

Dropping Out of Education in the Land of Enchantment: The Complexity of New Mexico

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Drop-Out Rates in New Mexico

- 54% of our students that enter the 9th grade make to their senior year
- 2/3 of New Mexico students are in schools larger than 1,000 students
- 1/3 are in schools larger than 2,000
- 77 students drop out each day in New Mexico
- Met AYP: 260/820

(WorldNow, 2009: <http://www.newswest9.com/global/story.asp?s=9223561>)



The Graduation Problem

- New Mexico ranks 48th in the nation
- 3rd worst for drop outs in the nation
 - Georgia and Nevada are worst
- 56% graduation rate for class 2006
- 54.1% graduation rate for class 2005
- Most pronounced in Urban areas: 44% in Albuquerque
- 68% Anglo students, 51% Hispanic students, and 49% American Indian students graduated in 2006
- 61% girls versus 53% boys graduate
- Nation's graduation rate is 70%

(The New Mexico Independent, 6/26/09)



Who are we in New Mexico? **Statistics on Poverty** **(US Department of Commerce, 2008)**

- Overall New Mexico poverty rates for children: 25.4% to 40.39%
- New Mexico per capita personal income: \$33,340
- In some counties it is as low as \$18,000 per capita income
- Schools throughout New Mexico: Over 80% qualify for free lunch program
- School populations range from 72% to 98% minority students throughout the state



Assumptions about High Poverty/High Ethnic Minority Schools

- High poverty/high ethnic minority students translates to lower levels of student achievement
- Language issues impede academic progress
- 74% of these students will part of the prison system
- Come from parents who do not value education



The 90/90/90 Schools

- 90% or more students eligible for free lunch program
- 90% were members of ethnic minority groups
- 90% students meet the state standards in reading

(Reeves, D. B. (2002). High Performance in High Poverty Schools: 90/90/90 and Beyond, Center for Performance Assessment, Harvard)



Common Characteristics of Successful 90/90/90 Schools

- A focus on academic achievement
- Clear curriculum choices
- Frequent assessment of student progress and multiple opportunities for improvement
- An emphasis on nonfiction writing
- Collaborative scoring of student work



Characteristics Described

- Focus on Academic Achievement: student achievement posted all over the school, academic performance was highly prized, strong focus on improvement, charts showing weekly progress
- Curriculum Choices: spent more time on core subjects of reading, writing, and mathematics
 - Elementary: 3 hrs. literacy (2 hrs reading and 1 hour writing)
 - Secondary: double periods of English and Math



Characteristics Described

- Frequent Assessment and Improvement: student performance that is less proficient is followed by many opportunities to improve, “You can do better,” “active coaching” immediate feedback to students
- Written Responses in Performance Assessments: common scoring rubric, written responses from students for evaluation



Characteristics Described

- External Scoring: inter-rater reliability, teacher disagreement on proficiency must be addressed
- Instructional Practices : must include the collective work of teachers, students, parents, leaders, business, churches, universities
 - Teachers can’t do it all



Effective Leadership and Teaching: Huge Difference

- The key to improved academic achievement are the expertise of the teachers and leaders, not the economic, ethnic, or linguistic characteristics of the students
- Must have COLLABORATION MEETINGS to define proficiency for evaluation as a regular routine
- Strong value on feedback: timely, accurate and specific for the students

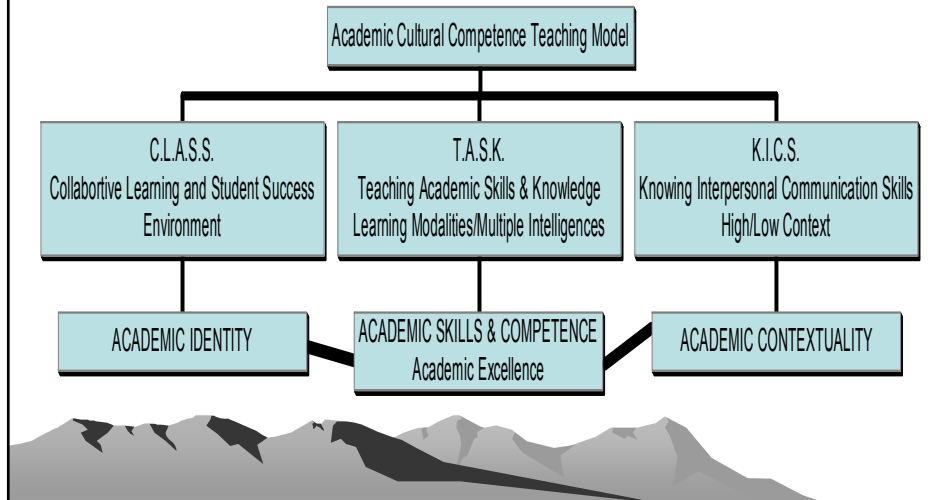


Every Adult in the System Counts from the Beginning of the Day to the End of the Day

- Leaders, Principals, Assistant Principals
- Teachers
- School psychologists
- Social workers
- Nurses
- Janitors
- Bus drivers
- Cafeteria workers



ACCT: A Model of Success
Luis A. Vázquez, Ph.D.
ACCT MODEL



**Conduct Shared Educational/Community
Research: University Commitment**

- Evaluate and re-evaluate effectiveness of leadership and teaching
- Right teachers for the right subjects for students
- Constructive data analysis
- Testing: end of year evaluation
- Assessment: constant feedback

Holistic Accountability

- Specific Teaching, Leadership, and Curriculum strategies will mitigate the impact of poverty.
- Teaching, Curriculum, and Leadership are variables that we can control
- Poverty, Culture, and Language are variables we cannot control, but we do impact them through education



QUESTIONS??

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