



ACHIEVEMENT DISTRIBUTIONS AND FISCAL INEQUALITY

IN NEW MEXICO PUBLIC SCHOOL DISTRICTS

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INTRODUCTION

Researchers, policymakers, taxpayers, and others have wondered whether “money matters” in the academic achievement of public school students—in other words, do the schools and districts that receive the most (in terms of financial resources) produce the most (in terms of measurable student achievement)? This issue is particularly pressing at the district level of performance, because districts are the recipients of state aid and the unit of analysis for determining whether state funding systems are adequate and/or equitable.

In an effort to explore whether “money matters” in New Mexico, this study analyzes the relationship between student achievement and fiscal resources among school districts. In considering these relationships, it is important to recognize that the cost of providing an adequate education may vary with the socioeconomic characteristics of the district, and that other factors may affect the relationship between achievement patterns and fiscal resources—that is, districts that serve higher percentages of students who face nonacademic barriers to high achievement (poverty, limited English language skills, etc.) require additional financial resources to “level the playing field” for their students. With that in mind, the study also includes socioeconomic characteristics of school districts and their communities in the analysis. Findings suggest that the distribution of financial resources throughout the state does in fact mirror the distribution of student achievement, and in ways that place school systems serving the most challenged student populations in the unenviable position of attempting to do more for their students with fewer resources available for use.

For this analysis, we computed a composite achievement index for each system by aggregating student-weighted performance on two consecutive years (2002-2003 and 2003-2004) of New Mexico’s standards-based (or criterion-referenced) reading and math assessments at grades 4 and 8. The index reported for each system reflects the total percentage of proficient or advanced student scores for that two year period. The research included all public, non-charter districts that were operational in the school year 2003-2004, a total of 89. Four of those 89 systems (House, Maxwell, Mosquero, and Vaughn) were excluded because they lacked achievement data (to protect student confidentiality, the state does not report achievement scores when the testing cohort includes fewer than 10 students). All data used in this study were provided by the New Mexico Department of Education, the National Center for Educational Statistics, and the U.S. Census Bureau and are available to the general public.

We first divided the 89 systems into two groups: those scoring at or above the state average on the composite achievement measure (high-achieving), and those scoring below state average (low-achieving). To determine the highest and lowest-achieving systems in the state, we then divided the low-achieving group into two sub-groups based on the student-weighted group average (with those systems below the student-weighted average comprising the lowest-achieving category) and the high-achieving group into two sub-groups based on the student-weighted group average (with those systems at or above the student-weighted average comprising the highest-achieving category). To allow for roughly equal sizes, the Albuquerque Public School System was excluded from the analyses. Based on its composite achievement index, Albuquerque ranks above the state average but below the average for the high-achieving category.

Results from comparisons between high-achieving and low-achieving districts suggest the presence of a relationship between funding levels and student academic outcomes in New Mexico. The same relationship was even more apparent in a comparison of highest- and lowest-achieving districts. As a means of further investigating the possibility that money matters—and more particularly, that money matters in raising the

achievement levels of students who face the greatest challenges, an additional comparison was conducted. We began by dividing districts at the state average for free and reduced meal rate into high-poverty and low-poverty groups. We then identified the districts with meal rates above the high-poverty group average to create a category for highest poverty. The highest poverty category was then divided at the average composite achievement score to create high-poverty/high-achieving and high-poverty/low-achieving. These two groups were then compared.

In an ancillary analysis, we compared districts participating in the ENLACE program (including the Northern NM and Southern NM programs, but excluding Albuquerque) with the state’s highest achieving districts.

HIGH-ACHIEVING DISTRICTS AND LOW-ACHIEVING DISTRICTS

We first considered the districts from the high achievement category in comparison with districts from the low achievement category. The picture that emerges from the comparison is one of districts that face greater socioeconomic barriers while operating with more limited fiscal and instructional resources, in spite of a heavier local tax burden (see tables 1-3).

Table 1. Demographic characteristics of districts with above- and below-average achievement

Districts	Students	Percent Rural	Percent American Indian Students	Percent Hispanic Students	Percent ELL students	Percent Free & Reduced lunch	Percent Households in Poverty	Percent adults with HS diploma	Median Household income
Above state average (n=43)	113,016	28%	6%	46%	11%	52%	16%	66%	\$31,756
Below state average (n=41)	118,688	40%	21%	57%	33%	70%	22%	60%	\$26,914

Table 2. Wealth and revenue characteristics of districts with above- and below-average achievement

Districts	Assessed valuation per pupil	Local revenue per pupil (general funds)	State revenue per pupil (general funds)	Total revenue per pupil (general funds) ¹	Federal revenue per pupil (general funds)	Debt Service Levy Rate	Educational Technology Debt Levy Rate	Total Non-commercial Levy Rate	Percent of bonding capacity in use
Above state average (n=43)	\$80,664	\$90	\$5,313	\$5,409	\$133	4.638	.472	7.558	61%
Below state average (n=41)	\$58,184	\$63	\$4,938	\$5,001	\$441	6.067	.545	9.013	63%

¹ This excludes federal revenues.

Table 3. Expenditures and resource characteristics of districts with above- and below-average achievement

Districts	Direct instructional expenditures per pupil	General Fund Capital expenditures per pupil	Student Transportation expenditures per pupil	Total GF expenditures per pupil	Average teacher's salary	Percent Teachers with masters degree	NM Training and Experience Index
Above state average (n=43)	\$3,325	\$29	\$316	\$5,956	\$39,450	41%	1.108
Below state average (n=41)	\$3,172	\$69	\$338	\$5,938	\$38,534	32%	1.081

In comparison with the 43 districts with above average achievement, the 41 districts with below average achievement have:

- Three times the rate of ELL students;
- 53% higher rate of students eligible for free and reduced meals;
- 37% higher rate of households living below the poverty level;
- 10% lower percentage of adults with a high school diploma; and
- a median household income that is \$4,842 lower.

They operate with the support of the following resources:

- \$22,480 per pupil less in assessed property valuation;
- \$27 (30%) per pupil less in local funds;
- \$375 per pupil less in state funds; and
- \$100 per pupil less in total revenue;

Their communities put forth the following levels of local tax effort:

- 24% higher levy rate for debt service;
- 13% higher levy rate for educational technology debt; and
- 16% higher total levy rate for residents;

They use the available resources to provide:

- nearly \$153 per pupil less in direct instructional expenditures;
- more than double the per pupil expenditure of general fund monies for capital projects;
- \$22 per pupil more in expenditures for student transportation;
- \$18 per pupil less in total expenditures;
- more than \$900 lower average teacher salary;
- 9% fewer teachers with graduate degrees

Composite achievement indices for these two groups were 57.64% (high-achieving) and 41.67% (low-achieving). It is evident from the above comparisons that these lower achieving districts face additional challenges and do so with fewer resources. Other findings include: (1) low-achieving districts are substantially more rural, (2) high-achieving districts have a substantially higher (14% higher) rate of students identified for special education services, an anomaly—typically, the correlation between poverty and special education populations is quite high, (3) low-wealth, low-achieving districts must spend more pupil on transportation (rural districts typically cover a larger area and often face substandard road conditions) and on general fund

capital expenditures (an indicator of unmet facilities needs and the necessary diversion of funds away from instructional programs).

HIGHEST-ACHIEVING DISTRICTS AND LOWEST-ACHIEVING DISTRICTS

We next compared the districts from the highest-achieving category with the districts from the lowest-achieving category (see tables 4-6). The contrasts here are even more pronounced.

Table 4. Demographic characteristics of highest-achieving and lowest-achieving districts

Districts	Students	Percent Rural	Percent American Indian Students	Percent Hispanic Students	Percent ELL students	Percent Free & Reduced lunch	Percent Households in Poverty	Percent adults with HS diploma	Median Household income
Highest achieving (n=23)	40,412	29%	2%	46%	6%	40%	13%	68%	\$32,661
Lowest achieving (n=20)	65,233	54%	35%	57%	43%	78%	27%	54%	\$25,745

Table 5. Wealth and revenue characteristics of highest-achieving and lowest-achieving districts

Districts	Assessed valuation per pupil	Local revenue per pupil (general funds)	State revenue per pupil (general funds)	Total revenue per pupil (general funds)	Federal revenue per pupil (general funds)	Debt Service Levy Rate	Educational Technology Debt Levy Rate	Total Non-commercial Levy Rate	Percent of bonding capacity in use
Highest achieving (n=23)	\$119,863	\$90	\$5,418	\$5557	\$284	3.827	.482	6.901	41%
Lowest achieving (n=20)	\$59,380	\$63	\$4,767	\$4,825	\$705	7.001	.963	10.099	87%

Table 6. Expenditures and resource characteristics of highest-achieving and lowest-achieving districts

Districts	Direct instructional expenditures per pupil	General Fund Capital expenditures per pupil	Student Transportation expenditures per pupil	Total GF expenditures per pupil	Average teacher's salary	Percent Teachers with masters degree	NM Training and Experience Index
Highest achieving (n=23)	\$3,464	\$60	\$335	\$6,297	\$41,442	48%	1.132
Lowest achieving (n=20)	\$3,146	\$92	\$362	\$6,035	\$39,066	31%	1.081

In comparison with the 23 highest-achieving districts, the 20 lowest-achieving districts have:

- more than seven times the rate of ELL students;
- 95% higher rate of students eligible for free and reduced meals;
- more than twice the rate of households living below the poverty level;
- twice the rate of school-age children living in poverty;
- 21% lower percentage of adults with a high school diploma;
- half the rate of adults with four year college degrees; and
- a median household income that is \$6,916 lower.

They operate with the support of the following resources:

- \$60,483 per pupil less in assessed property valuation;
- \$27 (30%) per pupil less in local funds;
- \$651 per pupil less in state funds; and
- \$311 per pupil less in total revenue.

Their communities put forth the following levels of local tax effort:

- 83% higher levy rate for debt service;
- 100% higher levy rate for educational technology debt; and
- 59% higher total levy rate for residents.

They use the available resources to provide:

- nearly \$318 per pupil less in direct instructional expenditures;
- 50% more per pupil expenditure of general fund monies for capital projects;
- \$22 per pupil more in expenditures for student transportation;
- \$262 per pupil less in total expenditures;
- more than \$2,376 lower average teacher salary;
- 17% fewer teachers with graduate degrees.

Composite achievement indices for these two groups were 64.53% (highest-achieving) and 36.62% (lowest-achieving). The disparities between these two groups in terms of the challenges faced and the resources available are even greater than in the earlier comparison.

HIGH-POVERTY HIGH-ACHIEVING DISTRICTS AND HIGH-POVERTY LOW-ACHIEVING DISTRICTS

As a way of investigating whether funding levels make a difference in raising achievement levels among the most challenged populations, we next compared high-achieving and low-achieving districts from among the 30 highest poverty districts in the state.

Table 7. Demographic characteristics of high-poverty/high-achieving and high-poverty/low-achieving districts

Districts	Students	Percent Rural	Percent American Indian Students	Percent Hispanic Students	Percent ELL students	Percent Free & Reduced lunch	Percent Households in Poverty	Percent adults with HS diploma	Median Household income
High poverty/high achieving (n=19)	17,688	55%	10%	73%	34%	78%	22%	63%	\$26,734
High poverty/low achieving (n=11)	40,207	49%	28%	63%	51%	81%	28%	52%	\$23,455

Table 8. Wealth and revenue characteristics of high-poverty/high-achieving and high-poverty/low-achieving districts

Districts	Assessed valuation per pupil	Local revenue per pupil (general funds)	State revenue per pupil (general funds)	Total revenue per pupil (general funds)	Federal revenue per pupil (general funds)	Debt Service Levy Rate	Educational Technology Debt Levy Rate	Total Non-Commercial Levy Rate	Percent of bonding capacity in use
High poverty/high achieving (n=19)	\$110,024	\$69	\$6,424	\$6,498	\$223	5.526	.274	7.785	56%
High poverty/low achieving (n=11)	\$60,997	\$65	\$4,795	\$4,862	\$613	7.337	1.435	11.034	89%

Table 9. Expenditures and resource characteristics of high-poverty/high-achieving and high-poverty/low-achieving districts

Districts	Direct instructional expenditures per pupil	Instructional support expenditures per pupil	General Fund Capital expenditures per pupil	Total GF expenditures per pupil	Average teacher's salary	Percent Teachers with masters degree	NM Training and Experience Index
High poverty/high achieving (n=19)	\$3,707	\$1,450	\$62	\$7,320	\$39,419	40%	1.119
High poverty/low achieving (n=11)	\$3,138	\$1,167	\$97	\$5,961	\$39,907	31%	1.089

In comparison with the 19 high-poverty/high-achieving districts, the 11 high-poverty/low-achieving districts have:

- 50% higher rate of ELL students;
- 4% higher rate of students eligible for free and reduced meals;

- 27% higher rate of households living below the poverty level;
- 31% higher rate of school-age children living in poverty;
- 17% lower percentage of adults with a high school diploma;
- 50% lower rate of adults with four year college degrees; and
- a median household income that is \$3,279 lower.

They operate with the support of the following resources:

- \$49,027 per pupil less in assessed property valuation;
- \$4 per pupil less in local funds;
- \$1,629 (25%) per pupil less in state funds; and
- \$1,246 (19%) per pupil less in total revenue;

Their communities put forth the following levels of local tax effort:

- 33% higher levy rate for debt service;
- 81% higher levy rate for educational technology debt; and
- 42% higher total levy rate for residents;

They use the available resources to provide:

- \$569 per pupil less in direct instructional expenditures;
- \$283 per pupil less in instructional support expenditures;
- 56% more per pupil expenditure of general fund monies for capital projects;
- \$1,359 per pupil less in total expenditures; and
- 9% fewer teachers with graduate degrees.

Composite achievement indices for these two groups were 45.96% (high-poverty/high-achieving) and 37.21% (high-poverty/low-achieving). The highest achieving district among the high-poverty districts produced a composite achievement index of 64.00, nearly equal to that of the highest-achieving districts in the state at large (the 23 highest districts had a combined index of 64.53). Seven other districts from the highest poverty category scored above the average for the state at large and are considered to be high-achieving. Clearly, some NM school districts that face serious socioeconomic challenges are able to get the job done of raising student achievement levels. Others fall well short, however. Districts in the high-poverty/low-achieving category have the lowest achievement levels of all groups included in these analyses, and demonstrate the SES achievement gaps in New Mexico most vividly. What makes the difference in the achievement levels of these high poverty schools? Resources apparently play a sizable role—disparity in state revenue per pupil, in total revenue per pupil, and in total general fund expenditures per pupil is more extreme here than in any other comparison. Another obvious difference is district size—the high-achieving districts in this category have an average enrollment of 931, while the low-achieving districts have an average enrollment of 3,655. A sizable literature² reports that smaller district size benefits student achievement, most particularly among impoverished students and students of color.

ENLACE DISTRICTS

This section of the report considers the characteristics of districts in which NM ENLACE programs operate, and compares them with districts that are “highest-achieving” under the current NM assessment system.

The three ENLACE programs—Northern NM ENLACE, Southern NM ENLACE, and ENLACE in ABQ—take different approaches to the work of increasing educational excellence and opportunity for

² see <http://www.ruraledu.org/rpm/rpm604d.htm> for a summary of the relevant studies.

Hispanic youth and bringing about positive change in the state’s system of public education. They each operate within the context of individual districts, however, suggesting the relevance of investigating district characteristics that might facilitate or impede overall academic achievement. The purpose in this investigation is to identify the characteristics of policy contexts that appear to be most effective, and to offer recommendations for creating and maintaining those same policy contexts for other districts, including ones that participate in ENLACE programs.

Table 10. Demographic characteristics of NM ENLACE districts and highest achieving districts

Districts	Students	Percent Hispanic Students	Percent ELL students	Percent IEP students	Percent Free & Reduced lunch	Percent adults with HS diploma	Median Household income
NM ENLACE districts ³	58,496	77%	34%	19%	67%	64%	\$29,556
Highest achieving districts	40,412	38%	6%	21%	40%	68%	\$32,662

Table 11. Wealth and revenue characteristics of districts with above- and below-average achievement

Districts	Assessed valuation per pupil	Local revenue per pupil (general funds)	State revenue per pupil (general funds)	Federal revenue per pupil (general funds)	Adj. Total revenue per pupil (general funds)	Debt Service Levy Rate	Total Non-commercial Levy Rate
NM ENLACE districts	\$108,994	\$53	\$5,079	\$29	\$5,154	7.995	11.262
Highest achieving districts	\$119,242	\$138	\$5,418	\$284	\$5,841	3.827	6.901

Table 12. Expenditures and resource characteristics of districts with above- and below-average achievement

Districts	Direct instructional expenditures per pupil	Total GF expenditures per pupil	Total debt service expenditures per pupil	Percent teachers with advanced degree	Average years teaching experience	Average teachers salary	Student: Teacher ratio	Student: Librarian Ratio
NM ENLACE districts	\$3,082	\$5,581	\$577	36%	9	\$39,066	15.6:1	1,741 : 1
Highest achieving districts	\$3,463	\$6,296	\$411	48%	13	\$41,442	15.4:1	1,018 : 1

³ The category *NM ENLACE districts* includes Espanola, Gadsden, Hatch Valley, Las Cruces, Las Vegas City, and Santa Fe. The category excludes Albuquerque. The large enrollment size of the ABQ district would skew the results of the investigation, making it impossible to describe the contexts other districts in any useful way.

In comparison with New Mexico's highest achieving districts, ENLACE districts operate within the following demographic contexts:

- More than twice the percentage of Hispanic students;
- More than 5 times the rate of English Language Learners;
- 42% higher poverty (based on subsidized meals rate);
- fewer adults with high school diplomas; and
- a median household income that is \$3,106 lower.

They operate with the support of the following resources:

- \$10,248 per pupil less in assessed property valuation;
- \$85 (62%) per pupil less in local funds;
- \$264 per pupil less in state funds;
- \$255 per pupil less in federal funds; and
- \$687 (12%) per pupil less in total revenue.

Their communities put forth the following levels of local tax effort:

- more than double the levy rate for debt service;
- more than 60% higher total levy rate for residents.

They use the available resources to provide:

- \$381 per pupil less in direct instructional expenditures;
- \$715 per pupil less in total expenditures;
- \$166 per pupil more in debt service payments;
- 25% fewer teachers with graduate degrees;
- 30% less experienced teaching staff;
- a student: librarian ratio that is more than 70% higher.

Composite achievement indices for these two groups were 65% (highest-achieving) and 45% (ENLACE districts). It is evident from the above comparisons that ENLACE districts face additional challenges to reaching high achievement levels for all students, and that they operate with fewer resources. Of particular note:

(1) ENLACE districts receive less per pupil in state and federal revenues, despite the fact that their local per pupil contribution is smaller (the distribution of state funds compounds inequity arising from local wealth rather than compensating for it).

(2) ENLACE districts tax themselves at substantially higher rates that nevertheless yield less revenue because of lower property values; moreover, of the money that is raised locally and received by the state, less goes directly toward meeting student needs because of the need to make payments toward existing debt.

(3) The highest-achieving districts are staffed with teachers who are more experienced, better prepared (in terms of advanced study), and better paid (\$41,442 average v. \$39,066 average).

(4) Student: teacher ratios are slightly lower in the highest-achieving districts. The difference between the two groups in terms of librarian: student ratio is quite dramatic, however. This is especially important when we consider that today's school libraries are generally *Library/Media Centers*, and are the center of technology in most schools, particularly at the high school levels. Innovative instructional programs involving technology (e.g., distance learning) depend upon quality equipment and facilities (often, housed in the library) and staff (often, the library/media center staff person). At elementary levels, librarians often provided important

reinforcement in the development and enhancement of reading skills, and introduce students to technological literacy.

(5) Highest-achieving districts have a slightly higher rate of students identified for special education services, an anomaly—typically, the correlation between poverty and special education populations is quite high. Under-identification of students eligible for special education services effectively results in lost federal funds (the ENLACE districts do in fact receive far less in federal dollars for special education instructional services) and lost opportunities for pedagogical expertise in addressing specific learning disabilities.

GENERAL CONCLUSIONS REGARDING DISTRIBUTIONS OF ACHIEVEMENT AND RESOURCES IN NM

Lower-achieving NM districts serve school populations with the highest concentrations of American Indian students, English Language Learners, and children in poverty. They operate in communities that have the highest poverty rates, highest unemployment rates, lowest adult educational attainment rates, and lowest per capita household income.

These districts require additional resources to “level the playing field” so that their students can reach the same levels of achievement as students in other districts. In actuality, they have less. High-achieving districts receive more local and state revenue with which to operate, and are able to spend more for instruction and less on expenditures that divert funds away from directly impacting student achievement.

In NM, low-achieving districts have considerably less local property wealth. Thus, in spite of the fact that low-achieving districts tax themselves at much higher rates, they are not able to generate as much local revenue as wealthier (and higher-achieving) districts. Exacerbating the problem, low-achieving low-wealth districts have far more of their local resource effort going toward debt relief than toward operating expenses or capital construction.

In most state funding mechanisms, state revenues serve the purpose of equalizing resource levels among districts that often vary considerably in terms of local property wealth. We can test this principle by calculating the bivariate correlation between state per pupil funding and local per pupil funding. Nationally, the correlation statistic is $-.186$, meaning that state funds to districts decrease by approximately 19 cents for every dollar of additional local revenue that is available. In NM, the correlation statistic is $.280$, meaning that state funds to districts increase by 28 cents for every dollar of additional local revenue. In short, the funding mechanism is compounding the disparity in funding created by variations in local wealth rather than alleviating it.

This distribution pattern is all the more important when we consider that NM’s school funding system is highly centralized, with 71.3% of operating funds coming from the state and only 14.9% coming from local sources (71.3% represents the 2nd highest reliance on state sources in the nation; 14.9% represents the 2nd lowest reliance on local sources in the nation). NM also relies heavily on federal funds to operate schools (13.8% of operating funds are from federal sources, 2nd highest in the nation and more than double the national average). The pattern of revenue distribution in NM would suggest that federal revenues serve the purpose of equalizing per pupil funding levels throughout the state.

When comparisons were made between ENLACE-participant districts and NM’s highest-achieving districts, the above patterns were again apparent (and, in some cases, even stronger). This finding suggests that the state policy context—particularly, through its distribution of resources—likely perpetuates inequalities in the distribution of achievement across the state (i.e., “achievement gaps”) and serves as a barrier to fully realizing the goals of ENLACE.

Figures 1-9 depict the comparisons discussed in the earlier sections.

Based on findings reported here, the following policy recommendations are offered as approaches to creating the kind of educational context that can maximize academic excellence and equity for NM's students:

1. **SCHOOL FUNDING.** The distribution of state funds to local school districts in NM is clearly inequitable. Leveling the playing field will require substantial changes in the mechanism for distributing state monies. Under the current system, those who face the greatest challenges to high academic achievement for all students receive fewer resources. Research⁴ suggests that adequate funding levels is crucial to providing the kinds of high quality learning experiences that address the needs of all students and close achievement gaps. Districts that serve students who enter school facing extraordinary challenges should receive not lower levels of resources (as currently) or even the same level of resources; they should in fact receive more.

Related to school funding, tax relief for overburdened local communities is needed. The irony is that many of the districts that do not have adequate funding are in fact taxing themselves at higher rates, largely to pay for past debts. Their extraordinary efforts thus do not directly benefit students.

2. **SCHOOL STAFFING.** Research⁵ also indicates that teacher quality is of paramount importance in closing achievement gaps and providing all students with high quality learning opportunities. Measures of teacher quality that were available for this study included experience levels and percentage of teachers with advanced degrees. Higher achieving districts in NM benefit from higher teacher quality, as evidenced by both measures. Programs to recruit and retain high quality teachers, and to provide high quality professional development opportunities for current teachers, is essential. Professional development opportunities that focus on cross-cultural teaching and learning is a recommendation that—while not directly supported by the data here—is more generally supported in the research literature on closing achievement gaps.⁶

Another policy issue related to staffing is the inequitable distribution of librarians. For reasons discussed earlier—reading instruction, technology, distance learning—librarians are crucial in today's schools. Students in low-achieving NM districts have less access to these professionals.

⁴ Carey, K. (2002). *Education funding and low-income children: A review of current research*. Washington, DC: Center on Budget and Policy Priorities. Retrieved July 1, 2004 from: <http://www.centeronbudget.org>.; Miller, 1999.

Miller, L. (1999). *Reaching the top: Report of the National Task Force on Minority High Achievement*. Princeton, NJ: The College Board. Retrieved July 1, 2004 from: http://www.collegeboard.com/repository/reachingthe_3952.pdf.

⁵ Haycock, K. (1998). Good teaching matters ... a lot: How well-qualified teachers can close the gap. *Thinking K-16*, 3(2).

Kober, N. (2001). *It takes more than testing: Closing the achievement gap*. Center on Education Policy. Retrieved June 6, 2004 from <http://www.ctredpol.org/improvingpublicschools/closingachievementgap.pdf>

⁶ North Carolina State Department of Public Education. (2000). *Closing the achievement gap: Views from nine schools*. Raleigh: Author.

Education Trust. (1999). *Dispelling the myth: High poverty schools exceeding expectations*. Washington, DC: Author.

Figure 1. Demographic characteristics of NM school districts, by student achievement levels

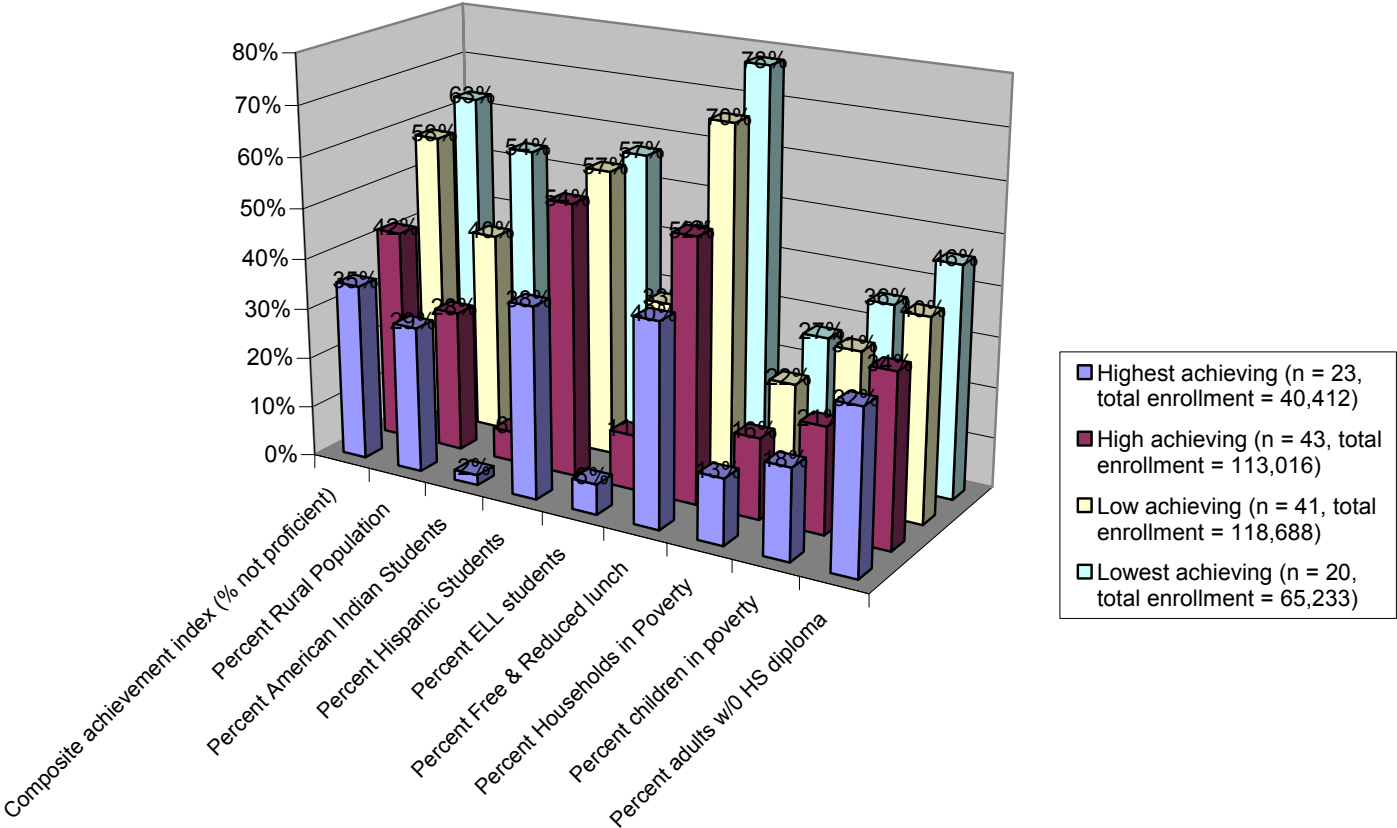


Figure 2. Wealth and revenue characteristics of NM school districts, by achievement levels

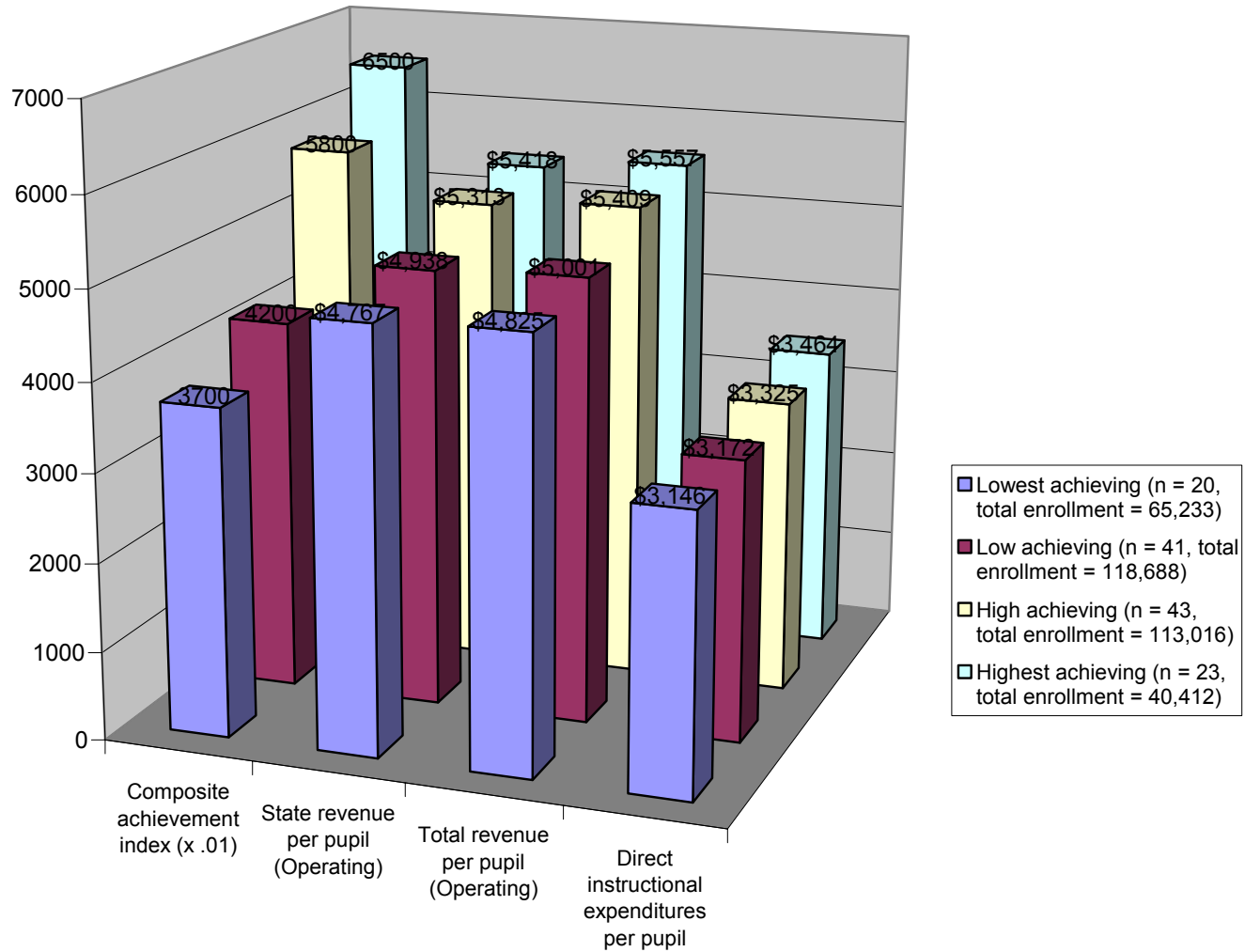


Figure 3. Levy rates of NM school districts, by achievement levels

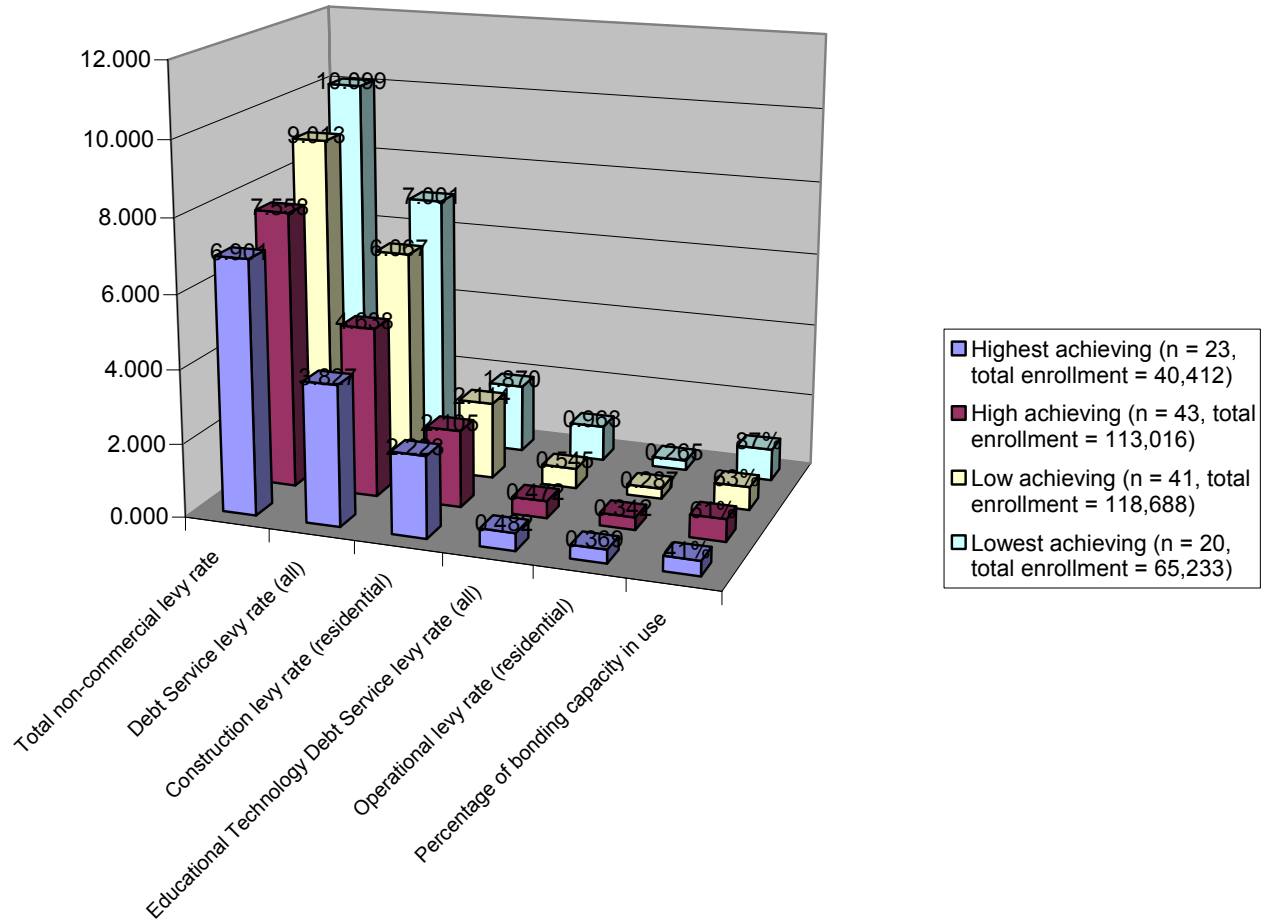


Figure 4. Demographic characteristics of high poverty NM school districts, by achievement level

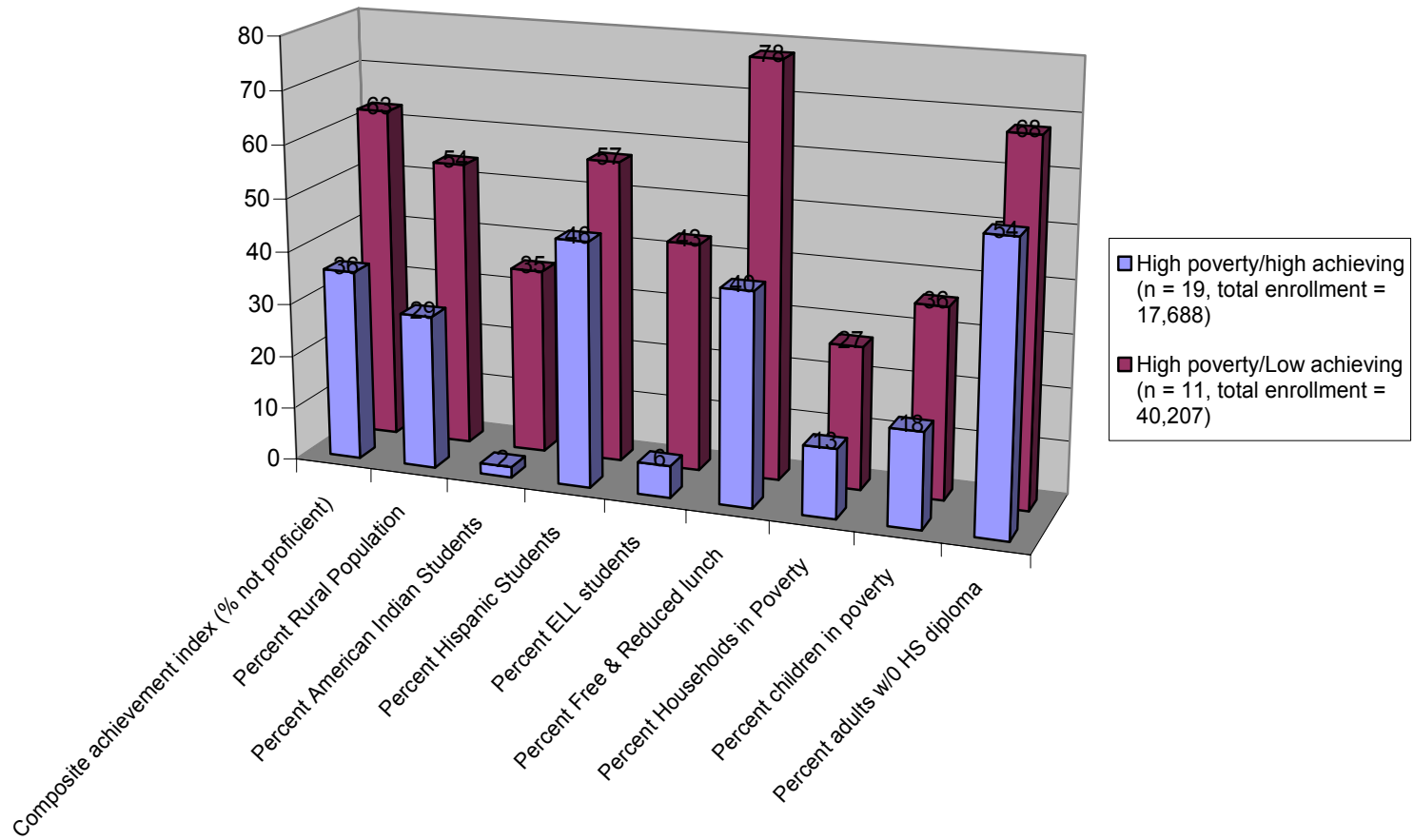


Figure 5. Wealth and resource characteristics of high poverty NM school districts, by achievement levels

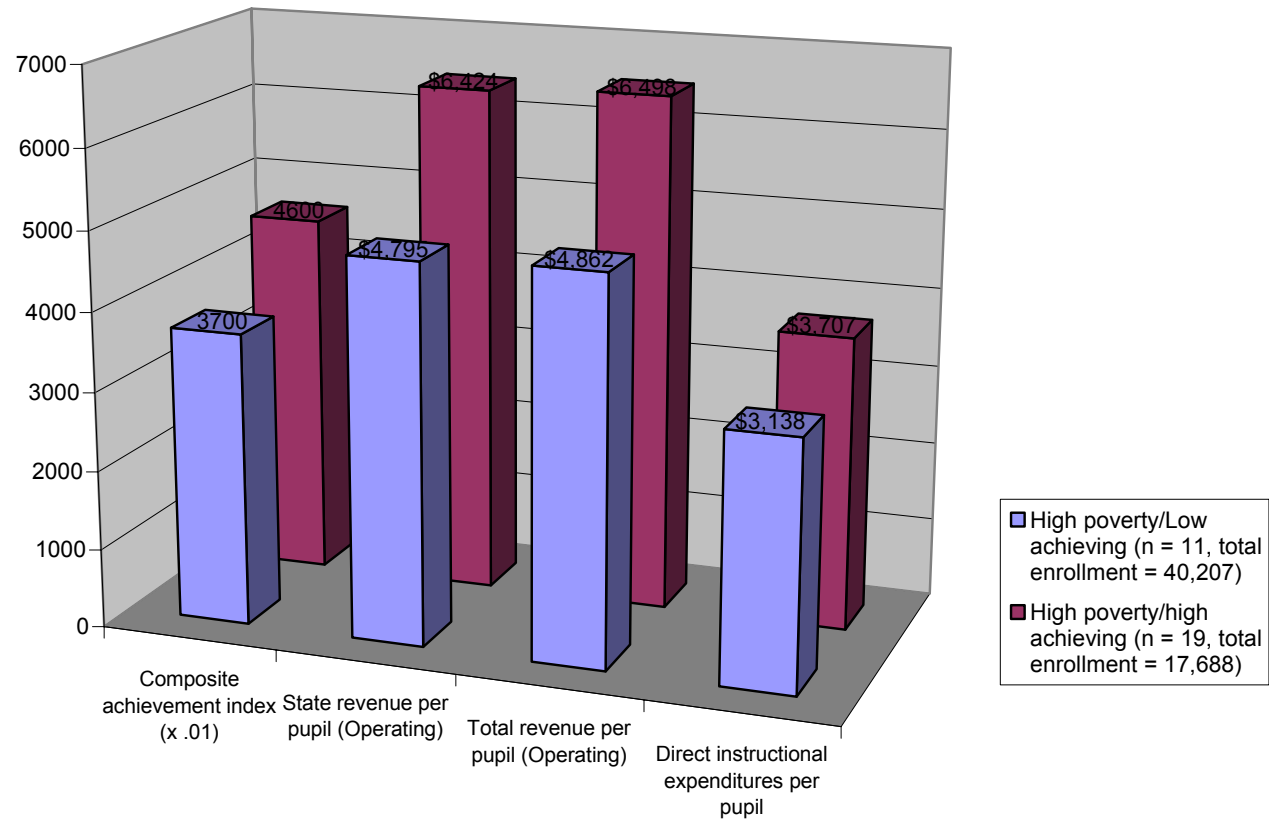


Figure 6. Levy rates of high poverty NM school districts, by achievement levels

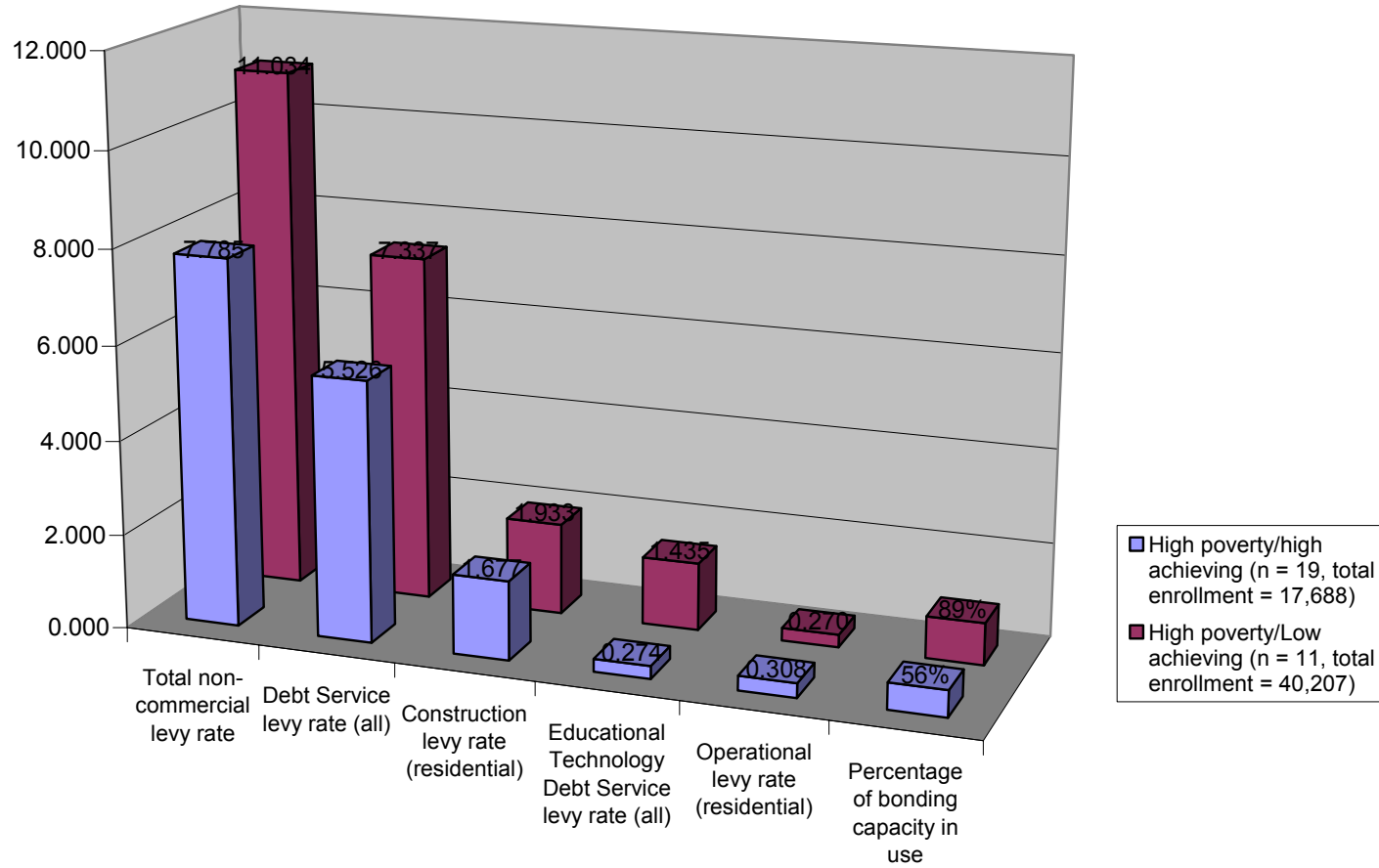


Figure 7. Demographic characteristics of ENLACE districts and NM's highest-achieving districts

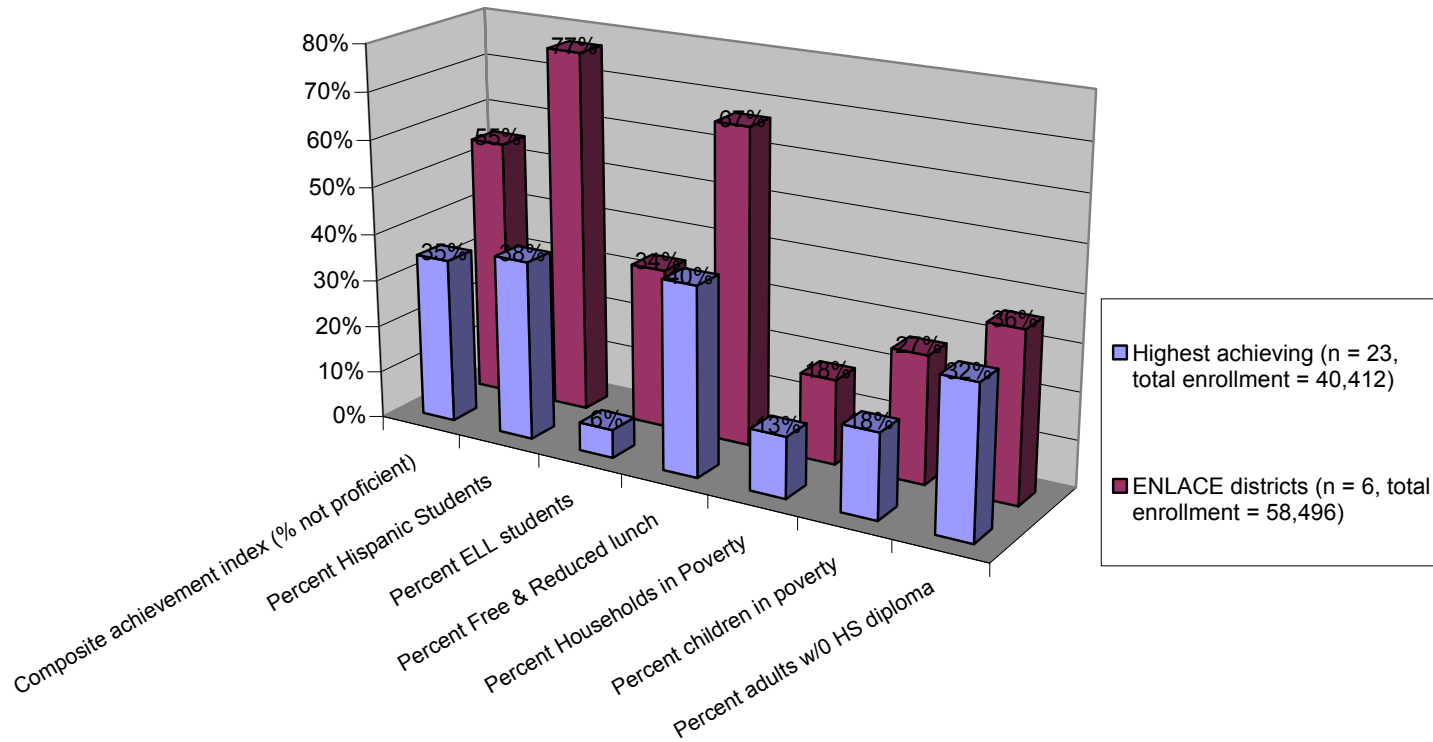


Figure 8. Wealth and revenue characteristics of ENLACE districts and NM's highest achieving districts

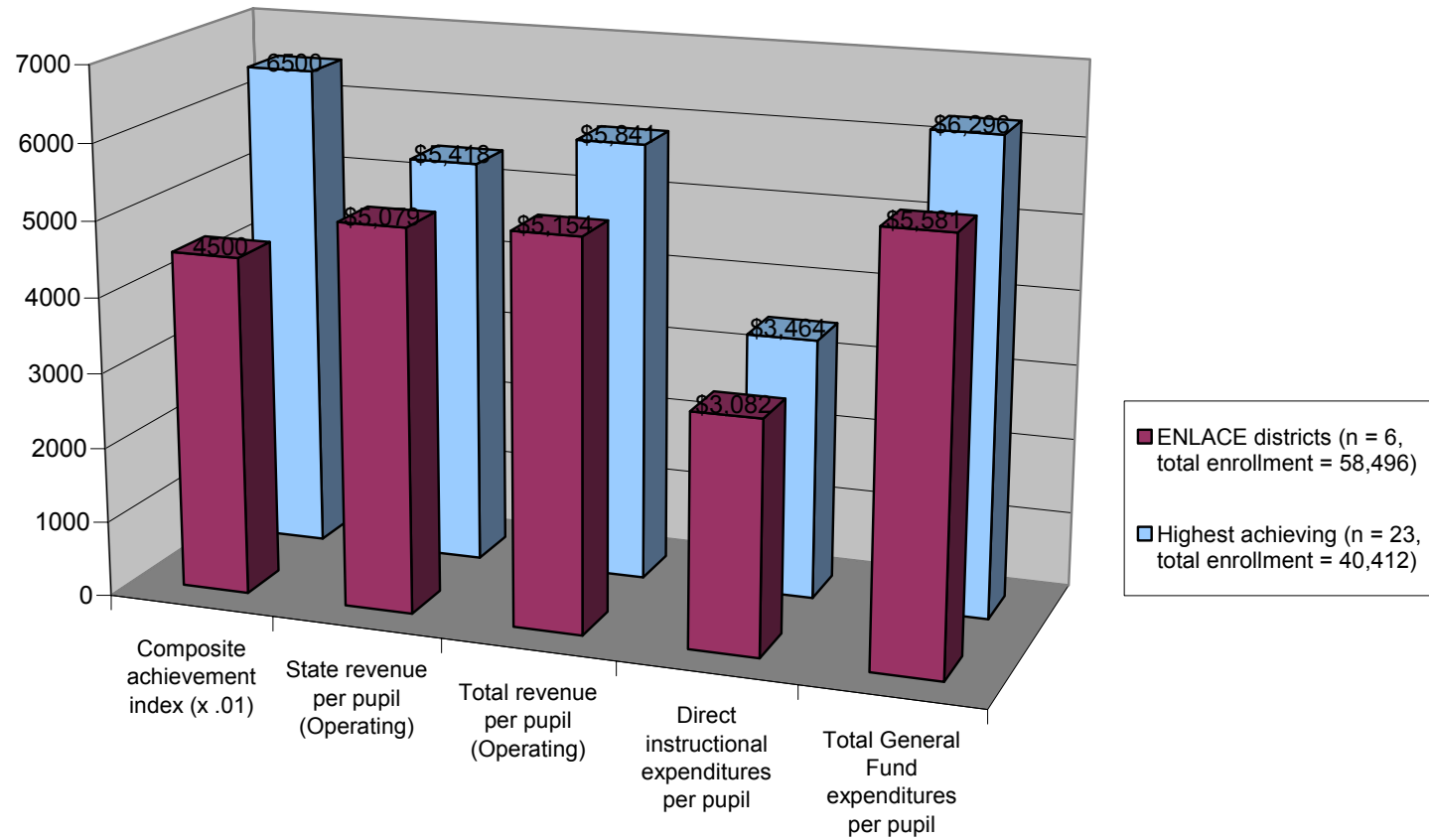


Figure 9. Levy rates of ENLACE districts and NM's highest achieving districts

