

Math and Science Advisory Council 2019–2020 Annual Report





The State of New Mexico

Math and Science Advisory Council
Public Elementary and Secondary Mathematics and Science Achievement
For School Year 2019–2020
Issued December 2020

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Notes

- This report is available at <https://webnew.ped.state.nm.us>. Locate it on the Math and Science Bureau webpage.
- All acronyms in this report are defined in Appendix B: Glossary and Acronyms

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Executive Summary

Activities of the Math and Science Advisory Council (MSAC) in SY2019–20

The MSAC promoted a holistic approach to improving STEM learning for New Mexico students by encouraging strengthened professional learning opportunities in mathematics, science and computer science for educators. The council also encouraged informal science and out-of-school STEM learning opportunities, and partnered with higher-education stakeholders to support a learning continuum from pre-service preparation to in-service professional development.

The actions of the Council included the following:

- Participating in the Virtual NM STEM Symposium and providing a session to inform educators regarding the MSAC's activities and recruit possible members;
- Supporting the establishment of the Elementary Mathematics Specialist competencies which were drafted and revised during the 2019–20 academic year;
- Collaborating in the development of New Mexico Math Framework as partners in the document's design and authoring;
- Developing correspondences to provide stakeholders information on the recommendations of the MSAC and how informal science impacts the overall learning of children in STEM; and
- Reviewing and awarding applications that promoted planning, starting or expanding computer science programs K–12.



Activities of the Math and Science Bureau (MSB) in SY2019–20

The MSB committed to supporting New Mexico's future workforce by providing science, technology, engineering and mathematics (STEM) educators with the professional learning required to prepare K–12 students for STEM college and career readiness. The Legislature continued to invest in STEM education with a \$5 million appropriation. This has allowed the Bureau to make progress in several multi-year programs and addressed several critical issues outlined by the MSAC in the 2019 report. The MSB was able to pivot several projects and add new projects to support educators when schools shut down in March 2020 due to the COVID-19 health emergency.

The Bureau's significant accomplishments this past year include:

New Mexico Instructional Scope 1.0 for Mathematics (NM IS) is a tool designed to provide guidance and support to assure all students in New Mexico have access to content at their grade level including best instructional strategies. The tool is a strategy for assuring equitable curriculum across the state.

The NM IS is designed to:

- Meet districts where they are, with tools to support district-wide horizontal and vertical curriculum alignment and provide guidance on the sequencing of standards at the local level.
- Foster programmatic planning at the district and school level and provide a rich foundation for aligned collaborative conversations about teaching and learning.
- Support teachers in their individual and collaborative instructional planning and utilize strategies, including formative classroom assessment, to guide all students in attaining grade-level proficiency (PED, 2020).

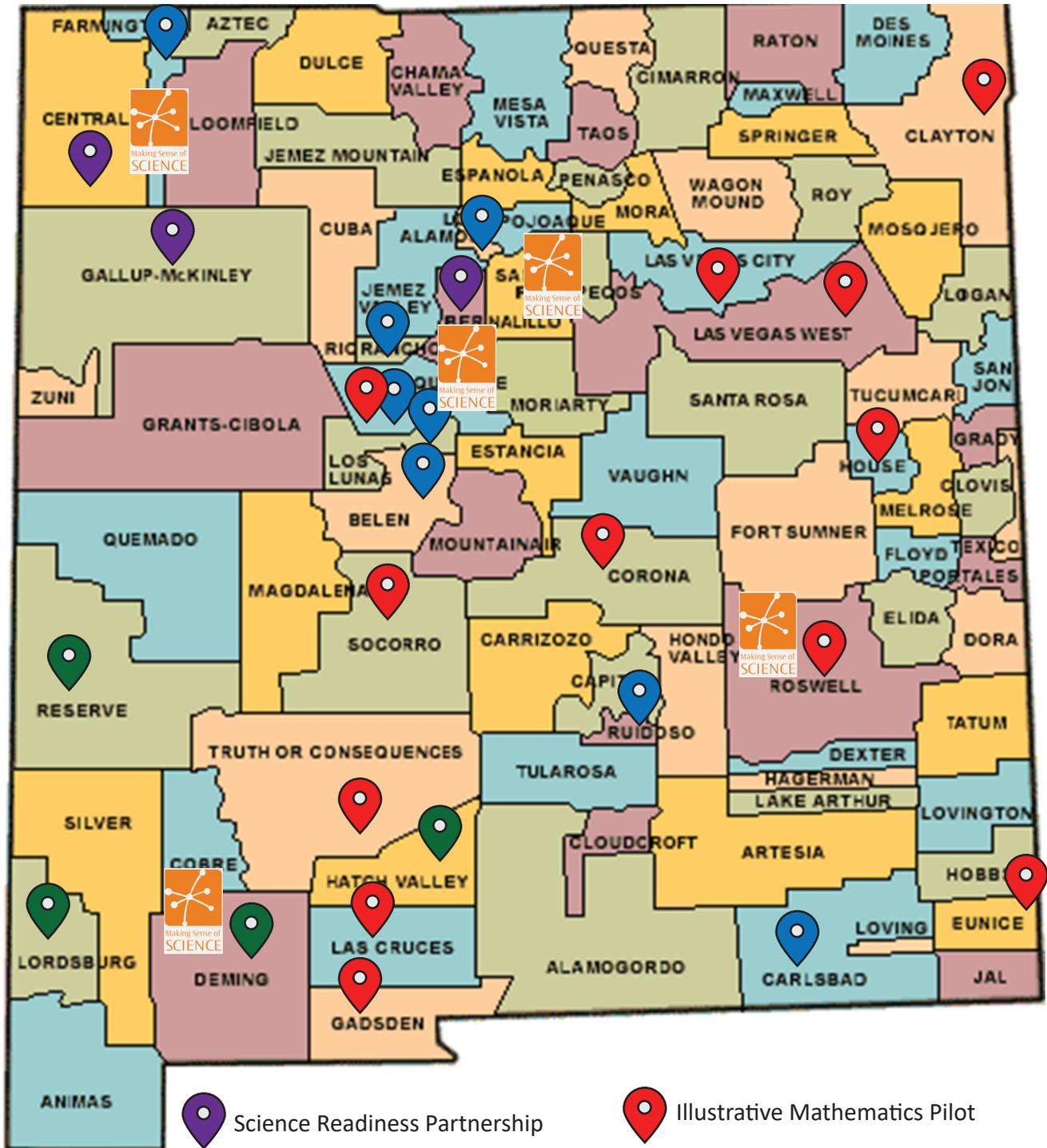
New Mexico Mathematics Framework is a multi-year project with a completion date during the 2020–21 school year. The Math Framework is a guiding document for a vision of math education and a companion to the NM IS that includes six critical components of an excellent mathematics program. The document focuses on evidence-based practices, integrating mathematical tools and technology as essential resources to support sensemaking, mathematical reasoning and discourse to communicate mathematical thinking.

The MSB exploratory programs provided the opportunity to engage educators who serve historically disenfranchised students in professional learning in mathematics and science. The pilot projects offered a wealth of information to the Bureau regarding the following: scalability, logistics of the pilots (who is selected and how; when professional learning is offered and when adjustments to the program should be made). During the COVID-19 health emergency, the Bureau pivoted by creating pilot sessions to meet the school communities' needs. In the spring, the sessions supported teachers in considering materials, best teaching practices, and engaging students in mathematics and science lessons in the remote setting.



In-Person Program Map

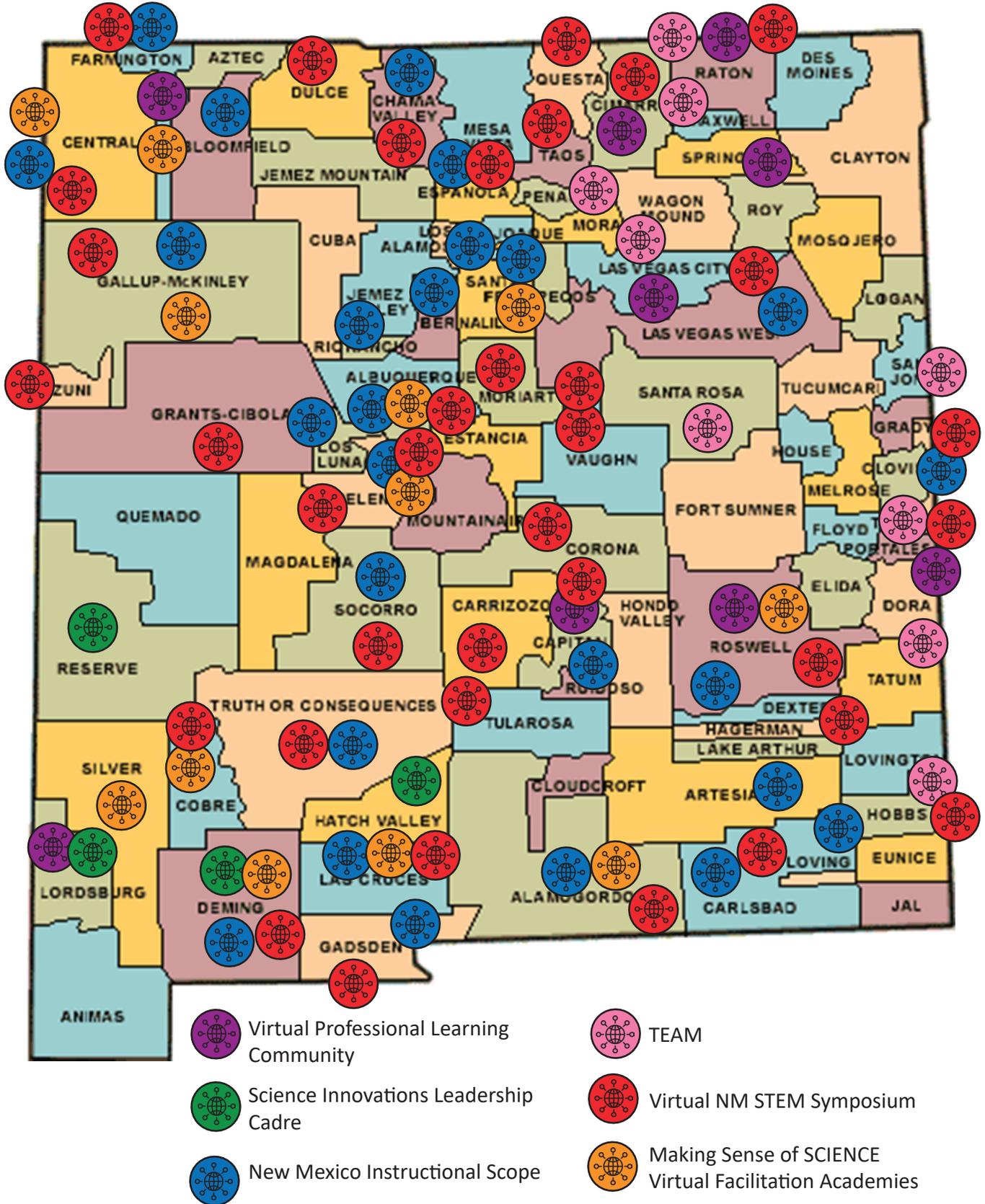
The map below shows districts that participated in face to face professional learning programs during the 2019–20 school year. The regional Making Sense of SCIENCE institutes had participants from the surrounding districts attend.



-  Science Readiness Partnership
-  Science Innovations Leadership Cadre
-  OpenSciEd Middle School Field Test
-  Illustrative Mathematics Pilot
-  Regional Making Sense of SCIENCE Teachers and Administrators Institutes

Virtual Program Map

The map below shows districts that participated in virtual professional learning programs during the 2019–20 school year.



Introduction

Critical Issues in STEM Education and Associated Action Recommendations of the Math and Science Advisory Council for SY2020–21

The COVID-19 crisis highlighted disparities in the state education system and brought unexpected changes. To address these challenges, the MSAC recommends the implementation of the following actions. In addition, the department should work to allocate additional funds for fiscal year (FY) 2022 towards innovative statewide pilot projects and professional learning in math, science and computer science

1. Create high quality STEM learning opportunities for all students across the state.

Students need equitable access, including highly qualified teachers, access to materials, and related resources. To attend to this priority, the MSAC recommends the following actions:

- Encourage teacher partnerships with the broader STEM ecosystems in their community and through remote partnerships across the state to support student learning in non-traditional formats (e.g., small teacher grants or grants for the informal science community to engage with teachers).
- Collaborate with the Assessment Bureau and other PED bureaus to identify student learning gaps and create a plan to remediate essential topics. Adapt formative assessments to the online environment is crucial to monitor learning.
- Encourage professional STEM teaching organizations to recognize innovative teachers for their efforts and present their work as possible solutions to new challenges at local, regional and national conferences.

2. Provide educators with professional learning opportunities that address the migration to virtual and hybrid learning and the challenges those environments present to children’s at home learning. Professional learning equips teachers with technical, pedagogical and thoughtful strategies for providing successful student learning during these unprecedented times. These opportunities should address:

- Accessing online courses and using platforms, software, apps and tools that facilitate learning.
- Creating engaging learning environments, developing culturally responsive instruction, assessing student understanding and providing online instruction that is student-centered and encourages active exploration in an effort to address the whole child.
- Building engaging lessons and activities foster positive relationships and support children’s social-emotional learning in remote and hybrid classroom environments.
- Communicating with families and caregivers to elevate their role in supporting student success in out-of-school learning environments. The MSAC recommends the MSB and the Community Engagement Bureau partner to provide resources for educators to support caregivers in remote and hybrid settings in STEM learning.

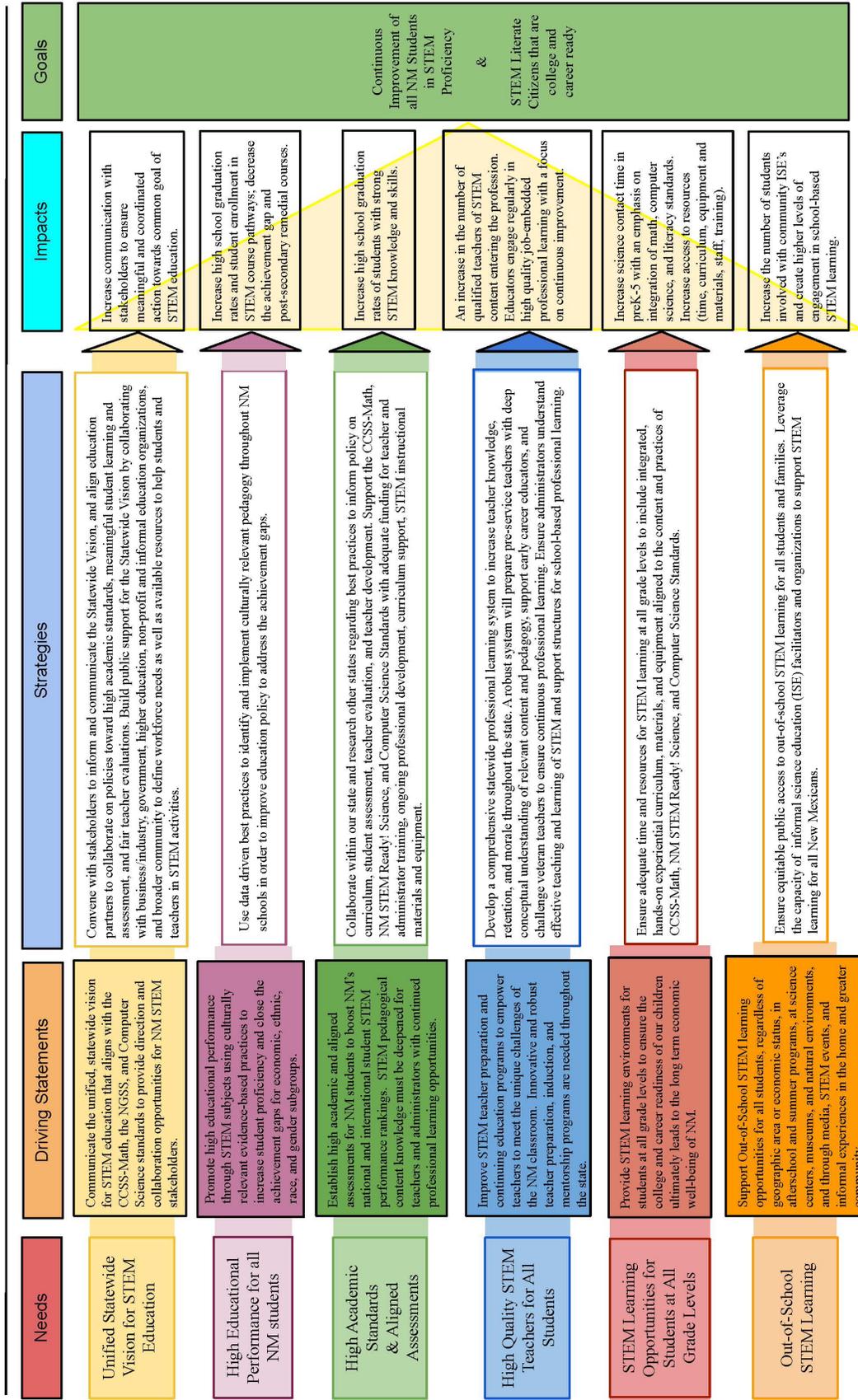


Szekely, P. (Photographer). (2018, August 16). [Abiquiu, New Mexico](#) [Photograph] *Creative Commons*. Licensed under [CC BY-SA 2.0](#).

STEM Strategic Framework for New Mexico

Math and Science Advisory Council Science, Technology, Engineering & Mathematics (STEM) Strategic Framework for New Mexico

May 2019



Computer Science

The MSB became officially responsible for supporting K–8 computer science after the NM Computer Science Standards were adopted in December of 2018. Since then, the Bureau has worked to provide resources and professional learning opportunities to support districts and schools to implement computer science and involve our state's youngest students in these opportunities. The MSB also continues to collaborate with the College and Career Readiness Bureau to build pathways for students to experience computer science for their full K–12 journey.

Trends in Student Achievement Data

The number of New Mexico students taking the Advanced Placement (AP) exams for computer science (CS, Table 1) demonstrated a notable increase in the 2019–20 school year. Combined with the CS course enrollment data (Table 2), it is clear that the NM Computer Science Standards implementation has spurred an increase in student learning and teacher commitment in this important technical field of study. As in other STEM fields, it is important to place a high priority on ensuring equitable access to quality CS education opportunities for all NM students.

Table 1. NM AP CS Exams. *The number of students taking and percent passing AP CS exams from SY2015–16 to SY2019–20*

SY	Computer Science A		Computer Science Principles	
	# Taking	% Passing	# Taking	% Passing
2015–16	60	60	n/a	n/a
2016–17	74	74	14	71
2017–18	113	113	40	80
2018–19	78	78	116	69
2019–20	101	48	195	62

Table 2. NM HS Computer Science Course Trends. *The number of Grade 11 and 12 students enrolled in high school computer science classes from SY2017–18 to SY2019–20*

Courses	SY2017–18	SY2018–19	SY2019–20
AP Computer Science A	133	109	216
AP Computer Science Principles	99	115	323
Scientific Technologies	45	117	191
Mathematical Modeling	0	0	0
Fractal Mathematics	1	0	0

Activities of the Math and Science Advisory Council

The MSAC members met with Paige Prescott, the Executive Director for Computer Science Alliance and Supercomputing Challenge, to provide members with an overview of computer science education efforts underway in NM to support teachers and students. Over the course of the year, MSAC members also provided input to the MSB regarding their numerous efforts to support computer science education in NM.

Activities and Partnerships of the Math and Science Bureau

Computer Science Request for Applications (RFA)

296 Educators
13 School Districts
2 State Charter Schools
2 Institutions of Higher Education
1 Regional Education Cooperative

These competitive grants promoted intensive, high-quality professional learning activities focused on increasing teachers' computer science content knowledge; to plan the expansion of an existing or instituting a new computer science program; and/or to provide support for teachers enrolled in a credentialed computer science program or courses. This initiative allowed computer science to reach more students in New Mexico schools.

Despite challenges of the COVID-19 health emergency, educators participated in activities ranging from:

- Learning and implementing Junior BotBall programs K–8,
- Participating in the New Mexico Computer Science Professional Development Week,
- Working with consultants and colleagues to expand course offerings K–12,
- Taking computer science courses at institutions of higher education,
- Attending SCRIPT (Strategic CSforALL Resource & Implementation Planning Tool) workshops to develop a plan for computer science education K–12.

A majority of entities reported recruitment and retention programs would be advantageous at all levels. A possible avenue could be developing a pathway for certification and micro-credential support can bring educators from other contents into the field of computer science education.

“The grant has made it possible to truly evaluate how computer science is being viewed and utilized [in our school]. Effort has been made to implement a spiral curriculum starting in early childhood education with hands-on activities that use algorithms and building upon that as students move up grades.

We are looking closely at how STEAM classes can work together on concepts and present an unified approach rather than thinking of computer science concepts as ‘separate’, to be addressed by [students] time in the computer lab. That change in thinking is one of the biggest hurdles to be faced before we can successfully implement computer science in the curriculum.” (Computer Science Teacher, personal communication, September 2020).

New Mexico CS Professional Development (PD) Week

Organized by the Computer Science Alliance

50 Educators
25 School Districts/State Charter Schools

The MSB provided stipends for 50 educators to attend courses during the Computer Science PD Week. The conference provided over 30 hours of professional learning in current computer science programs educators can integrate into their classrooms.

“My instructors were so patient and knowledgeable. They worked extra hours just to make sure we were on the same page and felt comfortable with content...and provided resources.” (Participant, personal communication, June 2020).

“Informative, even for a beginner, supportive, patient,...provided enough information so we can continue learning this for a very long time independently.” (Participant, personal communication, June 2020).

“I learned so much about Arduino and using Tinkercad Circuits & Design in just a short amount of time. Assignments were not easy but challenging enough to get participants motivated.” (Participant, personal communication, June 2020).

“Our facilitators were wonderful. Supportive and knowledgeable. I am thinking of many different ways that I can sneak CS into my English classroom. It is possible for sure, and it might take a bit of creativity, but I feel much more confident in my ability to do so because of my attendance at the workshop.” (Participant, personal communication, June 2020).

Computer Science

Computer Science Taskforce

20 Members
Computer Science Alliance
Computer Science Teachers Association of New Mexico (CSTA-NM)
PED
Higher Education Department (HED)
District Administrators
Legislators
Post-Secondary CS Instructors and Deans
Industry and Non-Profit Partners
High School Educators
High School and Post-Secondary Students

The Computer Science Taskforce is an ongoing project, spanning two years. The taskforce is developing a strategic framework for computer science education statewide. The framework includes recommendations around:

- Increasing equitable access,
- Cultivating a robust teacher pipeline,
- Curriculum and courses,
- Strengthening high school/higher education alignment, and
- Community involvement/outreach.



Chaudhary, S. (Photographer). (2019, October 13) [Secretary-Designate Ryan Stewart opening the first Computer Science Taskforce convening.] Santa Fe, NM.



Chaudhary, S. (Photographer). (2019, October 13) [Members of the Computer Science Taskforce attending a convening.] Santa Fe, NM.



Vazquez, Y. (Photographer). (2019, November) [Lieutenant Governor Howie Morales kicking off CS Week at the Santa Fe Indian School.] Santa Fe, NM.

Mathematics instruction is integral to a student's K–12 development whether the student chooses to pursue a college education or enter a career directly after high school. The critical thinking skills and active integration of the Standards for Mathematical Practice in instruction help students become proficient problem solvers for life. For this purpose, the MSB works to provide learning opportunities for educators that help their content and pedagogical knowledge.

This past year, the Bureau also focused on long-range goals by investing in the development of a Math Framework to help guide instructional decisions at the district level and collaborating on the development of a new mathematics summative assessment that accurately measure students' performance in Grades 3–8.

Trends in Student Achievement Data

The operational New Mexico Measures of Student Success and Achievement (NM-MSSA), the mathematics summative assessment for grades 3–8, was cancelled for the 2019–20 school year due to the COVID-19 health emergency. The U.S. Department of Education [granted a waiver](#) to bypass assessment and accountability requirements. The NM-MSSA's first operational administration is scheduled for the spring of 2021.

The lack of student achievement data for the 2019–20 school year shines a light on the challenge of using data sets collected at limited times during the academic year. Decision and policy-makers rely on current data to influence the direction of math education; without it, the process of evaluation and improvement is greatly hindered. The MSAC realizes there is a greater need for formative assessment data. The lack of data challenges the MSAC and others to examine potential changes in achievement gaps in this time of remote and hybrid learning even as there is increased potential for those gaps to widen.

Available data show a rebound in enrollment in dual credit math courses (Table 8) and a slight increase in the percentage of students passing advanced placement in math overall (Table 5), even as the total enrollment in high school math courses has decreased. When New Mexico high school students select courses, they tend to follow the traditional pathway (Algebra I, Geometry and Algebra II) versus an integrated pathway. Most high schools students appear to take financial literacy as the fourth option to fulfill the graduation credit requirement for high school (Table 7).

Table 3. SAT Math Scores. Comparison of SAT math scores from SY2015–16 to SY2019–20 for New Mexico and the nation's participating high school seniors

SY	NEW MEXICO			NATION		
	# of Seniors	% of Seniors Participating	Average SAT Score	# of Seniors	% of Seniors Participating	Average SAT Score
2015–16	1,842	9.2	545	1,637,589	NA	508
2016–17	2,342	11	561	1,715,481	NA	527
2017–18	3,225	16	551	2,136,539	NA	531
2018–19	3,653	19	524	2,220,087	NA	528
2019–20	3,883	19	522	2,198,460	NA	523

Note. The new SAT Suite benchmark outcomes are not comparable against the old SAT or PSAT/NMSQT, as the scaled scores and benchmark definitions have changed.

Mathematics

Table 4. ACT Math Scores. Comparison of ACT math scores from SY2014–15 to SY2019–20 for New Mexico and the nation’s participating high school seniors

SY	NEW MEXICO			NATION		
	# of Seniors	% of Seniors Participating	Average ACT Score	# of Seniors	% of Seniors Participating	Average ACT Score
2014–15	13,393	71	19.8	1,924,436	59	20.8
2015–16	13,435	70	19.5	2,090,342	64	20.6
2016–17	13,523	66	19.4	2,030,038	60	20.7
2017–18	13,749	70	19.1	1,914,817	58	20.5
2018–19	13,196	63	18.9	1,782,820	52	20.4
2019–20	12,234	56	19.3	1,670,497	49	20.2

Table 5. NM AP Math Exams. The number of students taking and percent passing math from SY2015–2016 to SY2019–2020

SY	Calculus AB		Calculus BC		Statistics	
	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
2015–16	879	33	356	53	465	26
2016–17	1073	34	447	61	524	28
2017–18	1218	38	391	55	592	25
2018–19	836	35	258	61	485	25
2019–20	837	44	190	70	467	24

Table 6 shows about 10% of Grade 8 students in New Mexico continue to access Algebra I for high school credit. The 2007 Legislature amended state law to include the provision, “Beginning with the 2008–2009 school year, in eighth grade, Algebra I shall be offered in regular classroom settings or through online courses or agreements with high schools.” [22-13-1E NMSA 1978]

Table 6. Eighth Graders in Algebra I. The percentage and numbers of Grade 8 students enrolled in high school Algebra I (STARS Course 2031), for high school credit, from SY2015–16 to SY2019–20

SY	Total Number of Students in Grade 8	Grade 8 Students Taking Algebra I for HS Credit	% of Grade 8 Students Taking Algebra I for HS Credit
2015–16	24,623	2,172	9
2016–17	27,722	2,978	12
2017–18	24,757	2,601	11
2018–19	23,806	2,302	9
2019–20	24,059	2,117	9

*Note: Students who took Algebra 1 in Grade 7 are not counted in this table. STARS Course 2031 requires that a secondary math endorsed teacher is the course instructor.

Table 7. NM HS Math Enrollment. *The number of students enrolled in high school math classes from SY2015–16 to SY2019–20*

Courses	SY2015–16	SY2016–17	SY2017–18	SY2018–19	SY2019–20
INTEGRATED & IB MATH COURSES					
Integrated Pathway: Mathematics I	1,011	1,301	994	613	488
Integrated Pathway: Mathematics II	1,094	1,102	1,008	577	785
Integrated Pathway: Mathematics III	810	760	554	391	296
Integrated Pathway: Mathematics IV	848	803	752	754	702
IB Mathematics Courses	164	155	249	203	262
TRADITIONAL MATH COURSES					
Algebra I	27,510	27,416	26,395	26,796	21,704
Geometry	27,754	27,382	27,822	21,772	21,952
Algebra II	24,760	25,380	24,175	20,273	19,743
Algebra II/Trigonometry	453	1,520	1,656	1,565	1,306
Trigonometry	1,548	1,491	1,405	865	767
Trigonometry/Analytic Geometry	730	404	267	104	116
Trigonometry/Math Analysis	515	537	444	165	91
Math Analysis	421	370	350	401	252
Analytic Geometry/Math Analysis	81	471	559	483	669
Pre-Calculus	4,512	4,667	5,046	4,068	3,905
Calculus	513	501	515	242	278
Differential Calculus	73	76	96	16	0
Applied Math	1,858	2,583	2,738	1,796	1,342
Probabilities and Statistics	2,154	2,189	2,293	1,408	1,276
Elementary Functions	839	875	896	766	511
Discrete Mathematics	34	25	29	4	9
Financial Literacy	8,193	9,141	8,864	5,992	6,692
AP MATH COURSES					
AP Calculus AB	1,728	1,788	1,553	1,349	1,347
AP Calculus BC	474	390	384	318	244
AP Statistics	1,325	1,323	1,168	1,022	988

*Note: These numbers do not reflect math courses taken as part of a dual credit program. This data does not count students repeating a course or earning a fourth math credit in lieu of Algebra II.

Table 8. Dual Credit Enrollment. *The number of high school students enrolled in mathematics dual credit courses for the fall and spring semesters, from SY2015–16 to SY2018–19*

Content Area:	SY2015–16	SY2016–17	SY2017–18	SY2018–19
Mathematics				
Mathematics and Statistics	3,453	4,079	2,570	3,722

*Note: At the time of this report Dual Credit enrollment was not available for SY2019–20.

Activities of the Math and Science Advisory Council

Members of the MSAC took an active role in developing and promoting the elementary math specialist (EMS) endorsement in SY2019–20; the EMS endorsement is a mechanism for demonstrating the expertise of elementary math teachers for improving mathematics teaching and learning in grades K–8. The MSAC members also collaborated in the development of a draft Math Framework, a guiding document for a unified vision of math education across the state. These two activities will help to support quality math teaching at the elementary level and a clear and consistent vision for mathematics education throughout the state.



Chaudhary, S. (Photographer). (2019, December 7) [STEM Challenge high school team being judged during the STEM Showcase.] Los Lunas, NM.

Activities and Partnership of the Math and Science Bureau

Mathematically Connected Communities – Teaching Effectively for All in Mathematics (MC²-TEAM)

56 Educators
11 Administrators
9 School Districts

The MC²-TEAM model, designed by mathematicians, math education specialists, researchers and practitioners from across New Mexico, build the capacity of partner school districts to effectively implement the Common Core State Standards for Mathematics (CCSS-M).

Effective implementation included:

- All students actively engaged in rich mathematics content and the CCSS-M Standards for Mathematical Practice;
- All teachers of mathematics collaborated in teams with other teachers to develop their math content knowledge and teaching practice;
- The stakeholders (district administrators, principals, teachers, students, and parents) articulated the district's K–12 mathematics program's expectations and actively assessed and modified to support student and teacher learning.

The end of year survey showed participating teachers thought pivoting to support online instruction was helpful as schools were shut down due to the COVID-19 health emergency. Teachers felt professional learning workshops were impactful and a valuable use of their time.

Illustrative Mathematics Pilot

85 Educators
11 School Districts
2 State Charter Schools

A collaborative effort between New Mexico State University Mathematically Connected Communities (NMSU-MC²) and the MSB to pilot the Illustrative Mathematics (IM) open education resource for Grade 6–8 and Algebra I classrooms. When schools closed in March, the project pivoted to provide teachers with online support to transition to distance learning utilizing the IM curriculum.

New Mexico Instructional Scope (NM IS) - Mathematics

77 K–12 Math Educators
30 School Districts
1 State Charter School

The MSB worked alongside other Curriculum and Instruction bureaus and New Mexico educators to create and publish version 1.0 of the NM IS for Mathematics. The NM IS was designed to provide best practices for teachers, resources for supporting English Learners (EL), incorporating Universal Design for Learning, formative assessment techniques, and sample items that will help teachers support all students in accessing the CCSS-M, through the lens of the Standards for Mathematical Practices.

“I want to thank NMPED for this creative vision and a strong commitment to all students in NM, but more importantly educators! I love and appreciate the philosophy of defined autonomy and allowing flexibility based on the needs of communities and districts!” (District Administrator, personal communication, June 2020).

Mathematics

New Mexico Math Framework

Statewide

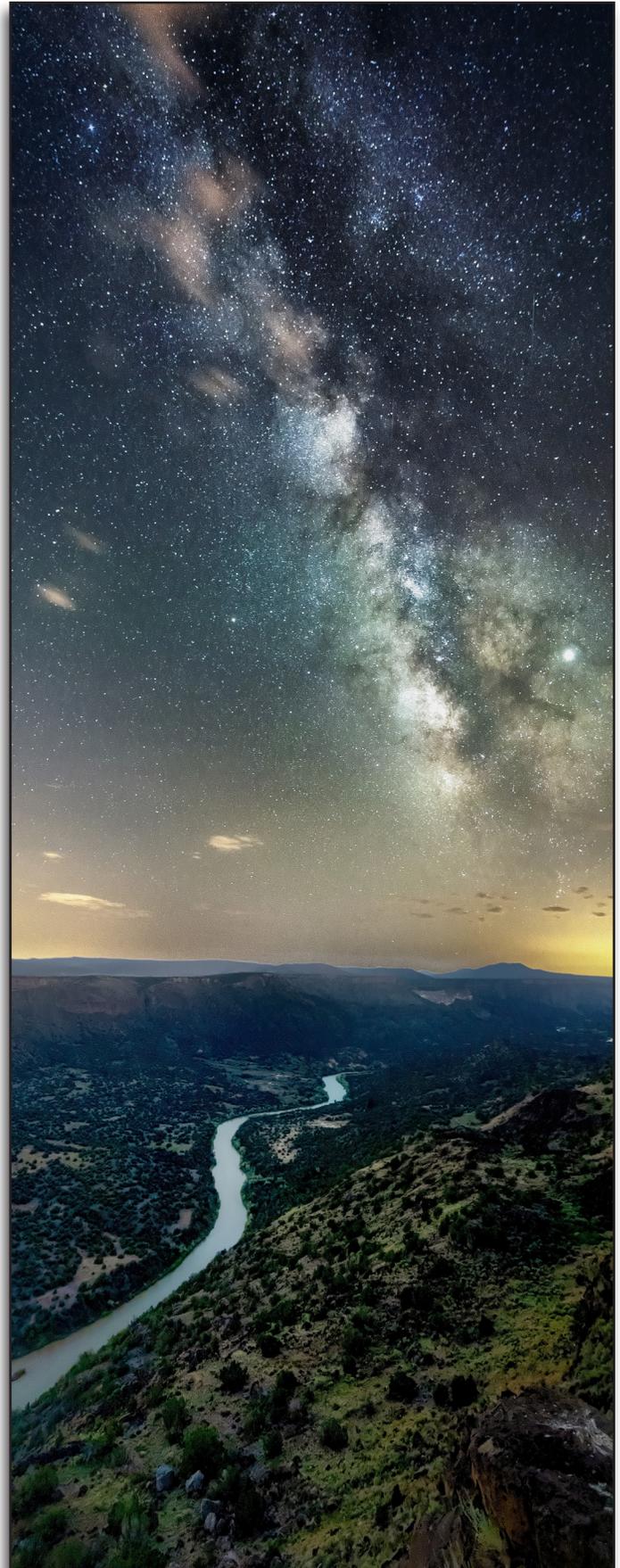
The Math Framework is a guiding document for a vision of math education and a companion to the NM IS that includes six critical components of an excellent mathematics program. The document focuses on evidence-based practices, integrating mathematical tools and technology as essential resources to support sensemaking, mathematical reasoning and discourse to communicate mathematical thinking.

Scholarships for Early Mathematics and Science Specialists (EMSS)

25 Educators
14 School Districts
3 State Charter Schools

The MSB provided scholarships to 25 educators/graduate students for 12 credit hours of courses in the EMSS program at NMSU. The program's vision is to develop elementary mathematics and science specialists in New Mexico school districts who are experts in elementary mathematics content and research-based elementary pedagogy, who possess the leadership skill set, and who have the disposition to be advocates for student learning, teacher support, and community involvement at the classroom, school, district, and state levels.

Robinson, D. (Photographer). (2019, June 1). [The Milky Way over the Rio Grande from White Rock Overlook, near Los Alamos, New Mexico](#) [Photograph] *Creative Commons*. Licensed under [CC BY-NC-ND 2.0](#).



The MSB has dedicated great efforts into the implementation of the NM STEM Ready! Science Standards adopted July 2018. For the past two years, the Bureau collaborated on the development of a new summative assessment that accurately measure students' performance in Grades 5, 8 and 11 aligned to the NM STEM Ready! Science Standards.

Trends in Student Achievement Data

The New Mexico Assessment of Science Readiness (NM-ASR), the upcoming science assessment, was scheduled to conduct a census field test during the 2019–20 school year. Due to the COVID-19 health emergency, only a limited number of school sites participated before schools were shut down in March. The NM-ASR will be fully operational for a spring 2021 administration.

Despite the general lack of annual assessment data, there are some important trends to note. The NM AP science exams showed significant gains in subjects administered (Table 9). The greatest gains were in the percentage of students passing the AP Physics and Environmental Science exams.

Table 9. NM AP Science Exams. *The number of students taking and the percent passing science Advanced Placement exams from SY2015–16 to SY2019–20*

SY	Biology		Chemistry		Environmental Science		Physics C: Elec. and Mag.		Physics C: Mechanics	
	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
2015–16	677	40	422	22	217	38	21	81	82	74
2016–17	853	48	588	26	277	38	51	67	100	70
2017–18	894	47	591	26	342	28	37	68	79	73
2018–19	653	48	398	25	301	26	35	49	70	76
2019–20	518	55	322	23	230	42	21	81	53	85

Table 10. Replacement Assessments for Physics B. *The number of students taking and percent passing Physics 1 and Physics 2 exams from SY2015–2016 to SY2019–20*

SY	Physics 1		Physics 2	
	# Taking	% Passing	# Taking	% Passing
2015–16	334	27	45	49
2016–17	512	24	35	71
2017–18	667	26	36	53
2018–19	450	28	13	62
2019–20	512	33	41	68

The MSAC will continue to monitor two trends: the increased number of integrated science courses offered and enrollment in traditional pathway (Biology, Physics, Chemistry) courses (Table 11).

Science

Table 11. NM HS Science Enrollment. *The number of students enrolled in high school science courses from SY2015–16 to SY2019–20*

Courses	SY2015–16	SY2016–17	SY2017–18	SY2018–19	SY2019–20
INTEGRATED & IB SCIENCE COURSES					
Integrated Science I**					1,104
Integrated Science II**					1,039
Integrated Science III**					571
IB Science Courses	175	169	220	296	273
DOMAIN SPECIFIC COURSES					
Biology**	25,591	23,792	27,044	25,574	24,975
Chemistry**	14,869	14,634	17,401	14,261	17,731
Physics**	5,501	4,148	6,695	5,255	7,072
Earth and Space Science-High School**	4,144	4,444	5,945	5,651	3,129
Life Science-High School**					157
Physical Science-High School**	7,271	8,381	11,393	6,785	4,729
OTHER SCIENCE COURSES					
Astronomy**	1,481	1,785	2,231	1,470	1,249
Anatomy and Physiology	2,904	2,975	3,564	2,531	2,423
Biology-Advanced Studies	1,901	1,680	2,035	1,225	1,229
Biology-Specific Topics	1,071	642	1,435	875	597
Chemistry-Advanced Studies	624	605	937	602	597
Chemistry-Specific Topics	605	630	953	453	95
Environmental Science**	2,295	1,828	2,925	1,874	1,959
Forensic Science	1,839	1,658	1,998	1,758	1,412
Geology**	660	714	981	900	1,550
Physics-Advanced Studies	174	277	237	157	130
Physics-Specific Topics	77	40	223	76	48
AP SCIENCE COURSES					
AP Biology	1,155	1,031	1,248	993	748
AP Chemistry	699	638	584	553	518
AP Physics	922	1,132	1,324	944	969
AP Environmental Science	604	593	741	793	720

Note: These numbers do not reflect science courses taken as part of a dual credit program.

**Courses offered during the 2019–20 school year were aligned to the NM STEM Ready! Science Standards.

***AP courses are aligned to the College Board Standards.

Table 12. Dual Credit Enrollment. *The number of high school students enrolled in science dual credit courses for the fall and spring semesters, from the SY2015–16 to SY2018–19*

Content Area: Science	SY2015–16	SY2016–17	SY2017–18	SY2018–19
Agriculture and Related Sciences	1,293	1,317	1,415	1,439
Biological and Biomedical Science	2,348	2,476	3,029	2,313
Physical Science	2,429	2,645	2,876	2,376

*Note: Enrollment data for SY2019–20 was not available at the time of the report.

Activities of the Math and Science Advisory Council

The MSAC engaged in outreach and training activities. Council members attended Making Sense of SCIENCE facilitation academies and led sessions across the state at regional trainings. Others attended the Supporting Science Standards Implementation (SSSI) professional learning events for administrators and stakeholders.



Chaudhary, S. (Photographer). (2020, January 25) Teachers and administrators engaging in sensemaking during a regional Making Sense of SCIENCE institute.] Roswell, NM.

Science

Activities and Partnerships of the Math and Science Bureau

Science Readiness Partnership (SRP)

52 Educators
9 Administrators
3 School Districts

The SRP was a two-year project to provide targeted support in the implementation of the NM STEM Ready! Science Standards. Throughout the project, participants deconstructed the shifts of the standards through science experiences. Facilitators also modeled building equity in a classroom by developing a culture in which all voices are supported to create cohesive science instruction. During year two, educators and their administrators attended two face-to-face professional learning sessions followed by two additional personalized virtual sessions. These customized sessions supported school sites in areas such as phenomena based instruction, bundling standards for implementation and instructional materials adaptations to include the NM STEM Ready! Science Standards shifts. As a result, the SRP educators have the knowledge and resources to support scale up efforts in their community.

Virtual Professional Learning Community

16 Educators
9 School Districts
1 State Charter School

In the second year of this project, the MSB continued to support 16 educators from rural districts with bi-weekly, hour-long sessions to present problems of practice they faced in the classroom and receive collegial support to enhance their practice. When the program ended in the spring, teachers agreed to continue to support each other by maintaining outreach efforts to share targeted resources needed to meet their communities' needs as they transitioned to remote learning and beyond.

Making Sense of SCIENCE: SSSI for Stakeholders

19 Participants
12 Partner Organizations

Selected state partners, including representatives from Regional Education Cooperatives, museums, state teacher professional organizations, PED bureaus, and out-of-school organizations, were invited to participate in this two-day course. The course introduced the multidimensional nature of the NM STEM Ready! Science Standards and allowed learners to experience and evaluate adult-level science learning, which authentically integrated multiple dimensions. The course also examined the eight dimensions of science learning, built a common mindset and language around supporting science implementation and planning for integrating them into participants' work. In turn, they worked with their constituents around the shifts needed to support educators in implementation.

Making Sense of SCIENCE Regional Short Course: SSSI Teachers Institutes

490 Educators
52 School Districts
6 State Charter Schools

To increase the number of trained teachers and administrators in K–12 science education, the MSB expanded its MSS course offering to six regions across the state, in two-day professional learning events. This course introduced the multidimensional nature of the NM STEM Ready! Science Standards through an adult-level science learning experience that examined eight dimensions of science learning and integration into classroom practice. The experience offered educators opportunities to see the shifts in action and build from the training ways to implement these shifts in their classrooms.

"[The materials] are accessible for teachers to really learn the shifts that are needed to implement the [science] standards the way they were intended. It was really great how it was set up for OUR learning, and there wasn't an expectation that we had to come in knowing really anything."
(Participant, personal communication, October 2019).

Makings Sense of SCIENCE Regional Short Course: SSSI for Administrators

39 District/School Administrators
18 School Districts
2 State Charter Schools

The administrator’s course held alongside the teacher course in the six regions was specifically designed to meet their unique needs to support the multidimensional nature of the NM STEM Ready! Science Standards in classrooms. Administrators engaged in multidimensional science and engineering but then discussed the “look fors” during science instruction and identified the supports educators need in transitioning fully to NM STEM Ready! Science classrooms. During the course, administrators discussed the furnished resources and made action plans supporting their implementation of the NM STEM Ready! Science Standards in schools or districts.

“The experience with MSS truly made me not only a better teacher but... they made me the kind of content coach that is willing to listen to teachers.”
(Participant, personal communication, June 2020).

“[The materials] are accessible for teachers to really learn the shifts that are needed to implement the [science] standards the way they were intended. These are the materials you should explore.”
(Participant, personal communication, June 2020).



Chaudhary, S. (Photographer). (2020, February 1) [Science Innovations Leadership Cadre teams introducing themselves at a regional Making Sense of SCIENCE institute.] Deming, NM.

Making Sense of SCIENCE Facilitation Academies

52 Math & Science Facilitators
16 School Districts
2 State Charter Schools
2 Institutions of Higher Education
8 Partner Organizations
1 Bureau of Indian Education
1 Regional Education Cooperative

In July 2019, WestEd trained an additional 12 educators & state partners to facilitate both the Teacher and Administrator SSSI courses. Facilitation support continued in May 2020, when facilitators attended virtual sessions to develop and refine their skills for facilitating adult learners in various settings, along with creating a facilitator growth plan.



Chaudhary, S. (Photographer). (2020, March 1) [Educators investigate using math to identify missing components of circuits at a regional Making Sense of SCIENCE institute.] Farmington, NM.

Science

Science Innovations Leadership Cadre Pilot Program

10 Elementary School Teams
4 School Districts (Southwest NM)
Southwest Regional Educational Cooperative #10
Instructional Coaches

The one-year pilot program worked with school teams to develop school culture and structures that support teaching, learning, and assessment of the K-6 NM STEM Ready! Science Standards. The project included:

- Four face-to-face sessions
- Site visits
- Remote technical assistance call to support ongoing work

The fourth session transitioned to virtual learning due to the health emergency. The Leadership Cadre engaged in utilizing targeted support receive during their staff and grade level meetings at school, to train and implement targeted classroom instructional shifts. Technical assistance calls equipped them with additional supports for schoolwide implementation, bolstered reflection and development of action plans for their school sites.



Krenek, C. (Photographer). (2020, February 2) [Members of the Leadership Cadre participating in an engineering design challenge.] Deming, NM.

OpenSciEd National Field Test

24 Field Test Teachers
6 School Districts
2 State Charter Schools

During year two of the project, field test teachers in grades 6, 7 and 8 implemented two new units, one each semester. They provided valuable data to assist in refining the units. Six units are now publicly available and are determined to be of high quality by Achieve, a national organization comprised of expert educators that analyze lessons and units that best illustrates the demands of the Next Generation Science Standards (NGSS). New Mexico teacher leaders and bureau members facilitated curriculum support convenings each semester to train field test teachers in the units. The MSB continued participating on the State Steering Committee and unit advisory committees to provide input on unit development.



Krenek, C. (Photographer). (2020, January 18) [Driving Question Board to answer "How and Why Do the Earth's Surface Change".] Albuquerque, NM.



Vazquez, Y. (Photographer). (2020, January 19) [OpenSciEd teachers engaged in sensemaking through the scientist's circle.] Albuquerque, NM.

Integrating computer science, science and mathematics K–12 provides students pathways for success beyond high school. The Bureau partnered with other PED bureaus, other departments, and organizations statewide to support programs and educators to build the foundation for STEM integration.

Activities of the Math and Science Advisory Council to Support STEM

The MSAC engaged in outreach and training activities. Members presented the 2019 MSAC annual report in various settings, from regional conversations to the statewide Virtual NM STEM Symposium in June. In response to conversations about equity and inclusion, members of the council have investigated how they can better represent the state. They have been reaching out to potential new members that can continue to advise the Bureau from a wide variety of perspectives.



Szekely, P. (Photographer). (2018, August 16). [Chimney Rock, New Mexico](#) [Photograph] *Creative Commons*. Licensed under [CC BY-SA 2.0](#).

STEM Activities

Activities of the Math and Science Bureau

NM Governor's STEM Challenge and Showcase



78 High School Educators
Over 600 High School Students
36 School Districts

The New Mexico Department of Workforce Solutions (NM DWS), New Mexico Public Education Department (PED), and Los Alamos National Laboratory (LANL) invited NM high schools to participate in the 2019 NM Governor's STEM Challenge and Showcase. A fall training for sponsor teachers grounded them in the NM STEM Ready! Science Standards, presented criteria and requirements of the NM Governor's STEM Challenge, and provided an opportunity for sponsor teachers to meet with experts from the medical, energy, and scientific fields to seek advice for their teams. NMSU and Northern New Mexico College (NNMC) provided undergraduate mentors through the universities across the state that supported teams with technical assistance. During December's STEM Showcase, 46 high school teams showcased their projects for judging. [Nineteen companies judged all projects and each company awarded a high school team whose project best answered the question "Keeping the World Safer Using Technology."](#)



Chaudhary, S. (Photographer). (2019, December 7) [Deputy Secretary Warnint listening to the Raton Innovative STEM Team describing "A.C.T.S: Automated Climate Temperature Sensor", a device to monitor conditions inside a greenhouse for efficient food production."] Los Lunas, NM.



Chaudhary, S. (Photographer). (2019, December 7) [Division Director Costales engages with members of a STEM Challenge high school team during the STEM Showcase.] Los Lunas, NM.



Chaudhary, S. (Photographer). (2019, December 7) [STEM Challenge high school team being judged during the STEM Showcase.] Los Lunas, NM.

Virtual NM STEM Symposium

457 Educators
68 School Districts
7 State Charter Schools

A virtual NM STEM Symposium was offered on June 8–12 around the theme: **Building a Foundation for STEM**. Teachers were able to select from 30 sessions within the following strands:

- Behind the Sciences: Explicitly Integrating S-T-E-M
- STEM for All: Instruction and Intervention
- Monitoring Students' STEM Learning
- Rekindling your STEM Education

NM STEM Symposium facilitators participated in layered supporting, including a series of sessions around conducting professional learning virtually and pre/post-coaching opportunities.

"During these times, the workshops that provided ideas and resources for remote learning were most valuable to the colleagues I spoke with and to me. Whether we return to the classroom in August, continue remote learning, or a hybrid situation, we can utilize remote techniques and resources to enhance our students' learning experiences."
(Participant, personal communication, June 2020).

"It's extremely worthwhile to talk shop with other instructors to get ideas about distance learning activities, and cultural responsiveness including special ed." (Participant, personal communication, June 2020).

"Incredibly valuable! The presenters were professional and engaging, the lessons and tools are ready to be implemented, and the opportunity to share with other educators was enriching."
(Participant, personal communication, June 2020).

Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)



Congratulations to our two 2019 PAEMST National Awardees! Melody Hagaman was the national awardee in the area of 7–12 Science and Jessica Esquibel was the national awardee in the area of 7–12 Mathematics.

Melody Hagaman has a Master of Education in Technology and a Bachelor of Science in Education and teaches computer science full time at Centennial High School in Las Cruces Public Schools. She teaches seven different computer science sections, and three of those courses also count for a science or technology credit.

"Receiving the Presidential Award is an incredible opportunity to validate the unending support I have received from my mentors, colleagues, administrators, and community—all who share the same vision for our students. This recognition will provide me with a platform to return that support and encouragement to other teachers who share a passion for empowering all of our students through computer science." (Melody Hagaman, PAEMST website, August 2020).



Jessica Esquibel is currently a middle school math teacher at Taft Middle School in Albuquerque Public Schools and has taught mathematics in the district her entire career. Jessica has a Master of Education in Instruction and Curriculum and is a

STEM Activities

National Board Certified Teacher.

“Being nominated by one of the most amazing teachers for the Presidential Award has been the highlight of my career. Throughout my teaching career, I have worked to increase student achievement and understanding for all students. I took on the process of becoming a Presidential Awardee as an opportunity to learn, grow, and reflect on my teaching, and I am honored to have been chosen to represent New Mexico.” (Jessica Esquibel, PAEMST website, August 2020).



understanding of energy and energy transfer, emphasizing student sensemaking through an interactive experience.

Continuous Learning Supports

The MSB coordinated within the PED to develop the Family and Educator toolkits when school buildings closed in March. Throughout April and May, the MSB contributed to support the development of the Distance and Virtual Learning Kits for the Continuous Learning Environment. The guidance provided educators supports as they considered how to transition instruction in a remote setting while still utilizing best practices.

Assessment Webinars

The MSB collaborated with the Assessment Bureau as content experts for webinars on the NM-ASR and NM-MSSA. The webinars were offered by the Assessment Bureau and Teacher Liaison Network. Collaboration among bureaus and networks sent a unified message across the state about new mathematics and science assessments.

PED Instructional Material Bureau - High Quality Instructional Materials (HQIM): A Foundation for Equity, Excellence, and Relevance

The Math and Science Bureau supported two sessions at this conference. Biological Sciences Curriculum Study (BSCS) led a session on the NextGen TIME protocol to support districts in selecting high quality science instructional materials. The MSB facilitated a session, *Supporting ELs in Mathematics*, focusing on necessary instructional strategies and HQIM that support EL accessing mathematics. These sessions provided participants a lens to focus on when selecting and adopting high quality instructional materials to support *all* students.

Statewide PD MESA Conference

Two sessions were offered to MESA advisors to support their teams competing in a MESA statewide competition. *Engineering in STEM Ready! Science Standards* engaged participants by diving deep into the role of engineering in the NGSS focused on the engineering design process. *Curious about Energy?* Pushed participants to reflect on supporting students' conceptual

Global Learning and Observations to Benefit the Environment (GLOBE)

- 9 Educators
- 1 School District
- 2 State Charter Schools

The GLOBE program is an international science and education program that provides students and the public worldwide with the opportunity to participate in data collection and the scientific process, and contribute meaningfully to our understanding of the Earth system and global environment.

Appendix A: Statutory Requirements

This section describes the laws and rules that apply to the Mathematics and Science Education Act in relevant part as follows:

22-15E-1. Short title.

This act [Chapter 22, Article 15E NMSA 1978] may be cited as the “Mathematics and Science Education Act”.

History: Laws 2007, ch. 44, § 1; 2007, ch. 239, § 1.

22-15E-2. Definitions.

As used in the Mathematics and Science Education Act:

- A. “bureau” means the mathematics and science bureau;
- B. “chief” means the chief of the bureau; and
- C. “council” means the mathematics and science advisory council.

22-15E-3. Bureau created; duties.

History: Laws 2007, ch. 44, § 2; 2007, ch. 239, § 2.

- A. The “mathematics and science bureau» is created in the department. The secretary shall appoint the chief as provided in the Public Education Department Act [9-24-1 NMSA 1978].
- B. The bureau shall:
 - (1) administer the provisions of the Mathematics and Science Education Act;
 - (2) provide staff support for and coordinate the activities of the council;
 - (3) work with the council to develop a statewide strategic plan for mathematics and science education in the public schools and coordinate education activities with other state agencies, the federal government, business consortia and public or private organizations or other persons;
 - (4) ensure that school districts’ plans include goals for improving mathematics and science education aligned to the department’s strategic plan;
 - (5) recommend funding mechanisms that support the improvement of mathematics and science education in the state, including web-based mathematics and science curricula, mentoring and web-based homework assistance;
 - (6) promote partnerships among public schools, higher education institutions, government, business and educational and community organizations to improve the mathematics and science education in the state;
 - (7) develop and evaluate curricula, instructional programs and professional development programs in mathematics and science aligned with state academic content and performance standards; and
 - (8) assess the outcomes of efforts to improve mathematics and science education using existing data.

History: Laws 2007, ch. 44, § 3; 2007, ch. 239, § 3.

22-15E-4. Mathematics and science advisory council: created; members; terms; vacancies.

- A. The “mathematics and science advisory council» is created, composed of twelve members. Members of the council shall be appointed by the secretary for staggered terms of four years; provided that for the initial appointments, four members shall be appointed for two years, four members shall be appointed for three years and four members shall be appointed for four years. Members shall serve until their successors have been appointed and qualified. A vacancy shall be filled by appointment by the secretary for the unexpired term.
- B. Using a statewide application process, the secretary shall appoint members from throughout the state so as to ensure representation of the state’s demographics, including geographic distribution,

Appendix

gender and ethnic diversity and as follows:

- (1) four members from public schools, including at least two mathematics and science teachers and a school district administrator with experience in mathematics and science curricula;
 - (2) three members from public post-secondary educational institutions with expertise in mathematics or science education;
 - (3) four members from the private sector, including the national laboratories, museums and science- and engineering-based businesses; and
 - (4) one member who represents the New Mexico partnership for mathematics and science education.
- C. Members of the council shall elect a chair from among the membership. The council shall meet at the call of the chair not less than quarterly. D. Members of the council are entitled to receive per diem and mileage pursuant to the provisions of the Per Diem and Mileage Act [10-8-1 NMSA 1978] but shall receive no other compensation, perquisite or allowance.

History: Laws 2007, ch. 44, § 4; 2007, ch. 239, § 4

22-15E-5. Council duties.

The council shall:

- A. advise the bureau on implementation of the bureau's duties pursuant to the Mathematics and Science Education Act;
- B. make recommendations to the bureau and the department regarding the statewide strategic plan for improving mathematics and science education and advise on its implementation and incorporation into the department's five-year strategic plan for public elementary and secondary education in the state;
- C. advise the bureau, the department and the legislature regarding appropriations for mathematics and science education, administration, resources and services, including programs for public school students and staff;
- D. work with the bureau to determine the need for improvement in mathematics and science achievement of public school students and make recommendations to the department on how to meet these needs; and
- E. produce an annual report on public elementary and secondary mathematics and science student achievement to be submitted to the department, the governor and the legislature no later than November 30 of each year.

History: Laws 2007, ch. 44, § 5; 2007, ch. 239, § 5.

22-15E-6. Mathematics and science proficiency fund; created; purpose; annual reports.

- A. The "mathematics and science proficiency fund" is created as a non-reverting fund in the state treasury. The fund consists of appropriations, gifts, grants, donations and income from investment of the fund. Disbursements from the fund shall be made by warrant of the secretary of finance and administration pursuant to vouchers signed by the secretary of public education or the secretary's authorized representative.
- B. The fund shall be administered by the department, and money in the fund is appropriated to the department to provide awards to public schools, school districts, public post-secondary educational institutions and persons that implement innovative, research-based mathematics and science curricula and professional development programs. The department shall promulgate rules for the application and award of money from the fund, including criteria to evaluate innovative, research-based mathematics and science programs and professional development programs.
- C. Each award recipient shall provide an annual report to the bureau that includes a detailed budget report, a description of the services provided and documented evidence of the stated outcomes of the program funded by the mathematics and science proficiency fund and that provides other information requested by the bureau.

History: Laws 2007, ch. 44, § 6; 2007, ch. 239, § 6.

Appendix B: Glossary and Acronyms

ACT	American College Testing	NM IS	New Mexico Instructional Scope
AP	Advanced Placement	PED	New Mexico Public Education Department
BSCS	Biological Sciences Curriculum Study	NMPMSE	New Mexico Partnership for Math and Science Education
CCSS	Common Core State Standards	NMSTA	New Mexico Science Teachers Association
CS	Computer Science	NMSU	New Mexico State University
CSTA-NM	Computer Science Teacher Association of New Mexico	PAEMST	Presidential Award for Excellence in Mathematics and Science Teaching
ELA	English language arts	PD	Professional development
EL	English Learner	PL	Professional learning
HED	New Mexico Higher Education Department	PLC	Professional learning community
MC²	Mathematically Connected Communities	PSAT	PSAT is the Preliminary SAT/ National Merit Scholarship Qualifying Test. The PSAT is a primer for the SAT and ACT.
MESA	Mathematics, Engineering, and Science Achievement, Inc.	SAT	Scholastics Aptitude Test
MSAC	Math and Science Advisory Council	SRP	Science Readiness Partnership
MSB	Math and Science Bureau of the Public Education Department	STARS	Student Teacher Accountability Reporting System (STARS) catalogs all approved courses and standard data set.
MSS	Making Sense of SCIENCE	STEM	Science, technology, engineering, and mathematics
NGSS	Next Generation Science Standards	SY	School year
NM	New Mexico	WNMU	Western New Mexico University
NM-ASR	New Mexico Assessment of Science Readiness	UNM	University of New Mexico
NM-MSSA	New Mexico Measures of Student Success and Achievement		



STEM Ready!

MSAC

December 2020