

# Review of Spring 2024 Preliminary Assessment Results

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TIM BEDEAUX  
SENIOR POLICY ANALYST II  
[TIM.BEDEAUX@NMLEGIS.GOV](mailto:TIM.BEDEAUX@NMLEGIS.GOV)

# Assessment Policy in New Mexico

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New Mexico uses four “summative assessments” to measure whether students are proficient in reading, math, and science.

PED shared preliminary data for the NM-MSSA and SAT for the 2023-2024 school year (SY24).

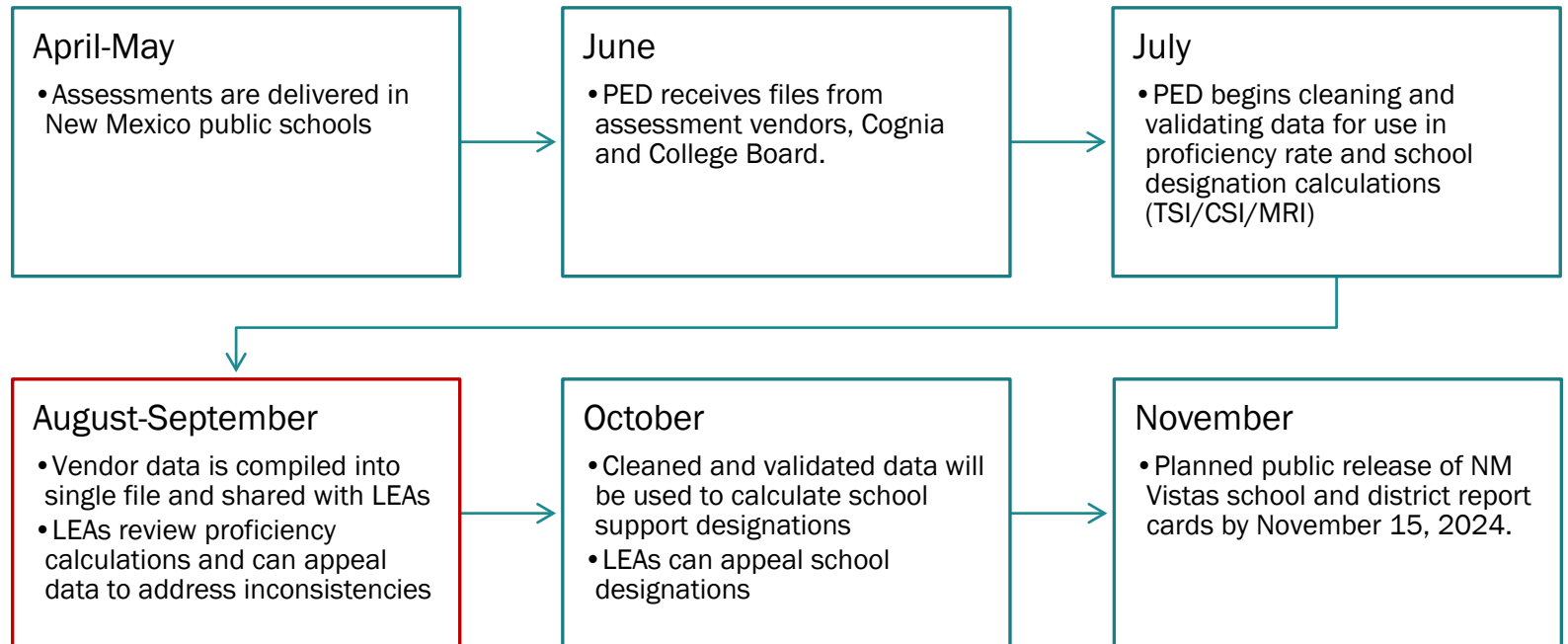
Other required assessments include...

- The Istation early literacy assessment
- The iMSSA interim reading and math assessments
- ACCESS 2.0 for English learners
- A universal dyslexia screener for first grade students
- A gifted screener for kindergarten through 12<sup>th</sup> grade students

Summative Assessments					
Assessment Name	Subject(s)	Grades Tested	Students Tested	Administration Window	General Purpose
<b>NM-MSSA</b> New Mexico Measures of Student Success and Achievement	Reading and math	3rd through 8th	All students	Spring	Statewide assessment for federal and state accountability purposes; used to calculate “proficiency” in reading and math.
<b>SAT</b> College Board’s Scholastic Aptitude Test	Reading, writing, language, and math	11th	All students	Spring	Statewide assessment for federal and state accountability purposes; used to calculate “proficiency” in reading and math. Also used as a college admissions exam.
<b>NM-ASR</b> New Mexico Assessment of Science Readiness	Science	5th, 8th, and 11th	All students	Spring	Statewide assessment for federal and state accountability purposes; used to calculate “proficiency” in science.
<b>DLM</b> Dynamic Learning Maps	Reading, math, and science	3rd through 8th and 11th in reading and math 5th, 8th, and 11th in science	Students with severe cognitive disabilities	Spring	Statewide assessment for students with severe cognitive disabilities; used to determine students’ acquisition of the “essential elements” of reading, math, and science



## Timeline of Spring 2024 Assessment Data



Source: PED AREA Bureau Calendar of Events

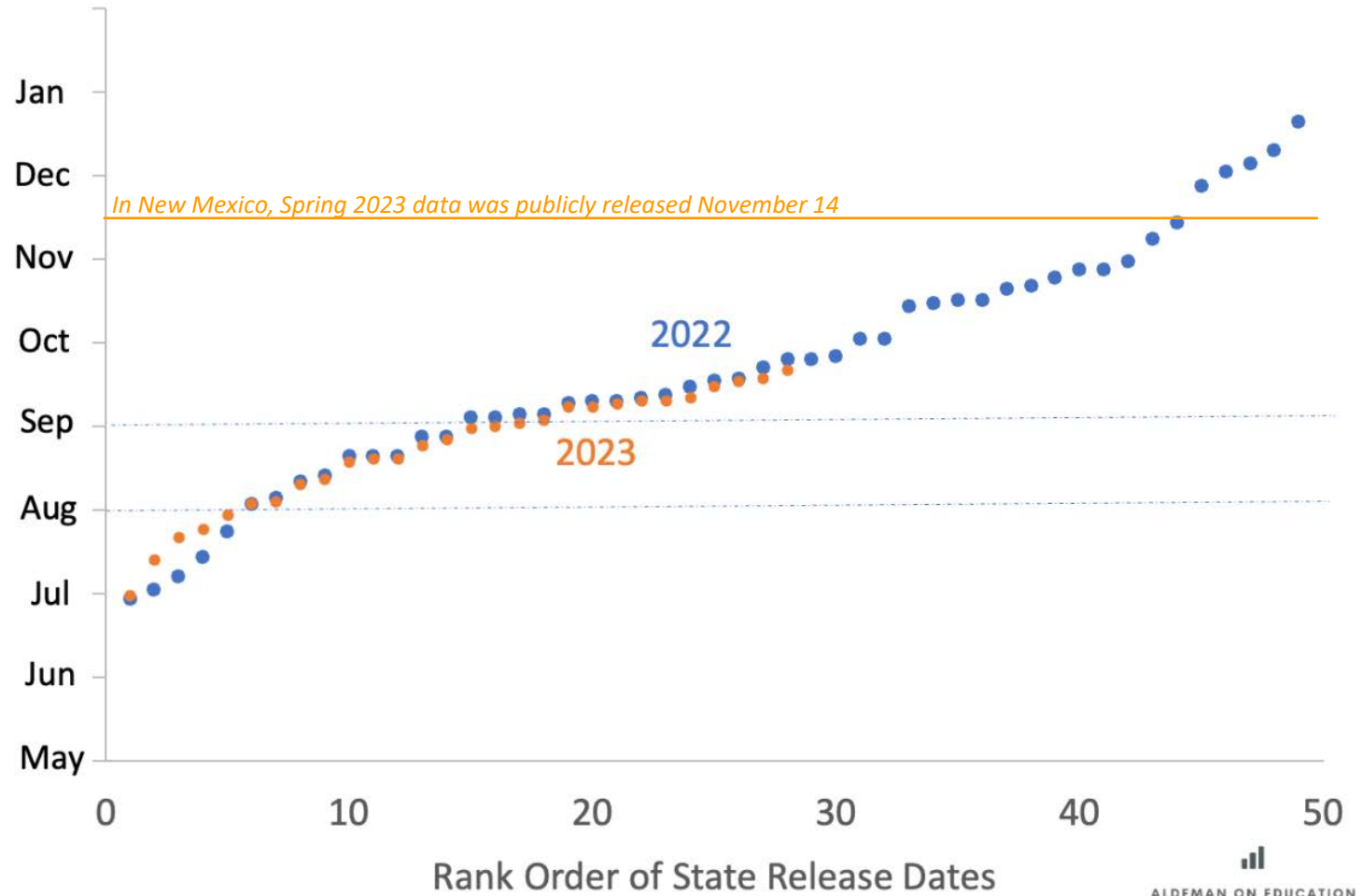
The data provided to LESC staff for analysis are considered “preliminary.”

PED has not yet announced when assessment data will be made publicly available.

However, PED plans to use validated data to calculate schools’ designations of support and improvement in October and finalize those calculations in November.



## State Test Score Release Dates



Most states publicly release assessment data before November.

Ideally, assessment data would be available for all stakeholders before the next school year begins.

Source: [Aldeman on Education](#)



Legislators and other stakeholders need timely data to make decisions.

Families and communities can find a one-year snapshot of school performance on NM Vistas.

However, Legislators often need more detailed data, including time-series trends, to make decisions.

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](#)

# Preliminary Assessment Results

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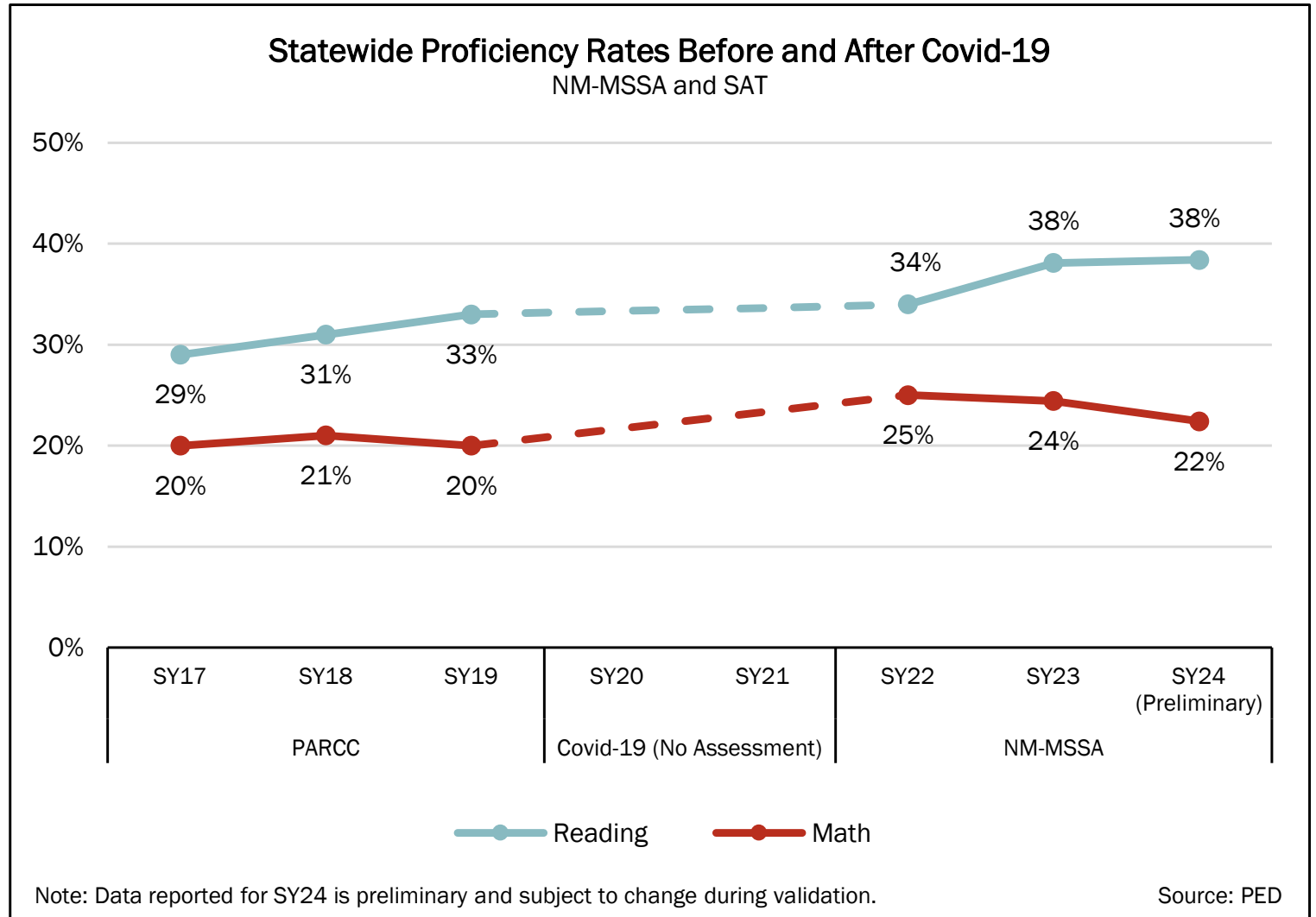






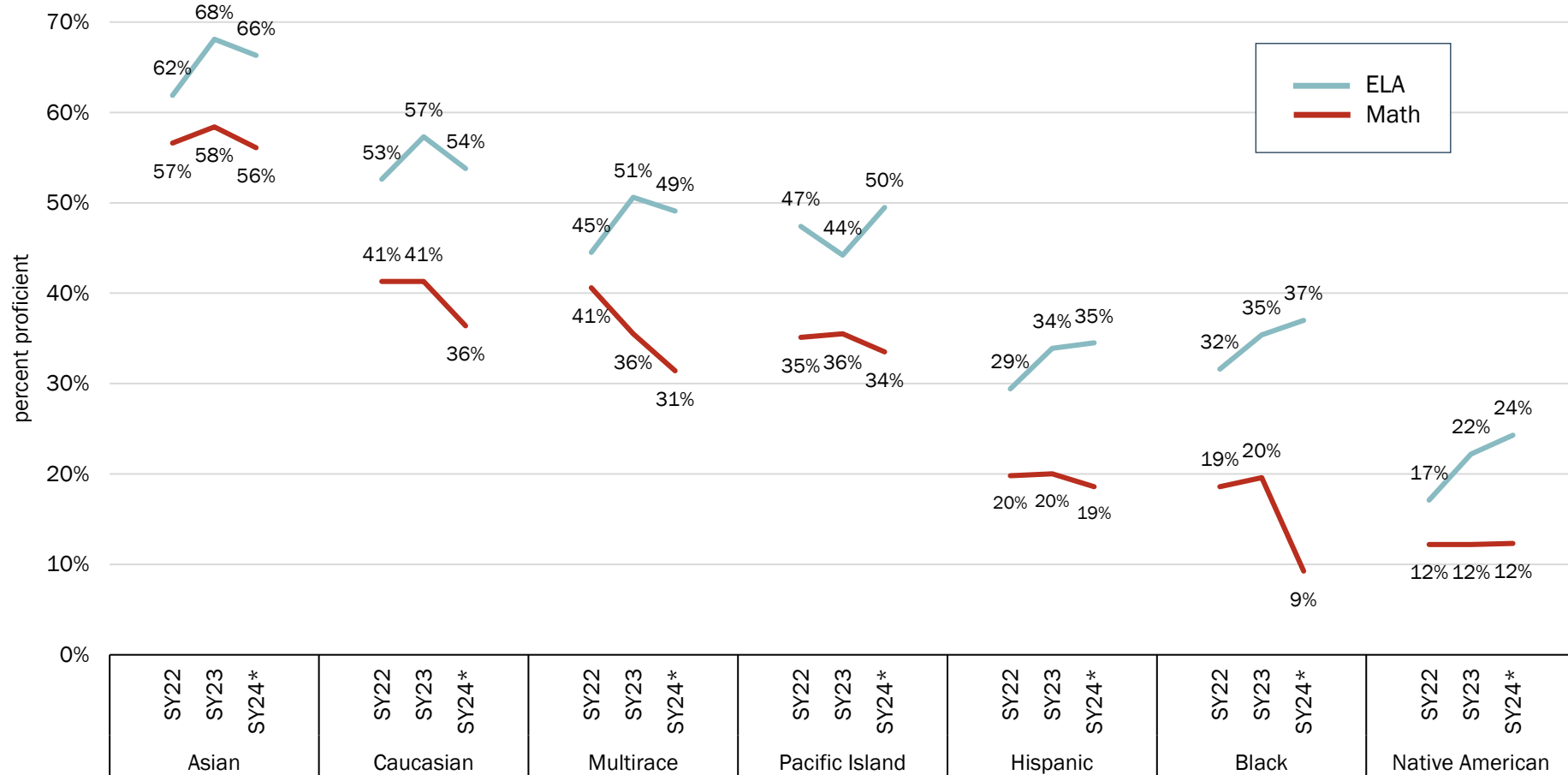
Between 2023 and 2024, English language arts (ELA) proficiency held steady at 38 percent.

Math proficiency declined from 24 percent to 22 percent.



### Proficiency Rate Trends by Student Race and Ethnicity

NM-MSSA and SAT, Grades 3-8 and 11

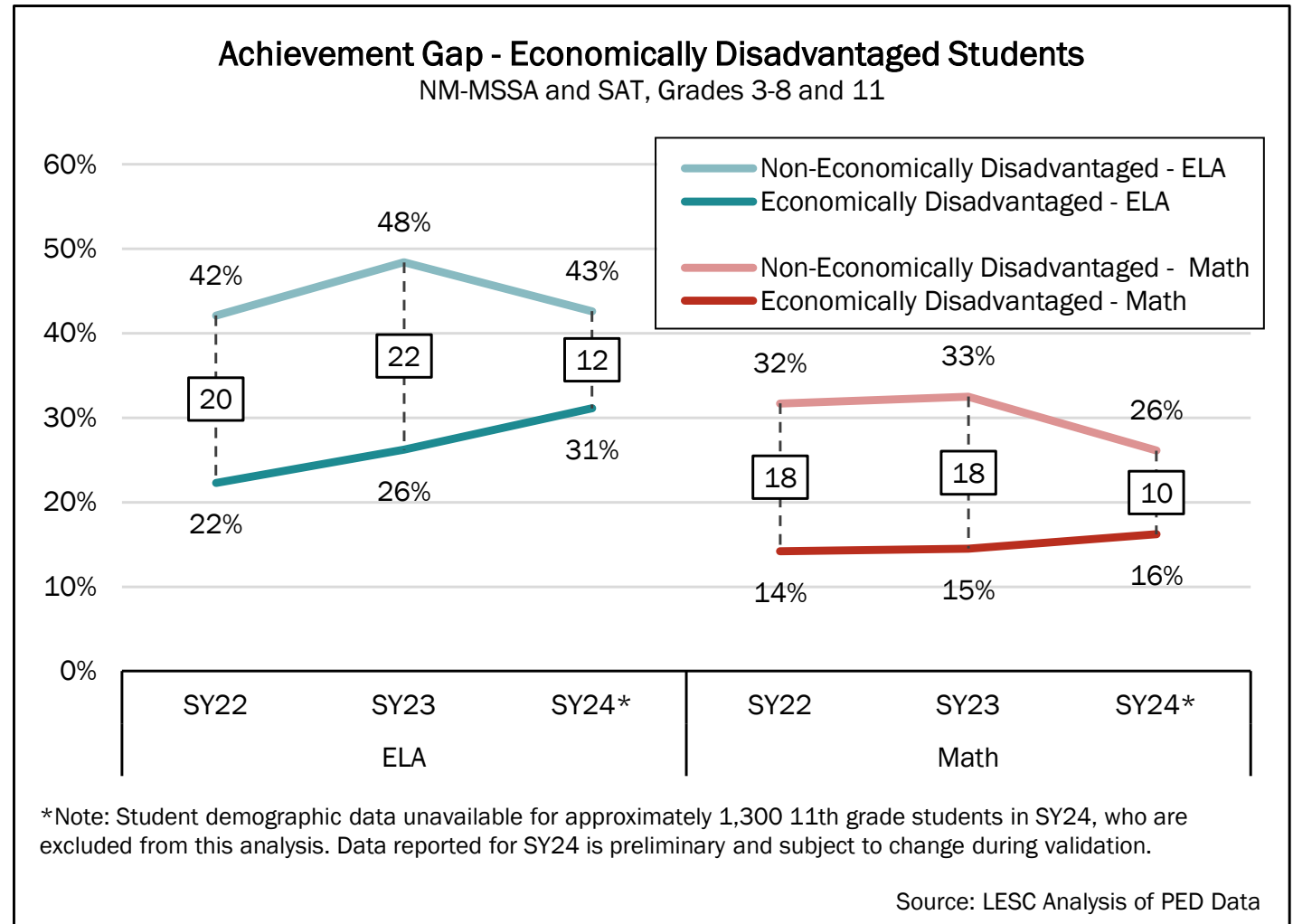


\*Note: Data reported for SY24 is preliminary and subject to change during validation.

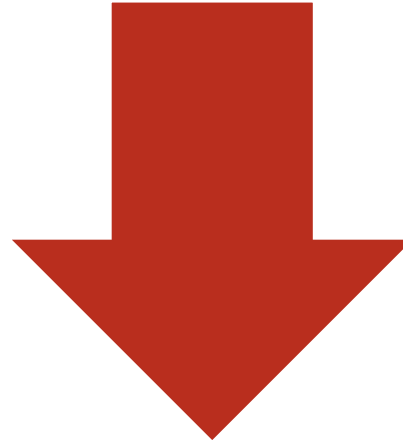
Source: LESC Analysis of PED Data

The achievement gap in both ELA and math narrowed from SY23 to SY24 due primarily to declining performance from non-disadvantaged students.

Economically disadvantaged students demonstrated strong growth in ELA from 26 percent to 31 percent proficient, and moderate growth in math from 15 percent proficient to 16 percent proficient.



## Possible Explanations for Trends in Achievement



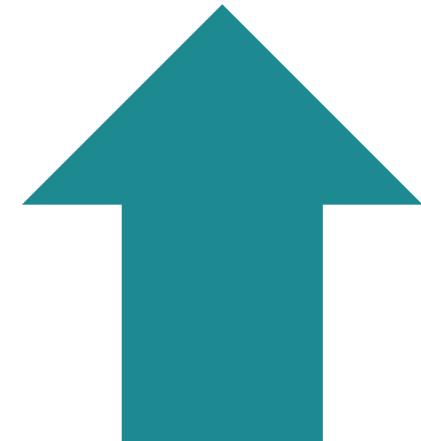
### Societal Challenges Pushing Achievement Down for *All Students*

- Student mental health
- Disengagement and absenteeism
- Lasting impacts of Covid-19
- Family instability
- School safety



### Programs and Investments Creating Resiliency for *Disadvantaged Students*

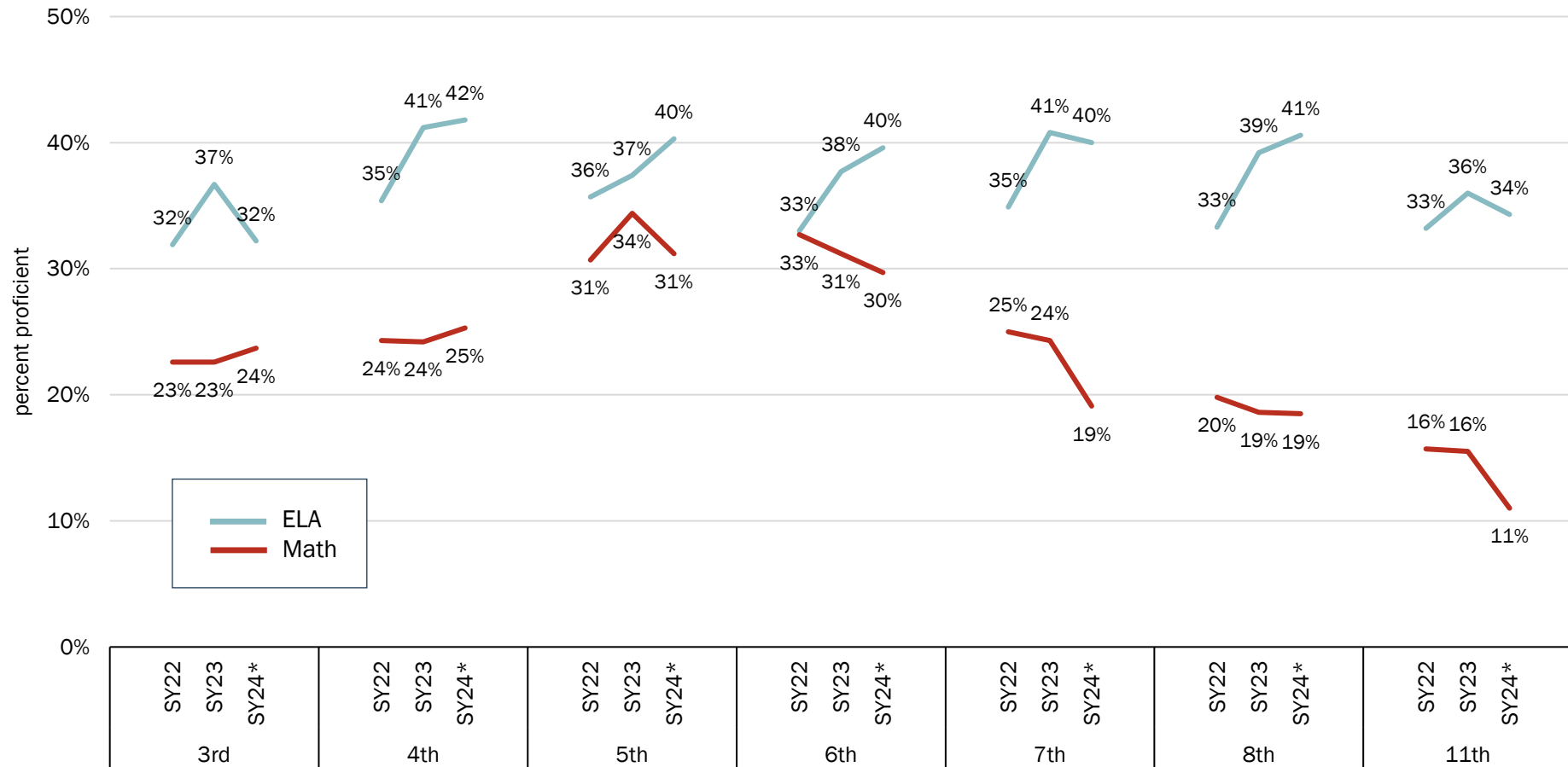
- Structured literacy
- Universal school meals
- Investments in at-risk index
- Interventions for low-income students
- A focus on language and culture as the result of the *Martinez/Yazzie* lawsuit
- Covid-19 relief funding



Trends in student achievement suggest that shifts in student well-being may be affecting their academic achievement, even among the state's most affluent students.

However, recent legislative investments and work from the Public Education Department and educators across New Mexico may have bolstered achievement for low-income students and students of color.

### Proficiency Rate Trends by Grade Level NM-MSSA and SAT, Grades 3-8 and 11



\*Note: Data reported for SY24 is preliminary and subject to change during validation.

Source: LESC Analysis of PED Data

One possible explanation for declining scores in 3<sup>rd</sup> grade and 11<sup>th</sup> grade is that New Mexico is finally seeing the true impact of the pandemic.

The 2023-2024 school year was the first time the cohort of third grade students was assessed. This year's third graders were kindergarteners during the pandemic.

This year was also the first time 11<sup>th</sup> grade students have been assessed since SY19. They were in sixth grade.

### Timeline of Standardized Assessments

SY24 Cohort of 3<sup>rd</sup> and 11<sup>th</sup> Grade Students

SY19	SY20 (no assessment)	SY21 (no assessment)	SY22	SY23	SY24
		K (no assessment)	1 <sup>st</sup> (no assessment)	2 <sup>nd</sup> (no assessment)	3 <sup>rd</sup>
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup> (no assessment)	10 <sup>th</sup> (no assessment)	11 <sup>th</sup>

Covid-19 prevented students from participating in statewide standardized tests in SY20 and SY21.

Students are tested in third grade through eighth grade and in 11<sup>th</sup> grade.

Changes to the SAT in SY24 may also be affecting 11<sup>th</sup> grade proficiency rates.

In SY24, the SAT assessment transitioned to a “computer-adaptive” format.

In Colorado, a dramatic decline in SAT math results prompted the state to temporarily reduce its graduation cut score from 500 to 480.

Education / The SAT Has Changed: Here's ...

## The SAT Has Changed: Here's What to Know

SAT changes include a new digital format, shorter test time and an embedded graphing calculator.



By Sarah Wood | Jan. 16, 2024

Source: [US News and World Report](#)

STUDENT & SCHOOL PERFORMANCE ASSESSMENT AND TESTING

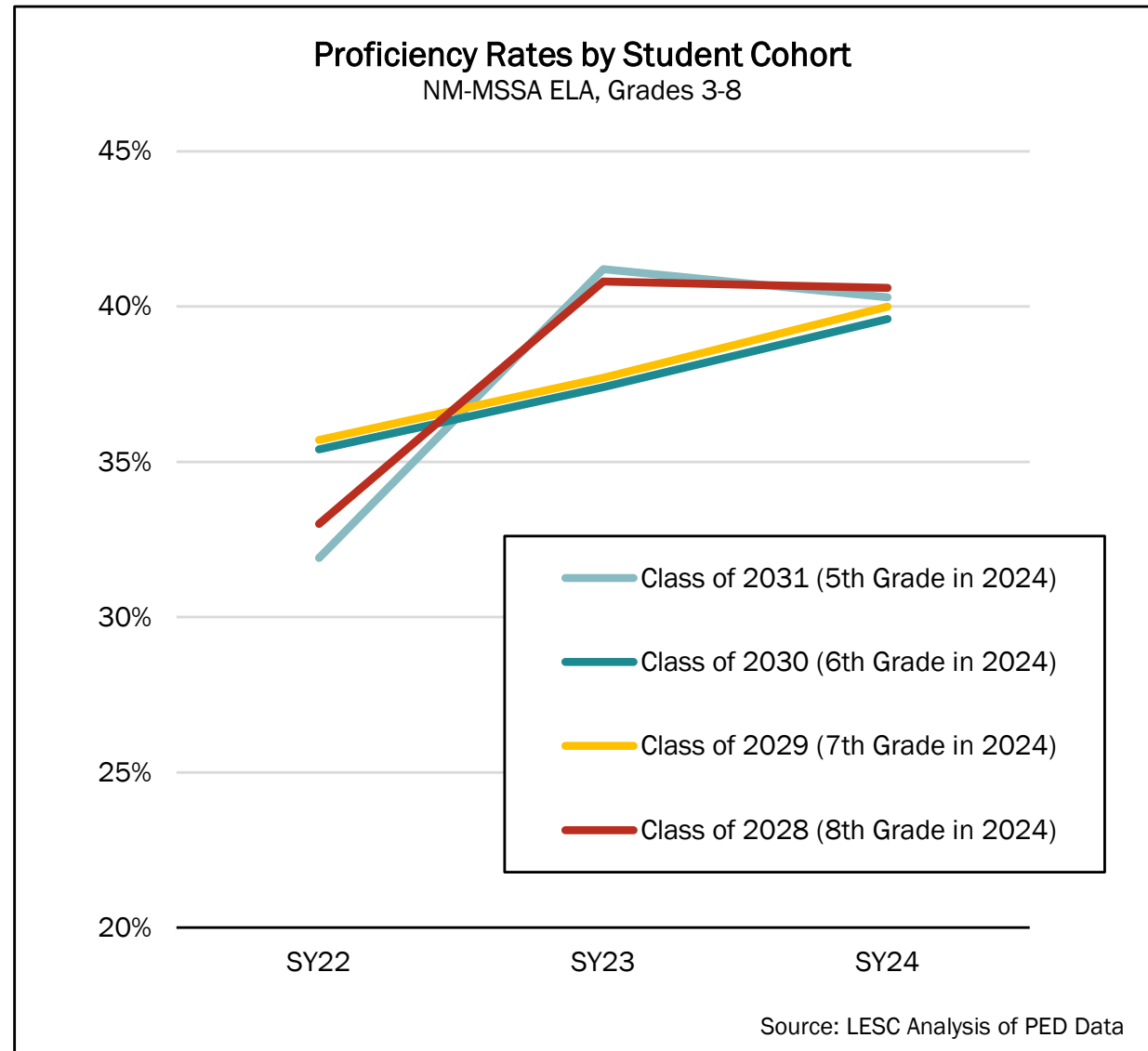
## Colorado will temporarily lower SAT math score needed for graduation, while investigating a long-term plan

By Yesenia Robles | September 11, 2024, 3:48pm MDT

Source: [Chalkbeat Colorado](#)

Many students in New Mexico are making progress in ELA simultaneously.

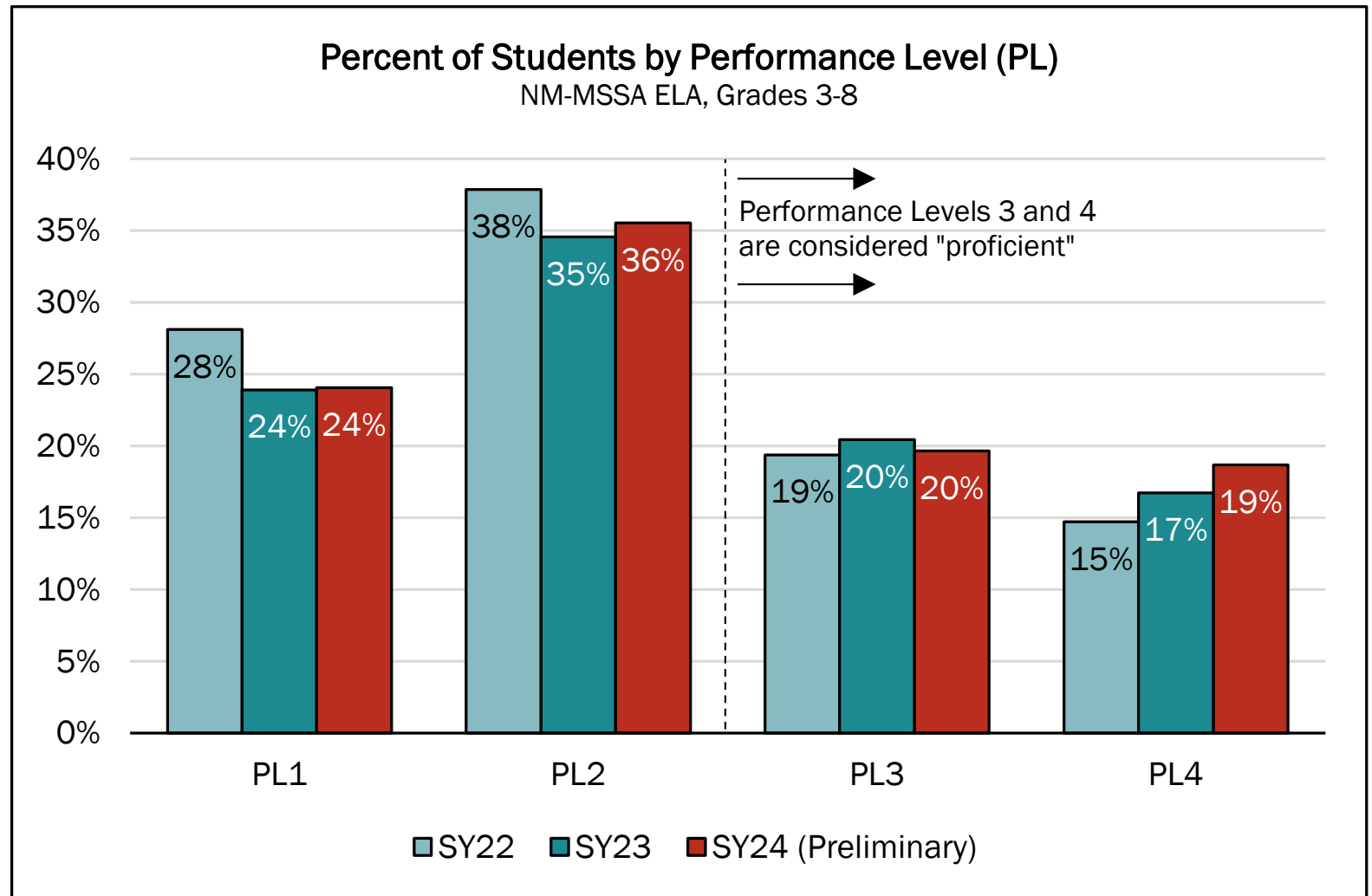
For student cohorts where three consecutive years of data are available, students have coalesced near the 40-percent proficient mark.





Student scores on the NM-MSSA result in performance levels (PLs) ranging from 1 to 4. PL3 and PL4 are considered “proficient.”

While the overall percent of students scoring in PL3 has hovered near 20 percent for three years, the number of students in PL4 has steadily increased since SY24.

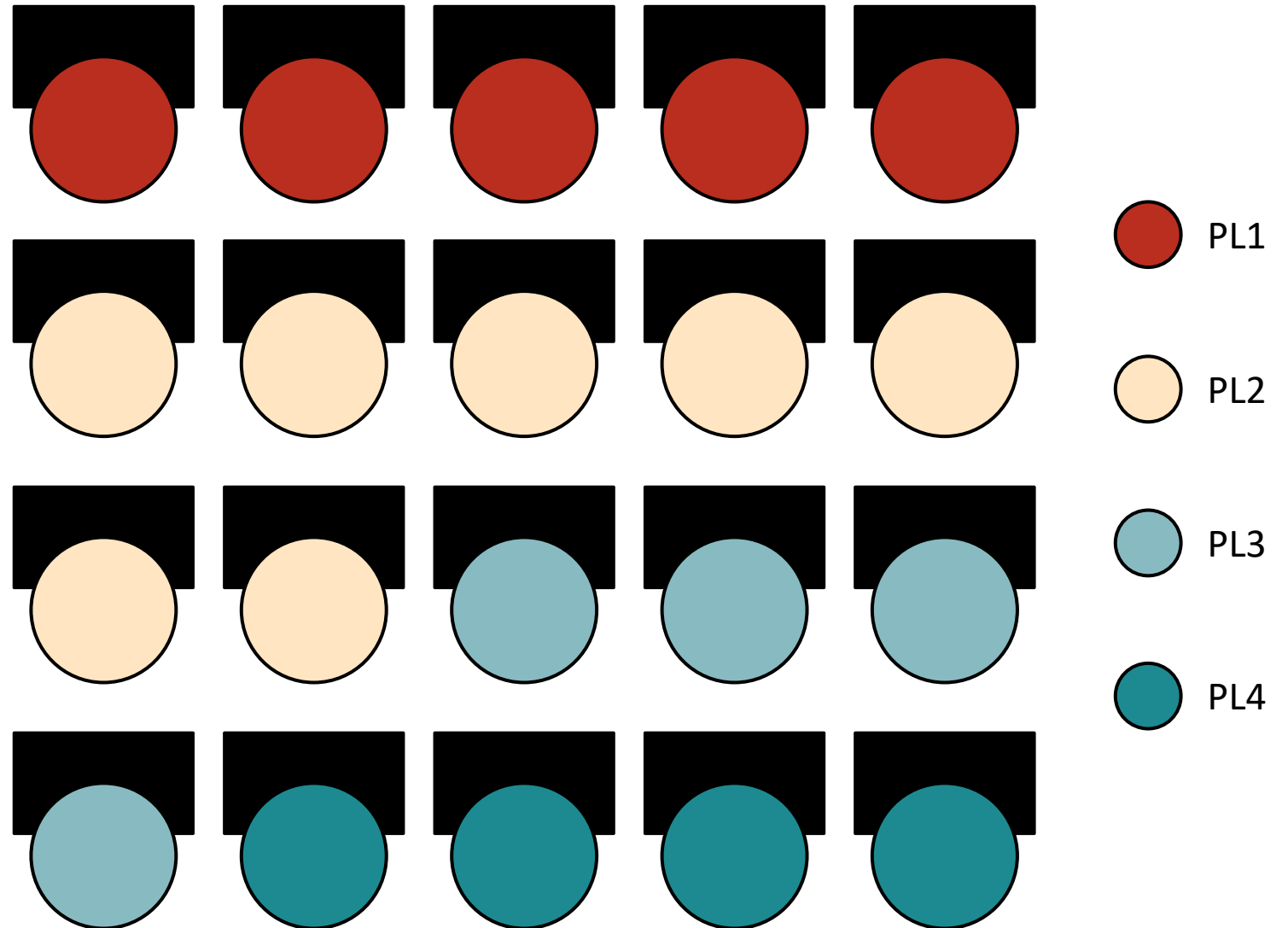


## NM-MSSA Performance Levels

ELA, Average Grade 3-8 Classroom

Given the overall performance levels described on the previous slide, in the *average* New Mexico classroom with 20 students...

- Five students are at Performance Level 1
- Seven students are at Performance Level 2,
- Four students are at Performance Level 3, and
- Four students are at Performance Level 4.



Source: LESAC Analysis of PED Data

A closer look at individual student data from interim assessments can provide a roadmap of interventions to help students reach proficiency

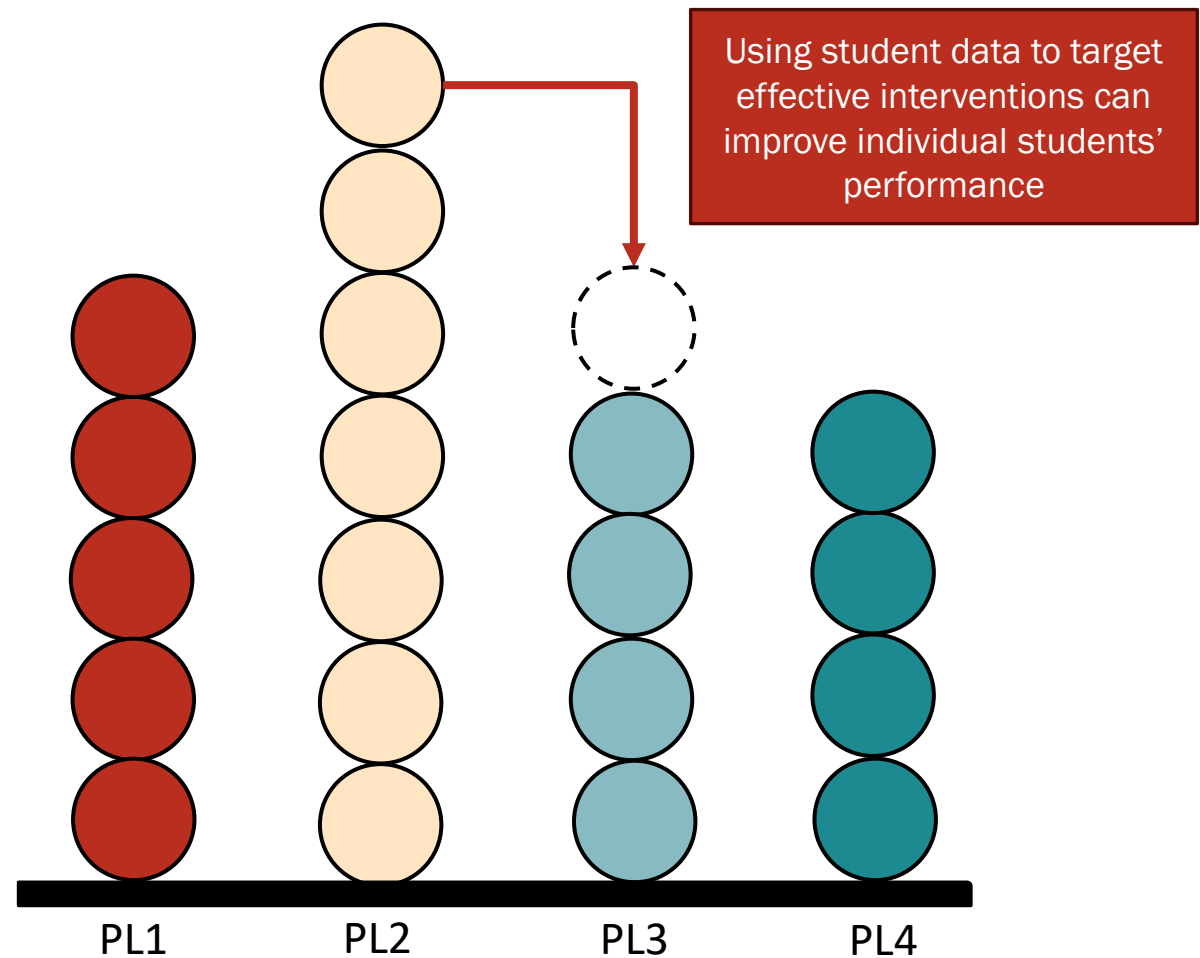
This process requires...

- Data literacy
- An understanding of individual students' gaps
- Time – either in teacher teams or individually – to review student data
- An understanding of effective acceleration techniques

If every classroom in New Mexico were able to move one student from PL2 to PL3, the statewide ELA proficiency rate would increase to about 45 percent.

## NM-MSSA Performance Levels

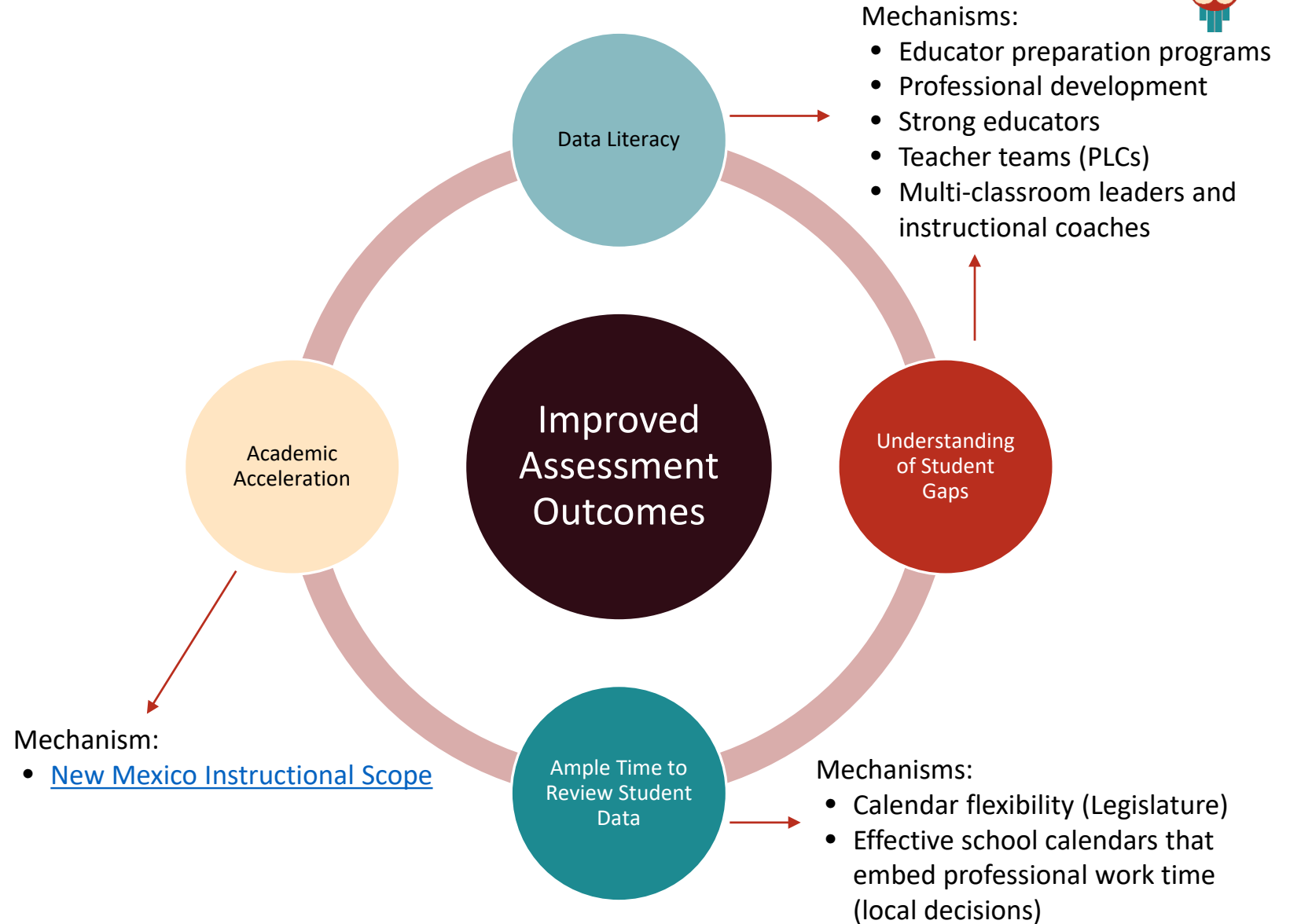
ELA, Average Grade 3-8 Classroom



If the education system strengthens its grasp on these four domains, assessment outcomes will inevitably improve.

New Mexico has employed several mechanisms designed to improve capacity in each of the four domains, including...

- Training and professional development on data literacy and using data to improve outcomes
- Flexible calendars that embed teacher professional work time
- Instructional scopes and sequences tied to individual state standards, which include ideas on how to accelerate learning on each standard



# Key Takeaways

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- PED released preliminary data to LESC staff for analysis, but validated data is not yet publicly available. Earlier release of assessment data helps the Legislature understand whether investments are improving student outcomes.
- From SY23 to SY24, overall ELA proficiency held flat at 38 percent and overall math proficiency fell from 24 percent to 22 percent.
- Performance for more affluent students fell slightly, while performance for students of color and economically disadvantaged students tended to increase. Strong social factors may be driving achievement down for all students, but the state’s recent investments may have made its neediest students resilient to these challenges.
- ELA proficiency increased in fourth grade through eighth grade, but fell for third grade and eleventh grade, potentially highlighting the full realized impact of the Covid-19 pandemic. Math achievement fell across secondary grade levels, underscoring the state’s need for effective math interventions.
- Teachers with adequate time, resources, and training can use student data to identify specific interventions targeting specific grade-level standards. If one student in every classroom in New Mexico moved from “nearing proficiency” to “proficiency” in ELA, the state’s proficiency rate would increase to about 45 percent.