?
- When do they see it?
- Who responds?

Student's attendance is declining

- Who monitors it?
- How quickly does someone intervene?

Student is struggling in dual credit

- How does the high school know?
- When does the postsecondary partner communicate it?

Student is eligible for dual credit

- Who identifies that?
- What happens next?

Are we identifying students early enough to do something about it?

What Happens Next?

Once we know, what do we actually do?

- **Who responds?**
Who takes the lead?
- **Understand**
What is the student experiencing?
- **Intervene**
Academic, advising, tutoring, counseling, schedule/course options, etc.
- **Follow up**
How do we know the intervention worked?

Strategies that Research Suggests

- Early, systematic progress monitoring
- Proactive academic support rather than waiting for failure
- Structured advising and regular student check-ins
- Rapid communication between high school and postsecondary partners

Source: IES/What Works Clearinghouse, Preventing Dropout in Secondary Schools (2017).

Using the KPI Framework to Look Beneath the Outcome

The KPI tells us what is happening. What does it tell us about our systems?

KPI / Student Outcome	What do we do?	How well are we doing it?	How do we ensure quality & equity?
Academic Progress	What practices support it?	How consistently are they implemented?	Are they effective and equitable?
Dual Credit Participation	What practices support it?	How consistently are they implemented?	Are they effective and equitable?

Where Is there Opportunity?

Think about your school's early-intervention system.

Identify one gap → connect it to an outcome → identify one opportunity to strengthen it.

- Where is the gap?
- What outcome could it affect?
- What could we strengthen in our system?