A study was conducted to analyze the Institutional Competitiveness of Junior High Schools through the Admission Test to High School Education. The study aimed to identify factors that influence institutional competitiveness.

**INTRODUCTION**

Competitiveness of secondary schools is analyzed according to various factors. These include:
- Administrators' leadership and management skills.
- Physical infrastructure and educational equipment of the school.
- Coming from functional families.
- Cultural level of family members with at least a high school level.
- Parents' employment stability.
- Lower-risk urban areas.

**OBJECTIVE**

To evaluate competitiveness in institutions will be related to the results obtained by the administration test. The main objective is to determine which school management actions improve institutional competitiveness.

**METHODS**

**ASSESSMENT**

Institutions were assessed based on education students' academic grades. The type of school was also evaluated.

**DATA COLLECTION AND ANALYSIS PROCESS**

1. **1ST STAGE**
   - Identifying test results depending on the educational system (Public or Private).
   - Determining the correlation between test scores and the general arithmetic mean of secondary schools.
   - Identifying comparative analysis of secondary schools depending on the type of school.

2. **2ND STAGE**
   - Identifying test results according to the type of school.
   - Secondary education institutions over 180 candidates to High School Education.

**ANALYSIS OF RESULTS**

- **15,658 secondary education students**
  - Overall results: 94.8% Public School, 5.2% Private School
  - Competitive secondary schools: 56.7% Logical-mathematical reasoning, 55.69% General Arithmetic Mean.

**DISCUSSION AND CONCLUSIONS**

The measurement of institutional competitiveness will never be thorough. It is influenced by the context, the financial resources, the teachers, the processes, and the results, among others. The high school education system in Mexico will experience a crisis in the short term when it comes to aspects such as withdrawal, graduation efficiency, and academic performance, unless intervention strategies are designed which make it possible to face the great educational challenges of the 21st century.