

Spring 2023 Assessment Results and Assessment and Accountability in New Mexico

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Overview

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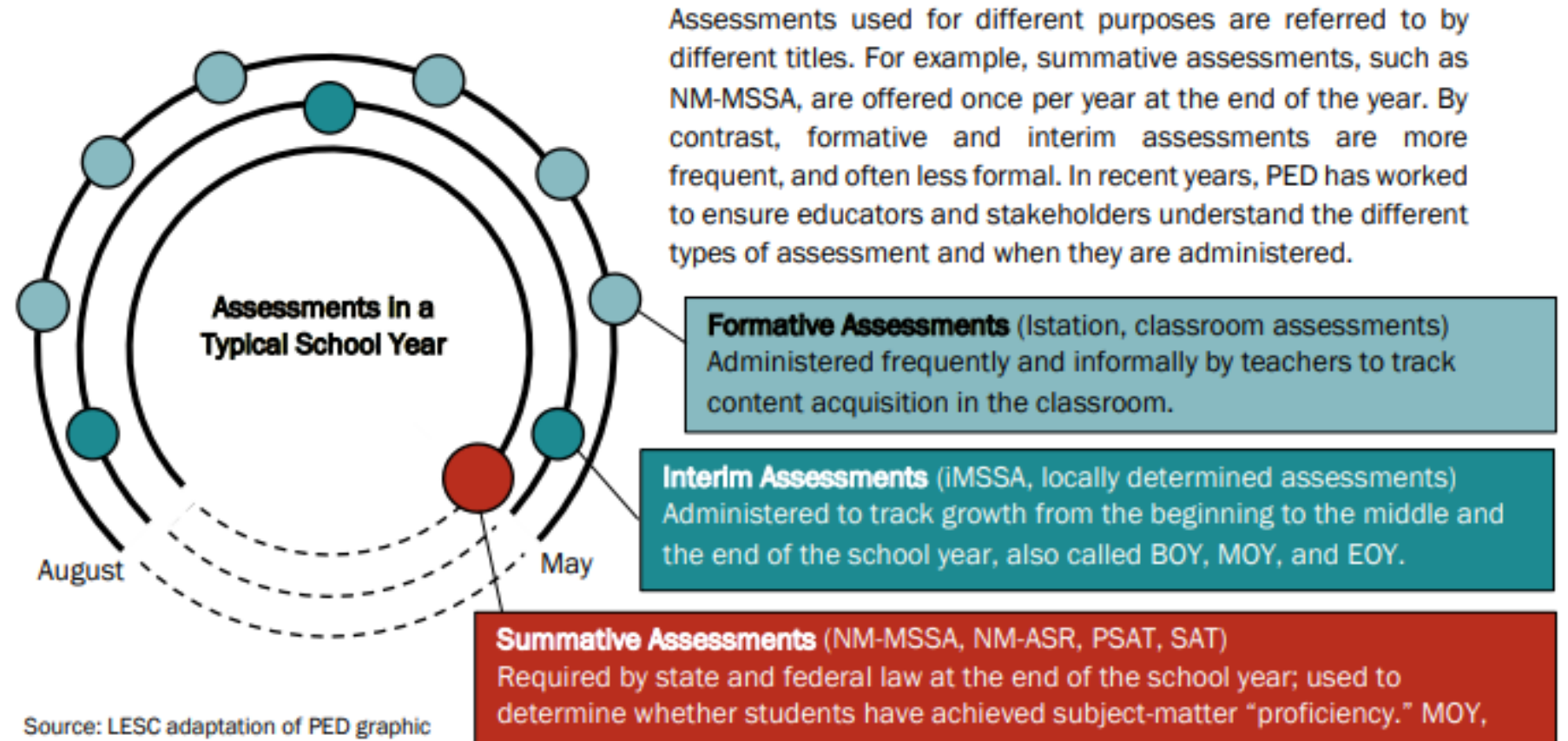
Spring 2023 Assessment Results



Assessment Literacy: Understanding Different Types of Assessment

The Public Education Department (PED) has worked over the past three years to build a “balanced system of assessments.”

Part of that process has been to improve assessment literacy, a shared understanding among stakeholders of the purposes for the states’ various assessments.

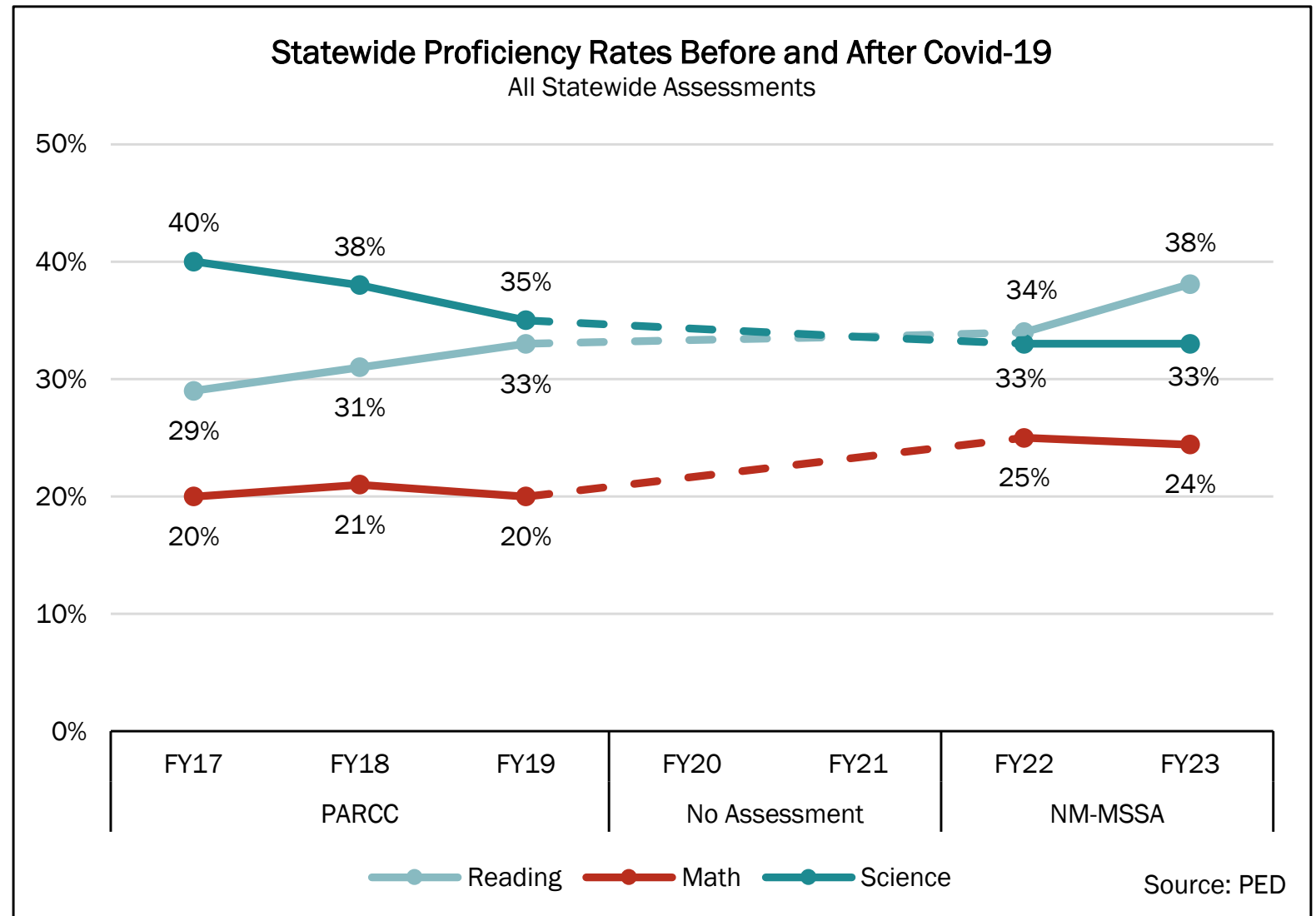


Between 2022 and 2023, reading proficiency increased significantly, from 34 percent to **38 percent**.

Before the pandemic, typical reading proficiency growth was about 2 percentage points per year.

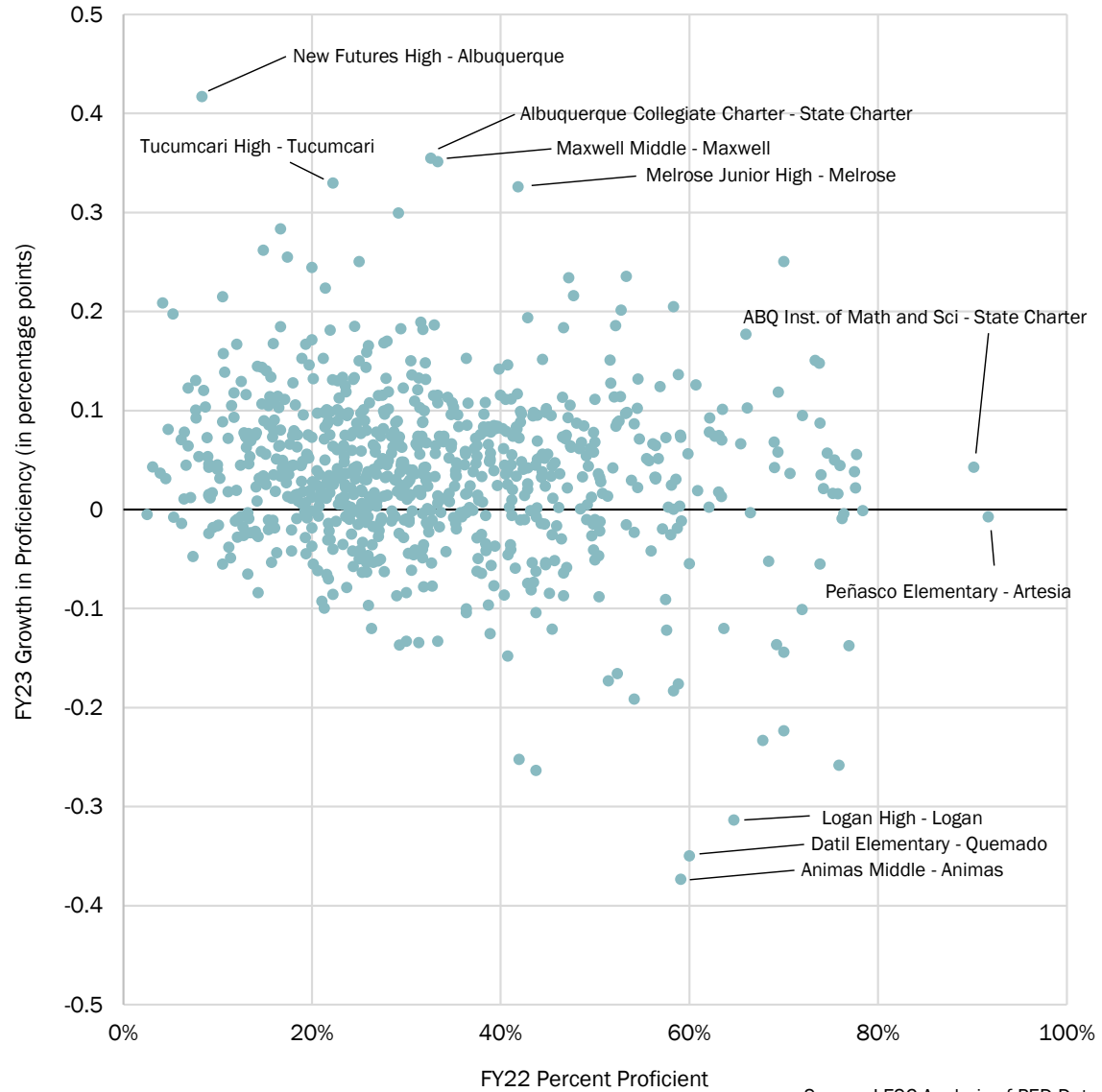
Math proficiency declined modestly, from 25 percent to **24 percent**.

It is difficult to compare pre-pandemic assessment results to post-pandemic assessment results because New Mexico switched to a new assessment after the pandemic.



FY22 Proficiency Rates and FY23 Growth in Proficiency

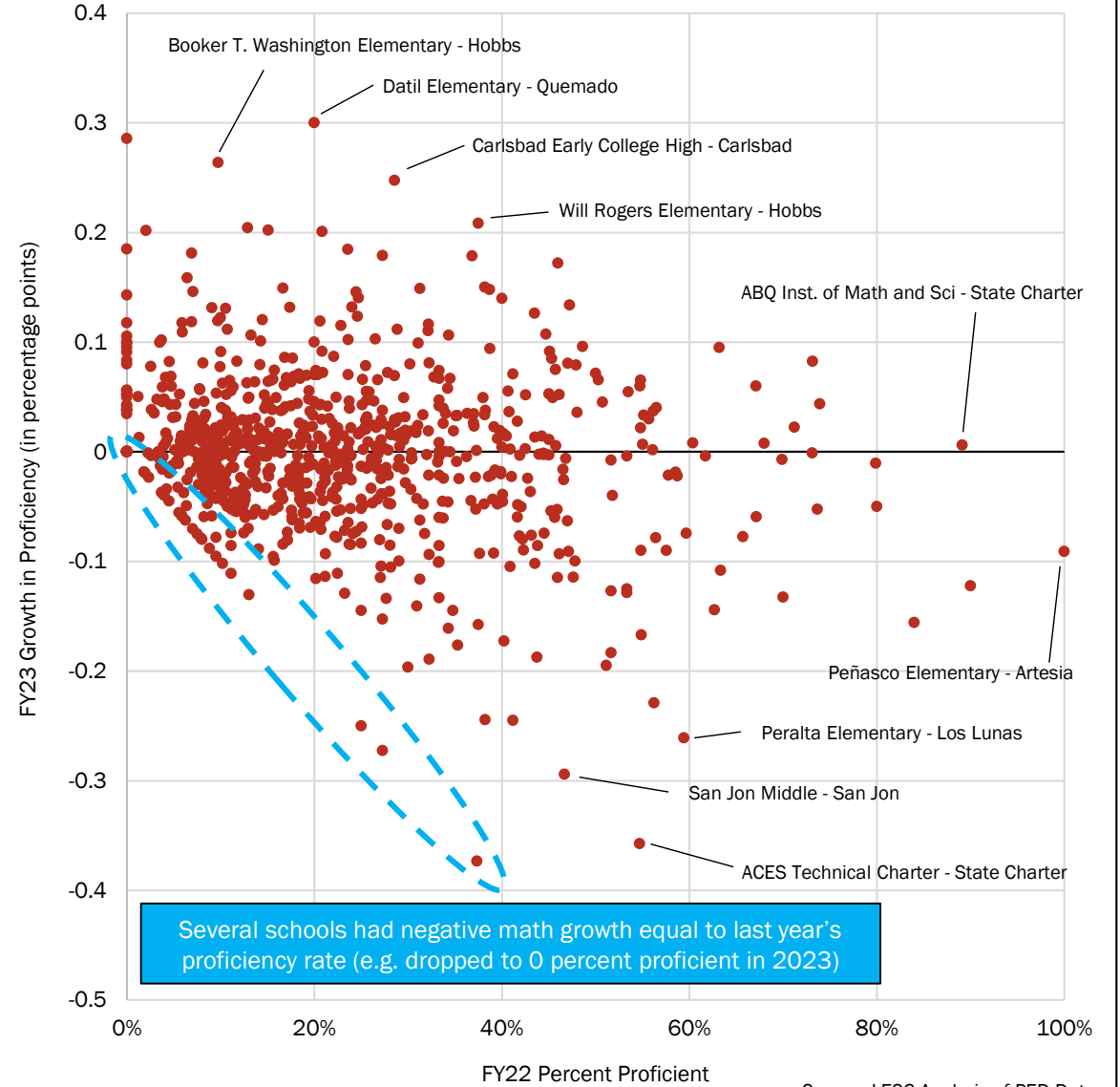
ELA



Source: LESC Analysis of PED Data

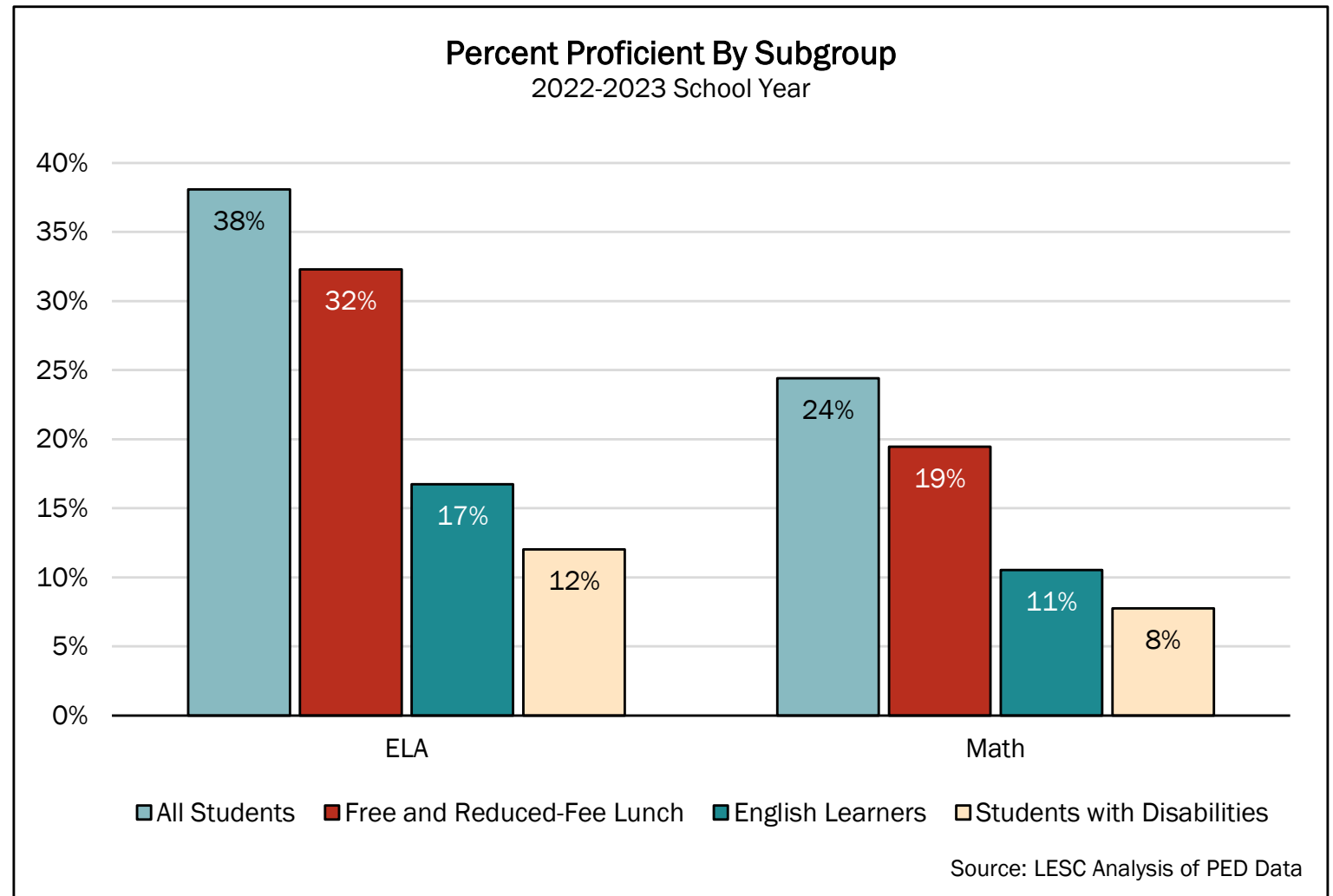
FY22 Proficiency Rates and FY23 Growth in Proficiency

Math



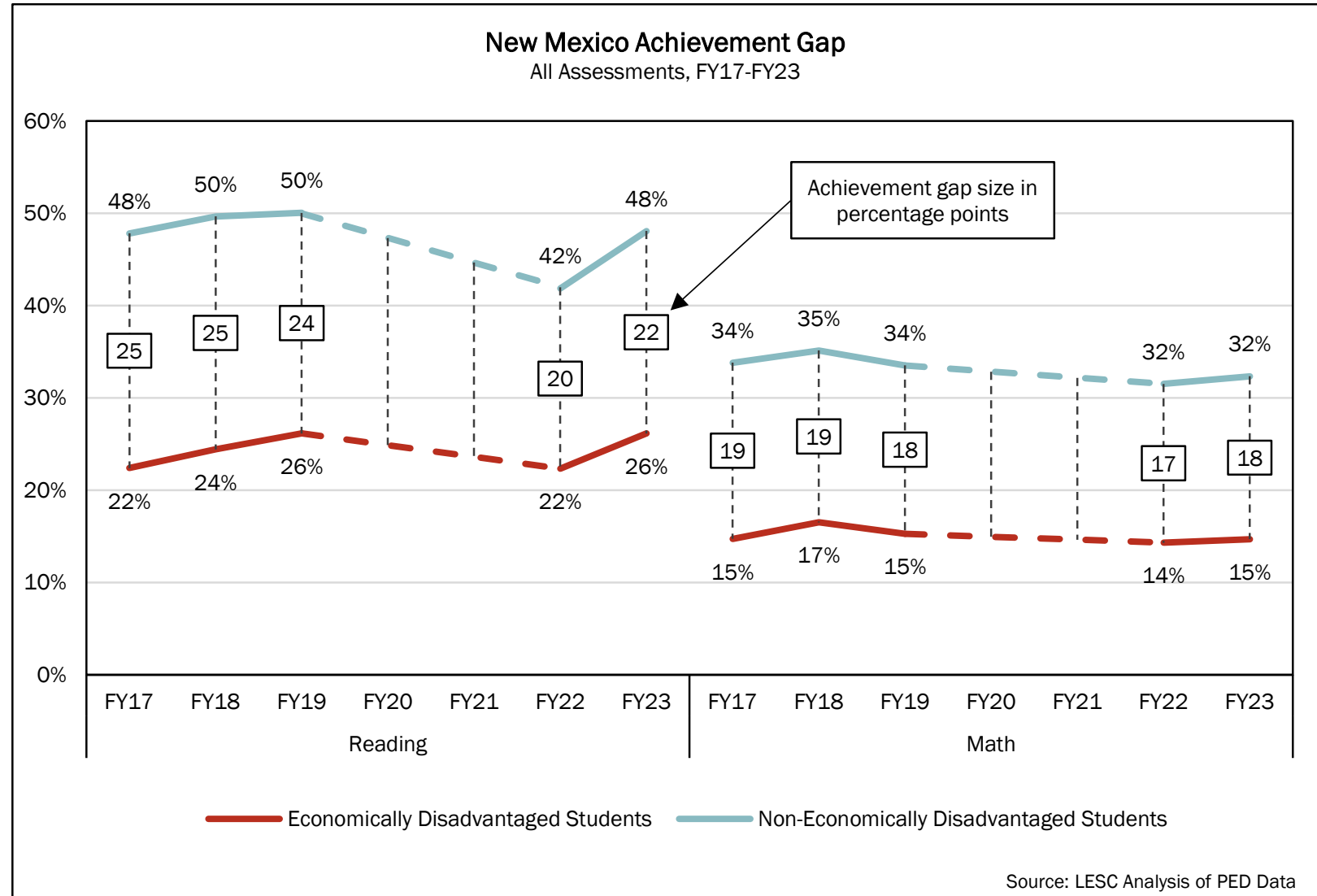
Source: LESC Analysis of PED Data

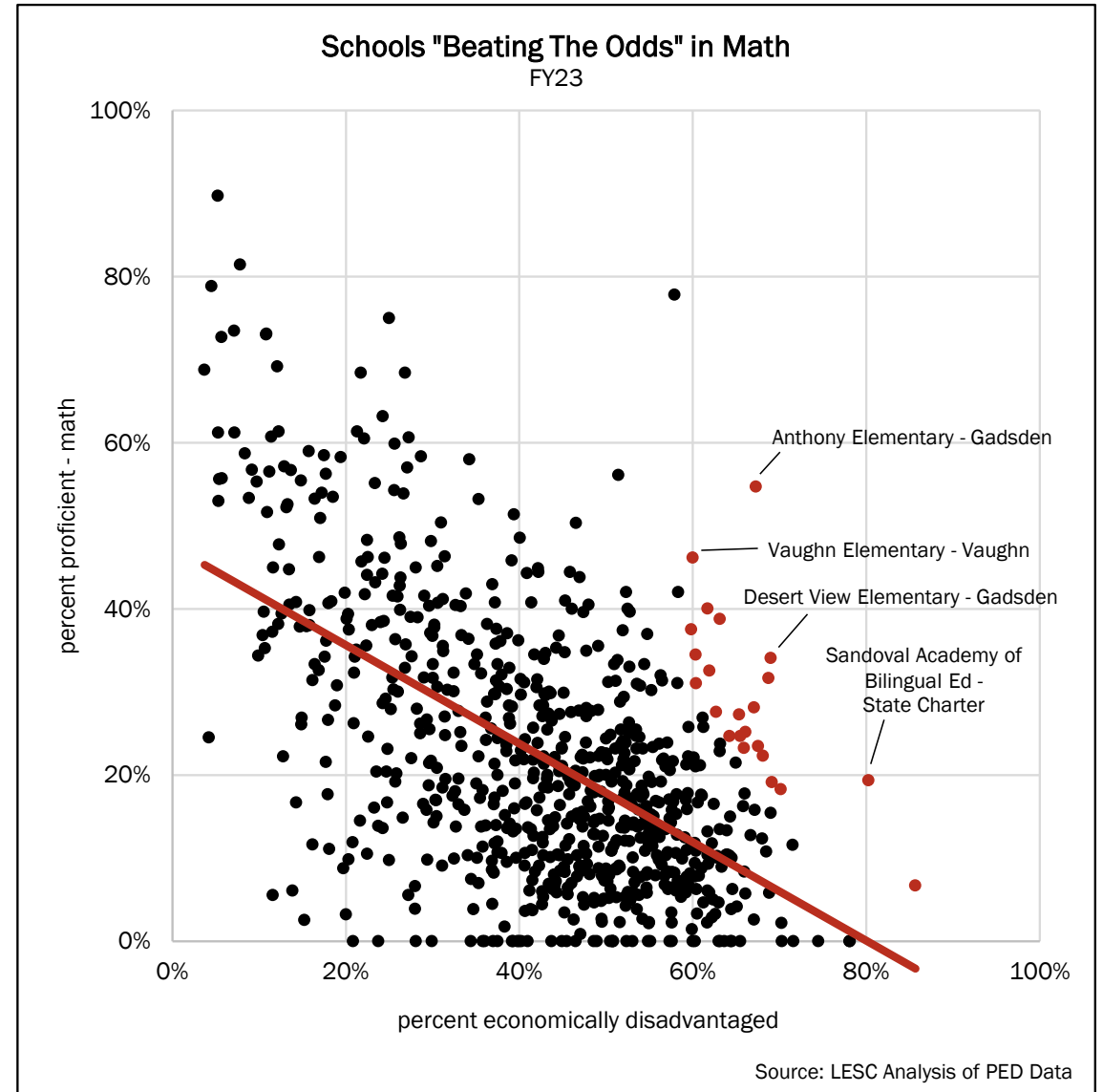
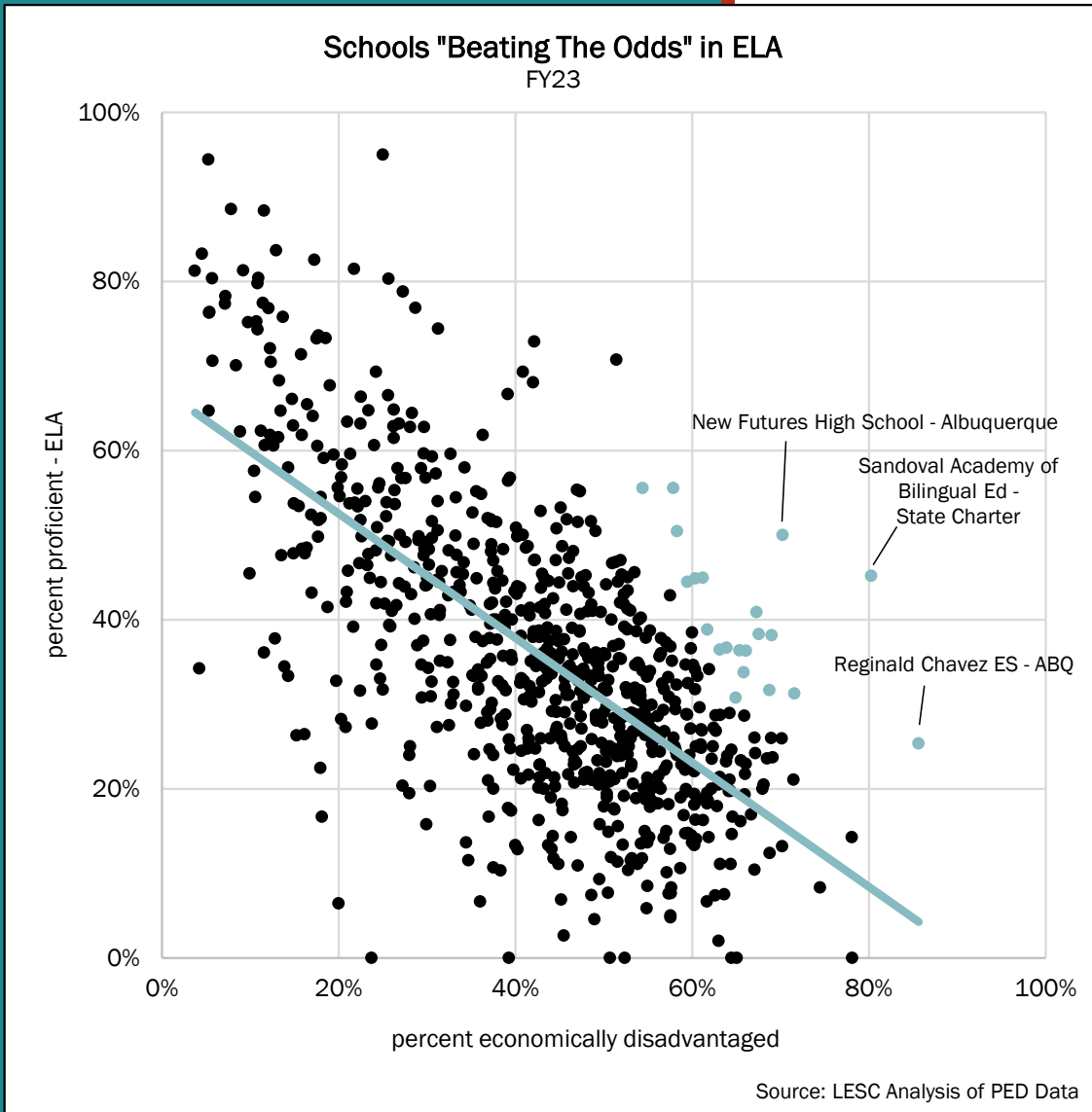
Students who are eligible for free and reduced-fee lunch, English learners, and students with disabilities continue to fall short of the statewide average.



Historically, LESC has examined proficiency rates to monitor the gap between economically disadvantaged and non-economically disadvantaged students.

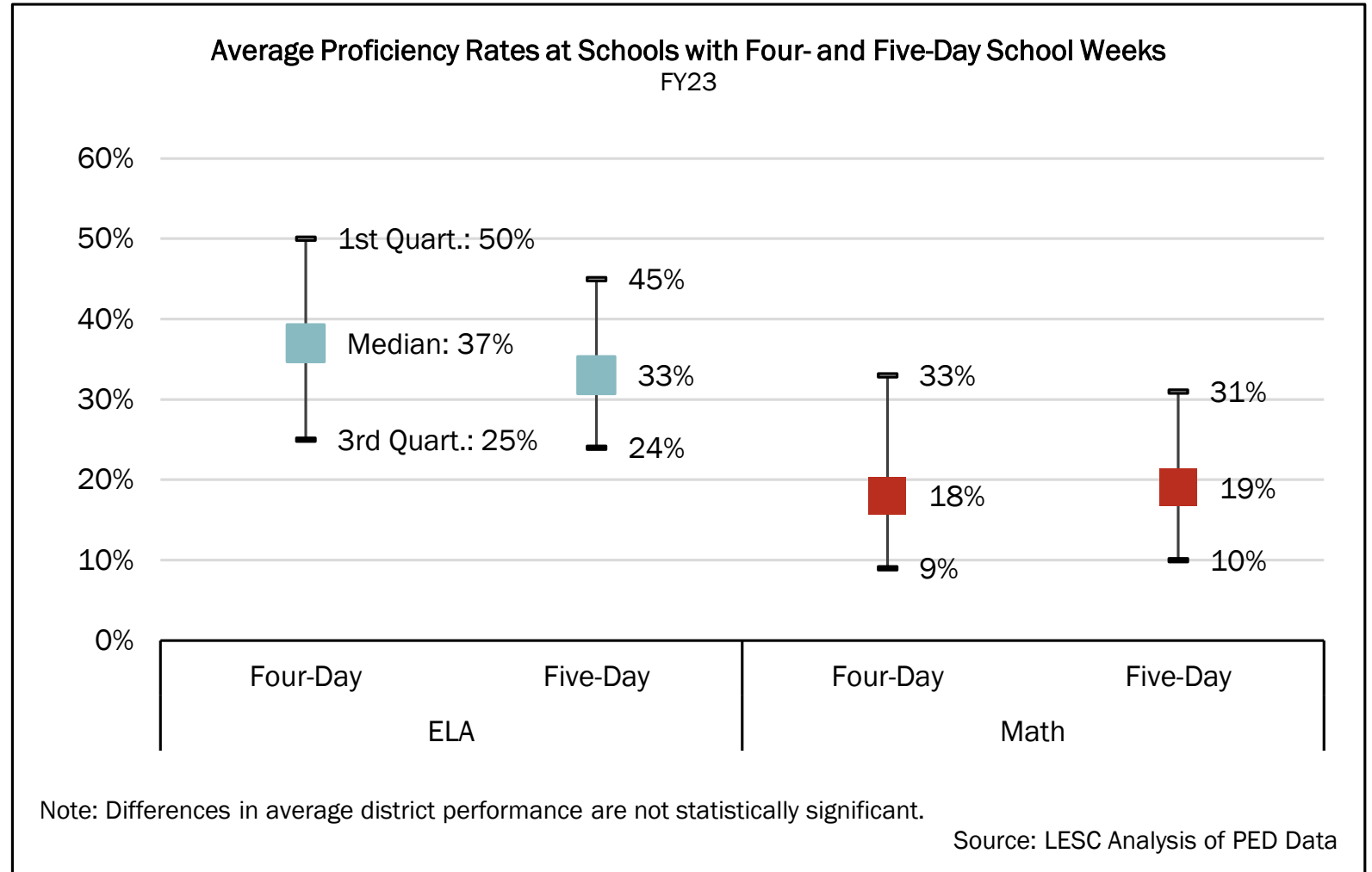
The Martinez/Yazzie consolidated lawsuit charges New Mexico with making policy changes and targeted investments to close achievement gaps.





School districts with four-day school weeks and five-day school weeks showed little difference in student outcomes.

The difference in performance among these school districts are not statistically significant.

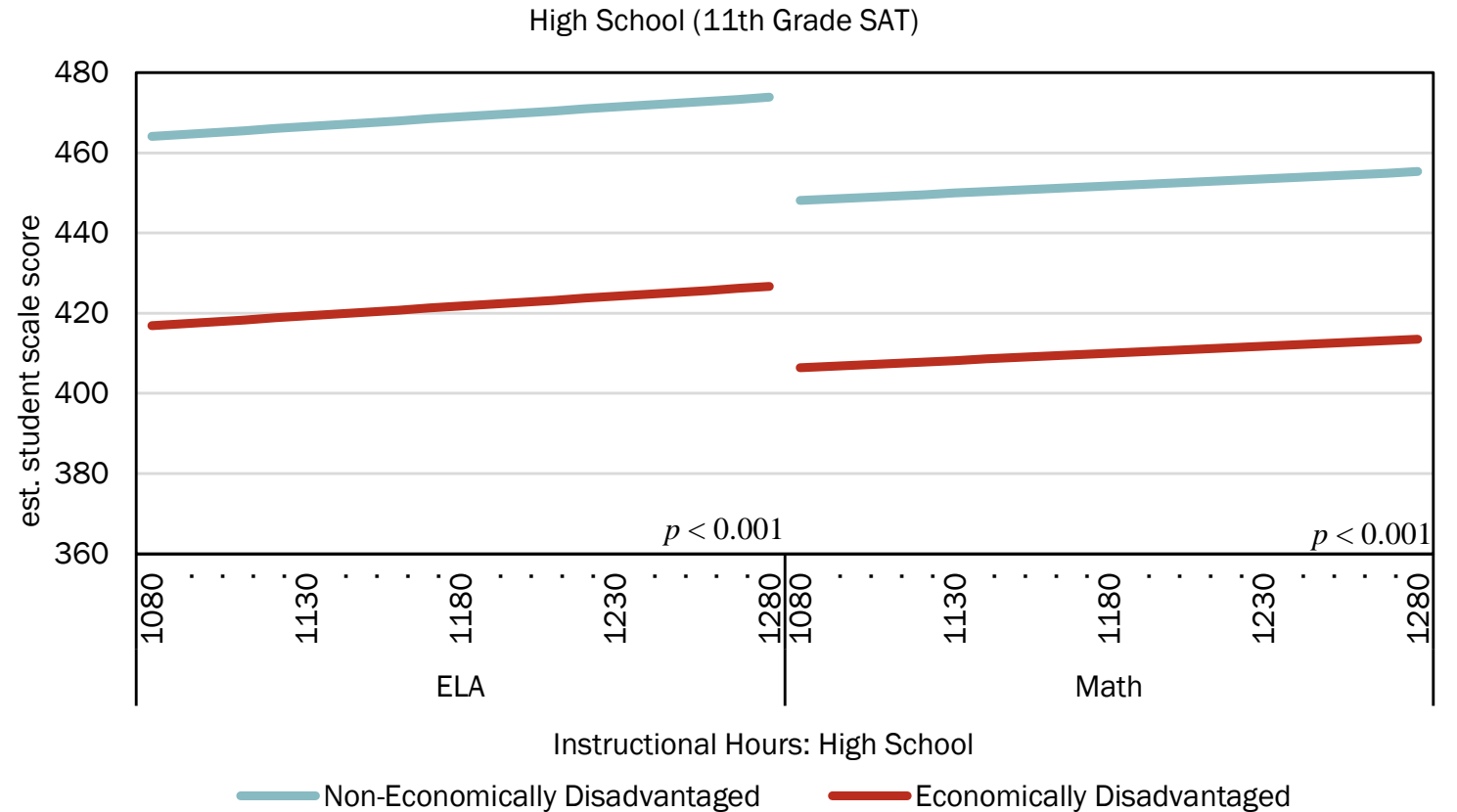




Estimated Impact of Calendar Hours on Student Scale Scores

Last year, staff found a modest but statistically significant relationship between school calendar hours and standardized assessment results.

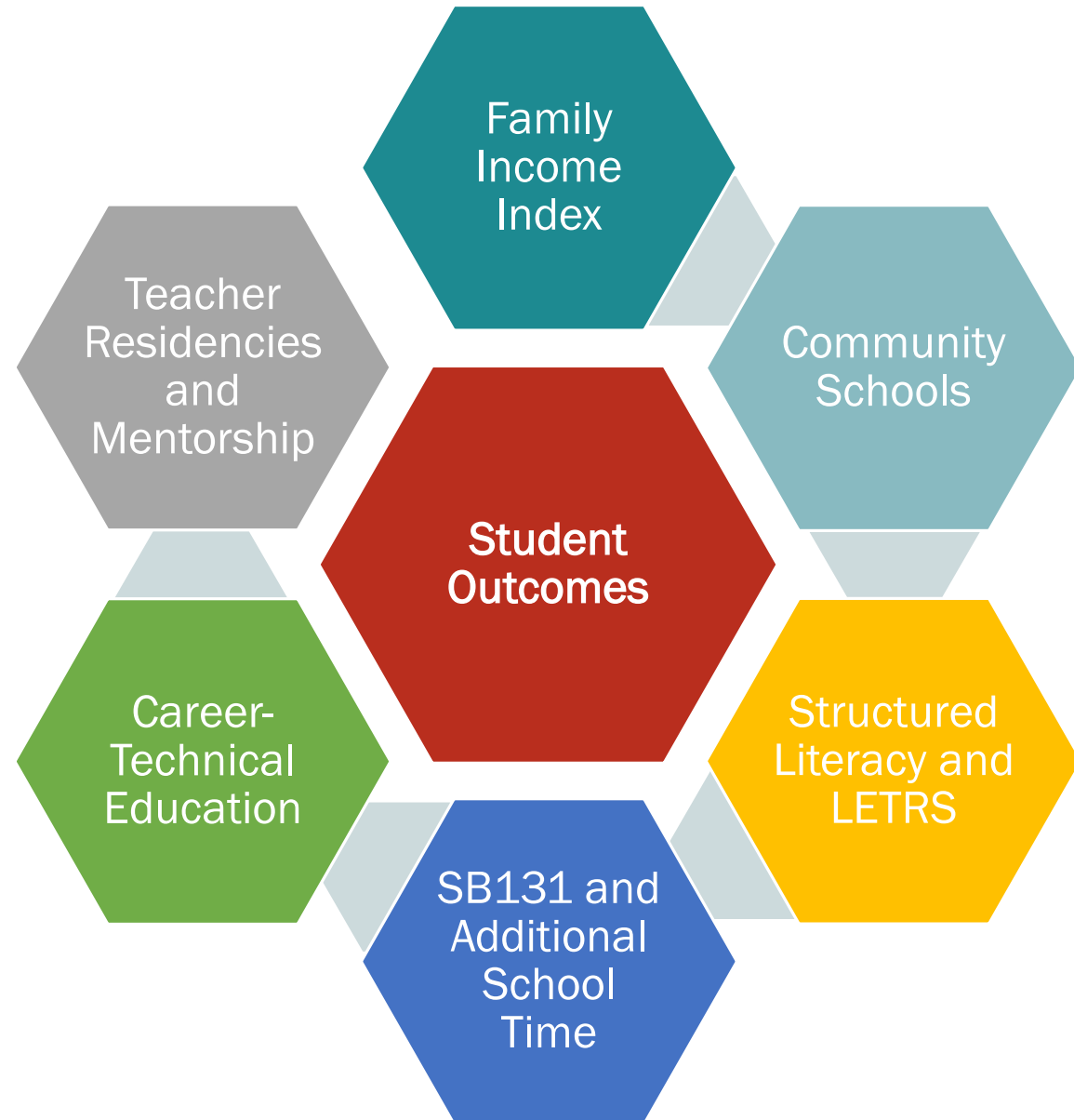
Staff plan to continue to monitor this relationship during the implementation of the K-12 Plus program.



Source: LESFC Files

Staff plan to use student assessment data to monitor the impact of legislative investments.

Several programs created and scaled-up by the legislature over the past few years are ripe for evaluation.



Overview of New Mexico Vistas





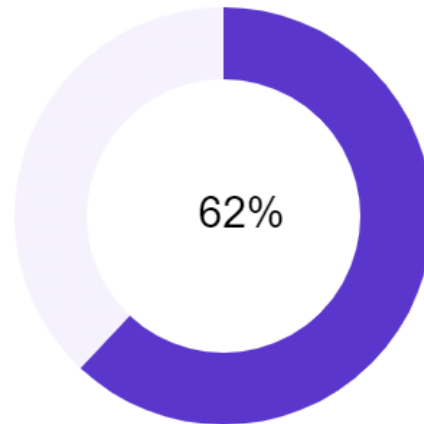
READING PROFICIENCY

What does this mean?

The reading proficiency rate measures the percent of students who are reading at the expected level, or higher, for the student's grade.

How was this calculated?

Students in grades 3 through 8 and grade 11 are assessed in reading. The reading proficiency rate is the number of students who are at grade level or higher in reading divided by the total number of students who took the reading assessment or 95 percent of enrolled students in the school, whichever is greater.



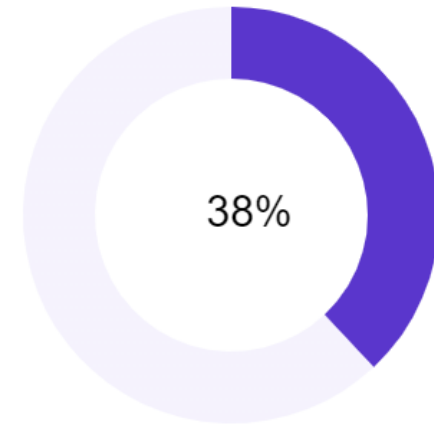
MATH PROFICIENCY

What does this mean?

The math proficiency rate measures the percent of students whose ability in math is at the expected level, or higher, for the student's grade.

How was this calculated?

Students in grades 3-8 and 11 are assessed in math. The math proficiency rate is the number of students who are at grade level or higher in math divided by the total number of students who took the math assessment or 95 percent of enrolled students in the school, whichever is greater.



School stakeholders and parents can access their site-level data on New Mexico Vistas (<https://www.nmvistas.org/>)

New Mexico Vistas is the state's accountability dashboard, created to comport with the requirements of the federal Every Student Succeeds Act and the state School Support and Accountability Act.



Key Recommendations from 2018 School Grades Work Group

In 2018, New Mexico convened a work group to study the previous “school grades” system and develop recommendations toward a new accountability system.

The school grades work group published a report in November 2018 highlighting its recommendations for a school accountability dashboard.

The resulting legislation, the School Support and Accountability Act, was enacted in 2019.

New Mexico’s accountability system should...

- Shift philosophy from identifying and labeling failure to providing support
- Provide an opportunity for schools to share their story with their community
- Rest upon an assessment system that supports student learning
- Expand information available to families, communities, and policymakers

Source: LESC Files



Benchmarking New Mexico Vistas: Compliance with the Every Student Succeeds Act

Every Student Succeeds Act Requirement	Element of NM Vistas
Proficiency on assessments	Present
Growth in proficiency in elementary school	Present, but inconsistent
High school graduation rates	Present
Progress of English learners toward English proficiency	Present, but difficult to understand
At least one non-academic indicator of school quality or student success	Present: student attendance

Generally, New Mexico Vistas complies with the requirements of the federal Every Student Succeeds Act (ESSA).

Source: Education Commission of the States and LESC Files



Benchmarking New Mexico Vistas: Compliance with the School Support and Accountability Act

School Support and Accountability Act Requirement	Element of NM Vistas
Identify schools for targeted support and improvement (TSI), comprehensive support and improvement (CSI), and more rigorous interventions (MRI)	Present
Identify “spotlight” schools	Present
Proficiency on standardized assessments	Present
Student growth	Absent
Progress of English learners toward English proficiency	Present, but difficult to understand
Four-, five-, and six-year adjusted cohort graduation rates	Present
Chronic absenteeism	Present
College, career, and civic readiness	Present, except for civic readiness
The educational climate of the school	Absent
Educational resources, including school-level expenditures and total instructional expenditures per student.	Absent
A narrative authored by the school on the school’s mission, vision, strengths and opportunities for improvement.	Absent

Source: LESAC Files

Under ESSA, states may establish requirements that are more specific than the federal requirements.

In its current state, NM Vistas does not comply with several aspects of state law.

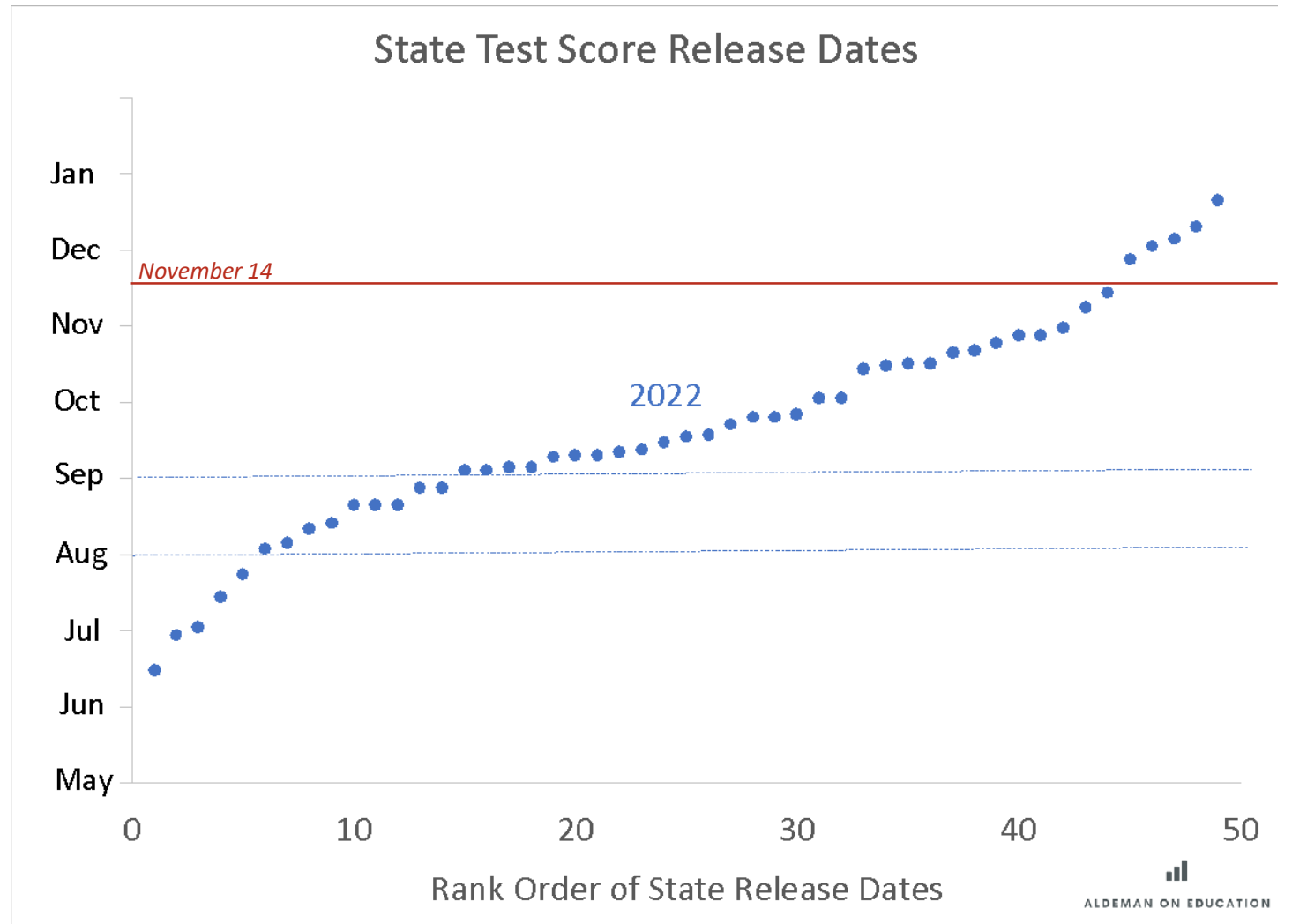
Assessment Data Policies and Governance



A statewide dataset of test scores was only recently released to the public.

Typically, states release prior year data between June and January each year.

In New Mexico, Spring 2023 results are abnormally late compared with previous years.



Source: [Chad Aldeman and The74](#)



Legislators and other stakeholders need timely data to make decisions.

While families and communities can find the data they need on NM Vistas, legislators need data on statewide trends to make decisions

Releasing data close to legislative session places budget-makers in a difficult position.

It is difficult for legislators to advocate for budget increases for programs when there isn't enough time to evaluate whether investments making an impact.

Families need data to make informed decisions about their students' educational journeys.

Community partners need data to understand challenges students face and help build out-of-school time opportunities

Legislators need data to evaluate the impact of their investments and understand progress toward long-term goals

Source: [Data Quality Campaign](#)



For the 2023-2024 school year, the Ohio legislature required the state education department to release scores to parents by June 30.

To implement this provision, the Ohio Department of Education plans to release Spring 2024 results to all stakeholders throughout May and June of 2024.

Section 3313.6029, Ohio Revised Code:

Parental notification of student assessment results.

Not later than the thirtieth day of June each school year, each school district and chartered nonpublic school shall provide a student's parents with the student's score on any state assessment administered to the student in that school year by doing either of the following:

- (1) Sending the scores to the parent by mail or electronic mail;
- (2) Posting the scores in a secure portal on the district's or school's web site that the parent may access.

Source: [Ohio Revised Code](#)

Kentucky Center for Statistics

An independent, statutorily-created state office created to oversee the Kentucky Longitudinal Data System.

The center manages data from K-12, early childhood, higher education, educator preparation programs, and workforce development.

The center turns the data into usable policy reports designed to provide actionable data to policymakers in a timely fashion.



Choose any High School Experience below:

All Graduates

 = Approximately 441 people



Washington State Institute of Public Policy

An independent, nonpartisan research organization that provides research at the direction of the Legislature.

The WSIPP board has representation from the state's House, Senate, Governor, finance committee, and higher education institutions.

WSIPP uses original research and reviews of published journal articles to conduct a usable cost-benefit analysis of legislative investments

Program name <small>(click on the program name for more detail)</small>	Date of last literature review	Total benefits	Taxpayer benefits	Non-taxpayer benefits	Costs	Benefits minus costs (net present value)	Benefit to cost ratio	Chance benefits will exceed costs
Becoming a Man (BAM) with high-dosage tutoring	Apr. 2018	\$36,269	\$9,455	\$26,814	(\$4,769)	\$31,500	\$7.60	70 %
Consultant teachers: Literacy Collaborative	Jan. 2018	\$25,530	\$6,342	\$19,188	(\$791)	\$24,739	\$32.27	100 %
Child-Parent Center (CPC)	Apr. 2020	\$32,773	\$13,633	\$19,140	(\$10,297)	\$22,475	\$3.18	79 %
Tutoring: By peers	Mar. 2020	\$18,567	\$4,553	\$14,013	(\$93)	\$18,473	\$198.85	81 %
Double-dose classes	May. 2015	\$16,083	\$3,998	\$12,085	(\$519)	\$15,564	\$30.98	98 %
Summer book programs: Multi-year intervention	Feb. 2018	\$14,841	\$3,658	\$11,183	(\$229)	\$14,612	\$64.69	72 %
Tutoring: By certificated teachers, small-group, structured	Apr. 2020	\$16,399	\$4,246	\$12,152	(\$1,921)	\$14,477	\$8.54	97 %
Tutoring: Supplemental computer-assisted instruction for students struggling in math	Mar. 2020	\$14,029	\$3,448	\$10,581	(\$132)	\$13,897	\$106.33	65 %
Teacher professional development: Use of data to guide instruction	Jun. 2014	\$13,823	\$3,395	\$10,427	(\$116)	\$13,707	\$119.29	98 %
State early childhood education programs: Universal	Jul. 2019	\$19,769	\$6,601	\$13,168	(\$7,094)	\$12,675	\$2.79	76 %
Consultant teachers: Online coaching	Jun. 2014	\$12,322	\$3,040	\$9,282	(\$209)	\$12,113	\$59.00	93 %
Project Lead The Way (PLTW)	Sep. 2014	\$13,437	\$3,518	\$9,919	(\$1,890)	\$11,547	\$7.11	81 %
Tutoring: By adults, one-on-one, structured	May. 2020	\$13,440	\$3,617	\$9,823	(\$2,694)	\$10,747	\$4.99	91 %
Head Start	Jul. 2019	\$19,358	\$7,706	\$11,652	(\$8,931)	\$10,427	\$2.17	68 %
Consultant teachers: Content-Focused Coaching	Jan. 2018	\$10,307	\$2,529	\$7,778	(\$62)	\$10,245	\$166.83	93 %
"Check-in" behavior interventions	Feb. 2020	\$11,805	\$3,161	\$8,644	(\$1,677)	\$10,128	\$7.04	53 %
Special literacy instruction for English language learner students	Jul. 2014	\$10,390	\$2,580	\$7,810	(\$317)	\$10,073	\$32.80	81 %
Stepping Stones to Literacy	Mar. 2021	\$9,080	\$2,227	\$6,853	(\$52)	\$9,028	\$176.05	65 %
Tutoring: Supplemental computer-assisted instruction for English language learners (ELL)	Mar. 2020	\$8,513	\$2,101	\$6,412	(\$152)	\$8,361	\$55.92	68 %
State early childhood education programs: Low-income	Jul. 2019	\$11,339	\$2,984	\$8,355	(\$2,990)	\$8,349	\$3.79	88 %



By statute, state agencies are required to comply with data requests from the Legislative Finance Committee (LFC).

The same statutory requirement does not exist for the Legislative Education Study Committee (LESC).

Section 2-5-7, NMSA 1978: Cooperation.

Each agency or institution of the state and its political subdivisions shall, upon request, furnish and make available to the legislative finance committee such documents, material or information as may be requested by the members of the committee or its director or staff which are not made confidential by law.

Source: New Mexico Statutes Annotated, 1978

Policy Considerations

- Build a statewide framework for education in New Mexico
 - Shared, system-wide accountability
 - Coordinated statewide goals
 - Long-term vision
- Create an independent data warehousing and analysis agency
- Ensure systems exist to share data with all stakeholders in a timely manner
- Exempt PED from the hiring provisions of the state personnel act, allowing higher salaries for highly technical positions
- Establish statutory parity between LFC and LESC for state agency cooperation