

RISE NM Visualization Technical Documentation

Gender

Gender is categorized as “Male,” “Female,” “Other,” and “Unavailable.” Individuals identifying as non-binary are categorized within “Other” along with gender identities other than “male” or “female.” Data might be suppressed or unavailable for these categories when gender is not provided or for privacy purposes if the number of individuals in a reported category is less than ten.

Race/Ethnicity

Race and ethnicity categories are based upon the [Common Education Data Standards \(CEDS\) definitions for race](#). RISE NM additionally provides “Hispanic” as its own category (following reporting guidelines from the [Department of Education’s Integrated Postsecondary Education Data System \[IPEDS\]](#)). RISE NM also utilizes “Native American” in place of “American Indian or Alaska Native” and “Two or More Races” in place of “Demographic Race Two or More Races.” For cases in which more than one race is selected on the dashboards, the underlying totals for those specific groups are averaged together. Data might be suppressed or unavailable when race and ethnicity is not provided or for privacy purposes if the number of individuals in a reported category is less than ten.

Kindergarten Readiness

Early Childhood Observation Tool (ECOT) Assessment Domains

The ECOT assessment measures Kindergarten Readiness based on the following domains. For more information, please visit the [New Mexico Early Childhood Education and Care Department Annual Outcomes Report](#).

- The **Approaches to Learning** domain assesses a child’s ability to take initiative, exhibit imagination and creativity, and display persistence and pursue challenges.
 - The **Literacy** domain assesses understanding of receptive and expressive vocabulary; communication of experiences, ideas, and feelings; and acquisition of foundational reading skills and emergent writing skills.
 - The **Mathematics** domain focuses on understanding of numbers, number representation, geometrical and spatial concepts, units of measurements and comparisons as well as the ability to investigate, organize, and create representations.
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- The **Physical Development, Health, and Well-Being** domain focuses on gross motor control (balance, spatial awareness, and stability) and fine motor skills.
- The **Scientific Conceptual Understanding** domain assesses the ability to investigate the physical and natural world and make predictions.
- The **Self, Family, and Community** domain assesses self-control, personal responsibility, cooperative work with other children and adults, and development of relationships of mutual trust and respect.

Program Type (Pre-K or Child Care)

The “PreK” program type encompasses both school-based and community-based New Mexico state PreK programs. The “Child Care” program type refers to any licensed child care for three- and four-year-olds that are not part of New Mexico’s PreK program. Students without a recorded enrollment in state or non-state PreK or child care are recorded as “No Reported PreK or Child Care.”

Primary Language

Primary language is categorized into the following categories: “English,” “Spanish,” “Diné,” and “Other.” In the [ISO 639-2 Language Codes](#), “Diné” is coded as “Navajo.” “Other” encompasses all other languages and language combinations due to small sample sizes and in order to preserve the privacy of individuals.

High School Graduation Rates

Graduation Rates

Graduation rules apply to students that began high school in the fall of a given school year and who were expected to graduate four years later by August 1. The group is named by their expected graduation year, such as the Cohort of (or Class of) 2011-12. Students who qualify as members of the four-year cohort are then tracked for one and two additional years and reported in the fifth year and sixth year named for their original cohort (i.e., five-year graduation rates for the Cohort of 2011-12). Five- and six-year graduation rates include all students who graduate within five and six years. For example, five-year graduation rates include all students that graduated in five years or less.

Economically Disadvantaged

Economically Disadvantaged includes students that have direct [Supplemental Nutrition Assistance Program](#) (SNAP) certification, family members of SNAP-identified students that were not found in the direct

certification report, or students that are eligible for another direct certification (Homeless, [Food Distribution Program on Indian Reservations](#) [FDPIR], Migrant, or Head Start).

English Learner (EL)

For more information on English Learners, please see the [English Learner Frequently Asked Questions](#).

Students with Disabilities

Students with disabilities are any students receiving special education services. The complete definition of a student with a disability is available in the [Individuals with Disabilities Education Act \(IDEA\) Part B Section 300.8](#).

Districts and State Charter Schools

A list of current school districts and state charter schools may be found [here](#) on the Public Education Department (PED) website. Please note that the map does not include state charter schools, institutions, or centers. State charter school rates are still visible to the right of the map.

Postsecondary Pathways and Progression

English Learner (EL)

English Learner status is organized into the following categories:

- English Learner
- Non-English Learner (Initially Fluent English Proficient)
- Exited English Learner (Reclassified Fluent English Proficient)

For more information on English Learners, please see the [English Learner Frequently Asked Questions](#).

Food Program Status

Children from families with incomes below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for [reduced-price meals](#). Children from families that receive [Supplemental Nutrition Assistance Program](#) (SNAP) or [Temporary Assistance for Needy Families](#)(TANF) benefits automatically qualify for free meals. Also, students that are identified as homeless under [McKinney-Vento](#) or migrant students qualify.

Special Education

Special education students are any students with a current Individual Education Plan (IEP) and receiving services under the [Individuals with Disabilities Education Act \(IDEA\) Part B Section 300.8](#). This does not include gifted-only students.

Wage Reports

Educational Attainment and Degree Type

Some degree categories include multiple degree types:

- “Undergraduate Certificate” includes any awards of less than four years that are not an associate’s degree.
- “Graduate Certificate” includes any certificates from a graduate program.
- “Doctorate Degree” includes both professional doctorates (i.e., M.D. and J.D.) and Ph.Ds.

Wage data are reviewed beginning one full year after the calendar quarter of graduation for each degree awarded. For example:

Graduation Term - Academic Year	Graduation Date - Calendar Year	Graduation Date - Calendar Quarter	Year 1* Outcome Wages - Calendar Qtrs.			
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.
Summer 2012-13	August 2012	Q3 2012	Q4 2013	Q1 2014	Q2 2014	Q3 2014
Fall 2012-13	December 2012	Q4 2012	Q1 2014	Q2 2014	Q3 2014	Q4 2014
Spring 2012-13	May 2013	Q2 2013	Q3 2014	Q4 2014	Q1 2015	Q2 2015

*The above table describes the “Year 1” wage outcomes for students graduating in the 2012-2013 academic year. Subsequent years of wages are also captured in the dashboard as wage data becomes available. “Year 2” would include the next four quarters beyond those shown in the table and so on with additional years.

Study Area

Study areas are categorized by two-digit, top-level [Classification of Instructional Program \(CIP\) codes](#).



Workforce Industry

Workforce industry is based upon the [2022 North American Industry Classification System \(NAICS\) codes](#). NAICS sectors are then further organized into domains and super-sectors according to the table below. When more than one wage record exists for an individual in a specific quarter, the NAICS Code from the record with the largest wages is applied to describe the individual's industry of employment for that quarter.

Domain	Super-Sector	NAICS-Sector
101 Goods-Producing	1011 Natural Resources and Mining	NAICS 11 Agriculture, Forestry, Fishing, and Hunting
		NAICS 21 Mining
	1012 Construction	NAICS 23 Construction
	1013 Manufacturing	NAICS 31-33 Manufacturing
102 Service-Providing	1021 Trade, Transportation, and Utilities	NAICS 42 Wholesale Trade
		NAICS 44-45 Retail Trade
		NAICS 48-49 Transportation and Warehousing
		NAICS 22 Utilities
	1022 Information	NAICS 51 Information
	1023 Financial Activities	NAICS 52 Finance and Insurance
		NAICS 53 Real Estate and Rental and Leasing
	1024 Professional and Business Services	NAICS 54 Professional, Scientific and Technical Services
		NAICS 55 Management of Companies and Enterprises
		NAICS 56 Administrative and Waste Services
	1025 Education and Health Services	NAICS 61 Educational Services
		NAICS 62 Health Care and Social Assistance
	1026 Leisure and Hospitality	NAICS 71 Arts, Entertainment, and recreation
		NAICS 72 Accommodation and Food Services
	1027 Other Services	NAICS 81 Other Services (Except Public Administration)
1028 Public Administration	NAICS 92 Public Administration	
1029 Unclassified	NAICS 99 Unclassified	

Wage Data Source and Limitations

Quarterly wage data comes from the New Mexico Department of Workforce Solutions (NMDWS) Unemployment Insurance (UI) database. This database includes wages paid by employers who contribute to New Mexico's UI Trust Fund. Wage records are used for counting the number of individuals employed as well as analyzing the amount of associated wages.

Individuals receiving income from other sources and individuals that are not part of the labor force are not included in this dataset (e.g., retirement, self-employment, working outside of New Mexico, enrolled full-time in secondary education, unemployed, or choosing not to work). Wage records could also be unreported due to late or incorrect reporting by an employer or because the worker was employed by an employer not covered under UI laws. Wage records of workers employed by the federal government and military are also not available in the dataset.

These wage records do not include the number of hours worked or hourly wage. The wage records include North American Industry Classification System (NAICS) codes provided by the employer which describe the employer's industry. Wage records do not identify or describe the specific occupations of individual wage earners. All amounts shown for wages are the original amounts reported by employers. No adjustments have been made for inflation or any other factors.

Annual Wage Data Calculations

The first step in preparing wage data for aggregation and usage in these visualizations is to summarize so that each individual has no more than one record per quarter describing their total earnings for that quarter. Records with a wage amount of \$0 are excluded from the analysis. An individual's total quarterly wages are calculated by summing their wages from different employers when wages from more than one employer exist in a specific quarter.

The second step is to select and apply the appropriate cohort. Each visualization is focused on a program-specific cohort definition (such as students who received a degree or certificate from a New Mexico public college or university) which primarily drives the selection. Data is filtered down based on the number of quarters in which each individual had wage

data for each outcome year. For each outcome year, only individuals who have a quarterly wage record in all four quarters of that year are included.

The third step is to select and apply the appropriate measure. Measures are calculated and displayed as yearly values for the appropriate cohort. Two user-selectable options are provided:

- Average annual wage: Calculated as the sum of all individual quarterly wages divided by the total number of individuals in the group.
- Median annual wage: Calculated as the middle annual wage value after sorting all individual annual wages in the group.
- Note: Years are based on the programs and cohorts relevant to each visualization and may represent the passage of time since individuals' program completion rather than direct alignment with specific calendar years (refer to the "Educational Attainment and Degree Type" section above for a detailed postsecondary example).

Adult Learner Programs

The "Adult Education" category includes all programs primarily focused on adult education (e.g., English as a Second Language (ESL) adult education programs, High School Equivalency (HSE) adult education programs, programs for incarcerated individuals under Sec. 225 of the [Workforce Innovation and Opportunity Act](#), etc.).