

Presentation for the Legislative Education Study Committee

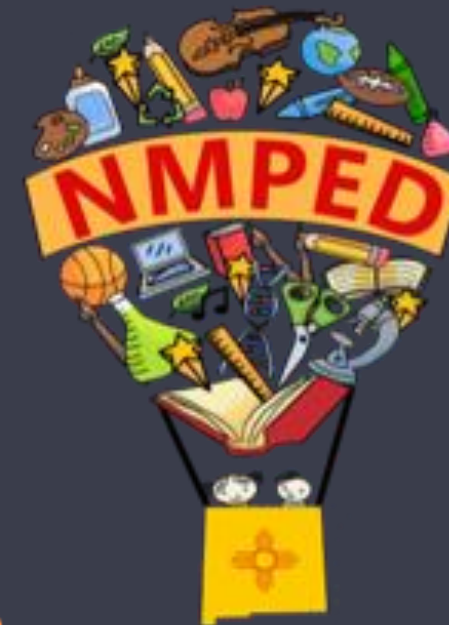
Preliminary 2024 Statewide Assessment Results

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Assessment, Research, Evaluation & Accountability

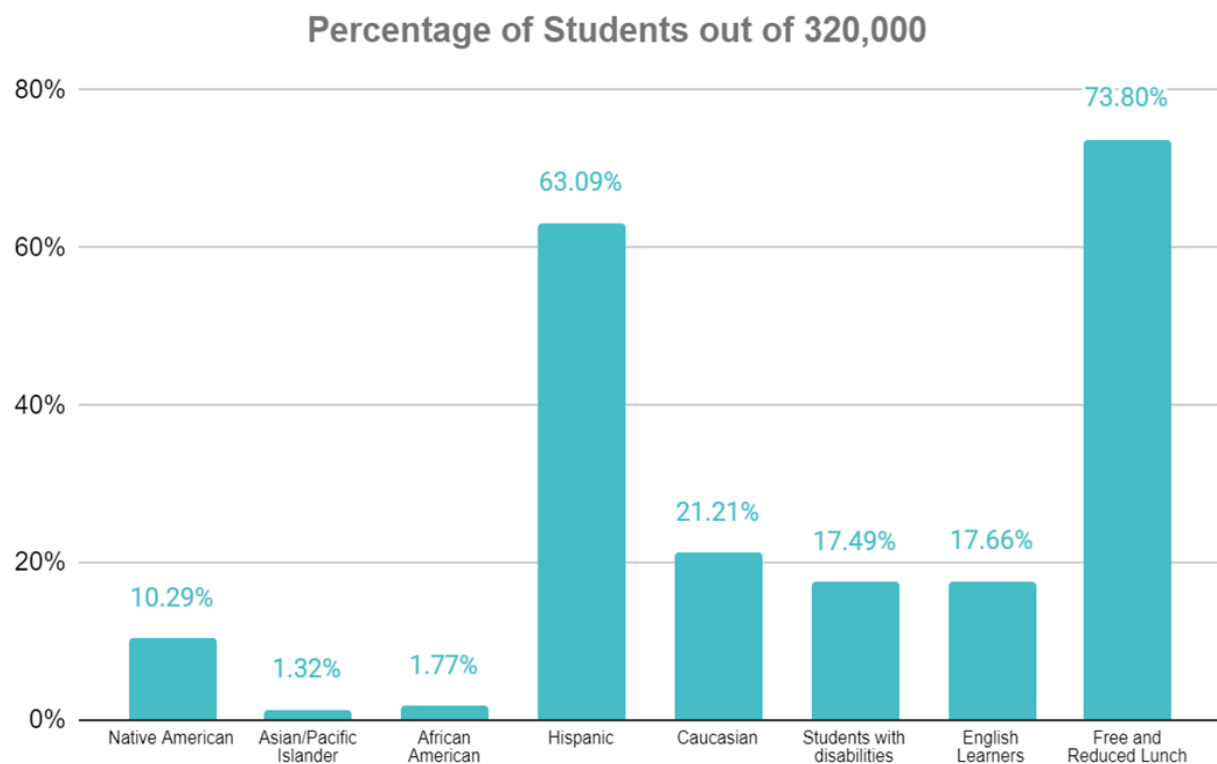
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Investing for tomorrow, delivering today.



*A Presentation by the
New Mexico Public
Education Department*

Our Students



89 Districts
99 State and District Charters
50,000 Educators and Support Staff



SY 2023-2024 Preliminary Assessment Results

PED administers state and federally required assessments to students in grades Kindergarten-8th and grade 11.

- ❑ Summative longitudinal data includes SY2022, SY2023, and SY2024,
 - SY 2024 summative data are currently embargoed until October 4.
- ❑ PED continues to evaluate district and charter school needs to expand the utility of assessments to inform instruction and local and state decision making.
 - Summative assessment data is utilized to shape policy and professional learning for educators.

About Preliminary Assessment Results

Content Areas Assessed	Summative Assessment Name	Grade Levels Assessed
Math and Reading	Istation's Indicators of Progress	K-2
	Measures of Student Success & Achievement s (NM-MSSA)	3-8
	SAT School Day	11
Science	Assessment of Science Readiness (NM-ASR)	5, 8, 11
English Learner Proficiency	ACCESS for ELLs	K-12

Preliminary SY 2023-2024 Results

Proficiency data is currently under **embargo**; districts and charters are currently validating their rates.

- **61%** of districts & state charters increased student reading proficiency, (MSSA & SAT)
- **33%** of districts & state charters increased student math proficiency, (MSSA & SAT)

Longitudinal Statewide Proficiency Rates

Subject	2022	2023	2024 (Preliminary)
Reading K-8, & 11	34%	38%	39%
Math 3-8, & 11	25%	24%	23%
Science 5,8, &11	33%	34%	37%

Reading and Language Arts

Grade	Test	Proficient 2022	Proficient 2023	2024 Preliminary Grade Level Data
K	Istation	30%	34%	38%
1	Istation	25%	28%	32%
2	Istation	37%	35%	37%
3	NM-MSSA	32%	37%	Under Embargo Through October 4
4	NM-MSSA	36%	41%	
5	NM-MSSA	36%	37%	
6	NM-MSSA	33%	38%	
7	NM-MSSA	35%	41%	
8	NM-MSSA	34%	39%	
11	SAT	34%	36%	

Significant Gains

- Grade K +4% since 2023, +8% since 2022
- Grade 1 +4% since 2023, +7% since 2022

Pandemic Tailwinds

- COVID slide persists at Grades 3 & 4: Learning gaps and developmental delays among those who were in critical early learning stages during the pandemic.

Impact of LETRS

The state's investment in Structured Literacy appears to be associated with increased proficiency rates at grades K & 1st.

SY2019-20 (Start of COVID)	SY2020-21 (COVID-Remote Learning)	SY2021-22	SY2022-23	SY2023-24 (Proficiency Change)
2 nd graders	3 rd graders	4 th graders	5 th graders	6 th graders
1 st graders	2 nd graders	3 rd graders	4 th graders	5 th graders
Kindergarteners	1 st grade	2 nd graders	3 rd graders	4 th graders (MSSA)
	Kindergarteners	1 st graders	2 nd graders	3 rd graders (MSSA)
		Kindergarteners	1 st graders	2 nd graders (+2 Istation)
	LETRS Training Initiated	LETRS Training	Kindergarteners	1 st graders (+4 Istation)
				Kindergarteners (+4 Istation)

Reading and Language Arts

Student Strengths

NM-MSSA

- Literary Text: Analyzing themes, characters, plot, and stylistic elements

SAT School Day

- Information & Ideas: Interpret, evaluate, and integrate information and ideas from texts
- Craft & Structure: Understand and use high-utility words and phrases in context, evaluate texts rhetorically, and make connections

Focus Areas for Student Growth

NM-MSSA

- Informational Text: Understanding of key ideas, details, and the overall text structure

SAT School Day

- Expression of Ideas: The ability to revise texts to improve the effectiveness of written expression
- Standard English Conventions: Editing skills and knowledge to make text conform to core conventions of Standard English

Mathematics

Grade	Test	Proficient 2022	Proficient 2023	2024 Preliminary Grade Level Data
K	Istation	-	-	48%
1	Istation	-	-	35%
2	Istation	-	-	28%
3	NM-MSSA	23%	23%	Under Embargo Through October 4
4	NM-MSSA	25%	24%	
5	NM-MSSA	31%	34%	
6	NM-MSSA	33%	31%	
7	NM-MSSA	25%	24%	
8	NM-MSSA	20%	18%	
11	SAT	16%	15%	

Student Strengths

- MSSA: Measurement and Data/Geometry - understanding measurement and data concepts and applying them effectively in various contexts.
- SAT: Problem Solving & Data Analysis - Apply quantitative reasoning about ratios, rates, and proportional relationships; understand and apply unit rate; and analyze and interpret one- and two-variable data.

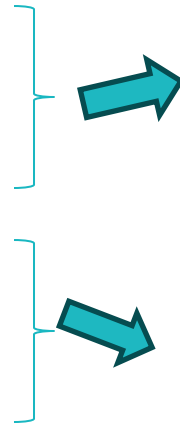
Focus Areas for Growth

- MSSA: Number and Operations in Base Ten - understanding and application of place value, operations, and number sense within the base-ten system.
- SAT: Algebra - analyze, fluently solve, and create linear equations and inequalities as well as analyze and fluently solve equations and systems of equations using multiple techniques.

Examples of Schools Comparing Proficiency and Growth

NM- MSSA Reading Assessment Performance Levels & Scale Scores

	Not Proficient		Proficient	
	Level 1	Level 2	Level 3	Level 4
	Novice	Nearing Proficiency	Proficient	Advanced
Grade 3 Scales	300-335	336-359	360-369	370-390
Grade 4 Scales	400-439	440-459	460-472	473-490



<u>ACHIEVEMENT</u> : A point in time	Students at Levels 3 & 4	
	Proficiency Rate Reading	Proficiency Rate Math
SCHOOL A	97%	87%
SCHOOL B	48%	13%
SCHOOL C	40%	23%

<u>GROWTH</u> : Learning gains over time	<u>Growth</u> of All Students: Changes in Scale Scores	
	Median Growth Percentile Reading	Median Growth Percentile Math
SCHOOL A	79	86
SCHOOL B	70	76
SCHOOL C	68	79

Three Schools among the Top 10 Highest MSSA Growth for All Students

Schools Among the Top 10 for Improving Learning for All Students

<u>GROWTH</u> : Learning gains over time	<u>Growth</u> of All Students: Changes in Scale Scores	
	Median Growth Percentile Reading	Median Growth Percentile Math
SCHOOL A	79	86
SCHOOL B	70	76
SCHOOL C	68	79

Student Growth Percentiles (SGP)

allows us to determine which schools have the greatest impact on learning for **all** students (vs. proficient / non-proficient students).

We not only look at students who are proficient, but student who are below proficient and advanced to determine if they are growing at **typical rates—a comparison to their academic peers.**

Same Schools Crosswalked to PED Initiatives

School	Attendance (State Ave = 65%)	Family Income Index Funds	HQIM (*District wide)	MLSS
SCHOOL A	96%		N/A	Yes
SCHOOL B	54%	Yes	R+M	No
SCHOOL C	96%		R+M*	Yes**

Science

Grade	Test	Proficient 2022	Proficient 2023	2024 Preliminary Grade Level Data
5	NM-ASR	32%	33%	Under Embargo Through October 4
8	NM-ASR	20%	30%	
11	NM-ASR	41%	39%	

Student Strengths

- Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field.
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast.

Focus Areas for Growth

- Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

ASR Item Level Item Analysis for LEAs

	H	I	J	K	L	M	N
1	Standard	Item description	[not shown in cognia]	Mean scores School	Mean Scores District	Mean Scores State	
2	PE	Student.Skill.Description	n_school	ItemAveScore_school	ItemAveScore_district	ItemAveScore_state	
3	PS1-1	Develop a model to describe that matter is made of particles too small to be seen.	17	0.94	0.93	0.86	
4	PS1-1	Develop a model to describe that matter is made of particles too small to be seen.	21	0.62	0.72	0.71	
5	ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in day and night	17	1.12	1.04	1.00	
6	PS1-4	Determine whether the mixing of two or more substances results in new substances.	21	0.43	0.44	0.42	
7	PS1-4	Determine whether the mixing of two or more substances results in new substances.	21	0.29	0.52	0.50	
8	PS1-2	Provide evidence that when heating, cooling, or mixing substances, the total weight of matter is con	21	0.48	0.27	0.26	
9	PS2-3	Describe relationships of electric or magnetic interactions between two objects not in contact with	21	0.67	0.65	0.62	
10	PS1-2	Provide evidence that when heating, cooling, or mixing substances, the total weight of matter is cor	4	0.75	0.48	0.49	
11	PS1-3	Identify materials based on their properties.	21	0.24	0.33	0.33	
12	PS1-2	Provide evidence that when heating, cooling, or mixing substances, the total weight of matter is cor	21	0.48	0.53	0.52	
13	PS2-1	Argue that the gravitational force exerted by Earth on objects is directed down.	21	0.43	0.57	0.56	
14	ESS1-2	Use data to reveal patterns of daily changes in some of the stars in the night sky.	4	0.00	0.11	0.11	
15	ESS2-1	Describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	21	0.00	0.07	0.10	
16	ESS2-1	Describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	4	0.25	0.16	0.16	
17	ESS2-1	Describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	21	0.00	0.04	0.06	
18	ESS2-1	Describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	21	0.35	0.43	0.43	
19	PS2-1	Argue that the gravitational force exerted by Earth on objects is directed down.	21	0.33	0.38	0.37	
20	ESS1-2	Identify patterns of daily changes in length and direction of shadows.	21	0.36	0.47	0.48	
21	ESS1-2	Identify patterns of daily changes in length and direction of shadows.	21	0.52	0.57	0.58	
22	ESS1-2	Identify patterns of daily changes in length and direction of shadows.	21	0.19	0.13	0.13	

ACCESS for ELLs: Students Exiting EL Status

Grade	Tested	Total Exited	Percentage Exited
K	3205	28	0.87%
1	4344	37	0.85%
2	4856	51	1.05%
3	4859	158	3.25%
4	4047	462	11.42%
5	4087	512	12.53%
6	4066	64	1.57%
7	4365	108	2.47%
8	4712	173	3.67%
9	5344	173	3.24%
10	4510	145	3.22%
11	3506	141	4.02%
12	2535	73	2.88%
K-12	54,436	2,125	3.90%

All students identified as English learners are required to be assessed to measure their progress toward English language proficiency.

- A student can exit EL status if they obtain an overall score of 4.7/5.0 on the ACCESS for ELLs assessment.
- ELs in Grades 4 and 5 had the highest exit rate percentages.

Student Domain Strengths

- Listening
- Speaking

Focus Areas for Growth

- Writing
- Reading

Legislative Considerations

1. Fully fund the statewide assessment system

2. Allocate resources to improve math outcomes

- NUMeROS
- Focus on Algebra
- Math coaching and teacher preparation
- Redesigned math pathways in high school to modernize Geometry and Alg. II
- MLSS interventions for math that meet department guidance
- High Quality Instructional Materials for math

3. Allocate resources to improve reading outcomes

- Structured literacy professional learning
- High Quality Instructional Materials for reading and language arts
- Summer Reading Program
- MLSS interventions for reading that meet department guidance

Thank you!

For Questions

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Resources

- [Istation-Fact-Sheet-.pdf \(state.nm.us\)](#)
- [NM-MSSA Fact Sheet.docx \(state.nm.us\)](#)
- [NM-ASR Fact Sheet .docx \(state.nm.us\)](#)
- [SAT Fact Sheet.docx \(state.nm.us\)](#)
- [HQIM Portal](#)

Longitudinal EL Exit Data

ACCESS Exited Students Over Years					
Year	Total ELs Tested	Count ELs Exited	% ELs Exited	Exit Criteria	Notes
2010	55,057	5,456	9.91%	5	
2011	57,704	6,006	10.41%	5	
2012	57,571	7,372	12.81%	5	
2013	58,032	8,638	14.88%	5	
2014	55,413	8,338	15.05%	5	
2015	51,631	7,821	15.15%	5	
2016	51,632	8,333	16.14%	5	
2017	47,505	602	1.27%	5	WIDA Standards Setting Applied
2018	49,034	1,525	3.11%	5	
2019	51,214	1,705	3.33%	5	
2020	52,966	1,803	3.40%	5	
2021	8,121	1,118	13.77%	5	COVID Year
2022	50,371	1,301	2.58%	5	COVID Year
2023	54,470	2,556	4.69%	4.7	
2024	54,436	2,124	3.90%	4.7	
2025					
2026					