

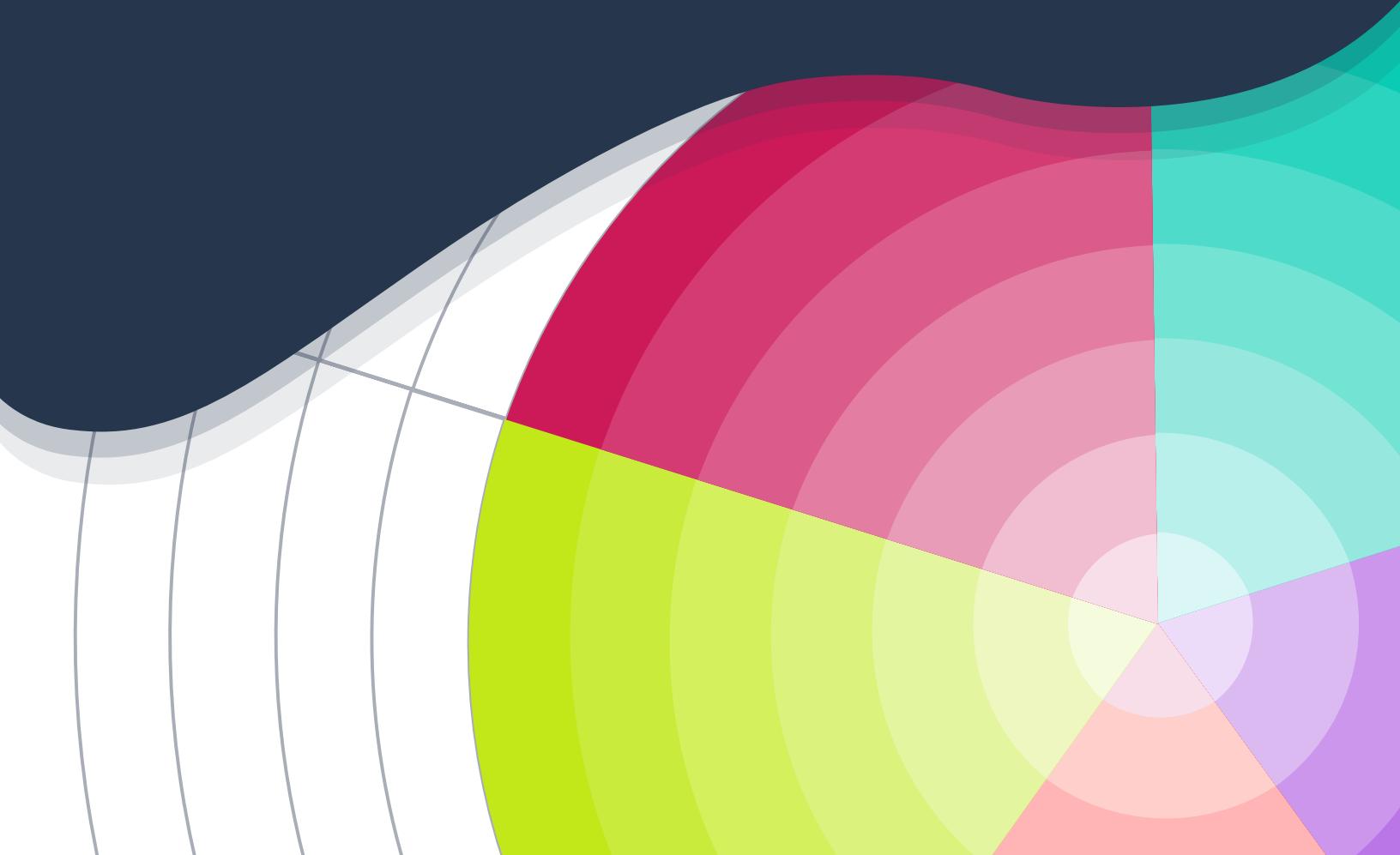


2nd Edition

The State of Educational Opportunity in New Mexico

A Survey of New Mexico Parents

February 2026



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Dear Friends,

At NewMexicoKidsCAN, we believe deeply in the promise of New Mexico students and in the responsibility we all share to deliver on that promise. Progress in public education happens when we are willing to look honestly at what's working, confront what isn't, and act with urgency on behalf of children and families across New Mexico.

That commitment to honesty and possibility is what drives the second edition of our *State of Educational Opportunity in New Mexico* survey. Produced in partnership with 50CAN and Edge Research, this survey centers the voices of parents through data from across the country. By doing so, we can better understand where confidence is growing, where gaps remain and where action is most urgently needed.

Between September 30 and December 1, 2025, 405 New Mexico parents and guardians of school-aged children participated in this survey as part of a national effort that reached more than 23,000 families nationwide. Their responses paint a picture that is both encouraging and challenging.

Several themes stand out:

 **A persistent gap between parent perception and reality in understanding student progress.** While 88% of parents believe their child is reading at or above grade level (and 85% believe the same for math), statewide assessment data tells a different story: only 44% of students are proficient in reading, and just 25% in math. Recent gains in reading are real and worth celebrating but sustaining and accelerating this progress will require continued focus and investment.

 **Strong support for proven solutions.** Parents are clear about what they want for their children. An overwhelming majority of parents support expanded academic supports, with 85% favoring free tutoring for students below grade level and 82% supporting funding for free summer programs.

 **High confidence, limited information.** Nearly half of New Mexico parents (48%) report being very satisfied with their child's school. At the same time, only 23% have reviewed information comparing their child's school performance to others. Satisfaction is meaningful but it must be grounded in clear, accessible data so families can fully understand how their schools are performing and where improvement is needed.

 **Demand for opportunities is outpacing access.** Despite this strong support, access remains limited. Only 21% of students received tutoring in the past year,

and just 36% participated in a supervised summer program. Initiatives like the New Mexico Summer Reading Program and the expansion of high-impact tutoring across districts are critical steps forward but they have not yet reached the scale necessary to meet student need statewide.

Together, these findings tell an important story. Parents believe in their schools and see signs of improvement, particularly in early literacy. But belief alone is not enough. When confidence outpaces outcomes, students are the ones who pay the price. By expanding access to high-quality tutoring, strengthening summer learning opportunities, and ensuring families have the information they need, we can turn optimism into lasting academic progress.

Over the following pages, you'll find:

- An overview of the survey **methodology** and how to interpret the results.
- A **summary** of New Mexico's results across five categories and 15 key questions.
- Visual **comparisons** showing how New Mexico compares nationally and how perspectives have shifted since the last survey.

A digital copy of the full New Mexico report is available at nmkidscan.org. National results, the survey questionnaire, and the complete dataset can be found at 50can.org.

New Mexico's students are capable of extraordinary things and with the right supports, matched to honest data and strong public will, we can unlock that potential. Together, we can ensure every child in New Mexico has the opportunity to excel and accomplish their dreams.

Sincerely,



Amanda R. Aragon
Executive Director
NewMexicoKidsCAN

Methodology

Edge Research conducted a nationwide survey of 23,104 U.S. parents and guardians of school-aged children (K-12th grade) in each of the 50 states plus the District of Columbia. **In New Mexico, 405 parents and guardians of K-12 children were surveyed.** Respondents could take the survey in either English or Spanish, based on their preference. The survey was in the field from September 30, 2025, to December 1, 2025.

DATA COLLECTION

The survey used a mixed-mode methodology to reach as many households as possible. First, survey respondents were recruited using online, non-probability samples obtained via national opt-in consumer research panels. These surveys were mobile-optimized (meaning participants can take the survey on a PC or mobile device, which helps reach those who do not have internet access but do have a mobile data plan). In states where Edge Research was not able to collect enough surveys using this method, they obtained supplementary text-to-web interviews.

SURVEY REPRESENTATIVENESS

As respondents entered the survey, they submitted demographic information, and quotas were set to ensure the sample is proportionately distributed in accordance with the most recent U.S. Census and National Center for Education Statistics (NCES) data on U.S. parents in each state. Quotas functioned by predetermining the number of desired respondents by gender identity, race, ethnicity, child's grade, and grade level in each state. Once the desired number was reached with each quota group, it closed, and additional respondents were turned away. After the survey came out of the field, Edge Research reviewed the data and applied additional weights by income, marital status, parent gender, race/ethnicity, school type, and area (e.g., urban, suburban, small town, rural) within states.

The following tables provide the demographics of survey respondents in New Mexico after weighting.

RACE/ETHNICITY							
Hispanic/ Latino of Any Race	White Alone	Black/ African American Alone	American Indian or Alaska Native Alone	Asian Alone	Native Hawaiian or Pacific Islander Alone	Some Other Race Alone	Two or More Races
52%	35%	2%	8%	0%	0%	0.3%	2%

INCOME DISTRIBUTION		
Low Income	Middle Income	High Income
55%	40%	5%

SCHOOL LEVEL		
K-5th	6th-8th	9th-12th
47%	24%	29%

¹ <https://www.census.gov/>

² <https://nces.ed.gov/programs/edge/tableviewer/acsProfile/2021>

GRADE OF CHILD												
K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7%	7%	7%	9%	8%	8%	8%	8%	7%	8%	7%	7%	8%

SCHOOL TYPE									
Local or Traditional Public School	Public Magnet School	Public Charter School	Private Independent School	Parochial/ Religious School	Virtual/ Online Public School	Homeschool	Microschool	Other Type of School	
60%	6%	14%	6%	1%	5%	7%	0.2%	0.2%	

INCOME DEFINITIONS

In the pages that follow, we provide results for low-, middle- and high-income parents. These income buckets were calculated using the Pew Research Center's study on "The State of the American Middle Class" and their category definitions:

- Middle-income households are defined as those with an income that is two-thirds to double that of the U.S. median household income, after being adjusted for household size.
- Lower-income households have incomes less than two-thirds of the median.
- High-income households have incomes that are more than double the median.

Following these definitions, Edge Research adjusted the incomes reported in the survey to reflect a three-person household using the equivalence scales technique. Pulling from the U.S. Census 2023 Annual Social and Economic Supplements, they used the three-person household income breaks of \$61,000 to \$183,000 as middle, and values above and below those thresholds as lower and upper income respectively. Edge Research also adjusted each household income using Regional Price Parities (RPPs)—indexes from the Bureau of Economic Analysis—that compare local prices to the national average. These tell whether an area is more or less expensive than the country overall. RPPs are applied differently based on what is known about the household's location. If the exact metro area is known, the RPP is used for that metro area. If the household is in a non-metro (rural or small town) area, the RPP for non-metro areas in that state is used.

DATA QUALITY CONTROL AND STANDARDS

Edge Research employed several practices to ensure data quality. The survey platform used reCAPTCHA to screen for bots. They also applied a third-party tool called Research Defender to screen out known bad actors and respondents with high survey-taking rates. In addition, data was monitored regularly while in the field. Once all responses were collected, they applied additional data cleaning processes, clearing data for cheating, speeding, inattentiveness, and AI-generated responses.

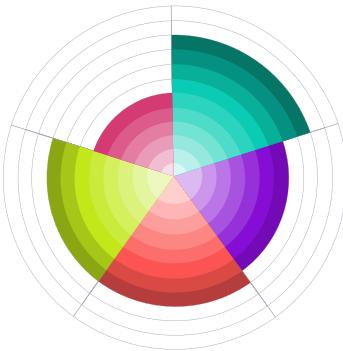
Edge Research follows the American Association for Public Opinion Research (AAPOR) Code of Professional Ethics and Practices to maintain the highest standards of competence, integrity, accountability, and transparency in public opinion and survey research work.

³ <https://www.census.gov/data/datasets/time-series/demo/cps/cps-asec,2023.html#list-tab-165711867>
⁴ [Standards and Ethics - AAPOR](#)

How to Read the Results

One challenge with a survey of this size was how to present the results in an accessible way that doesn't sacrifice the depth of insights. We decided to present the answers in two ways: first with an overview of the results across 15 questions for our state and then with a more in-depth look at how our state compared to all the other states for a few key questions.

OUR STATE SUMMARY



To help make it easier to look at our state's full results at a glance, we present the answers from our parents over two pages. At the top of the first page is the number of parents who participated in the survey.

We also provide a way to view our state's **relative strengths and weaknesses through a circle with five wedges**, one for each of the five categories of the survey: 1) School quality and opportunity (pink), 2) Tutoring, summer, and mental health (green), 3) Out of school activities (teal), 4) Information and engagement (purple), and 5) College and career readiness (orange).

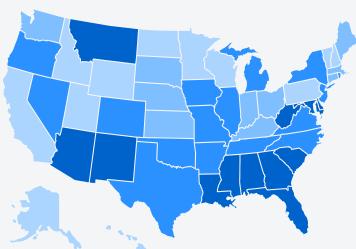
Each of the five categories is made up of three questions. These are presented below each category with **our state's results compared to other states represented by a tier** shown to the right of each question, from low to high. These tiers are scored from 1 (low) to 4 (high) and the scores across the three questions determine how many rows are colored in for the wedge (up to a possible number of 12 rows).

The state results for each question are presented in circles that offer a comparison of the state against the national average and the 2025 results compared to 2024. For yes/no questions, the results are presented as the percentage who said yes, rounded to the nearest whole number. For questions about parents' opinions and attitudes, we utilized a Likert scale and **reported out the percentage choosing the highest option**. For example, on question 1, which measures parents' satisfaction with their child's school, we present the percentage who answered that they were "very satisfied." This helps ground the comparison discussion in a high bar for success.



OUR STATE IN CONTEXT

The second section of this report provides comparative results for all 50 states plus D.C., one question at a time.



For the maps, a key provides the scale for the map and explains the numbers behind each of the four shades of blue. The darkest shade of blue is always the highest numbers and the lightest shade of blue is always the lowest numbers. Our state is outlined in red.

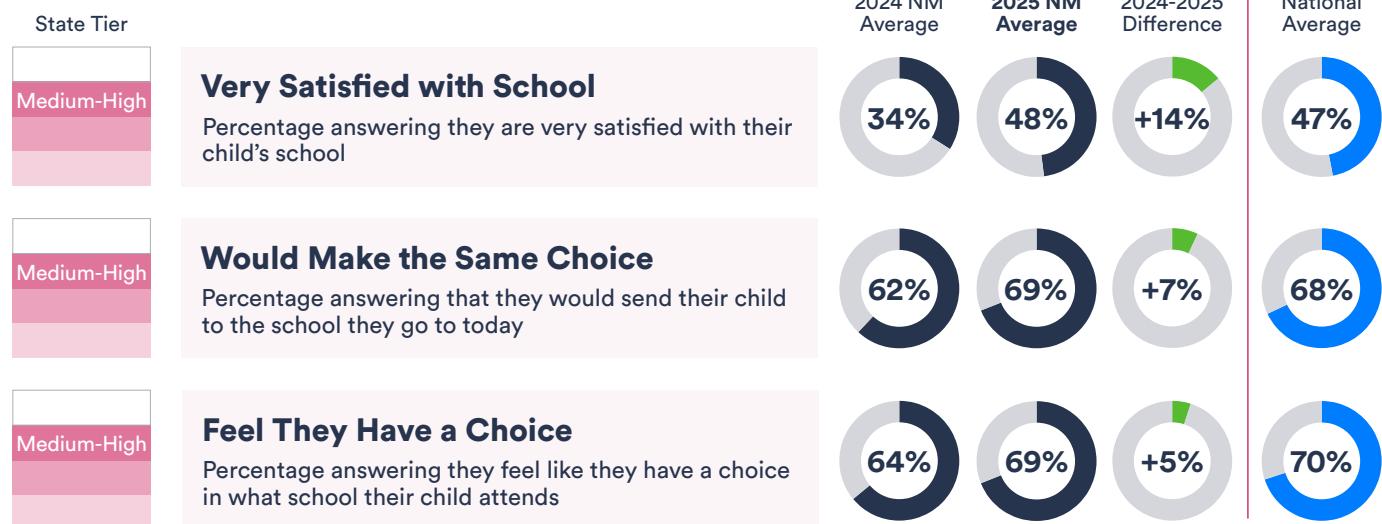
For the list, states are ordered from highest performing states at the top to lowest performing states at the bottom. Our state is identified with a red box to make it easier to spot.

NEW MEXICO

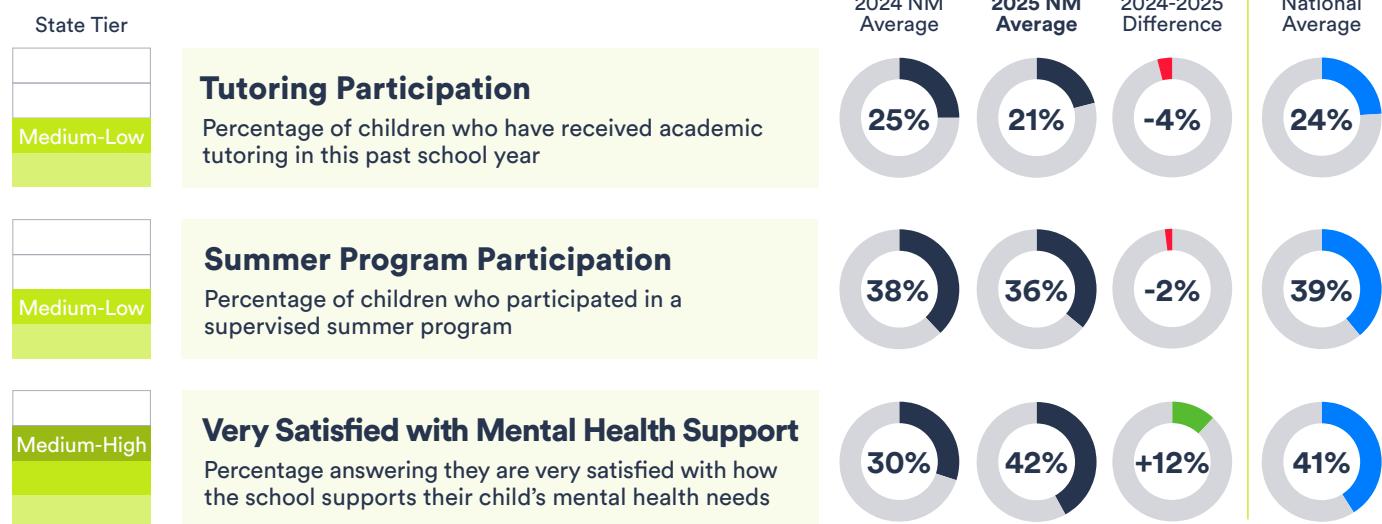
Surveyed September 30 - December 1, 2025
Sample size (N) = 405 parents and guardians



SCHOOL QUALITY AND OPPORTUNITY



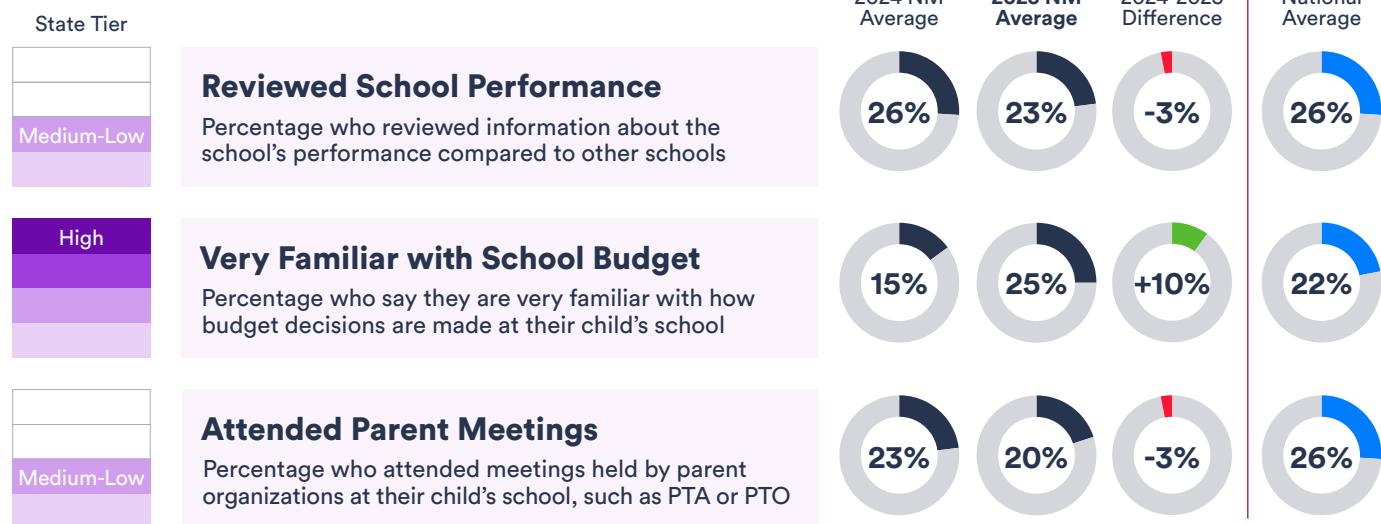
TUTORING, SUMMER AND MENTAL HEALTH



OUT OF SCHOOL ACTIVITIES



INFORMATION AND ENGAGEMENT



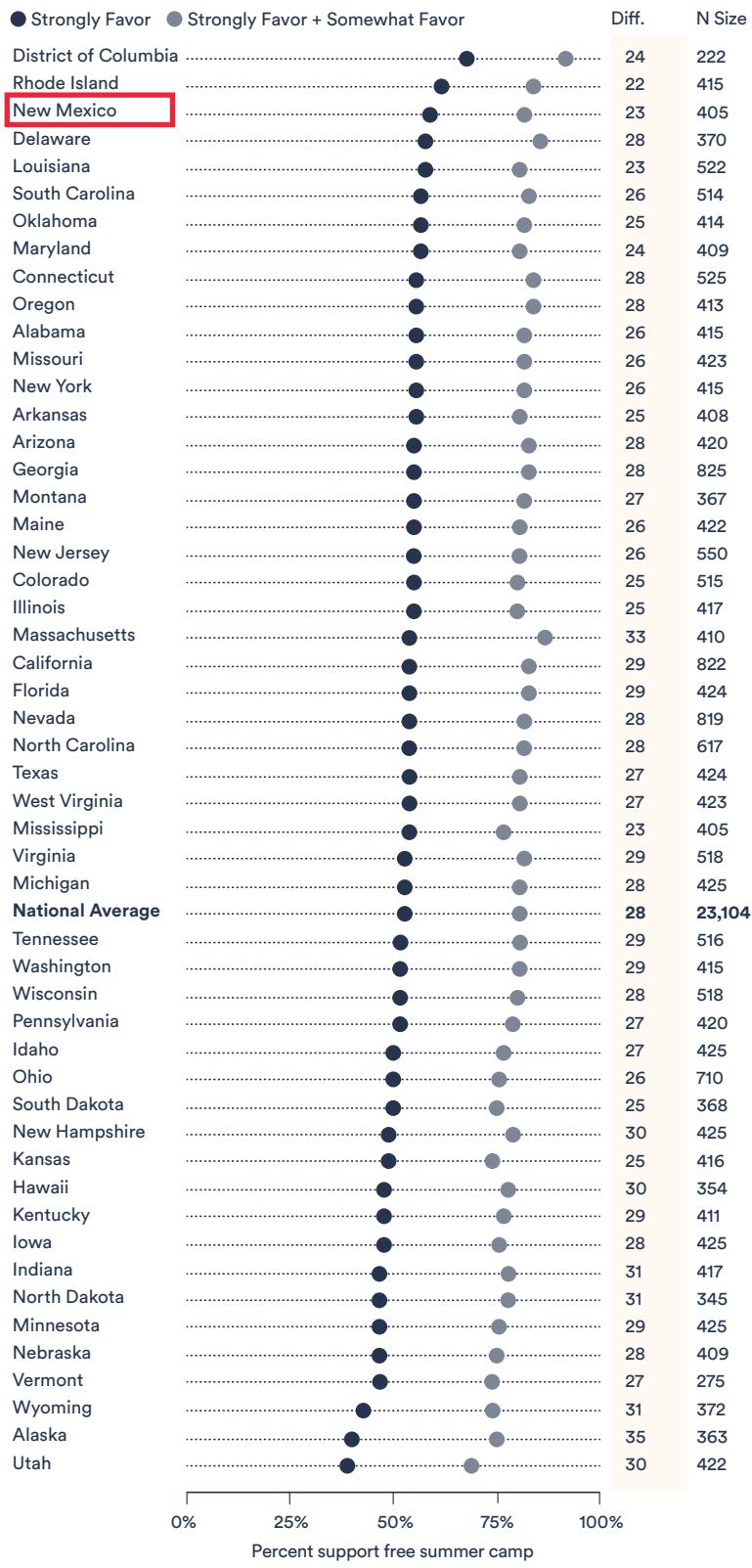
COLLEGE AND CAREER READINESS



New Mexico in Context: A 50-State Perspective

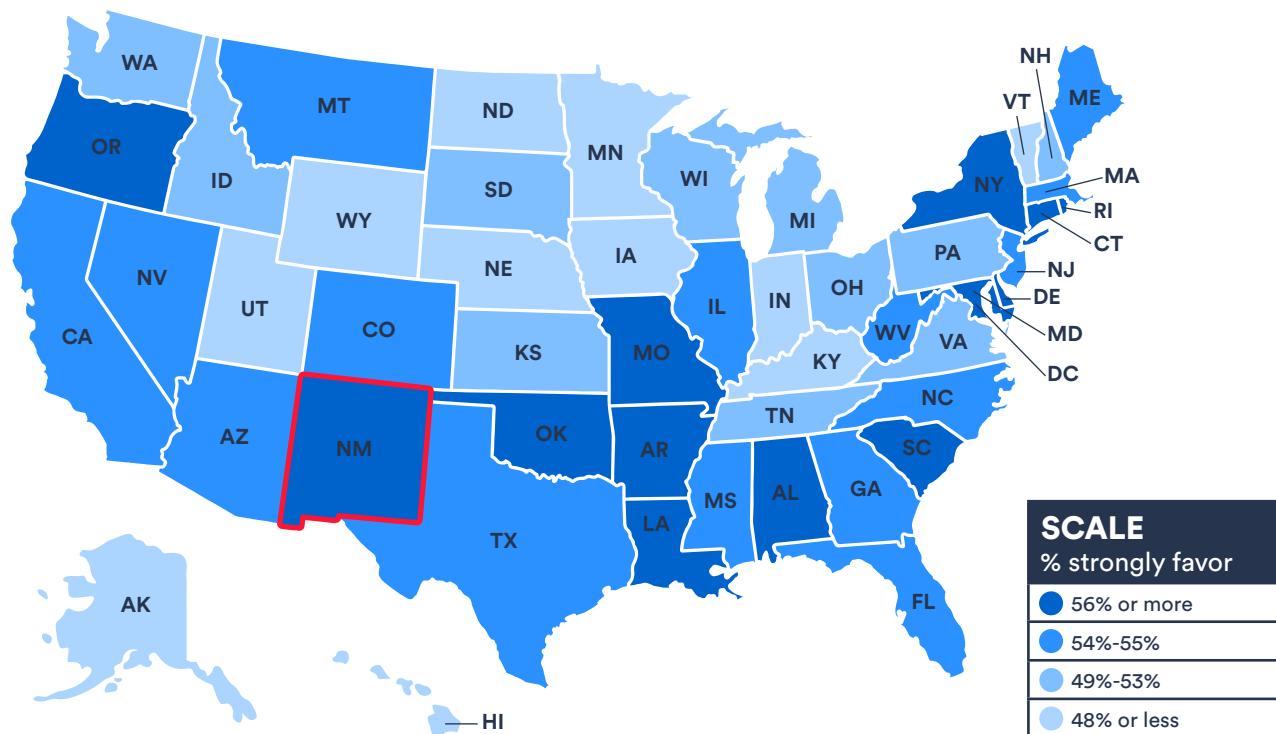
SUPPORT FOR FREE SUMMER CAMP BY STATE

Percentage answering they favor free summer camp and other programs for K-12 students



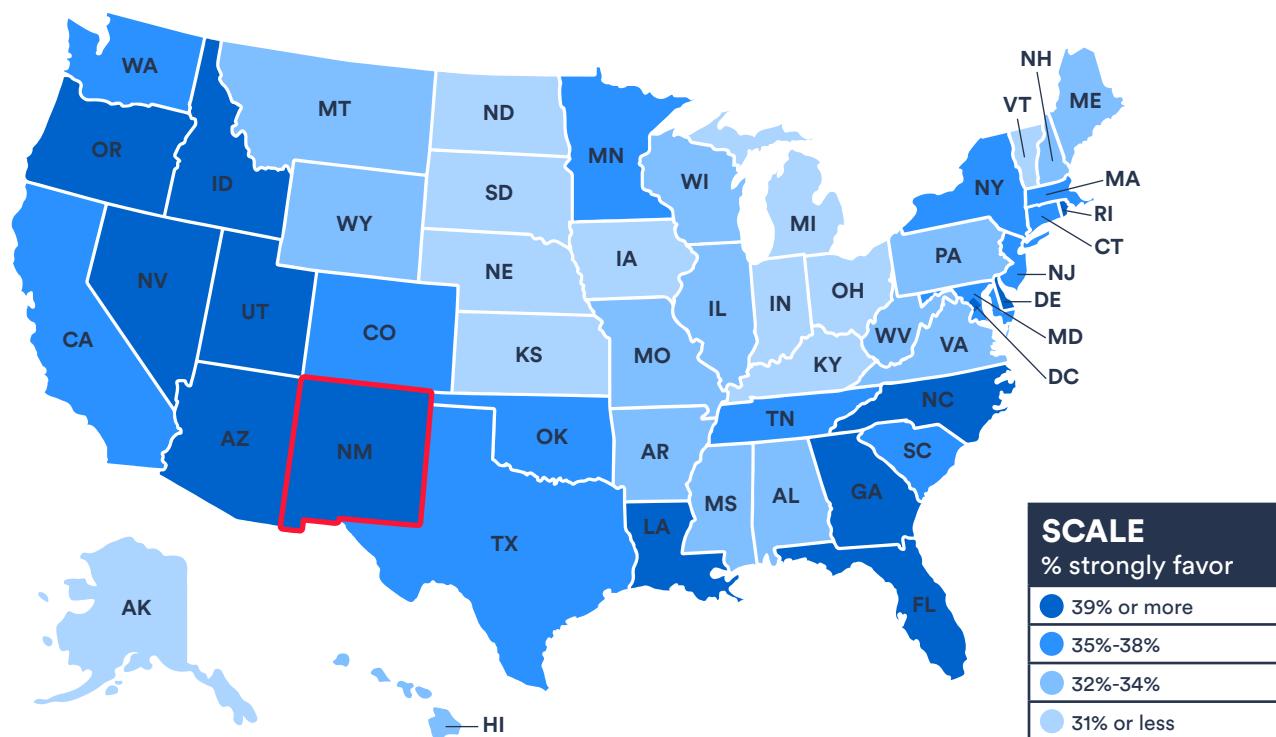
STRONGLY FAVOR FREE SUMMER CAMP BY STATE

Percentage answering they strongly favor free summer camp and other programs for K-12 students



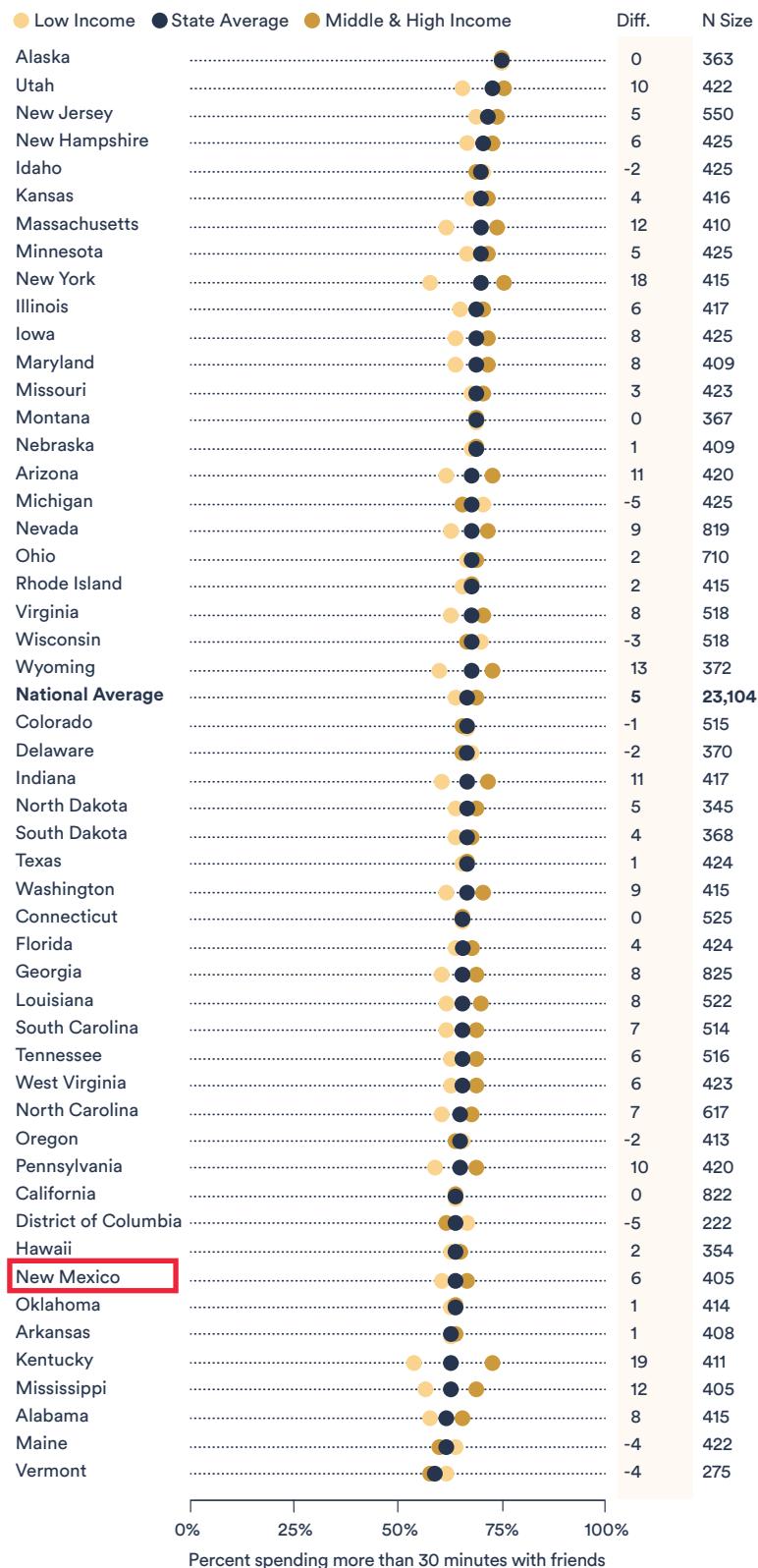
STRONGLY FAVOR CHARTER SCHOOLS BY STATE

Percentage answering they strongly favor charter school (public schools exempt from some regulations in exchange for greater accountability for results)



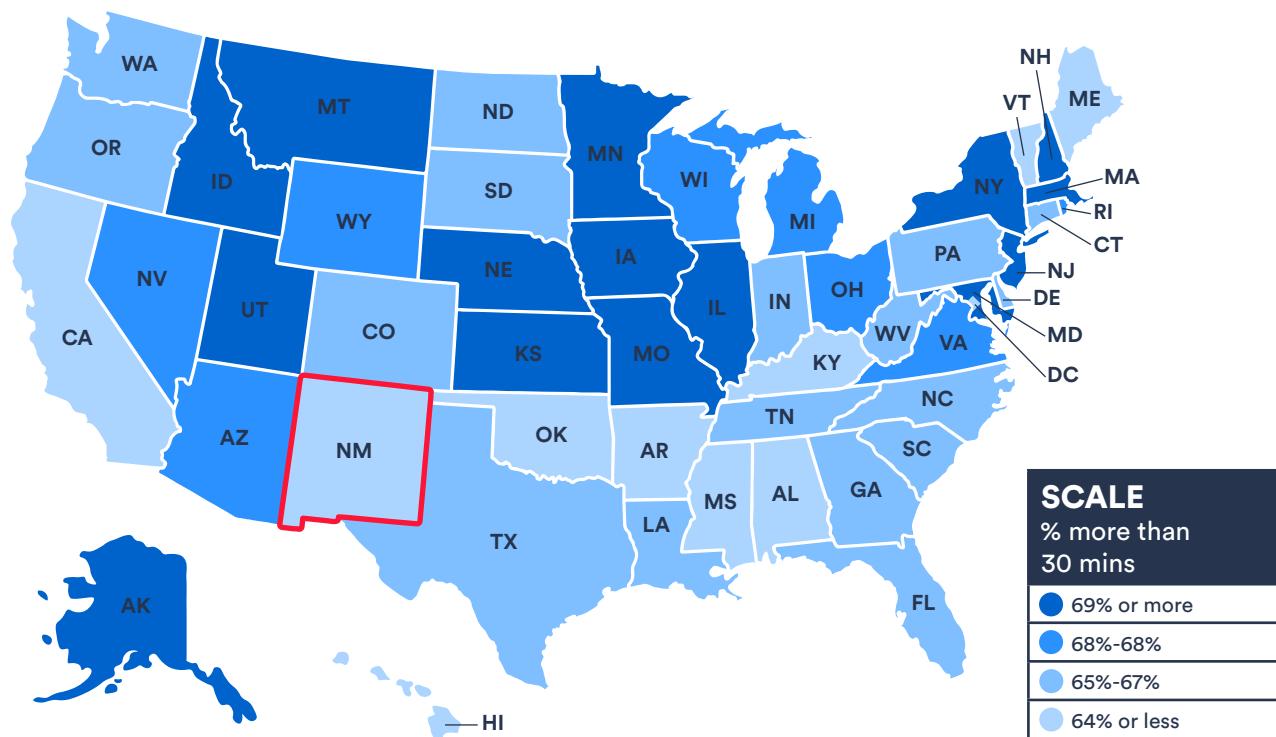
IN-PERSON TIME WITH FRIENDS BY STATE & INCOME

Percentage answering their child spends more than 30 minutes with friends in-person per weekday



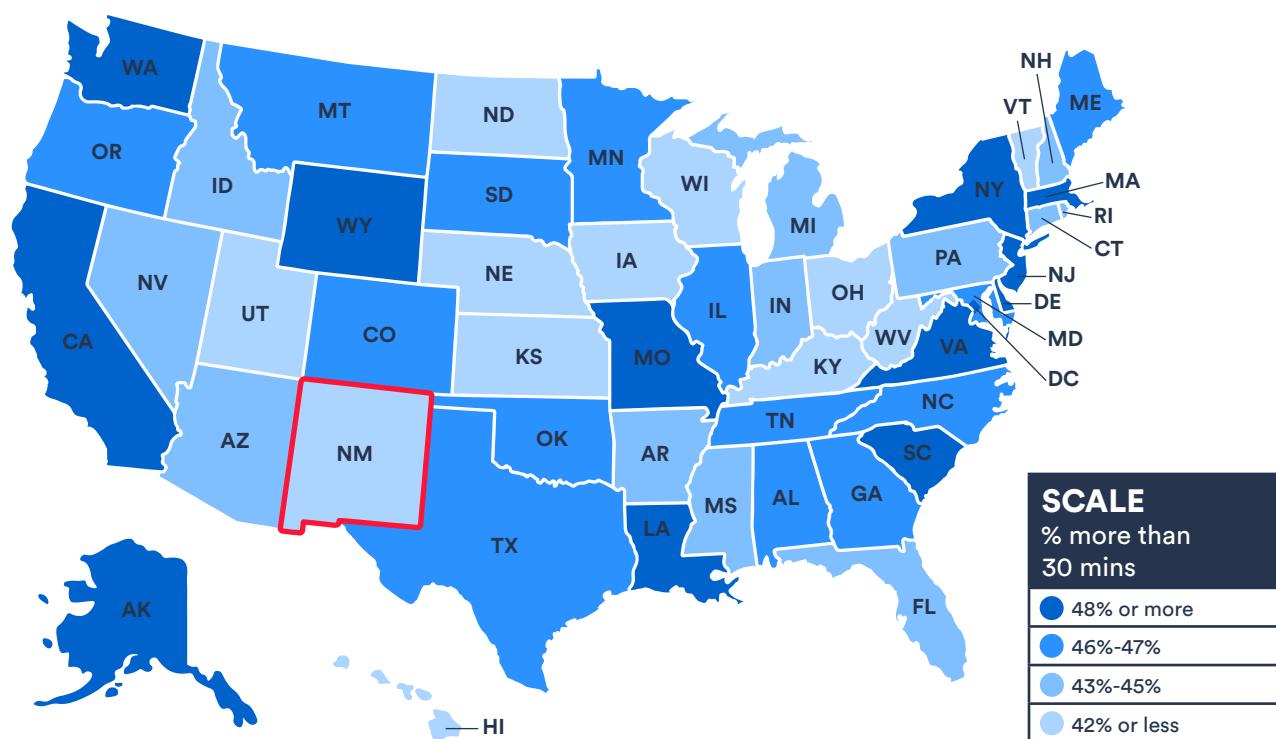
IN-PERSON TIME WITH FRIENDS BY STATE

Percentage answering their child spends more than 30 minutes with friends in-person per weekday



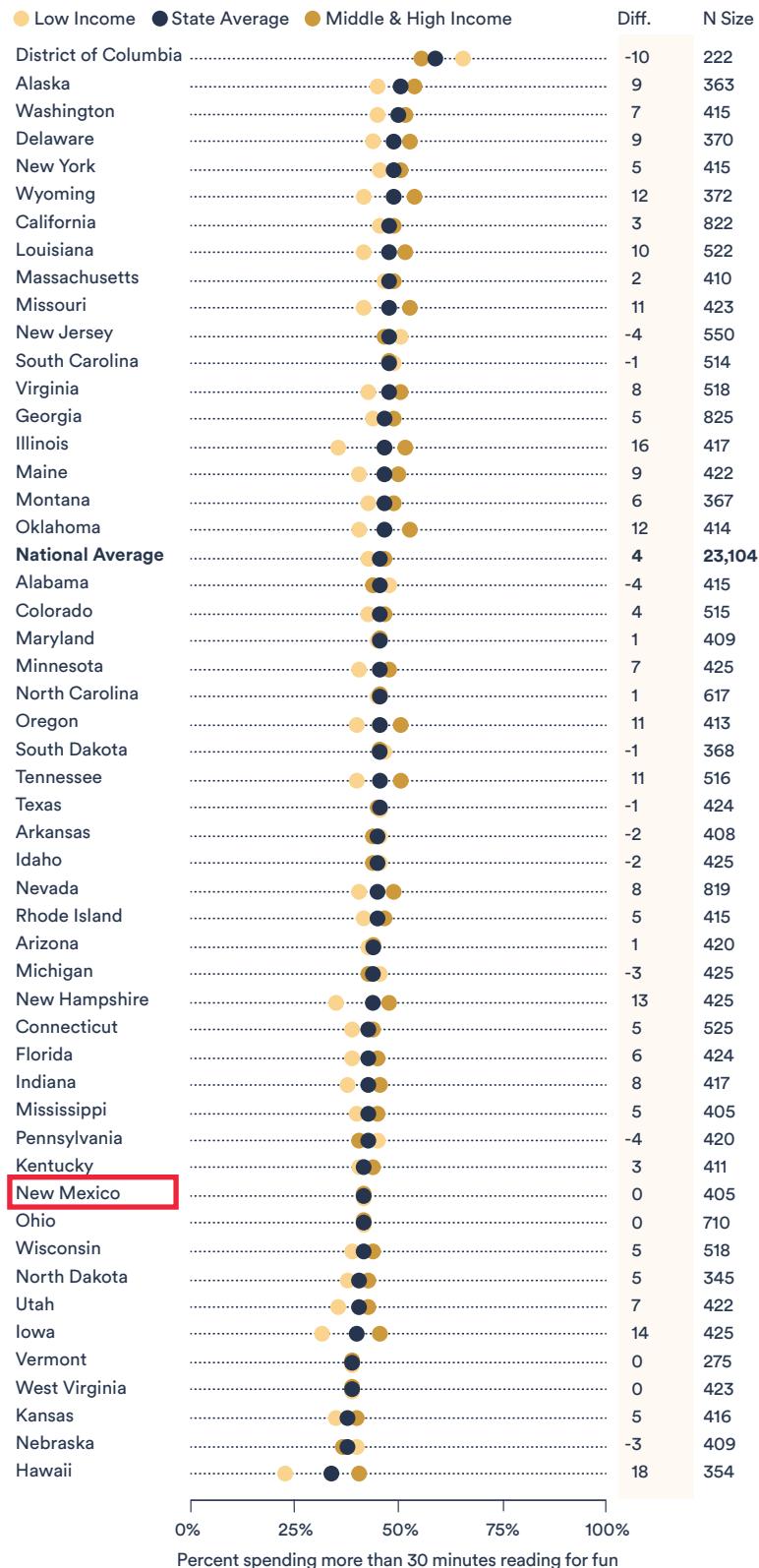
READING FOR FUN TIME BY STATE

Percentage answering their child spends more than 30 minutes reading for fun per weekday



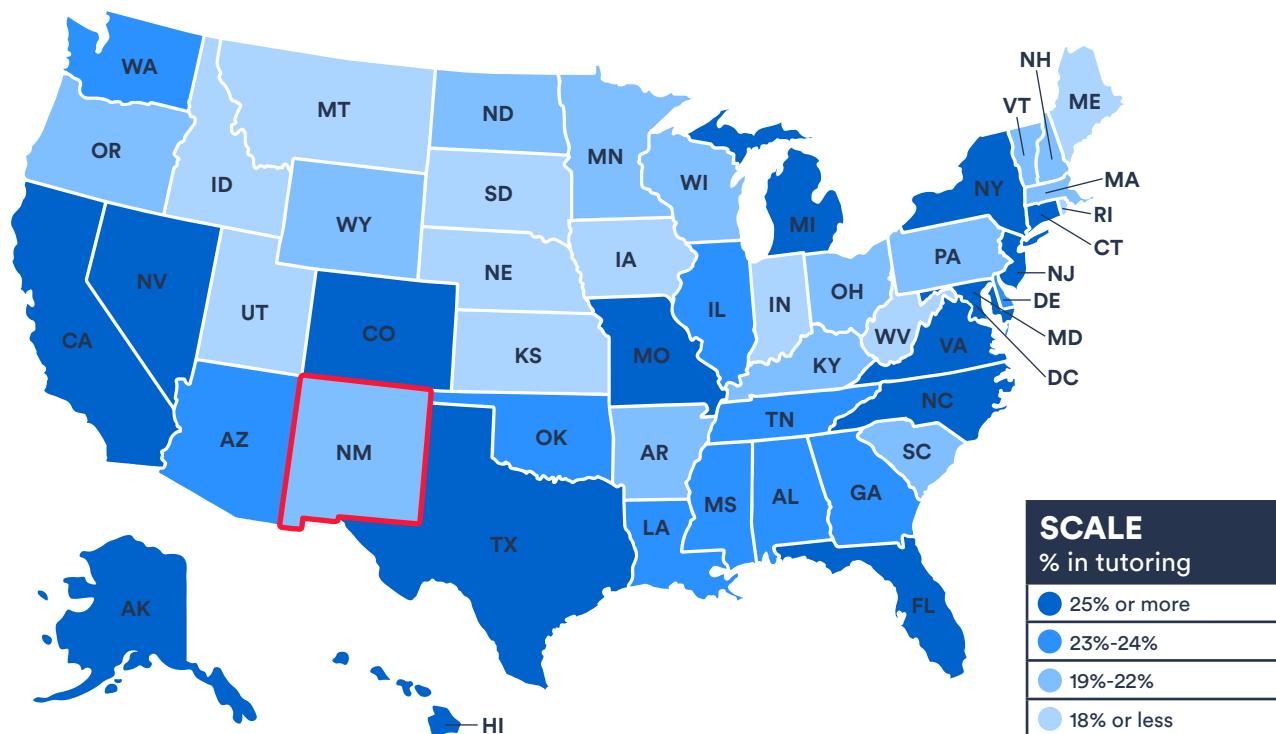
READING FOR FUN TIME BY STATE & INCOME

Percentage answering their child spends more than 30 minutes reading for fun per weekday



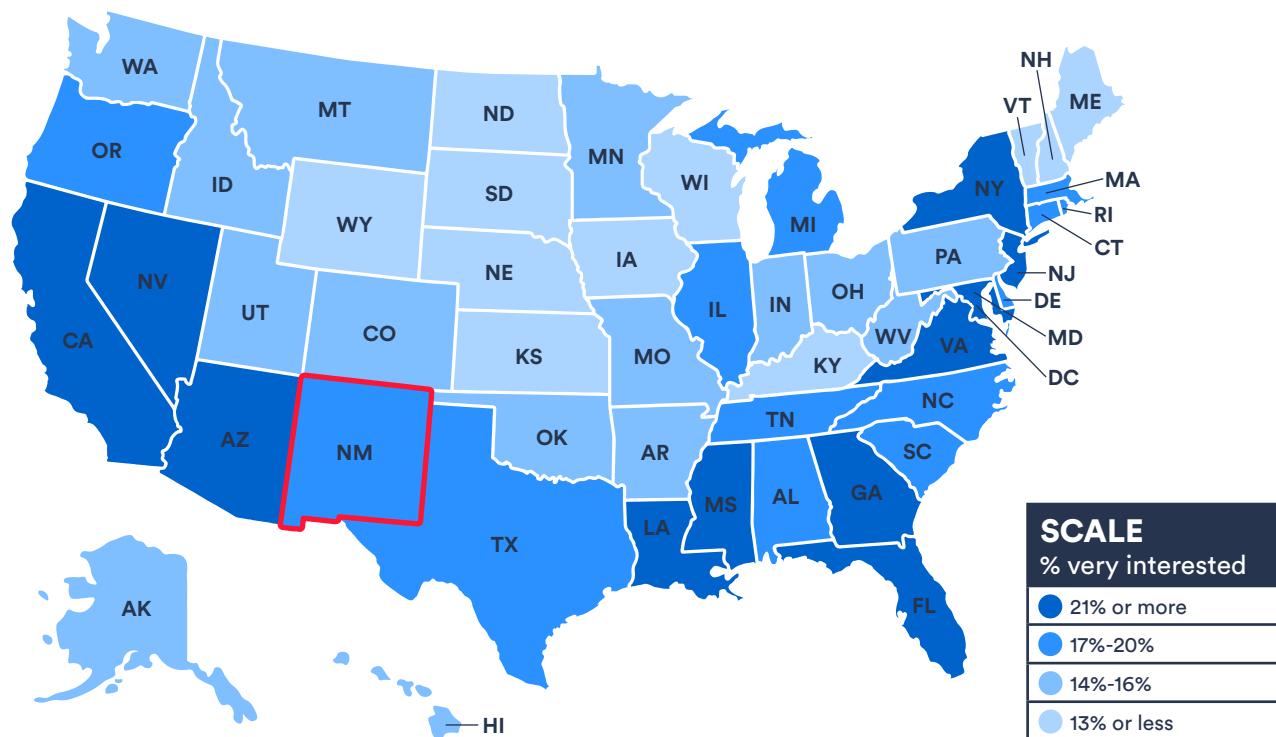
TUTORING PARTICIPATION BY STATE

Percentage of children who have received academic tutoring in this past school year



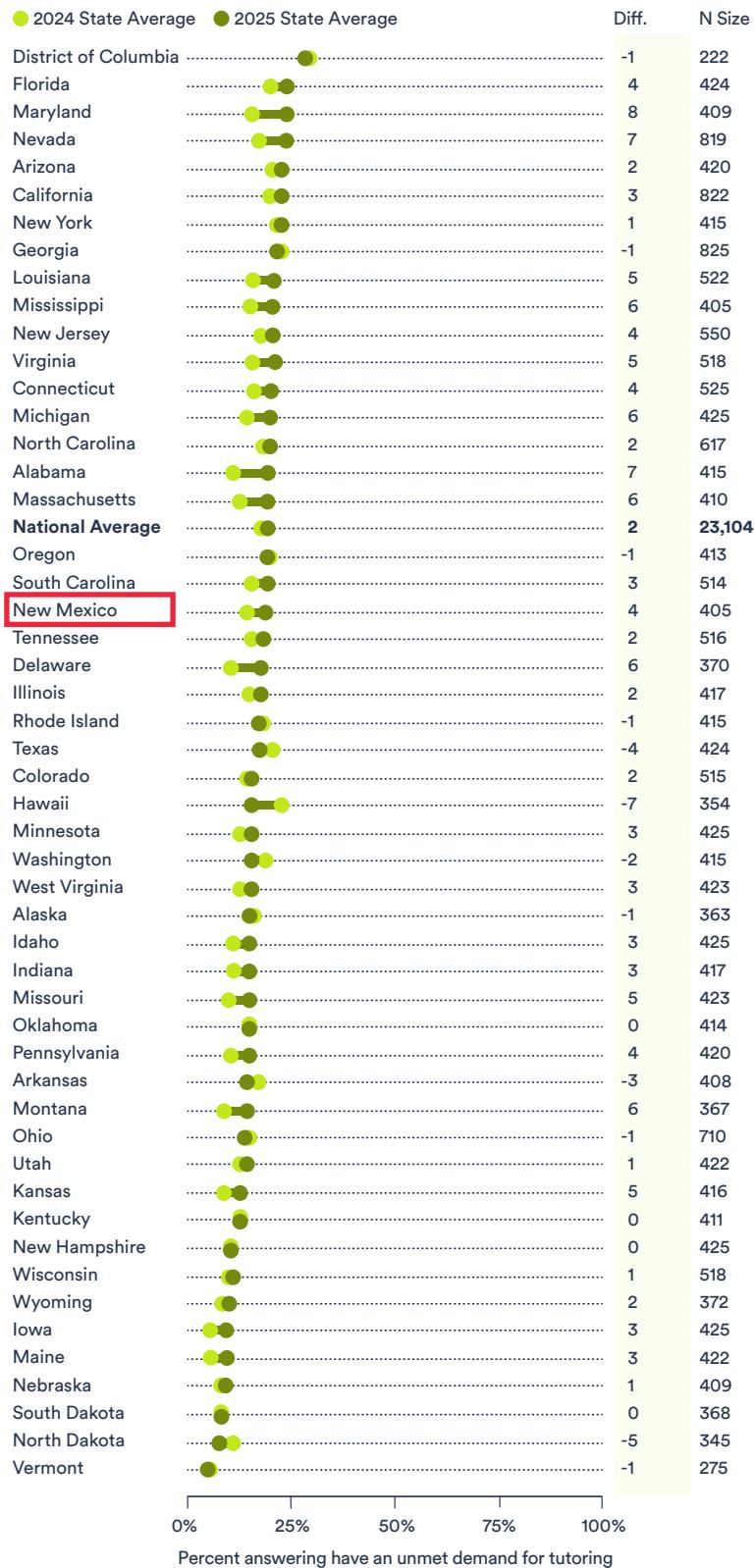
UNMET DEMAND FOR TUTORING BY STATE

Percentage of families who don't have a tutor who are very interested in tutoring



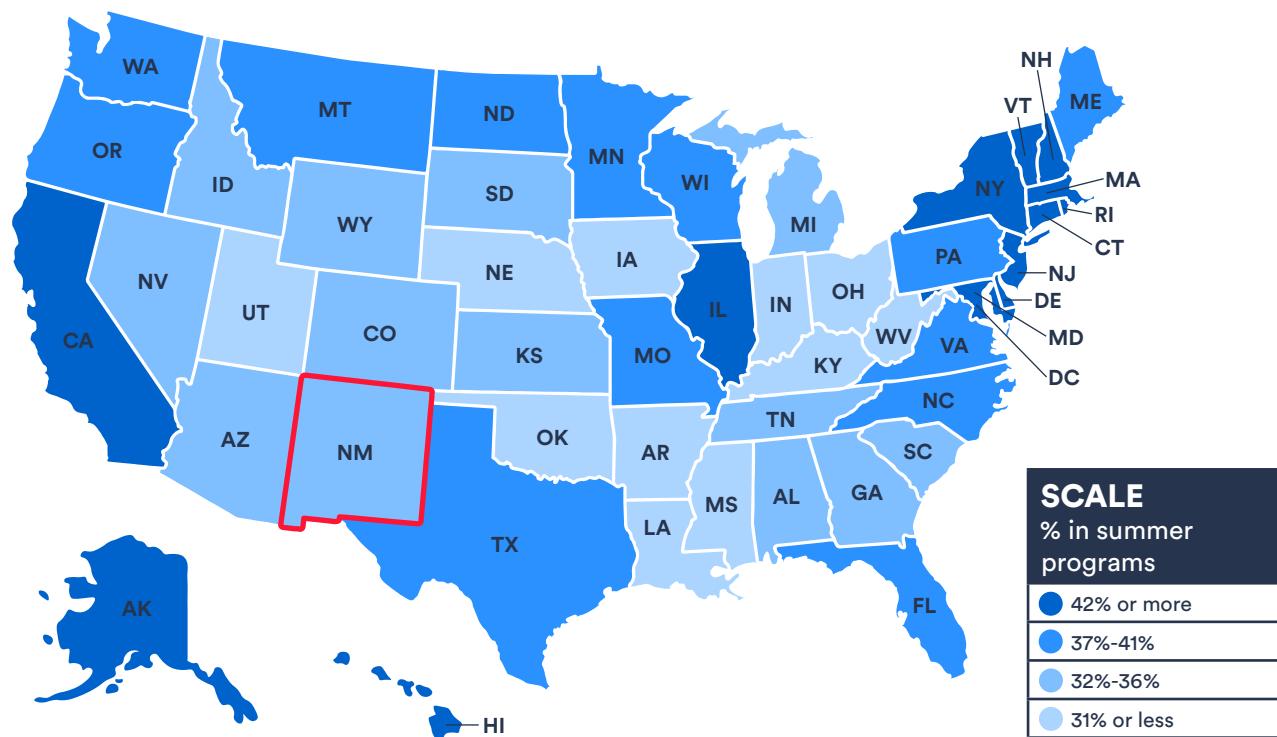
UNMET DEMAND FOR TUTORING BY STATE & YEAR

Percentage of families who don't have a tutor who are very interested in tutoring



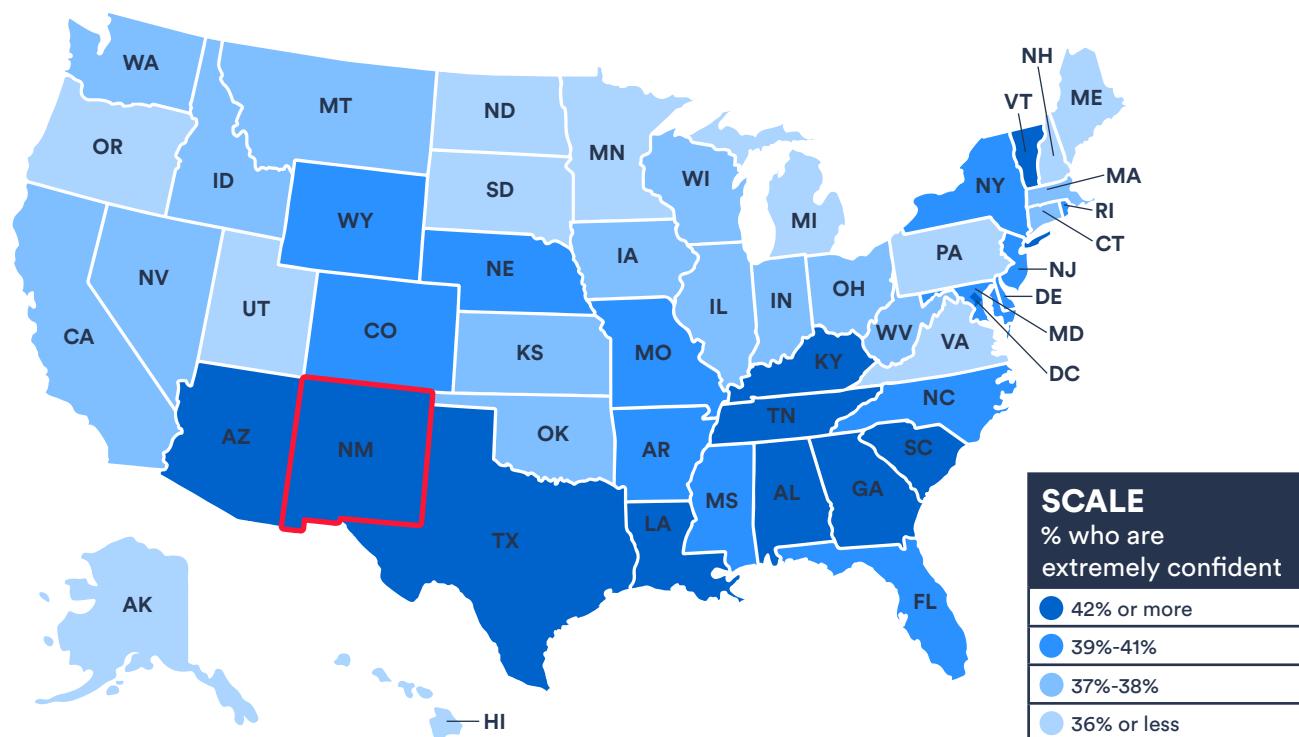
SUMMER PROGRAM PARTICIPATION BY STATE

Percentage of children who participated in a supervised summer program



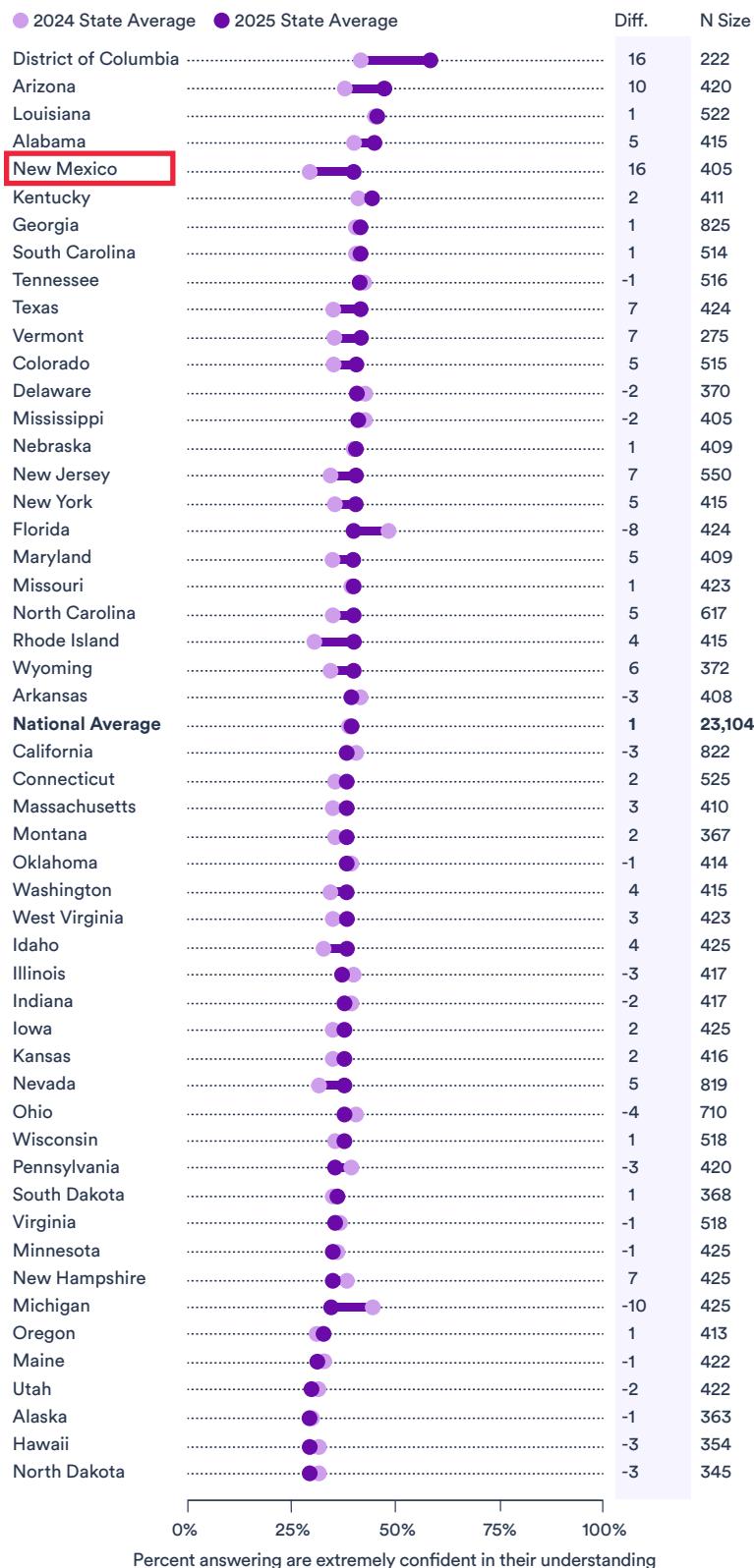
CONFIDENCE IN UNDERSTANDING ACHIEVEMENT BY STATE

Percentage who are extremely confident they have a clear understanding of how well their child is achieving academically



CONFIDENCE IN UNDERSTANDING ACHIEVEMENT BY STATE & YEAR

Percentage who are extremely confident they have a clear understanding of how well their child is achieving academically



PARENT PERCEPTIONS OF CHILD PERFORMANCE VS. NAEP SCORES

Percentage of parents answering their child is on grade level for reading and math compared to reading and math scores on the 2024 NAEP exam

	2025 Survey Perceptions ¹	2024 NAEP Scores ²	
		4th Grade	8th Grade
Math			
Above Grade Level	32%	4%	3%
At Grade Level	53%	20%	11%
Below Grade Level	14%	77%	86%
Reading			
Above Grade Level	43%	4%	2%
At Grade Level	45%	16%	17%
Below Grade Level	11%	80%	81%

¹Full Survey: 50can.org/education-opportunity-survey

²The National Assessment of Educational Progress: nationsreportcard.gov

ABOUT NEWMEXICOKIDSCAN

Founded in 2018, we work to ensure education policies and practices enable our students to become the future community, civic and business leaders we need. **NewMexicoKidsCAN** serves as a catalyst and conduit to advocate for community-informed, student-centered and research-backed education policies that work best for the children of New Mexico. By connecting policy, instructional practice and politics, we reimagine what is possible in New Mexico's public education system.

ABOUT 50CAN

50CAN is an education advocacy organization focused on building the dynamic, student-centered education system of the future so that all kids, regardless of address, receive a high quality education. At the center of this work is our support for local education advocates who together have secured more than 275 transformative policy wins since our founding in 2011. This advocacy work is complemented by fellowships to spark and amplify the voices of changemakers, support for educational entrepreneurs as they build proof points of a better tomorrow, and efforts to help elected leaders better serve the public through a deeper understanding of education policy.

ABOUT EDGE RESEARCH

Edge Research tells data-driven stories that make our clients' programs, products, and brands successful. One of Edge's key verticals is education, which ranges from early childhood development, to K-12 and postsecondary education, to lifelong learning. We work for dozens of foundations, advocacy organizations, curriculum providers, associations, districts, schools and universities. Edge is constantly in the field talking to parents, students, teachers, administrators, and other education decision makers – getting the pulse on the issues that matter most.

