

Students At The Crossroads: A Study Of New Mexico's 12th Grade

Prepared For The New Mexico Legislative Finance Committee
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The Presentation

- The Study
 - The Districts and The Students
 - The Data Challenges
- The Five Major Questions
 - What is the 12th Grade?
 - What are 12th Graders Doing?
 - How Does The 12th Grade Impact Students' Readiness For College and Careers?
 - What Do Principals, Counselors, and Superintendents Say About 12th Grade?
 - What Do We know About the Financial Side of 12th Grade?
- Recommendations
- Final Thoughts

Participating Districts and High Schools

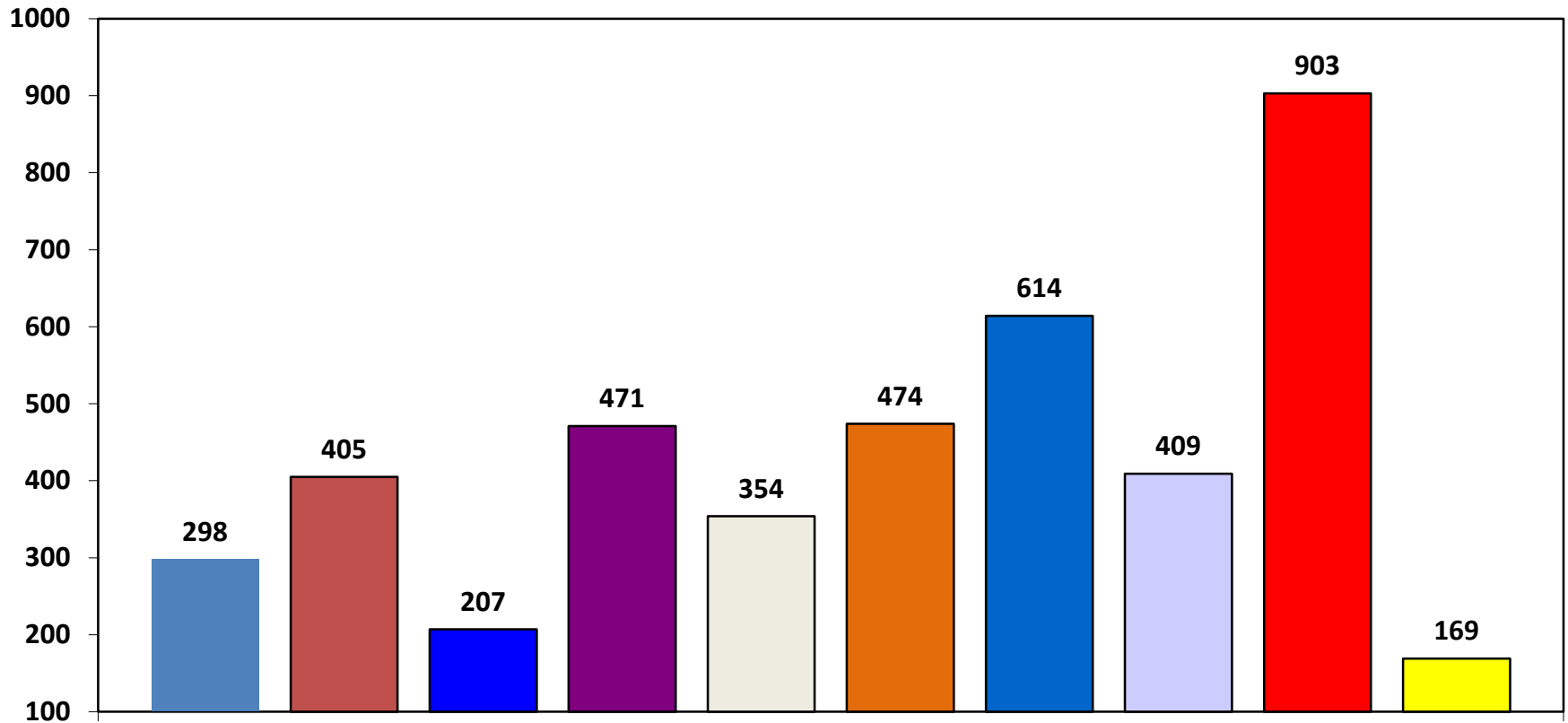
- School Districts

- APS
- Belen
- Clovis
- Española
- Gallup
- Las Cruces
- Rio Rancho
- Silver

- High Schools

- La Cueva, Highland and Rio Grande High Schools
- Belen High School
- Clovis High School
- Española Valley High School
- Gallup High School
- Oñate High School
- Rio Rancho High School
- Silver High School

Total Number of Students Included In Transcript Part of Study, By High School (N=4,306)



■ Belen High School ■ Clovis High School ■ Española High School ■ Gallup High School □ Highland High School
■ La Cueva High School ■ Oñate High School □ Rio Grande High School ■ Rio Rancho High School ■ Silver High School

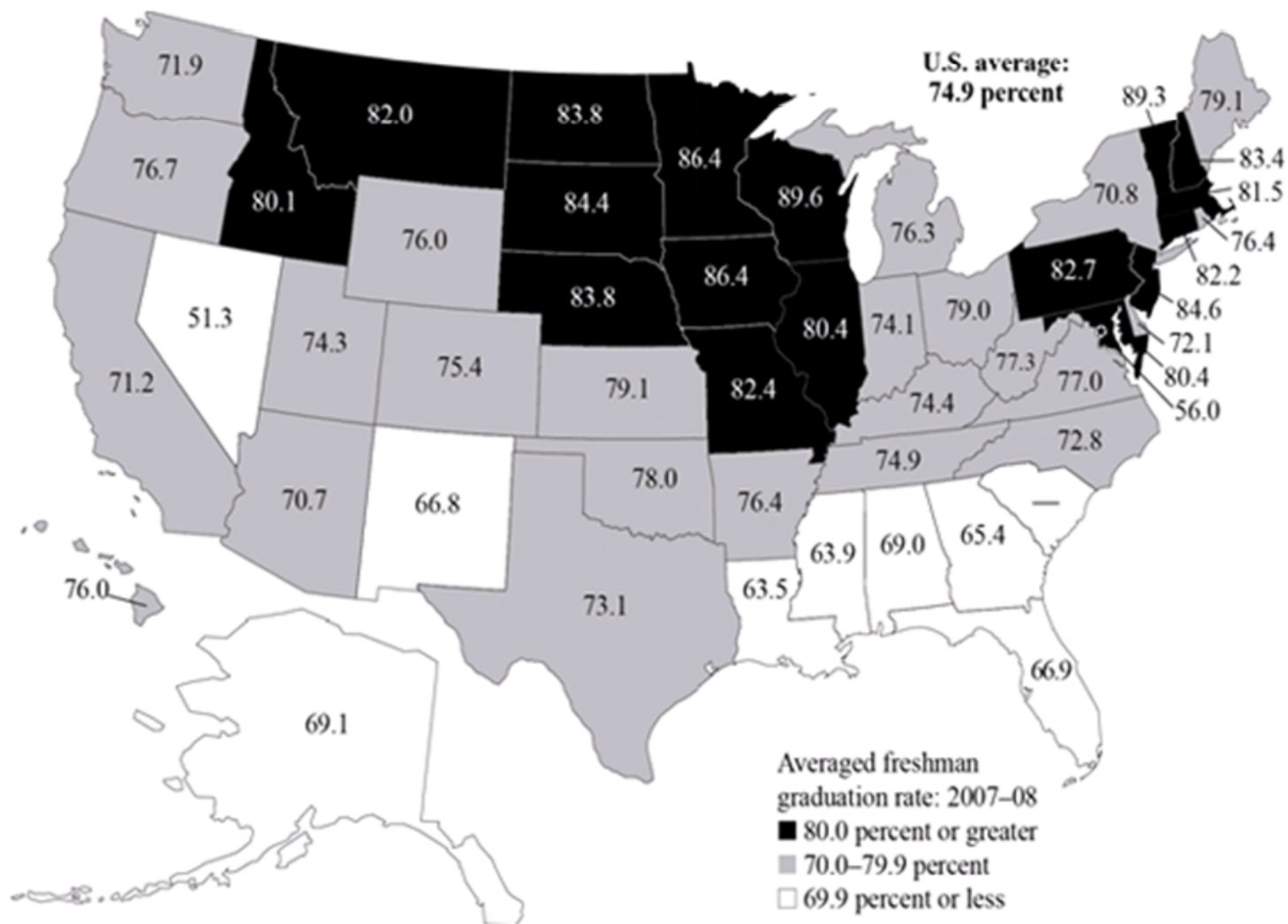
Studying the 12th Grade is a Challenge: High School Transcript Data

- The completeness, quality and format of the transcript data received for this study varied considerably among districts. In the following charts and tables “N/P” means the data was not provided by the district.
- Transcript evaluations are often done by non-instructional staff: counselors, assistant principals, the principal and the registrar. Counselors spend more than 50% of their time reviewing student transcripts, particularly with 11th and 12th grade students. Reviews are most often done on paper and then entered electronically.
- The interviews indicated that graduate transcript evaluation processes are time consuming and labor intensive. Principals and counselors felt the time spent on transcript evaluations prevented them from being able to respond to students’ socio-emotional needs and career preparation adequately.
- The district with the most accurate graduate transcripts for SY2009-10 met individually with each junior and senior student and their families once to twice each year for 15-30 minutes each.

Question 1: What Is The 12th Grade?

- 12th grade is a critical time of transition between high school and higher education and careers, between adolescence and young adulthood.
- 12th grade and high school is a critical topic nationally and in New Mexico.
- 12th grade is complex in terms of the purposes it serves; the outcomes we expect; how it is defined; the diversity of students classified as 12th graders; the range of courses offered; how courses are scheduled; and the needs of the students, teachers and schools.

Figure 6. Averaged freshman graduation rates of public high school students, by state: School year 2007–08



— Not available.

NOTE: The averaged freshman graduation rate (AFGR) is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2007–08, it equals the total number of diploma recipients in 2007–08 divided by the average membership of the 8th-grade class in 2003–04, the 9th-grade class in 2004–05, and the 10th-grade class in 2005–06. See table 13 in this report for more information about these state rates.

SOURCE: Stillwell, R. (2010). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08* (NCES 2010-341), table 5.

National Trends

- The high school curriculum has increased in rigor:
 - In 2009, graduates earned over three credits more than their 1990 counterparts, or about 420 additional hours of instruction during their high school careers.
 - A greater percentage of 2009 graduates completed a more challenging curriculum than 1990 or 2005 graduates.
- The boundary between high school and higher education has become “blurry” as more high school students take college level courses through dual credit and advanced placement, and more college students take high school level courses through remediation:
 - About 1 in 5 young people experiences a “blurry” transition from high school to college.
 - Higher achieving, economically advantaged students are more likely to complete post-secondary work in high school and to avoid remedial work in college.

Sources: America's High School Graduates: 2009 Study of High School Transcripts. NCES. Wruck, Warren, Arbeit, (2008). *The Blurry Line Between Secondary and Post-Secondary Schooling in the United States: Contours and Consequences*. Paper prepared for presentation at the American Sociological Association, Boston MA.

High School And The 12th Grade Is A Hot Topic In New Mexico

- Since 2002, the Legislature has focused on the high rate of remedial coursework taken by college freshmen from New Mexico high schools.
- In 2007 and 2008, the Legislature passed a number of high school redesign measures including increased graduation requirements, required course offerings and changes to assessments.
- In 2010, the Legislature passed HB 70: Education Data System in order to provide the Governor, the Legislature, and the citizens of New Mexico with accurate and timely information on the status of students from prekindergarten through post-graduate education including a number of reports that focus on the transition from high school to higher education.

Question 2: What Are 12th Graders Doing?

- High schools vary in academic courses, class scheduling patterns and non-academic opportunities. Different schedules determine how many credits a student potentially is able to earn each year.
- 12th graders took a high proportion of their courses in core subject areas including English (96%), mathematics (73%), and science (50%). Ninety-three percent (93%) of 12th graders also took elective courses, most of which directly support their transition to college and careers.
- High schools define full and partial loads according to block, hybrid and traditional class schedules. Approximately 71% of the students in 8 participating high schools took a full load; the average load was 7.8 courses.

Question 2: What Are 12th Graders Doing?

- The most common reasons cited by participating schools for 12th grade students taking less than a full load was they only needed a partial load to graduate; they needed to work for a salary; or they had family obligations, such as taking care of younger siblings or elderly members.
- Graduation requirements in participating high schools in SY2009-10 ranged from the state requirement of 23 credits to 29 credits.
- The results from this study indicate a significant percentage of students graduate from high school without meeting all state requirements in English, math, science and other disciplines.

How Do High School Schedules Vary In 12th Grade?

Block Schedule

- Classes up to 90 minutes each
- Classes not taught every day
- Teachers must be highly trained to be effective
- Students earn up to 8 credits per year

- Educator Comments:
 - Expensive because it requires highly trained teachers
 - Difficult to use learning time effectively if not trained

Traditional “Bell” schedule

- Classes are 45 minutes each
- Same schedule every day
- Least expensive scheduling option
- Students can earn up to 6 or 7 credits per year

- Educator Comments:
 - Leaves little room for courses beyond requirements; little time for credit recovery

How Do High School Schedules Vary In 12th Grade?

The “Hybrid” Schedule

- Also called “A/B block with a skinny”
- Two days per week, 4 classes up to 85 minutes each
- “Fifth period” or skinny is 45 minutes
- English, social studies, and science receive longer blocks of time for projects, labs, discussions, etc.
- Courses that require ongoing practice (like math) are taught each day
- Educator Comments
 - Students forget what happened last class when several days pass in between.
 - Difficult to keep track of A/B schedule on weeks with less than 5 days, or other scheduling interruptions

Course Schedules Used SY2009-10 By The Ten Participating High Schools

High School	Block	Traditional	Hybrid
Belen High School	√		
Clovis High School		√	
Española Valley High School	√		
Gallup High School		√	
Highland High School			√
La Cueva High School			√
Oñate High School	√		
Rio Grande High School	N/P	N/P	N/P
Rio Rancho High School		√	
Silver High School		√	

Type Of Course Schedules, Number Of Units Possible Per Year, And Total Number Of Units Required To Graduate By High School

High School	Course Schedule	Units possible / year	Total Number of Units Required to Graduate
Belen High School	Block	8	28
Clovis High School	Traditional	6	24
Española Valley High School	Block	8	23
Gallup High School	Traditional	6	25
Highland High School	Hybrid	7	28
La Cueva High School	Hybrid	7	23
Oñate High School	Block	8	29
Rio Grande High School	N/P	7	24
Rio Rancho High School	Traditional	7	28
Silver High School	Traditional	6	23

High Schools Were Asked, “For the Graduating Class of 2010, How Did Your High School Define 12th Grader?”

High School	Definition of 12 th Grader at the beginning of the SY	Credits possible / year
Belen High School	20 credits; 24 credits at semester	8
Clovis High School	18 credits or more	6
Española Valley High School	Students in English 4	8
Gallup High School	18 credits or more	6
Highland High School	21 credits or more	7
La Cueva High School	17 credits or more	7
Oñate High School	21 credits or more	8
Rio Grande High School	N/P	7
Rio Rancho High School	Completed 28 credits	7
Silver High School	17 credits or more	6

What Were the Graduation Requirements For The Class of 2009-2010?

- The state required the Class of 2009-2010 to have 23 units in order to graduate.
- The state will require the Class of 2013-2014 to have 24 units in order to graduate.
- The state also outlined additional course requirements as of May 1, 2011.
- New Mexico High Schools vary in the number of units required to graduate.



Graduation Unit and Exit Exam Requirements for Students Entering High School from 2006-2007 through 2010-2011

2006-2007 Class of 2010	2007-2008 Class of 2011	2008-2009 Class of 2012	2009-2010 Class of 2013	2010-2011 Class of 2014
<p>23 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 3 units math (one unit = or > than algebra 1) • 3 units science (1 w/lab) • 3 units social science, including United States history and geography, world history and geography and government and economics • .5 unit New Mexico history • 1 unit physical education • 1 unit communication skills or business education or language other than English • 7.5 units electives <p>For NM Diploma, must take and pass all sections of the NM High School Competency Exam</p>	<p>23 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 3 units math (one unit = or > than algebra 1) • 3 units science (1 w/lab) • 3 units social science, including United States history and geography, world history and geography and government and economics • .5 unit New Mexico history • 1 unit physical education • 1 unit communication skills or business education or language other than English • 7.5 units electives <p>For NM Diploma, must take and pass all sections of the NM High School Competency Exam</p>	<p>23 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 3 units math (one unit = or > than algebra 1) • 3 units science (1 w/lab) • 3 units social science, including United States history and geography, world history and geography and government and economics • .5 unit New Mexico history • 1 unit physical education • 1 unit communication skills or business education or language other than English • 7.5 units electives <p>For NM Diploma, must meet threshold for high school exit on 11th grade SBA or demonstrate competence through portfolio of standards-based indicators</p>	<p>24 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 4 units math (one unit = or > than algebra 2) • 3 units science (2 w/lab) • 3.5 units social science, including United States history and geography, world history and geography and government and economics, and .5 unit New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness or language other than English • 7.5 units electives <p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning</i></p> <p>For NM Diploma of Excellence, must meet threshold for high school exit on 11th grade SBA or demonstrate competence through portfolio of standards-based indicators</p>	<p>24 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 4 units math (one unit = or > than algebra 2) • 3 units science (2 w/lab) • 3.5 units social science, including United States history and geography, world history and geography and government and economics, and .5 unit New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness or language other than English • 7.5 units electives <p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning</i></p> <p>For NM Diploma of Excellence, must meet threshold for high school exit on 11th grade SBA or demonstrate competence through portfolio of standards-based indicators</p>

NMPED- Additional District Requirements for High School Course Offerings as of May 1, 2011

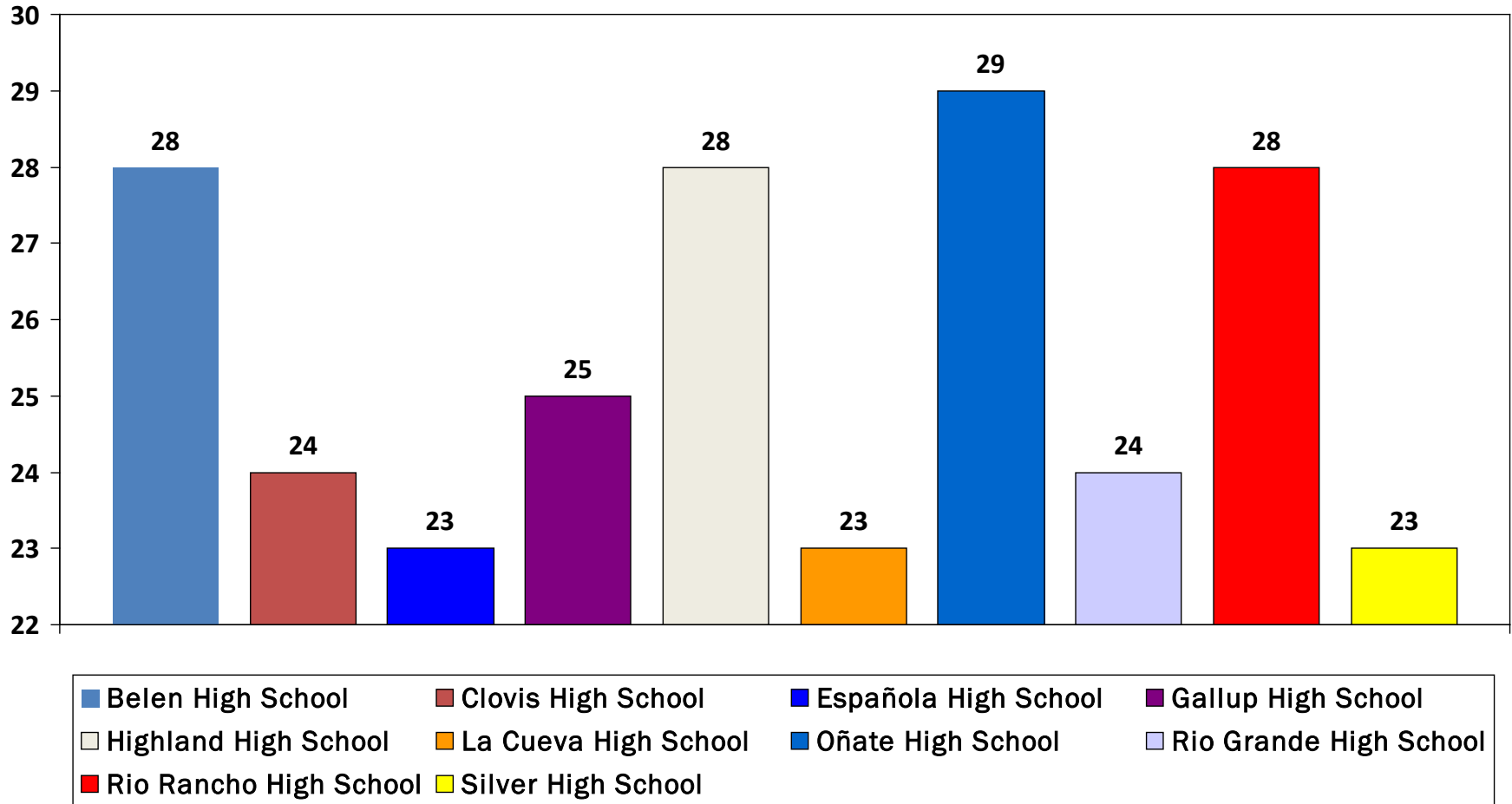
Classes required for districts to offer (each year) as elective classes	Other offerings required for districts to offer	Classes that may be offered as elective classes	Class that may be offered as a Mathematics requirement	Health Education is required prior to graduation for students entering the 8th grade in the 2012-2013
<ul style="list-style-type: none"> • Driver Education* • Financial Literacy as an elective* • Student Service Learning 	<ul style="list-style-type: none"> • At least one Honors or similar academically rigorous class each in Mathematics and Language Arts** • A program of courses for Dual Credit, in cooperation with an institution of higher education • A program of distance learning courses* • At least 2 years of a language other than English* 	<ul style="list-style-type: none"> • Pre-Apprenticeship Programs • Media Literacy* 	<ul style="list-style-type: none"> • Financial Literacy as a high school mathematics requirement 	<ul style="list-style-type: none"> • Health Education may be required in either middle school or high school, as determined by the school district. • Each school district shall submit to the department by the beginning of the 2011-2012 school year: • a Health Education implementation plan for the 2012-2013 and subsequent school years; • include in which grade Health Education will be required and how the course aligns with department content and performance standards; • <i>For more information, please go to: http://www.ped.state.nm.us/sfsb/index.html or call Dr. Kristine Meurer at 505-222-4748.</i>

*Districts may offer these courses through IDEAL-NM.

**Districts may offer AP Calculus and Honors English 2 through IDEAL-NM

2011 Legislative Watch: SB 360 suspends the requirement for students to pass a high school exit exam for graduation in 2012.

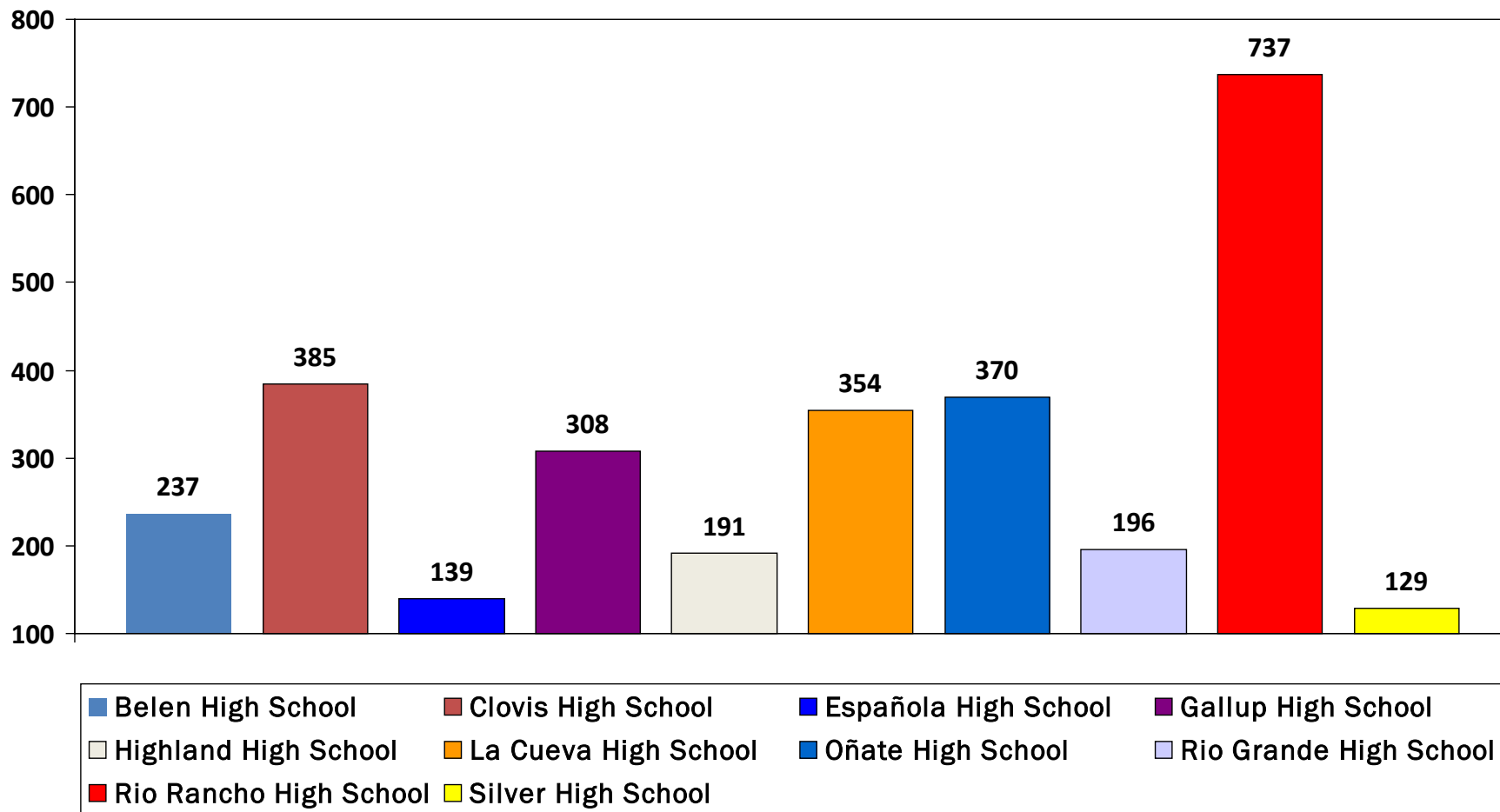
Units Required To Graduate For The 12th Grade School Year 2009-10



This Set Of Analyses Focused On A 12th Grade Cohort

- The 4,306 students included in the transcript study included a number of students who moved in and out of high school, did not graduate, or had other characteristics that made the analyses more complex.
- For this set of analyses, we identified a “cohort” of 12th graders who had graduated with a high school diploma four years after entering that school in the 9th grade. This cohort included about 71% of the full sample of students included in the transcript study.
- In particular, the following 12th grade students were excluded from this cohort study:
 - Special Education Students – D Level
 - Students who were still enrolled in 2011
 - Students who did not receive a High School Diploma in 2010
 - Students who did receive a Standard Certificate of Completion
 - Students who withdrew to earn a GED
 - Students who withdrew from high school in 2010
 - Students whose enrollment date in 9th grade was other than 2006

The Cohort: Total Number of Students Who Received A Regular Diploma, Were Enrolled In The High School For Four Years, And Were Not Classified As Special Education Level “4” or “D” (N=3,046)



Percent Of 12th Grade Students Taking A Full Load With And Without Dual Credit Courses

High School	N	Definition: Full load for 12 th graders	Definition: Half load for 12 th graders	Percentage of 12 th Grade Students	
				Taking a Full Load - All Courses	Taking a Full Load - Dual Credit Courses Excluded
Belen High School	237	8 classes	4-7 classes	46%	42%
Española Valley High School	139	8 classes	**	10%	**
Gallup High School	308	5+ classes	4 classes	95%	90%
Highland High School*	191	7 courses	4-6 courses	93%	93%
La Cueva High School*	354	7 classes	4-6 classes	71%	70%
Oñate High School	370	8 classes	**	48%	**
Rio Grande High School*	196	7 classes	4-6 classes	59%	58%
Rio Rancho High School	737	7 classes	**	89%	**

*District definition of full load for 12th graders = the classes needed to graduate; half load is half that number

**Data analysis pending

Total Number Of Earned Credit Hours Upon Graduation By High School, SY2009-10

High School	N	Mean	Minimum	Maximum	Credits Required By State To Graduate	Credits Required By District To Graduate
Belen High School	237	29.5	27.25	35.25	23	28
Clovis High School	385	N/P	N/P	N/P	23	24
Española Valley High School	139	20.0	16	34.5	23	23
Gallup High School	308	31.3	22	41	23	25
Highland High School	191	30.4	24.5	39.75	23	28
La Cueva High School	354	25.7	23	40	23	23
Oñate High School	370	31.2	24.5	51.25	23	29
Rio Grande High School	196	25.5	23.5	37.5	23	24
Rio Rancho High School	737	29.3	24	43.5	23	28
Silver High School	129	25.2	23	36.7	23	23

Percent of 12th Grade Students Who Received A High School Diploma And Met State Requirements For Graduation, By Ethnicity And Gender

Ethnicity	Gender	N	23 Total Units	4 Units of English	3 Units of Math	3 Units of Science	3 Units of Social Science	.5 Unit NM History	1 Unit Phys Ed	1 Unit Comm Skills/Bus/Foreign Lang	7.5 Units of Elect
Native American	Male	148	100%	91.7%	75.2%	98.6%	98.6%	99.2%	100.0%	91.2%	91.7%
	Female	141	99.3%	93.4%	84.8%	97.8%	97.8%	99.1%	100.0%	94.8%	92.0%
Asian	Male	41	100%	95.1%	100%	97.1%	100%	100%	100.0%	70.7%	75.6%
	Female	34	100%	97.1%	97.1%	100%	97.1%	100%	97.0%	76.5%	73.5%
Black	Male	42	100%	100%	100%	95.2%	92.9%	100%	97.6%	66.7%	81.0%
	Female	51	100%	96.0%	100%	100%	96.0%	100%	93.9%	83.7%	72.0%
Hispanic	Male	497	99.4%	96.8%	95.9%	96.2%	95.9%	99.8%	98.6%	71.7%	81.8%
	Female	597	99.8%	98.5%	97.7%	99.2%	97.1%	99.4%	97.3%	72.9%	82.4%
White	Male	503	100%	98.6%	98.4%	99.2%	97.8%	100%	98.0%	82.0%	76.9%
	Female	607	100%	98.0%	99.2%	99.5%	98.8%	100%	98.2%	86.2%	76.5%

Percent of 12th Grade Students Enrolled In Credit–Earning Courses By Type Of Course (N=1,658)

Course Type	N	%
English	1,584	96%
Mathematics	1,211	73%
Science	831	50%
Social Studies	1,584	96%
New Mexico History	68	4%
Physical Education	539	33%
Communication Skills/Business Education/Foreign Language	706	43%
Electives	1,534	93%
General electives	249	16%
Consumer sciences	252	16%
Career and college preparation	1,078	70%
Career technical preparation	222	14%
Fine arts	678	44%
Health	61	4%
Humanities	51	3%
Military	93	6%
Technology	175	11%

Note: Data Includes Highland, La Cueva, Rio Grande, Belen, Gallup-McKinley CS, Ocate High Schools

What Percentage Of 12th Graders Had Adult Responsibilities In Addition To School?

High School	Working for a Salary	Primary Family Caretakers	Living Independently Without Parental Support	Are Parents Raising Their Own Children
Belen High School	2%	16%	5%	1%
Clovis High School	5%	4%	3%	5%
Española Valley High School	5%	5%	1%	6%
Gallup High School	18%	11%	3%	6%
Highland High School	25%	14%	6%	11%
La Cueva High School	9%	6%	2%	0
Oñate High School	12%	25%	12%	2%
Rio Grande High School	N/P	N/P	N/P	N/P
Rio Rancho High School	3%	1%	1%	1%
Silver High School	13%	0	2%	0

Student Mobility Is An Important Factor In The Lives Of Many 12th Graders

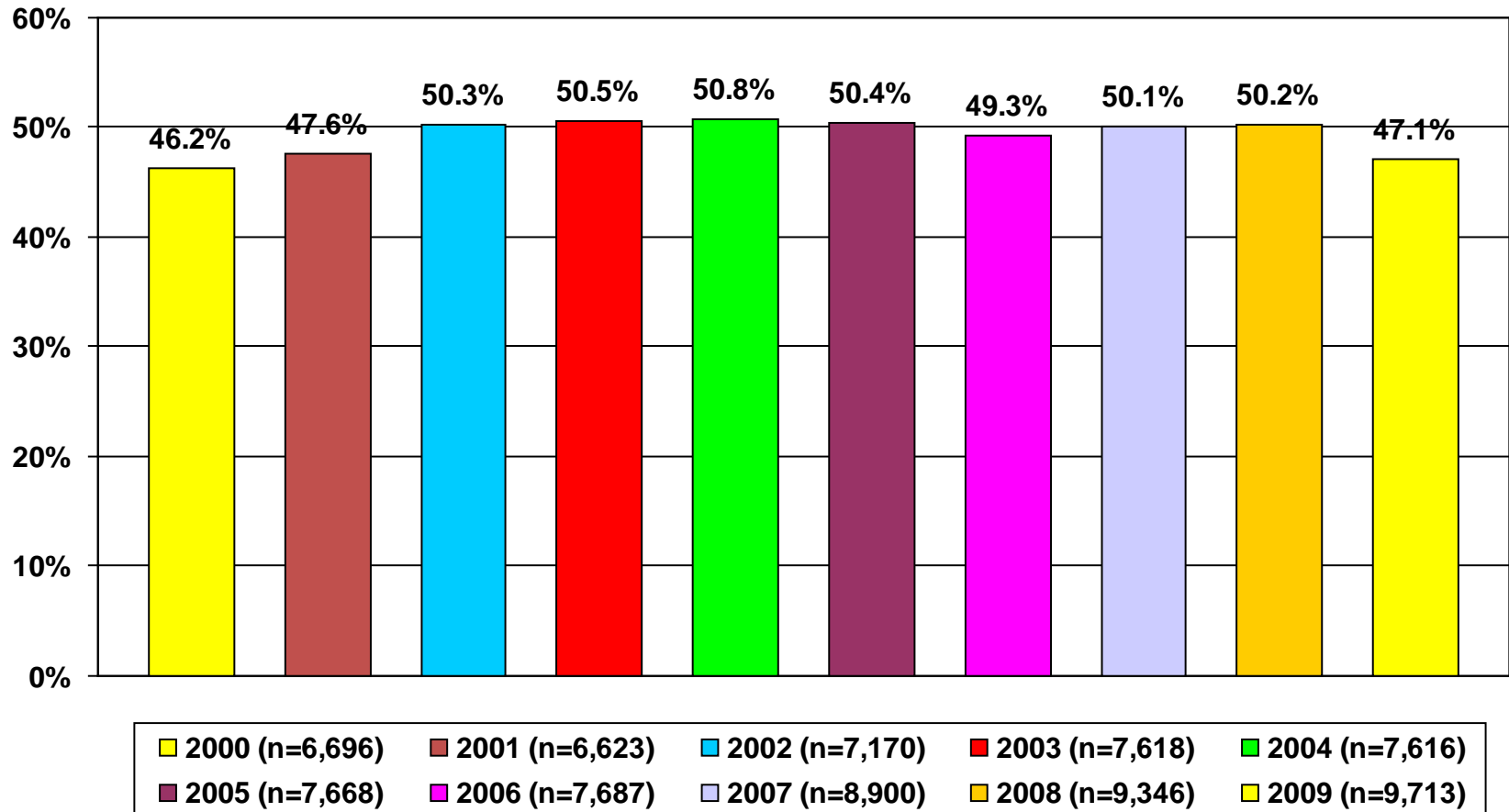
- Principals estimated that over 950 students in the 10 participating high schools moved in or out of their schools between 2006-2010. This is 22.2% of the student body in this study's sample.
- Educators interviewed indicated that:
 - Some high school students attend at the beginning of each semester, then leave for weeks or even months.
 - Tracking of students in and out of districts can be difficult to impossible.
 - Transcript evaluation becomes more time consuming.
 - Teaching is more challenging with student mobility.
 - Support to students being successful is more challenging and costly.

Question 3: How Does The 12th Grade Impact Students' Readiness For College And Careers?

- The Ready For College Studies indicate that about 47% of high school graduates needed remediation in college.
- A 2010 study indicated that 23% of high school graduates could not pass the U.S Army's Armed Services Vocational Aptitude Battery (ASVAB) for acceptance in the Army. In New Mexico 28% of high school graduates do not pass the ASVAB.
- We are working with the HED to gather the data to examine, in detail, how the students in this study did during their first year in college. Questions for further study include:
 - What are the effects of block, hybrid and traditional schedules on student performance in college?
 - What are the effects on student readiness for college when they meet more graduation requirements than the state requires?

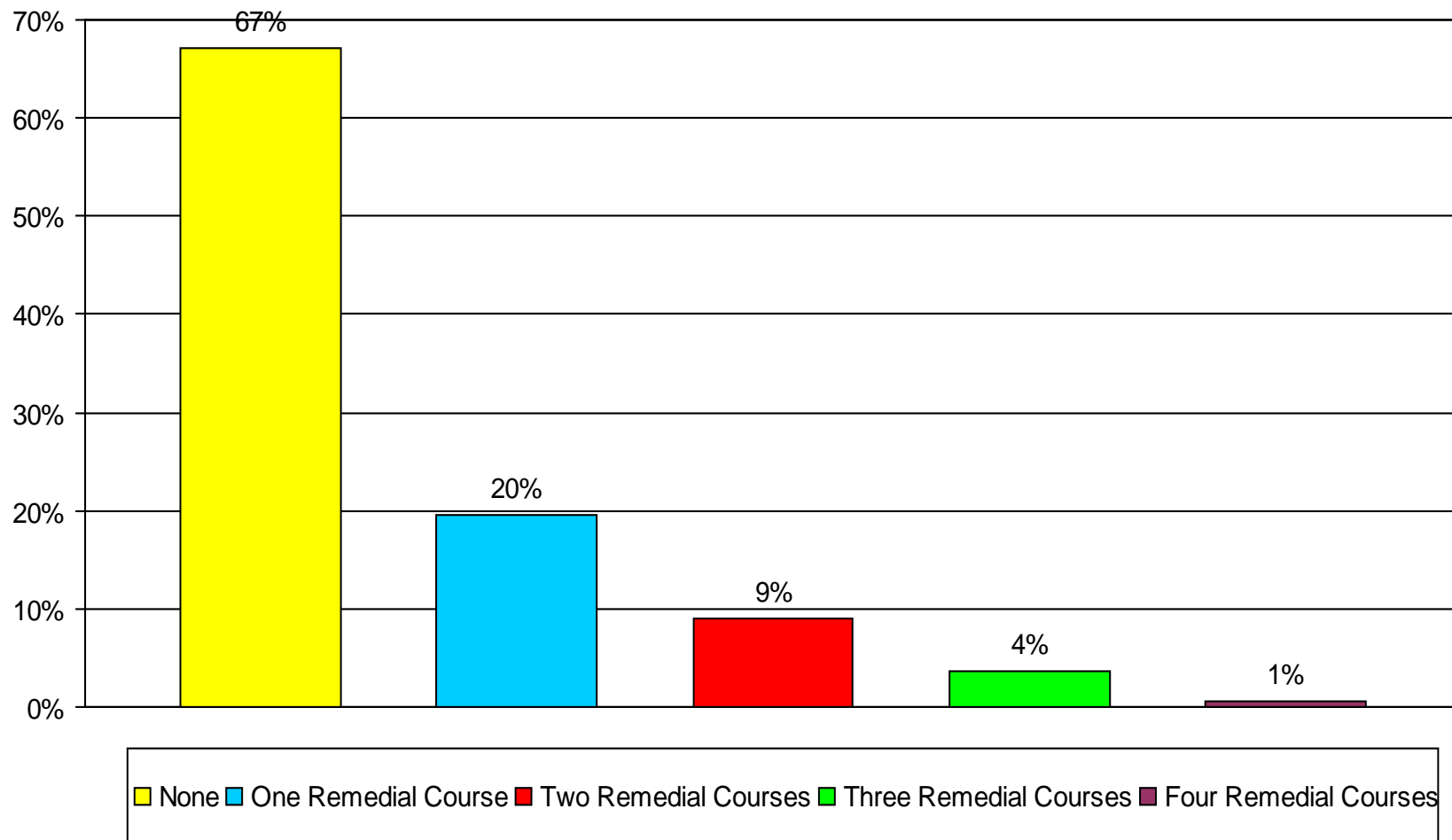
Source: Education Trust (December, 2010), *"Shut Out Of The Military: Today's High School Education Doesn't Mean You Are Ready For Today's Army."*

Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges: 2000-2009



Note: Data does not include charter schools or alternative schools

Percent of Students Who Entered College In Fall of 2003 and Who Obtained Degrees or Certificates Within Six Years By Number Of Remedial Courses Taken During Their Freshman Fall (2003) Semester (n=2,976)



Question 4: What Do Principals, Counselors, and Superintendents Say About 12th Grade?

- Educators report that dual credit courses are one of the strengths of the 12th grade because they serve many sectors of the high school student population, including first generation college students, and dual credit courses provide opportunities to investigate career options and take career technical courses not available in high school.
- Educators report that the expansion of Advanced Placement courses is helping increase academic rigor for a broad student population.
- Educators report that internships, work experience, and service learning opportunities help connect required core content with the “real” world.

Question 4: What Do Principals, Counselors, and Superintendents Say About 12th Grade?

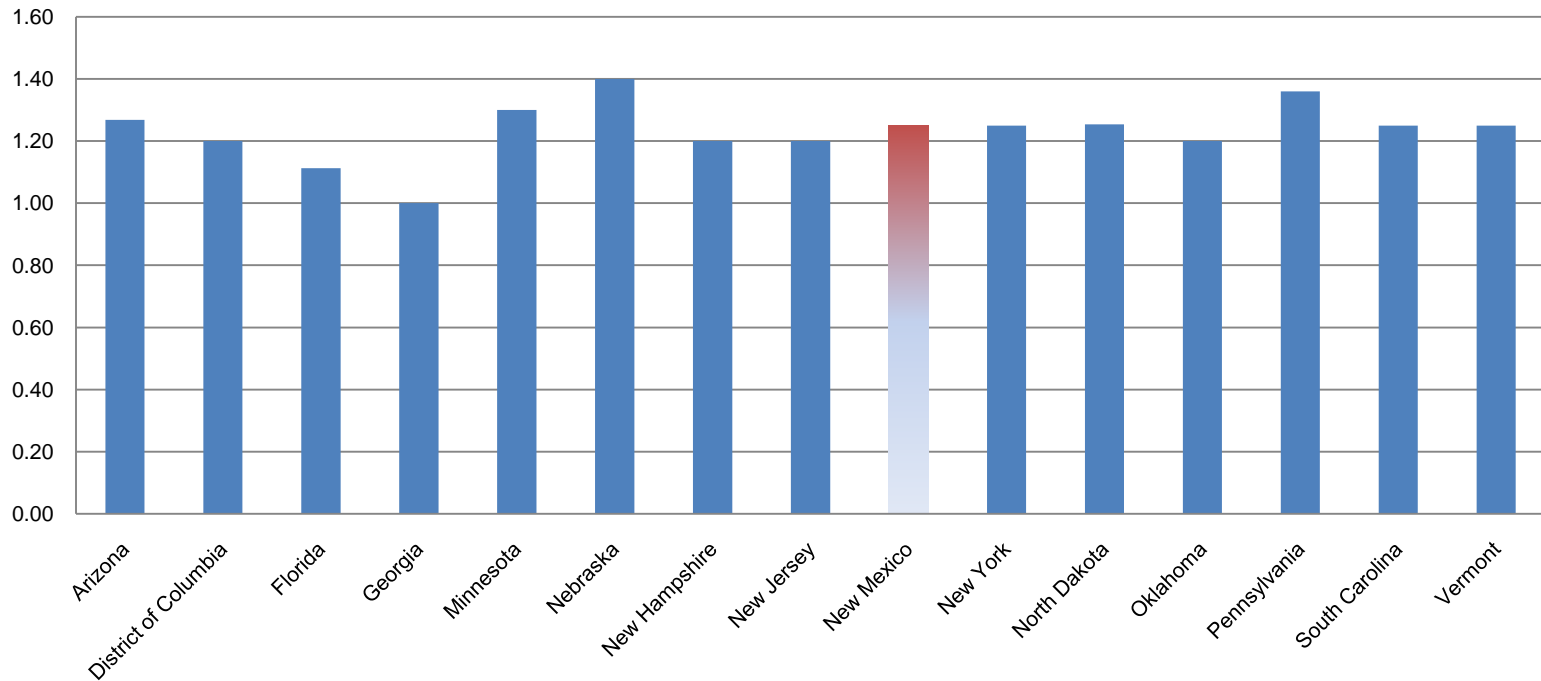
- Educators strongly recommend that dual credit be expanded in all districts for all students, through streamlined enrollment, and improved high school-higher education communication.
- Educators strongly recommend that remediation in college be better defined, practice tests made available, and communication between high schools and higher education strengthened.
- Educators feel that providing enough support for students to be successful in rigorous academic courses and ensuring that the curriculum is connected to the “real world” are among the most difficult challenges in 12th grade.
- Educators feel that the lack of alignment in curriculum and assessments between high school and higher education negatively impacts 12th graders’ successful transition to college and career.

Question 5: What Do We Know About the Financial Side of 12th Grade?

- New Mexico's funding formula allocates resources for upper grades, including 12th grade, that is consistent with other states.
- The costs of the 12th grade are not isolated from the rest of high school, and it is extremely difficult to accurately single out 12th grade costs from other high school costs.
- The funding formula generates more estimated revenue for the 12th grade than schools spend to deliver services. However, this finding needs to be viewed in context of the whole funding formula in terms of both appropriations to districts and distributions within districts.
- The cost per student ranges from \$3,800 to \$6,300 per student, and \$530 to over \$1,100 per credit. Costs can vary depending on the size of student enrollment and class sizes.

New Mexico's Funding Formula Allocates Additional Resources For Upper Grades, Including 12th, That Is Consistent With Other States

**State Funding Formula Comparison
12th Grade Weighted Value**



Source: ECS (2001)

What Do We Know About The Financial Side Of 12th Grade In New Mexico?

- In FY11, the New Mexico funding formula allocated \$96.5 million based on enrollment of about 20,300 12th graders.
- High schools have maintained more students in school, which has helped boost 12th grade enrollment.
- Statewide 12th grade enrollment has increased from 19,387 in FY05 to 21,088 in FY11, or about nine percent.
- The attrition rates of enrolled 9th graders in FY05-FY08 show improvement.
- Statewide graduation rates increased from 60 to 67 percent between the class of 2008 and 2009.

What Do We Know About The Financial Side Of 12th Grade In New Mexico?

School	12 th Grade Estimated Formula Revenue	Cost of 12th Grade	Net Gain (Loss)	Percent Gain (Loss)
Belen	\$1,210,122	\$1,100,277	\$109,845	9%
Clovis	\$2,489,069	\$2,705,703	(\$216,634)	-9%
Española	\$877,753	\$906,323	(\$28,570)	-3%
Gallup	\$2,071,380	\$2,040,756	\$30,624	1%
Highlands	\$1,226,333	\$1,023,310	\$203,023	17%
La Cueva	\$2,002,176	\$1,439,183	\$562,993	28%
Oñate	\$1,967,858	\$1,598,561	\$369,298	19%
Rio Grande	\$1,572,163	\$1,198,797	\$373,366	24%
Rio Rancho	\$3,664,731	\$4,089,690	(\$424,959)	-12%
Silver	\$628,169	\$786,725	(\$158,557)	-25%
Total	\$17,709,754	\$16,889,326	\$820,428	5%

Educator Concerns About Funding Cuts And Their Impact On Student Learning

- Principals and superintendents reported that they have cut counseling staff, core teachers, Advanced Placement and dual credit course offerings, remediation support, and career technical opportunities.
- The majority of educators reported that cuts in counseling staff has decreased their capacity to identify students at risk of dropping out.
- The majority of educators cited concerns about increasing class size. As one Assistant Principal said, *“We’ve seen the studies. If we have three consecutive years of overcrowding and not enough resources, we can tighten our belts and get by, but by three years it will have some permanent effects on student learning.”*

Recommendations

- The PED should make sure that districts have the capacity to gather accurate data on high school students and that district personnel are trained to use this information to improve the education of students and to ensure more accountability for the state.
 - Enhance training for counselors, principals, and other staff so that they can better use transcript data while students are in school to ensure that all students receive a rigorous high school education.
 - Enhance training for staff working with electronic systems conducting the data entry/sharing to ensure the quality of the data.
 - Increase the use of electronic systems to reduce the workload associated with transcript reviews and student schedules.
- The PED should monitor the number of state required units students complete in order to graduate to ensure state standards are met.

Recommendations

- The PED and HED should ensure that the work of the Education Data System Council created in statute [22-1-11, 2010 NMSA 1978] proceeds quickly so that the policy makers and citizens can better understand the impact of high school curriculum on success in both college and careers.
- The PED and the HED should ensure that the freshman year outcome reports from higher education to high schools are developed and implemented; they should ensure that additional efforts are made to improve the communication and collaboration between high schools and higher education.
- The state statute that defines how a student qualifies for funding [22-8-2, 2010 NMSA 1978] should be revisited. The state should strengthen the definition of how student membership is determined because the current lack of a uniform standard for how to classify a student in 12th grade makes it unclear whether a student qualifies for funding if they are not enrolled full time.

Final Thoughts

- This study is one of the largest ever conducted on 12th grade in New Mexico and it raises as many questions as it answers.
- We need to find a balance between recognizing students and educators for the hard work they do and celebrating their successes AND facing the fact that too many students do not graduate and that too many of those that do graduate are unprepared for college or careers.
- High school in general and the 12th grade in particular are complex issues and we clearly need to better understand the diversity of students who attend high school and how to better meet the wide range of needs and talents they bring to schools.

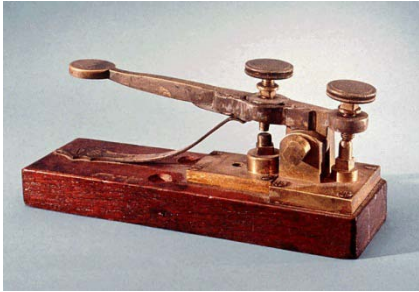
Final Thoughts

- One of the clearest trends nationally and in New Mexico is the “blurring” of the line between high school and higher education. One of the clearest findings is that the collaboration among New Mexico’s high schools and colleges needs to improve.
- New Mexico also needs to improve the data that is gathered on high school students and ensure that it is accurate and available for timely use by both educators and policy makers.
- We understand the financial challenges that the state faces and clearly New Mexico must find ways to use its limited resources in a more effective and efficient manner.
- We believe that the time is right to change education so that students can graduate from high school and enter college when they are ready, rather than being held in a lockstep progression based on a traditional model of schooling.

The Most Important Question In This Study

If We Conduct A Study Of The 12th Grade In New Mexico In 2020, What Will Have Changed?

Late 1800s



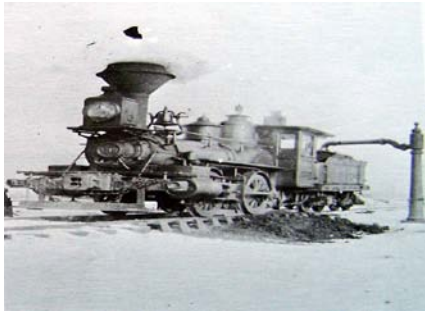
Early 1900s



Mid-1900s



Early 2000s



Source: Adapted From Gordon Freedman, personal communication, 2010

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