

Hispanic Education Status Report (HESR), 2021-22

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Overview of HESR Results

- Reviewing the Achievement of New Mexico's Hispanic students by Grade and:
 - Race
 - Economically Disadvantaged status
 - English Learner Status
 - Special Ed status
- Gaps between Hispanic and non-Hispanic students by performance quintiles

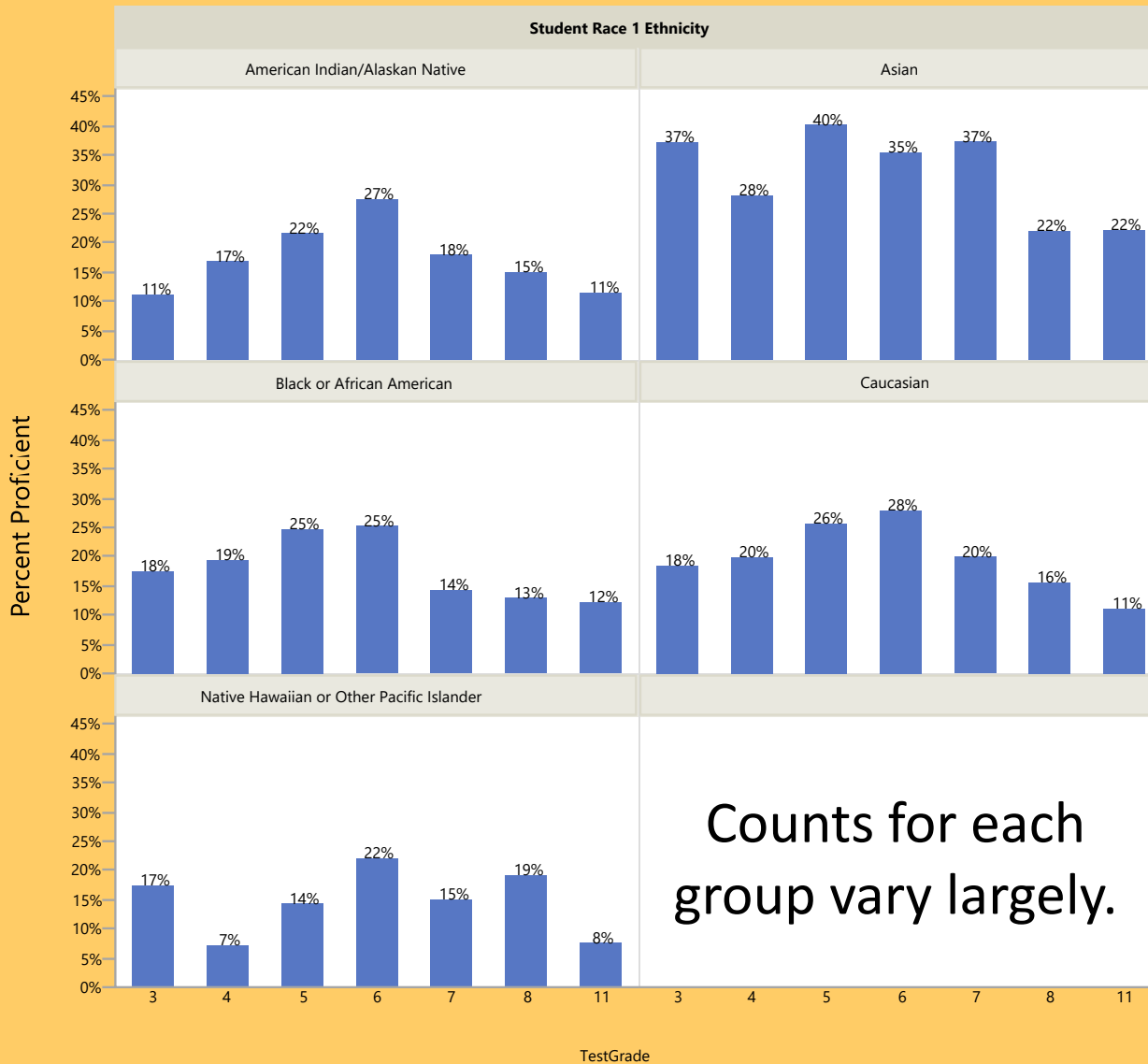
Hispanic Proficiency in Language Arts by Race and Grade, 2021-22



This chart displays the percent of Hispanic students considered Proficient in Language Arts, by grade and racial identification.

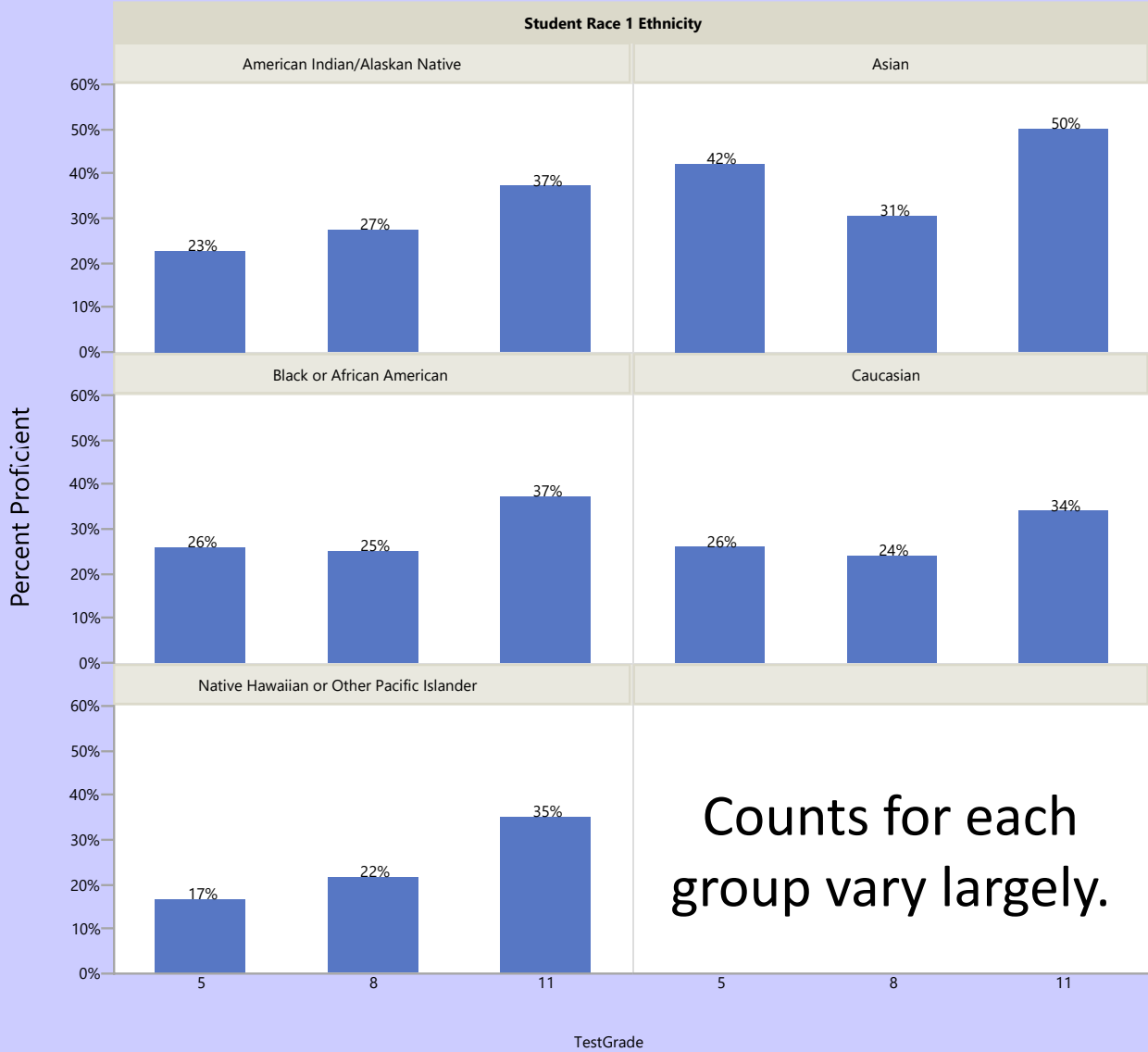
Hispanic Students who identify as Asian showed higher performance than their counterparts, though the number of Asian students who are Hispanic is quite low, which explains the variability in the heights of the bars across grades this group. Native Hawai'ian students contribute a similarly small fraction of Hispanic students' performance across grades.

Hispanic Proficiency in Math by Race and Grade, 2021-22



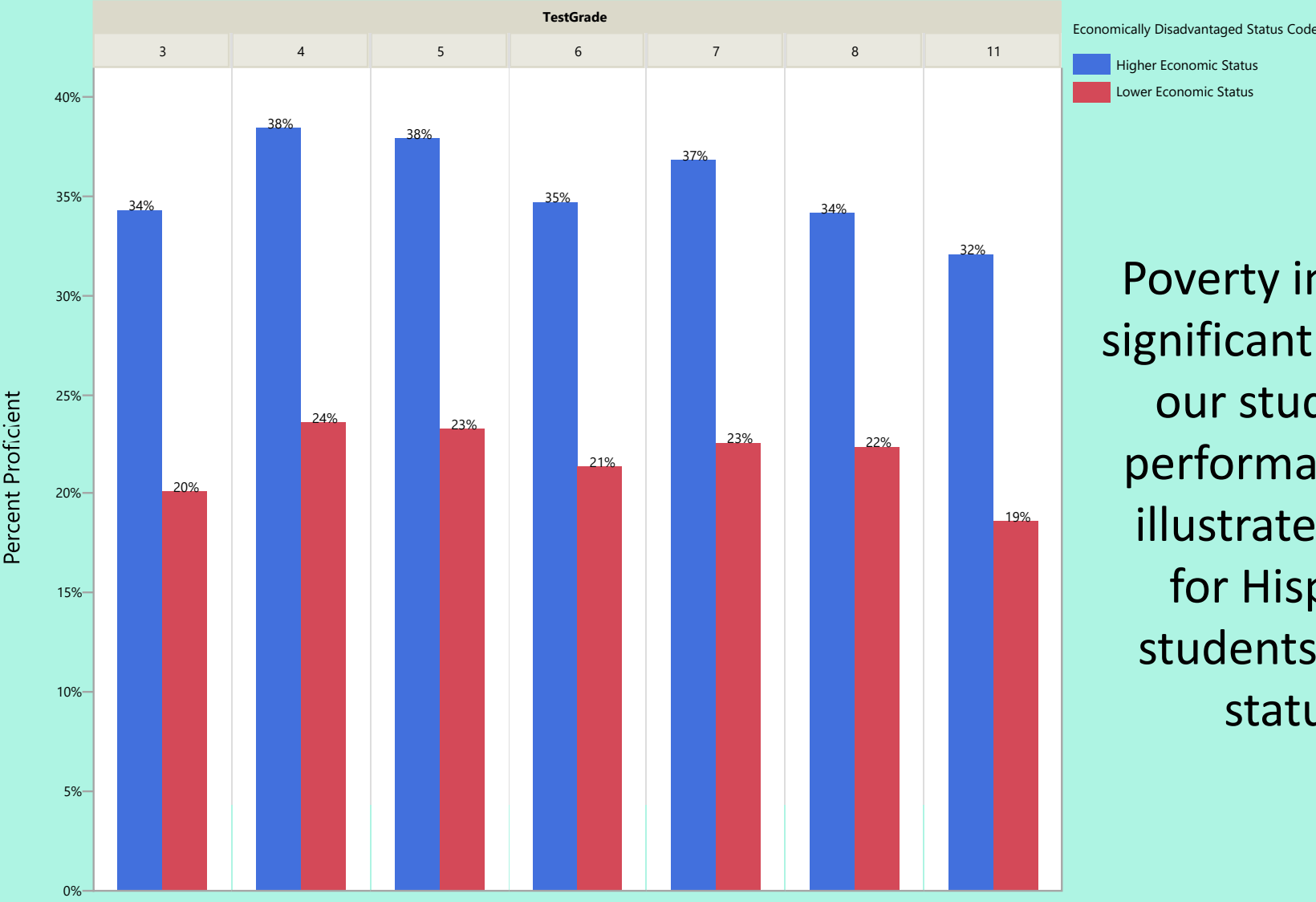
This trend is consistently found across subjects, and is more pronounced in Math.

Hispanic Proficiency in Science by Race and Grade, 2021-22



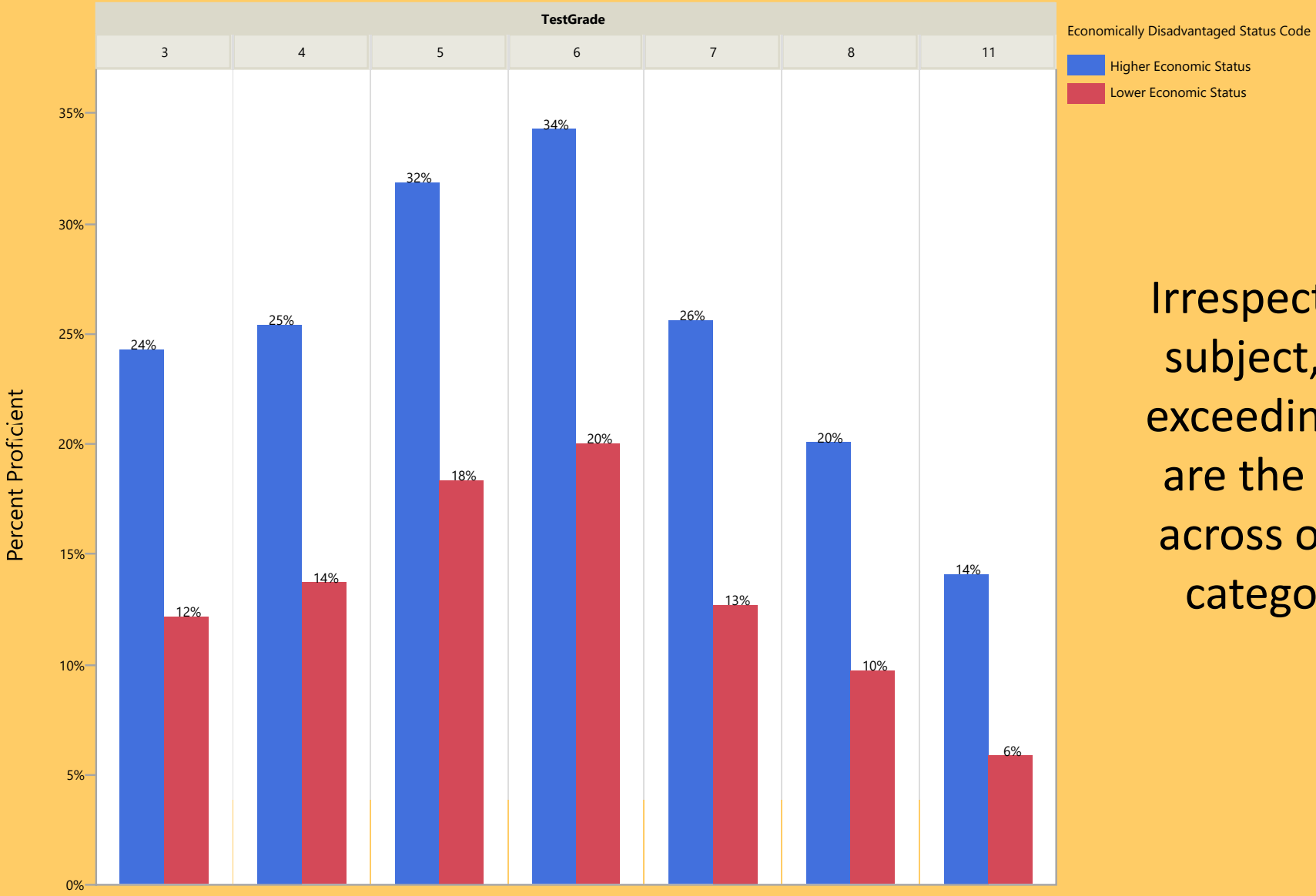
This trend is consistently found across subjects, and is more pronounced in Math.

Hispanic Proficiency in Language Arts by Economic Status and Grade, 2021-22



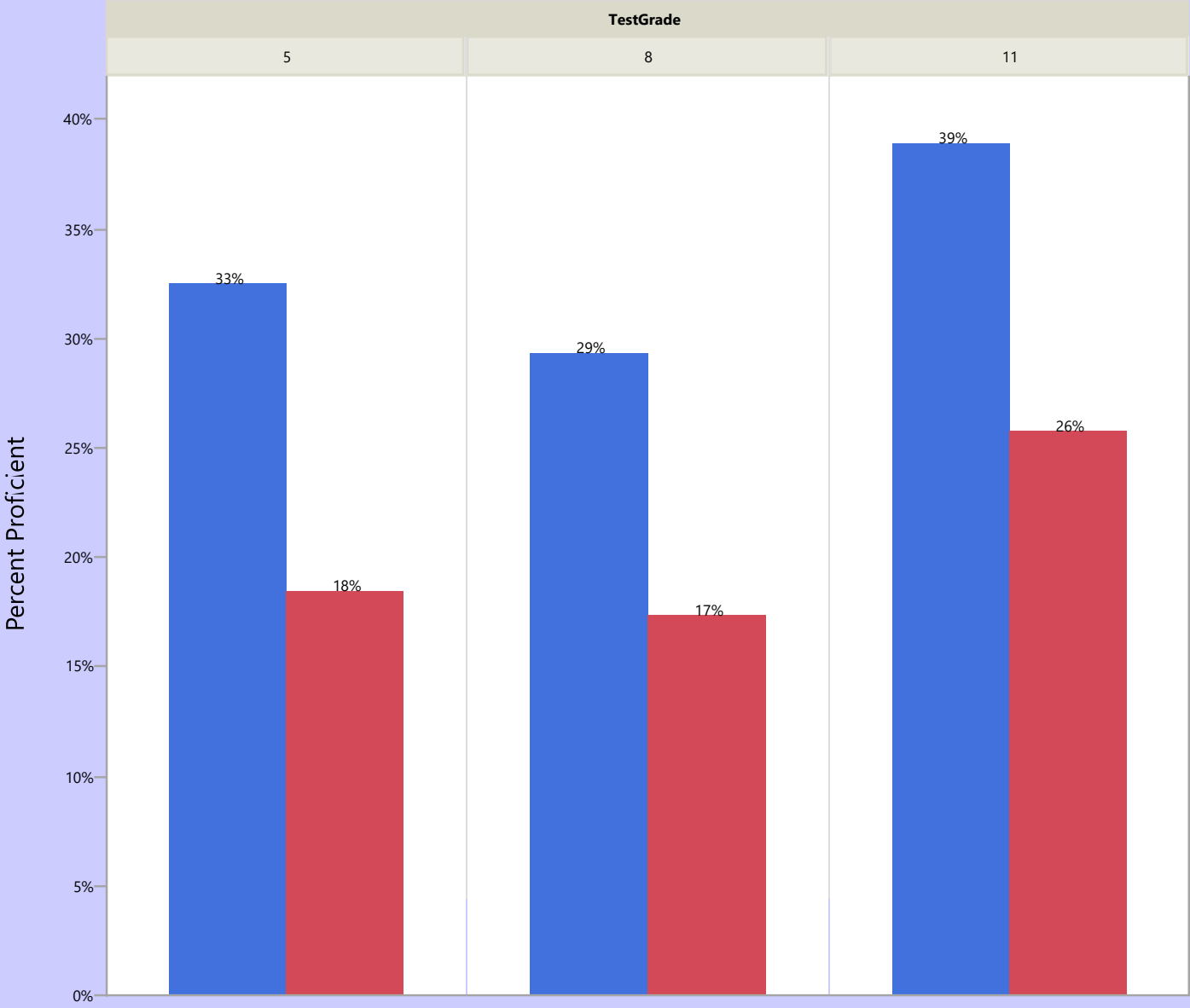
Poverty imposes significant gaps on our students' performance, as illustrated here for Hispanic students by ED status.

Hispanic Proficiency in Math by Economic Status and Grade, 2021-22



Irrespective of subject, gaps exceeding 10% are the norm across our ED categories.

Hispanic Proficiency in Science by Economic Status and Grade, 2021-22

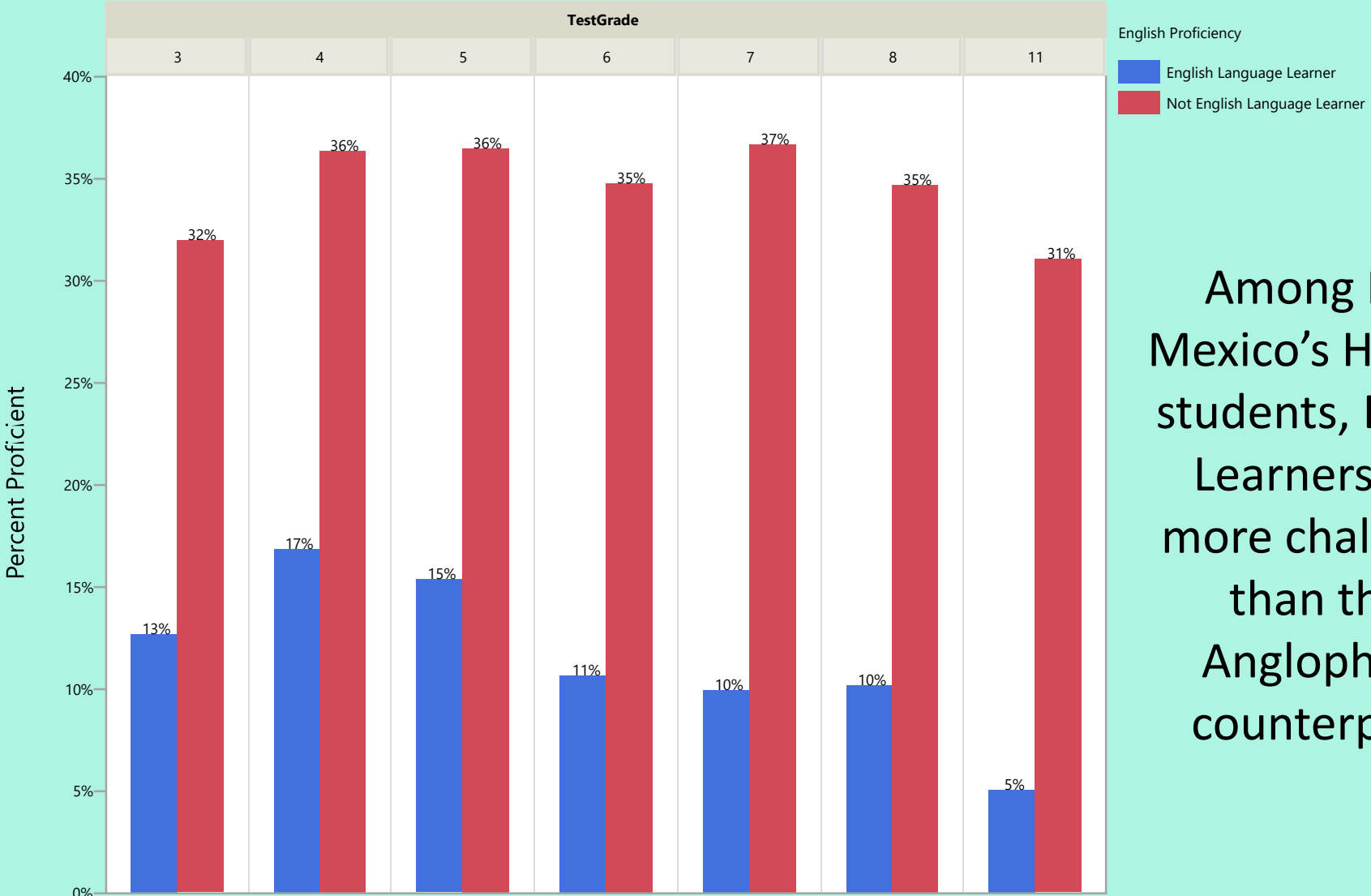


Economically Disadvantaged Status Code

- Higher Economic Status
- Lower Economic Status

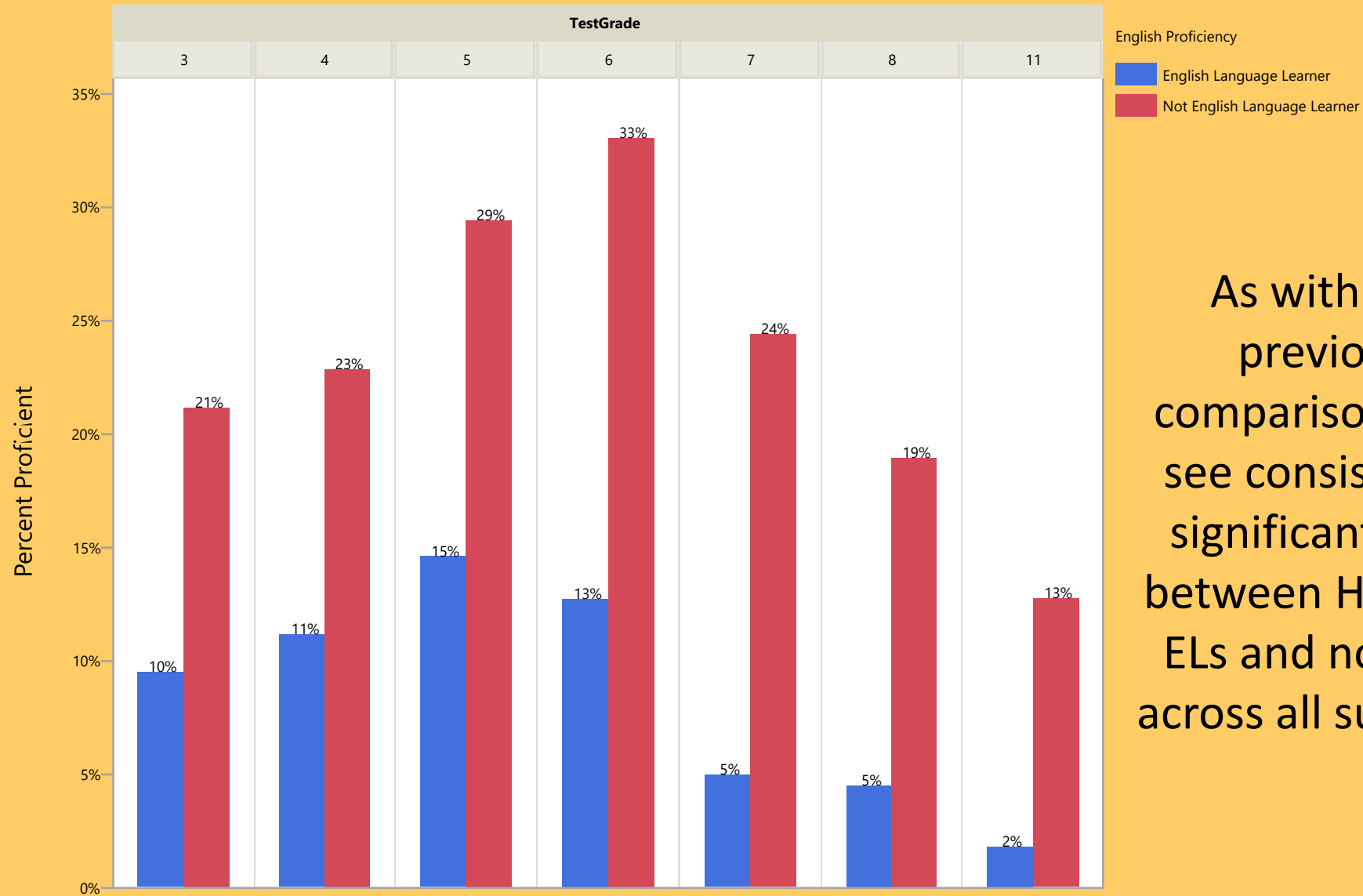
Irrespective of subject, gaps exceeding 10% are the norm across our ED categories.

Hispanic Proficiency in Language Arts by English Learner Status and Grade, 2021-22



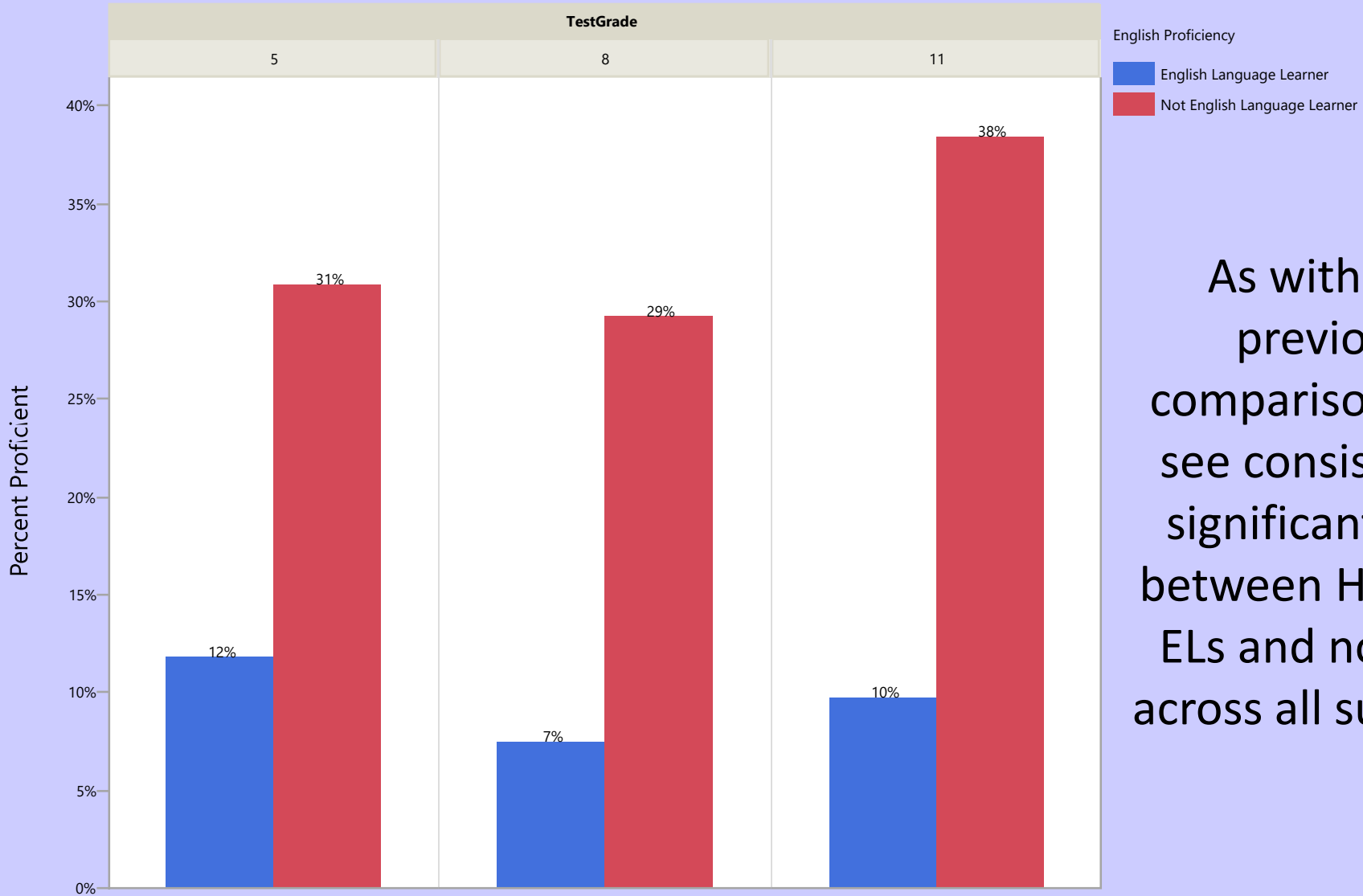
Among New Mexico's Hispanic students, English Learners face more challenges than their Anglophonic counterparts.

Hispanic Proficiency in Math by English Learner Status and Grade, 2021-22



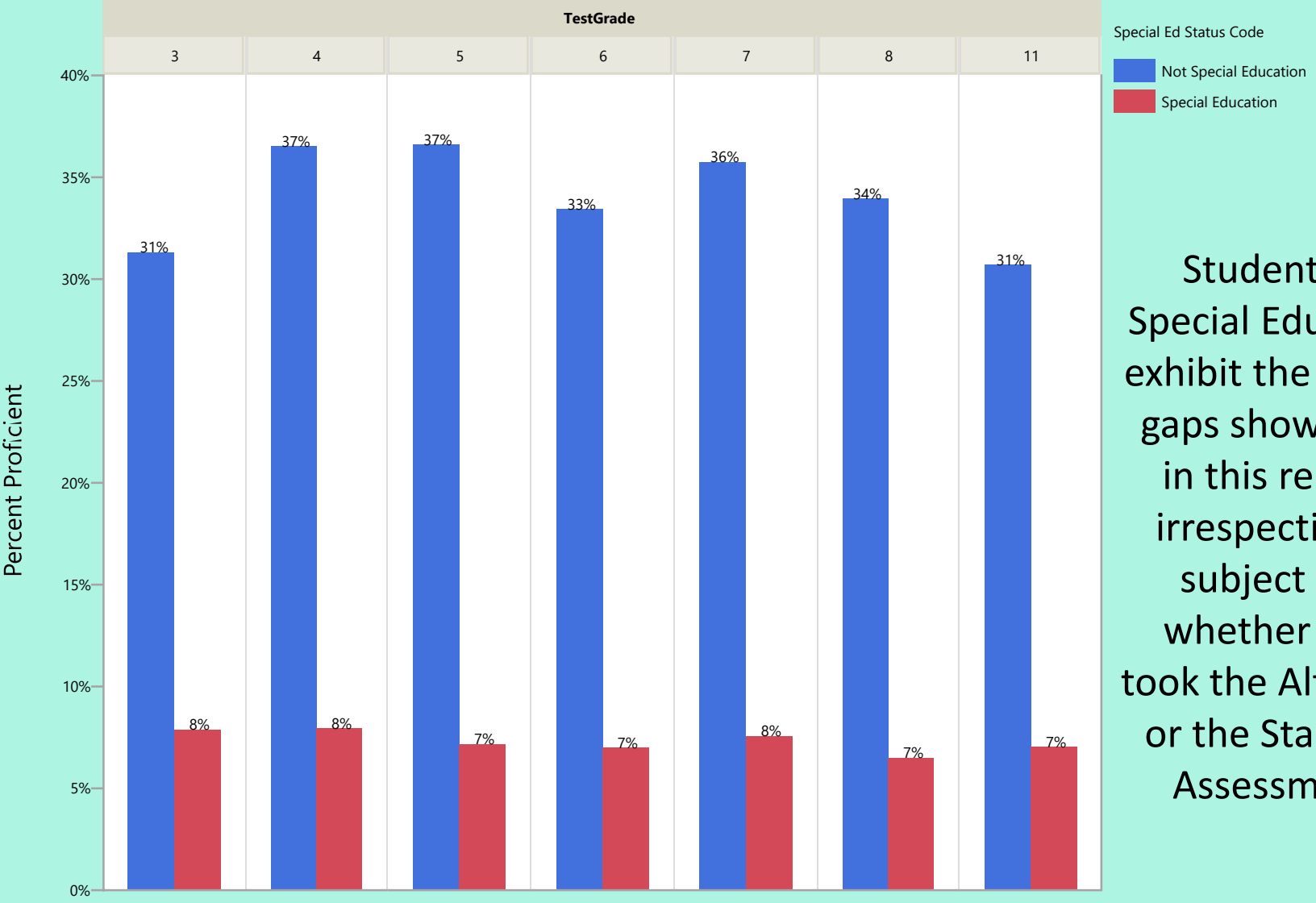
As with the previous comparisons, we see consistently significant gaps between Hispanic ELs and non-ELs across all subjects.

Hispanic Proficiency in Science by English Learner Status and Grade, 2021-22



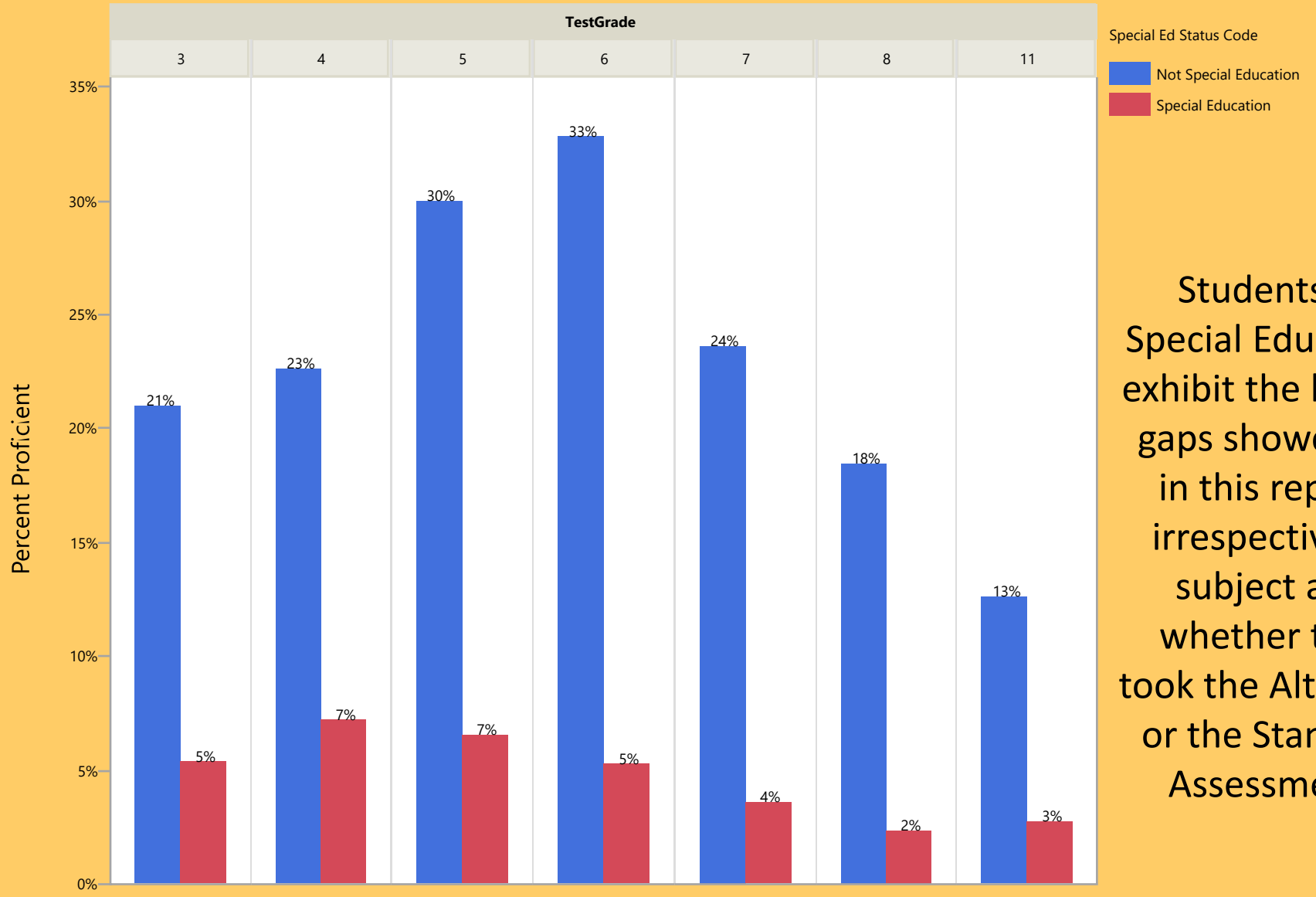
As with the previous comparisons, we see consistently significant gaps between Hispanic ELs and non-ELs across all subjects.

Hispanic Proficiency in Language Arts by Special Ed Status and Grade, 2021-22



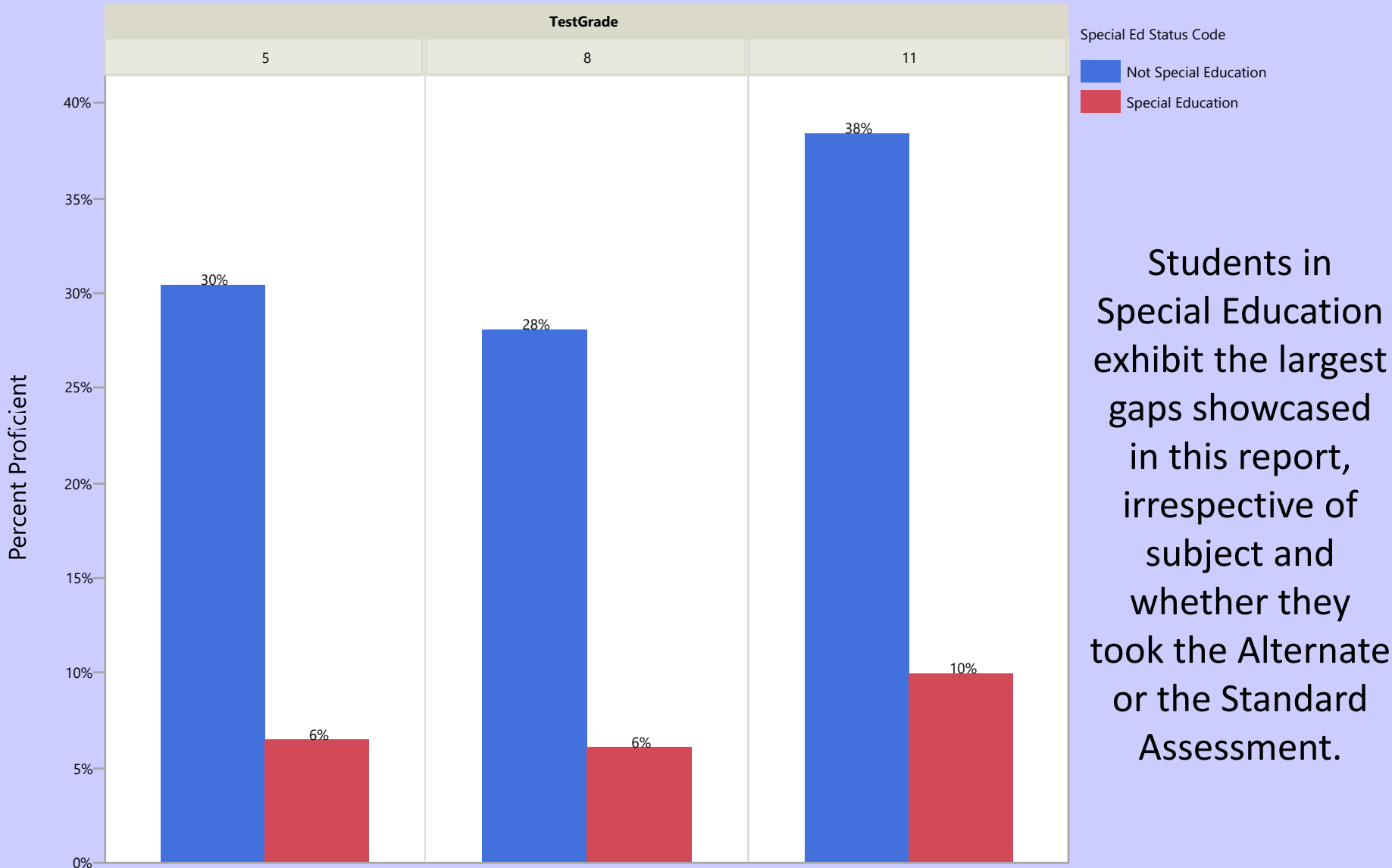
Students in Special Education exhibit the largest gaps showcased in this report, irrespective of subject and whether they took the Alternate or the Standard Assessment.

Hispanic Proficiency in Math by Special Ed Status and Grade, 2021-22



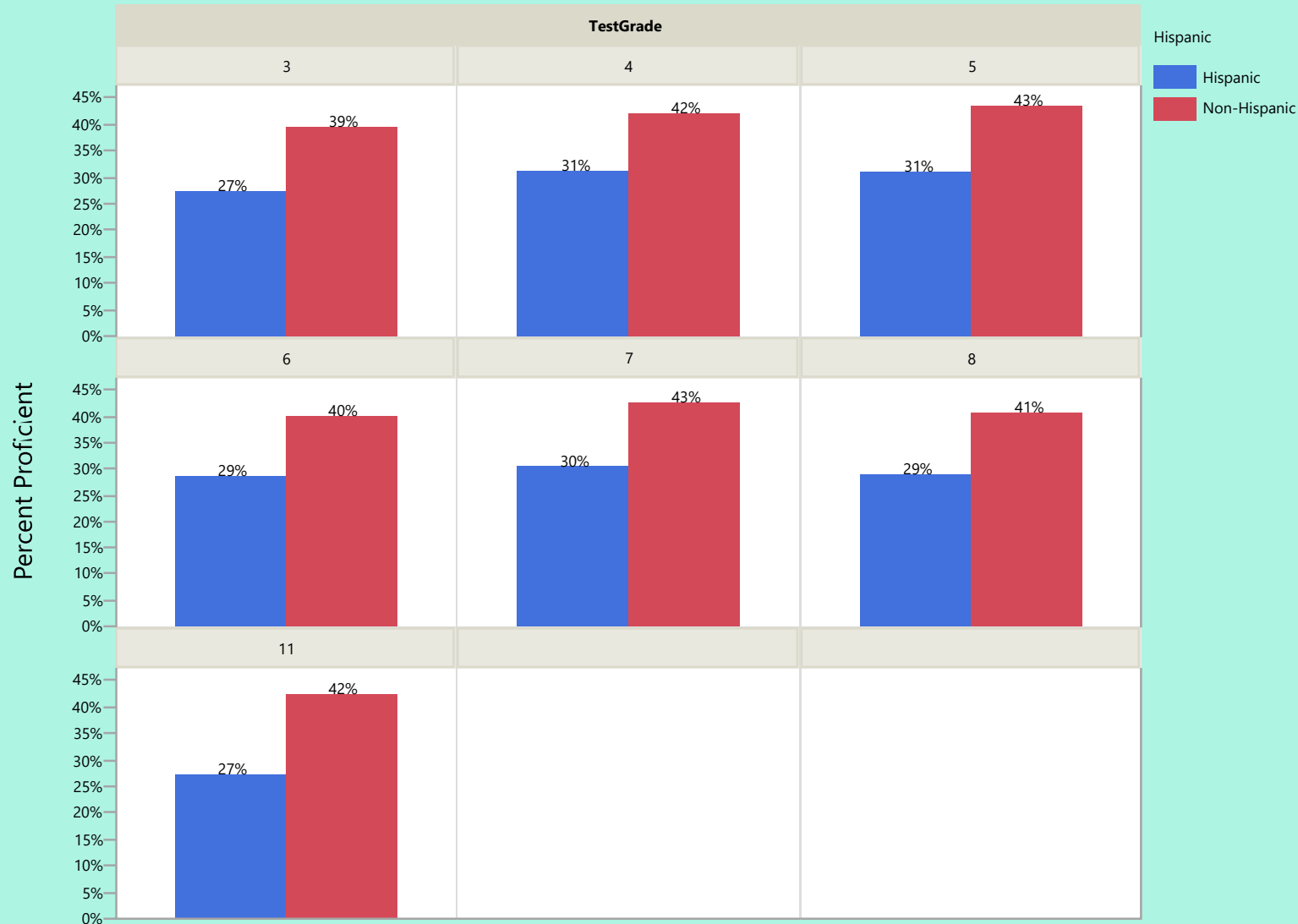
Students in Special Education exhibit the largest gaps showcased in this report, irrespective of subject and whether they took the Alternate or the Standard Assessment.

Hispanic Proficiency in Science by Special Ed Status and Grade, 2021-22



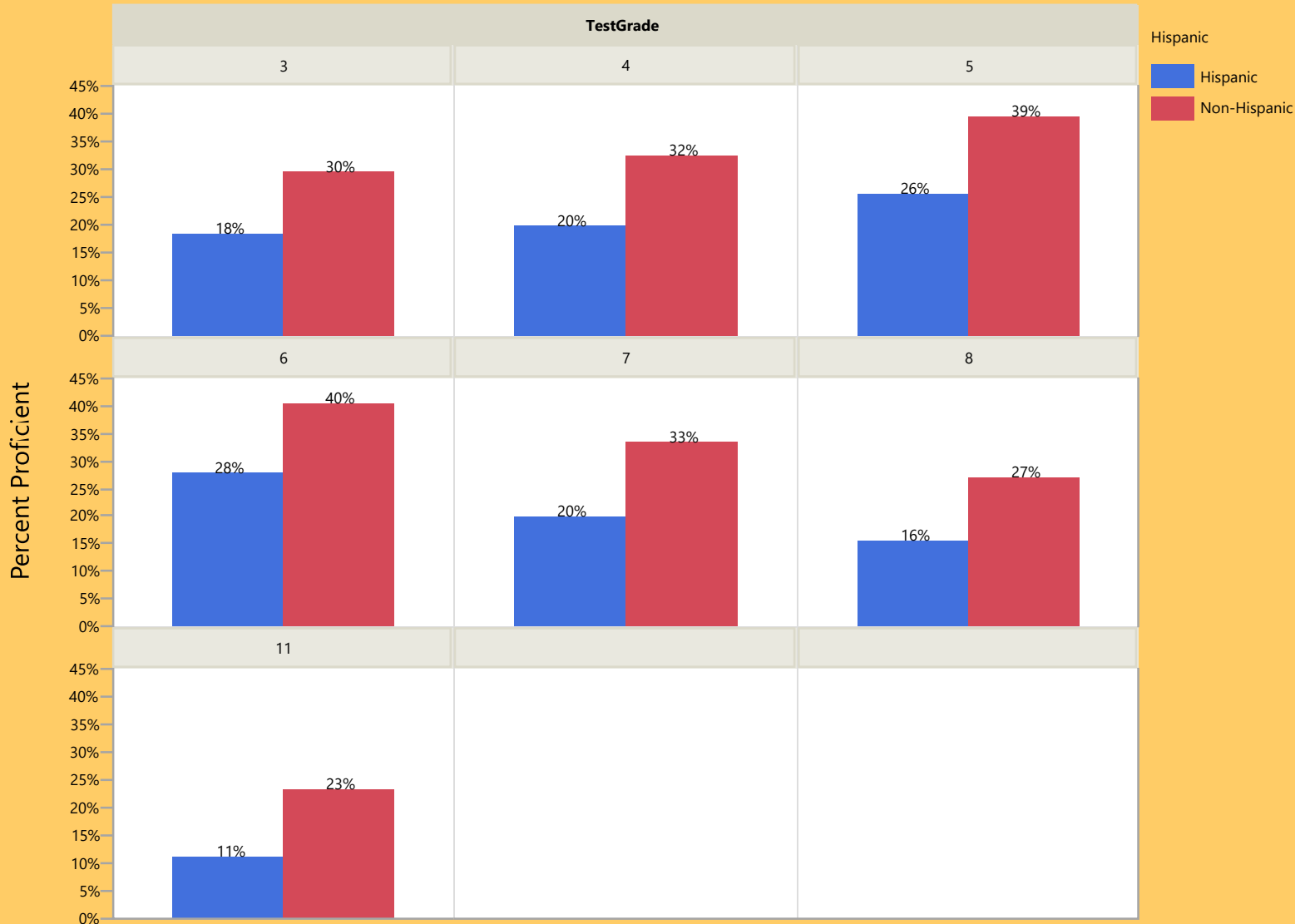
Students in Special Education exhibit the largest gaps showcased in this report, irrespective of subject and whether they took the Alternate or the Standard Assessment.

Hispanic and Non-Hispanic Proficiency in Language Arts by Grade, 2021-22



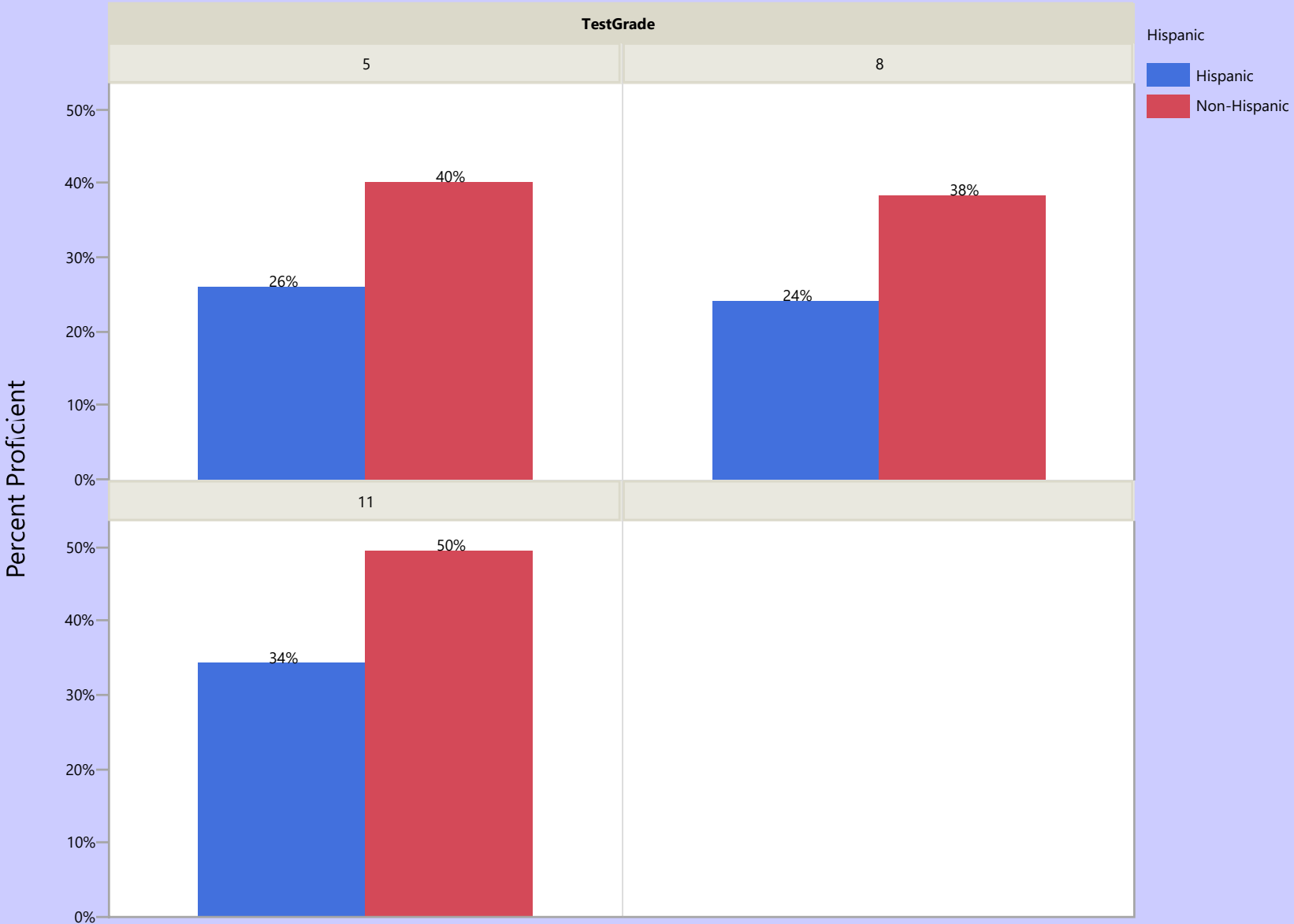
This chart displays the percent of students considered proficient in Language Arts, with each box representing the grade of the student, and the bars showing results when broken out by if the student is Hispanic or Non-Hispanic. Each grade reflects a gap in the percent of students considered Proficient between Hispanic and non-Hispanic students. The smallest gap is in grade 4, at 12%, and the largest is in grade 11, at 15%.

Hispanic and Non-Hispanic Proficiency in Math by Grade, 2021-22



Similarly, this graph reflects Math Proficiency gaps across the Hispanic variable. Gaps here hover around 12% to 13%.

Hispanic and Non-Hispanic Proficiency in Science by Grade, 2021-22



Lastly, Science Proficiency gaps across the Hispanic variable are roughly 15%

Closing Gaps between Hispanics and non-Hispanic Students

We categorized the students into equally sized groups (quintiles or fifths) based on their Achievement in the 2021-22 State Summative Assessments in Math and Language Arts, then looked at the distribution of Performance Levels within each of these categories, each of which comprises about 20% of the students.

To create challenging but realistic targets, we compared the distribution of Performance Levels within each quintile. Quintile 1 is composed of the lowest 20% of students with respect to academic achievement; quintile 2 is composed of students whose academic achievement is between the 20th and 40th percentiles of students; and so on.

Closing Gaps between Hispanics and non-Hispanic Students, Language Arts

			Actual Outcomes				Gap-closing Targets	
Subject	Quintile	Performance Level	% Achievement for Higher performing peers	% Achievement for Hispanic Students	Number of Higher performing peers	Number of Hispanic Students	% Hispanic Students	Number of Hispanic Students
ela	1	Novice	95%	100%	11903	21169	95%	20182
ela	1	Nearing Proficient	5%	0%	582	0	5%	987
ela	1	Proficient	0%	0%	0	0	0%	0
ela	1	Advanced	0%	0%	0	0	0%	0
ela	2	Novice	22%	51%	2507	10178	22%	4445
ela	2	Nearing Proficient	78%	49%	8672	9641	78%	15374
ela	2	Proficient	0%	0%	0	0	0%	0
ela	2	Advanced	0%	0%	0	0	0%	0
ela	3	Novice	0%	0%	0	0	0%	0
ela	3	Nearing Proficient	82%	100%	9557	19805	82%	16327
ela	3	Proficient	18%	0%	2036	0	18%	3478
ela	3	Advanced	0%	0%	0	0	0%	0
ela	4	Novice	0%	0%	0	0	0%	0
ela	4	Nearing Proficient	0%	43%	0	7961	0%	0
ela	4	Proficient	90%	57%	10039	10435	90%	16567
ela	4	Advanced	10%	0%	1108	0	10%	1829
ela	5	Novice	0%	0%	0	0	0%	0
ela	5	Nearing Proficient	0%	0%	0	0	0%	0
ela	5	Proficient	7%	46%	768	8410	7%	1324
ela	5	Advanced	93%	54%	9805	9814	93%	16900

Parsing these Achievement rates into quintiles allows us to gauge the progress needed to close these gaps.

Closing Gaps between Hispanics and non-Hispanic Students, Math

Actual Outcomes

Gap-closing Targets

Subject	Quintile	Performance Level	% Achievement for Higher performing peers	% Achievement for Hispanic Students	Number of Higher performing peers	Number of Hispanic Students	% Hispanic Students	Number of Hispanic Students
mat	1	Novice	100%	100%	12695	21885	100%	21885
mat	1	Nearing Proficient	0%	0%	0	0	0%	0
mat	1	Proficient	0%	0%	0	0	0%	0
mat	1	Advanced	0%	0%	0	0	0%	0
mat	2	Novice	79%	100%	8815	19535	79%	15367
mat	2	Nearing Proficient	21%	0%	2391	0	21%	4168
mat	2	Proficient	0%	0%	0	0	0%	0
mat	2	Advanced	0%	0%	0	0	0%	0
mat	3	Novice	0%	32%	0	6075	0%	0
mat	3	Nearing Proficient	98%	68%	11268	12671	98%	18369
mat	3	Proficient	2%	0%	231	0	2%	377
mat	3	Advanced	0%	0%	0	0	0%	0
mat	4	Novice	0%	0%	0	0	0%	0
mat	4	Nearing Proficient	31%	88%	3420	16553	31%	5878
mat	4	Proficient	69%	12%	7585	2361	69%	13036
mat	4	Advanced	0%	0%	0	0	0%	0
mat	5	Novice	0%	0%	0	0	0%	0
mat	5	Nearing Proficient	0%	8%	0	1379	0%	0
mat	5	Proficient	49%	72%	5263	13281	49%	9028
mat	5	Advanced	51%	20%	5437	3695	51%	9327

In closing, REA is currently reviewing the Agency's data suppression methods pursuant to a balance between transparency and FERPA considerations.

We appreciate your participation in this effort, and are available to discuss any follow-up questions that you might have.

Thank you all for your partnership and consideration.

Please email any questions to
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Deputy Director of Research, Evaluation, and Accountability

