



# Preparing Students for College and Career

A local approach to improving education

# What is the Hobbs Story...



## **Statewide Graduation Rate**

- 2020- 77%
- 2019-75%
- 2018- 74%
- 2017-71%

## **Hobbs High Graduation Rate**

- 2020-88%
- 2019-87%
- 2018-90%
- 2017- 88%

# Graduation Criteria



## STATE requirements

**English:** 4 units

**Math:** 4 units including algebra II or its equivalent

**Science:** 3 units in science, including two courses with a lab component

**Social Studies:** 3.5 units in social science including U.S. history, world history, government or economics, and New Mexico history

**Career Cluster, Workplace Readiness, or a Language Other than**

**English:** 1 unit

**Physical Education:** 1 unit

**Electives:** 7.5 units

**Note:** Current statute also requires CTE courses, student service learning, and financial literacy to be offered as electives. Health education is also required before graduation but may be offered in middle or high school, as decided by local school districts.

## HHS Requirements

- 26 total credits for graduation
- Same requirements except:
  - Health credit required in 9-12
  - HS 101 is “mandatory elective” in the 9<sup>th</sup> grade.
  - 9 elective units

*\*2021 – 24 credits were required*

# Celebrate a High Graduation Rate??



- Yes.... Absolutely
  - A Diploma is still a good thing. It gets them in the door.
  - It shows perseverance
  - It reflects a good atmosphere
- Does it tell the whole story??
  - No...
  - Proficiency rates are still much lower than we would like.
  - Many of our Graduates are still needing remedial courses in College
  - Businesses and employers still question “What are you even teaching these kids?”



# The Hobbs Way

- This is our Model of continuous improvement.
- District Approach to Professional Learning Communities, Data Driven Decisions, and a focused instructional model.
- This led us down the path of “root cause.”
- We consistently came back to the issue of relevance in what we were teaching our students.
- With a robust AP and Dual Credit Program, it was obvious we were investing in our pathway to college and those students were doing well. 60% of our graduates go on to take at least one college class.
- Our numbers show that nearly 40% of our students do not enter into higher education. They go straight to the workforce.



# The Path to CTE

- You are going to hear the full version later today.
- We began by talking to members of the community.
  1. We surveyed our community in 2018.
    - 18% Said our buildings were overcrowded
    - 15% stated a need for “vocational” training
    - 7% stated a need for “life skills”
    - When asked if they would support a mil levy – 67% were in favor of a career facility.
  2. We brought the employers into this building and got their feedback.
    - We asked the employers what we needed.
  3. As a community we settled on 6 major pathways.
    - We settled on Energy, Manufacturing, Culinary & Hospitality, Transportation, IT, and Construction .
    - We considered many factors including the NMJC, Perkins 5 (workforce data), local trends.

# The on-going work

- Industry Partners
- Desired Outcomes
  - Certifications
  - Hours towards licensure
  - “soft skills”
- Industry Partners moving forward (Advisory Teams)

# Challenges ahead

- Staffing
  - Because of high demand, will have to compete with the Private Sector
- Funding
  - Equipment, Consumable Materials, Staffing. A more expensive model.
- Credits
  - Credit deficiency is a tricky game.
  - Math and English in the Content area.