

## High School Graduation

### Summary

New Mexico made notable progress in boosting graduation rates since LFC last evaluated the issue—increasing the graduation rate 6.9 percent, from 69.3 percent in 2014 to 76.2 percent in 2022. Despite this progress, New Mexico is among the lowest-ranking states in the nation in high school graduation, with students tending to drop out in ninth and 10th grades. The 2021 New Mexico graduation rate exceeds only that of Arizona and the District of Columbia and falls well short of the national average of 86.1 percent. As of 2021, New Mexico would need 2,065 additional students to graduate to match the national graduation rate.

**The Evaluation:** The 2014 LFC program evaluation, *Cost Effective Options for Increasing High School Graduation and Improving Adult Education*, assessed various strategies to increase the number of adults in New Mexico with a high school credential including dropout prevention and recovery efforts, and adult basic education programs.

Three of the 2014 evaluation's five recommendations that relate to this progress report have been implemented or progressed toward implementation.

Evidence shows that chronic absenteeism and low academic proficiency negatively impact graduation rates. Chronic absenteeism has spiked in New Mexico and nationwide since 2020, with ninth and 10th graders becoming the most likely among New Mexican high school students to miss classes. Too few New Mexican students are proficient in language arts, math, and science, with relatively flat assessment scores even while graduation rates have gradually risen.

While New Mexico has invested heavily in career technical education (CTE) initiatives, including a state-developed “innovation zones” pilot and a variety of other programs in recent years, these programs are relatively new and have not been thoroughly vetted for their impact on New Mexico graduation rates.

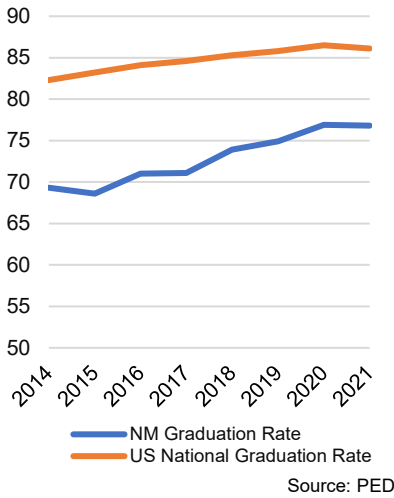
The Legislature, the Public Education Department (PED) and districts should invest in efforts to improve graduation rates through improving proficiency and addressing chronic absenteeism. In addition, programs meant to support graduation should be evaluated in the context of New Mexico, and their impact on at-risk students, English language learners, and other marginalized students in line with the findings of the *Martinez-Yazzie* case.

**Progress Reports** foster accountability by assessing the implementation status of previous program evaluation reports, recommendations and need for further changes.

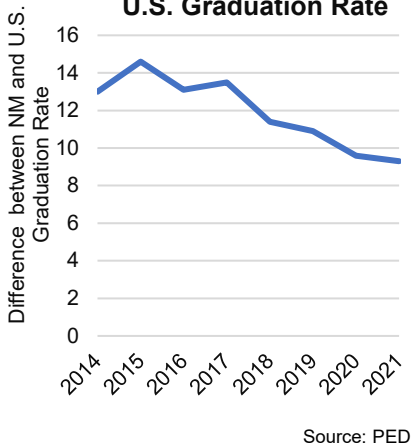


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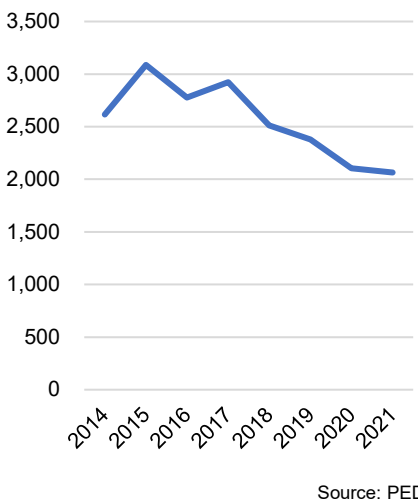
**Chart 1. New Mexico versus National Graduation Rates**  
(Scaled Axis)



**Chart 2. Difference Between New Mexico and U.S. Graduation Rate**



**Chart 3. Marginal Number of NM HS Grads Needed to Match U.S. HS Graduation Rate by Year**



## New Mexico has Made Progress in Improving Graduation Rates, but 2,065 Students Must Graduate to Reach National Average

While the state’s graduation rate remains far below the national average, the gap has contracted over the last decade. This narrowing graduation rate gap, combined with overall decreasing K-12 enrollment in the state, has meant New Mexico needs to graduate only 2,065 additional students now to meet the national average graduation rate.

**Efforts to boost high school graduation rates in New Mexico have successfully raised the graduation rate, but not enough to move from the bottom of national rankings.** New Mexico registered a graduation rate for the school year ending in spring 2022 of 76.2 percent, a mark that is 6.9 points higher than 2014, the year LFC last conducted a full evaluation of this issue. That increase is large, even compared with progress made by other states, and helped close the gap between New Mexico’s performance and that of the national average. Chart 1 and Chart 2 show this point graphically in two ways. Chart 1 shows both the U.S. and New Mexico graduation rates since 2014 and illustrates the gap between the two rates has shrunk since 2014. Chart 2 displays this difference or gap declining steadily from 2014 to 2021. Both help underscore that New Mexico has made notable gains in graduation rates against peer states.

**Progress aside, New Mexico ranks low compared with other states and struggles to graduate at-risk students.** Though New Mexico has been among the most improved states in high school graduation rates over the last decade, all but four states also improved their rates, with the average rising 7.1 percent. The net result is the improvement in graduation rate has not translated to a much higher ranking relative to other states. In 2021, New Mexico’s high school graduation rate ranked 49th against the 50 states and the District of Columbia—only one spot better than in 2014. In addition, African American and Native American students graduate at persistently lower rates than their peers in New Mexico. Also, in line with national trends, male students graduate at persistently lower rates than female students, as shown in Chart 5. Though the difference has diminished somewhat over time, the overall persistence of this observation suggests the state’s future efforts may need to address the specific challenges confronting males.

Similarly, as reported in a 2023 LFC progress report on special education, students with disabilities in the state had a 2022 high school graduation rate of only 67 percent. New Mexico could have met the national average graduation rate for students with disabilities with an additional 153 graduates statewide.

**The state of New Mexico and its citizens will realize substantial benefits from the increase in the graduation rate.** Completing a high school diploma results in many personal and societal benefits. First, high school graduates make more money. In 2022, individuals with no high school diploma in New Mexico earned an average of \$26.4 thousand. Those who had completed high school made \$32 thousand on average—21 percent more. As shown in Table 1, these benefits accrue as individuals complete higher levels of education, all predicated on first completing high school.

Second, the jobs available now and into the future will require higher levels of education. A study by the Georgetown University Center on Education and the Workforce projects, by 2031 about 72 percent of jobs will require at least a secondary education. The greatest growth in job demand is likely to occur in education, STEM, healthcare, and business services—all industries that typically require more than a high school diploma.

Third, high school graduates are less likely to commit crimes. Research shows attending quality schools reduces the likelihood of arrest as an adult. Other researchers at the London School of Economics showed from 1980 to 2010 in the U.S., dropout age reforms reduced criminality. In studying the reasons behind this observation, the authors noted it was both because students are in school and therefore not engaged in a life of crime and have improved labor market prospects and participation.

Fourth, high school graduates use fewer social services, resulting in cost savings for the state. Pew Research data show individuals without a high school diploma made up 8.9 percent of the U.S. population and 23.4 percent of Supplementary Nutritional Assistance Program recipients in 2020. In summary, both short- and long-term benefits for individuals and the state result from improved graduation rates.

**Raising New Mexico's graduation rate to the national average by graduating 2,065 more students annually would produce over \$626.2 million in net benefits to New Mexico over the lifetime of these students.** Each additional high school graduate produces roughly \$303 thousand in net benefits. Using New Mexico data, the New Mexico Results First cost-benefit model suggests each high school graduate in New Mexico produces considerable net benefits, including almost \$60 thousand to taxpayers and other beneficiaries and \$195 thousand to participants, compared to non-graduates. If New Mexico were to increase the state's four-year graduation rate to match the national average, an additional 2,065 students annually, the state would experience net benefits of over \$626.2 million for each cohort year increase over the students' lifetimes.

**Table 2. Results First: Benefits of Each Additional High School Graduate in New Mexico**

Benefits to Participants	\$195,338
Benefits to Tax Payers	\$59,847
Other Benefits	\$111,203
Total Benefit	\$366,389
Total Costs	(\$63,124)
<b>Total Benefits-Costs (net benefits)</b>	<b>\$303,265</b>

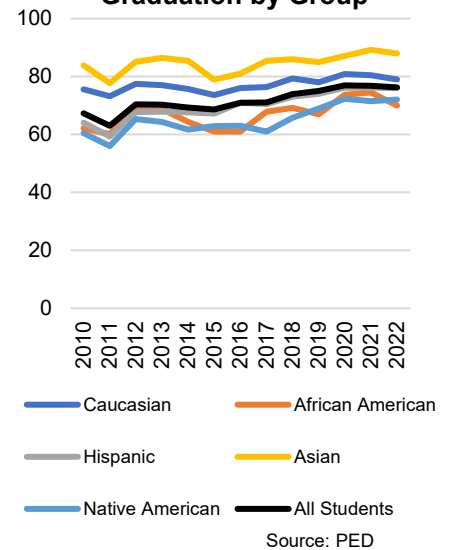
Source: New Mexico Results First

**Table 1. Average New Mexico Income by Highest Degree Attained 2022**

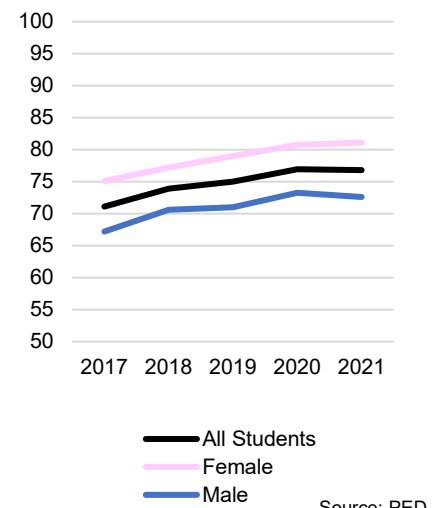
Highest Degree Attained	Average Income
No high school degree	\$26,396
High School Degree	\$31,961
Associate's Degree	\$39,701
Bachelor's Degree	\$55,322
Advanced Degree	\$73,105

Source: National Center for Education Statistics

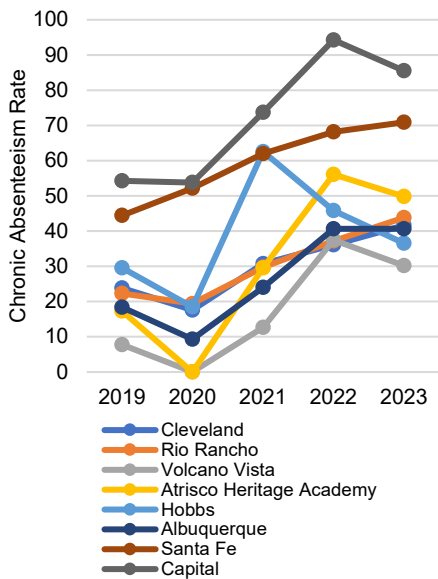
**Chart 4. New Mexico Graduation by Group**



**Chart 5. New Mexico Graduation by Gender**

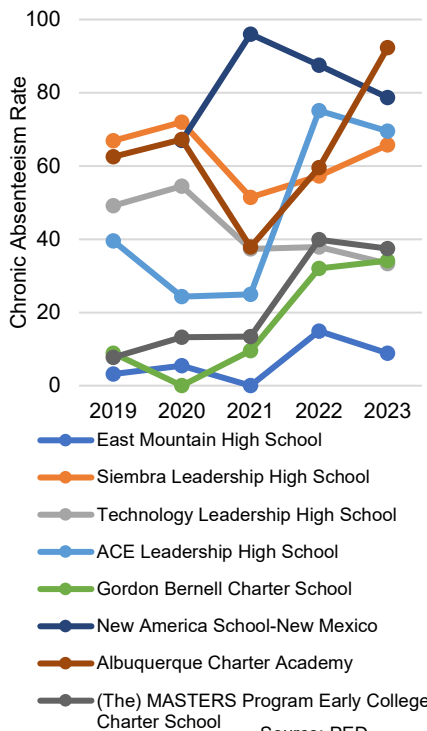


**Chart 6. Chronic Absenteeism at Select Large High Schools in New Mexico**



Source: PED

**Chart 7. Chronic Absenteeism at Select Charter High Schools in New Mexico**



Source: PED

## Nationally, Students who Drop Out Tend to Have Poor Attendance and Low Proficiency

Dropout rates are strongly associated with chronic absenteeism in early high school grades. According to the Utah Education Policy Center, chronically absent students who miss 10 percent or more of the school year are 5.5 times more likely to drop out than their non-chronically absent peers. An earlier study of Chicago Public Schools noted that ninth-grade attendance was a better predictor of high school graduation than eighth-grade test scores.<sup>i</sup> Additionally, advocates of high school graduation have learned that “attendance, behavior, and course completion” are powerful indicators of high school completion.<sup>ii</sup>

Similarly, academic proficiency is related to graduation, but the relationship between the two is complicated by the facts that 1) many nonproficient students as measured by standardized assessments, are eventually awarded high school diplomas, and 2) that since 2019, PED has regularly changed what it means for students to demonstrate competency in order to graduate.

### Chronic absenteeism among ninth and 10th graders spiked starting in 2021, and research suggests this spike will negatively impact the state’s high school graduation rate in upcoming years.

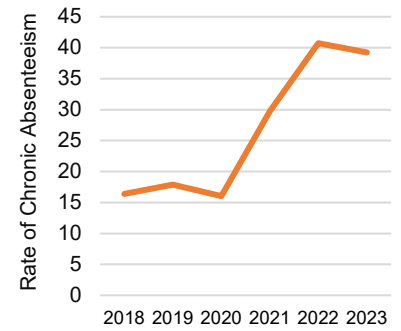
PED reports statewide chronic absenteeism rose from 16 percent in 2019-2020 to 41 percent in 2021-2022 and dipped slightly to 39 percent in 2022-2023. During the same period, despite spiking absenteeism, the state graduation rate remained relatively flat at close to 76 percent (though the rate has risen steadily since registering 68.5 percent in 2015). Timing may partly explain the disconnect between chronic absenteeism and high school graduation rates. As is evident in both charts, the rise in chronic absenteeism became most pronounced in the years of the pandemic. This means that only a small proportion of absent students would have had a chance to graduate (or not) at present. This further suggests that the effects of this spike in chronic absenteeism have yet to manifest in the data on graduation. Note in Charts 6 and 7 the rises in absenteeism have struck both large high schools and smaller charter high schools, though charter schools had some exceptions to the trend. LFC staff plan to further investigate the impact of chronic absenteeism in New Mexico on a number of educational outcomes, including high school graduation, in the 2024 interim.

**Students in the ninth grade have, since 2020, become most likely to be chronically absent among high school grade levels in New Mexico.** Chronic absenteeism rose from 16 percent in 2019-2020 to 41 percent in 2021-2022 and 39 percent in 2022-2023 across all students in New Mexico. However, the absences are not evenly distributed. Chart 9 shows chronic absentee rates by grade among New Mexico high school students (chronically absent students are defined by the Attendance for Success Act as students who miss 10 percent or more of school days or classes after having been enrolled for at least 10 days).

There are several important points about the problem of chronic absenteeism and the potential for its impact on high school graduation rates in the future that emerge from this data. First, chronic absenteeism is increasing for all high school grades, with a major increase taking place in the years of the pandemic.

Second, all rates shown exceed their respective year’s state averages. This means high school students are leading the way among public school students in absences. Third, there has been a shift between the most likely to be absent grades. Note that the dark blue, orange, and gray bars in Chart 9 are the smallest for ninth grade—meaning that from 2017-2018 to 2019-2020, ninth graders were the least likely among high school grade levels to be chronically absent. This trend has reversed in the last two school years for which the data is available. The light blue and green bars are largest for ninth grade, meaning that ninth graders were more likely to be chronically absent in 2021-2022 and 2022-2023 than their high school peers. The inverse is (mostly) true for 12th graders, who, despite overall rising absenteeism, are recently less likely than their peers to be chronically absent. This is a potential problem for New Mexico’s graduation rates in upcoming years. The most recent classes of students entering high school have been absent more than their immediate predecessors and more than any other grade level.

**Chart 8. Rate of Chronic Absenteeism in New Mexico**



Source: PED

**Less than proficient students graduate, but graduates are proficient at much higher rates.**

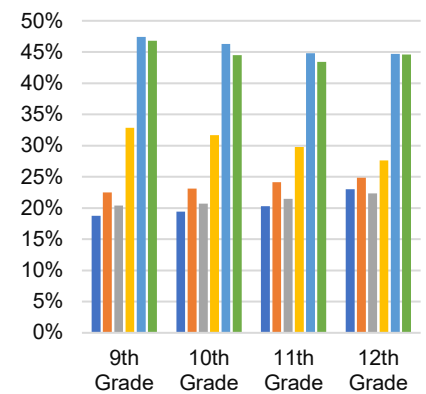
In 2022 only 34 percent of ninth graders are proficient at English language arts and 25 percent are proficient in math, far fewer than eventually go on to graduate. However, academic proficiency is still a meaningful indicator of potential graduation. Of all students, those who eventually graduated were about twice as likely to have been proficient in ninth-grade testing as shown in Table 3.

**Table 3. Ninth Grade ELA and ALG Proficiency**

2021 Cohort	Percent ELA Proficient	Percent ALG 01 Proficient
Graduates	34.39	17.43
Non-Graduates	13.25	6.79

Source: PED

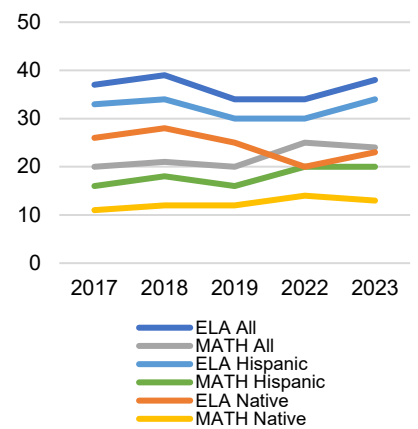
**Chart 9. New Mexico Chronic Absentee Rate by Grade by Year**



Source: PED

The gap between the performance of Native and Hispanic students in proficiency rates has held across time with only minor changes year over year. Further, though Hispanic students graduate at roughly the state average, Native American students continue to graduate at lower rates than their peers. This is likely in part because Hispanic students consistently constitute more than 60 percent of the high school population, and thus drive the graduation rate. Native American students make up a smaller fraction, and as shown in Chart 10, have lagged behind their Hispanic and other peers.

**Chart 10. New Mexico Proficiency by Group**



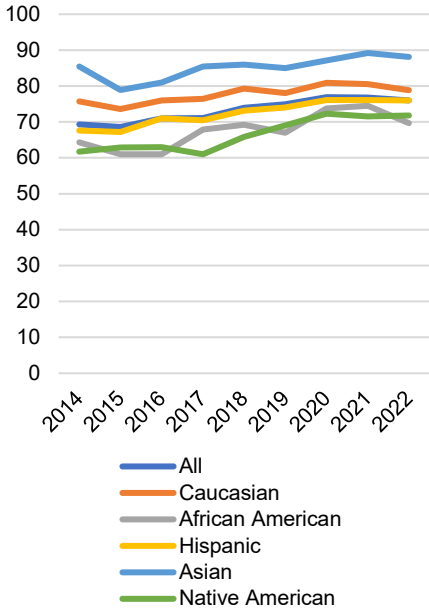
Note: Data from 2020 and 2021 is incomplete, or unavailable.

Source: PED

However, the gap between the Native American and all-student graduation rate has narrowed since 2017. This improvement coincided with a sustained increase in public school funding, and funding for at-risk students that emerged from the 2003 Indian Education Act, and later in response to the 2018 *Martinez-Yazzie* court ruling. A 2021 LFC progress report helped clarify potentially effective actions to improve educational outcomes, and the *Martinez-Yazzie* ruling further motivated targeted policy changes. The progress report noted, though the state is investing significant financial resources in addressing shortcomings, a history of understaffing in PED’s Indian Education Division, difficulties with utilizing funding including the Indian education fund, and with local collaboration at the district level, increasing district fund balances, and challenges with ensuring funds are aligned to specific, targeted outcomes have resulted in a system that has not served Native American students in a comprehensive and coordinated manner. Even though the gap has narrowed, both measures of proficiency and

graduation rates show that Native American students in New Mexico continue to struggle relative to their peers, and that the efforts put into place by the Indian Education Act and the *Martinez-Yazzie* ruling should continue.

**Chart 11. New Mexico Graduation Rates by Group 2014 - 2022**

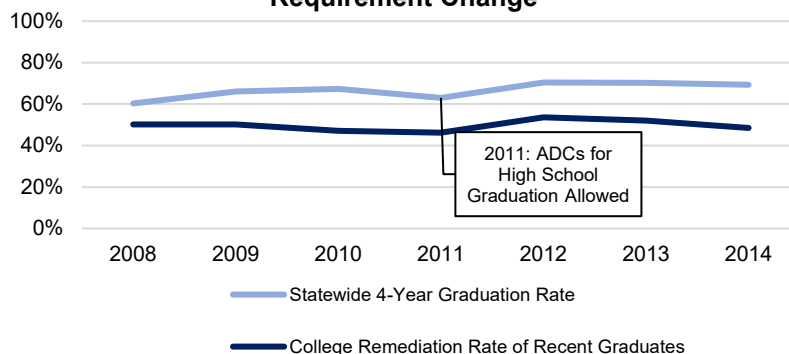


Source: PED

**PED has not tracked the impacts of changes in the “demonstration of competence” requirement for high school graduation.** The details of the demonstration of competence have been in flux since 2019. Prior to the 2019-2020 school year, students were required to both complete coursework, and complete either a primary demonstration of competence, or submit a waiver to PED to complete an alternative demonstration of competence. Options for the primary demonstration of competence included only the Standard Based Assessment (SBA), Partnership for Assessment of Readiness for College and Careers (PARCC), or Transition assessments. After the 2019-2020 school year, there were no longer “primary” or “alternative” demonstrations. Instead, students could choose from a menu of options without any waivers. These options included the SBA, PARCC, and Transition as well as other national tests such as the SAT or ACT. The 2020 cohort could have chosen to complete a “locally determined demonstration of competence.” The 2021 cohort would have had the same option, but due to pandemic-related disruptions, coursework completion was allowed to demonstrate competence. The 2022 and 2023 cohorts were given the same exemption and allowed to use coursework completion to demonstrate competence. The 2024 cohort will benefit from the same exemption but must take the Title I assessments. The full demonstration of competence, including both Title I assessments and demonstrations of competence in reading, writing, math, science, and social studies, will be once again required for the class of 2025.

It is unclear to what extent the relaxation of requirements to demonstrate competence for cohorts from 2021-2023 affected graduation rates. Local Education Agencies (LEAs) and PED could not provide comprehensive data to shed light on how intensively students used alternative demonstrations before 2019, or the numbers or percentages of students who took advantage of each menu option in 2020. A statutory change in 2007 that took effect in the 2011 school year allowing students to demonstrate competency for high school graduation through alternative demonstrations of competency likely contributed to increased graduation rates, but the effect of the more recent changes is unclear and PED indicates they do not collect data to track the effects of such changes. Chart 12 shows a snapshot of three years after the change was implemented and shows the graduation rate increased and college remediation rates decreased.

**Chart 12. New Mexico High School Graduation Rate and College Remediation Rate After Requirement Change**



Source: LFC Analysis of PED and HED Data

# Students Tend to Drop Out Because of Early Difficulties and not Because of Total Unit Requirements

State law sets the standards necessary for a student to graduate high school, including the number of credit hours, types of credits, and level of competence. Compared to most other states, New Mexico requires students to pass more credits, and, as a result, some policymakers have focused on lessening the credit requirements to improve graduation. However, most students who drop out of high school do so in their first or second years, indicating they struggle long before hitting credit requirements.

**New Mexico has the fifth-highest unit requirement for high school graduation in the United States.** In the 2023 session, the Legislature passed House Bill 126 to lower the total units and the breakdown of those units for high school graduation. While current statute requires 24 units for high school graduation, House Bill 126 would have reduced the total required units to 22 by reducing elective units, and adding two units at the discretion of local districts. It also changed the makeup of required core courses, including removing the requirement for Algebra II. Table 4 summarizes both the current graduation requirements and the changes proposed by House Bill 126.

The governor vetoed House Bill 126, leaving the 24-unit graduation requirement in place, noting in House Executive Message No. 21 that removing the workplace readiness and the honors, advanced placement, and distance-learning requirements in addition to the reduction of total credits “weakens graduation requirements.” The veto leaves New Mexico tied with 10 other states for the fifth-highest unit requirement for high school graduation by state in the United States. Though the lower requirements might have accomplished slightly increased graduation rates, academic research has indicated high school dropouts can be identified with data-driven tools as early as ninth grade. This suggests adjustments to the composition of required units—especially of math requirements—may be more effective than simple reductions. The governor also cited the unit requirement first as the justification for a veto of House Bill 126, though the message also voiced concerns about no longer requiring courses in career readiness, language courses, and the requirement of one course in dual credit, honors, advanced placement or distance learning, and the proposed reduction in physical education.

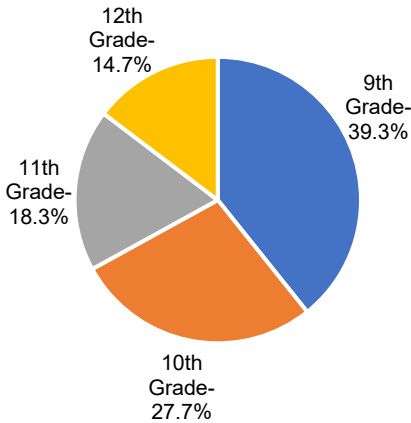
**Table 4. House Bill 126 Proposed Graduation Requirement Changes 2023**

Academic Subject	Current Graduation Requirements (in units)	Proposed Changes (in units)
<b>English</b>	4	4 English Language Development, CTE, & WBL may apply
<b>Math</b>	4 Including Algebra II or higher	4 Including Algebra I and Geometry, CTE may apply; Algebra II must be offered
<b>Science</b>	3 2 must include lab	3 2 labs, CTE and WBL may apply
<b>Social Studies</b>	3.5 U.S. History, World History, Government and Econ., and .5 units of NM history	4 Must include U.S. history & geography, including NM history; government & economics/personal financial literacy, including civics; and world history & geography
<b>Physical Education and Health</b>	1	.5 Physical Education .5 Health
<b>Electives</b>	7.5	4 Including 2 unit pathway in non-English language, fine arts, health, military, CTE, community learning with capstone or 2 units of WBL
<b>Career Cluster, Workplace Readiness, or a Language other than English</b>	1	0
<b>Additional Requirements</b>	1 AP, honors, dual-credit, or distance learning; health is required but can be offered in Middle School or High School	Dual credit must continue to be offered along with program of distance learning
<b>Local Discretion</b>	0	2 Must meet academic and performance standards; can be electives or core competencies
<b>Total Units</b>	<b>24</b>	<b>22</b>

Source: LESC

As part of this progress report, LFC staff visited seven high schools across the state, including both high- and low-performers in terms of graduation rates. In those site visits, principals, counselors, and others largely agreed with the governor’s concern that reducing the number of credits would potentially impact the quality of education students receive in New Mexico. However, officials at these schools also argued the number of credits generally did not prevent students from graduating. Instead, many of the educators LFC spoke with cited external factors and noted most students graduate with more than 24 units, and most that drop out have far fewer than 24 credits.

**Chart 13. Cohort Student Dropouts by Grade 2021**



Source: PED

***New Mexico high school students are more likely to drop out early in their high school careers.*** Chart 13 shows over two-thirds of those who drop out have done so by the end of 10th grade. This lends some quantitative support to arguments made by officials during the LFC site visits. Principals and counselors pointed out that most students who leave do so well before coming near total unit requirements. As such, reductions to the unit requirements currently in New Mexico law, as proposed in 2023, are unlikely to improve graduation rates substantially.

***New Mexico is among a minority of states that require Algebra II to graduate.*** High school and district officials at LFC site visits consistently argued the Algebra II requirement poses the most significant challenge to students. House Bill 126 from 2023 would have reduced the requirement of all students completing Algebra II to only requiring Algebra I while offering (but not requiring) Algebra II to those interested or ready. Multiple school officials argued any re-structuring of graduation requirements should support student achievement in algebra as it is tied to success on the SAT, which builds on concepts practiced in algebra.

In 2022 only 12 states required Algebra II for graduation. Among the top 10 ranked states in U.S. News and World Report’s 2023-2024 “Best High School Rankings” by state, only one, Massachusetts, requires Algebra II. Among the top 20, only Washington D.C. and Delaware also require Algebra II. Graduation data from 2021 shows states with an Algebra II requirement had an average graduation rate of 84 percent, lower than the national average of 86.1 percent. While this difference does not conclusively show that removing the Algebra II requirement will improve graduation rates in New Mexico, the evidence shows states with higher graduation rates, and with higher overall national rankings by and large do not require Algebra II for graduation.



## Districts use a Variety of Programs and Strategies to Prevent and Reengage Dropouts to Mixed Results

New Mexico high schools fund and participate in a variety of evidence-based programs aimed at improving graduation rates. Table 5 lists some of the major programs at work in New Mexico high schools that are associated with higher graduation rates. While some programs are highly targeted, such as dropout prevention for teen mothers, others are available to nearly all public high school students, such as CTE.

**Table 5. Effective Programs for Improving High School Graduation Rates**

Program	2022/2023 Enrollment	Costs/Expenditures	Notes
Alternative High Schools	3,512	Not Reported	
Attendance Interventions	N/A	Not Reported	
AVID	4,051	Not Reported	
Career Academies	N/A	Not Reported	
Charter Schools	11,354	Not Reported	
Community Schools	6,846	\$10 million	*FY24 Appropriation
Career Technical Education (CTE)	67,755	\$40 million	*FY24 Appropriation
Dropout Prevention for Teen Mothers	300	\$308.7 thousand	*GRADS Program; Expenditures from OBMS
Dropout Prevention Programs	N/A	Not Reported	
Dual Enrollment Programs	19,669	Not Reported	
Early College High School	3,191	Not Reported	
Later Middle School and High School Start Times	N/A	Not Reported	
Mentoring Programs for HS Graduation	N/A	Not Reported	

Source: LFC Files

The growth in the number and reach of these programs, all of which have been tested in other states for their effectiveness in improving graduation rates, could be one of the drivers of improving graduation rates in New Mexico. However, neither PED nor districts systematically track outcomes from participation in these programs, nor do they often even track participation in or expenditures on the programs.

As reported in the 2014 program evaluation, the Washington Institute for Public Policy, Institute of Educational Sciences, and Wilson & Tanner-Smith both identify evidence-based programs that reduce student dropouts. Across studies, alternative education programs, mentoring or counseling, vocational training, college-oriented programming, and case management were consistently associated with reductions in truancy and dropout. Several other interventions, including alternative schools, academic remediation, youth development programs, and attendance monitoring, demonstrated mixed results when rigorously evaluated.

**Table 6. Effective Programs for Improving High School Graduation Rates**

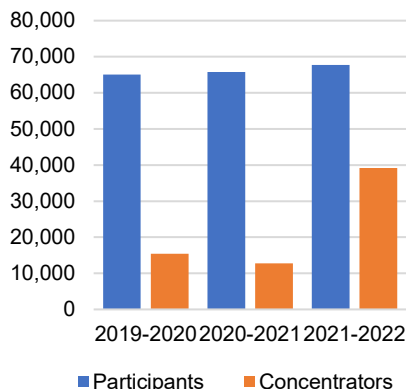
Program	Rating	Clearinghouse	Local Examples
Alternative High Schools	Scientifically Supported	What Works for Health	Gadsden - Desert Pride Academy
Attendance Interventions	Scientifically Supported	What Works for Health	AFSA
AVID	Tier 2 - Moderate Support	What Works Clearinghouse	Capital High School
Career Academies	Scientifically Supported, Top Tier	What Works for Health, Social Programs that Work	Destinations Career Academy - Gallup

Charter Schools	Mixed Evidence	What Works for Health	ACE Leadership High School
Community Schools	Scientifically Supported	What Works for Health	Rio Grande High School
Career Technical Education (CTE)	Scientifically Supported	What Works for Health	Gadsden Independent Schools
Dropout Prevention for Teen Mothers	Scientifically Supported	What Works for Health	Desert Pride Academy
Dropout Prevention Programs	Scientifically Supported	What Works for Health	Capital High School At-Risk Spreadsheet
Dual Enrollment Programs	Positive Effects	What Works Clearinghouse	Ethnic Studies Rio Grande High School
Early College High School	Highest Rated	Blueprints	Alta Vista Early College High School
Later Middle School and High School Start Times	Some Evidence	What Works for Health	Albuquerque Public Schools
Mentoring Programs for HS Graduation	Scientifically Supported	What Works for Health	Gear Up - Capital High School

Note: See Appendix B. for examples of scientifically supported programs.

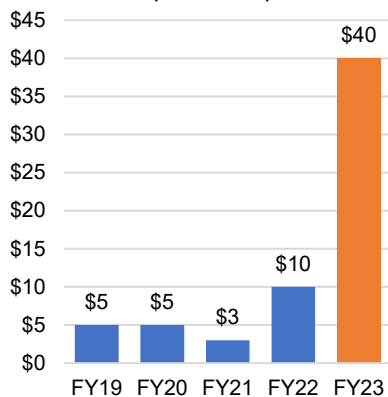
Source: LFC Files

**Chart 14. New Mexico CTE Participation (Secondary) 2019-2020 to 2021-2022**



Source: U.S. Department of Education

**Chart 15. State Appropriations for CTE (in millions)**



Source: LESC

**More than other graduation-focused programs, New Mexico’s Career Technical Education (CTE) program has grown in participants, funding, and expenditures.** Research indicates CTE participants and, especially, “concentrators” (those students who complete more than one CTE course in the same career pathway) graduate at higher rates than their peers who do not participate in these programs.<sup>iii</sup> Concentrators are also more likely to continue with their education in post-secondary institutions and are more likely to be employed eight years after graduation. Other studies show the largest benefits in terms of workforce participation, post-graduation, and post-secondary achievement, are enjoyed by Black and Hispanic students, and students in CTE-intensive high schools.<sup>iv,v</sup>

Such findings at the national level have supported efforts to expand CTE in New Mexico. Chart 14 shows as the number of CTE participants has grown gradually from 2019 through 2022, the number of concentrators has grown even more rapidly. As schools have added CTE pathways, more students complete multiple courses within the same pathway. In addition, the state has sharply increased CTE funding through pilot program funds and related “innovation zones.”

The continued growth is due in part to growth in both funding and expenditures. Federal (Perkins) CTE funding has grown steadily, while state funding has spiked over the last few years as shown in Charts 15 and 16. Analysis of 2023 expenditures reveals that among the object codes associated with CTE funding (both state and federal), the most common were for assets and supplies. The expenditures in such materials and assets both speaks to the fixed costs associated with CTE courses and the growing investment in CTE capacity.

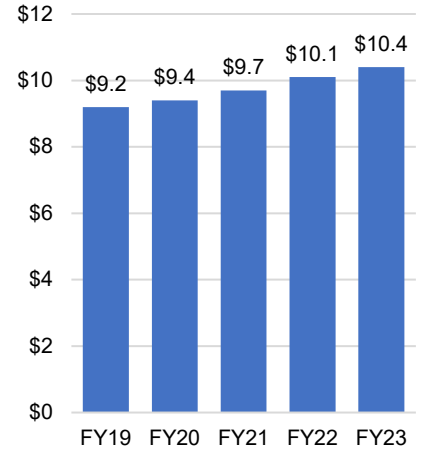
**In 2023, PED used a portion of the \$40 million appropriation for CTE to develop “innovation zones,” a program whose success is yet to be thoroughly measured.** These “zones” are based either in districts or individual schools and weave together several innovative practices, including CTE and work-based learning to transform the high school experience and increase high school graduation. PED initially requested applications in spring of 2022, eventually granting eight public school districts and two charter

schools funding to implement innovation zones in the 2022-2023 school year. A Center for Community Analysis evaluation of the first year of funding and implementation found the program facilitated collaboration with the state and local communities and that participants appreciated the professional development, space for career exploration, and funds for necessary resources.

However, participating districts reported challenges from delays in funding (some did not receive funds until December of 2022), insufficient staff, unclear guidelines, difficulty attending technical assistance and professional development meetings, and bureaucratic barriers to paying student employees for their work-based learning. The researchers expressed the need for individual-level data collection, and careful attention to issues of equity, consistent with the findings of the *Martinez-Yazzie* case. While both the evaluation report and visits by LFC staff revealed enthusiasm for individual elements of the program, the program as a whole should be continuously evaluated, with attention to: graduation rates, attendance, college readiness and success, and employment after graduation and salary.

Chart 17 shows CTE expenditures over time and helps show the looming impact of the “innovation zone” spending. Notably, despite the growing appropriations levels above, the chart below shows that expenditures have hovered well below appropriations. The light blue, yellow, gray, orange, and blue portions of the bars are expenditures from federal Perkins funding, while the green and navy-blue are expenditures against state funds. Total expenditures from Perkins funds have shrunk below \$4 million since 2019 even while appropriations have increased to over \$10 million. Expenditures against state CTE funding conversely have grown, though they remain well below appropriate amounts. The navy-blue portion of the 2023 bar is of particular interest: these are expenditures associated with Innovation Zones. Since 2023 was the first year with such expenditures, the impact of this spending has not been fully evaluated. The analysis does show, however, that the expenditures were primarily associated with asset acquisition in addition to salary and compensation expenses. Close attention should be given to the impact of the major spike in state CTE appropriations (Chart 15), and 2023 innovation zone expenditures (Chart 17) on student achievement and high school graduation in the years ahead as both are unprecedented in their respective scale. See Appendix C. for a list of second year innovation zone participants.

**Chart 16. Federal (Perkins) Appropriations for CTE (in millions)**



Note: Federal CTE funds lag by one fiscal year.

Source: LESC

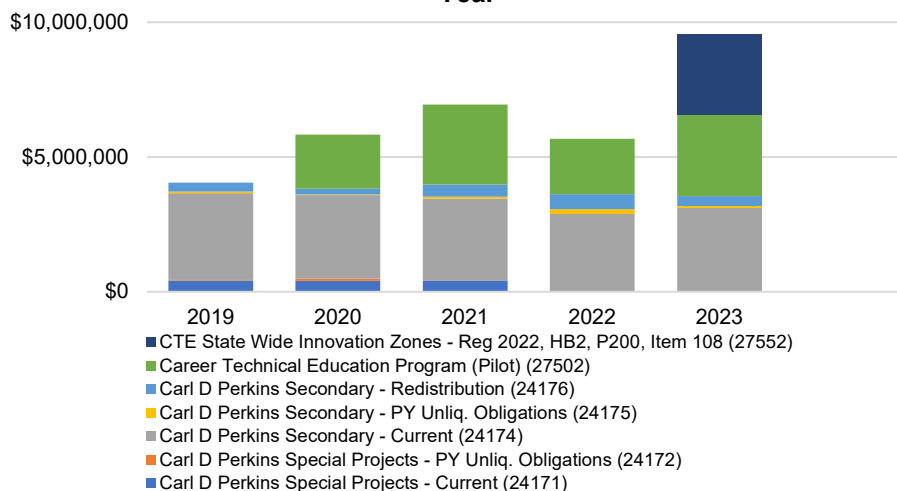
“Innovation awardees are at different stages for evaluation. Some are not collecting any data but hoping to in the future.”

The Center for Community Analysis,  
2022-2023 Innovation Zone Initiative  
Year 1 Evaluation

**First Year (2022-2023) Innovation Zone Participation**

- ACE Leadership High School
- Alamogordo Public Schools
- Aztec Municipal School
- Hatch Valley Public School
- Health Leadership High School
- CTE Center of Hobbs
- Las Cruces Public Schools
- Rio Rancho Public Schools
- Silver Consolidated School District
- Zuni Public School District

**Chart 17. CTE Expenditures (Actuals) by Fund Code by Year**



Source: OBMS

**Staffing levels have not driven the recent steady rise in graduation rates.**

While school officials cited personnel as a limiting factor in improving academics, the graduation rate has improved despite a decrease in the total number of teachers and only modest increases in counselors, psychologists, and other support roles. Table 7 shows that the state had 210 fewer teachers in FY23 than in FY18 across all grades (a 1 percent decrease). For comparison, note that between 2018 and 2022, graduation rates increased by 2.1 percent. Although the number of support staff increased, the raw numbers were relatively small: for example, while the number of school psychologists increased by 15.6 percent, this only translated to 15 additional staff across hundreds of New Mexico schools. These figures suggest that the modest changes in staffing levels are not likely responsible for the persistent increases in graduation rates in New Mexico.

**Table 7. Teacher and Student Support Roles  
FY18-FY23**

	<b>FY18</b>	<b>FY19</b>	<b>FY21</b>	<b>FY23</b>
Teachers	20,973	19,781	20,969	20,763
Guidance Counselors/ Social Workers	1,083	1,066	1,136	1,150
School Psychologists/ Counselors	97	88	96	111
Other School/ Student Support Roles	121	135	142	152
Instructional Assistants	4,853	4,763	4,650	4,782

Note: Includes only positions in school district operating funds.  
Source: LFC Analysis of OBMS Data

## Appendix A. Progress on Recommendations from 2014 LFC Program Evaluation

### Finding

PED has the authority to approve high school credential equivalent exams but has not yet approved assessments other than the GED. State statute dictates PED shall issue a general educational development certificate to any candidate who is at least sixteen years of age and who has successfully completed a high school equivalency test. (Section 22-2-8.8 NMSA 1978). In 2014, the Legislature amended statute to remove references to the GED, allowing PED to recognize tests other than the GED for high school equivalency certificates.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
Approve alternative high school equivalent tests.				

### Finding

Eight percent of New Mexico high school students are absent 10 percent or more of the school year and are at-risk of dropping out. Of the 25 high schools with the greatest numbers of dropouts, 13 have chronic absenteeism rates above 10 percent, meaning more than 10 percent of students miss 18 or more days of school annually and are at-risk of dropping out.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
Report the percent of students chronically absent in annual school grade report, and in collaboration with Department of Finance and Administration and LFC develop Accountability in Government Act performance measures to track the number of students who are chronically absent and miss 10 percent or more of the school year.				The 2019 Attendance for Success Act created a statewide system for defining, tracking, and reporting absenteeism. In addition, it created a tiered system of interventions for schools to respond to varied levels of local absenteeism. Data is tracked and reported in a publicly accessible online database.


### Finding

Twelve percent of New Mexico students who repeated ninth grade in FY10 graduated on time and 37 percent dropped out. Ninth grade success and credit completion are also strongly associated with graduation. In FY10, 27 thousand students in New Mexico were enrolled in ninth grade. Of these students, 2,342 or 8 percent were also enrolled in ninth grade in FY09. Of the 2,342 students who repeated ninth grade in FY10, only 287 graduated with their four-year cohort in FY12.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
Report the percent of students repeating the ninth grade in annual school grade reports.				No reports on students repeating ninth grade are available.


## Finding

The Public Education Department has received \$1 million to develop a statewide EWS that the department reports should be operational in 2015. In FY15, PED reports plans to procure necessary hardware and licenses, populate the EWS database, and run a compiled version of the standard dashboard. Additionally, PED plans to provide professional development about the use of the EWS and provide technical assistance to early adopters of the system. For FY15, PED has budgeted \$348 thousand to provide professional development support for the EWS, including stipends for participants, and \$250 thousand for professional services to support the development of the EWS tool. PED anticipates the total cost to develop the EWS data tool will be \$550 thousand for contractual services and license.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
Complete the data component of the early warning system as planned by February 2015.				The 2019 Attendance for Success Act created a statewide system for defining, tracking, and reporting absenteeism. In addition, it created a tiered system of interventions for schools to respond to varied levels of local absenteeism. Data is tracked and reported in a publicly accessible online database.

## Finding

Students who drop out tend to be clustered in a few schools and districts and leave during the first few years of high school. In FY13, seven thousand of 152 thousand seven to 12th grade students dropped out of the state's public school system. Schools across the state are not experiencing equivalent drop out rates, nor are they reporting equivalent numbers of dropouts. In FY13, 10 school districts and state-chartered charter schools accounted for 4,886, or 68 percent, of the state's roughly seven thousand dropouts.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
Require districts with large numbers of students at risk to present drop out plans prior to approval of FY16 district budget.				No drop out plans are currently available.

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## Appendix B. Examples of Effective Programs for Improving High School Graduation Rates

### **Alternative High Schools: Desert Pride Academy**

Alternative High Schools provide a pathway for students confronting a variety of challenges not adequately addressed in a typical high school environment. They may be embedded in a traditional high school or stand alone. They offer smaller class sizes, lower teacher to student ratios, and more support staff. They also may be on the forefront of innovative educational practices. The LFC met with the principal of Desert Pride Academy as part of site visit to Gadsden Public Schools. Desert Pride Academy serves 238 students with 17 teachers, two counselors, two social workers, and a highly involved principal. The school does not allow cell phones or backpacks and offers flexible schedules to accommodate demanding schedules. Students served by Desert Pride Academy include those with disciplinary infractions at other Gadsden high schools, teen parents and soon-to-be-parents, students struggling with anxiety and other mental health issues, and students recovering credits. Officials contended that students that have enrolled by their junior year are highly likely to graduate on time despite the plethora of challenges that at-risk students bring to Desert Pride Academy.

### **Community Schools: Rio Grande High School**

Community Schools are a method of integrating in-school resources with family and broader community resources to provide comprehensive social supports for student success. Site visits suggested that engaged families and community members contribute to student success in all schools—those efforts are organized and leveraged in a community school. In particular, community schools connect students and their families with social services, are often physically open and available for the community even when school is not in session, and may provide things like clothing, an air-conditioned facility, warm meals, and other necessities that might be a barrier to learning for at-risk students. Rio Grande High School’s efforts to provide these services are facilitated by a community school council made up of students, family, staff, and community partners, and overseen by a dedicated community school coordinator that brings together outside agencies, services, and supports to serve the student community.

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## Appendix C. Innovation Zone Participation

### Second Year (2023-2024) Innovation Zone Participation

<b>25 Public schools:</b>	<b>19 Charter schools:</b>	<b>3 Bureau of Indian Education schools:</b>
Aztec	The Academy for Technology & the Classics	Navajo Prep School
Alamogordo	ACE Leadership	Santa Fe Indian School
Albuquerque CTE Department	(The) Albuquerque Sign Language	Mescalero
Carlsbad	Academy	
Cloudcroft	Alma d'arte Charter	
Cobre	Cottonwood Classical Prep	
Cuba	DEAP School	
Des Moines	Explore Academy Las Cruces	
Early College High School Career Enrichment Center	Health Leadership	
Gallup Central	Las Montañas Charter	
Goddard High School	Mark Armijo Academy	
Grants High School	Monte Del Sol Charter	
Hatch Valley	Native American Community Academy	
Hobbs	New America School of Las Cruces	
Las Cruces	Robert F Kennedy Charter	
Lovington	School of Dreams Academy	
Los Lunas	Siembra Leadership	
Ramah	South Valley Academy	
Rio Rancho	Technology Leadership	
Roswell	Vista Grande Charter	
Santa Rosa		
Socorro		
Silver		
Tularosa		
Zuni		

Source: PED



## Appendix D. Number of Graduates Needed to Match U.S. Rate by School

2021 High School Enrollment and Graduation Data (PED)

Location Name	School Type	Grade 12 Enrollment	Total Enrollment	Graduation Rate (estimates highlighted in yellow)	Marginal graduates needed to match U.S. rate (if each school's rate matched U.S. rate)
ABQ CHARTER ACADEMY	Charter	71	348	39.8	33
ABQ SCHOOL OF EXCELLENCE	Charter	17	905	72.9	2
ABQ SIGN LANGUAGE ACADEMY	Charter	9	111	#N/A	
ACADEMY DEL SOL ALT.	Public	50	84	38.2	24
ACADEMY FOR TECHNOLOGY & CLASSICS	Charter	48	379	92.1	School Already Meets or Exceeds U.S. Rate
ACE LEADERSHIP HIGH SCHOOL	Charter	41	249	42.4	18
ACES TECHNICAL HIGH SCHOOL	Charter	0	45	#N/A	
ALAMOGORDO HIGH	Public	324	1516	82.7	11
ALBUQUERQUE HIGH	Public	342	1839	82.2	13
ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	Charter	38	382	95	School Already Meets or Exceeds U.S. Rate
ALDO LEOPOLD CHARTER	Charter	20	167	83.3	1
ALMA D'ARTE CHARTER	Charter	39	135	57.2	11
ALTA VISTA EARLY COLLEGE HIGH SCHOOL	Public	41	205	95	School Already Meets or Exceeds U.S. Rate
AMY BIEHL CHARTER HIGH SCHOOL	Charter	53	277	70.1	8
ANIMAS 7-12 SCHOOL	Public	12	73	82.2	0
ARROWHEAD PARK MEDICAL ACADEMY	Public	53	250	93.7	School Already Meets or Exceeds U.S. Rate
ARTESIA HIGH	Public	263	800	85.5	2
ATRISCO HERITAGE ACADEMY HS	Public	500	2211	81.8	22
AZTEC HIGH	Public	170	699	73.7	21
BELEN HIGH	Public	251	1028	77.5	22
BELEN INFINITY HIGH	Public	43	105	48.3	16
BERNALILLO COUNTY JUVENILE DETENTION	Off-Site	0	19	5	0
BERNALILLO HIGH	Public	200	794	71.6	29
BLOOMFIELD HIGH	Public	155	749	86.2	School Already Meets or Exceeds U.S. Rate
CAPITAL HIGH	Public	329	1520	82.6	12
CAPITAN HIGH	Public	29	149	74.6	3
CAREER PREP ALTERNATIVE	Public	34	132	21.7	22
CARLSBAD EARLY COLLEGE HIGH	Public	53	208	88.7	School Already Meets or Exceeds U.S. Rate
CARLSBAD ENRICHMENT CENTER	Public	67	200	#N/A	
CARLSBAD HIGH	Public	331	1455	62.6	78
CARRIZOZO HIGH	Public	12	47	91.6	School Already Meets or Exceeds U.S. Rate
CENTENNIAL HIGH SCHOOL	Public	351	1681	83	11
CENTRAL HIGH	Public	137	735	78.1	11
CENTURY ALT HIGH	Public	34	125	42	15
CESAR CHAVEZ COMMUNITY SCHOOL	Charter	19	203	10.4	14
CHAPARRAL HIGH	Public	300	1134	80.8	16
CHARLIE Y. BROWN ALT	Public	26	84	71.3	4
CHRYSALIS ALTERNATIVE	Public	1	13	76.2	0
CIBOLA HIGH	Public	365	1689	86	0
CIMARRON HIGH	Public	16	67	93.7	School Already Meets or Exceeds U.S. Rate
CLAYTON HIGH	Public	18	124	75	2
CLEVELAND HIGH SCHOOL	Public	597	2585	89.9	School Already Meets or Exceeds U.S. Rate
CLIFF HIGH	Public	20	102	90.5	School Already Meets or Exceeds U.S. Rate
CLOUDCROFT HIGH	Public	35	134	95	School Already Meets or Exceeds U.S. Rate
CLOVIS HIGH	Public	490	1560	81.5	23
CLOVIS HS FRESHMAN ACADEMY	Public	0	613	68.6	0
CMS IACADEMY AT LINCOLN JACKSON	Public	23	105	73.2	3
COBRE HIGH	Public	64	299	87.3	School Already Meets or Exceeds U.S. Rate

COLLEGE AND CAREER HIGH SCHOOL	Public	61	273	95	School Already Meets or Exceeds U.S. Rate
CORONA HIGH	Public	3	24	94.1	School Already Meets or Exceeds U.S. Rate
CORONADO HIGH	Public	10	43	79.1	1
CORRALES INTERNATIONAL	Charter	3	252	78.4	0
COTTONWOOD CLASSICAL PREP	Charter	76	782	87.9	School Already Meets or Exceeds U.S. Rate
CROWNPOINT HIGH	Public	68	300	93.6	School Already Meets or Exceeds U.S. Rate
CUBA HIGH	Public	63	251	95	School Already Meets or Exceeds U.S. Rate
DEL NORTE HIGH	Public	192	1055	68.7	33
DEMING CESAR CHAVEZ	Charter	83	129	52.8	28
DEMING HIGH	Public	282	1274	76.2	28
DES MOINES HIGH	Public	9	37	95	School Already Meets or Exceeds U.S. Rate
DESERT SAGE ACADEMY	Public	12	70	54.2	4
DEXTER HIGH	Public	79	271	83.1	2
DIGITAL ARTS AND TECHNOLOGY ACADEMY	Charter	67	312	84.9	1
DONA ANA COUNTY JUVENILE DETENTION CENTER	Off-Site	0	14	5.9	0
DORA HIGH	Public	13	99	91.9	School Already Meets or Exceeds U.S. Rate
DULCE HIGH	Public	46	172	27.9	27
DZIT DIT LOOL SCHOOL OF EMPOWERMENT ACTION AND PERSEVERANCE	Charter	3	46	#N/A	
EARLY COLLEGE ACADEMY	Public	44	202	91.3	School Already Meets or Exceeds U.S. Rate
EARLY COLLEGE HIGH SCHOOL	Public	2	131	83.5	0
EARLY COLLEGE HIGH SCHOOL	Public	62	311	83.5	2
EARLY COLLEGE HIGH SCHOOL	Public	43	191	83.5	1
EARLY COLLEGE OPPORTUNITIES	Public	17	102	66.6	3
EAST MOUNTAIN HIGH SCHOOL	Charter	75	372	89.5	School Already Meets or Exceeds U.S. Rate
ECADEMY	Public	175	2828	70	28
EL CAMINO REAL ACADEMY	Charter	11	280	92.1	School Already Meets or Exceeds U.S. Rate
ELDORADO HIGH	Public	377	1694	87.1	School Already Meets or Exceeds U.S. Rate
ELIDA HIGH	Public	8	75	88.6	School Already Meets or Exceeds U.S. Rate
ESCALANTE MIDDLE/HIGH SCHOOL	Public	28	153	83.3	1
ESPANOLA VALLEY HIGH	Public	193	844	76.2	19
ESTANCIA HIGH	Public	45	189	85.8	0
ESTANCIA VALLEY CLASSICAL ACADEMY	Charter	26	597	77.5	2
EUNICE HIGH	Public	45	237	68.3	8
EXPLORE ACADEMY	Charter	35	646	74.1	4
FARMINGTON HIGH	Public	311	1565	81.5	14
FLOYD HIGH	Public	14	51	92.7	School Already Meets or Exceeds U.S. Rate
FORT SUMNER HIGH	Public	25	77	90.9	School Already Meets or Exceeds U.S. Rate
FREEDOM HIGH	Public	32	117	31.4	18
GADSDEN HIGH	Public	396	1449	84.5	6
GALLUP CENTRAL ALTERNATIVE	Public	86	783	24.8	53
GALLUP HIGH	Public	211	889	80.9	11
GCCS EARLY COLLEGE HIGH SCHOOL	Public	0	39	#N/A	
GILBERT L SENA CHARTER HS	Charter	21	149	38	10
GODDARD HIGH	Public	212	1145	67.5	39
GORDON BERNELL CHARTER	Charter	23	179	5	19
GRADY HIGH	Public	13	45	95	School Already Meets or Exceeds U.S. Rate
GRANTS HIGH	Public	190	825	70.8	29
HAGERMAN HIGH	Public	31	120	63.7	7
HATCH VALLEY HIGH	Public	96	373	84.4	2
HEALTH LEADERSHIP HIGH SCHOOL	Charter	47	181	54.3	15
HIGHLAND HIGH	Public	179	1147	66.4	35
HOBBS FRESHMAN HIGH	Public	0	744	76	0
HOBBS HIGH	Public	640	2004	87	
HONDO HIGH	Public	11	65	59.5	3
HOT SPRINGS HIGH	Public	78	353	81	4
HOUSE HIGH	Public	4	27	60.8	1
INDEPENDENCE HIGH SCHOOL	Public	163	194	35.8	82

INTERNATIONAL SCHOOL AT MESA DEL SOL	Charter	4	317	53.6		1
JAL HIGH	Public	39	150	72.7		5
JEFFERSON MONTESSORI	Charter	13	250	57.3		4
JEMEZ VALLEY HIGH	Public	14	82	86.3	School Already Meets or Exceeds U.S. Rate	
LA ACADEMIA DE ESPERANZA	Charter	44	242	28.4		25
LA CUEVA HIGH	Public	404	1784	93.8	School Already Meets or Exceeds U.S. Rate	
LAGUNA-ACOMA HIGH	Public	54	188	78.6		4
LAKE ARTHUR HIGH	Public	12	43	87.8	School Already Meets or Exceeds U.S. Rate	
LAS CRUCES HIGH	Public	351	1868	81.8		15
LAS MONTANAS CHARTER	Charter	26	158	35.6		13
LEA COUNTY JD CENTER	Off-Site	0	9	6.8		0
LOGAN HIGH	Public	20	77	91.4	School Already Meets or Exceeds U.S. Rate	
LORDSBURG HIGH	Public	22	121	76.9		2
LOS ALAMOS HIGH	Public	263	891	93.5	School Already Meets or Exceeds U.S. Rate	
LOS LUNAS HIGH	Public	310	1513	82.3		12
LOS PUENTES CHARTER	Charter	21	133	43.8		9
LOVING HIGH	Public	39	188	62.1		9
LOVINGTON FRESHMAN ACADEMY	Public	0	279	74.4		0
LOVINGTON HIGH	Public	187	711	92.7	School Already Meets or Exceeds U.S. Rate	
MAGDALENA HIGH	Public	12	86	78.8		1
MANDELA INTERNATIONAL MAGNET (MIMS)	Public	25	282	95	School Already Meets or Exceeds U.S. Rate	
MANZANO HIGH	Public	280	1379	79.4		19
MARK ARMIJO ACADEMY	Charter	27	179	33.6		14
MAXWELL HIGH	Public	8	49	90		0
MAYFIELD HIGH	Public	314	1391	78.2		25
MCCURDY CHARTER SCHOOL	Charter	32	530	74.3		4
MEDIA ARTS COLLABORATIVE CHARTER	Charter	27	189	79.2		2
MELROSE HIGH	Public	16	71	95		
MESA VISTA HIGH	Public	20	87	75.9		2
MIDDLE COLLEGE HIGH SCHOOL CHARTER - GALLUP	Charter	42	140	93.3	School Already Meets or Exceeds U.S. Rate	
MIMBRES VALLEY HIGH SCHOOL	Public	34	64	50.9		12
MISSION ACHIEVEMENT AND SUCCESS 1.0	Charter	68	1175	95	School Already Meets or Exceeds U.S. Rate	
MIYAMURA HIGH SCHOOL	Public	253	1222	82.8		8
MONTE DEL SOL CHARTER	Charter	43	360	57.6		12
MORA HIGH	Public	23	129	86.4	School Already Meets or Exceeds U.S. Rate	
MORENO VALLEY HIGH	Charter	9	62	88.4	School Already Meets or Exceeds U.S. Rate	
MORIARTY HIGH	Public	150	888	82.1		6
MOSQUERO HIGH	Public	18	55	95	School Already Meets or Exceeds U.S. Rate	
MOUNTAINAIR HIGH	Public	21	76	92.1	School Already Meets or Exceeds U.S. Rate	
NATIVE AMERICAN COMMUNITY ACADEMY	Charter	33	499	77.2		3
NAVAJO PINE HIGH	Public	22	144	56.7		6
NEW AMERICA SCHOOL	Charter	34	213	24.3		21
NEW AMERICA SCHOOL - LAS CRUCES	Charter	38	184	22.6		24
NEW FUTURES HIGH SCHOOL	Public	11	64	35.1		6
NEW HOPE ALTERNATIVE HIGH	Public	23	79	27.4		14
NEW MEXICO CONNECTIONS ACADEMY	Charter	164	1289	42.6		71
NEWCOMB HIGH	Public	44	267	72		6
NEX GEN ACADEMY	Public	69	267	95	School Already Meets or Exceeds U.S. Rate	
NM SCHOOL FOR THE ARTS	Charter	56	292	95	School Already Meets or Exceeds U.S. Rate	
ONATE HIGH	Public	406	1808	82.9		13
PECOS CONNECTIONS ACADEMY	Charter	107	1956	75.8		11
PECOS HIGH	Public	31	166	66.7		6
PENASCO HIGH	Public	25	102	76.6		2
PIEDRA VISTA HIGH	Public	359	1421	86.2	School Already Meets or Exceeds U.S. Rate	
POJOAQUE HIGH	Public	157	815	77.9		13
PORTALES HIGH	Public	182	794	82.1		7
PUBLIC ACADEMY FOR PERFORMING ARTS	Charter	52	449	95	School Already Meets or Exceeds U.S. Rate	

QUEMADO HIGH	Public	15	78	80.3	1
QUESTA HIGH	Public	22	83	73.8	3
RAMAH HIGH	Public	20	190	71.8	3
RATON HIGH	Public	57	375	74.8	6
RESERVE HIGH	Public	8	48	24.5	5
RIO GRANDE HIGH	Public	233	1809	63.2	53
RIO GRANDE PREPARATORY INSTITUTE	Public	71	183	46.8	28
RIO RANCHO CYBER ACADEMY	Public	23	150	95	School Already Meets or Exceeds U.S. Rate
RIO RANCHO HIGH	Public	541	2565	87.7	School Already Meets or Exceeds U.S. Rate
ROBERT F. KENNEDY CHARTER	Charter	46	322	16.9	32
ROBERTSON HIGH	Public	92	399	82.8	3
ROCINANTE HIGH	Public	97	204	40.6	44
ROSWELL HIGH	Public	262	1427	68.2	47
ROY HIGH	Public	3	18	73.3	0
RUIDOSO HIGH	Public	119	520	90.4	School Already Meets or Exceeds U.S. Rate
SAN JON HIGH	Public	10	28	91	0
SAN JUAN COLLEGE HIGH SCHOOL	Public	66	286	95	School Already Meets or Exceeds U.S. Rate
SAN JUAN COUNTY JUVENILE SERVICE CENTER	Off-Site	2	9	5.5	2
SANDIA HIGH	Public	404	1786	85.5	2
SANTA FE ENGAGE	Public	2	7	#N/A	
SANTA FE HIGH	Public	406	1692	84.4	7
SANTA ROSA HIGH	Public	38	179	79	3
SANTA TERESA HIGH	Public	360	1304	84.5	6
SCHOOL OF DREAMS ACADEMY	Charter	35	504	66.4	7
SCHOOL ON WHEELS HIGH SCHOOL	Public	12	70	65.2	3
SHIPROCK HIGH	Public	114	606	68.6	20
SIEMBRA LEADERSHIP HIGH SCHOOL	Charter	36	177		
SILVER HIGH	Public	137	594	81.2	7
SIX DIRECTIONS INDIGENOUS SCHOOL	Charter	0	78	5	0
SOCORRO HIGH	Public	111	503	78.5	8
SOUTH VALLEY ACADEMY	Charter	73	622	86	0
SOUTHWEST SECONDARY LEARNING CENTER	Charter	40	159	55.8	12
SPRINGER HIGH	Public	14	60	95	School Already Meets or Exceeds U.S. Rate
SWAERONAUTICS MATHEMATICS AND SCIENCE ACADEMY	Charter	35	231	78.5	3
TAOS ACADEMY	Charter	24	218	93.4	School Already Meets or Exceeds U.S. Rate
TAOS CYBER MAGNET	Public	4	18	31.1	2
TAOS HIGH	Public	170	774	71.7	24
TATUM HIGH	Public	36	114	95	School Already Meets or Exceeds U.S. Rate
TECHNOLOGY LEADERSHIP HIGH SCHOOL	Charter	51	274	54.7	16
TEXICO HIGH	Public	37	163	93.6	School Already Meets or Exceeds U.S. Rate
THE ALB TALENT DEVELOPMENT CHARTER	Charter	32	118	62.4	8
THE ASK ACADEMY	Charter	42	567	84.3	1
THE GREAT ACADEMY	Charter	4	115	25.2	2
THE MASTERS PROGRAM	Charter	76	270	83	2
THOREAU HIGH	Public	93	384	83.9	2
TIERRA ADENTRO	Charter	26	246	91.9	School Already Meets or Exceeds U.S. Rate
TIERRA ENCANTADA CHARTER SCHOOL	Charter	26	319	73.2	3
TOHATCHI HIGH	Public	84	293	79.9	5
TOPPER FRESHMAN ACADEMY	Public	0	276	87.3	School Already Meets or Exceeds U.S. Rate
TSE'YI'GAI HIGH	Public	10	65	66.5	2
TUCUMCARI HIGH	Public	43	240	72.3	6
TULAROSA HIGH	Public	51	236	69.6	8
TWIN BUTTES CYBER ACADEMY	Public	16	67	65	3
UNIVERSITY HIGH	Public	33	102	28.1	19
UTE LAKE ONLINE LEARNING CENTER	Public	11	75	16.7	8

VALENCIA HIGH	Public	191	911	81.5	9
VALLEY HIGH	Public	208	1099	80.7	11
VAUGHN HIGH	Public	3	19	95	School Already Meets or Exceeds U.S. Rate
VISTA GRANDE HIGH SCHOOL	Charter	22	78	55.3	7
VISTA NUEVA HIGH	Public	30	78	67.3	6
VOLCANO VISTA HIGH	Public	437	2175	84.5	7
WAGON MOUND HIGH	Public	2	34	95	School Already Meets or Exceeds U.S. Rate
WALATOWA CHARTER HIGH	Charter	18	54	74.9	2
WEST LAS VEGAS HIGH SCHOOL	Public	89	413	75.7	9
WEST MESA HIGH	Public	295	1816	69.7	48
WLV FAMILY PARTNERSHIP	Public	3	34	28.3	2
ZUNI HIGH	Public	74	324	81.9	3
<b>Totals</b>		<b>22,200</b>	<b>111,761</b>		<b>1,930*</b>

Note: Total is less than 2,065 due to incomplete data, graduation rate estimates, and rounding errors.

Source: PED and LFC Analysis

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## Appendix D. References

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<sup>i</sup> Allensworth, E. M., and Easton, J. Q. (2007) *What Matters for Staying On-track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*, University of Chicago, Consortium on Chicago School Research, Chicago, IL.

<sup>ii</sup> Atwell, Matthew et. al. (2023) *Building a Grad Nation: Progress and Challenge in Raising High School Graduation Rates*, Everyone Graduates Center at Johns Hopkins University, 11.

<sup>iii</sup> Dougherty, S. M. (2016). Career and Technical Education in High School: Does It Improve Student Outcomes?. *Thomas B. Fordham Institute*.

<sup>iv</sup> Ecton, W. G., & Dougherty, S. M. (2023). Heterogeneity in high school career and technical education outcomes. *Educational Evaluation and Policy Analysis*, 45(1), 157-181.

<sup>v</sup> Dougherty, S. M. (2023). Putting evidence on CTE to work. *Phi Delta Kappan*, 104(6), 6-11.  
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