Pathways to Progress

Evaluating Year Two of New Mexico's Graduation Reengagement Internship Program



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Executive Summary

The New Mexico Public Education Department established the Graduation Reengagement Internship Program (GRIP)—a paid community-oriented program designed to increase on-time graduation and reduce high school dropout. The initiative creates flexible pathways for high school students at risk of delayed graduation to reengage in learning, contribute to their communities, and earn academic credit toward graduation. To reach students at risk of delayed graduation, GRIP prioritizes serving students who are economically disadvantaged, have an Individualized Education Plan (IEP) or a Section 504 plan, are English learners, or are Native American.[1,2]

Key Findings

Students' school attendance improved substantially while participating in GRIP, at least among students with available attendance data.
Among 321 students with paired attendance[3] data, average attendance increased from 67% before GRIP to 79% during participation, an increase of 11.9 percentage points. Overall, 69% of students in the paired sample improved their attendance.

Priority student groups also had positive attendance and credit completion outcomes, although results varied by measure.
Attendance increased by 10.0 percentage points for Native American students, 12.0 points for economically disadvantaged students, 9.8 points for English learners, and 13.4 points for students with disabilities. Credit completion rates were 93%, 90%, 92%, and 83%, respectively.

Participating students earned 90% of the credits they attempted.
Most students (81%) earned all credits they attempted. Among the paired credit[4] sample, 65 students (11%) had no credits attempted, while 30 students (5%) attempted credits but earned none.

[1] Graduation Reengagement Internship Program. (n.d.). *GRIP Program Details.* https://nmgrip.org/
[2] New Mexico Center on Law and Poverty. (n.d.). *Yazzie/Martinez v. State of New Mexico.* https://www.nmpovertylaw.org/subissues/yazzie-martinez-v-state-of-new-mexico/
[3] Paired attendance refers to students with sufficiently complete records to calculate attendance both before and during GRIP participation.
[4] Paired credit includes students for whom both attempted and earned credit data were available, allowing credit completion to be calculated at the student level.

Most students who were expected to graduate in 2026 did so, and most students expected to graduate in 2027 were on track for graduation the following year.
The graduation rate was 85% among students who were expected to graduate in 2026, compared with the State's most recent four-year graduation rate of 81%.[5] Among GRIP priority populations, graduation rates were 94% for Native American students; 87% for students with an IEP or 504; 85% for English learners; and 85% for economically disadvantaged students. Among the 2027 graduation cohort, 79% of students were on track to graduate.

GRIP substantially expanded its reach in its second year and continued to serve priority student populations.
Participation increased from 343 students across 19 schools in eight counties in SY2024-25 to 621 students across 39 schools in 16 counties in SY2025-26—an 81% increase in students, more than doubling the number of participating schools, and doubling the number of counties reached.

In Year Two (SY2025-26), the Graduation Reengagement Internship Program (GRIP) served 621 students at 39 schools in 16 New Mexico counties, increasing from 343 students at 19 schools in eight counties in Year 1 (SY2024-25). Among 614 students with a reported work-based experience, 275 (45%) participated in a capstone; 192 (31%) in a school-based project; 144 (24%) in a community-based project; 100 (16%) in an internship; and 52 (9%) in other work-based experiences. An additional 33 (5%) participated in an experience categorized as something else. It should also be noted that students could participate in more than one experience type.

Nearly all participants (600 of 621, or 97%) were economically disadvantaged. Among students with reported status, 30% had an IEP or Section 504 plan and 29% were English learners. Native American students represented 7% of participants. Among the 321 students with paired attendance data, average attendance rose from 67% before GRIP to 79% during participation. Students also earned most of the credits they attempted. Of the 595 students with paired data, 480 (81%) earned all the credits they attempted, earning 1,216.25 of 1,347.25 attempted credits, for an aggregate credit completion rate of 90%. Of the 341 students in the 2026 graduation cohort with a documented outcome, 291 graduated in 2026 (85%). For students in the 2027 cohort with usable data, 115 of 146 (79%) were reported to be on track.

[5] New Mexico Public Education Department, "Four Year Graduation Rate," *NM Vistas*, Cohort 2025.

One result merits closer attention: 65% of 2027-cohort students with disabilities were reported to be on track, compared with 85% of students without that status. This difference should be interpreted alongside the broader Year Two findings. Students with an IEP or 504 had an 87% graduation rate among the 2026 cohort, above New Mexico's statewide four-year graduation rate (74%) for students with disabilities. Together, these findings suggest that students with disabilities can experience strong outcomes in GRIP, while the 2027 on-track rate is indicative of an area requiring additional monitoring and support.

Overall, Year Two findings demonstrate that GRIP expanded substantially while continuing to reach students at risk of delayed graduation and priority student populations across New Mexico. Available data indicate meaningful gains in attendance, credit completion, and graduation outcomes for many participants, including students who are economically disadvantaged, have an IEP or 504 plan, are English learners, or are Native American. At the same time, persistent attendance challenges, variation across schools, and differences in outcomes for some student groups point to areas for continued improvement. These findings provide a stronger foundation for understanding GRIP's reach and implementation as it continues to scale, while continued monitoring and consistent data collection will be critical to tracking progress, strengthening program evaluation, and supporting student success.

Table of Contents

Executive Summary 2

Introduction & Evaluation Context 6

Methods & Limitations 9

- Methods 9
- Limitations 10

Key Findings At A Glance 11

Findings by Domain 12

- Program Reach & Participation 12
- Attendance & Reengagement 16
- Academic Progress & Credit Accumulation 18
- Graduation & Continued Progress 19
- Equity, Representation, & Priority Populations 21
- School-Level Reach, Representation, & Outcomes 24

Synthesis of Changes from Year 1 to Year 2 26

Conclusion & Recommendations 28

References 31

Appendices 32

Note: Clicking the logo on any page will return you to the Table of Contents.



Introduction & Evaluation Context

The Graduation Reengagement Internship Program (GRIP) is a state-funded initiative that creates flexible pathways for high school students at risk of delayed graduation.[6] GRIP supports students in reengaging in learning, contributing to their communities, and earning academic credit toward graduation. In partnership with the New Mexico Public Education Department, Future Focused Education launched GRIP as a pilot program during the 2024–2025 school year and expanded to a larger-scale initiative in 2025–2026.

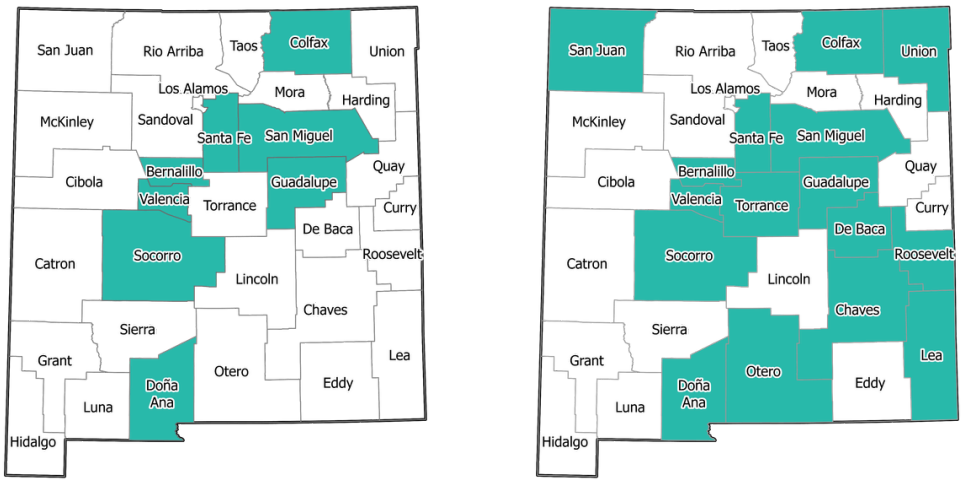
GRIP combines paid work-based learning, community-centered capstone projects, and mentorship opportunities to help students recover credits and make progress towards graduation. Students may participate in internships with employers in their local communities or complete a capstone to earn credits they need, while teachers support project development, create assessments, and ensure academic standard alignment.[7] The program is designed to reengage students through flexible, hands-on learning experiences, support progress toward graduation, and build career readiness and community connections.

As GRIP moved beyond its pilot year, the program also grew substantially in reach.

[6] Center for Community Analysis, New Mexico State University, GRIP Re-Engagement: Pilot Program Evaluation Report 2025, prepared for Future Focused Education (2025), 3.
[7] Center for Community Analysis, GRIP Re-Engagement, 9.

Participation grew from 343 students across 19 schools in Year One to 621 students across 39 schools in Year Two. Year Two included 13 schools returning for a second year and 26 new partner schools. GRIP's expansion reflects a growing presence across New Mexico as the program moves beyond its initial pilot phase. With a larger and more geographically diverse group of participating students and schools, the Year Two evaluation provides insight into GRIP's reach and student progress.

The GRIP program expanded its reach across counties between Year 1 and Year 2.



Year 1 (2024-2025) Year 2 (2025-2026)

The evaluation centers five domains of inquiry:

- Program Reach and Participation
- Attendance and Reengagement
- Academic Progress and Credit Accumulation
- Graduation and Continued Progress
- Equity and Priority Populations

A core focus is how effectively GRIP reaches and supports student populations prioritized in New Mexico's Yazzie/Martinez v. State of New Mexico consolidated lawsuit, including Native American students; economically disadvantaged students, reported through Free or Reduced Price Lunch status; English learners; and students with disabilities, reported through Individualized Education Plan or Section 504 status.[8] For this evaluation, students with disabilities are represented by students reported as having an IEP or Section 504 plan.

[8] See New Mexico Center on Law and Poverty (n.d.) for additional background on *Yazzie/Martinez v. State of New Mexico.*

In *Yazzie/Martinez*, the court identified these four groups as students whose educational needs had not been adequately met by the State. Throughout this report, we refer to these groups collectively as priority populations.

The Year Two evaluation was guided by six primary questions:

- *Who did GRIP serve, and how many students participated across schools, student groups, and graduation cohorts in 2025-2026?*
- *How did students' attendance compare before and during GRIP participation?*
- *How many credits did GRIP participants attempt, and to what extent did they earn their attempted credits?*
- *What were the graduation outcomes for GRIP participants in 2025-2026?*
- *How did GRIP participation and outcomes vary for Native American students, economically disadvantaged students, English learners, and students with disabilities, including students with IEPs and Section 504 plans, in 2025-2026?*
- *To what extent did 2025-2026 participation, attendance, credit accumulation, and graduation outcomes compare to 2024-2025?*

Overall, Year Two findings indicate that GRIP substantially expanded while continuing to reach students at risk of delayed graduation. Attendance generally improved during participation, students earned most of the credits they attempted, and most 2026 cohort students graduated. Most eligible 2027 cohort students with data were on track to graduate. Priority populations were well represented among GRIP participants, and outcomes were generally positive for attendance, credit accumulation, and graduation.



Methods & Limitations

Methods

The Year Two evaluation used student-level data submitted by participating GRIP schools through a standardized data collection instrument. The final dataset included 621 students across 39 schools and captured information on student demographics, GRIP participation, attendance, credits, and graduation progress. School-level datasets were reviewed, cleaned, standardized, and merged prior to analysis.

The analysis was primarily descriptive and examined five domains: Program Reach & Participation; Attendance and Reengagement; Academic Progress and Credit Accumulation; Graduation and Continued Progress; and Equity and Priority Populations. Where measures were sufficiently comparable, Year Two findings were considered alongside published Year One findings.[9]

- **Paired Attendance Data:** For attendance analyses, paired attendance data refers to students with sufficiently complete records to calculate attendance both prior to and during GRIP participation.
- **Paired Credit Data:** For credit analyses, paired credit data refers to students with usable records for both credits attempted and earned.

[9] Detailed measure definitions, formulas, and analytic procedures are provided in Appendix A.

- **Usable Graduation Data:** For the primary 2026 cohort graduation analysis, usable graduation data refers to an explicit Yes/No response for whether the student graduated in 2026.
- **Usable On-Track Data:** For graduation progress analyses, usable on-track data refers to 2027 cohort students who did not graduate in 2026 and had a reported Yes, No, or Unsure on-track status.

Limitations

Several limitations should be considered when interpreting the Year Two findings. Data completeness varied across schools and outcome areas. The primary attendance analysis included 321 of 621 students (52%) with valid paired attendance data; summer records and records affected by predefined school- or record-level attendance limitations were excluded.

Some subgroup data were incomplete, including English learner status for 57 students and disability status for 49 students, and several Native American subgroup analyses included small sample sizes. Cross-year comparisons should also be interpreted cautiously because some definitions and measurement periods differed between Year One and Year Two, including Native American identification and attendance timing. Because raw Year One student data were unavailable, cross-year comparisons were descriptive only.



Key Findings At A Glance

Year Two findings demonstrate that GRIP expanded substantially in reach while participating students generally demonstrated positive attendance patterns, credit accumulation, graduation, and continued progress.

The program served 621 students across 39 schools in 16 counties, nearly doubling participation from Year One to Year Two.

Among the 321 students with paired attendance data, average attendance increased by 11.9 percentage points.

Students with paired credit data earned 90% of attempted credits, and 85% of students in the 2026 cohort with documented outcomes graduated.

Among 2027 cohort students with usable on-track data, 79% were on track for graduation.

GRIP also served substantial numbers of students from priority populations, with generally positive outcomes across groups and some differences that warrant continued attention.



Findings by Domain

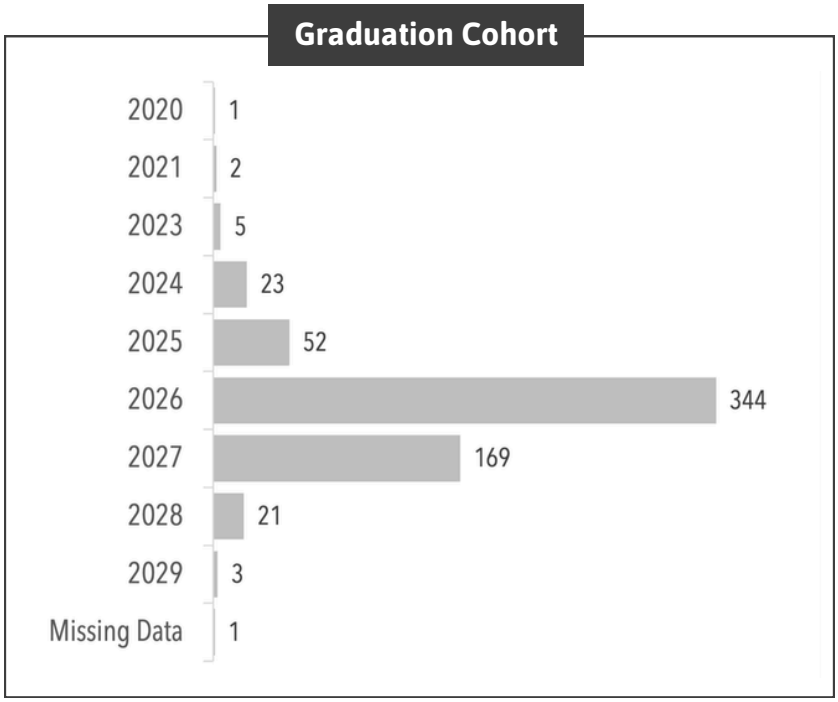
Program Reach & Participation

GRIP substantially expanded its reach in Year Two. The program served 621 students across 39 schools in 16 of New Mexico's 33 counties, compared with 343 students across 19 schools in eight counties during Year One. Of the 621 Year Two participants, 503 students (81%) participated during the school year and 117 (19%) participated during the summer; a participation term was missing for one student.

GRIP's expansion included both continuity from the pilot year and substantial new school participation during the second year. Thirteen of the 19 Year One schools returned in Year Two, while 26 schools participated for the first time. Six schools that participated during the pilot year did not return. As a result, GRIP more than doubled the number of participating schools while also increasing its geographic footprint from eight to 16 counties across the state.

Students Participated Across Multiple Graduation Cohorts

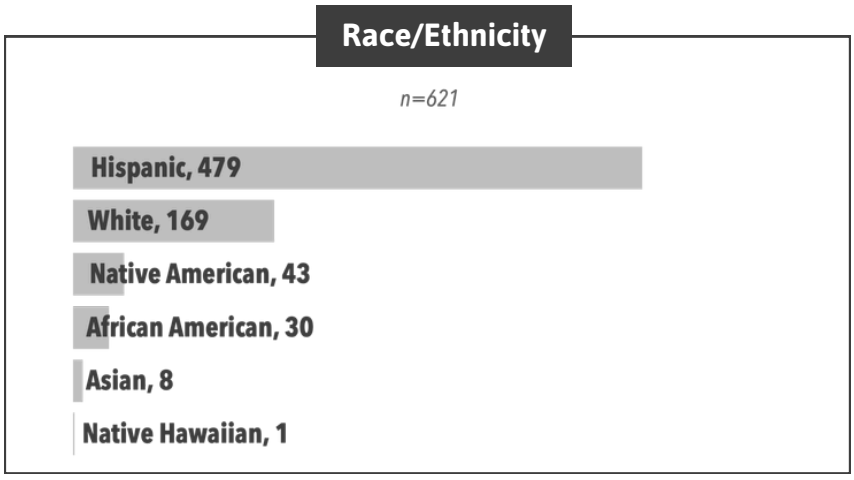
Although participants represented a wide range of expected graduation cohorts, GRIP primarily served students in their final year or approaching graduation. More than half of all participants were identified as members of the 2026 graduation cohort (344 students, 55%), while another 169 students (27%) were expected to graduate in 2027. The remaining 108 students (17%) were expected to graduate before 2026 or after 2027, or had no reported graduation cohort.



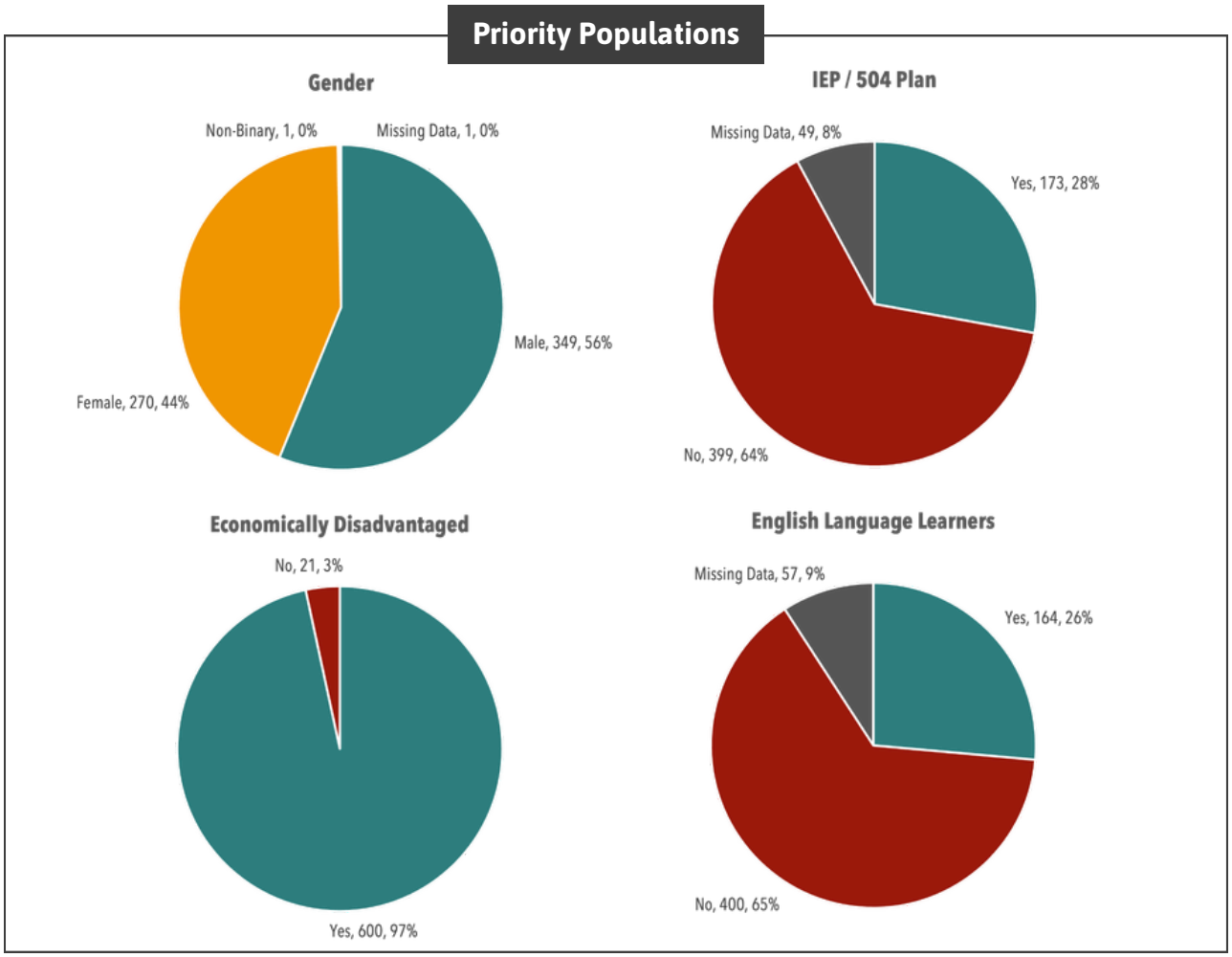
Participant Demographics

GRIP served a predominantly Hispanic student population and included substantial representation from student groups prioritized through New Mexico's Yazzie/Martinez consolidated lawsuit. Of all participants, 349 (56%) were male and 270 (44%) were female. One student was reported as non-binary, and gender was missing for one student (0.2%).

Race and ethnicity were collected as a multi-response measure, meaning students could be represented in more than one category. Hispanic students represented the largest reported racial or ethnic group, with 479 students (77%), followed by 169 White students (27%), 43 Native American students (6%), 30 African American students (5%), eight Asian students (1%), and one Native Hawaiian student (0.2%). Because students could be included in multiple categories, percentages do not sum to 100 percent.

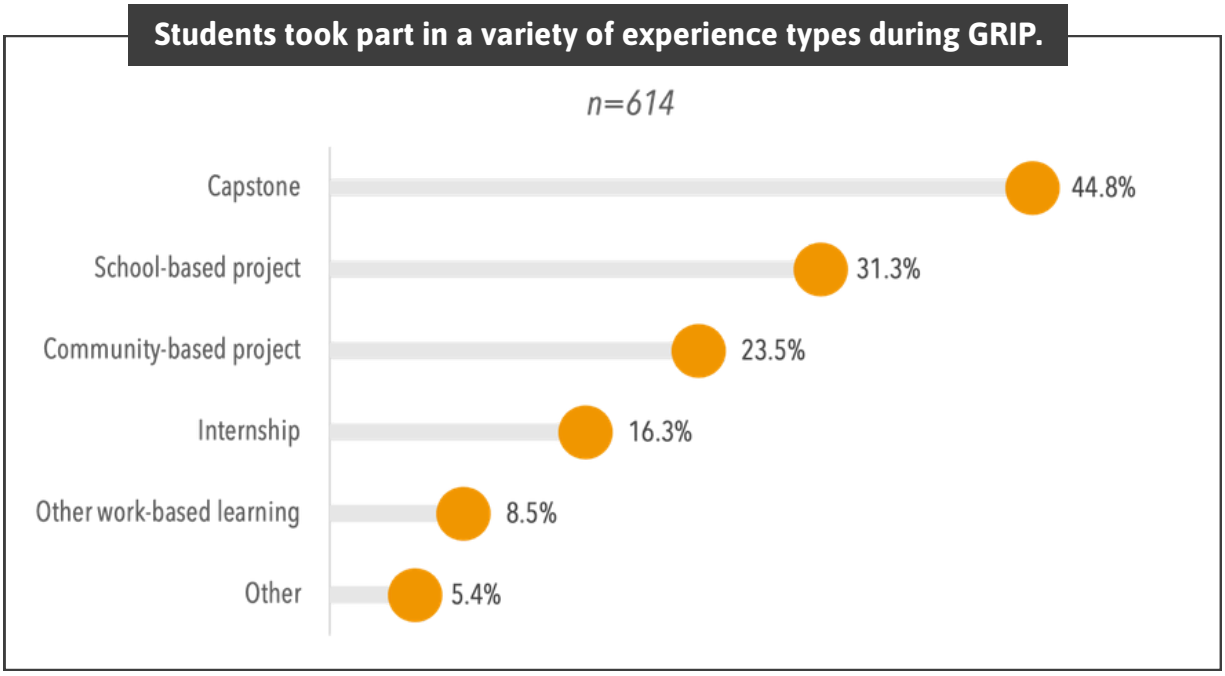


Priority population representation was also substantial. Nearly all GRIP participants —600 of 621 (97%)—were identified as economically disadvantaged. Among students with reported status, 173 of 572 (30%) had an IEP or Section 504 plan, and 164 of 564 (29%) were English learners. Native American students represented 43 of the 621 participants (7%).



GRIP Experiences Took Multiple Forms

Student participation in GRIP was not limited to a single type of experience. Among the 614 students with reported experience-type information, capstones were most common, with 275 students (45%) participating in at least one capstone. School-based projects were reported for 192 students (31%), community-based projects for 144 (24%), internships for 100 (16%), and other work-based learning experiences for 52 (9%). An additional 33 students (5%) participated in an experience categorized as something else. Because students were often reported as having more than one experience type, percentages exceed 100 percent.

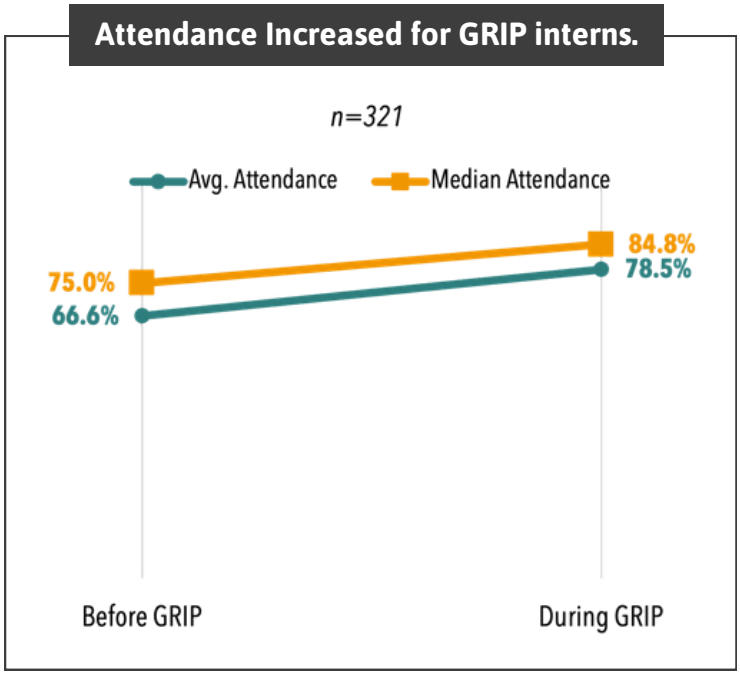


Community and employer partnerships were also a common component of students' experiences. Among 591 students with documented community partner information, 356 (60%) were reported as having a community or employer partner, while 229 (39%) did not, and six (1%) were reported as unsure. Partner information was missing for 30 students.

Collectively, these data demonstrate that GRIP reached students through a range of school, community, and work-based experiences rather than through a single model of participation.

Attendance & Reengagement

Most students with attendance data from before and during GRIP improved their attendance during GRIP. Attendance data shed light on the extent to which students were reengaging with school during GRIP compared with prior to participation. Of the 621 Year Two participants, 321 students (52%) had sufficiently complete paired attendance data. Of the 321 students with sufficient attendance data, 221 students (69%) improved, while 96 (30%) experienced a decline and four (1%) had no change. Among students included in the analysis, average attendance increased from 67% before GRIP to 79% during GRIP, an average increase of 11.9 percentage points. Median attendance increased from 75% to 85%. For students with paired attendance data, this pattern reflects more consistent attendance, suggesting increased reengagement during GRIP.



To assess whether the observed change in attendance differed significantly from zero, we conducted a paired-sample t-test and calculated Cohen's dz as a measure of effect size. The paired-sample t-test revealed that the average attendance change was statistically significant ($p < .001$), with a 95% confidence interval ranging from +9.2 to +14.6 percentage points. Cohen's dz was 0.49, corresponding to a small-to-moderate standardized difference between the two attendance periods.

These results describe a meaningful change within the analytic sample: approximately two-thirds of students with paired attendance records attended school more consistently during GRIP than they had prior to participation. At the same time, 30% of students experienced lower attendance, indicating that the pattern does not apply to every student.

New Mexico's Chronic Absenteeism Threshold and GRIP Attendance

New Mexico defines chronic absenteeism as missing 10% or more of classes or school days for any reason, making the 10% threshold a useful benchmark for understanding changes in student attendance.[10] For context, 72% of students statewide regularly attended school during the 2025–2026 school year, meaning they were present for more than 90% of school days, while 28% did not meet that threshold.[11] Among the 321 students with paired attendance data, 316 had more than 10 observed school days in both periods and were included in this analysis. Of those students, 80% missed at least 10% of observed school days before GRIP. During GRIP, that figure decreased to 64%. Since GRIP's measure reflects varying observed attendance periods before and during participation, it is not directly comparable with full-year chronic absenteeism measures. However, the findings provide context for the high levels of absenteeism observed among GRIP participants, particularly prior to participation in the program.

Student attendance across the 10% threshold varied:

- 77 students (24%) moved from at or above the 10% threshold before GRIP to below it during GRIP. In other words, nearly one in four students in the sample shifted from missing at least 10% of observed school days to less than 10%.
- 27 students (9%) moved from below the 10% absence threshold before GRIP to at or above it during GRIP. For this group, attendance worsened and crossed the threshold.
- 176 students (56%) remained at or above the 10% absence threshold before GRIP and during GRIP. This was the largest student group, indicating that attendance challenges persisted for more than half of students in the sample.
- 36 students (11%) remained below the 10% threshold before and during GRIP.

Overall, the attendance findings point to meaningful reengagement for many students during GRIP. Average and median attendance increased, and nearly one-quarter of students included in the 10% threshold analysis moved below the 10% threshold. At the same time, attendance remained a significant challenge for a large share of students, with more than half remaining at or above the threshold before and during GRIP. Altogether, these findings show increased attendance during GRIP among many students in the analytic sample, while persistent absenteeism remained a significant challenge.

[10] *Attendance for Success Act*, N.M. Stat. § 22-12A-2 (2025). https://law.justia.com/codes/new-mexico/chapter-22/article-12a/section-22-12a-2/

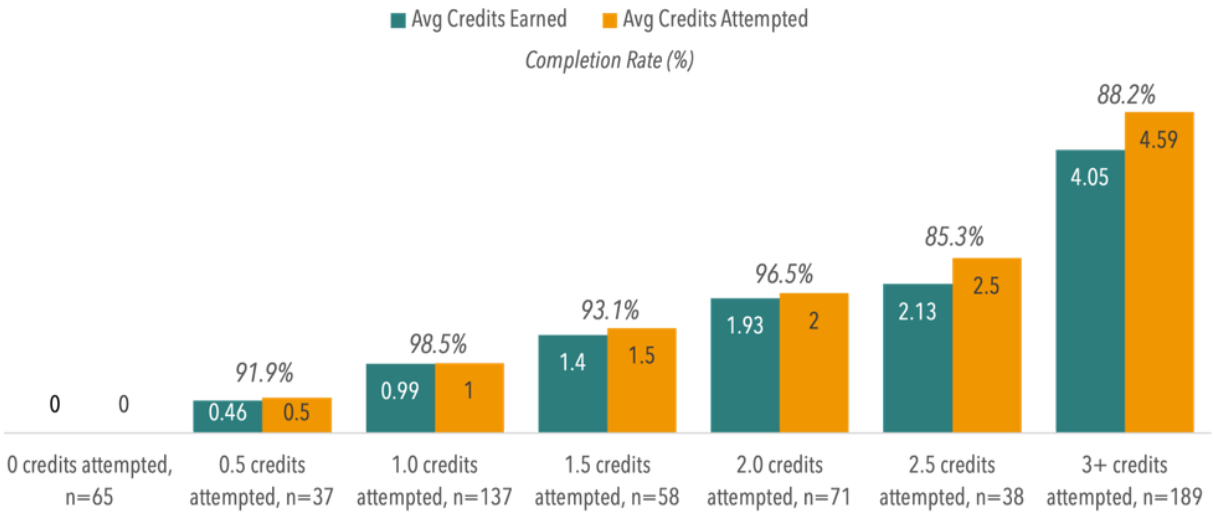
[11] New Mexico Public Education Department. (2026). Regular attendance. NM Vistas, 2025–2026.

Academic Progress & Credit Accumulation

Students earned a large share of the credits they attempted. Credit accumulation provides another measure of student progress during GRIP. Of the 621 students in the Year Two dataset, 25 students from one school were excluded from credit analyses because their credit records could not be consistently incorporated into the analysis. Among the remaining 596 students, all 596 had reported credits attempted, 595 had reported credits earned, and 595 had paired credit data.

Among the 595 students with paired credit data, students attempted 1,347.25 credits and earned 1,216.25 credits, resulting in an aggregate credit completion rate of 90%. Students attempted an average of 2.26 credits and earned an average of 2.04 credits. The median number of credits earned was 1.5. The mean student-level credit completion rate was 83%, while the median was 100%. Overall, 500 students (84%) earned at least 0.5 credit, and 480 of 595 students (81%) earned all of the credits they attempted.

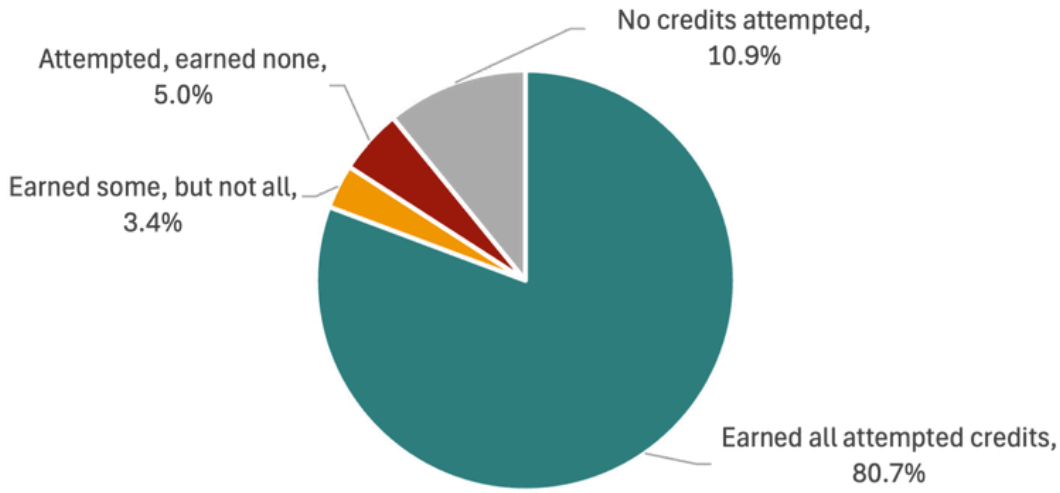
On average, students earned almost all the credits they attempted.



The number of credits students attempted varied considerably. Nearly one-third of students with paired credit data (32%) attempted more than 2.5 credits, while 23% attempted 1.0 credit; together, these two groups accounted for more than half of the analytic sample. Credit completion was generally high across attempted-credit levels. Students attempting 1.0 credit had the highest completion rate (99%), followed by those attempting 2.0 credits (97%). The lowest completion rate among

students who attempted credits was among those attempting 2.5 credits (85%), while students attempting more than 2.5 credits completed 88% of credits attempted.

More than three quarters of GRIP students earned all of the credits they attempted.



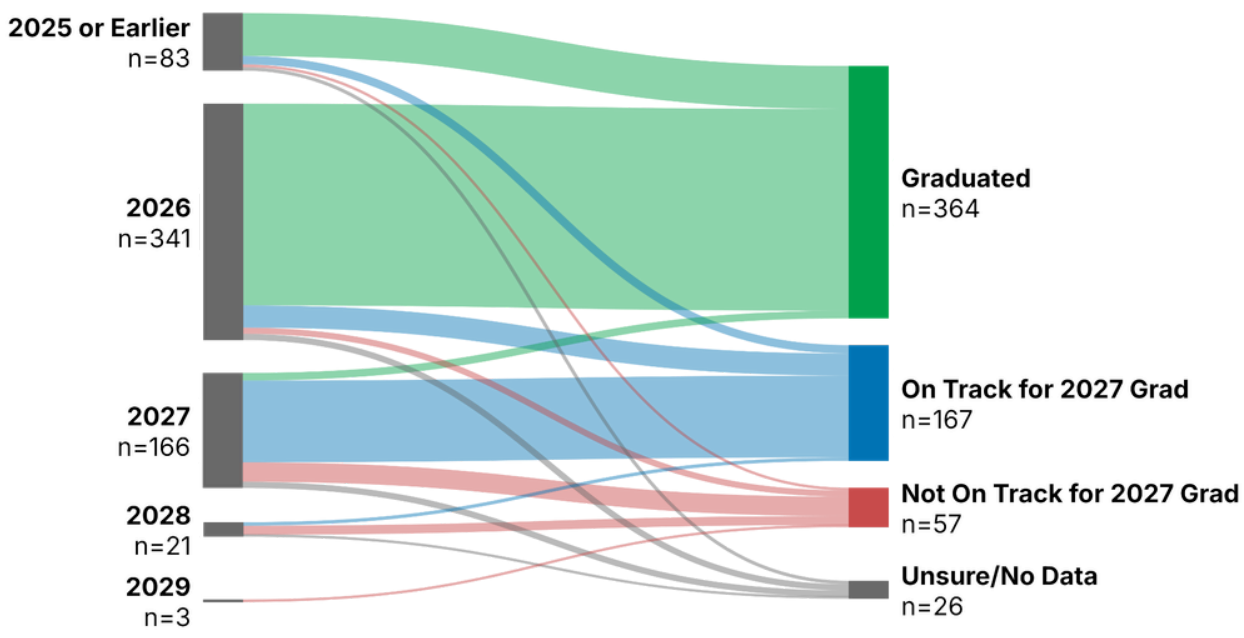
Overall, the credit findings indicate that most students with paired credit data made measurable progress toward graduation requirements during GRIP participation. The program generated more than 1,200 earned credits in Year Two, with most students earning all of the credits they attempted.

Graduation & Continued Progress

A primary goal of GRIP is to help students earn the credits they need to graduate. Year Two participants represented several expected graduation cohorts, although most students belonged to the 2026 and 2027 cohorts. Of the 621 participants, 344 students (55%) were in the 2026 cohort and 169 (27%) were in the 2027 cohort. An additional 83 students were expected to graduate before 2026, 24 students (4%) were expected to graduate in 2028 or 2029, and one student had a missing graduation cohort. Across all GRIP participants, 365 graduated in 2026, including 291 from the 2026 cohort, 62 students from earlier cohorts, 11 students from the 2027 cohort who graduated early, and one student whose cohort was missing. Overall, 59% of Year Two participants graduated in 2026, most students expected to graduate in 2026 did so, and most eligible 2027 cohort students remained on track to graduate.

Among 326 students with paired credit and usable graduation data, graduation was higher among students who earned all attempted credits (87%) than among those who did not (76%), a descriptive difference of 10.6 percentage points. However, because this analysis is descriptive, it does not account for the many factors that may have influenced students' academic progress and should not be interpreted as evidence of a causal relationship.

GRIP students had varied graduation outcomes.



2025 or Earlier Graduation Cohorts

GRIP served 83 students whose expected graduation year was 2025 or earlier. Graduation status was documented for 82 of those students. Among students with usable graduation data, 62 (76%) graduated in 2026 and 20 (24%) did not.

2026 Graduation Cohort

The 2026 cohort included 344 students, representing more than half of all Year Two participants. Graduation status was documented for 341 of those students. Among 2026 cohort students with usable graduation data, 291 graduated and 50 did not, resulting in a graduation rate of 85%. Graduation status was unknown for three students. New Mexico's most recent statewide four-year graduation rate was 81%.[12] The reported graduation rate among GRIP's 2026 cohort was 4.7 percentage points

[12] New Mexico Public Education Department (2026), Four year graduation rate, Cohort 2025.



higher than the statewide rate; however, the two figures differ in cohort year and population, and should be interpreted as contextual rather than directly comparable.

2027 Graduation Cohort

GRIP served 169 students in the 2027 cohort. Eleven of those students were reported as graduating early in 2026 and are included in the overall 2026 graduation count. Of the remaining students, 155 had not graduated, and graduation status was missing for three. Among 146 students with usable on-track data, 115 (79%) were on track for graduation, 28 (19%) were not on track, and three (2%) were reported as unsure.

Equity, Representation, & Priority Populations

GRIP served a large portion of students from priority populations, with generally positive outcomes across groups. A central focus of the Year Two evaluation was understanding how GRIP reached and supported populations prioritized through New Mexico's Yazzie/Martinez consolidated lawsuit. These analyses examined representation and outcomes for Native American students, economically disadvantaged students, English learners, and students with disabilities. GRIP served substantial numbers of students within several of these groups. Nearly all participants—600 of 621 students (97%)—were identified as economically disadvantaged. Among students with sufficiently complete data, 173 of 572 (30%) had an IEP or Section 504 plan, and 164 of 564 (29%) were English learners.

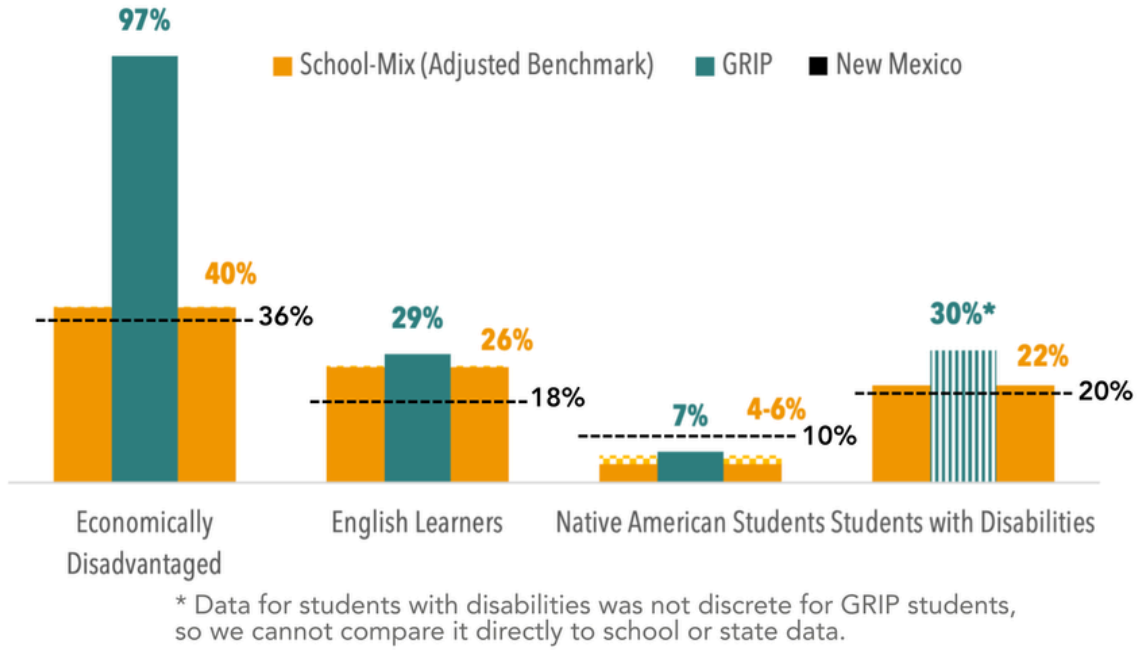
Statewide, the New Mexico Public Education Department (NM PED) reported that 29,401 Native American students were enrolled in New Mexico public schools in 2025-2026, representing 10% of the statewide public school population. More than 53,000 were identified as English learners, representing 18% of students statewide. Students with disabilities represented 20% of public school enrollment, and 36% of students were economically disadvantaged.[13] NM PED reports that the four central Yazzie/Martinez priority populations collectively represent about 70% of New Mexico's children.[14]

[13] New Mexico STARS Data SY 25. (2025). 2025-2026 Enrollment Subgroup Percentages. https://web.ped.nm.gov/bureaus/information-technology/stars/

[14] New Mexico Public Education Department. (2025). *Martinez-Yazzie action plan*. https://web.ped.nm.gov/wp-content/uploads/2025/11/NM-Martinez-Yazzie-Action-Plan_11.3.25.pdf

GRIP participants were more heavily represented among several priority populations than the students enrolled at participating schools overall. To understand whether GRIP was reaching priority populations at higher, similar, or lower rates, we compared the share of GRIP participants in each group with the share of students in those groups at the schools they attended. Economically disadvantaged students represented 97% of GRIP participants, compared with an adjusted benchmark[15] of 40%. English learners represented 29% of GRIP participants compared with an adjusted benchmark of 26%, while Native American students represented 7% compared with an adjusted benchmark of 4–6%. These comparisons are descriptive and reflect school composition rather than estimates of program impact. Comparisons for students with disabilities should be interpreted separately because GRIP's combined IEP/504 measure is not fully comparable with NM PED's disability measure. Additional information on the calculation of these benchmarks is provided in Appendix B4.

GRIP participant representation differed from adjusted benchmarks for GRIP schools.



Attendance & Reengagement

Attendance improved during GRIP across each of the four priority populations. Students with disabilities had an average attendance increase of +13.4 percentage points, while economically disadvantaged students increased by +12.0 points, Native American students by +10.0 points, and English learners by +9.8 points.

[15] The adjusted benchmark reflects the student populations at the schools GRIP participants actually attended, giving more weight to schools that served more GRIP students.

Attendance improved among 75% of students with disabilities, compared with 59% of students without a reported disability.

Among English learners, 68% improved, compared with 61% of students who were not English learners. Among Native American students, 55% improved, compared with 70% of non-Native American students. Finally, 69% of economically disadvantaged students improved their attendance; however, the comparison group was too small to support a meaningful comparison.

Credit Accumulation & Completion

Credit completion was also generally high across priority populations. Aggregate completion rates were 93% among Native American students, 92% among English learners, 90% among economically disadvantaged students, and 83% among students with disabilities. The largest difference appeared among students with disabilities, who had an aggregate credit completion rate of 83%, compared with 94% among students without that reported status.

Graduation and Continued Progress

Graduation outcomes among priority populations were generally similar to or above the overall 2026 cohort rate. Among students with usable graduation data, the reported graduation rate was 94% for Native American students, 87% for students with disabilities, 85% for English learners, and 85% for economically disadvantaged students. Comparatively, New Mexico's most recent statewide four-year graduation rates were 78% for Native American students; 74% for students with disabilities; 78% for English learners; and 76% for economically disadvantaged students.[16] Across all four groups, reported graduation rates among GRIP participants exceeded the corresponding statewide rates by 7.3 to 16.4 percentage points. These statewide rates are provided as contextual reference; GRIP subgroup rates reflect a selected program population and are not directly comparable to statewide cohort rates.

Among 2027 cohort students with usable on-track data, 65% of students with disabilities were on track, compared with 85% of students without that status. This difference warrants continued monitoring but should be interpreted alongside the strong graduation outcomes observed among students with disabilities in the 2026 cohort.

Overall, the Year Two findings show that GRIP reached substantial numbers of

[16] New Mexico Public Education Department (2026), *Four year graduation rate*, Cohort 2025.

students from populations prioritized in New Mexico's educational equity efforts, with positive attendance, credit, graduation, and continued-progress outcomes observed across these groups.



School-Level Reach, Representation, & Outcomes

Year Two outcomes varied across participating schools, although these differences should be interpreted descriptively rather than as direct measures of school performance. Schools differed in the number and demographics of the students they served, graduation cohort distributions, and the completeness of attendance, credit, and graduation data. Analytic sample sizes also varied considerably by school and outcome. For these reasons, school-level findings are most useful for identifying patterns and potential areas for further investigation.

Several schools demonstrated strong outcomes across multiple measures. Siembra Leadership High School had an average attendance increase of 25.3 percentage points among 63 students and a 95% graduation rate among 37 students in the 2026 cohort. Los Lunas High School had nearly a 100% aggregate credit completion rate among 49 students, a 100% graduation rate among 21 students in the 2026 cohort, and an 86% on-track rate among 21 eligible 2027-cohort students.

Belen High School also had a 100% credit completion rate and a 95% graduation rate among 19 students, while Mark Armijo Academy had a 100% credit completion rate and 95% of 19 eligible 2027-cohort students were reported as on track. Other schools showed more mixed patterns across measures. Appendix B2 provides school-level results across attendance, credit completion, graduation, and continued progress.

School-level representation also varied. Economically disadvantaged students

made up all or nearly all GRIP participants at many participating schools, often considerably exceeding their share of overall school enrollment. At Los Lunas High School, for example, economically disadvantaged students represented 100% of GRIP participants compared with 24% of school enrollment, while Native American students represented 18% of GRIP participants compared with 6% of enrollment. At Health Leadership High School, English learners represented 59% of GRIP participants compared with 48% of school enrollment. At many sites, GRIP participants included priority populations at shares comparable to or higher than their representation in overall school enrollment, although patterns varied considerably by population and site. Disability comparisons should be interpreted cautiously because GRIP's IEP/504 measure and NMPED's disability measure are not fully equivalent. See Appendix B3 for school-level comparisons of GRIP participant representation and overall school enrollment.

Some schools also enrolled particularly large numbers of students from specific priority populations. Los Lunas and Kirtland Central enrolled the largest numbers of Native American GRIP participants, while Health Leadership, Mark Armijo Academy, and La Academia de Esperanza enrolled particularly large numbers of English learners. These differences in outcomes and representation reinforce the importance of examining student needs, school composition, implementation context, and available supports alongside quantitative results. These school-level patterns are consistent with the overall representation analysis, which found the strongest difference for economically disadvantaged students and smaller differences for English learners and Native American students. Additional school-level representation comparisons are provided in Appendices B3 and B4.





Synthesis of Changes from Year 1 to Year 2

GRIP expanded substantially from Year One to Year Two. Participation increased from 343 to 621 students, participating schools increased from 19 to 39, and the number of counties represented doubled from eight to 16. Thirteen schools returned from Year One, 26 participated for the first time, and six did not return. Attendance findings were positive in both years, although the measures are not directly comparable. Year One reportedly showed about a seven-percentage-point increase in attendance, while Year Two students with paired attendance data showed an average increase of 11.9 points. Year One measured attendance after participation, while Year Two measured attendance during participation, so the difference should not be interpreted as evidence that attendance gains increased from Year One to Year Two.[17]

Credit outcomes were generally positive in both Years One and Two. In Year One, students earned an average of 1.61 GRIP credits, compared with 2.04 credits among Year Two students with paired credit data. The share of students earning at least half a credit was 88% in Year One and 84% in Year Two. Year Two generated more total earned credits: 471.50 in Year One compared with 1,216.25 in Year Two. This difference largely reflects GRIP's larger scale beyond its pilot year. Similarly, graduation outcomes were generally positive across both years.

[17] Center for Community Analysis, *GRIP Re-Engagement*, 3, 10, 14.

In Year One, the reported graduation rate for the 2025 target cohort was 77%; in Year Two, 291 of 341 students in the expected 2026 cohort with explicit Yes/No graduation status graduated (85%). Because the Year One report does not provide the exact analytic denominator for its reported 77% rate, this comparison should be interpreted descriptively.[18]

Overall, the clearest Year One to Year Two change is scale. GRIP served substantially more students, schools, and communities in its second year, while available outcome data remained generally positive. Stronger conclusions about changes in outcomes over time are limited by differences in measurement and not having access to Year One student-level data.



[18] Center for Community Analysis, *GRIP Re-Engagement*, 3, 23.



Conclusion & Recommendations

Year Two findings demonstrate that GRIP expanded considerably while serving students who were often at risk of delayed graduation. Among students with paired attendance data, attendance generally improved. Students with paired credit data earned a large share of the credits they attempted. Most students in the 2026 cohort with usable graduation data graduated, and most eligible 2027 cohort students with usable on-track data were on track. Priority populations were also well represented in the program.

A few areas stand out for continued attention. Many students still faced attendance challenges, even as overall attendance improved. Students with disabilities also had lower credit completion and lower reported on-track-to-graduate rates among the 2027 cohort, suggesting a need to better understand what supports may be most useful for these students. And, Native American students are underrepresented in GRIP relative to statewide enrollment, reflecting the composition of participating schools. Expanding to additional schools with larger Native American populations would likely provide more equitable statewide access for Native American students.

Recommendations

Strengthen support for students with persistent attendance challenges.
Use attendance data to identify students who continue to experience persistent attendance challenges and determine whether additional outreach, case management, transportation support, or other individualized supports are needed.

Provide more individualized support for students who are past their expected graduation year.
Review remaining graduation requirements and credit needs of students from earlier graduation cohorts and consider additional credit recovery opportunities, extended GRIP participation, or individualized graduation planning for students who still need support to complete requirements.

Strengthen equitable access to GRIP across priority populations.
Continue comparing GRIP participation with the composition of participating schools to identify where priority populations are being reached at higher, similar, or lower rates. Use these patterns to guide outreach, recruitment, and partnership strategies so that students prioritized by GRIP have meaningful access to the program across participating schools and communities.

Continue strengthening supports for students with disabilities.
Examine how accommodations, program structures, credit requirements, and work-based learning are implemented across sites. Given the strong graduation outcomes observed in the 2026 cohort, this work should focus on identifying effective practices while also monitoring lower graduation rates or trends.

Learn from variation across participating schools.
Use school-level findings to identify sites with strong attendance, credit completion, graduation, or on-track progress outcomes and examine the practices, staffing, and student supports that may be contributing to those results. Create opportunities for schools to share promising practices across the GRIP network.

Better understand how different GRIP experiences support student progress.
Examine how capstones, internships, school-based projects, and community-based experiences are being used across schools and student groups, including whether particular models are effective for students with different credit, attendance, or graduation needs.

Strengthen data collection and progress monitoring.
Improve consistency in attendance, credit, graduation, and student reporting across schools so that future evaluations can track student progress and make stronger comparisons across years and sites.

Formalize a GRIP school network for shared learning and problem-solving.
Create an interactive space for participating schools to connect, ask implementation questions, share promising practices, troubleshoot challenges, and learn from one another.



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Appendices

Appendix A1. Evaluation Design, Measures, and Analytic Definitions

Evaluation Design

The Year Two GRIP analysis used a quantitative, primarily descriptive approach to examine student data collected and submitted by participating schools. The analysis focused on who the program served and how students were progressing across five domains of inquiry, including Program Reach & Participation; Attendance and Reengagement; Academic Progress and Credit Accumulation; Graduation & Continued Progress; and Equity & Priority Populations. The evaluation, overall, was designed to describe patterns in participation and outcomes, not to imply causal effects of GRIP. Year Two findings were also considered alongside published Year One findings where measures were sufficiently comparable. As Year One raw data were not available for this analysis, no inferential testing was conducted between Years One and Two.

Data and Preparation

Year Two data were collected using a standardized GRIP data collection instrument by participating schools. The instrument included 21 source variables capturing student-level demographics, academic credit, GRIP experience type, and graduation cohort. Prior to analysis, each dataset was reviewed, cleaned, and merged into a single dataset. Analyses were conducted in R, where variables and outcome measures were calculated.

The final data inventory included 621 students across 39 schools. Because data completeness varied across datasets, not all 621 students were eligible for every analysis. Analytic sample sizes therefore vary and are reported alongside results throughout the report.

Exhibit: Analysis Measures and Definitions

Domain	Measure	Definition
Program Reach and Participation	Graduation Cohort	Reported expected graduation year
	Gender	Reported student gender
	Race and Ethnicity	Reported multi-response race/ethnicity categories
	Native American Status	Reported Native American race/ethnicity data
	English Learner Status	Reported English learner status
	Disability Status	Reported as having an IEP or Section 504 plan; not discrete
	Economically Disadvantaged Status	Student reported as eligible for Free or Reduced Price Lunch
	GRIP Experience Type	Capstone, school-based project, community based project, internship, other work-based learning, or other reported experience
	Community/Employer Partner	Reported as Yes, No, or Unsure
Attendance and Reengagement	Attendance Rate	(school days – absences) / school days
	Paired Attendance	Attendance rate available both before and during GRIP
	10% Absence Threshold	Student missed at least 10% of observed school days in the applicable period
Academic Progress and Credit Accumulation	Credits Attempted	Credits reported as attempted through GRIP
	Credits Earned	Credits reported as earned through GRIP
	Paired Credit Data	Usable records for both credits attempted and credits earned
	Student Credit Completion	credits earned / credits attempted
	Aggregate Credit Completion	total credits earned / total credits attempted among paired records
	Credit Outcome	Earned all attempted credits; earned some but not all; attempted but earned none; no credits attempted
Graduation & Continued Progress	2026 Cohort Status	Reported Yes/No response indicating whether the student graduated in 2026
	2026 Cohort Graduation Rate	Number of 2026-cohort students reported as graduating in 2026 divided by 2026-cohort students with explicit Yes/No graduation status
	2027 On-Track Status	School-reported Yes, No, or Unsure status among eligible 2027-cohort students who had not graduated in 2026
Equity and Priority Populations	Priority Populations	Attendance, credit, graduation, and continued-progress measures calculated within Native American, English learner, IEP/504, and economically disadvantaged groups

Exhibit: Additional Analytic Rules

- Program Reach and Participation.
  - Race and ethnicity were collected as a multi-response measure, meaning students could be represented in more than one racial or ethnic category. Percentages across race and ethnicity categories therefore may exceed 100%. GRIP experience type was also multi-response, and students could participate in more than one type of experience.
- Attendance and Reengagement.
  - Attendance analyses compared school attendance before and during GRIP participation. Because both periods were observed for the same students, the paired sample was also examined using inferential statistics. The 10% absence-threshold analysis was limited to students with more than 10 observed school days in both the pre-GRIP and during-GRIP periods. Because observation periods varied across students, this measure was treated as an observed-period attendance benchmark rather than a formal full-year chronic absenteeism rate.
- Academic Progress and Credit Accumulation.
  - For student-level credit completion, paired records reporting 0 credits attempted and 0 credits earned were retained and assigned 0% completion. This is an analytic convention and should not be interpreted as a literal division of 0/0. For aggregate credit completion, these records contributed zero to both total credits attempted and total credits earned.
- Graduation and Continued Progress.
  - Expected graduation cohort, graduation during the 2026 reporting year, and continued progress toward a future graduation date were treated as separate measures. For the primary 2026-cohort graduation rate, the analytic denominator included students with explicit Yes/No graduation status. For 2027-cohort students who had not graduated in 2026, continued progress was assessed using schools' reported Yes, No, or Unsure on-track status.
- Equity and Priority Populations.
  - Priority population analyses used the same outcome definitions described above. Analytic denominators varied by subgroup and outcome based on data availability and eligibility. For GRIP analyses, students with disabilities were identified based on reported IEP or Section 504 status. NMPED school- and state-level disability measures are not fully definition-equivalent, so comparisons between GRIP and NMPED disability rates should be interpreted cautiously.

Appendix B1. Participating GRIP Schools by Program Year

School	Year One: 2024-2025	Year Two: 2025-2026
ACE Leadership High School		X
Albuquerque Aviation Academy	X	
Amy Biehl Charter High School		X
Archer Academy		X
Belen High School		X
Century High School		X
Cesar Chavez Community School	X	X
Chaparral High School		X
Cimarron High School	X	X
Des Moines High School		X
East Mountain High School		X
Fort Sumner High School		X
Gadsden High School		X
Gilbert L. Sena Charter School	X	X
Gordon Bernell Charter School	X	
Health Leadership High School	X	X
Highland High School		X
Hobbs High School		X
Infinity High School		X
Kirtland Central High School		X
La Academia De Esperanza		X
Las Montañas Charter	X	
Los Lunas High School	X	X

School	Year One: 2024-2025	Year Two: 2025-2026
Mark Armijo Academy	X	X
Monte Del Sol Charter	X	X
Moreno Valley High School	X	
Moriarty High School		X
New America School: ABQ	X	X
New America School: Las Cruces		X
New Mexico School for the Arts	X	
Portales High School		X
Robertson High School	X	X
Sacramento School of Engineering and Science		X
Santa Rosa High School	X	X
Sendero School of Academics and Career Preparation		X
Siembra Leadership High School	X	X
Socorro High School	X	X
South Valley Academy	X	
Technology Leadership High School	X	X
Tierra Adentro Arts		X
University High School		X
Valencia High School		X
Vista Nueva High School		X
Volcano Vista High School		X
West Mesa High School		X
Total Participating Schools	**19**	**39**

Appendix B2. School-Level Variation in Year Two Outcomes

School	Attendance Change	Aggregate Credit Completion	2026 Graduation	2027 On Track
ACE Leadership High School	+8.8 pp (n=30)	100.0% (n=38)	76.9% (n=13)	66.7% (n=18)
Amy Biehl High School	-4.5 pp (n=4)	75.0% (n=4)	0.0% (n=1)	—
Archer Academy	-18.0 pp (n=11)	70.0% (n=11)	50.0% (n=2)	42.9% (n=7)
Belen High School	+3.0 pp (n=19)	100.0% (n=19)	94.7% (n=19)	—
Century High School	-8.3 pp (n=11)	100.0% (n=30)	57.1% (n=21)	100.0% (n=3)
Cesar Chavez Community School	+59.1 pp (n=20)	93.6% (n=20)	69.2% (n=13)	—
Chaparral High School	—	100.0% (n=1)	—	—
Cimarron High School	+37.5 pp (n=3)	100.0% (n=3)	100.0% (n=1)	—
Des Moines High School	+5.1 pp (n=3)	100.0% (n=3)	100.0% (n=2)	100.0% (n=1)
East Mountain High School	—	100.0% (n=2)	100.0% (n=1)	100.0% (n=1)
Fort Sumner High School	+18.7 pp (n=6)	100.0% (n=6)	100.0% (n=5)	—
Gadsden High School	—	100.0% (n=2)	100.0% (n=2)	—
Gilbert L. Sena Charter High School	—	84.5% (n=18)	84.6% (n=13)	100.0% (n=1)
Health Leadership High School	—	73.1% (n=48)	68.8% (n=16)	65.0% (n=20)
Highland High School	-0.3 pp (n=22)	100.0% (n=22)	86.7% (n=15)	—
Hobbs High School	—	0.0% (n=4)	100.0% (n=4)	—
Infinity High School	—	100.0% (n=3)	—	—
Kirtland Central High School	—	86.1% (n=8)	100.0% (n=1)	—
La Academia de Esperanza	-18.7 pp (n=1)	100.0% (n=28)	100.0% (n=25)	100.0% (n=1)
Los Lunas High School	-2.8 pp (n=25)	99.5% (n=49)	100.0% (n=21)	85.7% (n=21)
Mark Armijo Academy	+2.6 pp (n=10)	100.0% (n=39)	86.7% (n=15)	94.7% (n=19)
Monte del Sol Charter School	+36.0 pp (n=8)	44.3% (n=14)	50.0% (n=6)	66.7% (n=6)

School	Attendance Change	Aggregate Credit Completion	2026 Graduation	2027 On Track
Moriarty High School	+2.3 pp (n=4)	100.0% (n=4)	100.0% (n=4)	—
New America School Albuquerque	-15.5 pp (n=7)	95.6% (n=7)	100.0% (n=6)	—
New America School Las Cruces	-15.4 pp (n=20)	91.6% (n=20)	94.7% (n=19)	—
Portales High School	+20.1 pp (n=5)	77.8% (n=5)	100.0% (n=5)	—
Robertson High School	—	50.0% (n=3)	66.7% (n=3)	—
Sacramento School of Engineering and Science	+8.4 pp (n=3)	50.0% (n=3)	—	50.0% (n=2)
Santa Rosa High School	+8.7 pp (n=6)	100.0% (n=6)	100.0% (n=3)	100.0% (n=2)
Sendero Mid School / High School	+32.5 pp (n=13)	100.0% (n=25)	72.7% (n=11)	100.0% (n=8)
Siembra Leadership High School	+25.3 pp (n=63)	88.5% (n=63)	94.6% (n=37)	—
Socorro High School	—	100.0% (n=18)	83.3% (n=18)	—
Technology Leadership High School	—	100.0% (n=11)	66.7% (n=3)	—
Tierra Adentro of New Mexico	—	100.0% (n=3)	100.0% (n=2)	—
University High School	—	100.0% (n=8)	100.0% (n=6)	—
Valencia High School	—	100.0% (n=19)	100.0% (n=6)	84.6% (n=13)
Vista Nueva High School	+6.6 pp (n=2)	100.0% (n=3)	—	100.0% (n=2)
Volcano Vista High School	—	—	93.3% (n=15)	60.0% (n=10)
West Mesa High School	+14.9 pp (n=25)	100.0% (n=25)	28.6% (n=7)	90.9% (n=11)

Note: Outcomes are descriptive and should not be interpreted as direct measures of school performance. Analytic sample sizes vary by school and outcome because of differences in student populations, outcome eligibility, and data completeness. "—" indicates that a school did not have an analytic sample for that measure. Volcano Vista High School was excluded from the credit analysis because its credit records could not be incorporated into the analysis.

Appendix B3. GRIP Participant Representation by Participating School

School	GRIP / School Enrollment		Native American		Economically Disadvantaged		English Learner		Disability	
School	GRIP N	NMPED Enrolled	GRIP n/N (%)	NMPED n (%)	GRIP n/N (%)	NMPED n (%)	GRIP n/N (%)	NMPED n (%)	GRIP IEP/504 n/N (%)	NMPED Disability n (%)
ACE Leadership High School	38	293	2/38 (5.3%)	8 (2.7%)	38/38 (100.0%)	139 (47.4%)	11/38 (28.9%)	85 (29.0%)	13/38 (34.2%)	98 (33.5%)
Amy Biehl High School	4	186	0/4 (0.0%)	* (<5.0%)	4/4 (100.0%)	43 (23.1%)	0/4 (0.0%)	22 (11.8%)	2/4 (50.0%)	56 (30.1%)
Belen High School	19	940	1/19 (5.3%)	24 (2.5%)	19/19 (100.0%)	364 (38.7%)	1/19 (5.3%)	140 (14.9%)	8/19 (42.1%)	179 (19.0%)
Century High School	30	253	1/30 (3.3%)	14 (5.5%)	30/30 (100.0%)	118 (46.6%)	4/30 (13.3%)	36 (14.2%)	5/30 (16.7%)	48 (19.0%)
Cesar Chavez Community School	20	166	3/20 (15.0%)	25 (15.1%)	20/20 (100.0%)	94 (56.6%)	5/20 (25.0%)	59 (35.5%)	5/20 (25.0%)	47 (28.3%)
Chaparral High School	1	995	0/1 (0.0%)	* (<2.0%)	1/1 (100.0%)	469 (47.1%)	1/1 (100.0%)	488 (49.0%)	0/1 (0.0%)	149 (15.0%)
Cimarron High School	3	65	0/3 (0.0%)	* (<10.0%)	3/3 (100.0%)	20 (30.8%)	0/3 (0.0%)	* (<10.0%)	2/3 (66.7%)	12 (18.5%)
Des Moines High School	3	66	0/3 (0.0%)	* (<10.0%)	1/3 (33.3%)	11 (16.7%)	0/3 (0.0%)	* (<10.0%)	2/3 (66.7%)	* (<10.0%)
East Mountain High School	2	436	0/2 (0.0%)	13 (3.0%)	1/2 (50.0%)	48 (11.0%)	0/2 (0.0%)	* (<2.0%)	0/2 (0.0%)	49 (11.2%)
Fort Sumner High School	6	95	0/6 (0.0%)	* (<10.0%)	6/6 (100.0%)	32 (33.7%)	1/6 (16.7%)	* (<10.0%)	2/6 (33.3%)	15 (15.8%)
Gadsden High School	2	1214	0/2 (0.0%)	* (<2.0%)	2/2 (100.0%)	530 (43.7%)	0/2 (0.0%)	519 (42.8%)	1/2 (50.0%)	230 (18.9%)
Gilbert L. Sena Charter High School	18	182	0/18 (0.0%)	11 (6.0%)	18/18 (100.0%)	82 (45.1%)	7/18 (38.9%)	42 (23.1%)	4/18 (22.2%)	53 (29.1%)
Health Leadership High School	49	242	1/49 (2.0%)	* (<5.0%)	49/49 (100.0%)	84 (34.7%)	29/49 (59.2%)	117 (48.4%)	13/47 (27.7%)	31 (12.8%)
Highland High School	22	980	2/22 (9.1%)	82 (8.4%)	22/22 (100.0%)	478 (48.8%)	7/22 (31.8%)	443 (45.2%)	5/22 (22.7%)	253 (25.8%)

School	GRIP / School Enrollment		Native American		Economically Disadvantaged		English Learner		Disability	
School	GRIP N	NMPED Enrolled	GRIP n/N (%)	NMPED n (%)	GRIP n/N (%)	NMPED n (%)	GRIP n/N (%)	NMPED n (%)	GRIP IEP/504 n/N (%)	NMPED Disability n (%)
Hobbs High School	4	2216	0/4 (0.0%)	* (<2.0%)	4/4 (100.0%)	633 (28.6%)	1/4 (25.0%)	539 (24.3%)	3/4 (75.0%)	264 (11.9%)
Infinity High School	3	112	0/3 (0.0%)	* (<10.0%)	3/3 (100.0%)	49 (43.8%)	0/3 (0.0%)	8 (7.1%)	0/3 (0.0%)	28 (25.0%)
Kirtland Central High School	8	700	7/8 (87.5%)	561 (80.1%)	8/8 (100.0%)	272 (38.9%)	1/8 (12.5%)	199 (28.4%)	2/8 (25.0%)	110 (15.7%)
La Academia de Esperanza	28	208	0/28 (0.0%)	* (<5.0%)	28/28 (100.0%)	73 (35.1%)	20/28 (71.4%)	122 (58.7%)	7/28 (25.0%)	57 (27.4%)
Los Lunas High School	49	1424	9/49 (18.4%)	88 (6.2%)	49/49 (100.0%)	342 (24.0%)	9/49 (18.4%)	136 (9.6%)	9/49 (18.4%)	206 (14.5%)
Mark Armijo Academy	39	210	3/39 (7.7%)	* (<5.0%)	39/39 (100.0%)	79 (37.6%)	23/39 (59.0%)	93 (44.3%)	10/39 (25.6%)	68 (32.4%)
Monte del Sol Charter School	14	347	0/14 (0.0%)	* (<2.0%)	14/14 (100.0%)	72 (20.8%)	7/14 (50.0%)	96 (27.7%)	8/14 (57.1%)	79 (22.8%)
Moriarty High School	4	658	0/4 (0.0%)	* (<2.0%)	4/4 (100.0%)	232 (35.3%)	0/4 (0.0%)	62 (9.4%)	2/4 (50.0%)	133 (20.2%)
New America School Albuquerque	7	116	0/7 (0.0%)	* (<10.0%)	7/7 (100.0%)	54 (46.6%)	5/7 (71.4%)	68 (58.6%)	1/7 (14.3%)	29 (25.0%)
New America School Las Cruces	20	198	0/20 (0.0%)	* (<5.0%)	20/20 (100.0%)	128 (64.6%)	1/20 (5.0%)	58 (29.3%)	3/20 (15.0%)	35 (17.7%)
Portales High School	5	694	0/5 (0.0%)	* (<2.0%)	5/5 (100.0%)	317 (45.7%)	0/5 (0.0%)	67 (9.7%)	1/5 (20.0%)	128 (18.4%)
Robertson High School	3	287	0/3 (0.0%)	* (<5.0%)	3/3 (100.0%)	85 (29.6%)	–	46 (16.0%)	3/3 (100.0%)	51 (17.8%)
Sacramento School of Engineering and Science	3	32	0/3 (0.0%)	* (<20.0%)	2/3 (66.7%)	* (<20.0%)	0/3 (0.0%)	* (<20.0%)	3/3 (100.0%)	7 (21.9%)
Santa Rosa High School	6	794	1/6 (16.7%)	50 (6.3%)	6/6 (100.0%)	67 (8.4%)	0/6 (0.0%)	33 (4.2%)	0/6 (0.0%)	170 (21.4%)
Sendero Middle / High School	25	200	0/25 (0.0%)	* (<5.0%)	25/25 (100.0%)	120 (60.0%)	3/25 (12.0%)	40 (20.0%)	5/25 (20.0%)	32 (16.0%)

School	GRIP / School Enrollment		Native American		Economically Disadvantaged		English Learner		Disability	
School	GRIP N	NMPED Enrolled	GRIP n/N (%)	NMPED n (%)	GRIP n/N (%)	NMPED n (%)	GRIP n/N (%)	NMPED n (%)	GRIP IEP/504 n/N (%)	NMPED Disability n (%)
Siembra Leadership High School	63	575	3/63 (4.8%)	7 (1.2%)	63/63 (100.0%)	270 (47.0%)	6/9 (66.7%)	122 (21.2%)	14/16 (87.5%)	145 (25.2%)
Socorro High School	18	371	1/18 (5.6%)	15 (4.0%)	18/18 (100.0%)	132 (35.6%)	0/18 (0.0%)	21 (5.7%)	3/18 (16.7%)	53 (14.3%)
Technology Leadership High School	11	287	1/11 (9.1%)	* (<5.0%)	11/11 (100.0%)	7 (2.4%)	4/11 (36.4%)	58 (20.2%)	4/11 (36.4%)	41 (14.3%)
Tierra Adentro of New Mexico	3	229	0/3 (0.0%)	* (<5.0%)	3/3 (100.0%)	84 (36.7%)	2/3 (66.7%)	57 (24.9%)	2/3 (66.7%)	49 (21.4%)
University High School	8	162	0/8 (0.0%)	* (<5.0%)	8/8 (100.0%)	92 (56.8%)	2/8 (25.0%)	17 (10.5%)	2/8 (25.0%)	45 (27.8%)
Valencia High School	19	1011	1/19 (5.3%)	33 (3.3%)	19/19 (100.0%)	304 (30.1%)	5/19 (26.3%)	204 (20.2%)	3/19 (15.8%)	174 (17.2%)
Vista Nueva High School	3	69	0/3 (0.0%)	* (<10.0%)	3/3 (100.0%)	20 (29.0%)	0/3 (0.0%)	* (<10.0%)	1/3 (33.3%)	15 (21.7%)
West Mesa High School	25	1436	3/25 (12.0%)	113 (7.9%)	25/25 (100.0%)	717 (49.9%)	7/25 (28.0%)	408 (28.4%)	14/25 (56.0%)	421 (29.3%)
Archer Academy	11	124	2/11 (18.2%)	14 (11.3%)	11/11 (100.0%)	78 (62.9%)	0/11 (0.0%)	11 (8.9%)	6/11 (54.5%)	46 (37.1%)
Volcano Vista High School	25	2033	2/25 (8.0%)	82 (4.0%)	8/25 (32.0%)	426 (20.9%)	2/25 (8.0%)	136 (6.7%)	5/25 (20.0%)	396 (19.5%)

Note: GRIP percentages are calculated from Year Two participant records. Native American status is based on a multi-response race/ethnicity field. Economically disadvantaged status is represented by FRPL. ELL and IEP/504 percentages use participants with known subgroup status. NMPED school metrics are from the SY2025–2026 Enrollment Subgroup Percentages and reflect each participating school's enrollment. NMPED disability and GRIP IEP/504 are not fully definition-equivalent. NMPED masked values are retained as reported: "*" indicates a suppressed count and threshold percentages (for example, <5.0%) are shown without estimating an exact value.

Appendix B4. Overall Priority Population Representation Benchmarks

Population	GRIP n/N	GRIP share	Pooled school share	School-mix adjusted benchmark	Difference vs. adjusted benchmark	Note
Economically Disadvantaged	600/621	96.60%	34.77–34.80%	39.71–39.80%	+56.81 to +56.91 pp	Both GRIP and NM PED measures are based on FRPL
English Learner	164/564	29.10%	22.09–22.29%	26.05–26.40%	+2.67 to +3.02 pp	Known-status participants only
Native American	43/621	6.90%	5.53–6.89%	4.08–6.10%	+0.83 to +2.84 pp	GRIP uses multi-response race/ethnicity
IEP/504 vs. Disability	173/572	30.20%	19.42–19.45%	22.01–22.05%	+8.19 to +8.24 pp	Not definition-equivalent; contextual only

Source: GRIP Year Two participant data and New Mexico Public Education Department, SY2025–2026 40D Enrollment Subgroup Percentages.

Notes:

- Pooled school share = total NM PED subgroup count across participating schools ÷ total enrollment across participating schools.
- School-mix-adjusted benchmark = weighted average of each school's NM PED subgroup percentage, using the number of GRIP participants with known subgroup status at that school as the weight.
- Difference vs. adjusted benchmark = GRIP share – school-mix-adjusted benchmark.
- Percentages are rounded to one decimal place in the report table; underlying calculations use unrounded values.
- Suppressed NM PED values are carried forward as ranges, so some benchmarks and differences are also reported as ranges.



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