

# Education in New Mexico: What Does the Future Hold?

**Prepared For**  
**Bureau of Business and Economic**  
**Research**  
**Forecasting Service Quarterly Meeting**  
**November 8, 2013**  
**Albuquerque, New Mexico**



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*Data... Insight... Impact*



# WHAT DOES THE FUTURE HOLD?

*Whereof what's past is  
prologue, what to come in  
your and my discharge*  
(Shakespeare, The Tempest)

*But past performance is not  
as important as you may  
think... As with any  
investment, ... past  
performance is no guarantee  
of ... future success.*  
(The U.S. Securities and  
Exchange Commission)

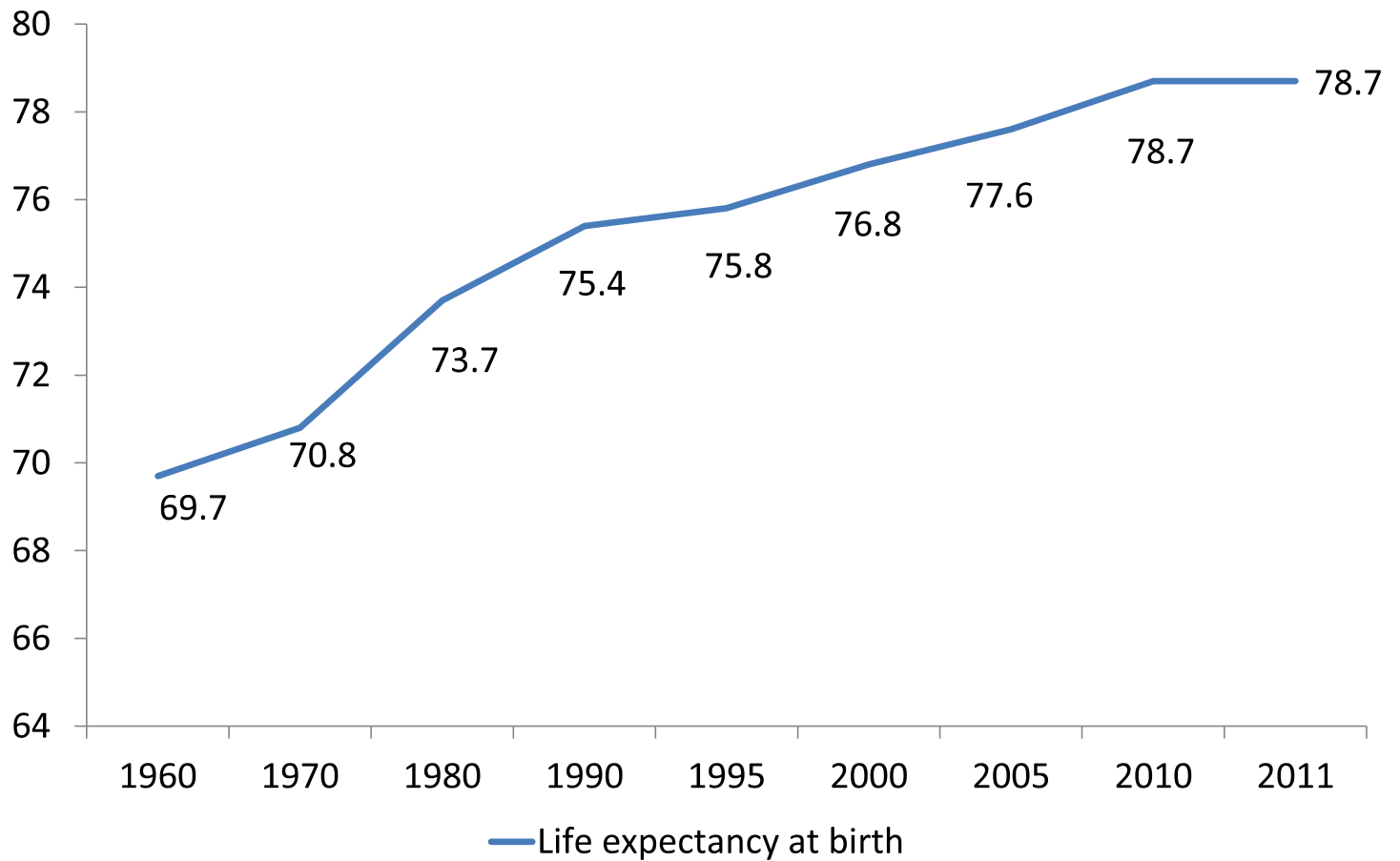
*Don't know much about history  
Don't know much about biology  
Don't know much about a science book  
Don't know much about the French I took*  
*But I do know that I love you  
And I know that if you love me too  
What a wonderful world this would be*  
(Sam Cooke)



## First, the Good News...



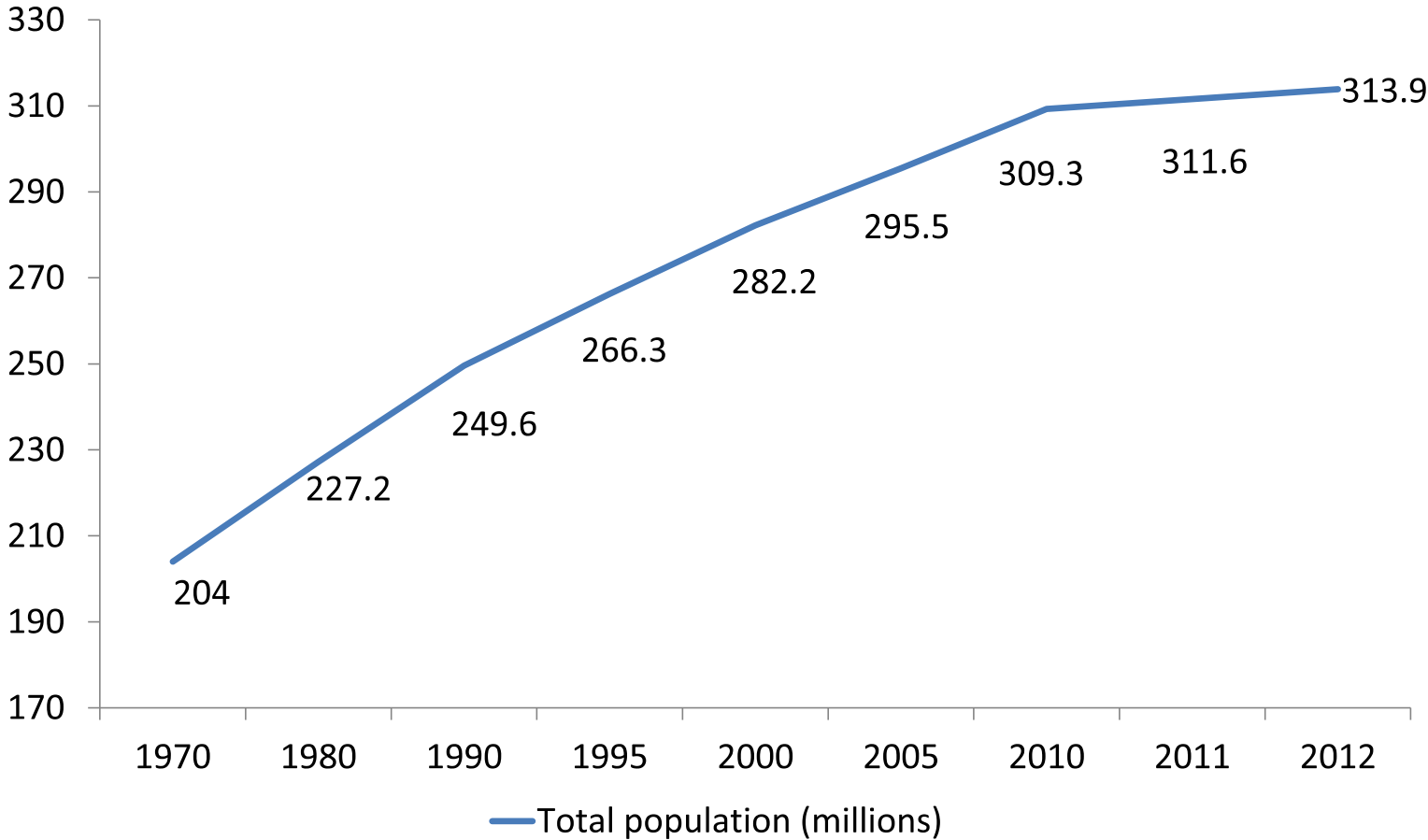
# Life Expectancy in the United States (1960-2011)



U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov



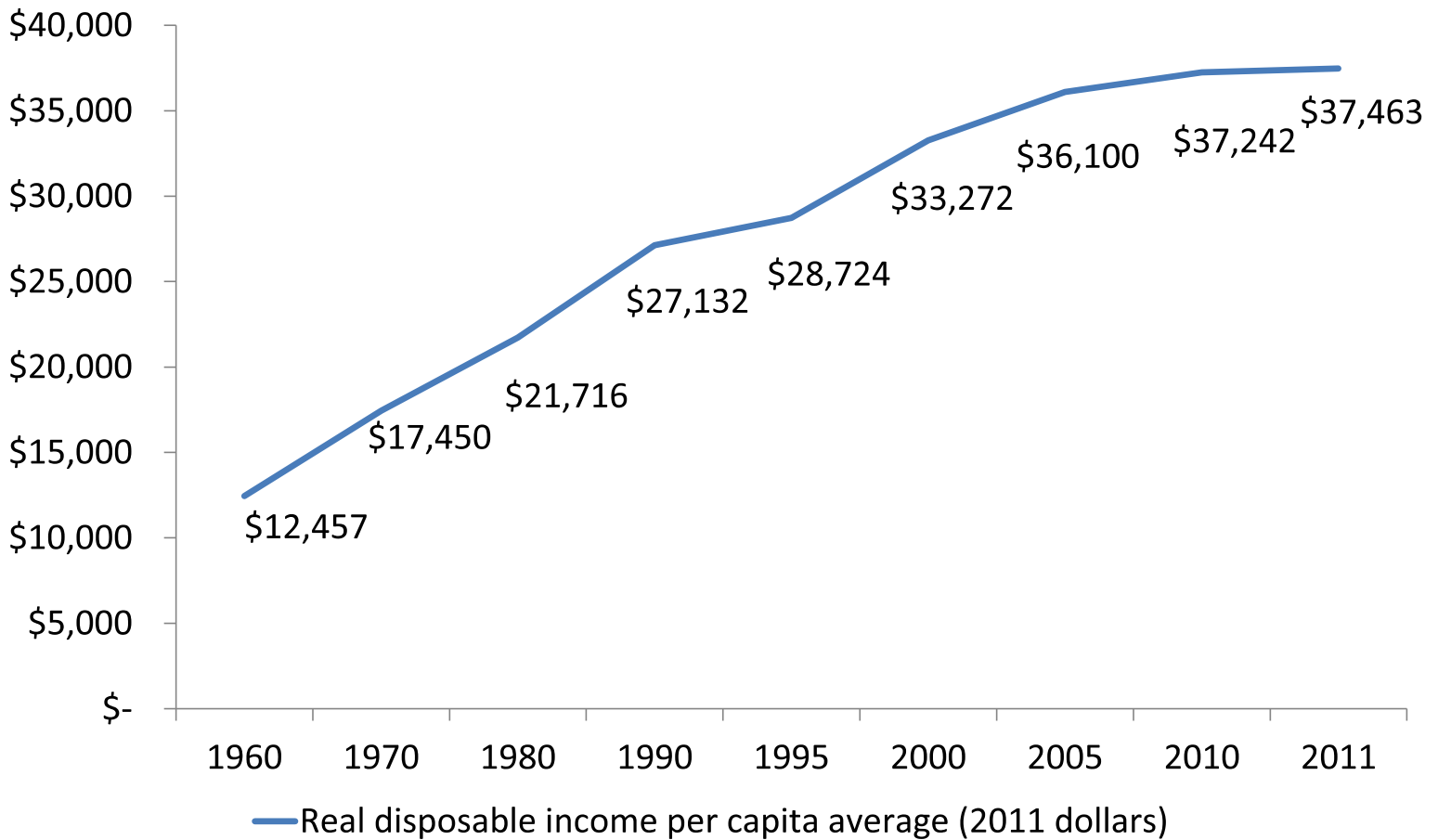
# Population of the United States (1970-2011)



U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov



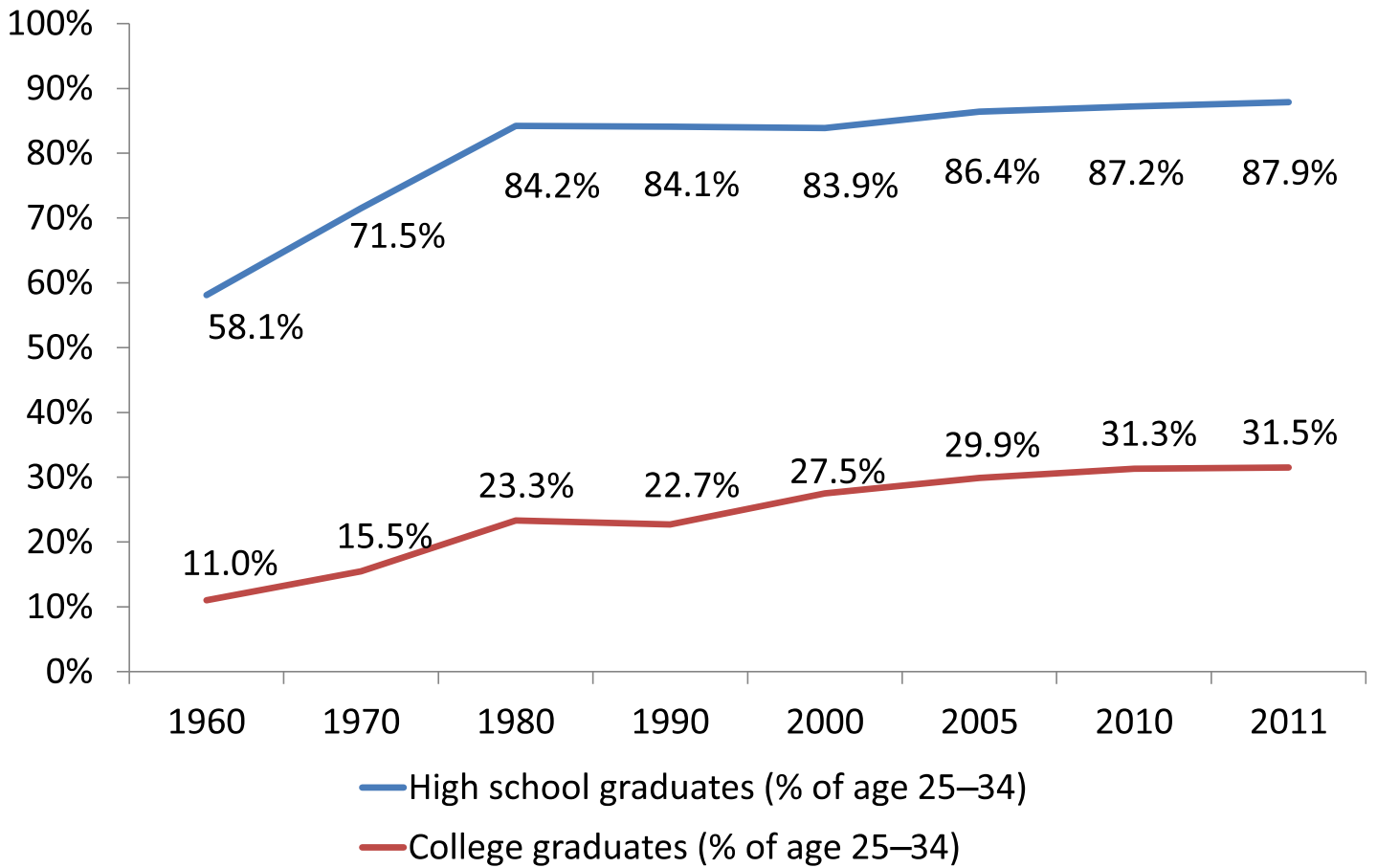
## Income in the United States (1960-2011)



U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov



## Education in the United States (1960-2011)



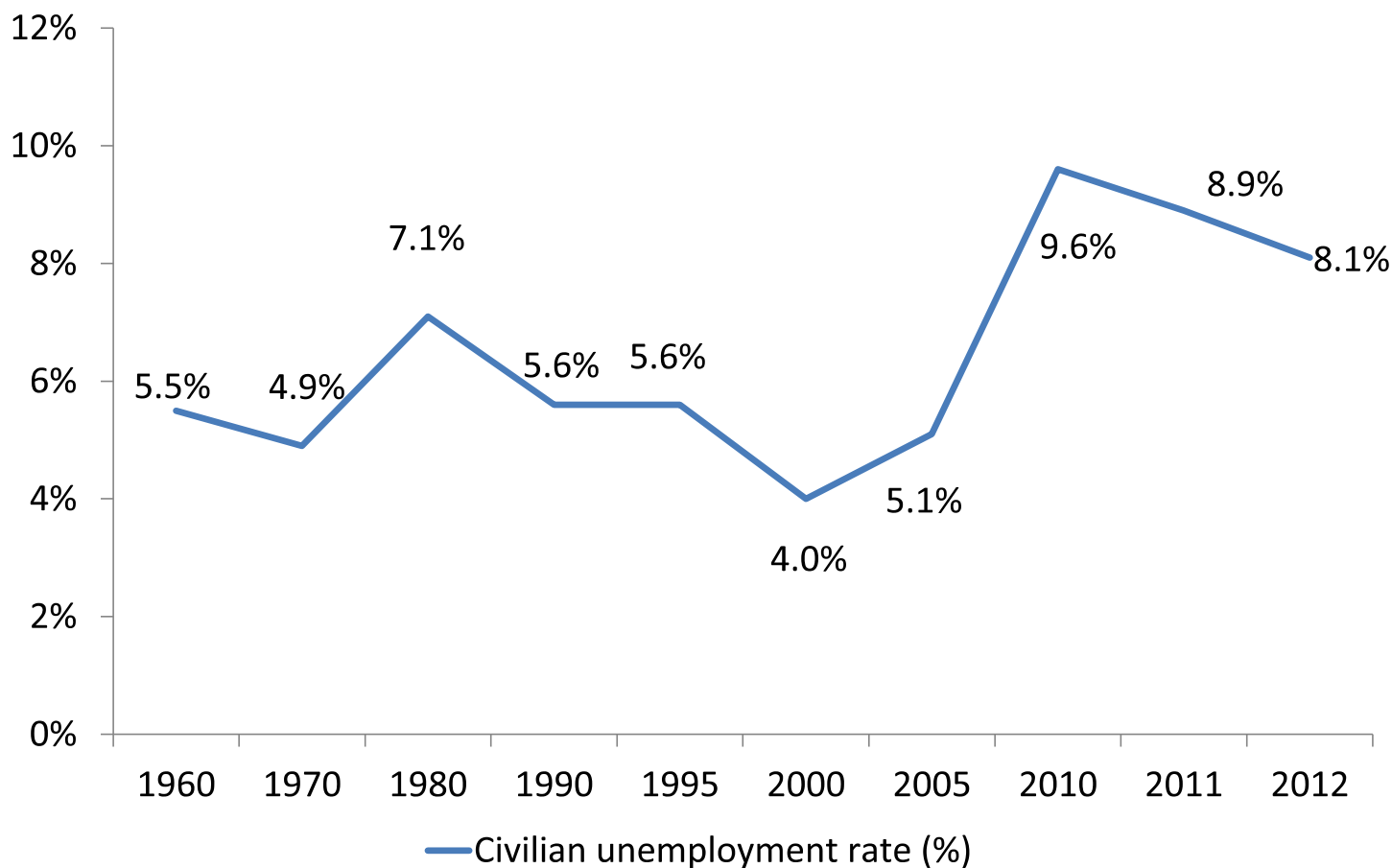
U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov



## Now, the Bad News...



# Civilian Unemployment Rate in the United States (1960-2012)



U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov



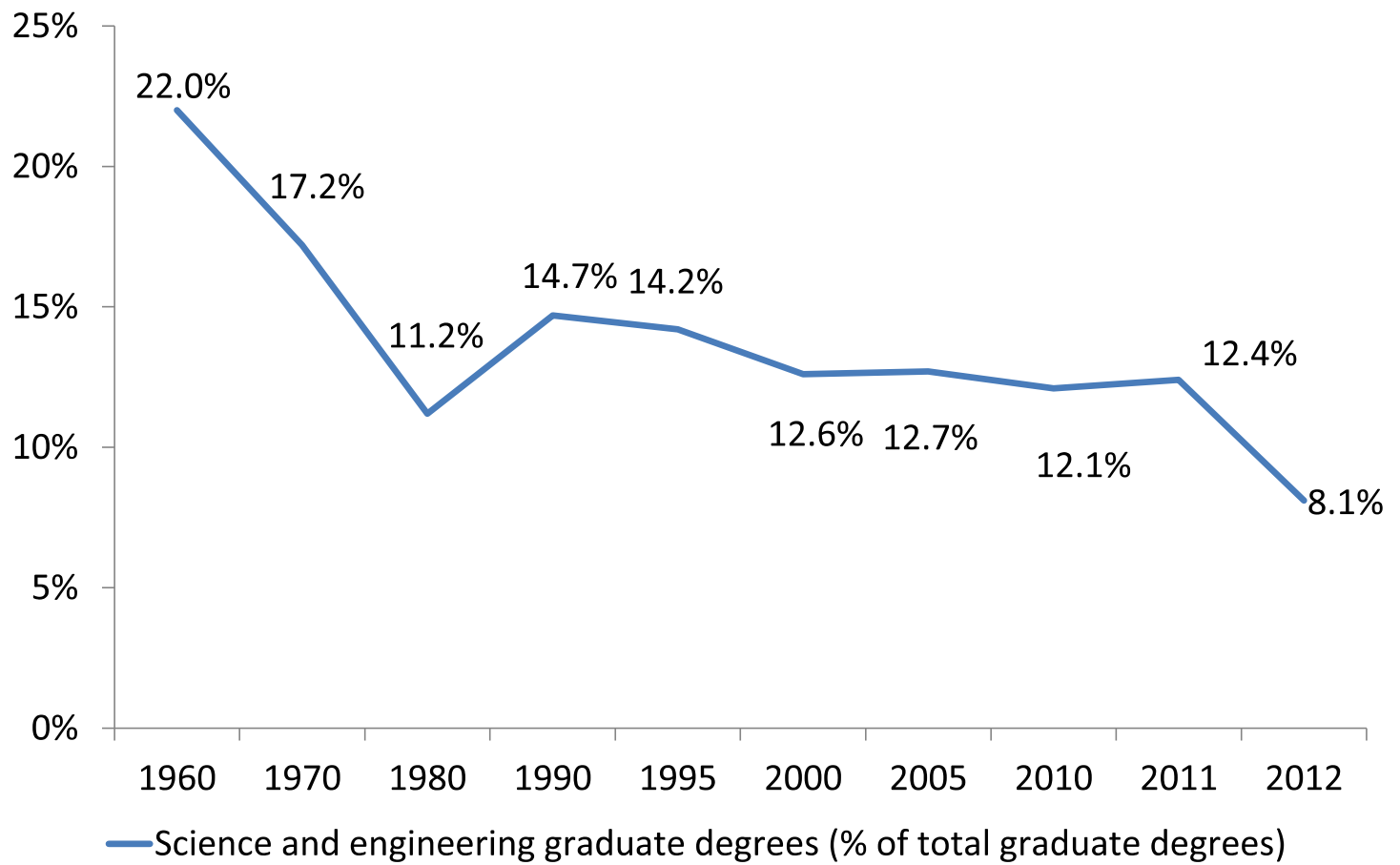
## Inequality in the United States (1995-2011)



U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov



# Science & Engineering Degrees in the United States (1960-2012)

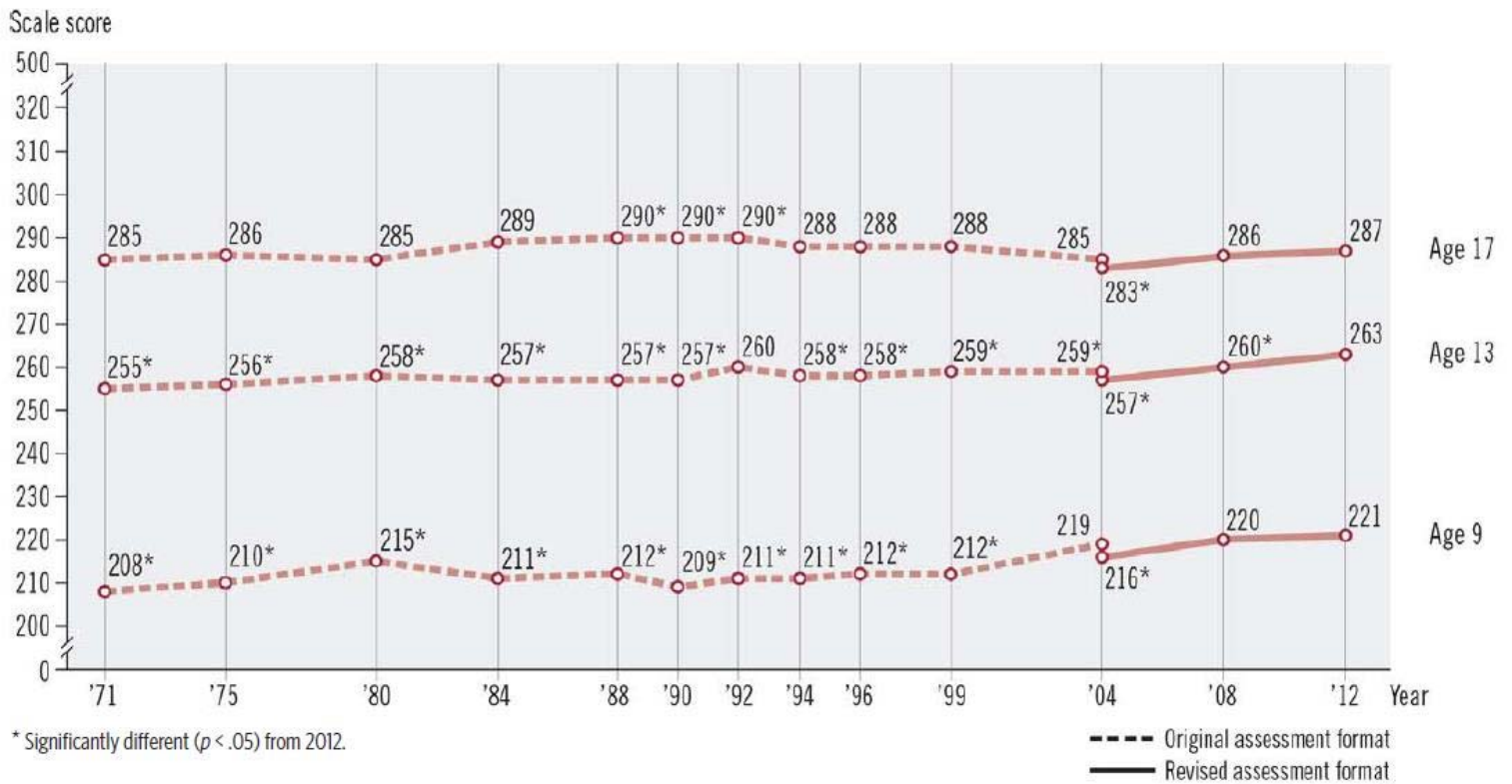


U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov



# Reading Achievement in the United States (NAEP Scaled Scores - 1971-2012)

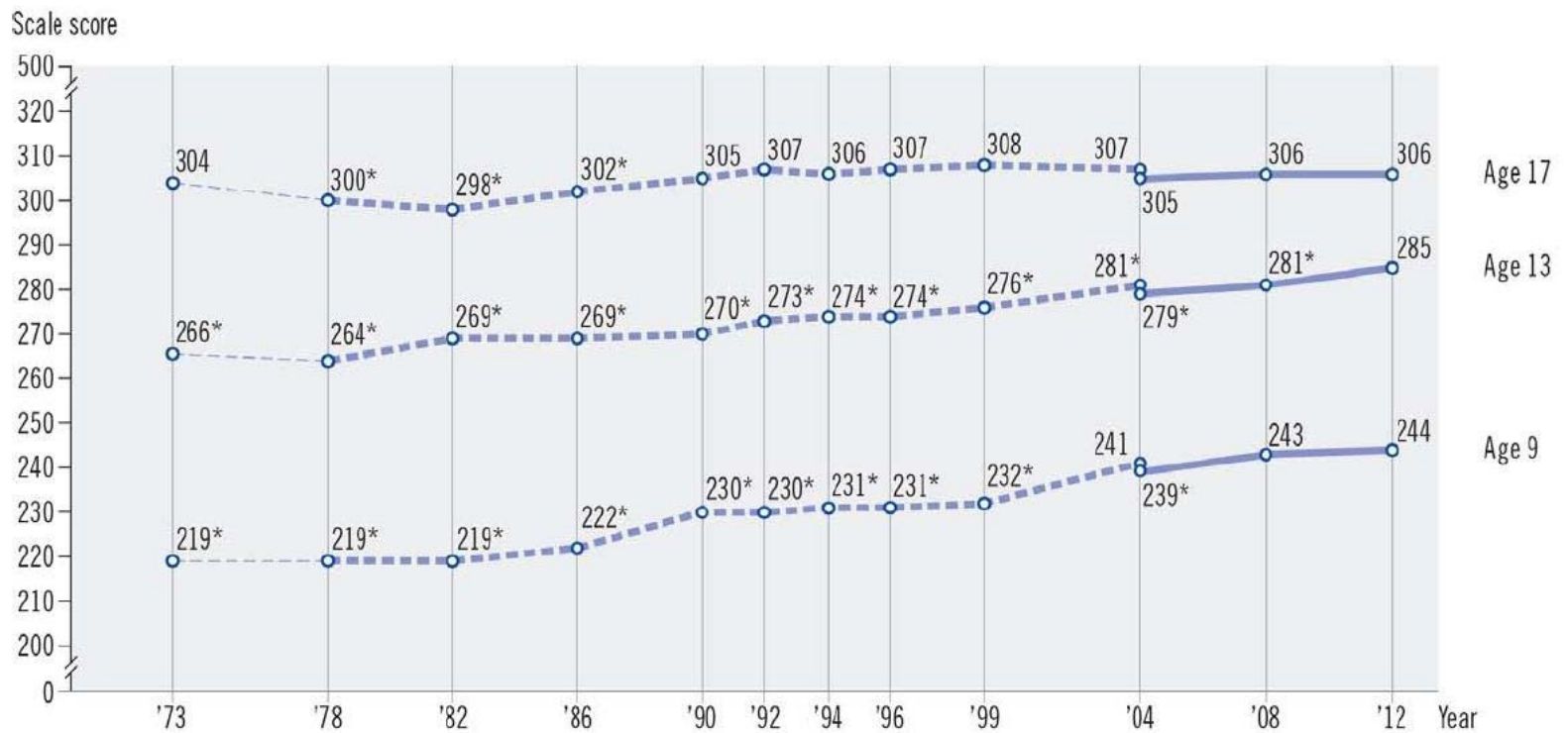
Trend in NAEP reading average scores for 9-, 13-, and 17-year-old students



Source: National Center On Educational Statistics



# Math Achievement in the United States (NAEP Scaled Scores - 1971-2012)



Source: National Center On Educational Statistics



## **When We Talk to Our Children About the Future, We Often Tell Them The American Dream**

**“In America, you can go to school, work hard, and grow up to be anything you want to be.”**

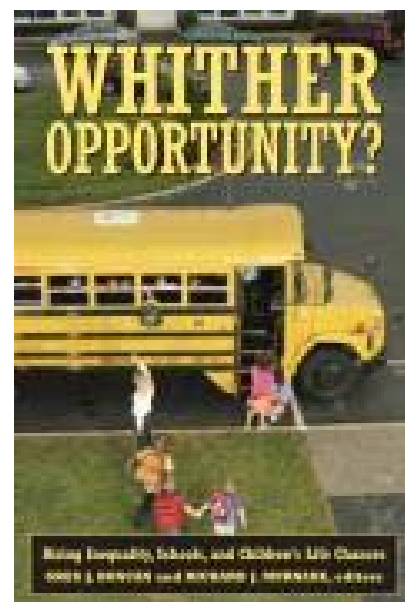
**Sadly, the Data Tell a Different Story About Our Children and the Future in Front of Them**



# The Gaps That Threaten Our Future

The Education Gap is Growing Between the Rich and the Poor

It is Harder for Americans to Rise from the Lower Rungs of the Economic Ladder





# Comparing New Mexico with Nations & Other States in the Percentage of Young-Adult Degree Attainment (ages 25-34)

## United States

## %

## OECD Countries

	56	Canada • Korea
Massachusetts	54	Japan
	52	
North Dakota	50	
Minnesota • New York	48	New Zealand
Connecticut • Iowa • New Hampshire • New Jersey	46	
Maryland		
Nebraska • South Dakota • Vermont	44	Ireland
Illinois • Pennsylvania • Rhode Island		Norway
Virginia	42	
Colorado • Hawaii • Kansas		Australia • Belgium • France
Wisconsin	40	Denmark • Sweden • UNITED STATES
Washington		Finland • Spain
Utah	38	
Missouri		Netherlands • United Kingdom
California • Delaware • Indiana • Maine • Montana • Michigan • Ohio • North Carolina • Oregon	36	Luxembourg
Florida		Switzerland
Georgia • Idaho • South Carolina • Wyoming	34	
Alabama • Kentucky • Mississippi	32	
Arizona • Tennessee • Texas		Iceland
Alaska • Oklahoma	30	Poland
NEW MEXICO		
Louisiana • Nevada • West Virginia	28	Greece
Arkansas	26	
	24	
		Germany
	22	Hungary
		Portugal
	20	
		Austria • Italy • Mexico
	18	

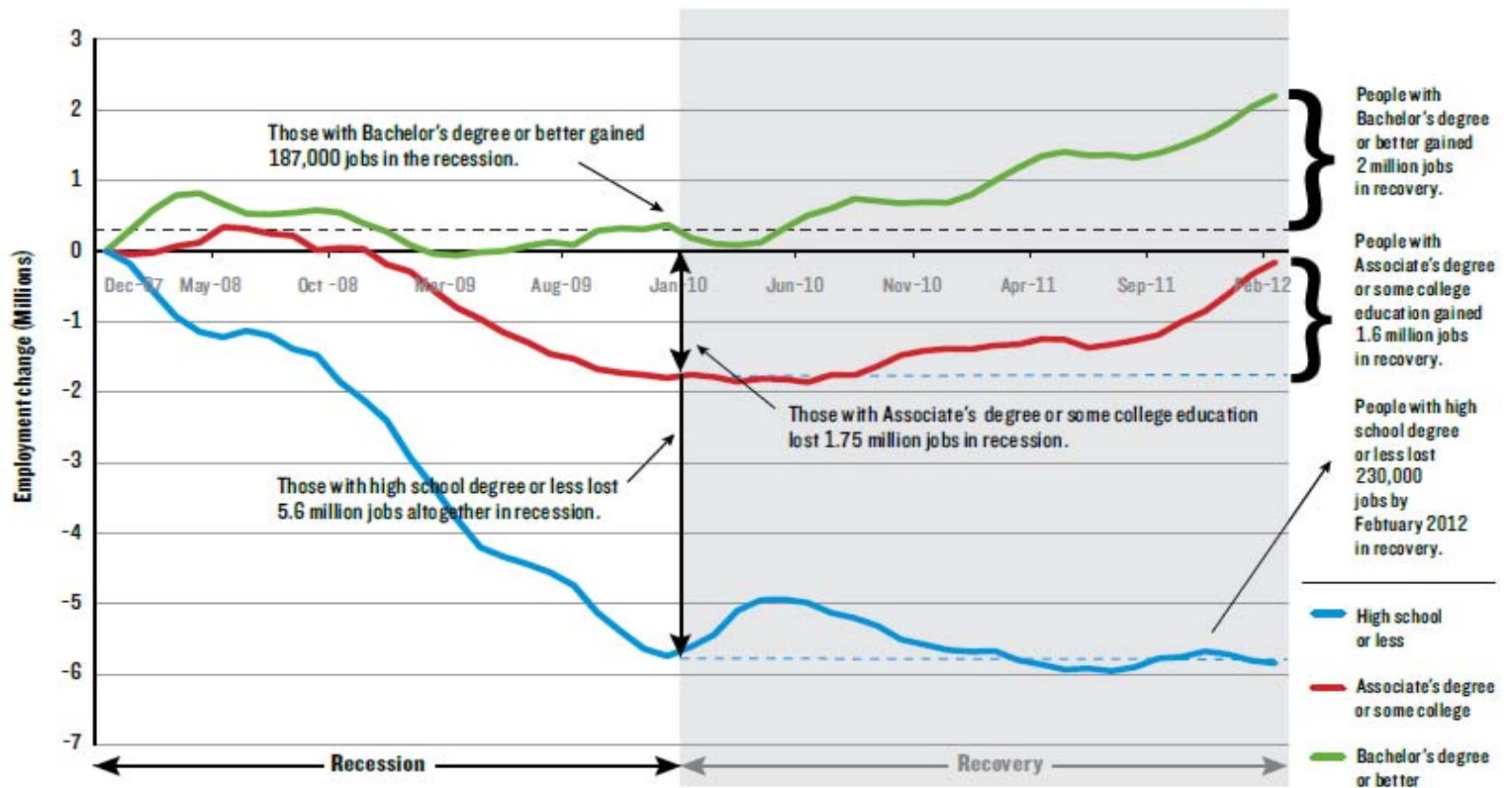
Slovak Republic (17%)  
Czech Republic (15%)  
Turkey (14%)



Source: OECD Education at a Glance 2009



# The Urgency of Increasing College Attainment, Post Recession



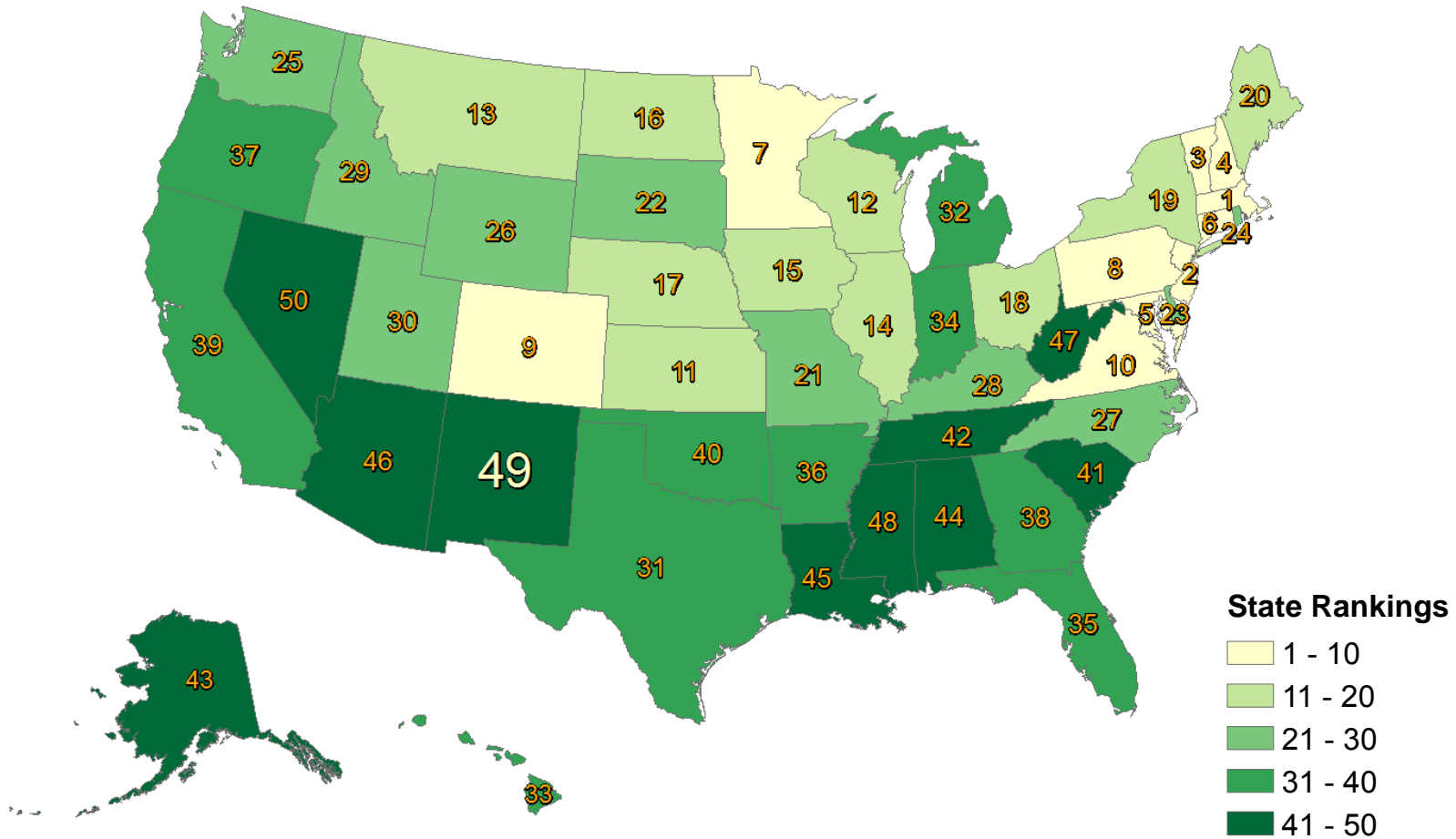
Source: Dr. James L. Applegate, Vice President, Lumina Foundation



# **New Mexico's Gaps in Academic Achievement & Attainment**

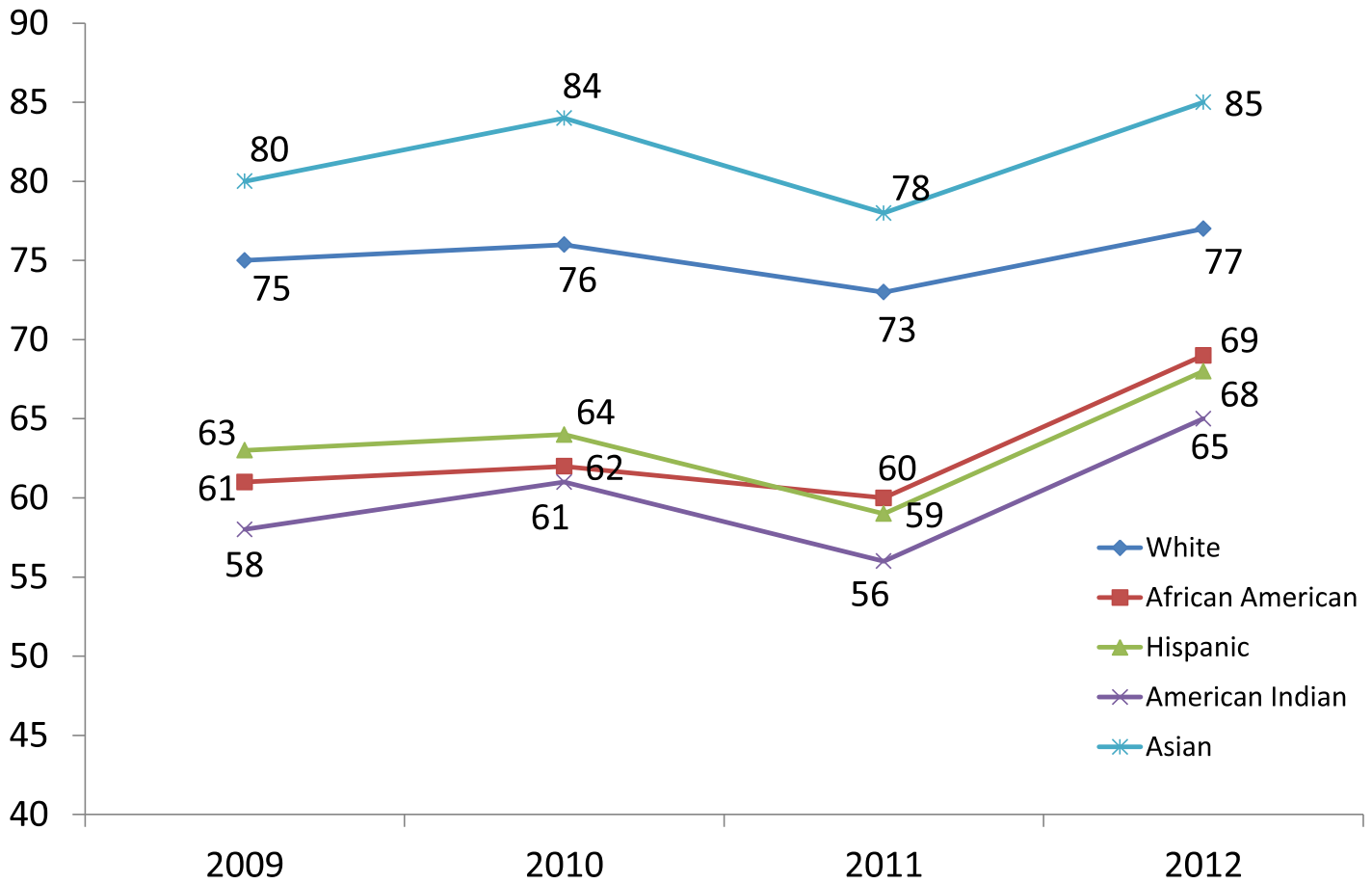


# 2013 Education Rankings (index of preschool enrollment, NAEP proficiency rates and graduation rates)





## Percent of NM Students Graduating From High School by Ethnicity









Source: PED 4 Year Website Graduation Rates

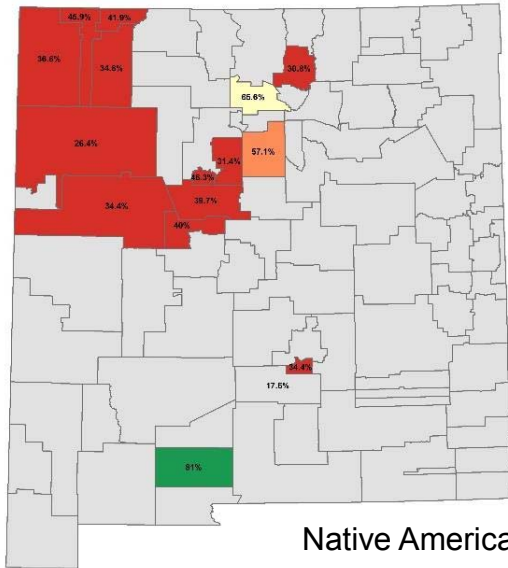


Caucasian

Map of the United States showing the percentage of the Hispanic population by state. The map uses a color scale from red (low percentage) to yellow (high percentage).

State	Percentage
Alabama	49.4%
Alaska	47.1%
Arizona	54%
Arkansas	44.7%
California	67.7%
Colorado	57.9%
Connecticut	59.1%
Delaware	44.7%
District of Columbia	67.7%
Florida	44.7%
Georgia	44.7%
Hawaii	44.7%
Idaho	44.7%
Illinois	44.7%
Indiana	44.7%
Iowa	44.7%
Kansas	44.7%
Kentucky	44.7%
Louisiana	44.7%
Maine	44.7%
Maryland	44.7%
Massachusetts	44.7%
Michigan	44.7%
Minnesota	44.7%
Mississippi	44.7%
Missouri	44.7%
Montana	44.7%
Nebraska	44.7%
Nevada	44.7%
New Hampshire	44.7%
New Jersey	44.7%
New Mexico	44.7%
New York	44.7%
North Carolina	44.7%
North Dakota	44.7%
Ohio	44.7%
Oklahoma	44.7%
Oregon	44.7%
Pennsylvania	44.7%
Rhode Island	44.7%
South Carolina	44.7%
South Dakota	44.7%
Tennessee	44.7%
Texas	44.7%
Utah	44.7%
Vermont	44.7%
Virginia	44.7%
Washington	44.7%
West Virginia	44.7%
Wisconsin	44.7%
Wyoming	44.7%

	80.1% - 90%
	70.1% - 80%
	60.1% - 70%
	50.1% - 60%
	Less Than 50%
	No Data

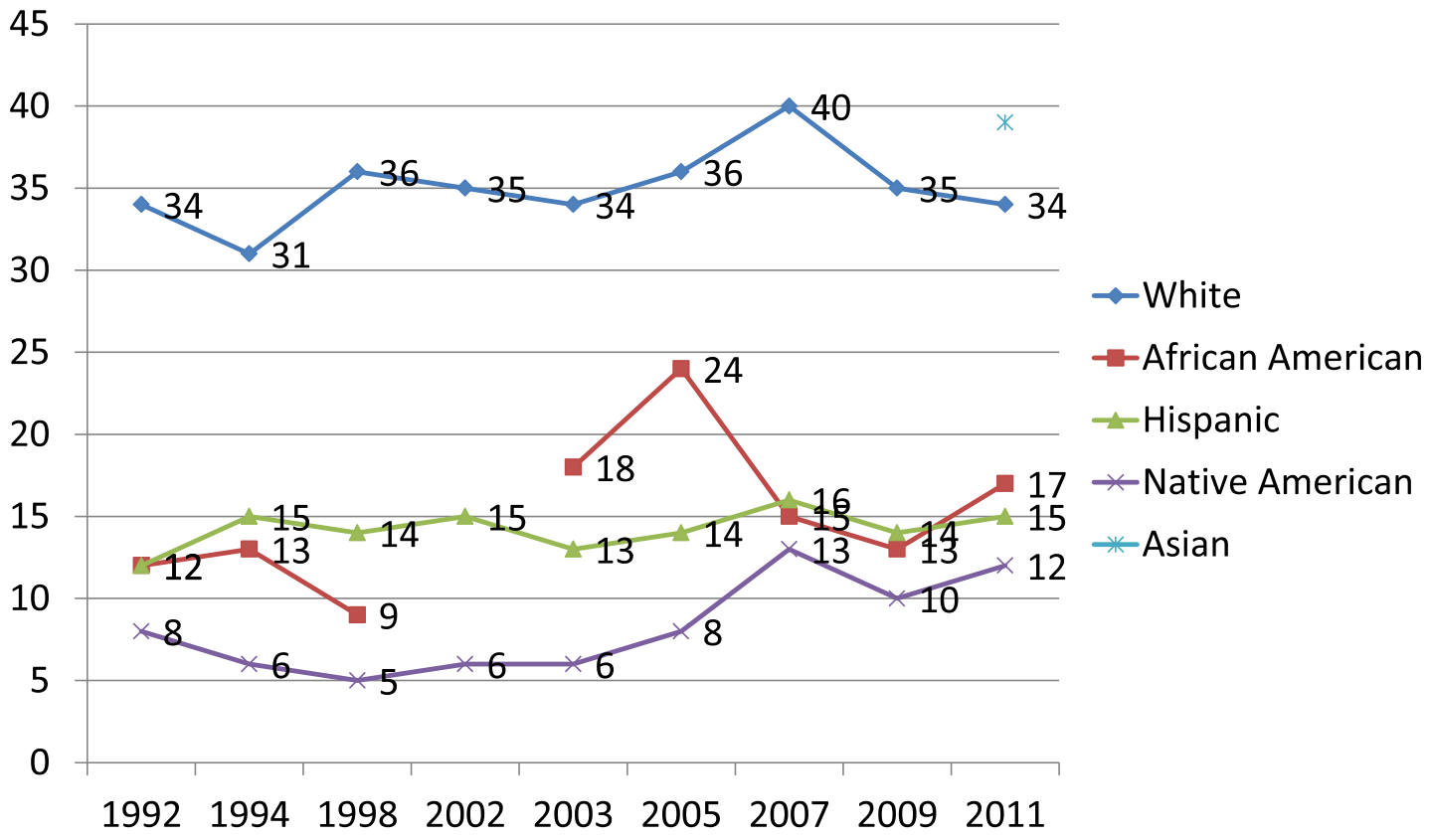


A map of the United States showing the percentage of the African American population in each state. The map uses a color scale from light yellow (low percentage) to dark red (high percentage). States with high percentages (above 20%) are highlighted with red borders. The percentages shown are: 80%, 59%, 50.9%, 80.3%, 72.7%, 27.3%, 88.1%, 58%, 58.3%, and 23%.

Source: New Mexico Public Education Department, NMSBA Proficiencies By Grade, All Students, School Year 2011-2012.



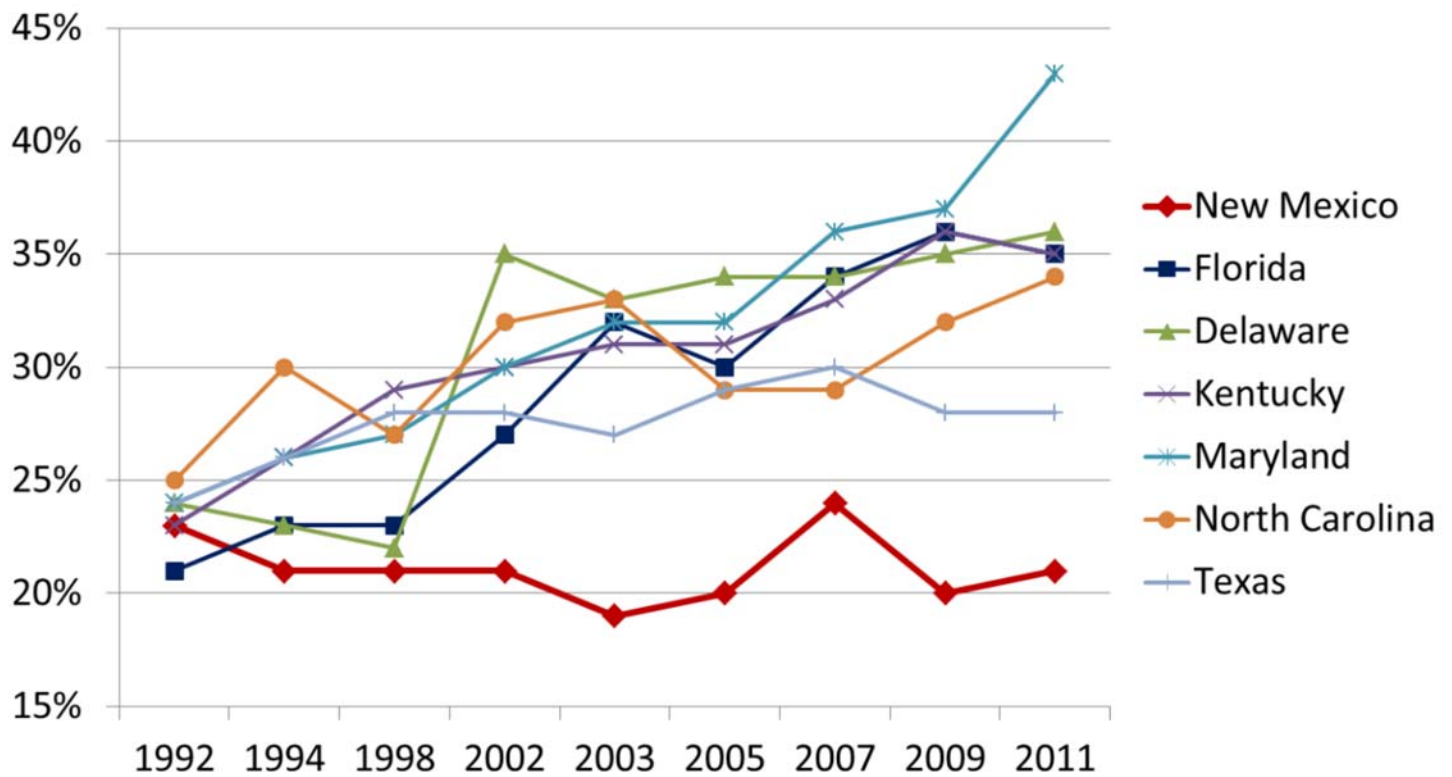
# Percent of NM Fourth Grade Students Scoring at or Above Proficient in Reading, by Ethnicity\* (NAEP 1992-2011)



\*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.  
African American data is not reported in all years because NAEP reporting standards have not been met.

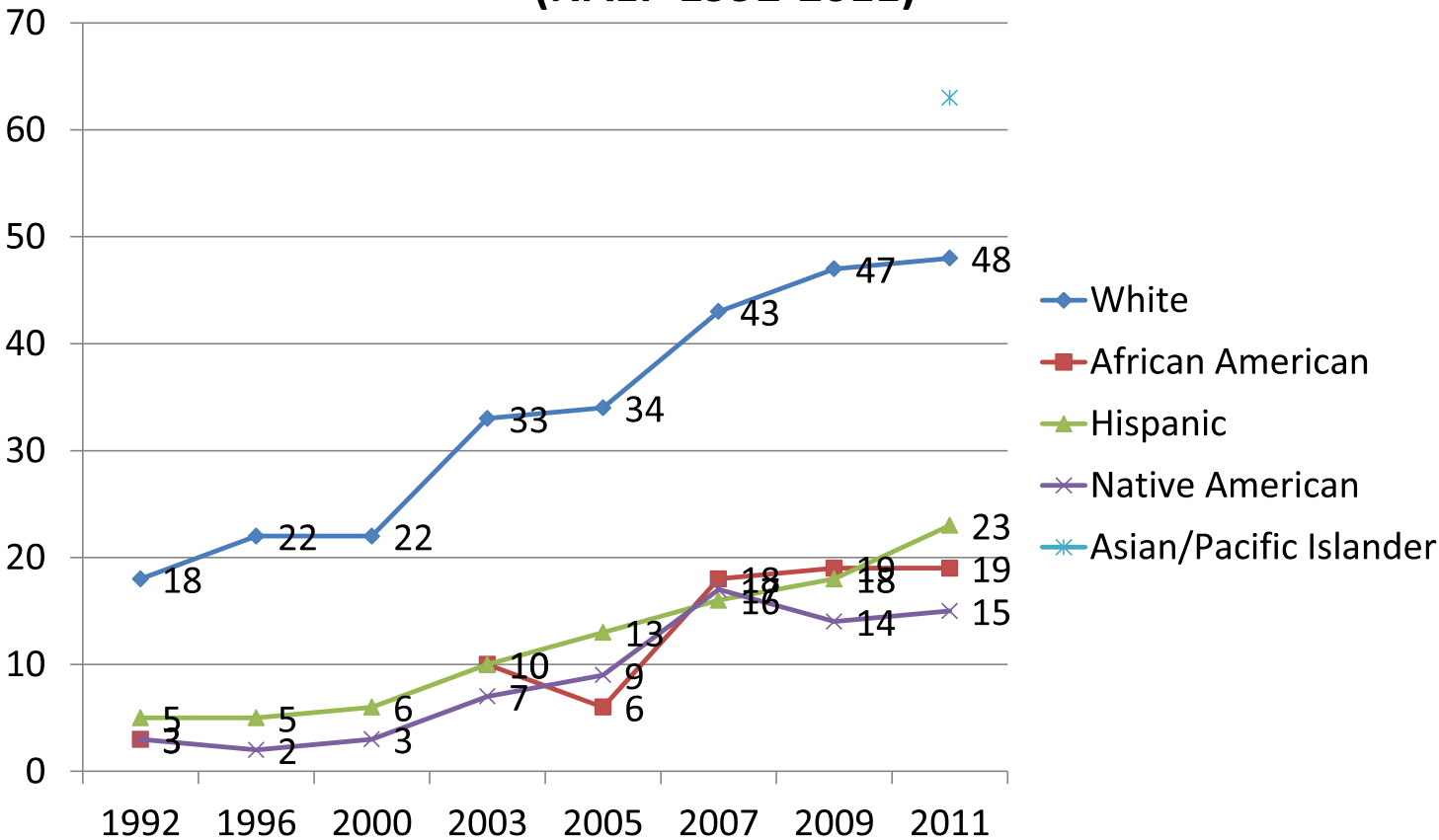


# Student Achievement Comparisons: Percentage of Fourth-grade Students At or Above Proficient in Reading (NAEP)





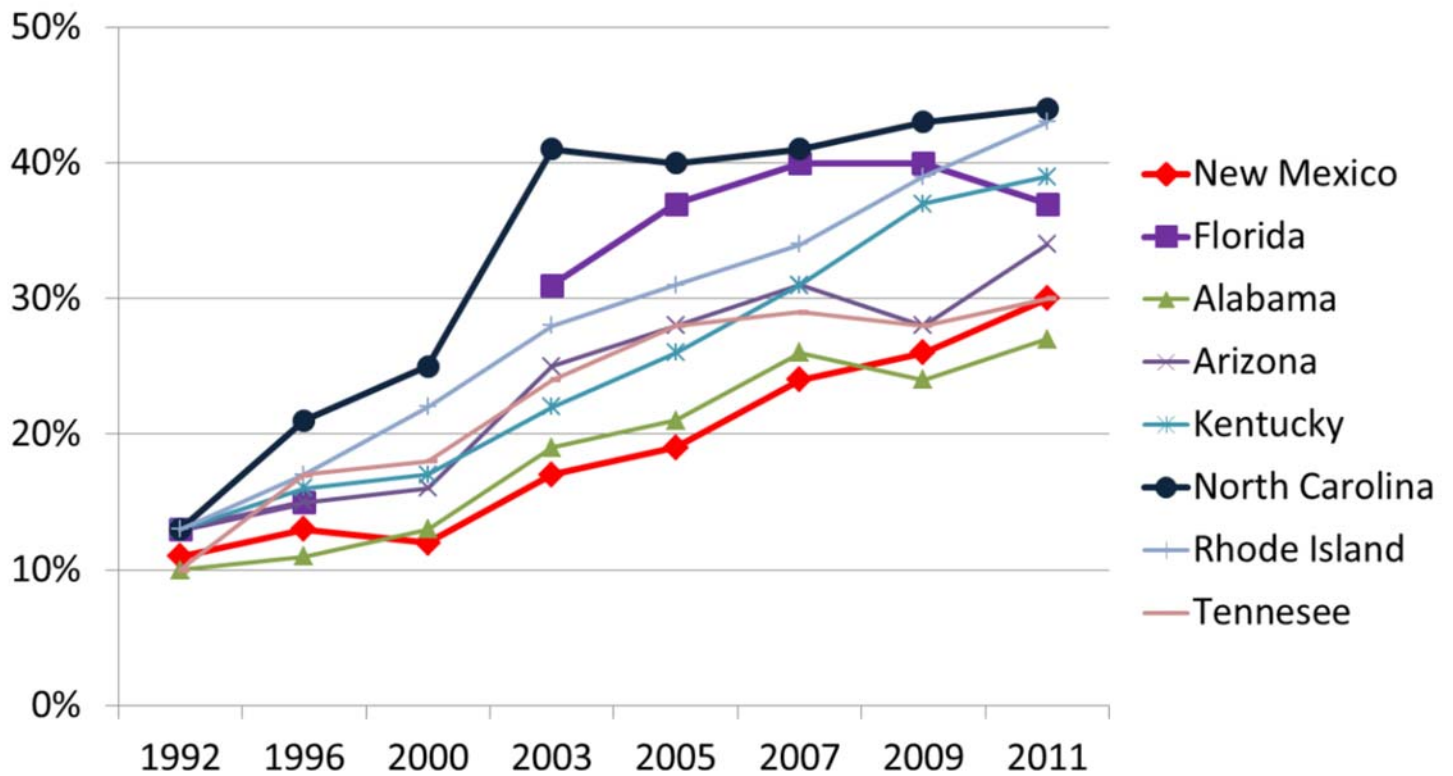
# Percent of NM Fourth Grade Students Scoring at or Above Proficient in Math by Ethnicity\* (NAEP 1992-2011)



\*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.  
African American data is not reported in all years because NAEP reporting standards have not been met.



# Student Achievement Comparisons: Percentage of Fourth-grade Students At or Above Proficient in Math (NAEP)



\*Florida data in the year 2000 was unavailable as of 11.11.11



# Habitual Truancy is a Problem

**51,034  
Students  
Were  
Habitually  
Truant in  
2011-2012,  
Statewide**



**50,929 Students are Enrolled in  
These 66 of New Mexico's 89  
Districts:**

BERNALILLO, BLOOMFIELD, LOVINGTON, TAOS,  
PORTALES, RUIDOSO, POJOAQUE, LAS VEGAS CITY,  
SOCORRO, WEST LAS VEGAS, ZUNI, HATCH, TRUTH  
OR CONSEQUENCES, COBRE, RATON, TUCUMCARI,  
DEXTER, TULAROSA, ESTANCIA, DULCE, CUBA,  
PECOS, SANTA ROSA, LORDSBURG, LOVING, EUNICE,  
CLAYTON, TEXICO, QUESTA, CAPITAN, PEÑASCO,  
MORA, JEMEZ VALLEY, CIMARRON, MAGDALENA,  
CLOUDCROFT, HAGERMAN, CHAMA, JAL, MESA  
VISTA, JEMEZ MOUNTAIN, MOUNTAINAIR, TATUM,  
FT. SUMNER, FLOYD, ANIMAS, DORA, LOGAN,  
SPRINGER, MELROSE, QUEMADO, CARRIZOZO,  
RESERVE, HONDO, SAN JON, LAKE ARTHUR, ELIDA,  
GRADY, VAUGH, DES MOINES, MAXWELL, CORONA,  
HOUSE, WAGON MOUND, ROY, MOSQUERO

*If All These Students Were in One  
District, it Would Be the Second  
Largest District in New Mexico and  
Twice the Size of Las Cruces*

Source: NM Public Education Department: 2010SY 40D Enrollment by  
District; Habitual Truant Students By District and School Type 2011-2012



0.0% - 5.0%

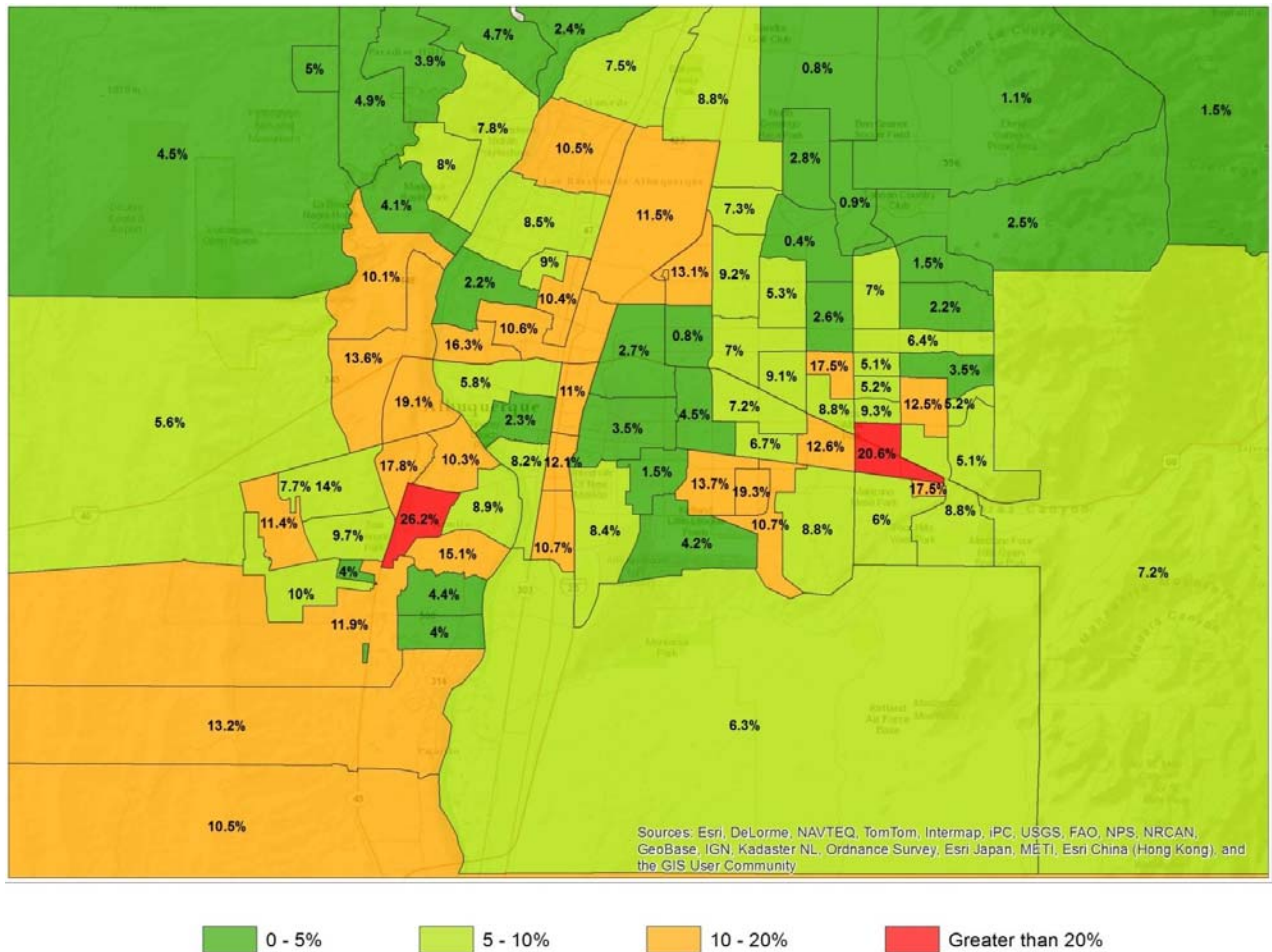
5.1% - 10.0%

10.1% - 20.0%

Greater than 20.0%



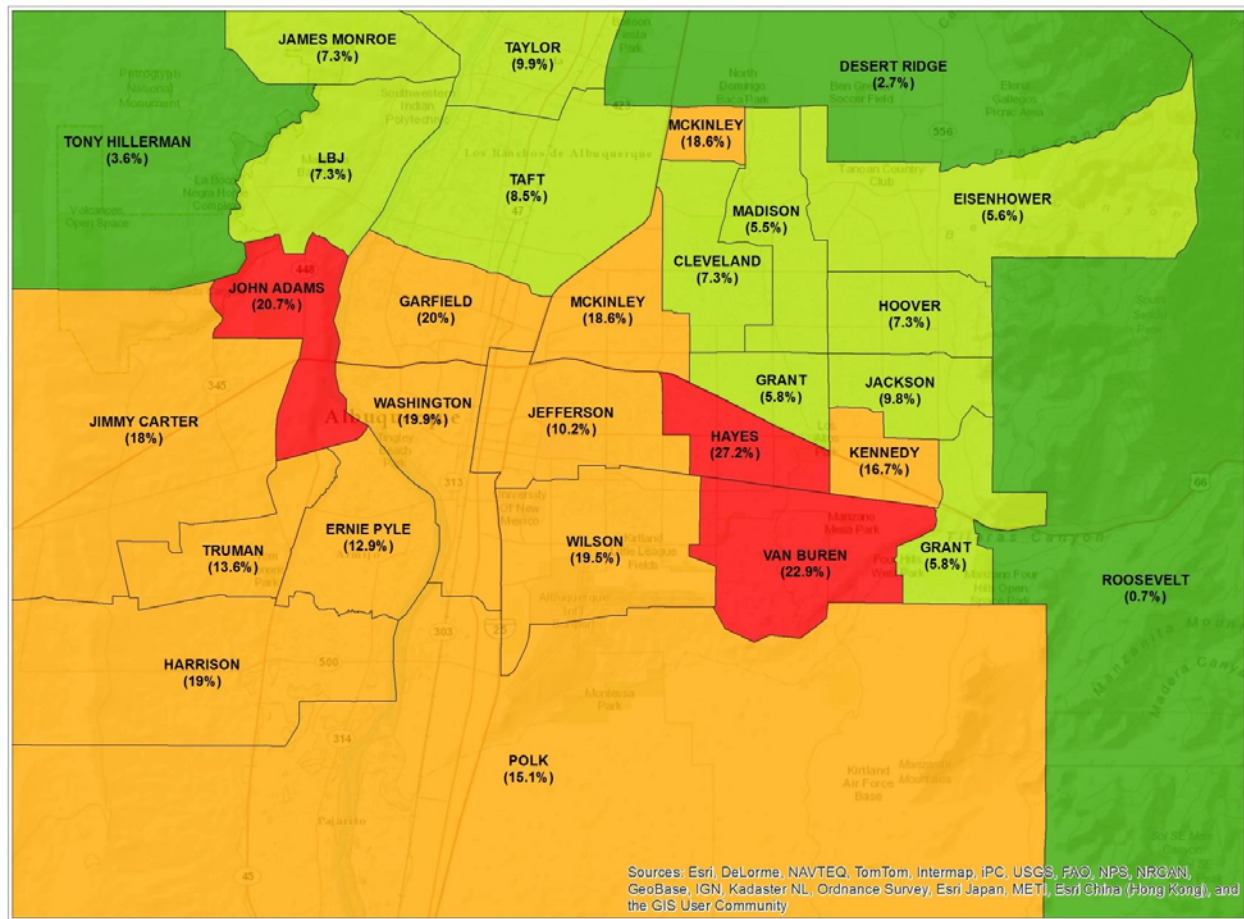
# Percentage of APS Elementary School Students Who Were Habitually Truant in 2011-2012



Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.



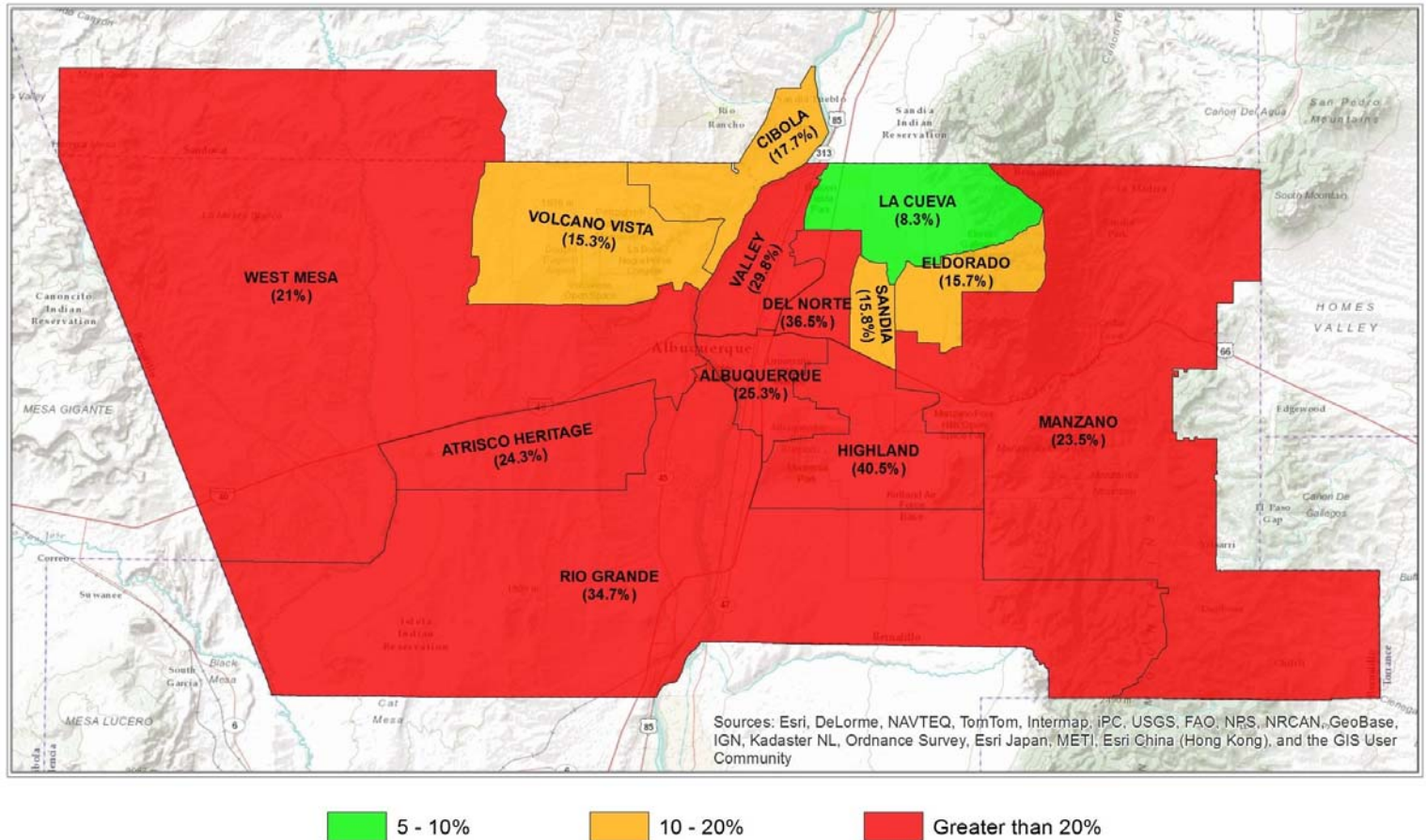
# Percentage of APS Middle School Students Who Were Habitually Truant in 2011-2012



0 - 5%      5 - 10%      10 - 20%      Greater than 20%



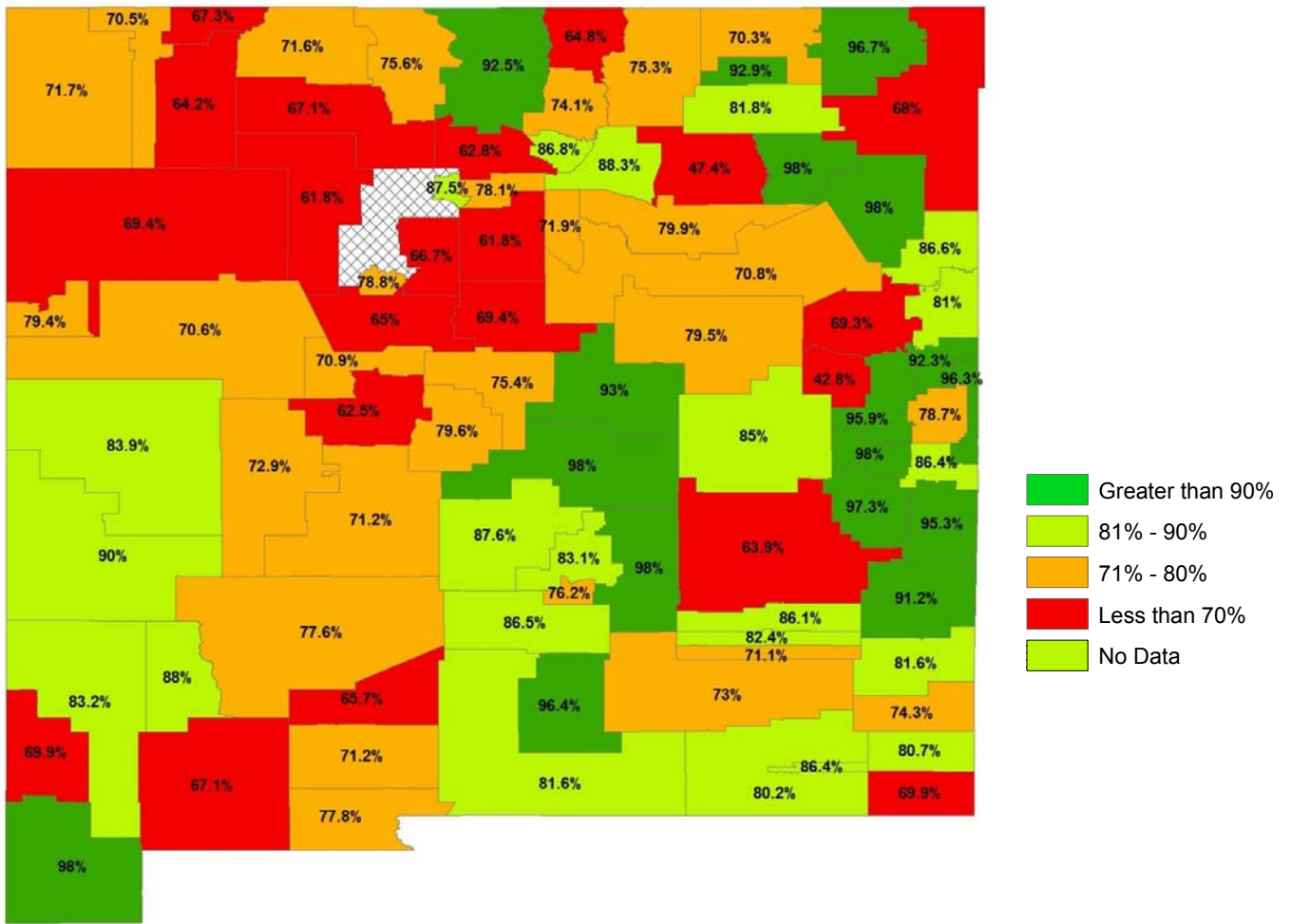
# Percentage of APS High School Students Who Were Habitually Truant in 2011-2012



5 - 10%      10 - 20%      Greater than 20%

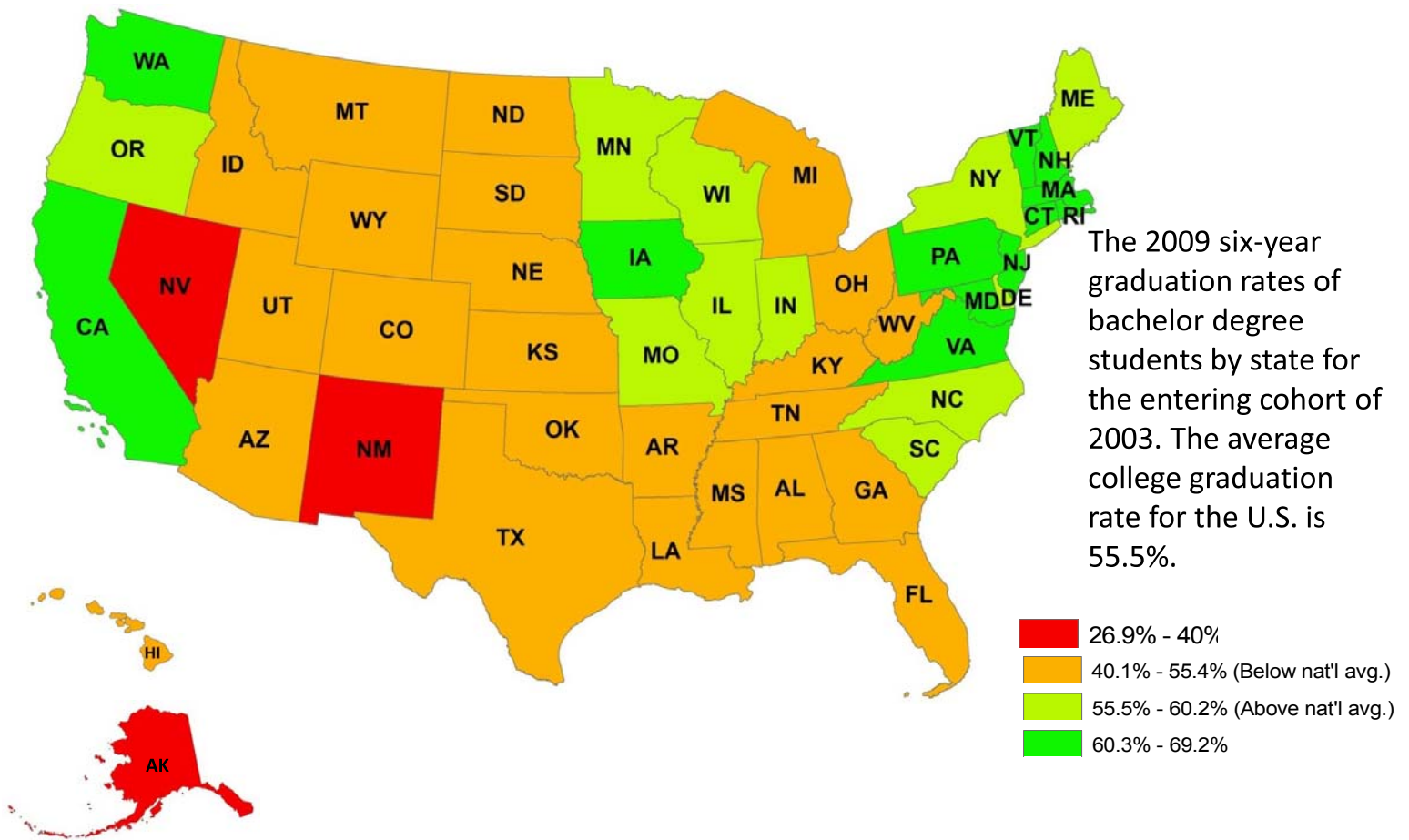


## 4-Year High School Graduation Rate, All Students, by District, Class Of 2012





# New Mexico's College Graduation Rates are Among the Worst in the Nation

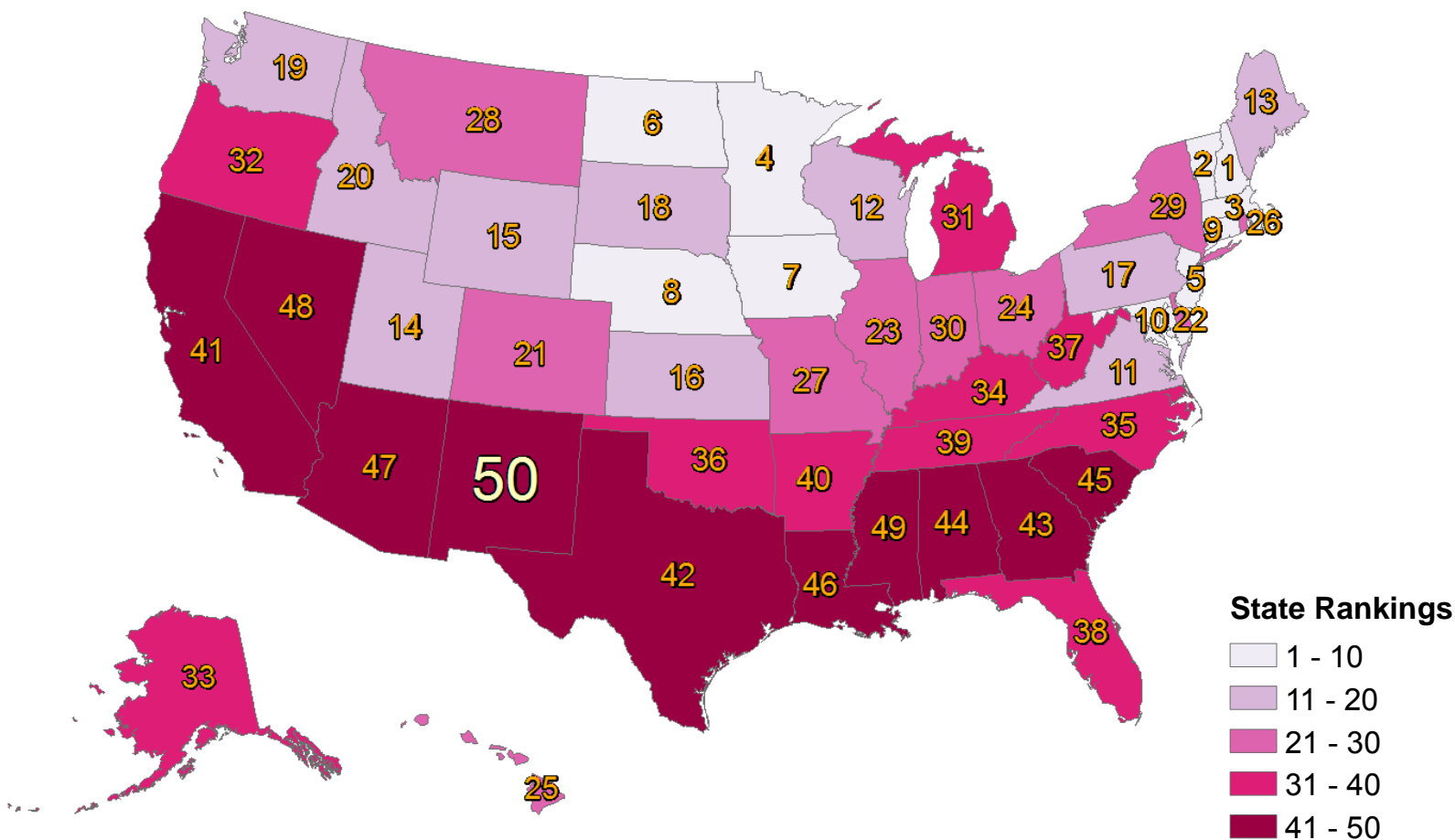




# New Mexico's Gaps in Child Health & Well-Being

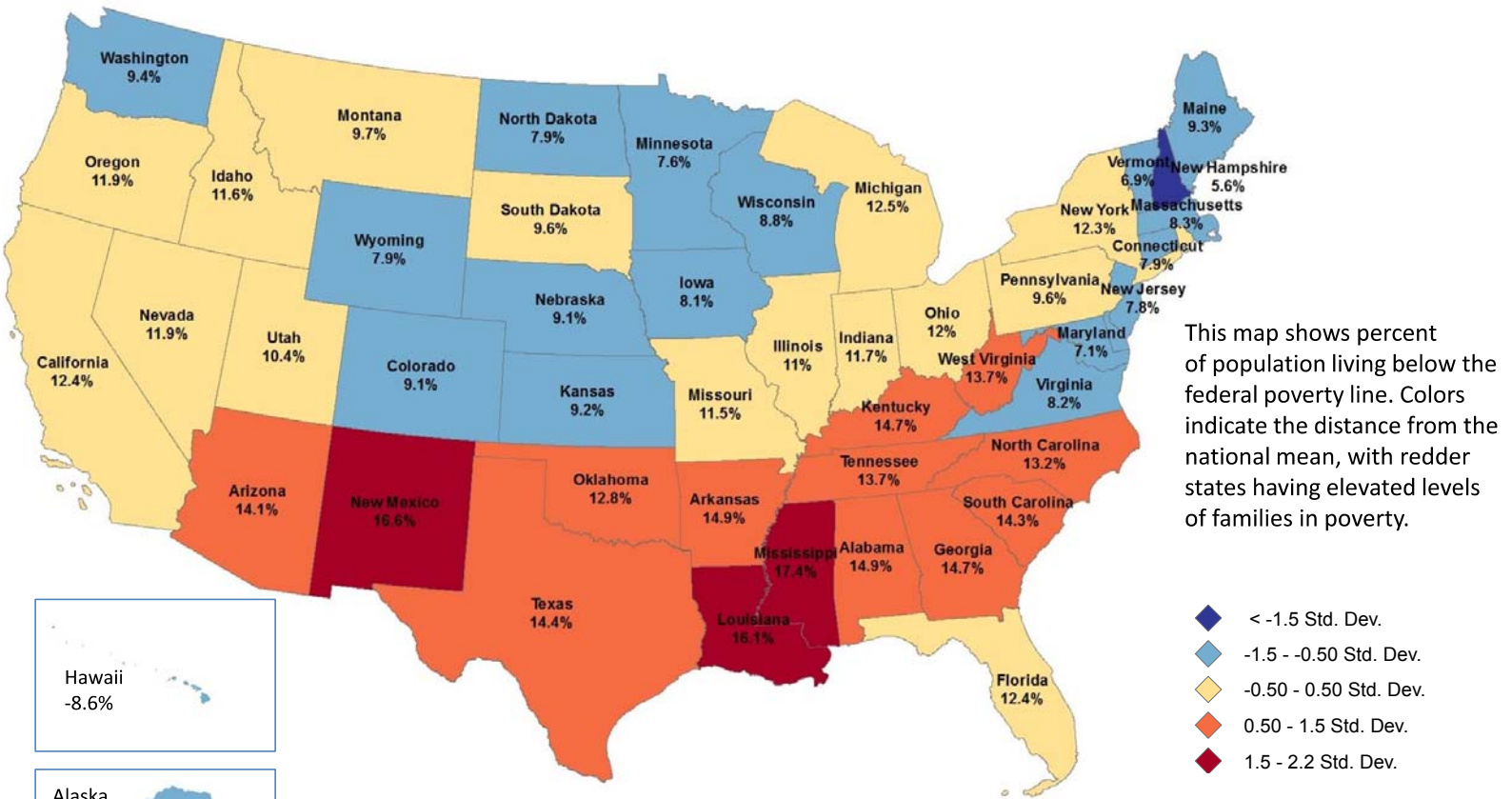


# 2013 Overall Child Well-Being Ranking





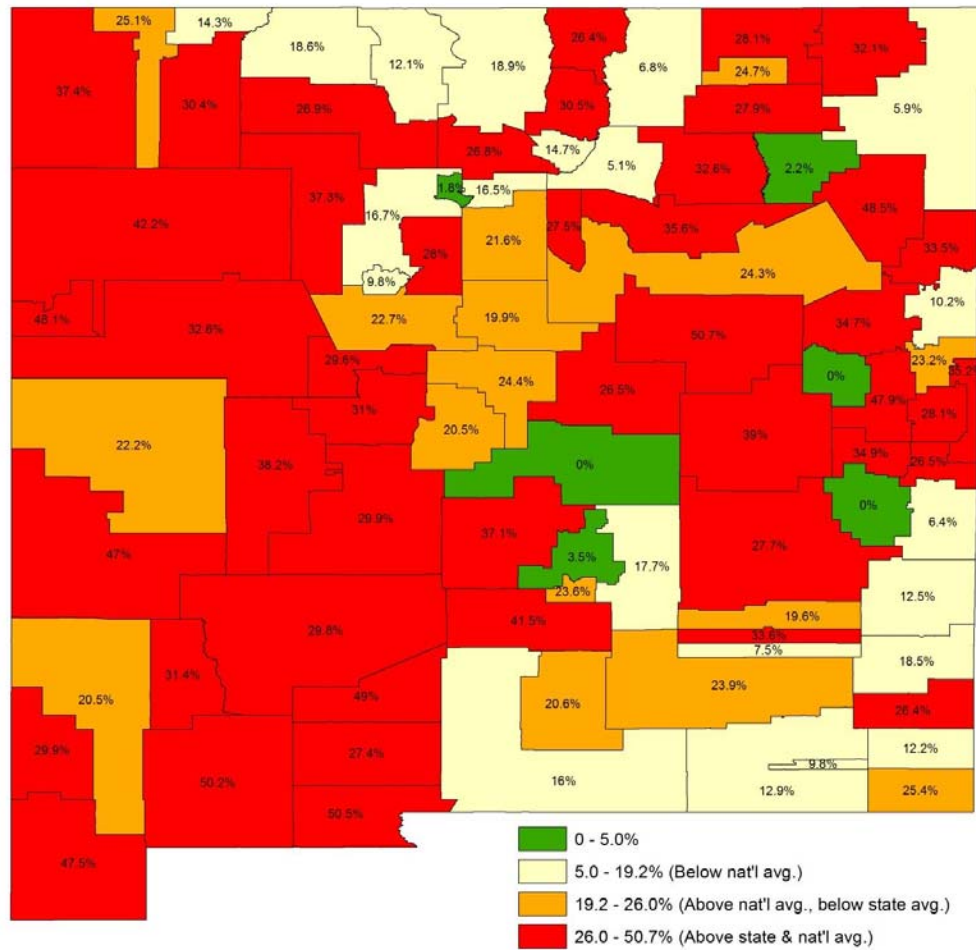
# Families Living Below the Poverty Line



Source: U.S. Census Bureau, 2011 American Community Survey 1-Year Estimate. Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.



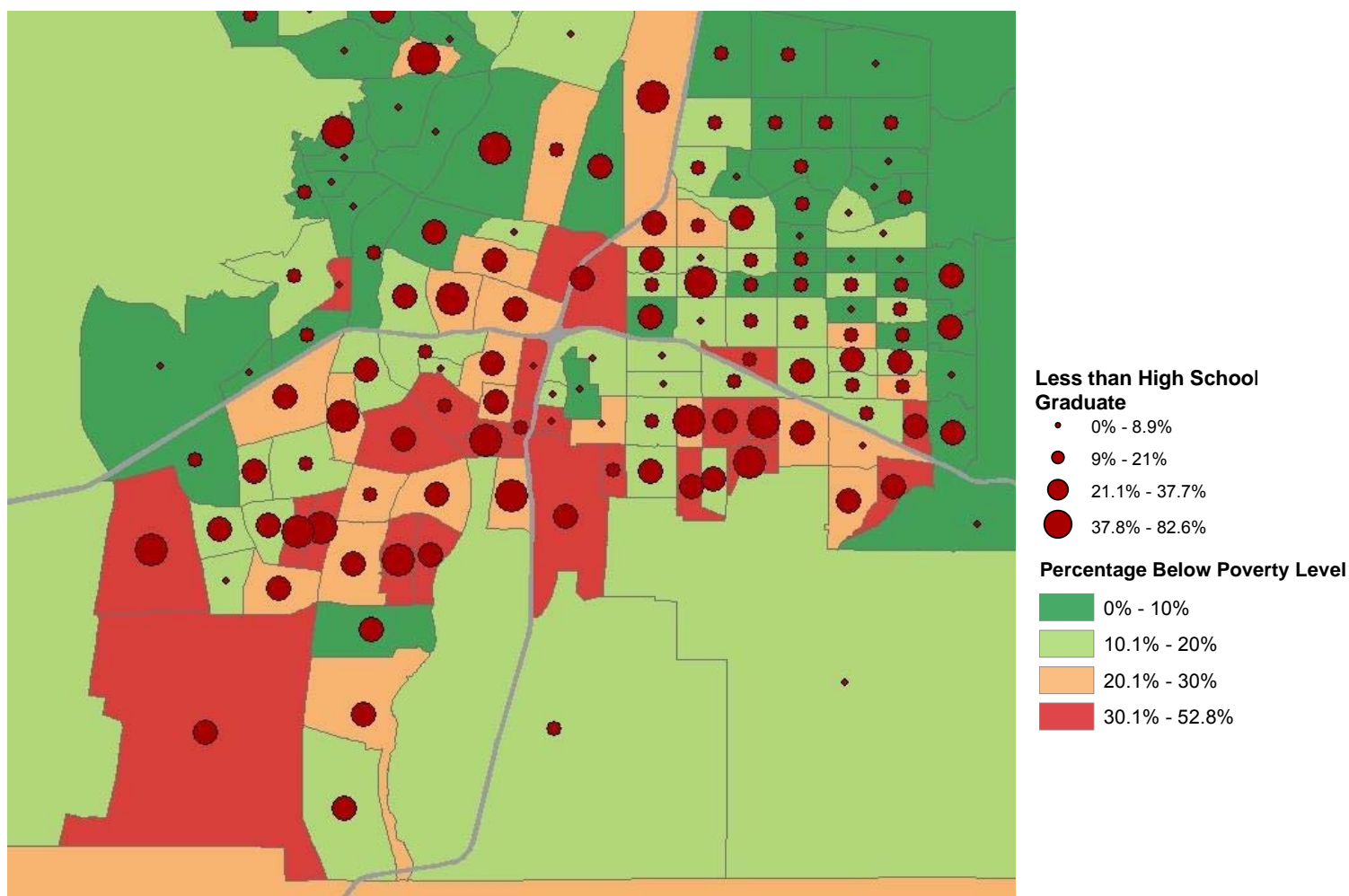
# Percentage of Children Under 18 in Poverty, by School District



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages taken from the 2010 American Community Survey (state avg. = 26.0%; national avg. = 19.2%).

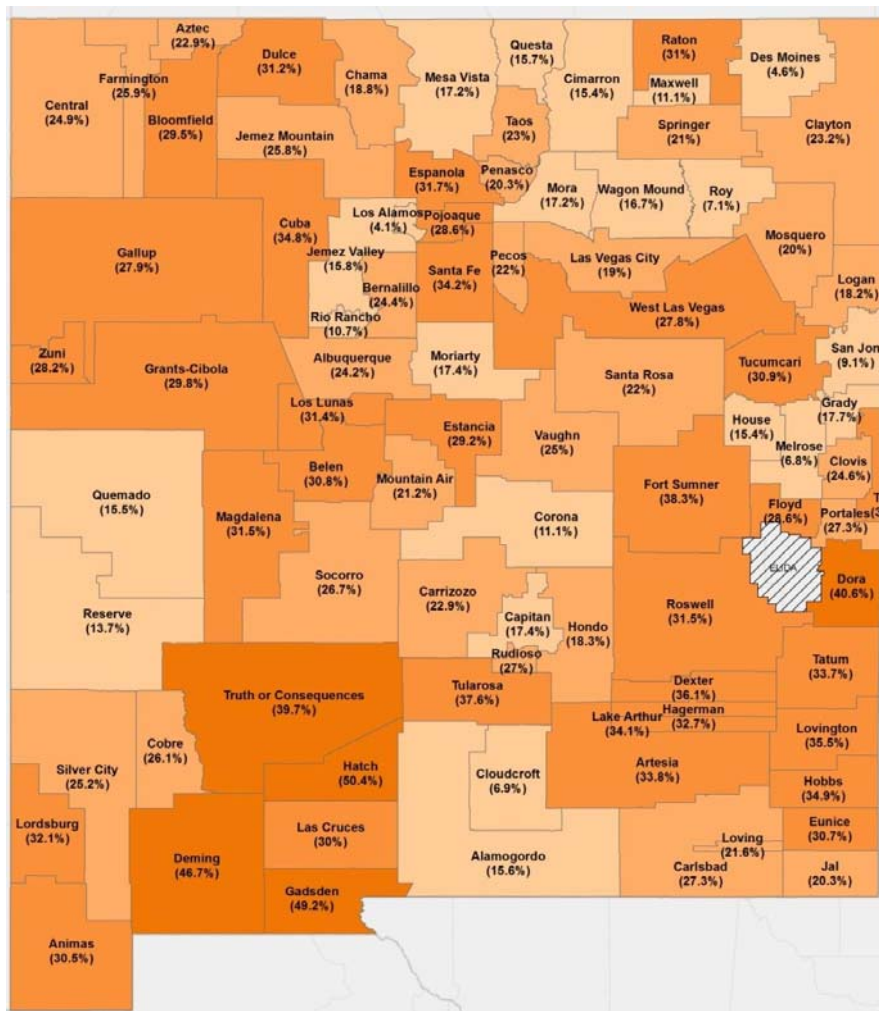


# Percentage of Individuals Living Below Poverty Level with Less than High School Education



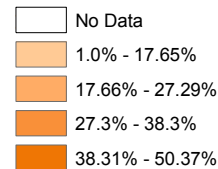


# Percentage of Birth Mothers Without a High School Diploma, by New Mexico School District



Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

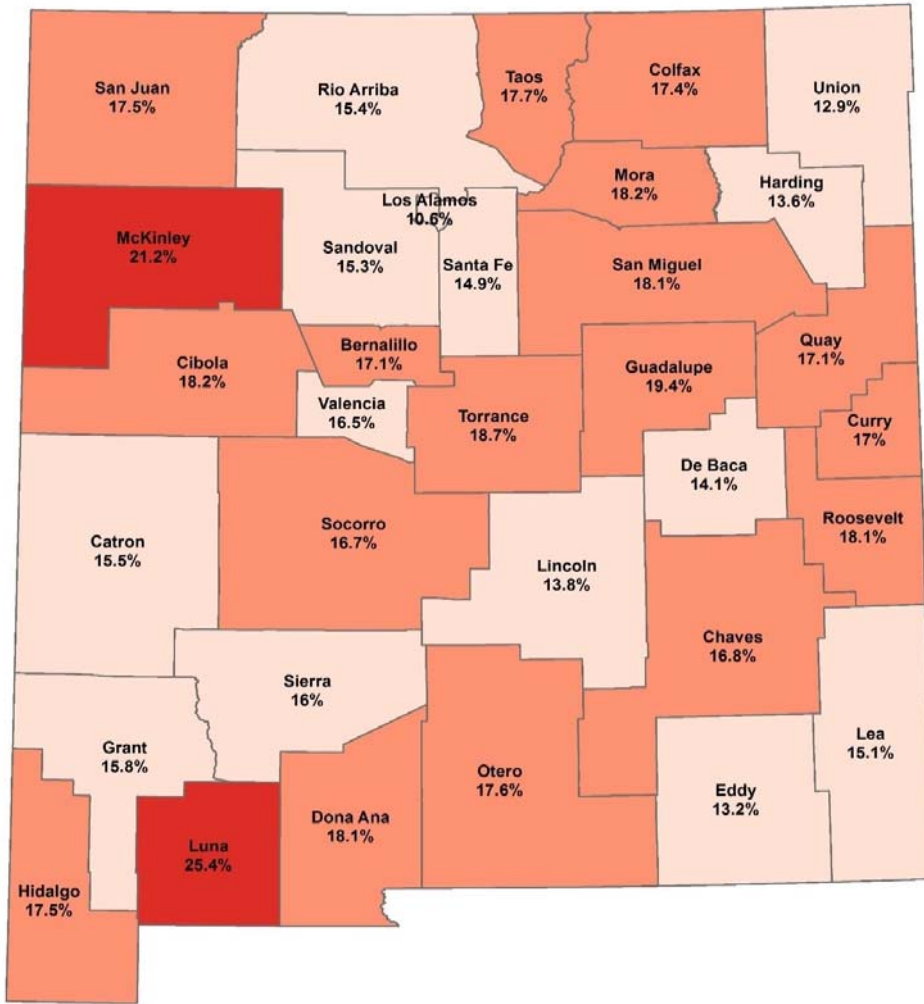
## Percent of Birth Mothers Without A High School Diploma



Source: New Mexico Birth Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health.

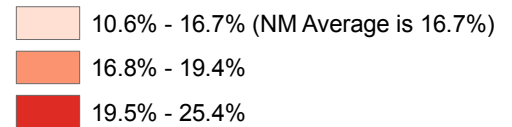


# Food Insecurity in New Mexico Counties, 2011



This map shows the percentage of The population experiencing food insecurity in 2011.

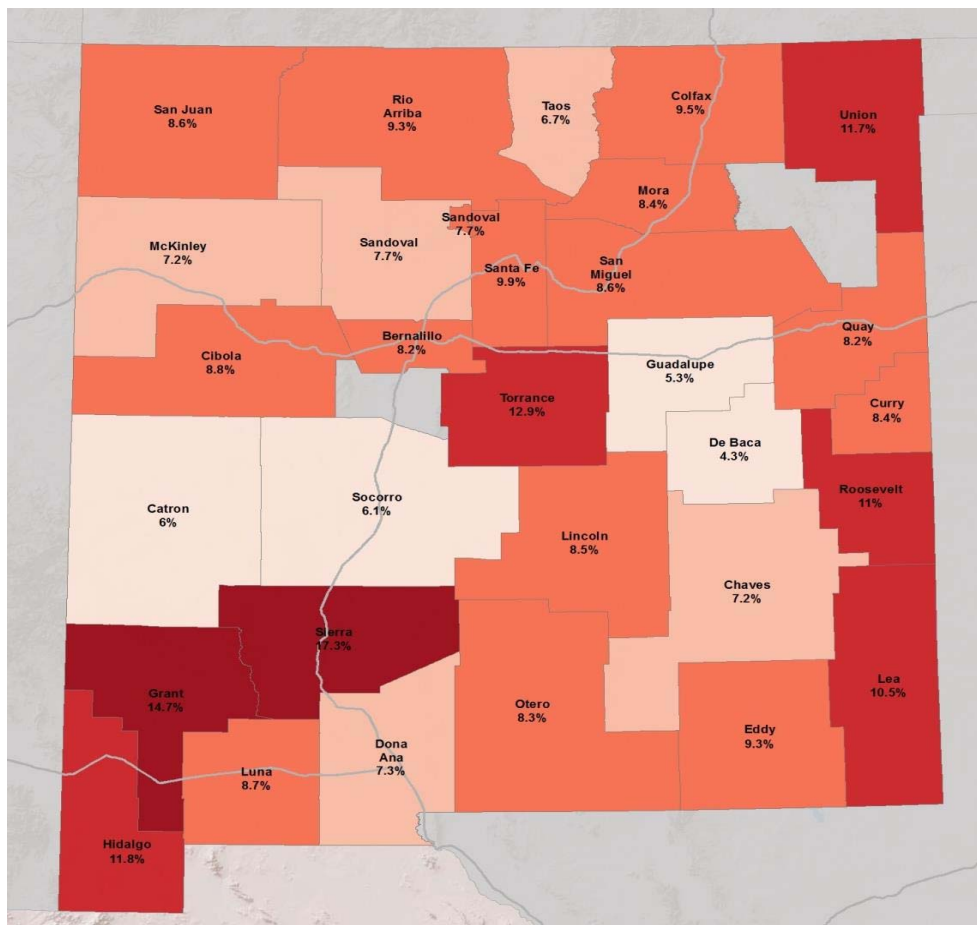
Food insecurity is an index calculated based on an index of food cost vs. household income.



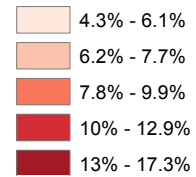
Source: Feeding America, Map the Meal Gap 2013. Data retrieved from [http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap/~/\\_media/Files/a-map-2011/NM\\_AllCountiesMMG\\_2011.ashx?pdf](http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap/~/_media/Files/a-map-2011/NM_AllCountiesMMG_2011.ashx?pdf). For Technical details on the factors used to create the index, see Gundersen, C., Waxman, E., Engelhard, E, Satoh, A. and Chawla, N., Map the Meal Gap 2013: Food Insecurity Estimates at the County Level.



# Measures of Risk and Resiliency: Sexual Coercion Among High School Students, 2011



Percent of students who reported having been physically forced to have sex during the last 12 months.

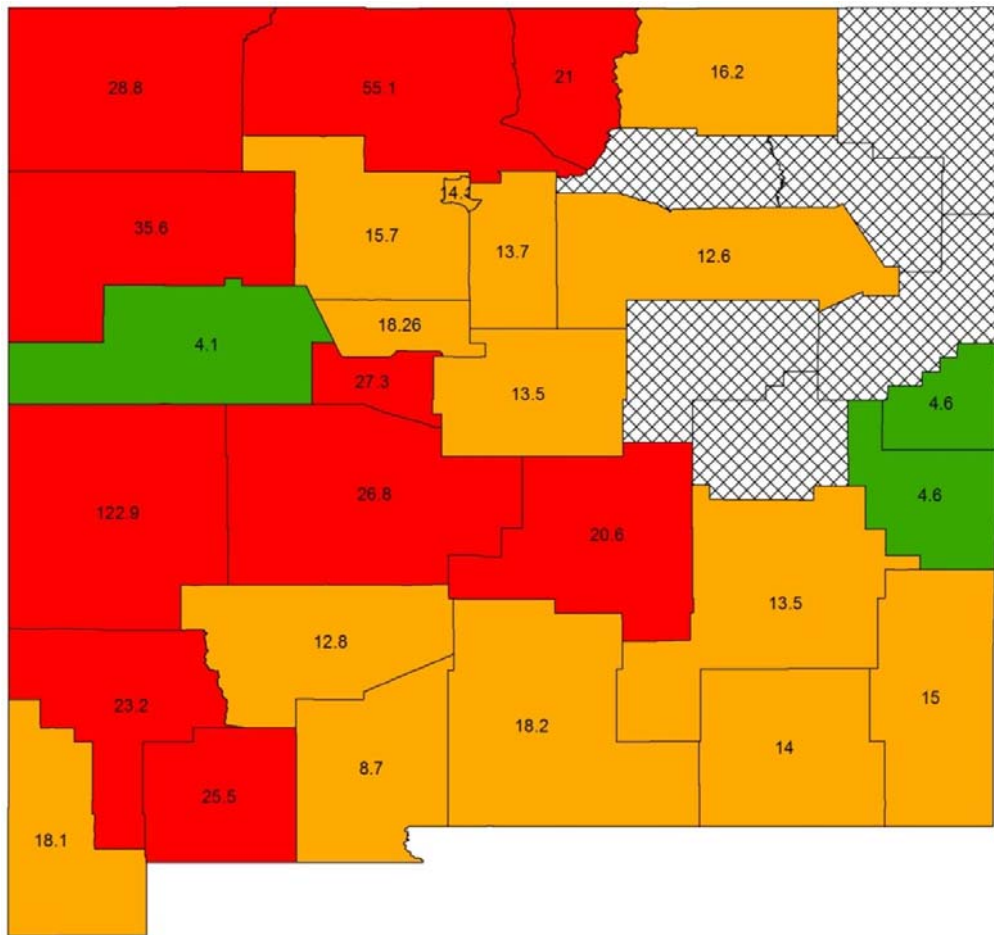


Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked "During the past 12 months have you ever been physically forced to have sexual intercourse?" The percentage reported here reflects respondents who answered, "Yes."

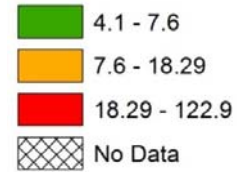
NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.



# Youth Suicide Rate, 15-19 Years of Age, by County



## Suicide Rate (Per 100,000 15-19 Year Olds)

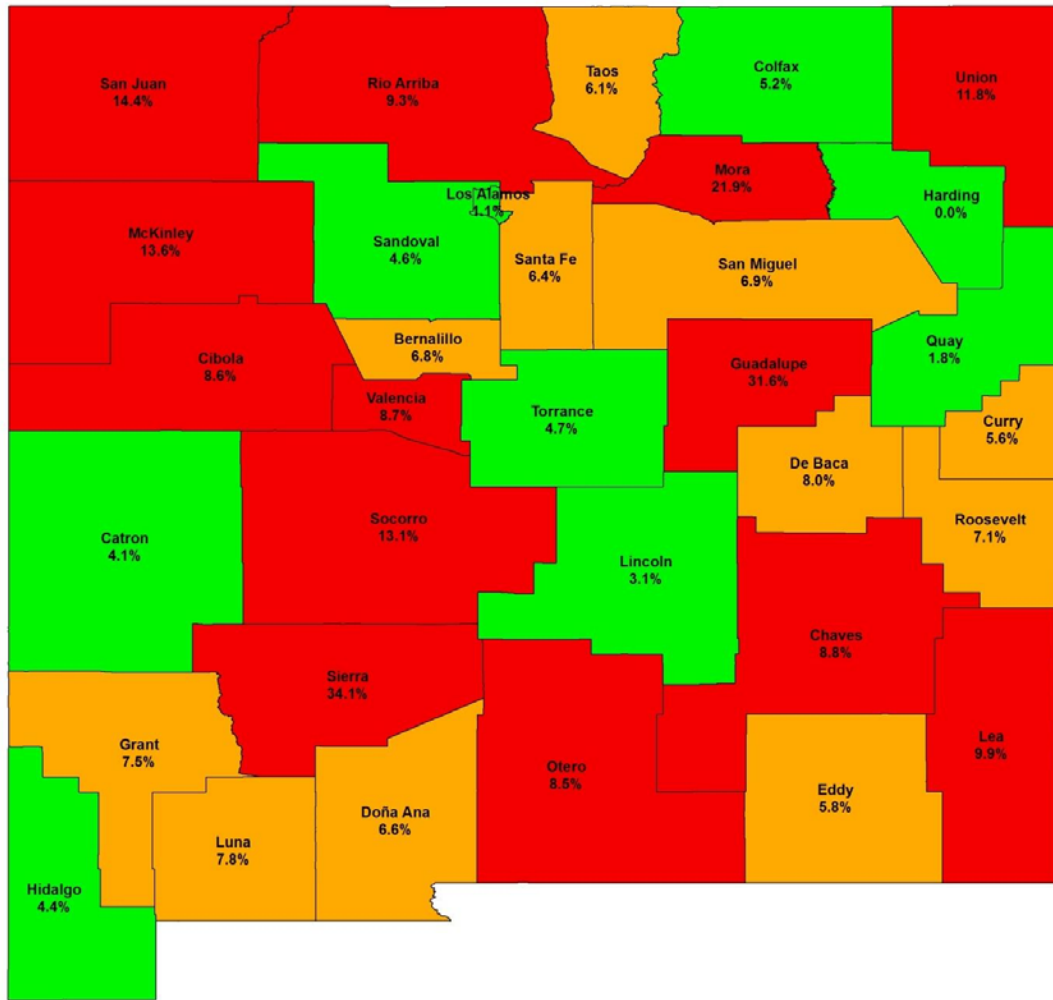


Counties shaded **green** have rates below the national average of 7.6. Counties shaded **orange** have rates above the national average but below the state average of 18.29. Counties shaded **red** have rates above both the state and national averages.

Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19.



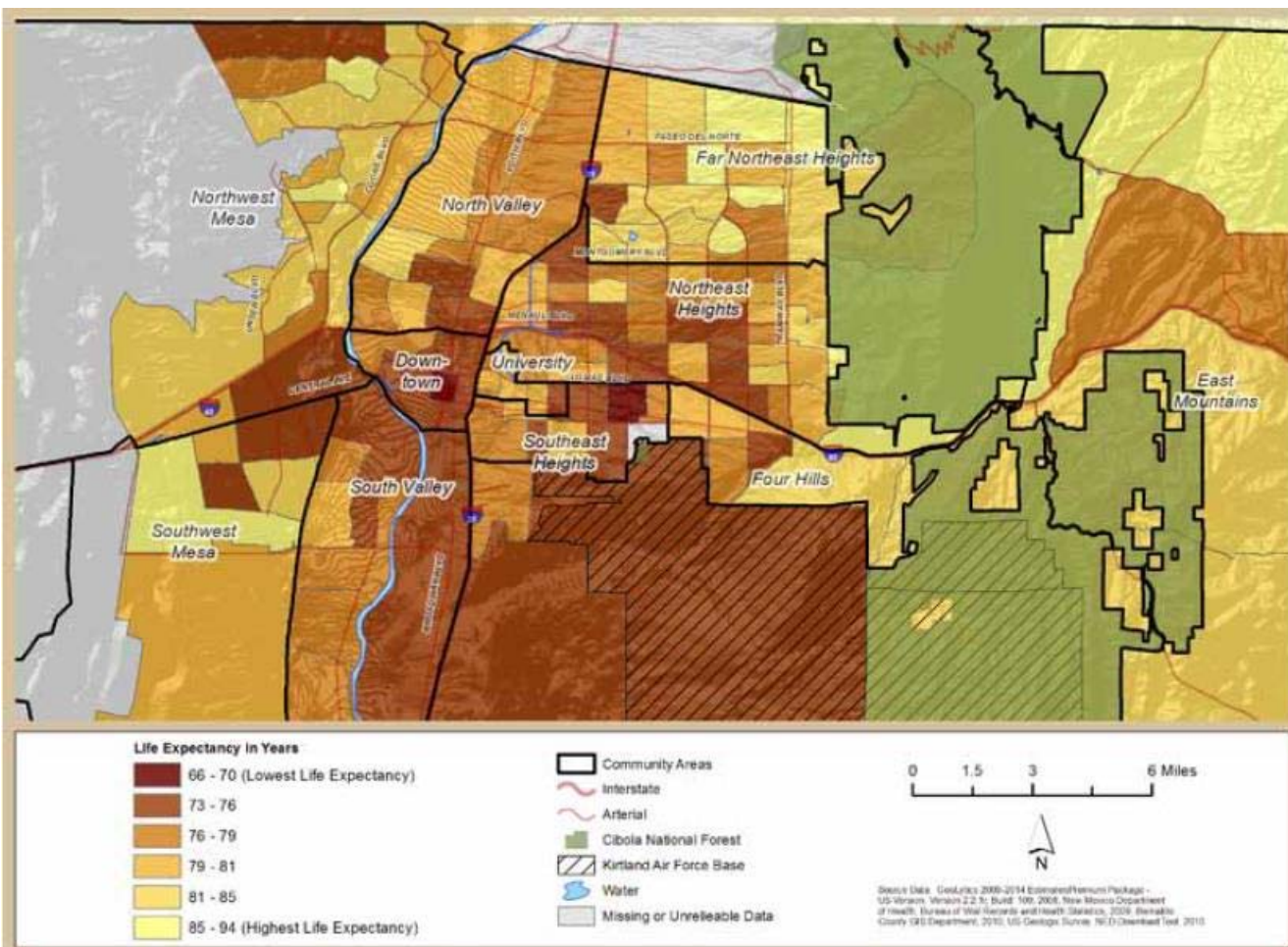
# Percentage of 16-19 Year Olds Not in School or Labor Force



- 0 - 5.4% (Below nat'l and state avg.)
- 5.5 - 8.0% (Above nat'l avg., below state avg.)
- 8.1 - 34.1% (Above nat'l and state avg.)



# Life Expectancy By Census Tract, Bernalillo County, NM (2001-2005)



This powerful map by the Joint Center For Political and Economic Studies shows that life expectancy can vary by 28 years depending on where one lives in Bernalillo County.

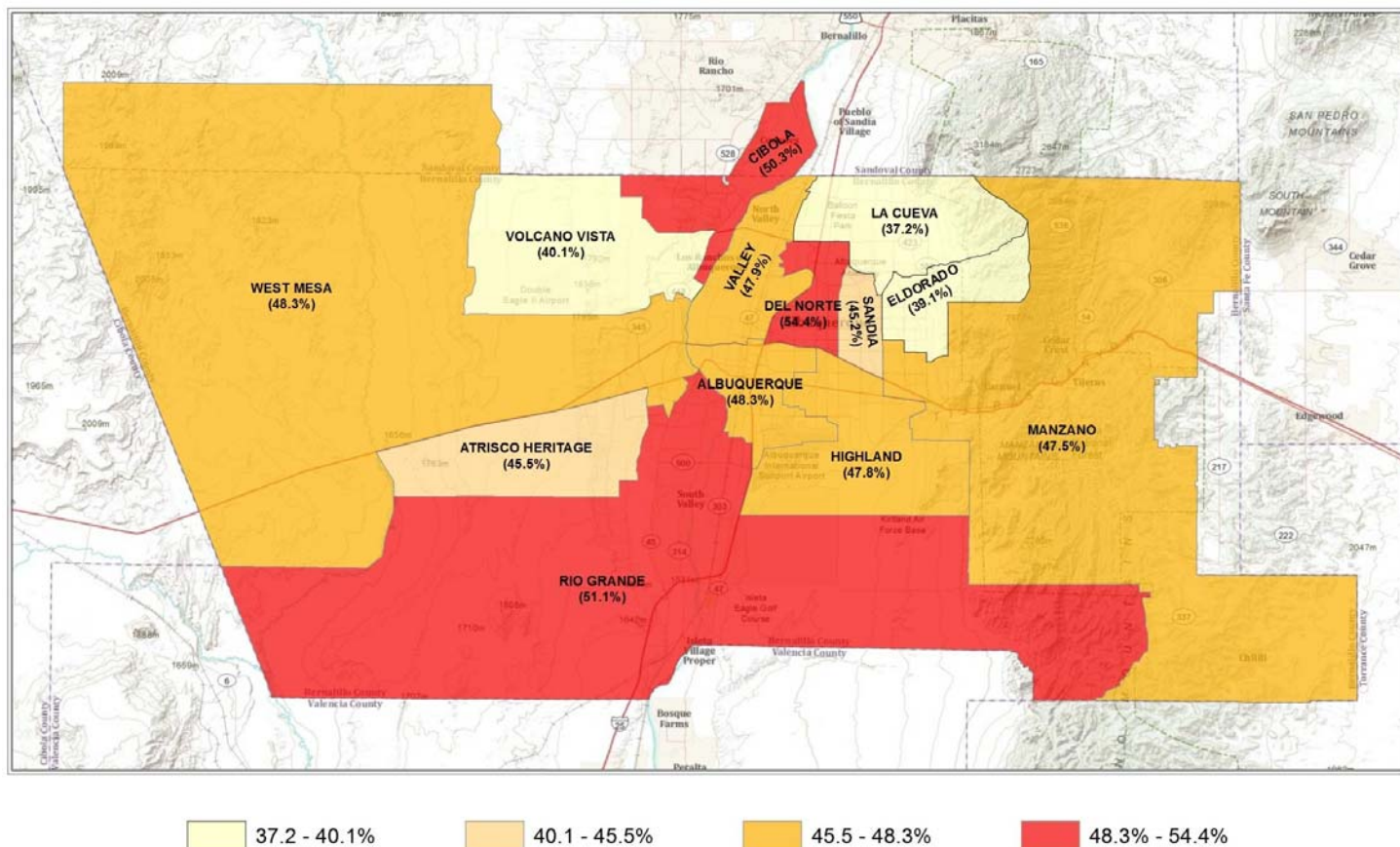
Source: Map produced by Joint Center For Political and Economic Studies (September, 2012) Place Matters For Health In Bernalillo County: Ensuring Opportunities For Good Health For All.



# **We Face Gaps in Resources, Opportunities, and Capacity**



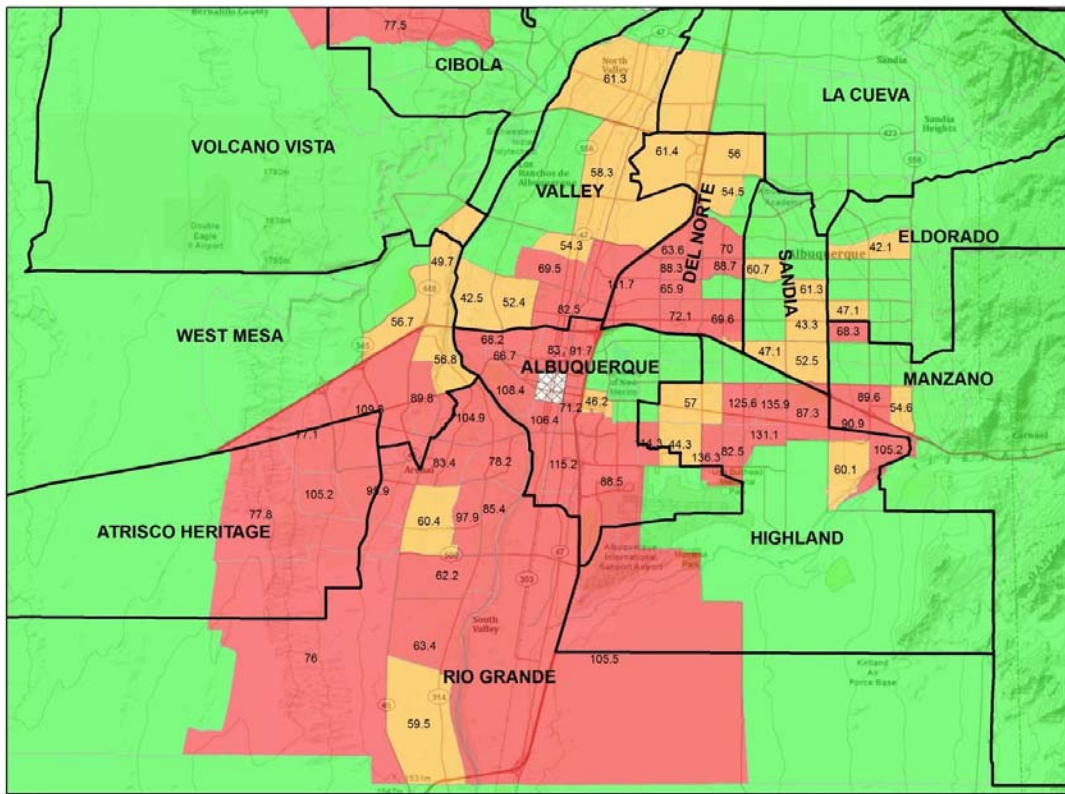
# Percentage of High School Students Who Have Had Sexual Intercourse



Source: New Mexico Youth Risk and Resiliency Survey, 2009, New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). Students were asked "During your life, with how many people have you had sexual intercourse?" The percentage reported here reflects respondents who answered one or more people.



# Teen Birth Rate, Ages 15-19



■ Less than 40 per 1000 (below nat'l avg.) 
 ■ 40 - 62 per 1000 (above nat'l avg.) 
 ■ Greater than 62 per 1000 (above state & nat'l avg.)

Poor Data Quality

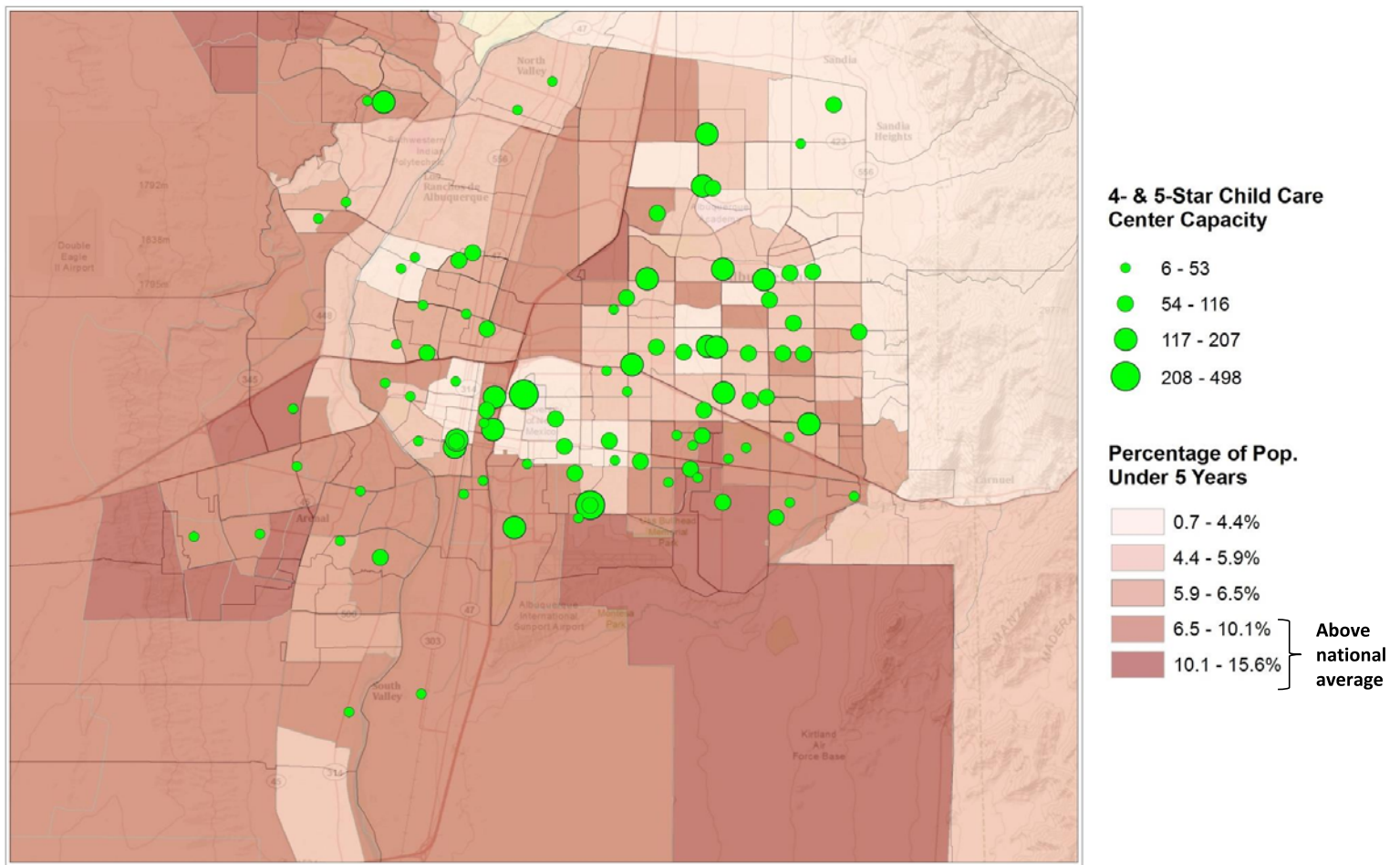
The data point in each census tract represents the number of live births to teen women per 1000 teen women, over the period 2001-2005.

For example, the census tract in the center with a teen birth rate of 106.4 means that there were 106 live births to teen women for every 1000 teen women who live in the census tract.

Source: New Mexico Community Data Collaborative. The rates shown here reflect the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide teen birth rate was 62 per 1000, and the nationwide rate was 40 per 1000 (Kids Count Data Center, <http://datacenter.kidscount.org>).



# Capacity of 4- and 5-Star Licensed Child Care Centers



Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective.



# Child Maltreatment Risk Factors and Opportunity Mapping in Bernalillo County

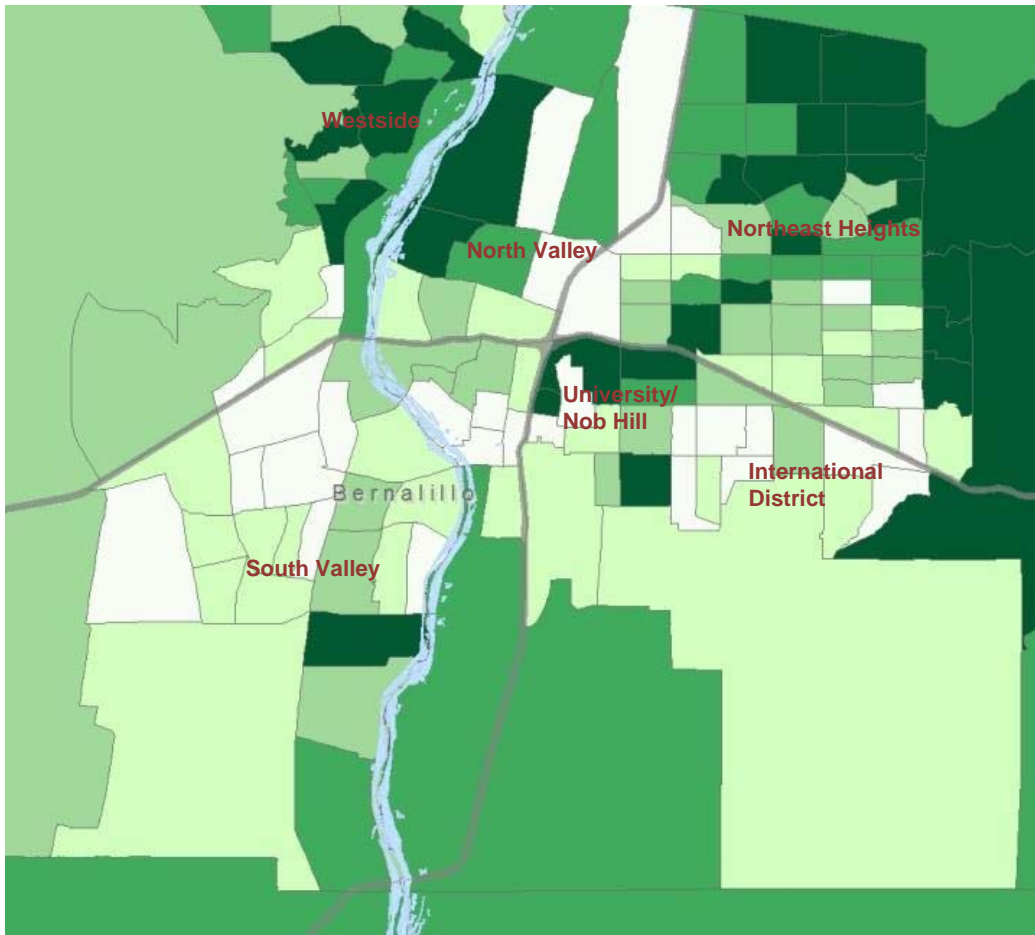
The CDC has identified several factors related to high risk for child maltreatment. The following maps show areas where risks for these factors are lower and higher in Bernalillo County. The goal is to introduce a possible technique for identifying neighborhoods that may benefit from resources.

- The best opportunity for children to grow up without becoming victims of maltreatment include:
  - Having parents with higher education levels;
  - Living in a household with two parents;
  - Living in a household with income above poverty level;
  - Living in a household with fewer dependent children;
  - Living in neighborhoods with low unemployment;
  - Living in neighborhoods where people have lived at least a year in the same house;
  - Living in neighborhoods with a lower density of alcohol outlets.

Where are these areas in Bernalillo County?

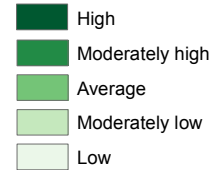


# Opportunity For A Safe Childhood



Based on the CDC factors, tracts with a higher score have fewer child maltreatment indicators.

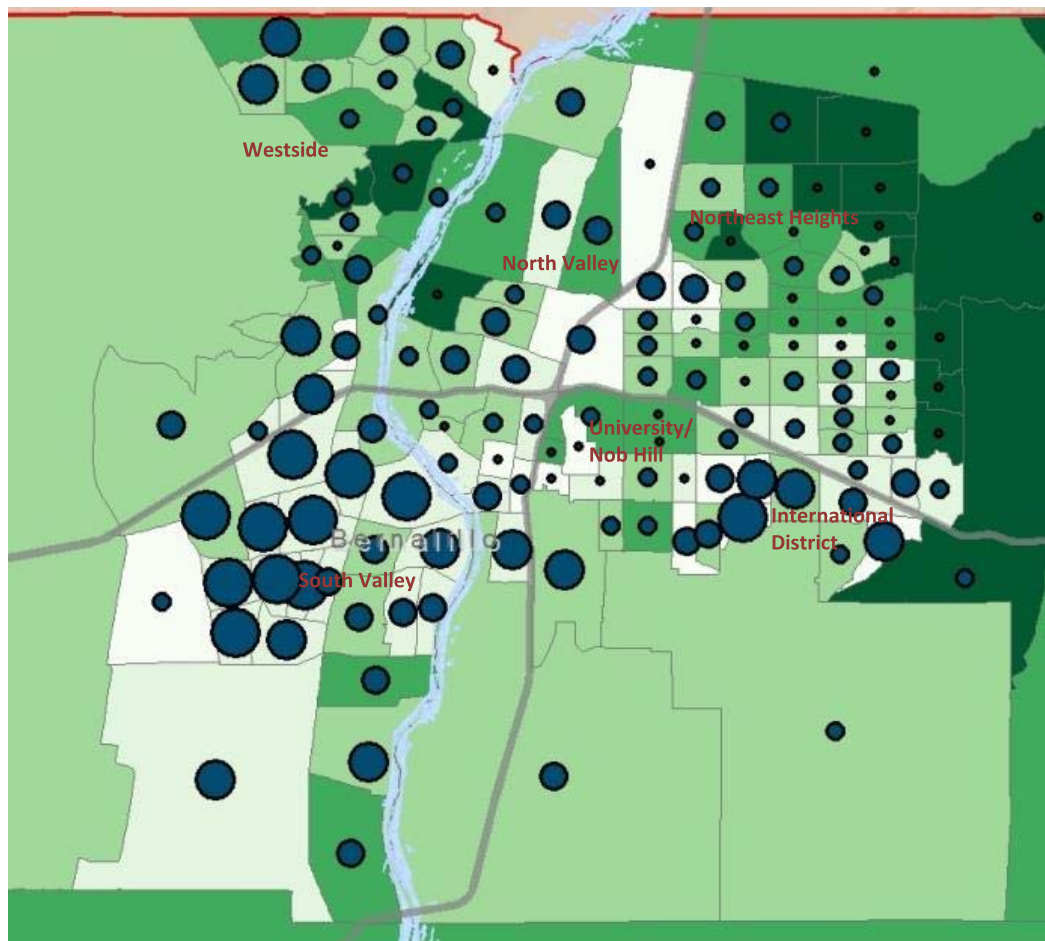
## Opportunity Score



Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.

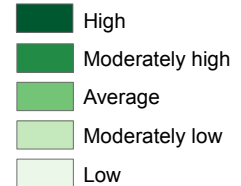


# Using the Maps to Address Issues of Community Equity: Where are the Hispanic Children in Relation to Opportunity?

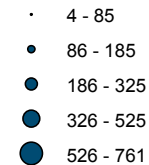


This map clearly shows the concentration of Hispanic children under the age of 5 in lower opportunity areas.

## Opportunity Score



## Number of Hispanic Children Under Age 5

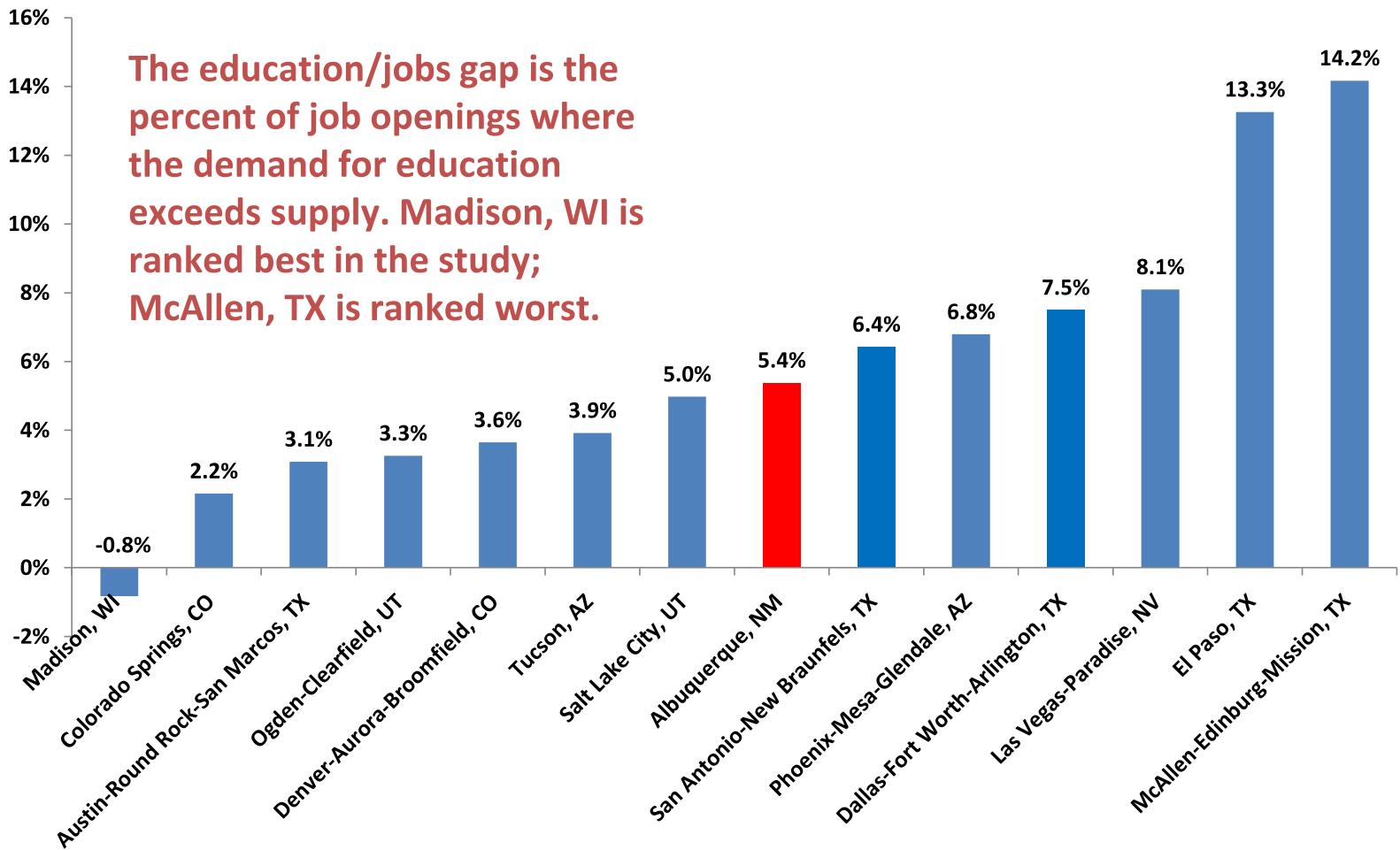


Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.



# The Education/Jobs Gap in Selected Metropolitan Statistical Areas, 2012

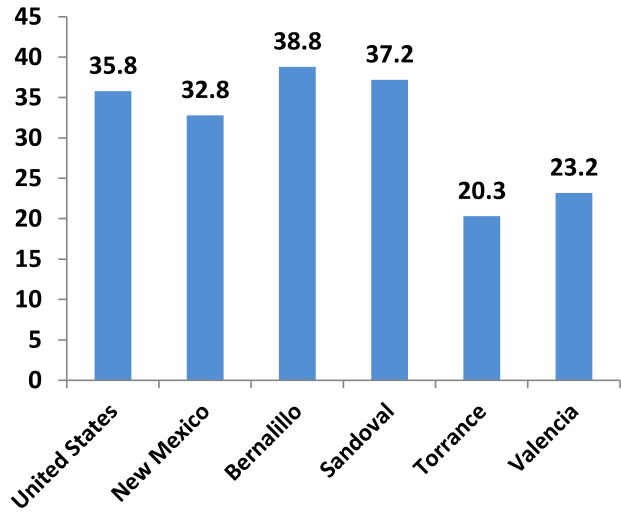
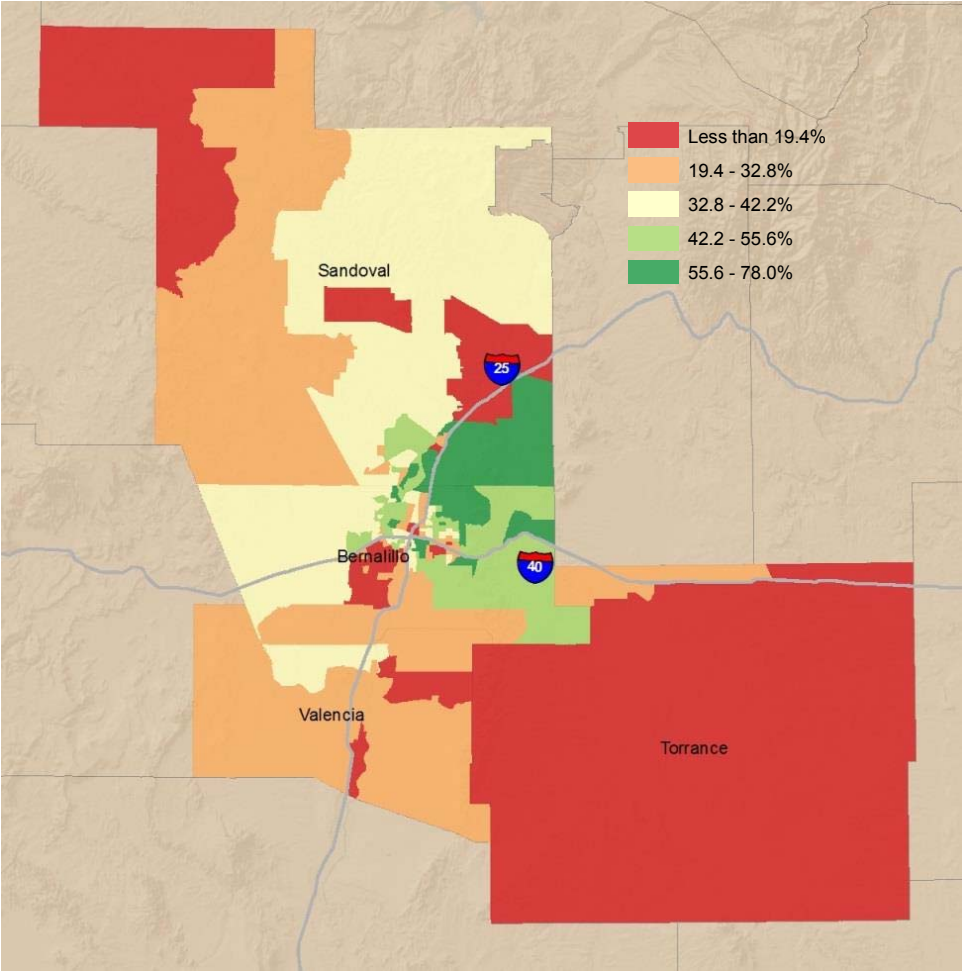
The education/jobs gap is the percent of job openings where the demand for education exceeds supply. Madison, WI is ranked best in the study; McAllen, TX is ranked worst.





# Educational Attainment in Central New Mexico

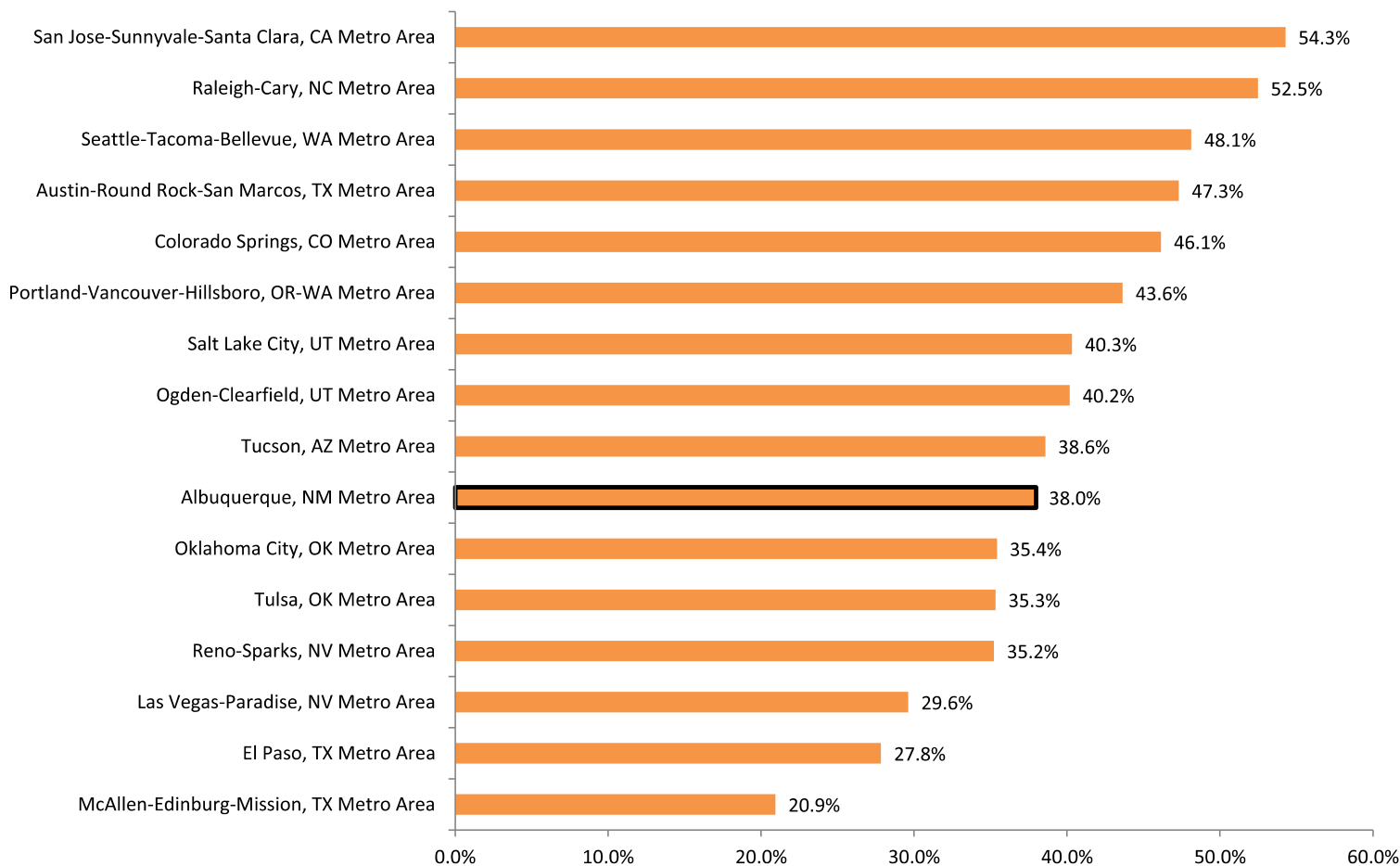
## Adults 25 and Over, With an Associate's, Bachelor's, Or Graduate Degree, 2011





# How Does Albuquerque Compare to Other Communities?

## Percentage of the Population, 25-64 Years of Age, With an Associate's Degree or Higher



Source: U.S. Census, American Community Survey 2010, 5-Year Estimates.



# What Does The Future Hold?





# The Politics of Education



Welcome to  
Education Reform













# Political Context

- One of New Mexico's strengths is the abundance of engaged stakeholders who wish to improve the education system.
- These stakeholders bring a variety of ideas to the table, which are often in conflict with each other. Nationally and in New Mexico, the education policy arena has become increasingly polarized.
- One of New Mexico's weaknesses is the lack of clear agreement about how to measure academic success, the effectiveness of educational reforms, or the return on financial investments.
- The lack of clear data and the polarization of educational policy does not bode well for the future.



## Score Sheet

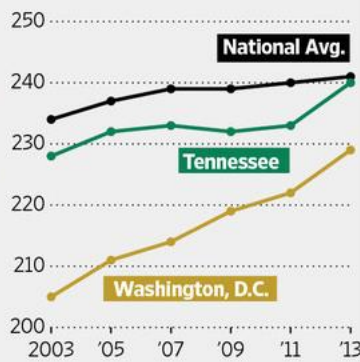
Average scores on the National Assessment of Educational Progress test crept ahead, while Tennessee and Washington, D.C., made marked improvements.

### Math scores

Eighth-graders

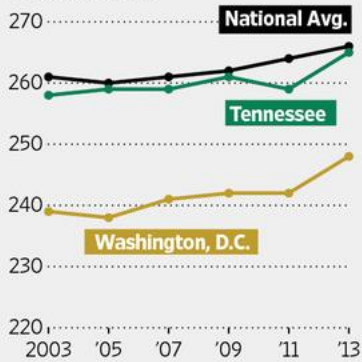


Fourth-graders



### Reading scores

Eighth-graders



Fourth-graders



Source: National Assessment of Educational Progress

The Wall Street Journal

Close

## The Data Problem

**U.S. Students Make Slight Progress on Test Scores**  
**Proficiency Rate Still Remains Below 50% in Math, Reading**

**The Wall Street Journal**  
**November 11, 2013**



# The Data Problem

**THE WALL STREET JOURNAL.**  **OPINION**

TOP STORIES IN OPINION1 of 12

**Noonan: 'I'm Gonna Be the Republican No...**

**Andrew Kohut: The GOP Is in Better Shape...**



**REVIEW & OUTLOOK**

## School Reform Delivers

States that measure teachers by student results show big gains on the 2013

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 14 Comments









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Nov. 7, 2013 7:01 p.m. ET

Education Secretary [Arne Duncan](#) hailed this year's National Assessment of Educational Progress (i.e., the nation's report card) results on Thursday as "encouraging." That's true only if you look at Washington, D.C., Tennessee and states that have led on teacher accountability and other reforms.

Student scores on the test, which is administered every two years to a sample of schools in all 50 states, have barely budged since 2011. Average fourth and eighth grade math scores improved by one point on a scale of 0 to 500 while fourth-grade reading scores were flat. That's nothing to brag about, Arne.

However, a handful of states did post significant gains, and the District of Columbia and Tennessee stand out. Until very recently, Washington, D.C. was an example of public school failure. Then in 2009 former schools chancellor Michelle Rhee implemented more rigorous teacher evaluations that place a heavy emphasis on student learning. The district also tied pay to performance evaluations and eliminated tenure so that ineffective teachers could be fired.

**THE WALL STREET JOURNAL.**  **OPINION**

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**Noonan: 'I'm Gonna Be the Republican No...**

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**OPINION**

## Spinning America's Report Card

The latest education test scores don't match the White House rhetoric.

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By **PAUL E. PETERSON** and **AND ERIC A. HANUSHEK**Eric A. Hanushek

Nov. 7, 2013 6:14 p.m. ET

ObamaCare isn't the only thing the Obama administration is spinning these days. In education, too, accomplishments on the ground don't match the rhetoric coming out of Washington. That's the main take-away from the latest results on student performance in math and reading on the National Assessment of Educational Progress, which the Education Department released on Thursday after some delay.

According to administration officials, the NAEP results are cause for celebration. Talking to reporters, Secretary of Education [Arne Duncan](#) enthused: "The fact that we're seeing the strongest performance in the history of the NAEP is . . . just a tremendous testament to the courage and leadership of our teachers and school leaders and the tremendous hard work of our students themselves." The headline of the department's news release about the nation's report card echoed the secretary's spirit, announcing that such substantial progress is being made that the "percentage of students in grades 4 and 8 scoring proficient . . . [is] higher than in the 1990s."

What you won't hear from the Education Department is that most of these student gains happened under the Bush administration thanks to the enforcement of the federal accountability law No Child Left Behind, as well as various other state accountability systems.



# The Debates

- One useful (and very broad) way to think about the current education debates in the United States and in New Mexico is to consider these two overarching philosophies:
  - One philosophy holds that children who come from impoverished homes face a host of day-to-day traumas and obstacles that inhibit their learning. This group tends to focus on student support services and parent engagement as key reform strategies.
  - The second philosophy holds that poverty should not be used as an excuse for poor performance, and tends to focus on teacher quality and other reform strategies directed at schools and classrooms, rather than the student's life outside of school.



# **We Believe There is Common Ground**

New Mexico is stronger when we bridge this divide, and find common ground between the two approaches. We can do this by recognizing the devastating effects of poverty, but also recognizing that our schools can and must do much better for our students than they do today.

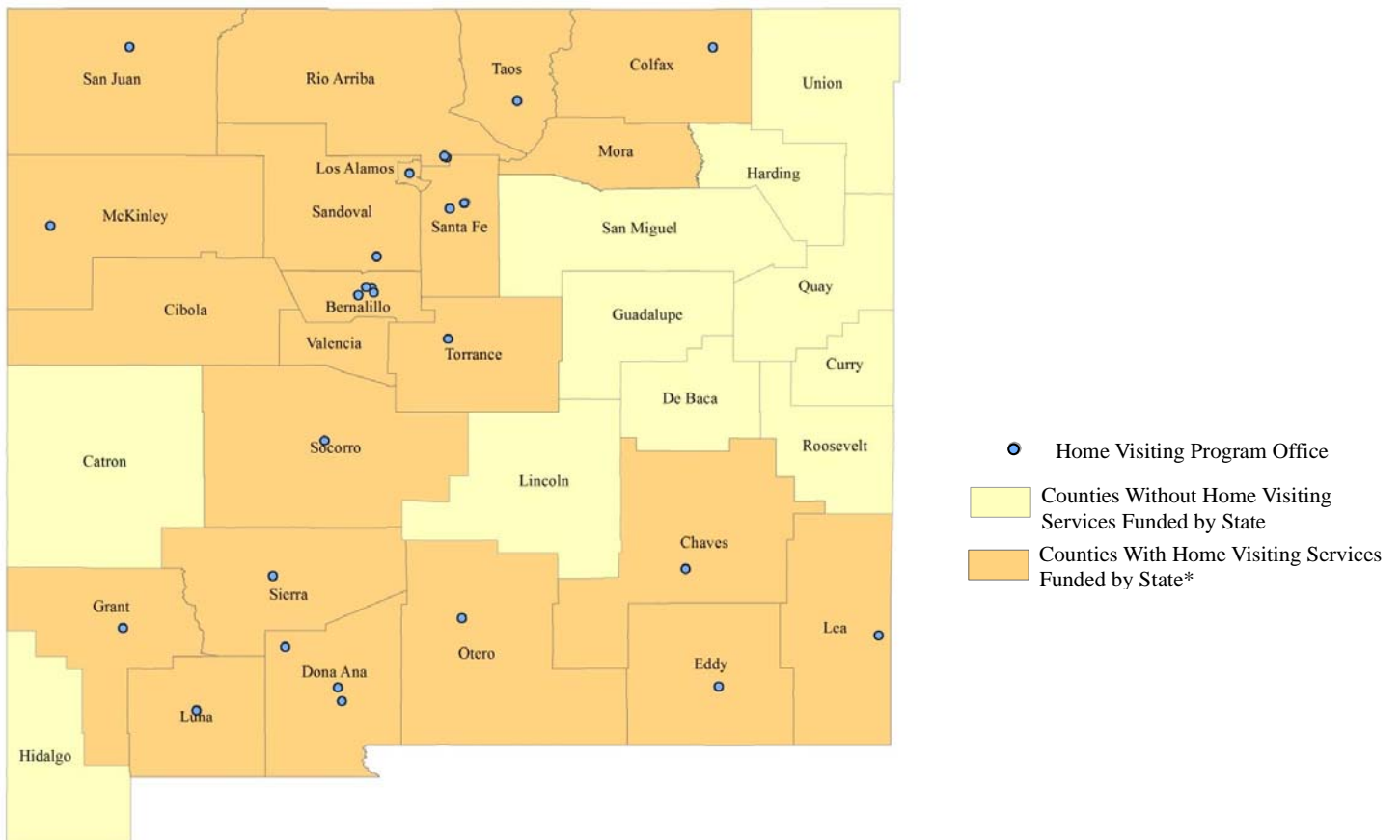
We believe our future depends on whether good Americans from every political point of view can find that common ground.



# Signs of Compassion



# Home Visiting Programs Funded by the State, by County, FY13



\*Some counties may be served by home visiting providers from outside of county.

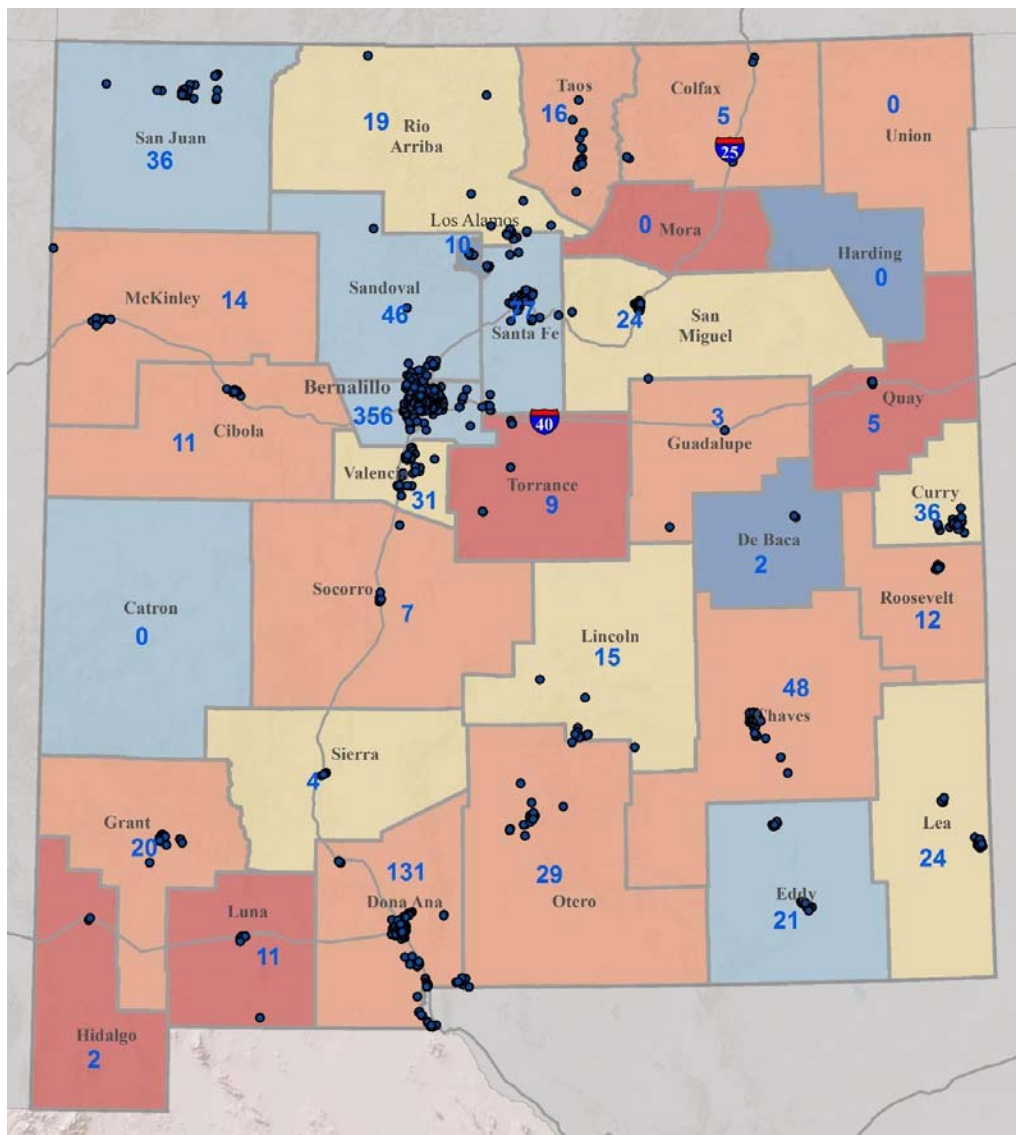
Source: Children, Youth and Families Department, 2013.



## Licensed Child Care Programs 2013 (1 STAR – 5 STAR)

Blue number indicates number of programs in County.  
Points show locations of programs.

One point may represent more than one program.



Source: Addresses of childcare programs from CYFD, from "Active Provider" and "Placement" data provided July 2013.

Addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location.

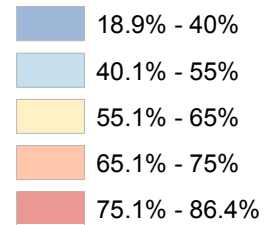
Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.



## 2014 Pre-K Program Sites in New Mexico Counties and School Districts

- PED Pre-K Sites
- CYFD Pre-K Sites

### Children Under 6 Below 200% FPL



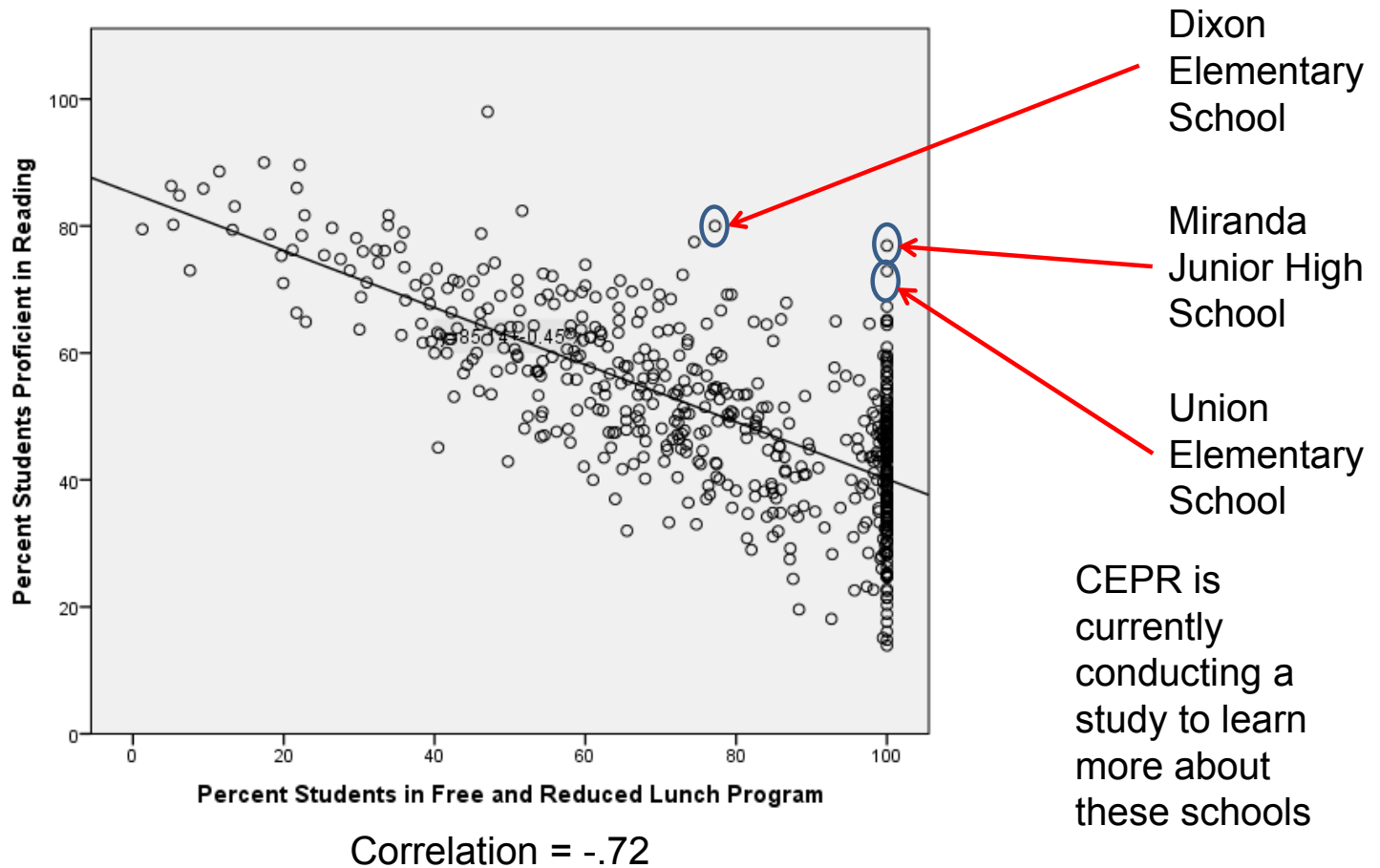
Source: PED and CYFD, July 2013.  
CYFD addresses geocoded to point. Any points located to zip code only were checked against census-based places layer and assigned to named place location. Points may not represent precise street address location.  
PED programs joined to school point locations from NM Public Schools Facilities Authority.  
Poverty data from U.S. Census ACS 5-year Summary data, 2007-2011, Table B17024.



## Signs of Beating the Odds



**There is a strong negative relationship between achievement on the New Mexico Standards Based Assessment of reading and eligibility for free or reduced-price lunch (a measure of poverty). But some schools seem to beat the odds.**





# 2013 Elementary and Middle Schools Beating the Odds in Reading

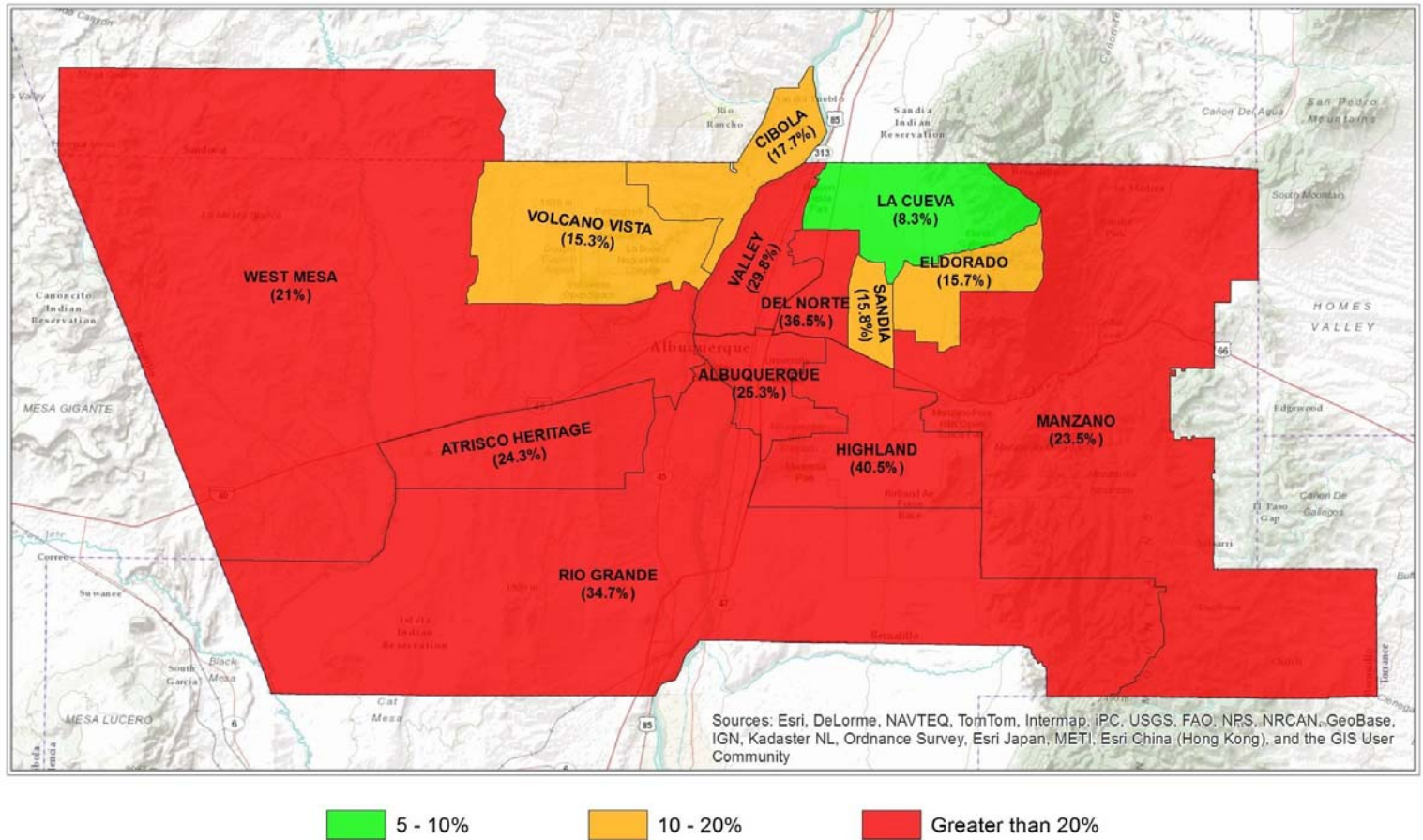
School	District	% FRL (low-income)	% Non-white and Non-Asian	% Proficient or Above on SBA Reading
Dixon Elementary School	Espanola Public Schools	77%	79%	80%
Miranda Junior High School	Springer Municipal Schools	100%	57%	77%
Union Elementary School	West Las Vegas Public Schools	100%	95%	73%



# Signs of Impact



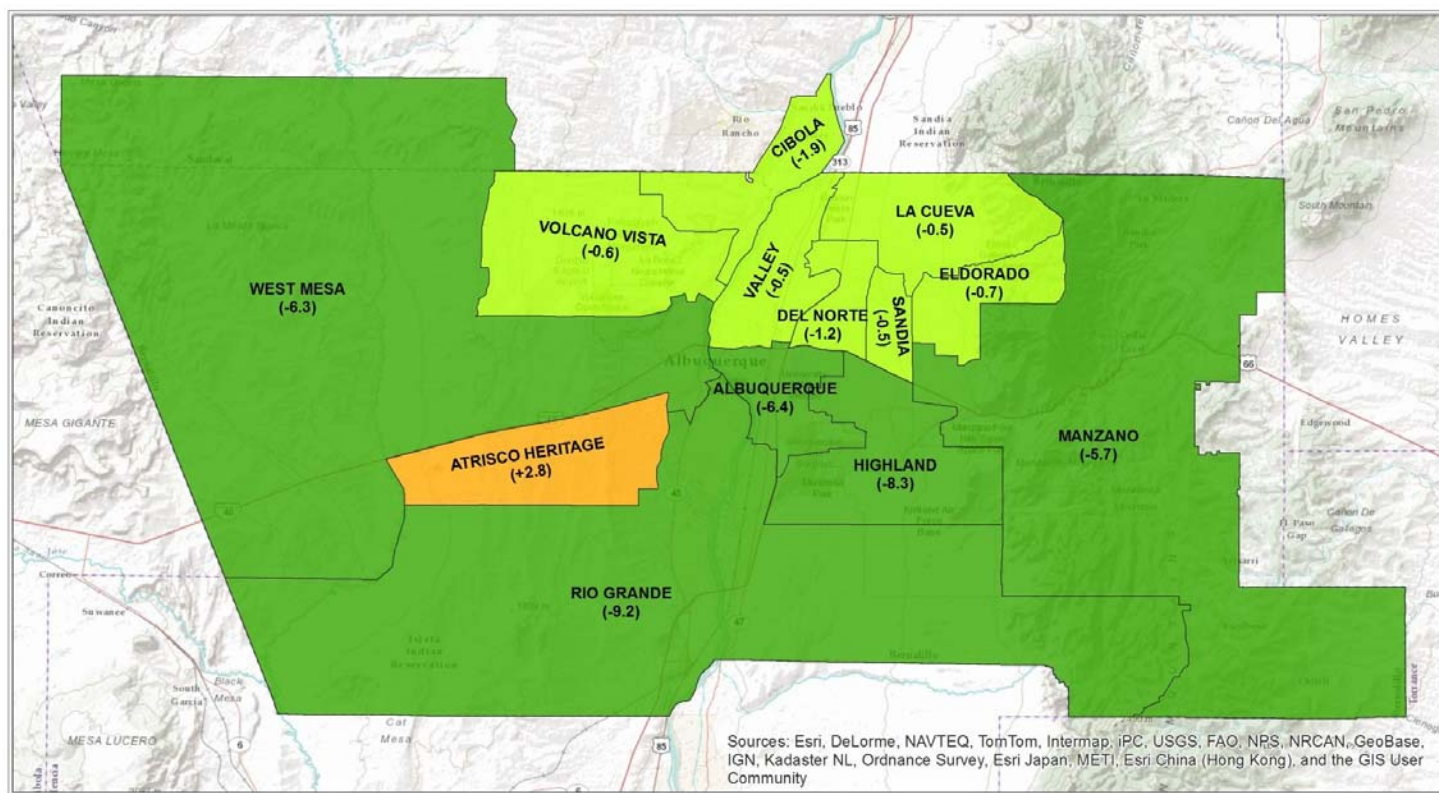
# Percentage of APS High School Students Who Were Habitually Truant in 2011-2012



Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.



# Change in Percentage of APS High School Students Who Were Habitually Truant 2010-2011 to 2011-2012



Greater than 5 point decrease
  0 - 5 point decrease
  0 - 5 point increase

Source: Albuquerque Public Schools, RDA Department. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

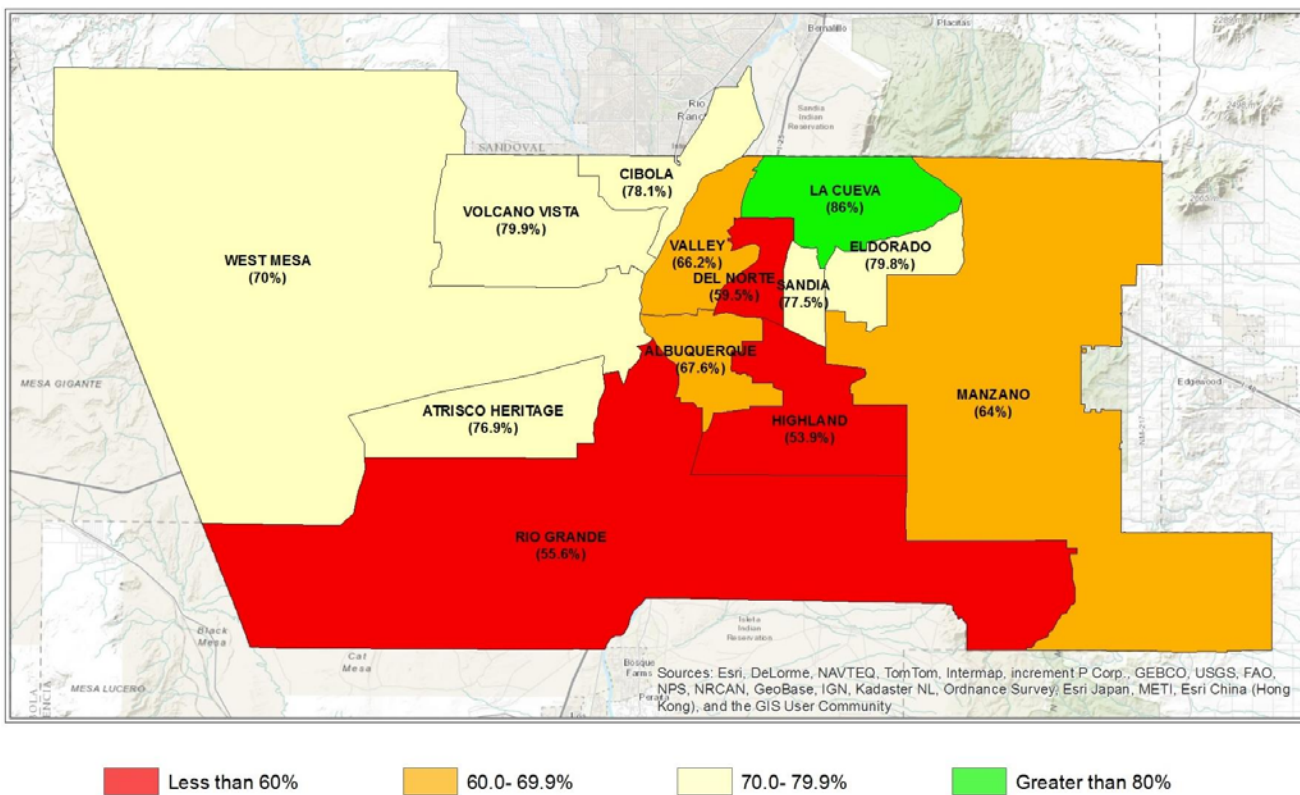


# APS Four-Year High School Graduation Rate, All Students, Class of 2012

According to the Alliance for Excellent Education, there are nearly 2000 high schools nationally that graduate less than 60% of their students within four years.

These schools disproportionately produce 51% of the nation's dropouts.

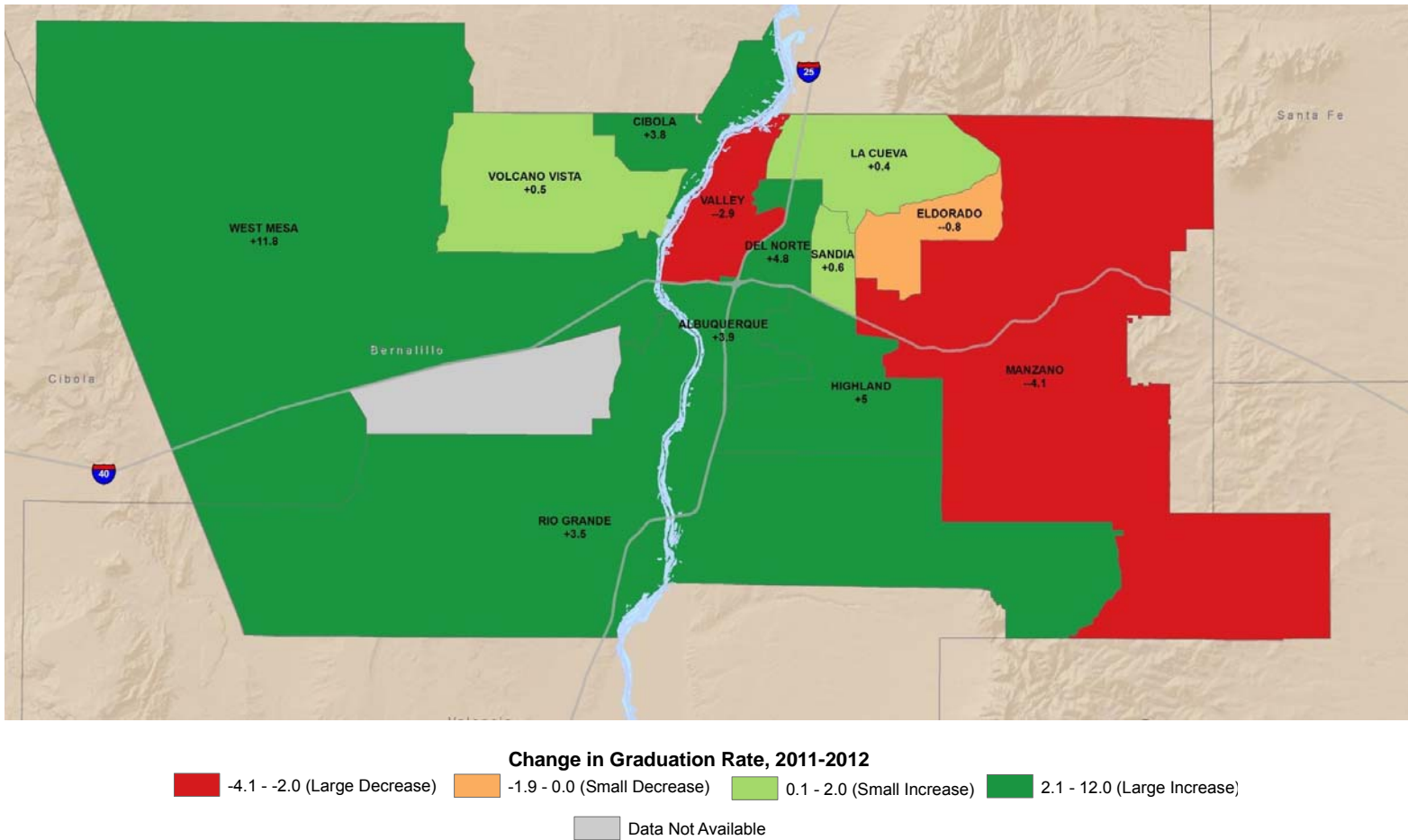
APS has three high schools with less than a 60% graduation rate.



Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012. Alliance for Excellent Education statistics taken from [http://www.all4ed.org/about\\_the\\_crisis/schools/dropout](http://www.all4ed.org/about_the_crisis/schools/dropout).



# Change in APS High School Graduation Rate 2010-2011 to 2011-2012





## Signs of Collaboration





Co-sponsor Partners



Community Connectors



Board Partners



Major Donors

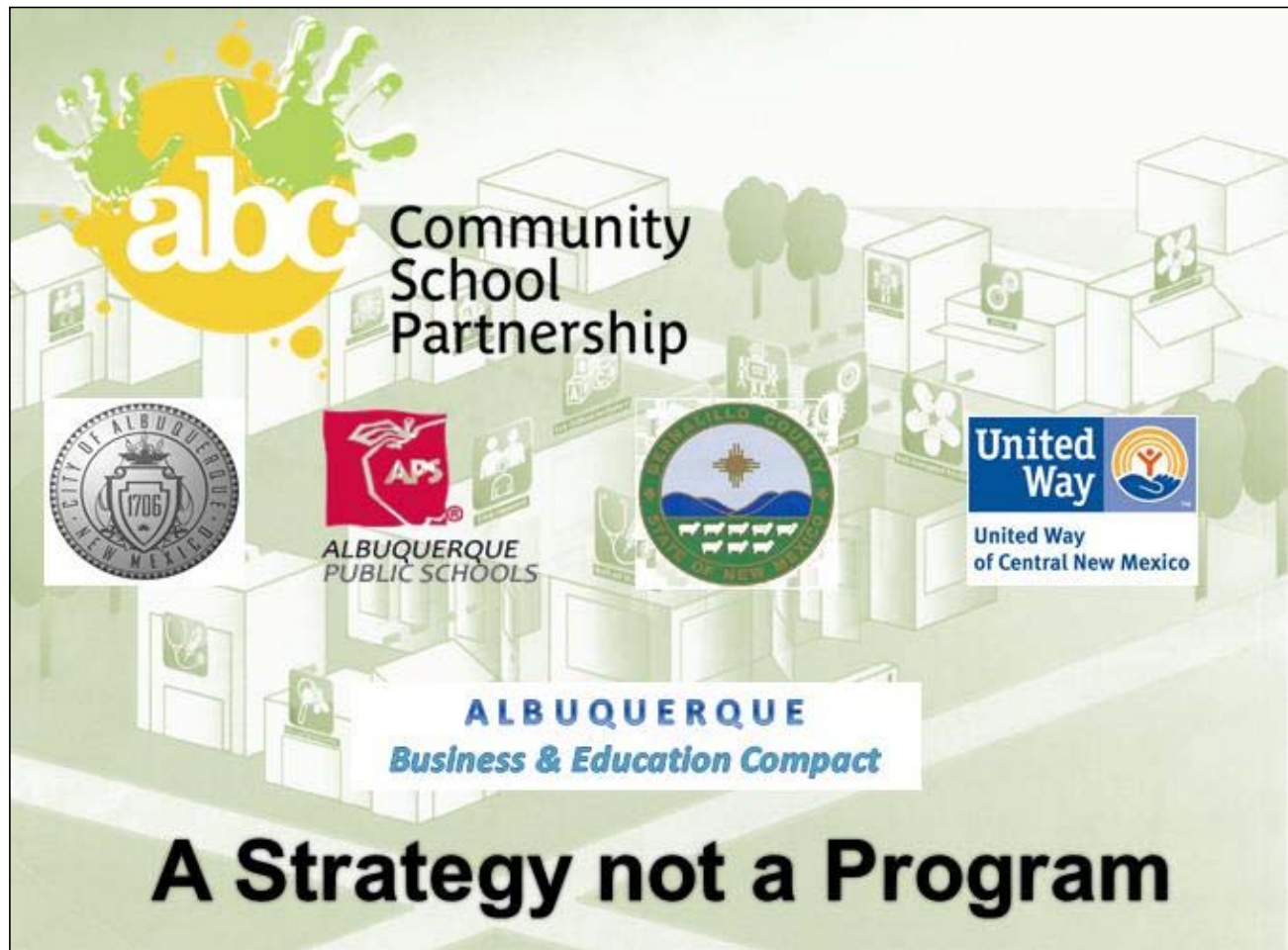


Corporate Grants






# Strengthening School and Community Relationships






# Supporting Collective Impact

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YOU MUST COMPLETE TO COMPLETE

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## WHAT IS MISSION: GRADUATE



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*Mission: Graduate* is a cradle-to-career education partnership in Central New Mexico, which includes the counties of Bernalillo, Sandoval, Torrance, and Valencia.



In January 2013, a group of our community's top leaders signed the [Central New Mexico Education Compact](#), which articulates the vision, goal, and key objectives for the partnership.

In short, our goal is to add 60,000 new college degrees and certificates to Central New Mexico by 2020.

We face many challenges to increasing high school graduation and college degree attainment rates, but we are confident that together, as a community, we can develop data-informed solutions, both in school and out of school, to improve educational attainment for all residents of Central New Mexico.

**JOIN US!**  
SIGN OUR COMMUNITY  
PARTNER AGREEMENT 

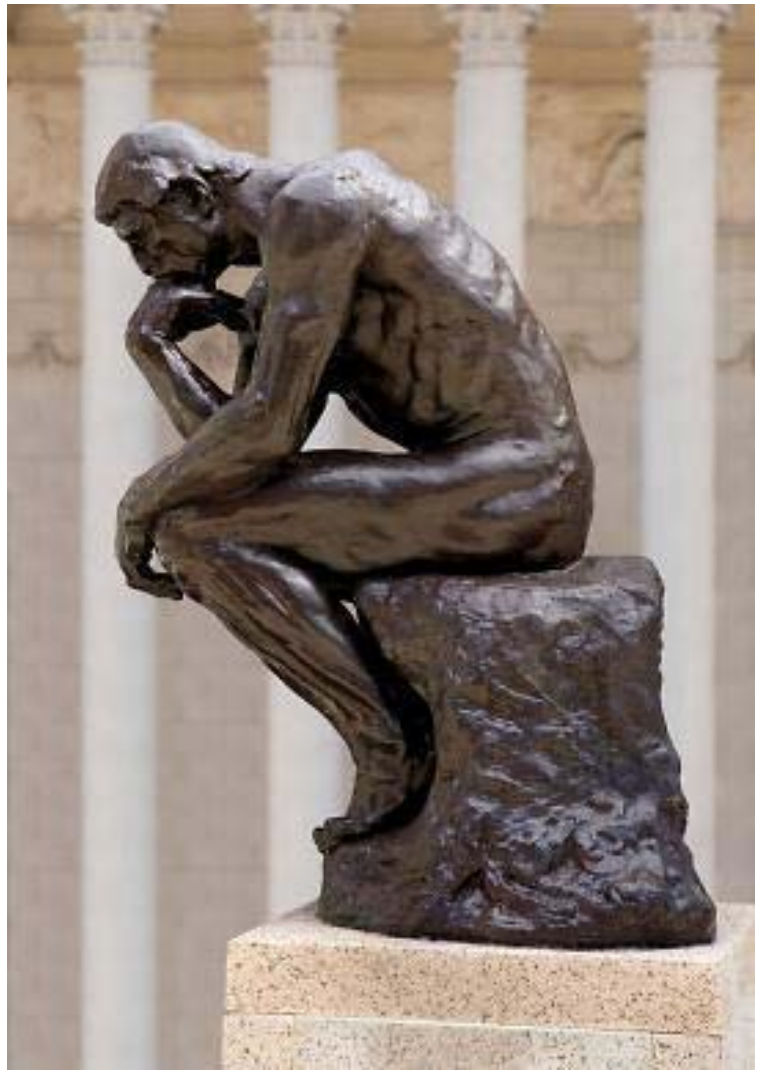
**LATEST RESULTS**  
CHECK OUT WHAT IS  
NEW FROM THE FIELD 

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# Education in New Mexico: What Does the Future Hold?





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