

**A Case Study
of
Wagon Mound (New Mexico) School District and Its Role as a Partner in
the NSF-Supported UCAN Rural Systemic Initiative (RSI)**

Prepared

for

The NSF Rural Systemic Initiatives Evaluation Study

by

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Foreword

The visitation team would like to thank the following people for their cooperation during the site visit: Vicente Llamas, Principal Investigator of the UCAN RSI; Robert Jenkins, Co-Principal Investigator of the UCAN RSI; Betsy Yost, Director of the UCAN RSI; Carlos Atencio, New Mexico County Coalition Leader; and Joe Baca, Superintendent of Wagon Mound Schools.

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Geographically, Wagon Mound is located in Mora County in the northeastern part of New Mexico. The nearest city with a population of 15,000 or more is Las Vegas, New Mexico, some 40 miles southeast; to the north is Raton with a population of less than 10,000. The town of Wagon Mound is at the intersection of highways 120 and I-35, which provide immediate north, south, east, and west access. Surrounded by the Coronado Hills and just east of the Turkey Mountains and southeast of the Kiowa National Grasslands, the area provides a picturesque setting of diverse environmental conditions. The state capital is located in Santa Fe, which is approximately 100 miles southeast via I-35, which extends from El Paso to beyond Denver.

Wagon Mound is the sole incorporated village of Mora County. In 1996, the Mora County population was 4,798. The county covers 1,931 square miles and had a population density of 2.5 persons per square mile in 1996. The jobs available are primarily state-provided: the highway department and the school district. Cattle ranching is also a principal economic activity. The median family income for 1996 was \$20,600. Unemployment stood at 23.2 percent in 1996. Thirty-six percent of the population was below poverty level and received some form of assistance. Approximately 84 percent of the county's population was of Hispanic descent, with the families having resided in the area for generations. Additional, statistical data about Mora County, based on 1990 U.S. census data, can be found in the appendix.

History

The history of the Wagon Mound community is integrally linked with the Santa Fe Trail. The Jicarilla Apache tribe lived in the area before the trail was established. Living in small clusters of extended family, they maintained semipermanent locations favored for hunting and gathering and moved from place to place with the seasons. The Spanish had long had a presence in the area and introduced farming, technology, metal tools, horses, wheat, and Christianity. Continuous battles with the Comanche and European diseases drastically reduced some tribes by the 1770s.

The first white person believed to have ridden the future Santa Fe trail route was a Frenchman named Pedro Vial. He left Santa Fe in May 1792 and reached St. Louis in early October. Others soon followed in his footsteps. The Spanish authorities were hostile to Americans, however, and arrested many traders and confiscated their goods. This changed in 1821 when Mexico became independent from Spain. Mexico opened its doors to anyone who wanted to trade. By fall of that year, William Becknell from Missouri had reached Santa Fe. Becknell is generally acknowledged as the "father" of the Santa Fe Trail.

Senator Thomas Hart Benton from Missouri was the person most responsible for getting the government to survey the trail. He believed that it would benefit all parties—the Mexicans, the Indians, and the Americans. President Monroe authorized the survey on March 3, 1825, and \$10,000 was allocated for expenses. Joseph Brown, a Missouri senator, was chosen as the surveyor. The survey team headed out from Fort Osage on July 17, 1825, with 7 baggage wagons, 57 horses and mules, and 40 men. In January 1827, a second expedition was sent to make corrections to the original survey. After filing their report with Washington, the number of traders using the trail increased dramatically.

The community of Wagon Mound was founded during this time period. The community received its unusual name because it is located at the base of an enormous rock formation that resembles a Conestoga wagon. This prominent landmark, which can be seen from many miles away, guided travelers along the trail. The Santa Fe Trail flourished until the arrival of the railroad in July 1879. Wagon Mound probably continued to prosper after that date because the railroad went through the community.

New Mexico became a state on January 6, 1912—the 47th state to join the union. Shortly thereafter, permanent settlers began to come to the Wagon Mound area. A large percentage of the early settlers were young men who had served in World War I and were taking advantage of the Homestead Act to create a new life for themselves. Some sought the high altitude, dry climate, and clean air and sunshine to regain their health—mostly from tuberculosis (Daniels, 1998). The early settlers were conscious of the need for education and tried to educate their children the best way possible (Hanosh, 1967). Their efforts in many ways parallel the educational methods that are used today: home schooling, parochial schools and, later, public schools.

According to Hanosh (1967), schools were not plentiful in New Mexico at that time. Wealthy families often sent their oldest child to school in the East. However, most homesteaders were not wealthy, so they tried to teach their children essential things such as figuring, reading, and writing. These were taught in the Spanish language. At times, teaching was done from the Bible, which also served for instruction in religion. Classes of this nature were usually taught by one of the elders of the village who was more acquainted with the Spanish language. In many cases the father of the family would gather his children around him in the evening, read to them, and ask them questions.

Later, a parish church was built and Mora got its first permanent priest, who taught classes in religion (Hanosh, 1967). In 1864, the Sisters of Laretto started an academy for girls at the Annunciation Convent. The Sisters not only taught the essentials of academics, but taught domestic skills as well. Some think that their greatest contribution was teaching the children of Mora the English language. The Christian Brothers and the Jesuits later opened schools. These schools were discontinued because of lack of support. However, the Sisters of Loretto remained in Mora until May 1964, when St. Gertrude's School was forced to close because of financial

difficulties. That ended one hundred years of Catholic schools in Mora, and the nuns left the valley.

In the early 1900s, public schools began to appear in the valley (Daniels, 1991). These began as little one-room schoolhouses. The country schools usually did not start until the first of the year because the children had to help with the cotton picking. School lasted only three months and was over in April. A community might have a school with 15-20 pupils enrolled. All the boys and girls, whatever their age or grade, attended one of these schools and received their schooling from one teacher. There were no grades above the eighth grade, and few children attended after the fourth grade. Some never went at all. The few older children who attended were probably studying to become teachers. In those days, the only certification a teacher needed was a diploma stating that he/she had completed the eighth grade. The only subjects taught were the basics of reading, writing, spelling, and arithmetic. Many children never even learned to write their own names. The schoolhouse was the scene of many gatherings such as school programs, church, picnics, and revivals.

In 1922, several of the one-room schools in the valley were consolidated. This was followed by a steady decline in enrollment (Daniels, 1991). Several factors may have caused this decline, one being the fact that most of the available land had been taken, especially the best land. That caused a slowdown of people coming into the community to homestead. Next was the fact that many people had stayed on the land for the required period of time but had gone broke in doing so and were glad to get title to the land and go back home or elsewhere, looking for something better. Many people left the land but still owned it. These problems were compounded by a drought. The little hand-dug wells in those lakes that furnished water had all dried up. The school building closed and reverted back to the original landowner who had homesteaded the land and then moved away.

Today, the Wagon Mound school district is K-12 with an enrollment of approximately 130 students and 13 teachers. On the main campus there is a complex of buildings. One wing houses the elementary school and the other wing houses the middle school and high school. The administrative office is housed between the two wings. The school is very clean and in very good repair. The elementary school has one class per grade. The students in the middle school and high school have different schedules to keep the younger students from associating with the older students.

In addition to the main campus in Wagon Mound, the school district also provides educational services to students placed at Rancho Valmora, a nonprofit residential treatment facility that was established within the school district in January 1994. The facility provides long-term treatment for seriously emotionally disturbed adolescents. The school district provides all educational services, including special education and related services. Valmora High School is located within the facility grounds and serves approximately 50 students. A summary of selected facts about education in New Mexico and in the Wagon Mound School District is found in Table 1.

Table 1. Selected Facts About 1998-99 Education in New Mexico and the Wagon Mound School District

Information Type	New Mexico (statewide)	Wagon Mound School District
A. Public School Revenue-Operational:		
State	\$1.3B	
Local/County	\$29M	
Federal (PL 874, Forest Reserve, Indirect Cost)	\$66M	
B. Teacher Information:		
Average Returning Teacher Salary (w/o increment)	\$32,004	\$32,020
Average Years of Experience	11.7	11.8*
Percentage with Master's Degree	39.1%	35.0*
Student-Teacher Ratio	16.4	9.1
C. Student Demographics:		
Gender-		
Female	48.5%	43.6*
Male	51.5%	56.4*
Ethnicity-		
African American	2.3%	1.2%*
Anglo	37.2%	21.5%*
Asian	0.9%	0%*
Hispanic	48.8%	71.5%
Native American	10.8%	5.8%*
D. Percentage of all students that receive special education services:	19.2%	
E. Median National Percentile Scores in Mathematics on CTBS:		

Information Type	New Mexico (statewide)		Wagon Mound School District	
Grade 4	52.0		56.0†	
Grade 6	47.2		16.0†	
Grade 8	46.2		26.0†	
F. High School Competency Examination (Grade 10):				
Total Percent Passing	84.0%		90.5%	
Anglos Passing	88.8%		NA	
Hispanics Passing	79.0%		NA	
Native Americans Passing	71.8%		NA	
G. Graduates applying to 2 and 4 year institutions	2 yr.	4 yr.	2 yr.	4 yr.
	21.9%	47%	0%	100%
H. Graduation Rate	90.9% (n = 16,243)		100% (n=4)	
I. High School Dropout Rate:	7.1%**		5.1%**	

* indicates 1999-2000 data; ** indicates 1997-1998 data; †overall composite.

The Wagon Mound school district has become allied with a number of initiatives that enable small, rural schools to work together in a common effort, both professional and financial, that will give them a better chance of achieving their goals. The Utah, Colorado, Arizona, New Mexico Rural Systemic Initiative (UCAN) is one of the programs that is providing much-needed assistance. UCAN coordinates activities in five local coalitions situated in four states and several reservations and tribes. These coalitions provide selected rural school districts catalytic support for changes in policy, organization, government, and community involvement in the support of high expectations for all students in science and mathematics.

Wagon Mound school district has made several major improvements in the areas of science, math, and technology. The district used a midyear unit increase and general operation budget funds to install a new computer lab in the high school. The additional computers brought the total number of computers available for student use to 60. In a school district with an enrollment of 130, that is an impressive accomplishment. In addition, the school district had taken advantage of the federally funded E-Rate program that provides funds to rural schools so that they can hook up to the Internet.

The district participates in the State Bilingual Program that provides instruction for two hours daily in K-6 and one hour for high school. In grades K-6, the district implements a multiage grouping approach to teach the Spanish language. One hour uses a team-teaching approach to teach math and utilizes both the English and Spanish languages in its instruction. While on site, the evaluators observed one of these classes. The teachers used Spanish to teach a lesson on Roman numerals that the children had been taught earlier in English. The skill with which these veteran teachers involved the children in the lesson was most impressive.

In addition, the elementary teachers have implemented a science program dealing with solid waste issues. The theme was selected because a landfill is located nearby. A district team consisting of the superintendent, four elementary teachers, and one administrator and teacher from Valmora (the residential facility for troubled youth in the Wagon Mound district) attended an NMCC-sponsored workshop at Ghost Ranch during which an elementary science program theme was developed that aligns the curriculum with the content standards.

The NMCC also sponsors monthly leadership workshops, which are attended by Wagon Mound school district administrators. During the workshops, administrators have been trained in the use of disaggregated data as a means to improve student performance. With disaggregated data in hand, administrators can implement policies and programs that will help to shore up poor performance. In addition, the NMCC sponsored two conferences for school board members.

Driver 1—Implementation of a comprehensive, standards-based curriculum as represented in instructional practice, including student assessment, in every classroom, laboratory, and other learning experience provided through the system and its partners.

Each of the 89 districts across the state (including Wagon Mound) is aligning curriculum, instruction, and assessment with the standards. The content standards and benchmarks are directly tied to the Educational Plan for Students' Success (EPSS). The EPSS is a long-range plan that focuses on meeting the needs of the students and improving student learning. Wagon Mound's EPSS contains 11 sections:

- Description of the school district—the district is located in a sparsely populated, rural area. The economic status is poor. There is no industry. Unemployment is high. Eighty-six percent of the students are of Hispanic descent with the home language being Spanish
- District's educational philosophy—the vision of the district is “to find ways to provide our students with the appropriate kinds of skills for the world in which they will live, to prepare them for the kinds of workplaces they will find when they take their place in a highly competitive society, and to help them become productive citizens in our society.”
- Student assessment and screening—these include the Iowa Test of Basic Skills, the Language Assessment Scale, competency checklists, High School Competency Exam, writing portfolio assessment, and alternative performance based assessments.

- Special programs and services—programs include special education, Title I program, bilingual-multicultural education, Title VII grant, Title VII transitional bilingual program, and an enriched, literature-based Spanish program. Services include prevocational education, health, guidance and counseling, library/media, and activity programs.
- Focus areas—bilingual education and science/mathematics
- Broad goals/expected student outcomes—(A) students reach intellectual potential; (B) active involvement in learning; (C) technology in the classroom; (D) school a learning environment; (E) appropriate evaluation; (F) parental participation; (G) learning opportunities
- Implementation strategies—EPSS activities, time lines, resources needed, and evaluation
- Comprehensive evaluation—based on accomplishment of EPSS goals, budget in support of EPSS, parent involvement, education survey results, student achievement
- Parent and community dimension—creation of an advisory committee made up of parents, students, school staff, and community members
- Systematic plan revision—“The plan will be revised as a corrective action or plan improvement strategy approved by the Board of Education.”
- Educational technology plan (Appendix A)—upgrade computer labs, computers in the classroom, new software, network computers, maintenance and technical support, modify district’s curriculum, etc.

The EPSS has led the district to focus primarily on systematic reform at the elementary level. District administrators and coalition leaders recognize that it will be much more difficult to implement reform at the high school. The challenges that the district faces at the high school level include too much required preparation time at the secondary level and lack of curricular breadth due to size of school and faculty. In order to address these problems, the superintendent is trying to implement distance education in collaboration with regional colleges and universities.

Driver 2—Development of a coherent, consistent set of policies that supports: provision of high quality mathematics and science education for each student; excellent preparation, continuing education, and support for each mathematics and science teacher (including all elementary teachers); and administrative support for all persons who work to dramatically improve achievement among all students served by the system.

The New Mexico County Coalition appears to have had some influence on the development of a coherent, consistent set of policies at the local board level. The Coalition sponsored two conferences during which school board members of the Wagon Mound district received instruction on how to better perform their policymaking functions. In addition, the Coalition

trained administrators in data collection and analysis. As a result, the school board knows how to do its job better and has good information that can be used in decision making. Examples of the policies that are being implemented include those listed below:

- the broadening of the testing program by the Wagon Mound school district beyond New Mexico requirements
- considering the possibility of going to block scheduling at the secondary level in order to reduce the number of classes (and thus the number of teacher preparations) from 8 to 6
- supplementing curriculum through distance education from one of several colleges. (It will cost the district \$40K to \$50K to set up a room with the necessary monitors and camera)
- authorizing the employment of a full time counselor who would conduct testing as well as career awareness classes (including information on careers in math and science)

Last year, an after-school tutoring program was implemented. Unfortunately, it is not used much because of schedule conflicts with athletic activities. Class size has gone down because school enrollment has declined steadily throughout the decade, while the number of teachers has remained constant.

Some of the Board's policies may not be consistent with systemic reform. For example, beginning with the class of 1999 the number of units of credit required for graduation was reduced from 28 to 26. Three units of math are required (one of which must be Algebra 1) and three units of science are required (one of which must be a laboratory science). A policy consistent with systemic reform would be increasing the number of units of credit required for graduation, especially math and science credits.

Driver 3—Convergence of all resources that are designed for or that reasonably could be used to support science and mathematics education—fiscal, intellectual, materials, curricular, and extracurricular—into a focused and unitary program to constantly upgrade and renew and improve the educational program in mathematics and science for all students.

It is clear that there is a convergence of fiscal resources in the Wagon Mound school district. In 1988, Wagon Mound hired a consultant who helped the district pass a bond referendum. Much of the money was dedicated to capital improvements that were highly visible to the community. Some of the money from the bonds appears to have been devoted to supporting science and math education. For example, a review of the Educational Technology Plan suggests that bond money went into the district's general operating fund. This fund was used to purchase high tech equipment, technical assistance, and staff training.

Wagon Mound has also been successful in attracting outside funds. The district received a Two Languages grant, Star Schools grant, and federal and state grants. The funds were devoted to upgrading educational technology infrastructure such as modernizing the high school and elementary school computer labs, networking all of the classroom and administrative computers, and modernizing the library media center. The district plans to hire a grant writer next year. UCAN RSI appears to have a small role in procuring funds.

The district also participated in the federal E-Rate program, which assists rural school districts in getting on the Internet. This has been a very difficult problem for Wagon Mound. According to one source, the Rio Grande corridor has good technology infrastructure. However, pueblos such as Wagon Mound have largely been ignored. Up until the time of our visit, the complex of school buildings had one line for Internet access. We were told that the day after we were scheduled to leave the telephone company would be installing additional lines. "US West has done poorly by the state of NM," one educator is quoted as saying.

UCAN appears to have a small role in procuring financial resources for Wagon Mound. It plays a much more prominent role in the development of the district's human resources. Money from UCAN is channeled through the NMCC to the regional cooperative centers or regional education centers for activities that benefit all districts in the collaborative. The regional cooperative centers conduct monthly leadership workshops and conferences for school district administrators and board members. Such conferences influence math and science education policies at the district level.

Driver 4—Broad based support from parents, policymakers, institutions of higher education, business and industry, foundations, and other segments of the community for the goals and collective value of the program based on rich presentations of the ideas behind the program, the evidence gathered about its successes and its failures, and critical discussions of its efforts.

Support of systemic reform of science and math education in Wagon Mound is fragmented. There is very little business and industry in the area from which support could be solicited. Community support is probably influenced by local politics. The district is the largest employer in the community. Those who belong to families that are employed by the district may generally be more supportive of school initiatives. Faculty support is probably limited by the location of the teachers' residences. Of the nine math and science teachers, only two live within the district. The result is that many teachers are often not available to support extracurricular math and science activities. Faculty support is divided between the district in which they work and the districts in which they live.

To gather data for the report card that all districts must submit annually to the state, a Quality of Education Survey was conducted by the Wagon Mound administrators. The general level of parental support (though not necessarily that for systemic reform of math and science education) is reflected in the results of the survey. The questionnaire contained three items (below) that reflected on parent and community involvement.

Table 2. School personnel encourage me to participate in my child's education

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Elem	30.0%	30.0%	30.0%	10.0%	0.0%
MS	16.7%	33.3%	33.3%	16.7%	0.0%
HS	0.0%	83.3%	16.7%	0.0%	0.0%
Total	15.6%	48.9%	26.7%	8.9%	0.0%

Slightly less than 50 percent of the parents of elementary and middle school students disagreed that the school encourages them to participate in their child's education. At the high school level the number was 17 percent. All results were expressed in percent. The number of respondents was not provided.

Table 3. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Elem	0.0%	60.0%	0.0%	40.0%	0.0%
MS	0.0%	66.7%	0.0%	33.3%	0.0%
HS	0.0%	83.3%	16.7%	0.0%	0.0%
Total	0.0%	70.0%	5.6%	24.4%	0.0%

Thirty to 40 percent of the parents of elementary and middle school students disagreed that their child's teacher provides sufficient and appropriate information about their child's academic progress. At the high school level the number is 17 percent.

Table 4. I would be interested in participating in a parent volunteer program.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Elem	0.0%	10.0%	50.0%	0.0%	40.0%
MS	0.0%	16.7%	33.3%	0.0%	50.0%
HS	0.0%	16.7%	16.7%	16.7%	50.0%
Total	0.0%	14.4%	33.3%	5.6%	46.7%

Ten percent of the parents of elementary school children and 17 percent of middle and high school parents indicated an interest in participating in a parent volunteer program. The school district has implemented a number of measures to encourage parental support. The superintendent appointed an advisory committee comprised of parents, students, school staff, and community members. The committee serves in an advisory capacity on all school issues related to the EPSS and student governance and as the advisory committee required for many federal and state programs.

The district received money for the W.O.W. program (Wagon Mound, Ocate, Watrous). This program attempted to increase parent and community support of the schools through home visits, biweekly parent meetings, and through publishing a school newspaper. (The school newspaper served as the local community newspaper.) The W.O.W. program was discontinued when the coordinator returned to school to finish her degree. In addition, the district attempts to garner support through a holiday program in which high school students present a play and elementary students sing. A May Extravaganza, a festival associated with Mexican Independence Day, is also a popular event. The school district tracks parent participation in such events on a database.

Driver 5—Accumulation of broad and deep array of evidence that the program is enhancing student achievement through a set of indices that might include student achievement test scores, higher level courses passed, college admission rates, college majors, Advanced Placement Tests taken, portfolio assessment, and ratings from summer employers, and that demonstrate that students are generally achieving at a significantly higher level in science and mathematics.

All students in grades 3-9 take part in the New Mexico Achievement Assessment Program in mathematics, science, and other content areas. Data is collected for the program using the CTB McGraw Hill TerraNova Survey Plus. The TerraNova covers reading/language arts, mathematics, science, and social studies. A customized supplemental test booklet accompanies this exam in order to assess student progress toward the New Mexico content standards and benchmarks. Together, both tests provide performance level data showing student progress toward the standards.

The results of the achievement assessment are used for accountability purposes and programmatic decisions. In reporting the norm-referenced score results, median percentiles are used. When reporting the performance-level summary data, student scores are aggregated into four levels of proficiency: (1) beginning step, (2) nearing proficiency, (3) proficient, and (4) advanced. These levels show how well students perform on the standards and benchmarks.

Selected results of the Terra Nova testing in the Wagon Mound school district can be found below. Because of low enrollment, the internal evaluator (Minnick & Associates, Inc.) was unable to report data for some of the grade levels without compromising student confidentiality.

Table 5. 1997-98 & 1998-99 Terra Nova Results for Wagon Mound School District

Subject	Grade	Year	Mean NCE	Proficiency	n
Math	4	1997-98	-	-	6
Science	4	1997-98	-	-	6
Math	4	1998-99	-	-	9
Science	4	1998-99	-	-	9
Math	6	1997-98	50	25%	12
Science	6	1997-98	39	8%	12
Math	6	1998-99	-	-	4
Science	6	1998-99	-	-	4
Math	8	1997-98	46	6%	16
Science	8	1997-98	46	38%	16
Math	8	1998-99	48	10%	10
Science	8	1998-99	43	30%	10

The New Mexico High School Competency Examination is a criterion-referenced test, which means a student must attain a particular score on each subtest in order to pass. Passing the examination is a graduation requirement for public high school students in New Mexico. The examination assesses mathematics, science, and other content areas.

Students take the high school competency examination for the first time in the tenth grade and must pass all six subtests in order to receive a high school diploma. Sophomores who fail any part of the examination have another chance in their junior year and two chances in their senior year to successfully complete all six subtests before graduation deadlines. Below are the district

scores for the years 1995-96, 1996-97, and 1997-98. It is difficult to draw conclusions from the results because the examination has only been administered for three years, and no clear trends have emerged during that period of time.

Table 6. High School Competency Examination Results for 10th Grade Students

	1995/96		1996/97		1997/98	
	Percent	Rank	Percent	Rank	Percent	Rank
New Mexico	88.7%		88.0%		85.8%	
Wagon Mound	80.0%	75	100.0%	1	89.5%	37

Seniors who do not pass the examination but fulfill the other course and credit requirements are given the option of exiting with a certification of completion (or attendance) or returning within the next five years to retake the examination, pass it, and receive a diploma. A student may receive an exemption, waiver, or modification to the examination based on bilingual education or special education program guidelines.

A full-time guidance counselor is on staff to administer standardized tests that have been mandated by the state. A Career Awareness class taught by the guidance counselor includes science and math careers. The counselor's office had the following publications lying on the coffee table: *American Career* (agri-science), *Career World* (technology in 21st Century), and *NSBE Bridge* (engineering and technology fields). Administrators and teachers think students are bright, but when they take standardized tests it doesn't show. Many attribute the poor performance to apathy.

Wagon Mound's EPSS says, "a) Wagon Mound Schools are encouraging more alternative performance based assessments in the classroom. Teachers are also requested to keep anecdotal records when applicable. b) Teachers are encouraged to use a variety of assessments in their classrooms including tests, demonstrations, projects, pretests and posttests."

Each school district in New Mexico is accredited on three year cycles by the State Department of Education. The state evaluates each district in three areas: (1) meeting EPSS's goals, (2) statewide indicators (e.g., student achievement, attendance, community involvement, dropout rate, safety), and (3) compliance with state board rules. Wagon Mound hosted an accreditation team in October 1999. According to the superintendent, the district passed its review with flying colors.

Driver 6—Improvement in the achievement of all students, including those historically underserved.

The racial mix in the Wagon Mound school district is about 80 percent Hispanic and 20 percent white. In the main, this fact mitigates the intent of the driver. All discussions regarding the school and the students are de facto discussions about historically underserved students. All of the aforementioned successes, failures, and challenges involve this historically identified underserved component of schoolchildren and youth.

Conclusion

Based on a set of indicators for each driver that was developed and validated by the Resource Advisory Team of the NSF RSI evaluation study being conducted by The Evaluation Center at Western Michigan University, the overall rating of each driver in the Wagon Mound school district is shown in Table 7. The rating of each driver is a consensus based on the evidence found during the on-site study/visit and the independent ratings of the members of the visitation team.

Table 7. Rating of Educational System Reform Drivers

Driver	Rating*
1. Implementation of standards-based curriculum . . .	1
2. Policies supportive of quality math and science programs . . .	1
3. Convergence and usage of resources to support math and science programs . . .	1
4. Broad-based support and involvement of parents and others . . .	1
5. Accumulation of broad and deep array of evidence that the program is enhancing student achievement . . .	1
6. Improvement in the achievement of all students, including the historically underserved . . .	1

* 0 = Not present/no evidence; 1 = Weak evidence/beginning but sporadic; 2 = Moderate evidence/developing but visible success; and 3 = Strong evidence/operationally consistent and widespread

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Hanosh, E. (1967). A history of Mora. Unpublished master's thesis. New Mexico Highlands University, Las Vegas, NM.

Appendix

Census Data for Mora County

Population

Total	4,264
By Race:	
White	2,423
Black	0
American Indian, Eskimo, or Aleut	14
Asian or Pacific Islander	0
Other race*	1,827

*Note: Presumed to be primarily Hispanic)

By Age:

Under 5 years	276
5 years to 18 years	991
19 years to 64 years	2,367
65 years and over	630

Spoken Language Usage/Ability by Age Groups 5 to 17 and 18 to 64 Years

5 to 17 years:

Speak only English	447
Speak Spanish-	
Speak English "very well"	277
Speak English "well"	177
Speak English "not well" or "not at all"	72

18 to 64 years:

Speak only English	405
Speak Spanish-	
Speak English "very well"	1,532
Speak English "well"	401
Speak English "not well" or "not at all"	25

Residence in 1985 (Persons 5 years and over)

Same house in 1985	2,750
Different house in United States in 1985:	
Same county	606
Different county:	
Same state	387

Different state:

Northeast	12
Midwest	21
South	107
West	105
Abroad in 1985	0

Place of Work (16 years and over)

Worked in state of residence:

Worked in county of residence	641
Worked outside county of residence	480
Worked outside state of residence	11

Occupation (Employed persons 16 years and over)

Managerial and professional specialty occupations	200
Technical, sales, and administrative support occupations	260
Service occupations	153
Farming, forestry, and fishing occupations	224
Precision production, craft, and repair occupations	137
Operators, fabricators, and laborers	155

Educational Attainment (Persons 18 years and over)

Less than 9 th grade	569
9 th to 12 th grade, no diploma	588
High school graduate (includes equivalency)	967
Some college, no degree	436
Associate degree	61
Bachelor's degree	228
Graduate or professional degree	166

Educational Attainment (Persons 25 years and over by race)

White:

Less than 9 th grade	340
9 th to 12 grade, no diploma	210
High school graduate (includes equivalency)	493
Some college, no degree	239
Associate degree	33
Bachelor's degree	142
Graduate or professional degree	134

American Indian, Eskimo, or Aleut:

Less than 9 th grade	0
9 th to 12 grade, no diploma	12
High school graduate (includes equivalency)	0
Some college, no degree	0
Associate degree	0
Bachelor's degree	0
Graduate or professional degree	0

Other race (including Hispanic):

Less than 9 th grade	219
9 th to 12 grade, no diploma	290
High school graduate (includes equivalency)	373
Some college, no degree	57
Associate degree	12
Bachelor's degree	69
Graduate or professional degree	32

Income

Median household income in 1989 \$12,993

(Households)

Earnings in 1989:

With earnings	967
No earnings	549

Social Security income in 1989:

With Social Security income	573
No Social Security income	943

Public Assistance income in 1989:

With Public Assistance income	331
No Public Assistance income	1,185

Retirement income:

With retirement income	308
No retirement income	1,208

Poverty Status in 1989 by Race and Age Group

	<u>Above Poverty Line</u>	<u>Below Poverty Line</u>
White:		
Under 5 years	61	72
5 years	43	22
6 to 17 years	282	207
18 to 64 years	953	382
65 and over	311	90
American Indian, Eskimo, or Aleut:		
Under 5 years	0	0
5 years	0	0
6 to 17 years	0	0
18 to 64 years	12	0
65 and over	0	0
Other races (including Hispanic):		
Under 5 years	30	113
5 years	31	15
6 to 17 years	127	165
18 to 64 years	635	398
65 and over	153	76

Housing

Housing units	2486
Year structure built:	
1989 to March 1990	55
1980 to 1988	358
1970 to 1979	469
1960 to 1969	213
1950 to 1959	284
1940 to 1949	312
1939	795
Source of water:	
Public system or private company	1270
Individual well-	
Drilled	905
Dug	94
Some other source	217

House heating fuel:

Utility gas	54
Bottled, tank, or LP gas	436
Electricity	63
Fuel oil, kerosene, etc	3
Coal or coke	0
Wood	945
Solar energy	18
Other fuel	0
No fuel used0	

Plumbing facilities:

Complete plumbing facilities	251
Lacking completed plumbing facilities	235