

**Ready For College 2008:  
An Annual Report On New Mexico High School  
Graduates Who Take Remedial Classes In New  
Mexico Colleges And Universities**

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# Key Contributors To The Ready For College 2008 Study

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# Ready For College Reports On New Mexico High School Graduates Who Take Remedial Classes In New Mexico Colleges And Universities

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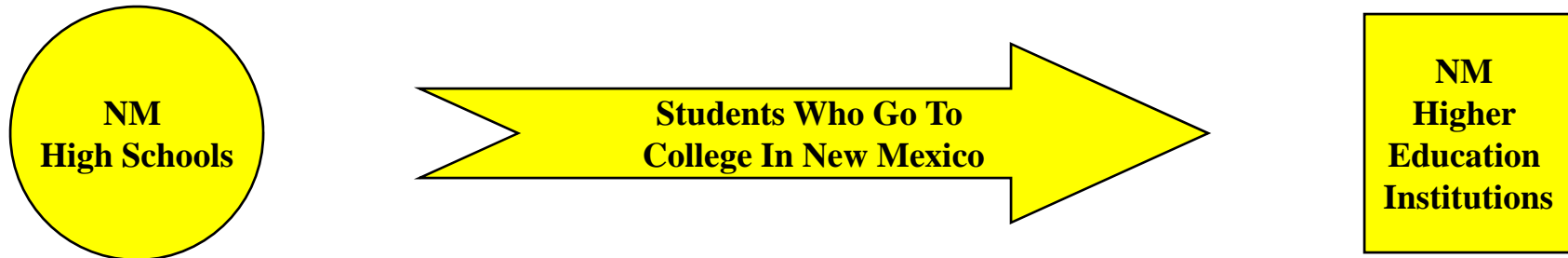
- These reports:
  - Are a joint effort by OEA, HED, and PED and have been published in 2006, 2007 and 2008.
  - Provide detailed information about how many New Mexico high school graduates take remedial courses in New Mexico colleges and universities.
  - Offer longitudinal information that can be used by the Governor, the Legislature, educators and citizens in their efforts to improve New Mexico's education system.
  - Strengthen the capacity of the HED, PED and OEA to track students throughout the PreK-20 education system and report on their progress.
  - Support key policy initiatives including high school redesign, alignment of college and university placement tests, and increased communication among high schools, colleges, and universities.
  - Are to be used to facilitate open conversations that further education reform efforts rather than to assign blame or point fingers. The state is making landmark progress in improving its PreK-20 education system and the future success of our students depends upon cooperative efforts of all New Mexicans including educators, policymakers, students, and parents.

## The Limitations Of The “Ready For College” Reports

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- These reports:
  - Are **limited** and only include data about those approximately 40% to 48% of high school graduates who attend New Mexico colleges and universities. We do not know about the preparation levels of those New Mexico students who go to college out of state or who choose to go into the military or other careers. Given the fact that high school graduates who come from other states and attend New Mexico’s colleges and universities have a significantly lower rate of remediation than do in-state high school graduates, it is likely that those New Mexico high school graduates who leave the state to attend colleges and universities are better prepared for college.
  - Are **limited** and do not include data about New Mexico’s high school graduates who attend Navajo Technical College, Diné College, Institute of American Indian Arts, or Southwestern Indian Polytechnic Institute.

# New Mexico's Ready For College Reports



## These Reports Focus On The Following Questions

- How many high school graduates take remedial courses in college?
- What kinds of remedial courses do they take?
- What can be done at the high school level to improve student readiness for college?
- What happens to college students who take remedial classes?
- What can be done at the college level to ensure that more students succeed in higher education?
- Will the number of high school graduates/college freshman taking remedial courses decline as HED and PED strengthen their alignment and new legislation and policies are implemented?

# Summary Of Results

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- ▶ In the fall semester of 2007, 50.1% of New Mexico public high school graduates took college remedial courses in numeracy and/or literacy. This is a slight increase in the percentage of high school graduates who took remedial courses in the fall semester of 2006.
  - ▶ The number of New Mexico high school graduates who attended New Mexico colleges and universities increased by almost 16% from the fall of 2006 to the fall of 2007.
  - ▶ Trend analyses for the seven years of data included in this study reveal that:
    - The percent of Native American students who take remedial courses has increased from 67% in 2000 to 68% in 2007.
    - The percent of Hispanic students who take remedial courses has increased from 55% in 2000 to 58% in 2007.
    - The percent of White students who take remedial courses has decreased from 36% in 2000 to 35% in 2007.
    - The percent of Black students who take remedial courses has increased from 53% in 2000 to 54% in 2007.
    - The percent of Asian students who take remedial courses has increased from 30% in 2000 to 35% in 2007.
  - ▶ New Mexico's public high schools (with more than ten students in this study) ranged from 100% to 23% in the average percentage of their graduates who needed remediation.
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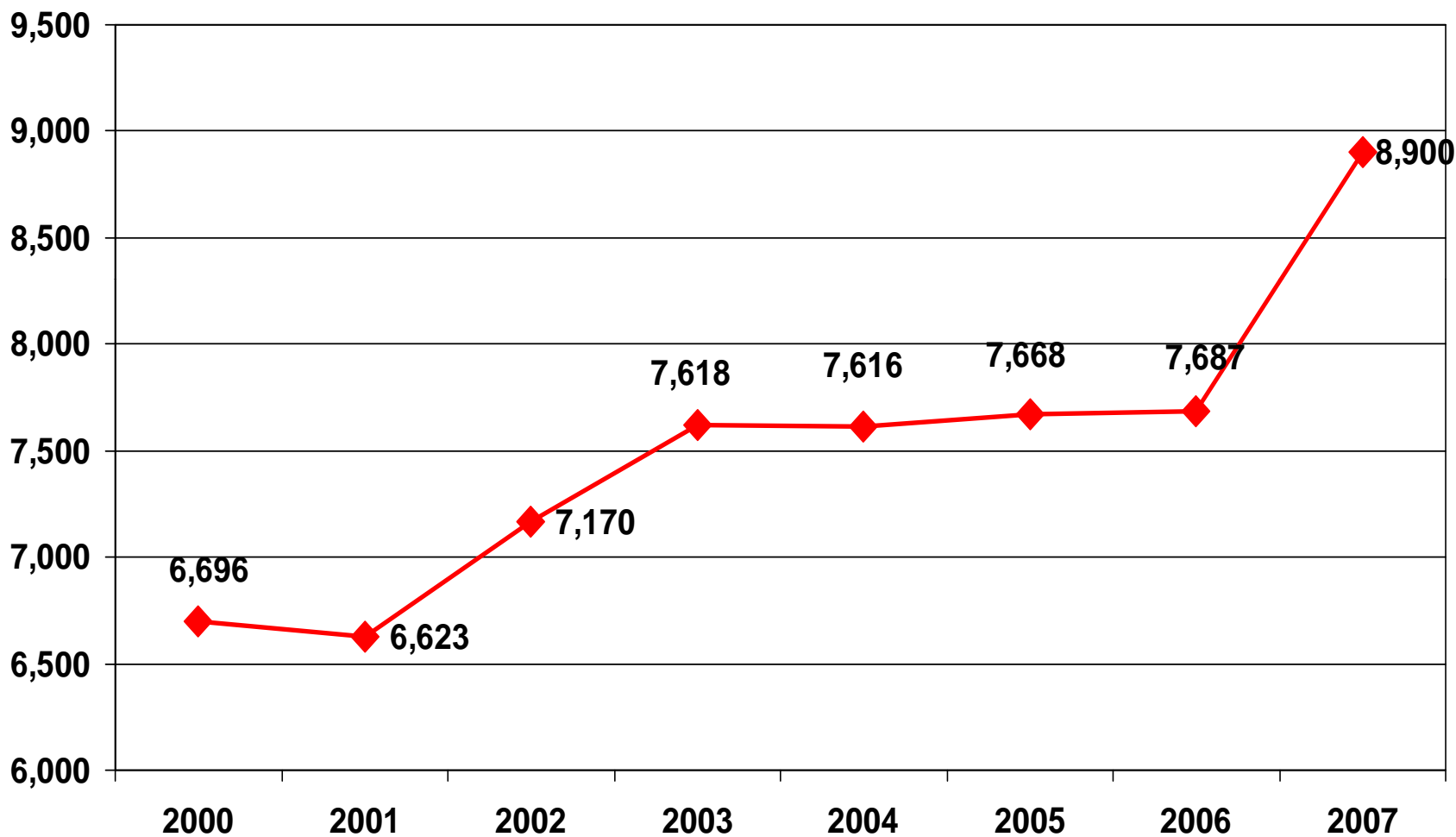
# New Mexico's Recent Efforts To Improve High School Performance

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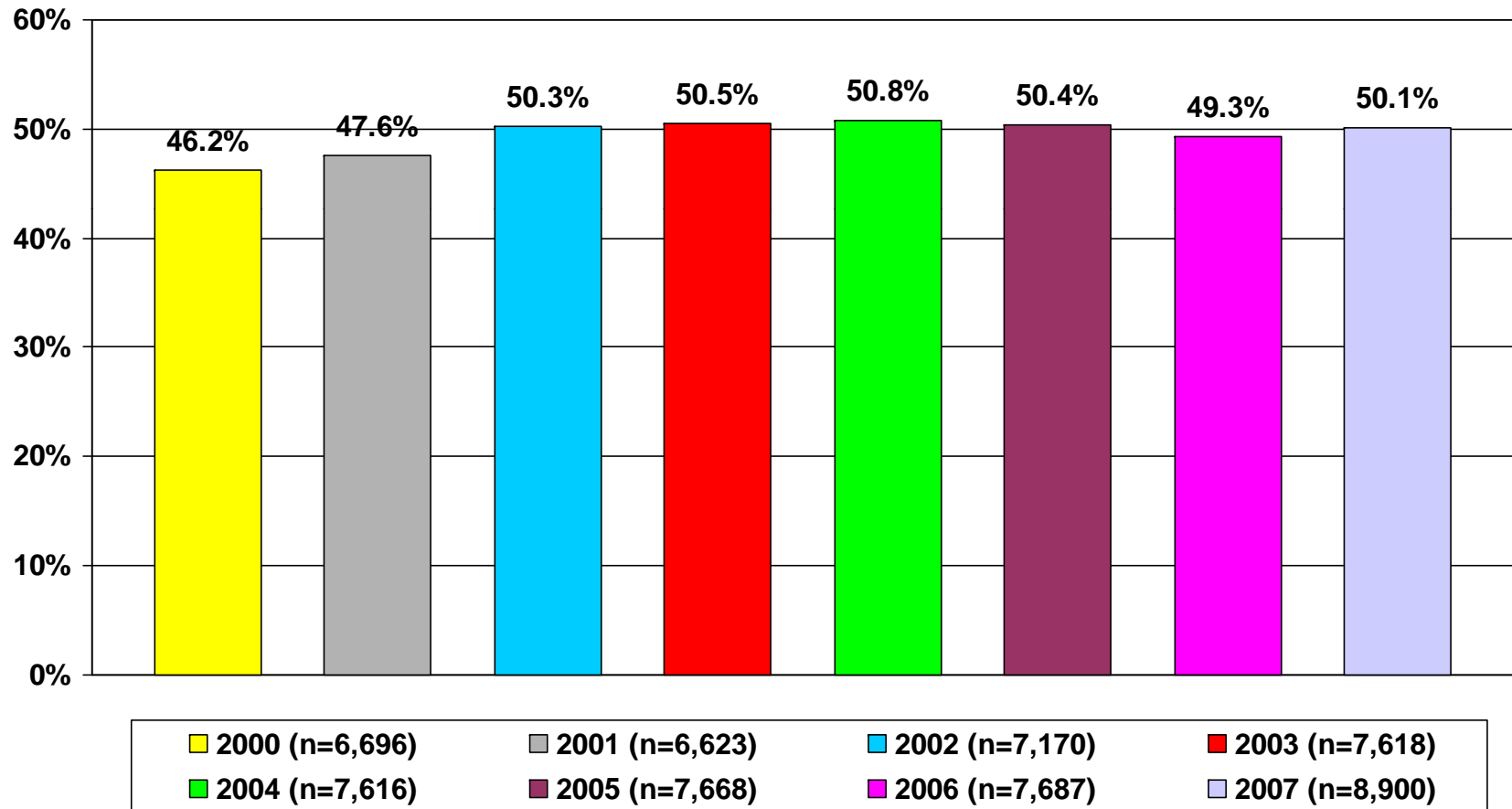
- ▶ Over the last three years, high school redesign has been a critical topic for Governor Richardson, the Legislature, business leaders, educators and citizens across the state. Currently, the PED, HED, and LESC are working on a number of high school related issues including Advanced Placement, dropout reporting and prevention, dual credit, high school and college assessment, course alignment, and PreK-20 data systems.
- ▶ In 2007 and 2008, the Legislature passed and Governor Richardson signed a number of bills relating to high school redesign including the following reforms:
  - ▶ Expanding Dual Credit courses that enable high school students to earn both high school and postsecondary credit for college-level courses simultaneously.
  - ▶ Establishing the technological infrastructure for a statewide distance learning system for middle and high school students.
  - ▶ Requiring postsecondary educational institutions to create beginning high school teacher mentoring programs.
  - ▶ Creating alternative routes for content area experts to teach or support classroom learning.
  - ▶ Adding an additional year of mathematics at the Algebra II level for all students entering the 9<sup>th</sup> grade in 2009-2010.
  - ▶ Eliminating the traditional 9<sup>th</sup> grade assessments and high school competency exam and replacing them with a set of exams that assess student readiness for high school, college, and the workplace.
  - ▶ Raising the dropout age to 18.
  - ▶ Requiring all high schools to offer distance learning, dual credit courses and advanced placement courses in 2008-2009; and requiring all students entering the 9<sup>th</sup> grade in 2009-2010 to take at least one such course for graduation.

# Number Of New Mexico Public High School Graduates Included In The Study: 2000 - 2007

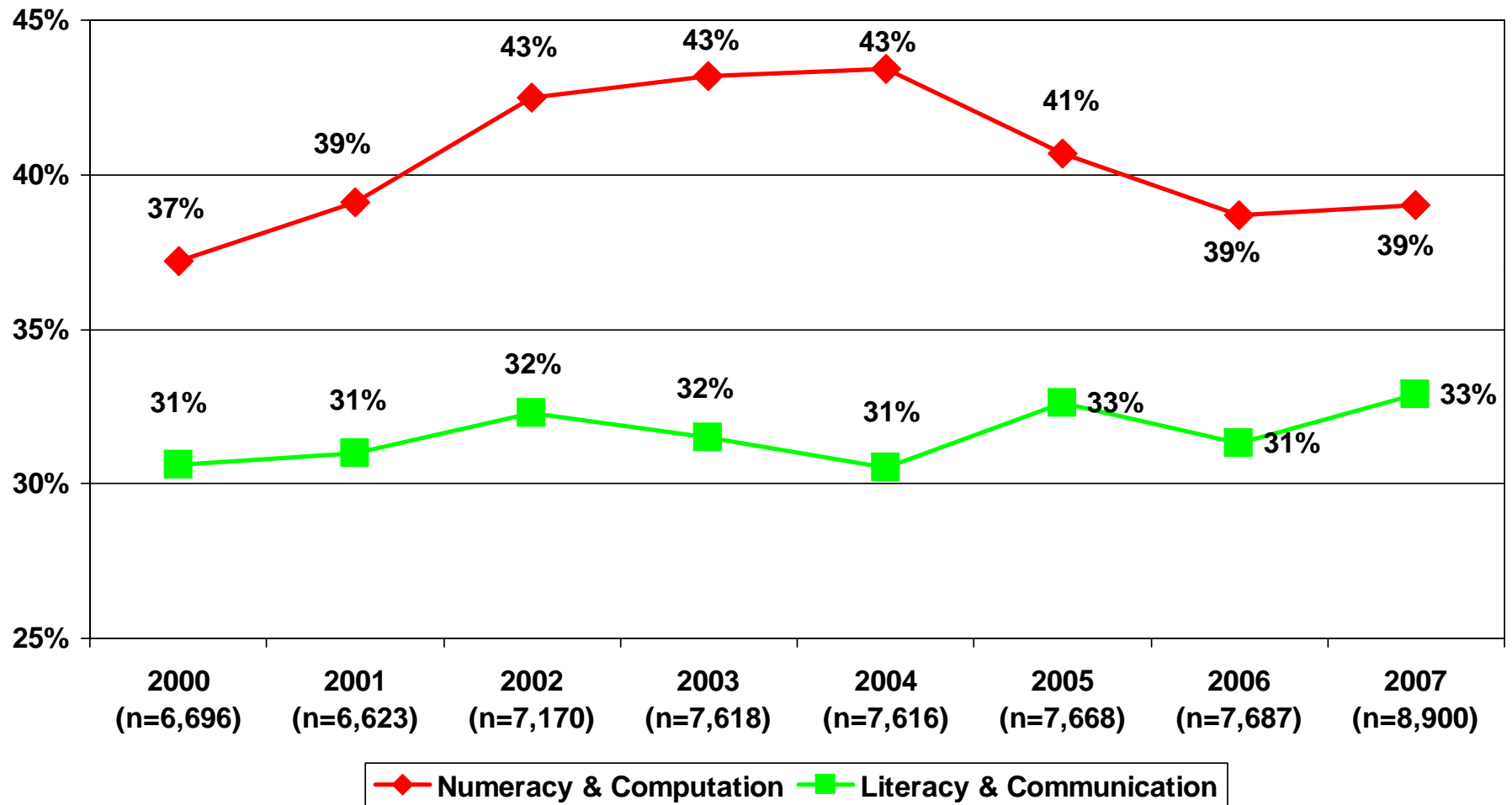
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# Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges: 2000-2007

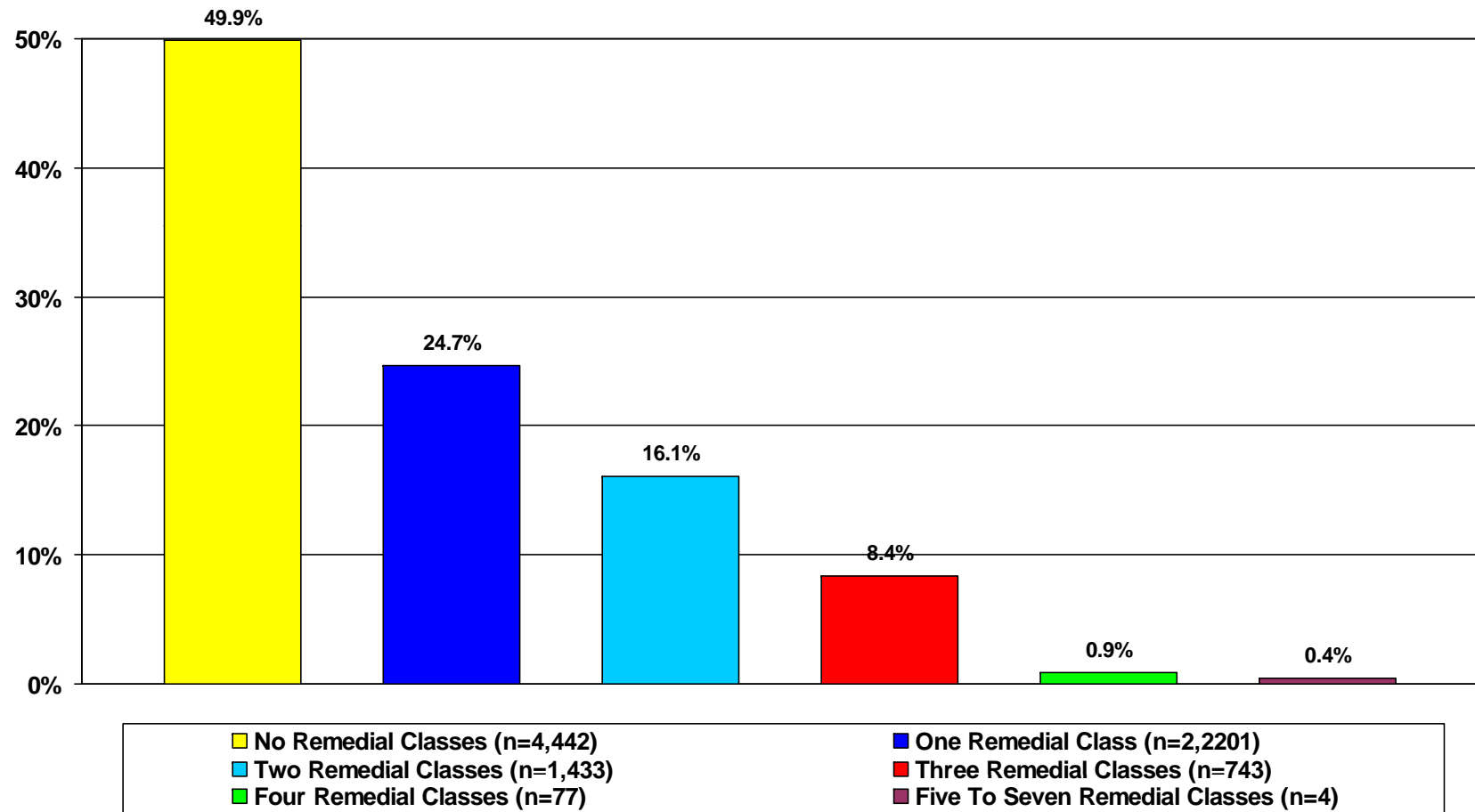


# Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes Only In Math OR Only In Reading: 2000-2007



Note: Data does not include charter schools or alternative schools

# Percent of New Mexico Public High School Graduates Who Took Different Numbers Of Remedial Classes In New Mexico Colleges: 2007

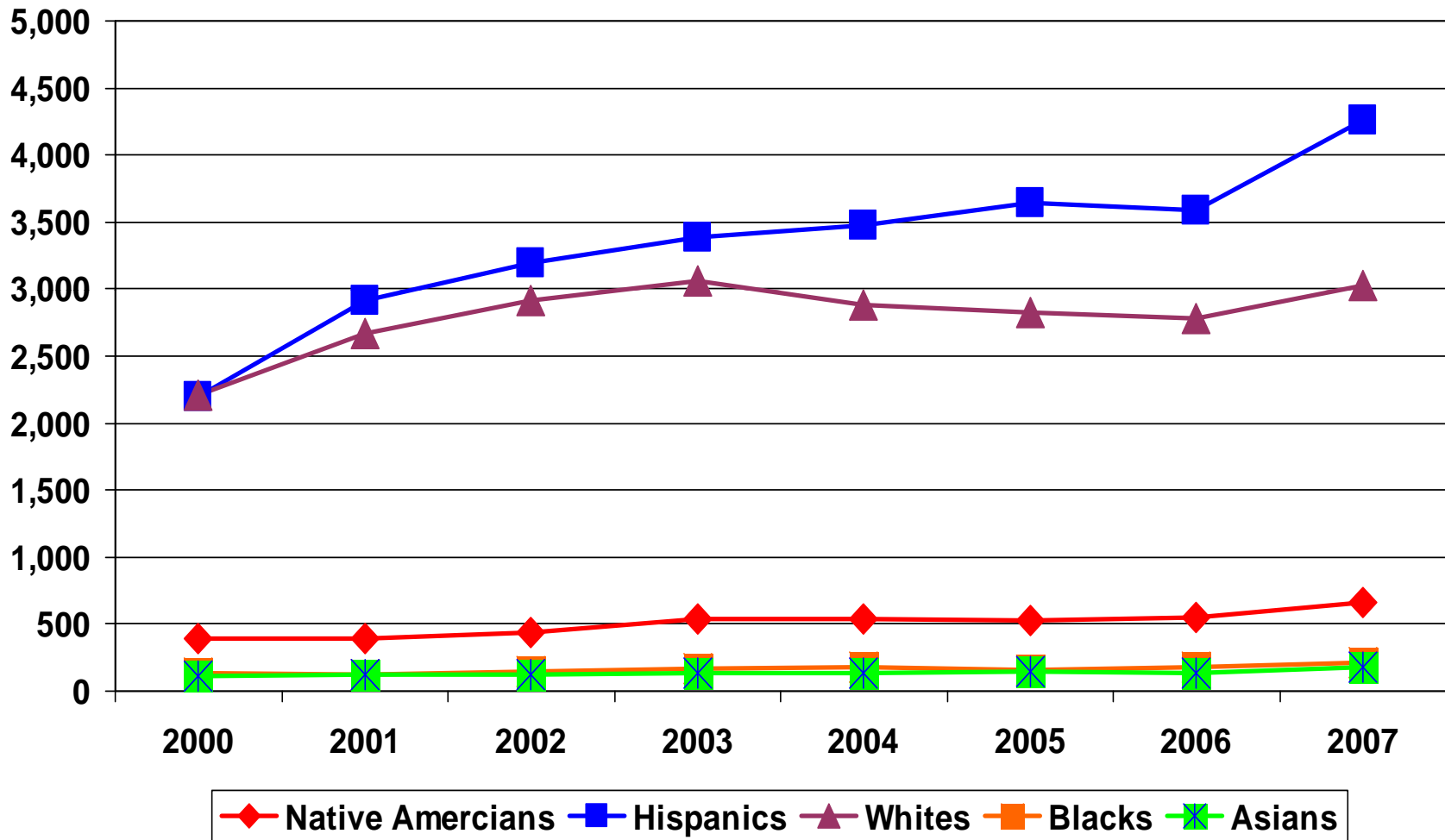


# Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Ethnicity, 2000 – 2007

(n=number of students included in study)

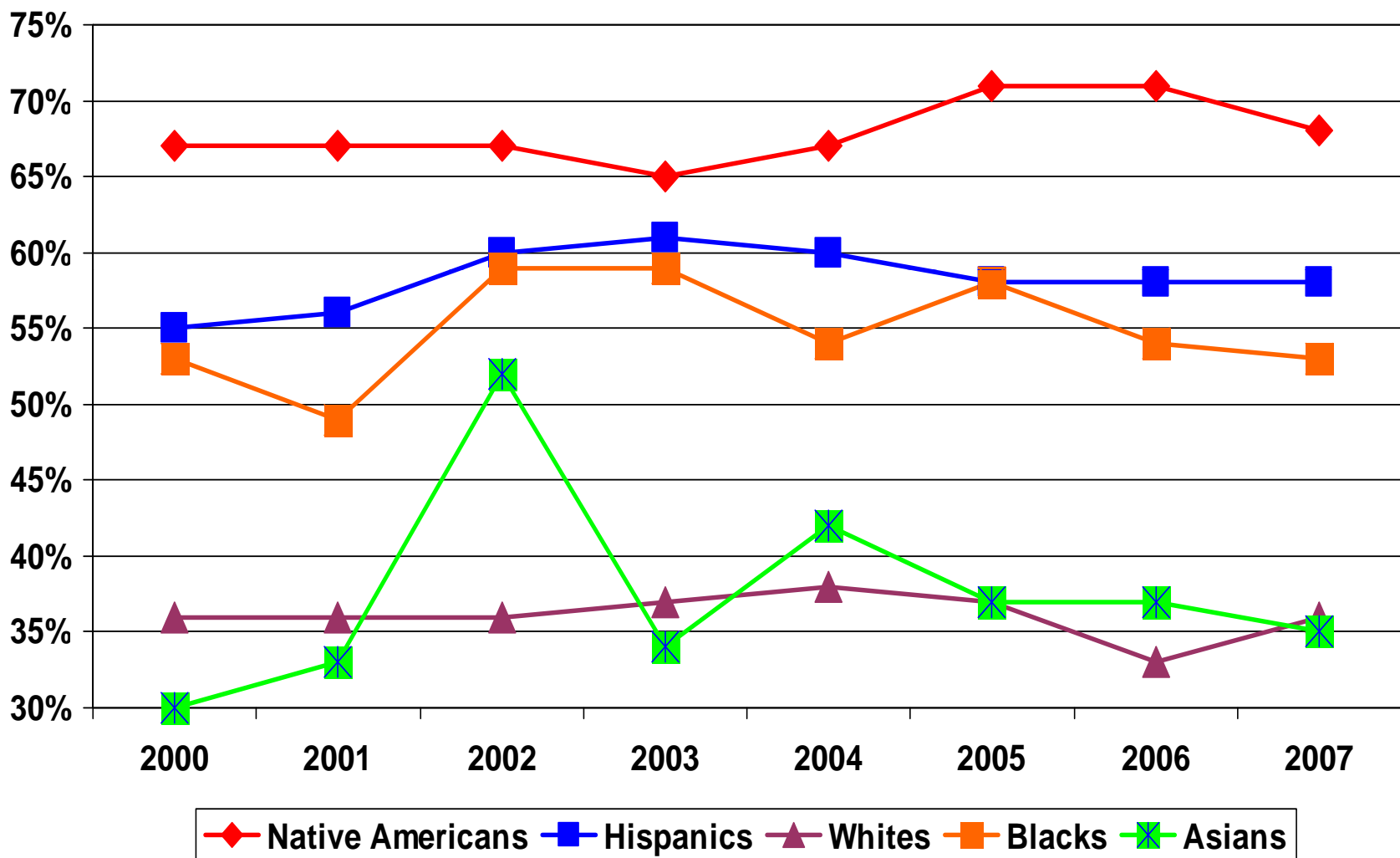
	2000	2001	2002	2003	2004	2005	2006	2007
<b>Native American</b>	(n=394)	(n=395)	(n=438)	(n=539)	(n=540)	(n=526)	(n=544)	(n=656)
	67%	67%	67%	65%	67%	71%	71%	68%
<b>Hispanics</b>	(n=2,197)	(n=2,928)	(n=3,201)	(n=3,397)	(n=3,488)	(n=3,640)	(n=3,589)	(n=4,265)
	55%	56%	60%	61%	60%	58%	58%	58%
<b>Whites</b>	(n=2,206)	(n=2,670)	(n=2,923)	(n=3,061)	(n=2,897)	(n=2,820)	(n=2,785)	(n=3,026)
	36%	36%	36%	37%	38%	37%	33%	35%
<b>Blacks</b>	(n=139)	(n=123)	(n=149)	(n=168)	(n=181)	(n=153)	(n=180)	(n=210)
	53%	49%	59%	59%	54%	58%	54%	54%
<b>Asians</b>	(n=117)	(n=118)	(n=121)	(n=140)	(n=140)	(n=142)	(n=137)	(n=179)
	30%	33%	52%	34%	42%	37%	43%	35%

# Number Of New Mexico Public High School Graduates Included In The Study By Ethnicity: 2000 - 2007



Note: Data does not include charter schools or alternative schools

# Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Ethnicity, 2000 - 2007



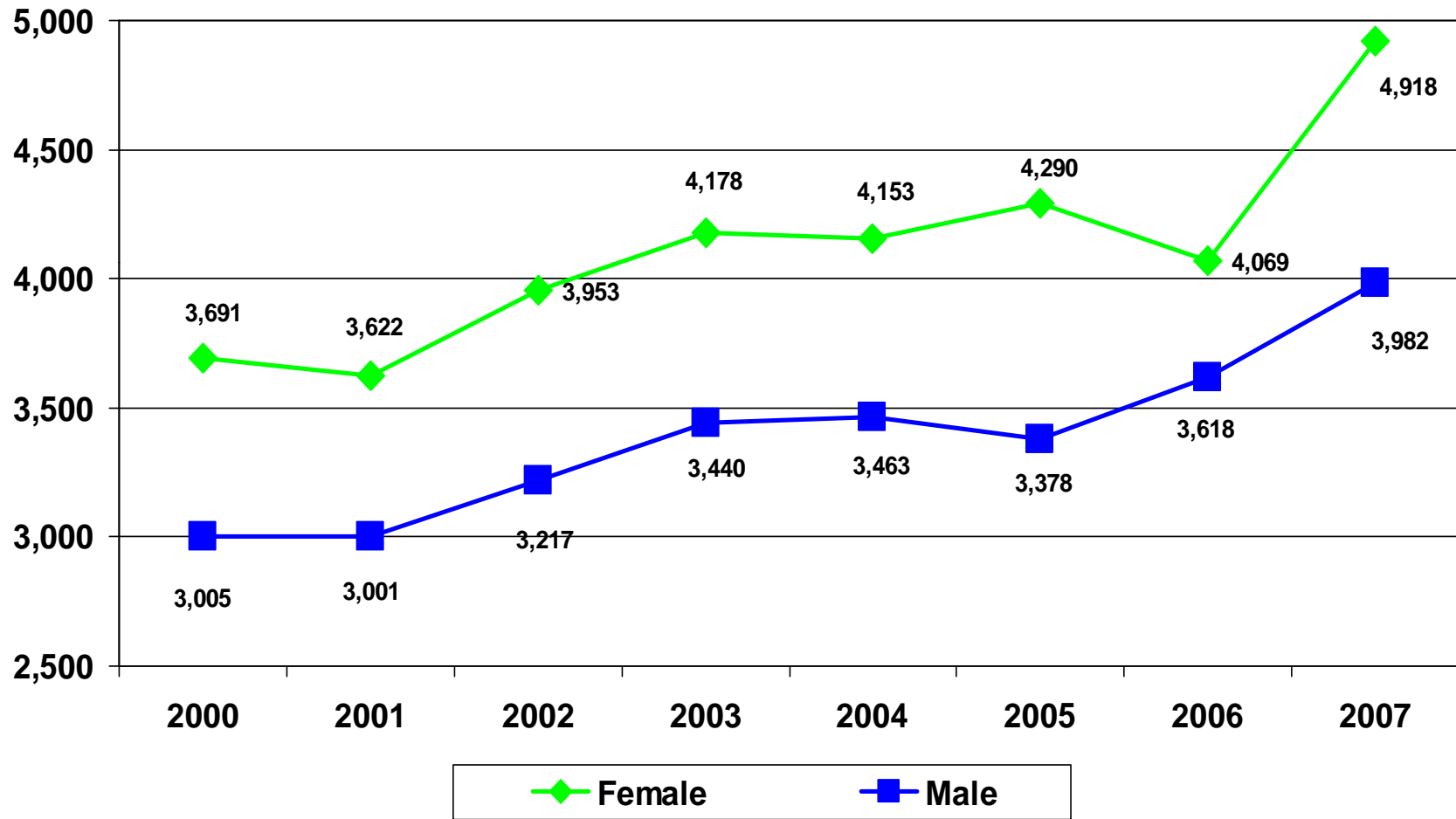
Note: Data does not include charter schools or alternative schools

## Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Gender, 2000 – 2007

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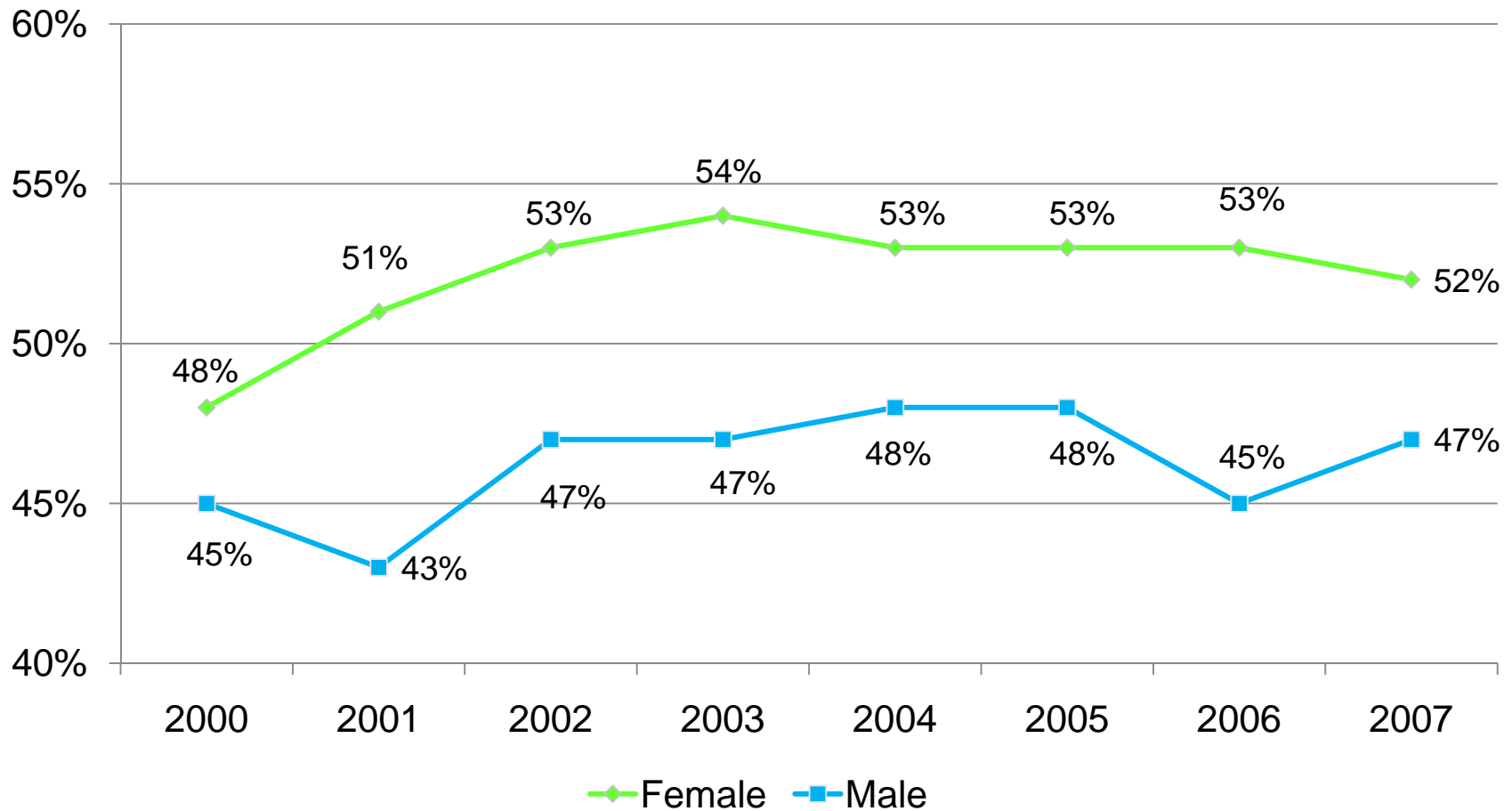
Gender	2000	2001	2002	2003	2004	2005	2006	2007
Female	(n=3,691)	(n=3,622)	(n=3,953)	(n=4,178)	(n=4,153)	(n=4,290)	(n=4,069)	(n=4,918)
	48%	51%	53%	54%	53%	53%	53%	52%
Male	(n=3,005)	(n=3,001)	(n=3,217)	(n=3,440)	(n=3,463)	(n=3,378)	(n=3,618)	(n=3,982)
	45%	43%	47%	47%	48%	48%	45%	47%

# Number Of New Mexico Public High School Graduates Included In The Study By Gender, 2000 - 2007



Note: Data does not include charter schools or alternative schools

# Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Gender, 2000 - 2007



## The Relationship Between The New Mexico Standards Based Assessment (NMSBA) And The Need For College Remediation

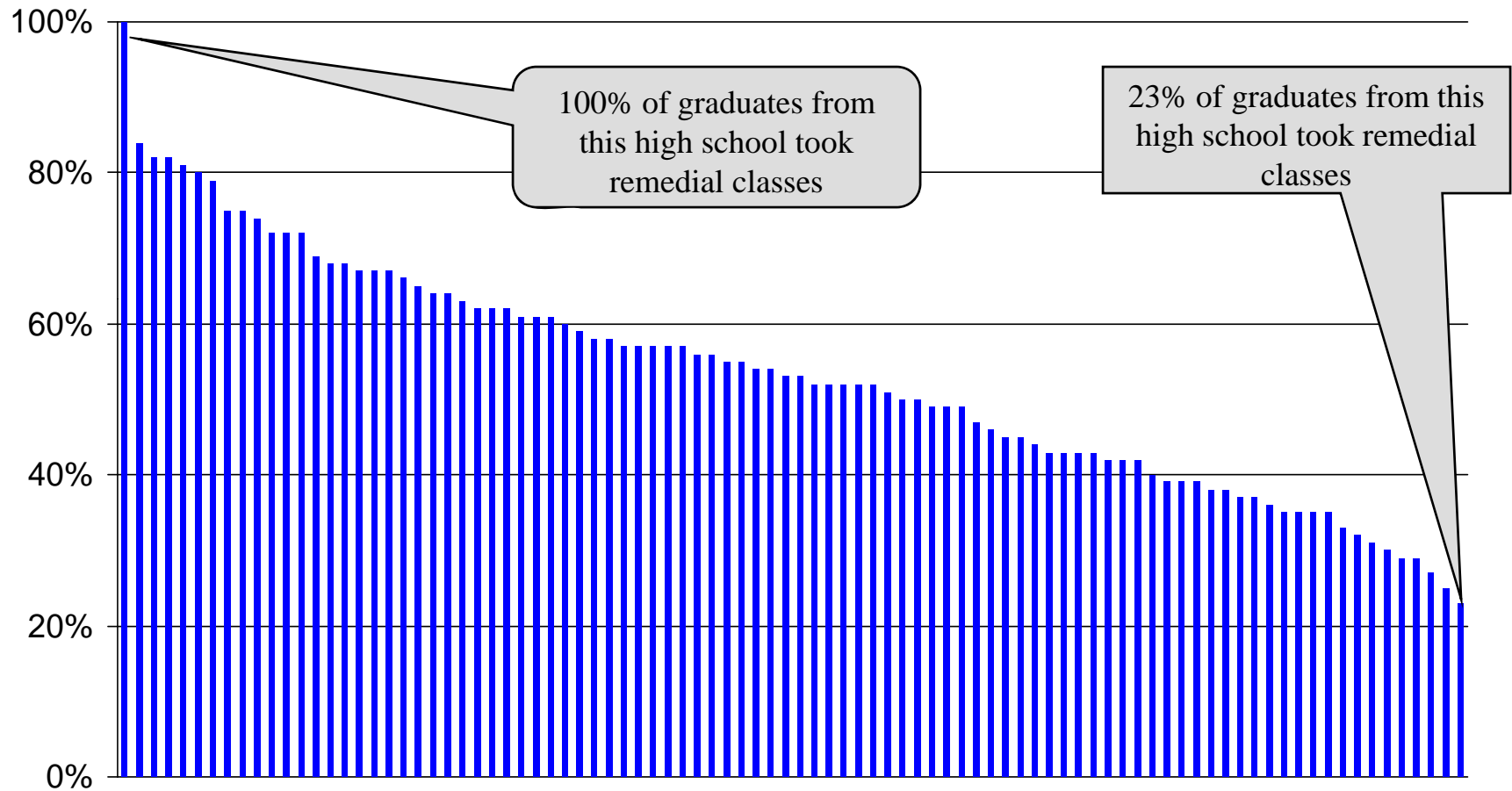
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- ▶ Both the 2007 and 2008 Ready For College reports examined the relationship between the NMSBA that students take in high school and the need for remediation. These analyses are important because they provide information on the alignment between how students are assessed in public schools and how they are assessed in higher education.
- ▶ The results for both 2007 and 2008 reveal significant ( $p < .01$ ) correlations between NMSBA performance in reading and math assessments in high school and remediation rates in college. This means that, overall, as the percentage of high school students meeting proficiency on the NMSBA increases, the percentage of high school graduates requiring remediation in college decreases.
- ▶ These results are positive because they indicate that achieving proficiency on the public school assessments is related to readiness for college.
- ▶ The high school redesign initiatives passed in 2007 and 2008 included refining the ways students are assessed in high schools. The traditional 9th grade assessments and high school competency exam will be replaced with a set of exams that assess student readiness for high school, college, and the workplace. Once these new assessments are in place, it is important to conduct similar analyses to ensure strong alignment between the new ways students are assessed in high schools and how they are assessed in higher education.

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# A Closer Look At The Remediation Rates of New Mexico's Public High School Graduates

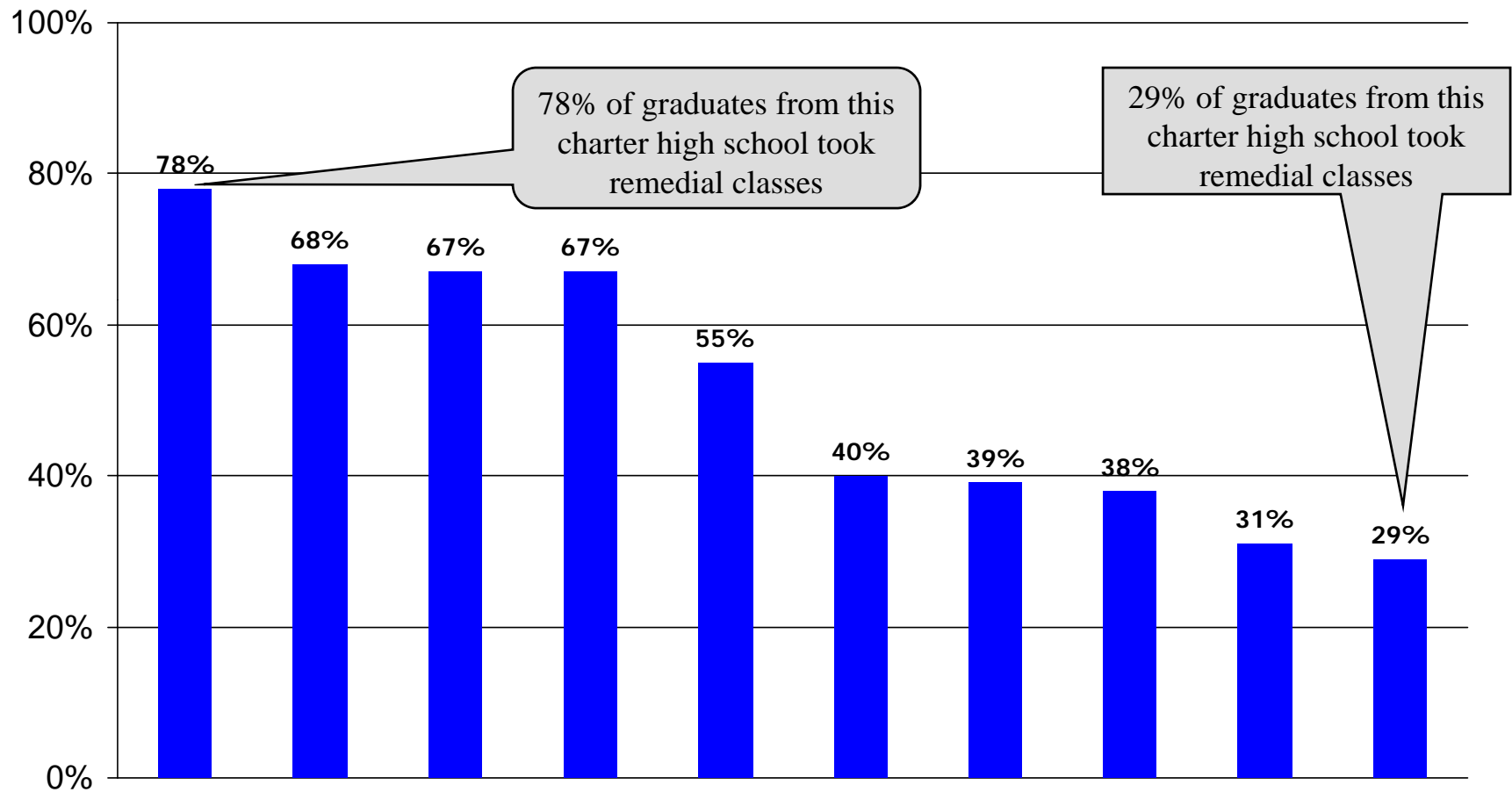
# Percent of Public High School Graduates Taking Math And/Or Reading Courses In College By High School: 2007



**New Mexico's Public High Schools Ranked From High To Low Percentages (n=92)**

Note: Data does not include charter schools or alternative schools and public high schools with less than 10 students included in this study.

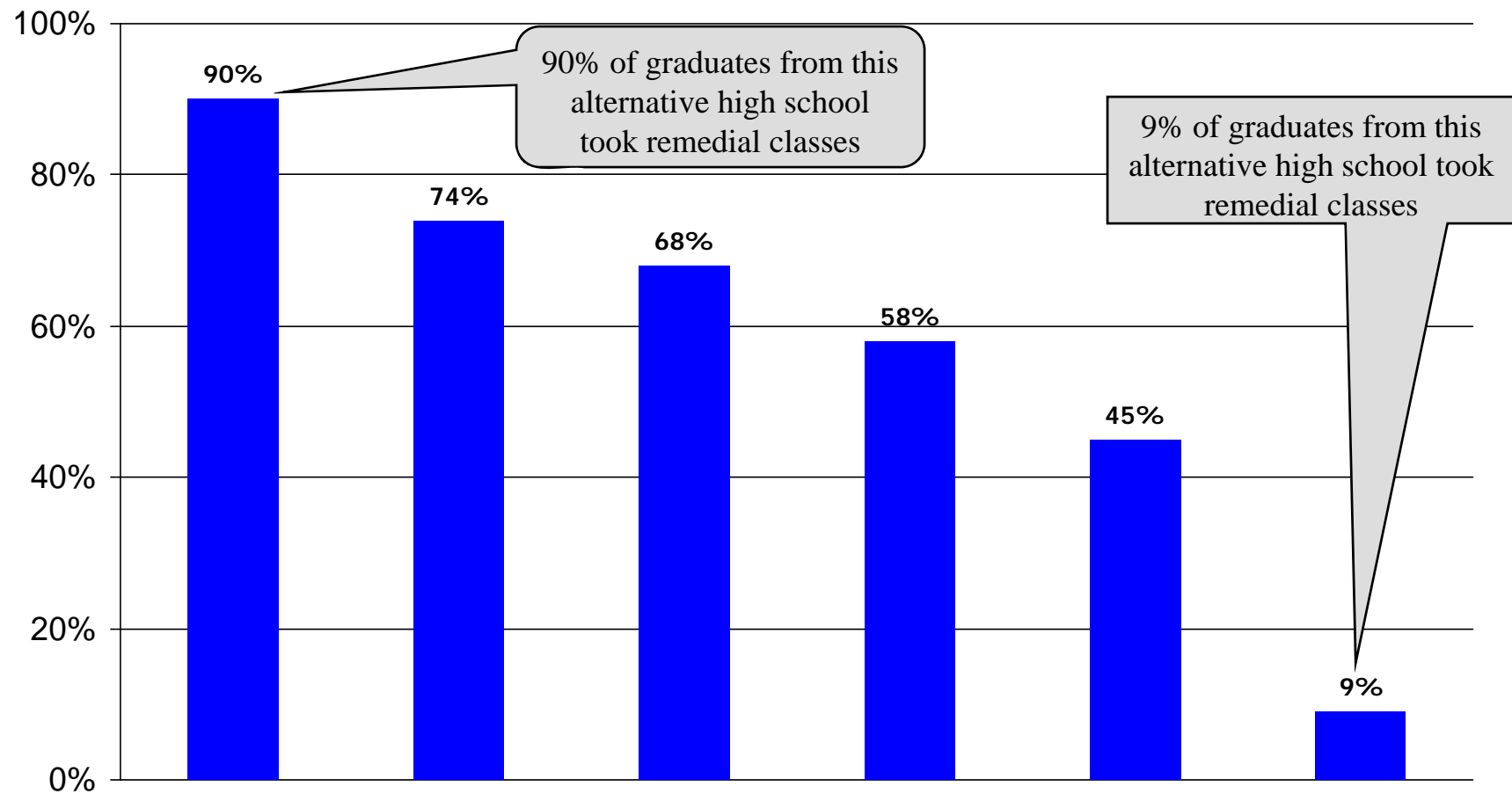
# Percent of Public Charter High School Graduates Taking Math And/Or Reading Courses In College By High School: 2007



**New Mexico's Public Charter High Schools Ranked From High To Low Percentages (n=10)**

Note: Data does not include public high schools or alternative schools and public charter schools with less than 10 students included in this study.

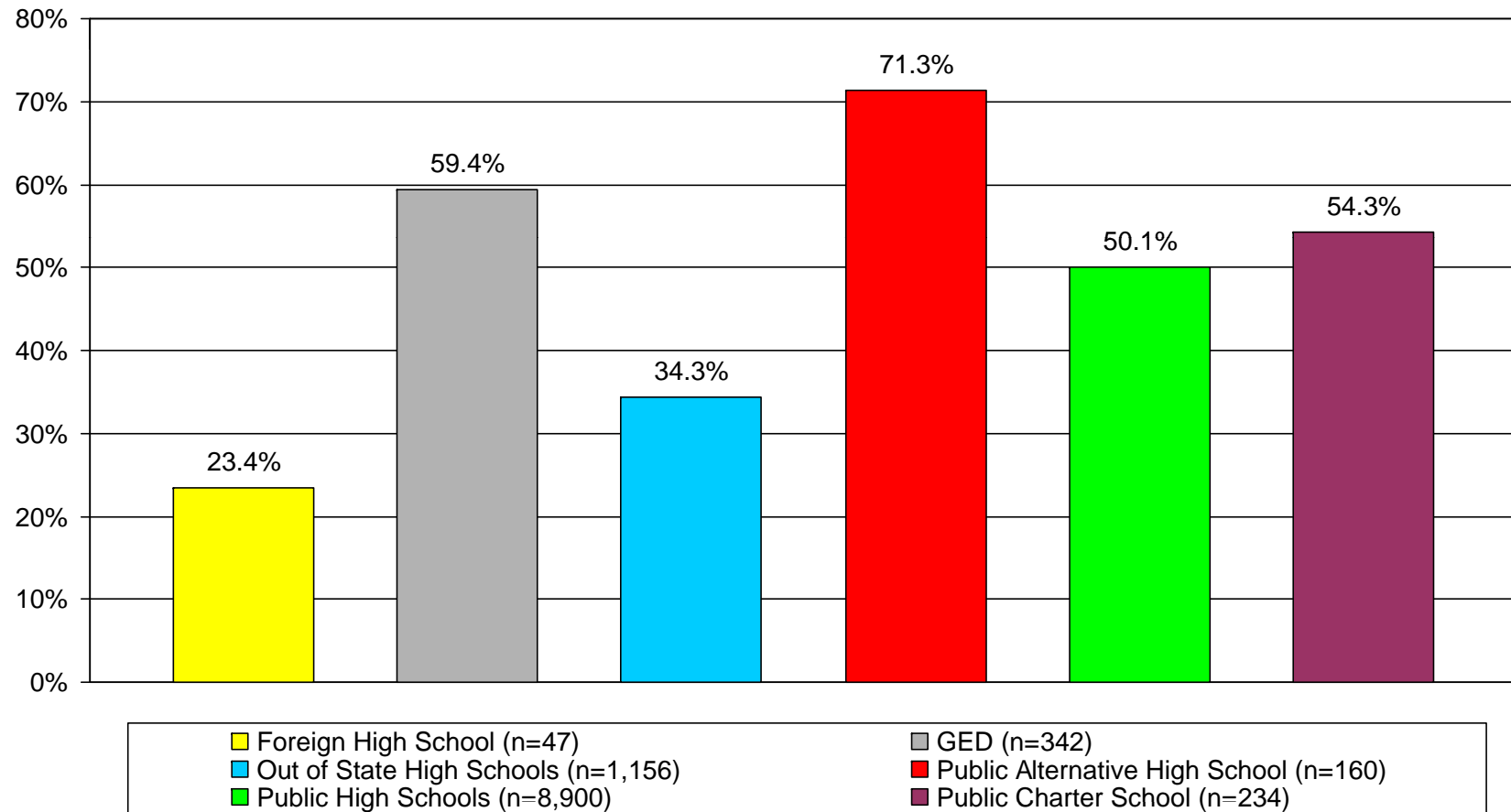
## Percent of Public Alternative High School Graduates Taking Math And/OR Reading Courses In College By High School: 2007



**New Mexico's Public Alternative High Schools Ranked From High To Low Percentages  
(n=6)**

# Percent of High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges By Type Of High School: 2007

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# Trend Data For New Mexico's Public High Schools (Including Charter and Alternative High Schools) Are Included In The Appendix

Please Note That Data For High Schools With Less Than 10 High School Graduates A Year Included In This Study Have Been Removed To Protect Student Confidentiality.

High Schools Interested In These Data May Contact The Office Of Education Accountability 505-476-1070

# Ready For College: The National Discussion

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Nationally, researchers, educators, and policy-makers are focusing on ways to improve the transition between high school and higher education. Conley (2007), for example, argues that we should broaden the definition of college readiness from our current measures including high school grade point averages (GPA), scholastic tests (ACT, SAT), and remedial education to a more comprehensive definition that includes:

- Habits of mind (analysis, interpretation, precision and accuracy, problem solving, and reasoning);
- Overarching academic skills (writing and research);
- Core academic skills (English, math, science, social studies, world languages, the arts);
- Academic behaviors (self-monitoring skills, time management and study skills);
- College knowledge (college admissions, applications processes, tuition costs, financial aid, placement requirements, testing and standards, and college norms and culture).

Conley (2007) argues that a more comprehensive definition of college readiness might provide educators, students, parents and others with more effective ways to evaluate and strengthen college preparation programs in high school and the coursework and support systems offered in college.

Conley, D. T. (2007) Toward a more comprehensive conception of college readiness. Eugene, OR:  
Educational Policy Improvement Center

# Ready For College: The National Discussion (Continued)

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Bottoms (2006) identifies ten “best practice” strategies gathered from an SREB report on High Schools That Work. New Mexico has begun to implement many of these strategies:

1. Set up a state accountability system that encourages schools to take responsibility for increasing the achievement and graduation rates of all students.
2. Get students ready for challenging high school studies should be a primary mission of middle grade education.
3. Focus attention on the middle grades to ninth-grade transition.
4. Require all students to complete a solid academic core.
5. Have students take additional academic courses in mathematics and science or humanities beyond the required core or complete a planned sequence of courses in career field.
6. Create partnerships with employers, community and technical colleges and shared-time career/technical centers to provide students access to high-quality career/technical studies in high-demand fields.
7. Require schools to develop an extra-help system to provide recovery when students fail a grade or course and to help them pass high-stakes exams.
8. Make full use of the senior year to get students ready to graduate and prepared for their next step.
9. Develop a special emphasis on the lowest-performing high schools in the state, including those with the lowest achievement and the lowest high school completion rates. (*We would add those schools with the highest rates of college remediation*)
10. Develop teams of district and school leaders to help chronically low-performing, low completion-rate high schools.

Bottoms, G. (2006) Ten strategies for improving high school graduation rates and student achievement.  
Atlanta GA: Southern Regional Education Board

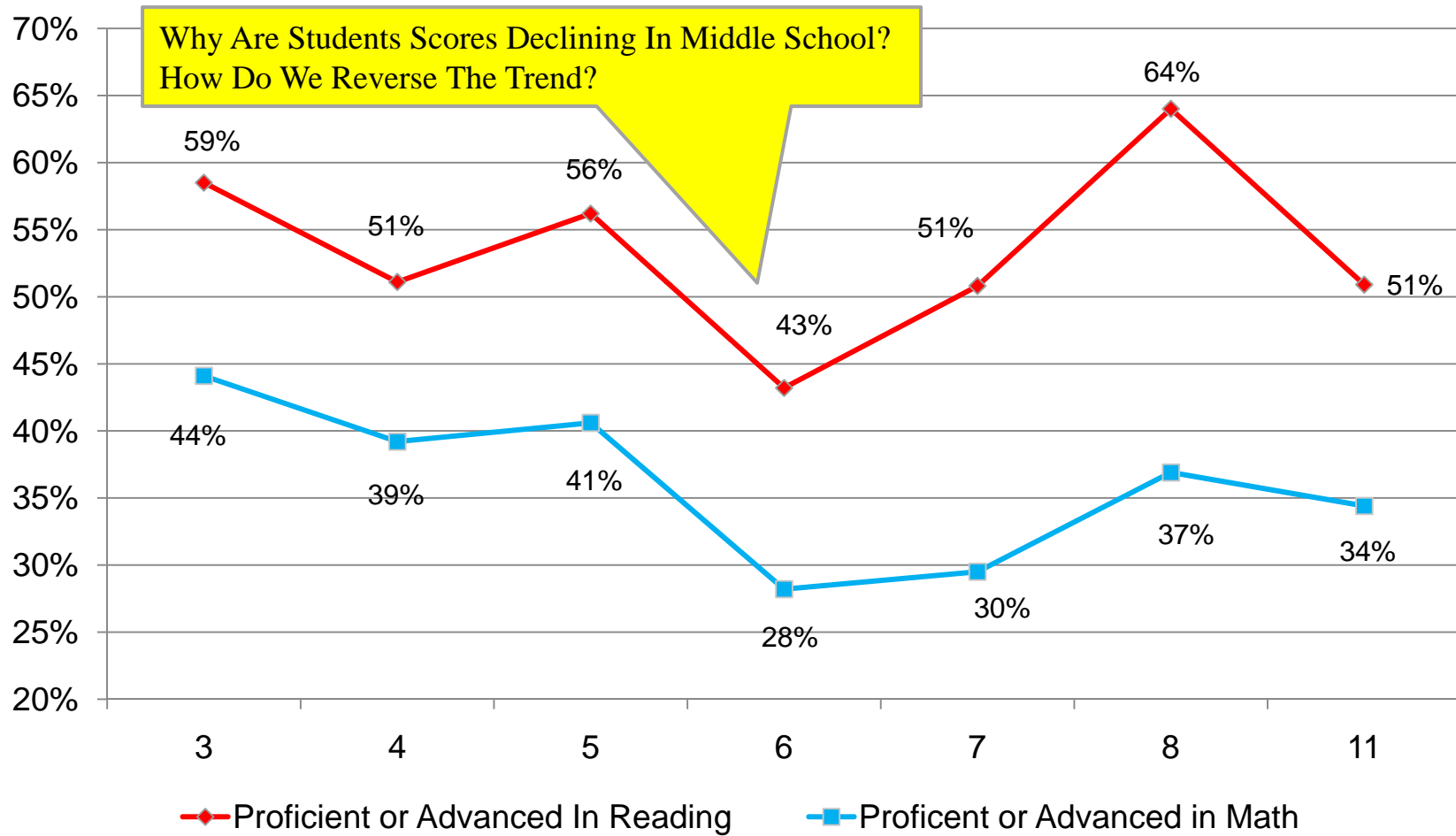
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# Ready For College: The National Discussion (Continued)

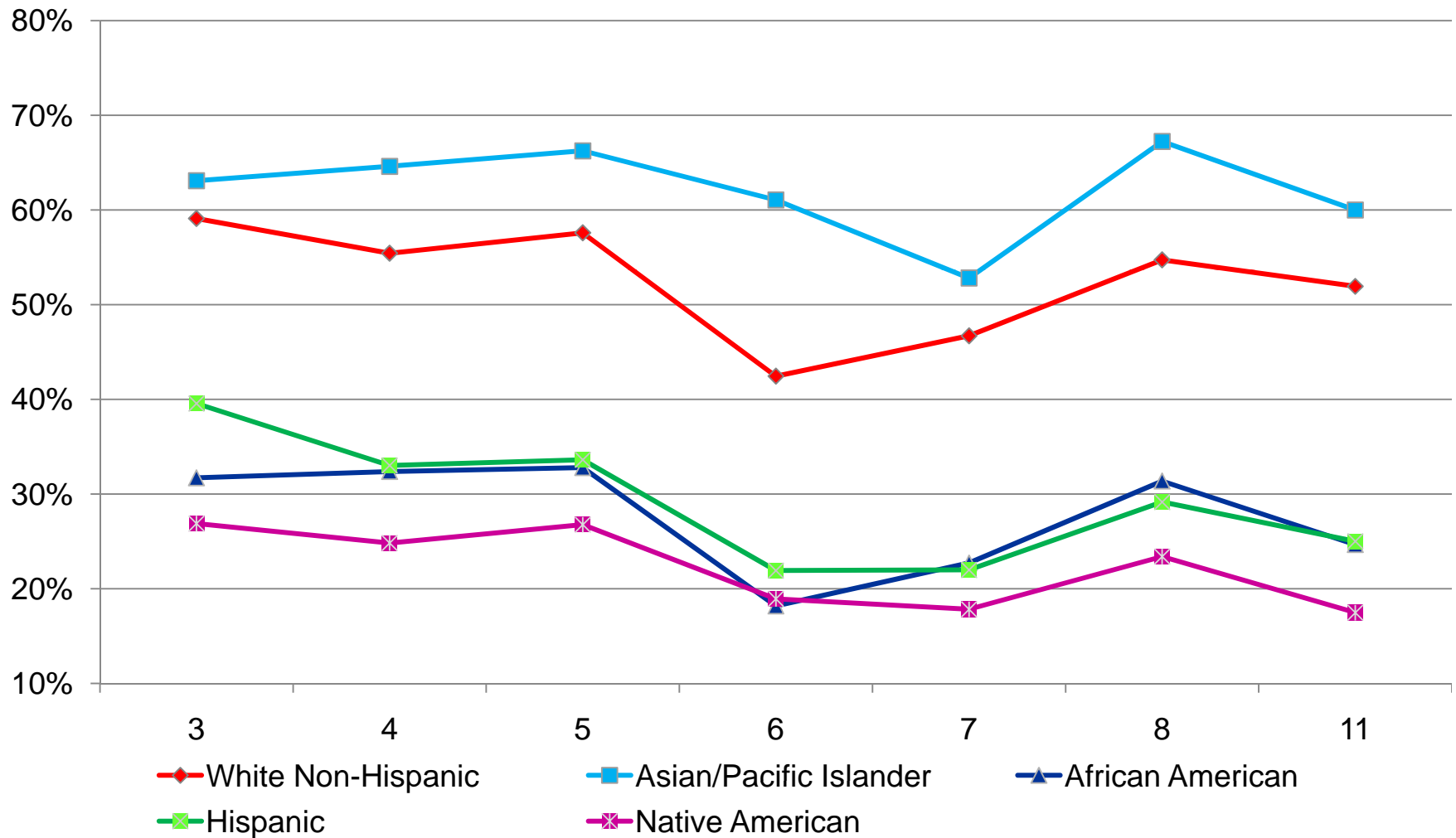
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Bottoms' (2006) recommendations to focus on middle school achievement and the transition to ninth grade is particularly relevant to New Mexico. The state is focusing on the transition point between high school and college. The decline in the percentage of public school students who score proficient or above on the New Mexico Standards Based Assessment (NMSBA) between elementary and middle school indicates that our state should also focus on middle school achievement. If we want to ensure that high school graduates are ready for college, then that preparation must begin in elementary and middle school.

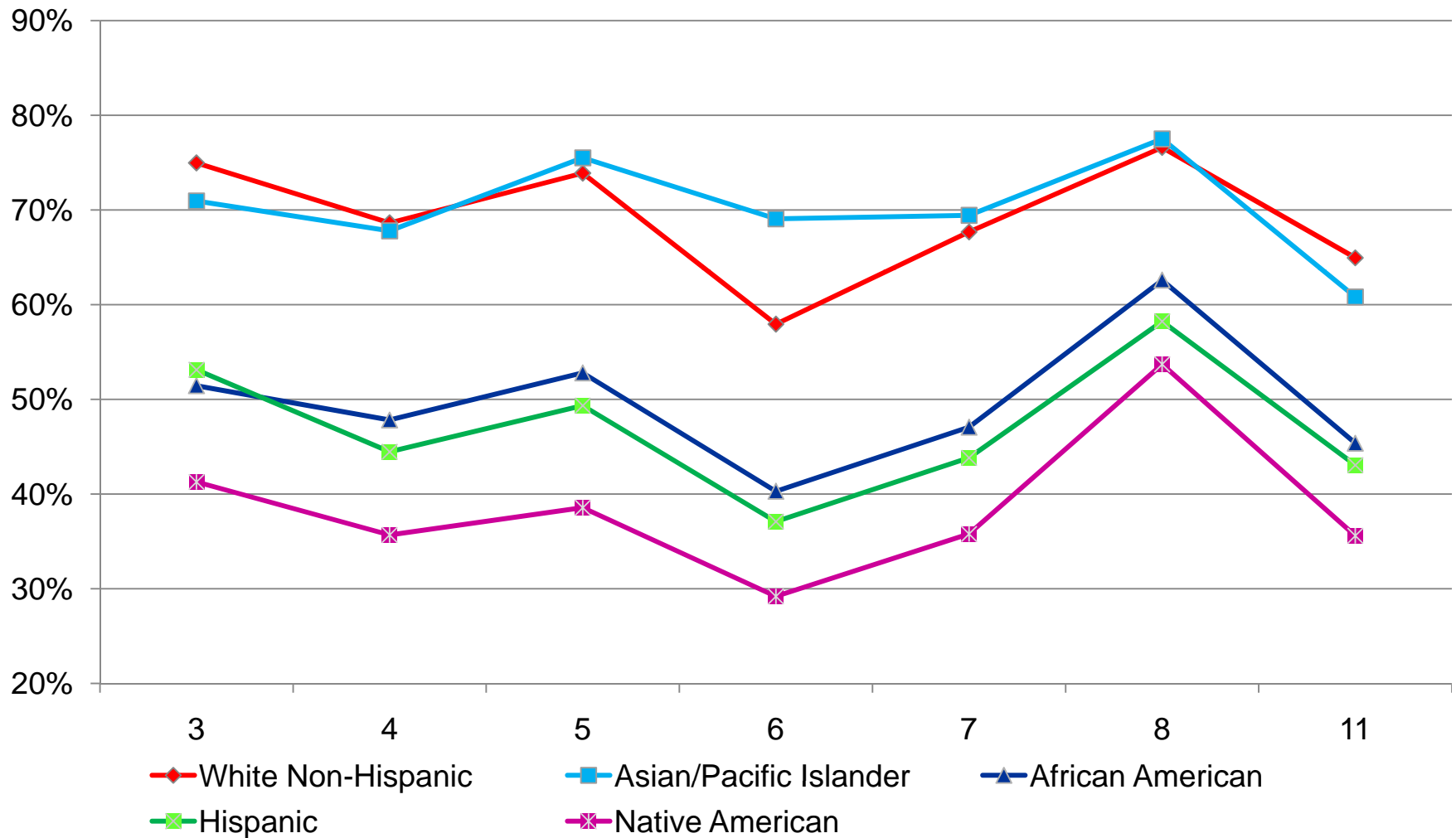
# Percentage of Public School Students Scoring At Or Above Proficient On 2007-2008 NMSBA in Math And Reading By Grade Level



# Percentage of Public School Students Scoring At Or Proficient On 2007-2008 NMSBA in Math By Ethnicity and By Grade Level



# Percentage of Public School Students Scoring At Or Proficient On 2007-2008 NMSBA in Reading By Ethnicity and By Grade Level



# What Does The Ready For College 2008 Report Tell Us?

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- ▶ New Mexico should continue its focus on ensuring that high school graduates are ready for college and the workplace. New Mexico ranked 9th in the nation for transitions and alignment between early childhood education, college readiness, and the economy and the workforce (Quality Counts, 2008).
- ▶ New Mexico should continue its focus on improving math and reading throughout the PreK – 20 system.
- ▶ The number of New Mexico high school graduates attending higher education in New Mexico is increasing.
- ▶ These data do NOT tell us about the impact of the high school redesign legislation that was passed during 2007 and 2008.

# New Mexico's High School Redesign Calendar

Most of the substantial legislative changes for high school will be implemented for high school students entering 9<sup>th</sup> grade in the 2009-2010 school year.

The current legislative changes are crucial long-term strategies, but what might be done now?

School Year (HS Grad in Spring; College Freshman in Fall)	2004-05 (HS Grad 05 College Freshman 05)	2005-06 (HS Grad 06 College Freshman 06)	2006-07 (HS Grad 07 College Freshman 07)	2007-08 (HS Grad 08 College Freshman 08)	2008-09	2009-10	2010-11	2011-12	2012-13
Ready For College Report	2006	2007	2008	2009	2010				
% of HS Graduates Taking Remedial Courses	50.4%	49.3%	50.1%	Available Summer 2009	Available Summer 2010	HS Freshman	HS Sophomore	HS Junior	HS Senior Graduate / College Freshman
Number of HS Graduates in Study	7,668	7,687	8,900	Available Summer 2009	Available Summer 2010				

# How Might The Results Of This Report Inform Policy?

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- ▶ New Mexico should have both short-term and long-term initiatives for ensuring that students graduate from high school ready for college.
  - ▶ The HS redesign legislation passed in 2007 and 2008 should be supported and implemented.
  - ▶ Additional initiatives to increase the conversations among high schools and colleges and universities should be examined.
  - ▶ SB 32: Requiring Public Post-Secondary Educational Institutions to Report Annually To Public High Schools On Freshman Year Outcomes of the Students From Those High Schools. This bill was introduced in 2008, but did not pass. We recommend that this bill be reintroduced and passed.
- ▶ New Mexico should begin to focus on improving student achievement in middle school as a way of improving student success in high school and beyond.
- ▶ New Mexicans should continue to refine the definition of “college readiness” and use that broader definition to improve the transition between high school and college.
- ▶ New Mexico should report detailed data on how successful students are once they have enrolled in higher education.
- ▶ New Mexico should gather detailed and longitudinal data on whether high school and college graduates are ready for work, particularly the kinds of work that are critical to New Mexico’s future.

# For More Information

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- ▶ The Office Of Education Accountability, New Mexico  
Department of Finance and Administration
  - Telephone: 505-476-1070
  - <http://education.nmdfa.state.nm.us>
- ▶ New Mexico Higher Education Department
  - Telephone: 505-476-6542
  - <http://www.hed.state.nm.us>
- ▶ New Mexico Public Education Department
  - Telephone: 505-827-5661
  - <http://www.ped.state.nm.us>