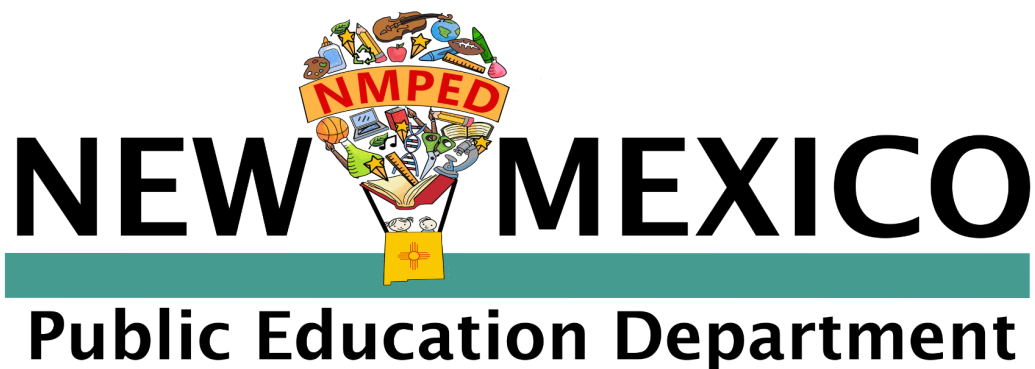


NMPED 2022-23 ESSA ACCOUNTABILITY CYCLE TECHNICAL MANUAL





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2022–23 ESSA Accountability Cycle Technical Manual

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GLOSSARY

Change Management Table

Change	Date
CSI and TSI thresholds were corrected on pages 47, 51, and 54.	May 2, 2024
Graduation growth rate formula corrected on page 34.	May 13, 2024
Business Rules for SQSS Regular Attendance corrected on page 38.	May 13, 2024

1. Purpose of the Technical Manual

The [Every Student Succeeds Act](#) (ESSA) challenges state education agencies (SEAs) and local education agencies (LEAs) to improve student outcomes by addressing the student-, teacher-, and school-level factors that drive achievement gains.

The purpose of this technical manual is to document key details of critical components of New Mexico's Every Student Succeeds Act (ESSA) accountability system. Each section includes descriptions of relevant 1) methodology; 2) business rules; 3) definitions; and 4) internal decisions that impact the component.

Context for this manual in relationship to the state consolidated plan

The Elementary and Secondary Education Act of 1965, reauthorized as the Every Student Succeeds Act (ESSA), requires state education agencies to develop accountability systems that annually meaningfully differentiate among schools. Those systems are documented in each state's consolidated state plan (CSP), which is submitted to the U.S Department of Education (ED) for approval.

The information in this manual describes methodology and business rules implemented by the New Mexico Public Education Department (PED) for 2022–23 ESSA accountability reports. The methodology and business rules aim to:

- 1) align, to the extent possible, the [current approved NM CSP](#), which was submitted to and approved by ED in 2019;
- 2) encompass the PED policy changes implemented since the 2019 CSP;
- 3) align, to the extent possible, to the plan and requirements in the State's [2021–22 COVID addendum to the CSP](#); and
- 4) address [feedback provided by ED](#) in a fall 2023 monitoring report.

The manual does not include operational details such as code/syntax, file names, or processing steps. At the time of drafting (March 2024), the primary audiences of this document are internal PED Assessment, Research, Evaluation, and Accountability (AREA) staff, the state's Assessment & Accountability Advisory Committee (AAAC), district staff members overseeing the LEA's accountability data during embargo periods, and the U.S. Department of Education; the primary audience may change as the document evolves.

A technical manual (versions of this document) will be developed annually for each accountability cycle with the clear identification of the cycle year. Additionally, [the PED is formally revising its CSP in 2024](#), which would then amend the 2019 CSP.

2. Accountability in New Mexico

The New Mexico Public Education Department (PED) believes in all of the state's students regardless of race, ethnicity, disability status, or socioeconomic status. For New Mexico and its students to realize their full potential, the department's leaders and staff also believe it is incumbent on us to provide school districts and charter schools the support and resources they need to ensure educational equity, excellence, and relevance for all students. Accountability systems must serve this vision by identifying credible, defensible, and comparable outcomes that can be used to monitor progress toward the high expectations set for schools and to help monitor whether equitable conditions for learning are being provided for every student across the state, regardless of zip code or community.

Changes to the 2022–23 Cycle

Changes from the 2019 CSP ¹ or 2021–22 CSP COVID Addendum ²	
Designation Application	The <i>Designation of School Quality and Student Success</i> from the 2019 CSP is not utilized. The application of the <i>Designation of Excellence</i> is realigned with the 2019 CSP.
EL Progress Table	The table is revised to match the PED policy change to the 4.7 EL exit criteria announced on April 24, 2017 compared to the 2019 CSP progress table with a 5.0 exit criteria.
Application of Minimum N-size	The PED uses a minimum n-size of 20.
Consistency of Attendance Criteria	The revised business rule requires 90 days of enrollment at a given school for English Learner Progress and Regular Attendance.
Science Proficiency	The 2019 CSP and 2021–22 addendum states that the science calculation is a simple proficiency rate. The methodology applied in 2022–23 differs in that it incorporates the target proficiency rate into the points calculation.
Academic Achievement (Language Arts and Mathematics) Calculations	The 2022–23 methodology differs from the 2019 CSP and addendum. Current methodology is to use the greater of: [the # of students scoring proficient divided by the number of eligible tested students OR 95% of eligible enrolled students].
Test Participation	The 2019 CSP says that at least 95% of eligible students will be included in the denominator of the academic achievement calculation.

¹ oese.ed.gov/files/2020/03/New-Mexico-Final-Consolidated-State-Plan-PDF.pdf

² [Final_V10_NM_ESSA_Addendum_Revised_6.13.2023.pdf \(state.nm.us\)](#)

3. Long-term Goals and Measures of Interim Progress

a. Language Arts

Methodology:

Academic long-term goals were originally established in 2016–17 for the lowest performing student group to have a proficiency rate of at least 50% (with statewide averages for all students of 64.9% in language arts and 61.2% in math) by 2022, with simultaneous gains for all groups on near-parallel tracks. The PED's approved 2021–22 addendum for the consolidated state plan established that long-term goals would shift forward by two years for academic achievement, graduation rate, and English language proficiency. As such, the long-term goals applied for 2022–23 accountability are the same as the original 2022 goals.

2022–23 Language Arts Long-Term Goals

Student Group	2022–23 Language Arts Goal
All Students	64.9
Asian/Pacific Islander	83.7
Black	62.4
Hispanic	61.6
Native American	57.4
White	75.2
Economically Disadvantaged	59.8
English Learners	50.9
Students with Disabilities	50.0

These goals were originally established based on baseline data from the PARCC assessment. New Mexico has since transitioned from the PARCC assessment and now requires the [New Mexico Measures of Student Success & Achievement](#) (NM-MSSA) in grades 3–8 and the [SAT School Day](#) in high school. The PED will establish new long-term

goals and measures of interim progress in an amended CSP to be submitted to the U.S. Department of Education for 2023–24 accountability.

b. Mathematics

Methodology:

Academic long-term goals were originally established in 2016–17 for the lowest performing student group to have a proficiency rate of at least 50% (with statewide averages for all students of 64.9% in language arts and 61.2% in math) by 2022, with simultaneous gains for all groups on near-parallel tracks. The PED's approved [2021–22 addendum](#) for the consolidated state plan established that long-term goals would shift forward by two years for academic achievement, graduation rate, and English language proficiency. As such, the long-term goals applied for 2022–23 accountability are the same as the original 2022 goals.

2022–23 Math Long-Term Goals

Student Group	2022–23 Math Goal
All Students	61.2
Asian/Pacific Islander	84.7
Black	56.9
Hispanic	57.9
Native American	53.4
White	72.2
Economically Disadvantaged	56.8
English Learners	50.0
Students with Disabilities	50.1

These goals were originally established in the 2019 CSP based on baseline data from the PARCC assessment. New Mexico has since transitioned from the PARCC assessment and now requires the [New Mexico Measures of Student Success & Achievement \(NM-MSSA\)](#) in grades 3–8 and the [SAT School Day](#) in high school. The PED will establish new long-term goals and measures of interim progress in an amended CSP to be submitted to the U.S. Department of Education for 2023–24 accountability.

c. Progress in English Language Proficiency

Methodology:

The original long-term goals and measures of interim progress for English language proficiency were originally established with a target year of 2022. The PED's approved 2021–22 COVID addendum for the consolidated state plan established that long-term goals would shift forward by two years for academic achievement, graduation rate, and English language proficiency. As such, the long-term goals applied for 2022–23 accountability are the same as the original 2022 goals.

English Language Proficiency Long-Term Goals for 2022–23

Measure	2022–23
% ELLs achieving individual growth targets on ACCESS for ELLs	55%

Key Decisions & Rationale

Topic: The PED Policy Change in EL Exit Criteria

Description of decision: In a [March 2023 memorandum](#) to schools, the PED announced a change to the EL exit criteria based on partnership work conducted with Regional Educational Laboratory (REL) Southwest Report: *Effects of Reclassifying English Learner Students on Student Achievement in New Mexico*, which replaced the State Policy EL Identification, ELP Placement, and Exit Criteria Memorandum dated April 24, 2017. The PED collaborated with the REL Southwest who analyzed student-level data for SYs 2017–2018 and 2018–2019 for ACCESS for ELLs, English language arts, and mathematics assessments. On average, students in the study sample that scored 4.7 or higher performed above the statewide grade-level average in English language arts and mathematics.

Date of decision: March 16, 2023

Other information: EL policy is managed by the PED [Language & Culture Division](#). This updated EL exit criteria will be reflected in NM's 2024 Consolidated State Plan Addendum.

d. Graduation Rate

Methodology:

The original long-term goals and measures of interim progress for [graduation rates](#) were established with a target year of 2022. PED's approved 2021–22 COVID addendum for the

consolidated state plan established that long-term goals would shift forward by two years (due to the pandemic) for academic achievement, graduation rate, and English language proficiency. As such, the long-term goals applied for 2022–23 accountability are the same as the original 2022 goals.

In addition to the required 4-year adjusted cohort graduation rate goals, the PED set long-term goals (terminating in 2021–22 and thus shifted forward to 2022–23) and measures of interim progress for the 5-year and 6-year adjusted cohort graduation rates.

4-Year Adjusted Cohort 2022–23 Graduation Rate Target By Student Group

Student Group	4-year graduation rate target
All Students	85
Asian/Pacific Islander	91
Black	78
Hispanic	84
Native American	79
White	88
Economically Disadvantaged	82
English Learners	82
Students with Disabilities	79

5-Year Adjusted Cohort 2022–23 Graduation Rate Target By Student Group

Student Group	5-year graduation rate target
All Students	88
Asian/Pacific Islander	93
Black	83
Hispanic	87
Native American	85
White	90
Economically Disadvantaged	86
English Learners	86
Students with Disabilities	83

6-Year Adjusted Cohort 2022–23 Graduation Rate Target By Student Group

Student Group	6-year graduation rate target
All Students	90
Asian/Pacific Islander	97
Black	88
Hispanic	89
Native American	88
White	92
Economically Disadvantaged	88
English Learners	89
Students with Disabilities	86

4. Accountability System Indicators

Quick Access to Indicator Information

<u>Academic Achievement</u>	<u>Academic Progress</u>	<u>English Learner Progress</u>	<u>Graduation Rate</u>
<u>Graduation Rate Growth</u>	<u>Science Proficiency</u>	<u>Regular Attendance</u>	<u>College & Career Readiness</u>

Accountability Framework

The framework for New Mexico's ESSA accountability system recognizes that school performance should be assessed within five overarching categories aligned to ESSA requirements for meaningfully differentiating schools: 1) academic achievement, 2) academic progress, 3) English language proficiency, 4) graduation rate, and 5) indicators of school quality and success. These categories are fulfilled across twelve indicators, listed in the table below, which also illustrates that all twelve indicators apply to high schools and only seven indicators apply to elementary and middle schools.

Each indicator is scored based on student outcomes - for all students and each major student group - in that area for all accountable schools. The points for each indicator reflect the weights in [the table below](#) (again, separate for elementary/middle schools and high schools) and are aggregated into an overall ESSA score. The weights were established based on stakeholder input and ESSA requirements.

Both elementary/middle schools and high schools can earn up to 100 points. Schools serving grades K-2 can earn up to 55 points. The same weights apply when calculating overall ESSA scores for all students in the school and for each student group (subgroup) that meets minimum n-size requirements to receive points and designations.

A student group - either all students or any subgroup - must have at least 20 students that meet enrollment criteria for inclusion in a given indicator calculation (i.e., for points to be assigned to that indicator for that group). If a school does not have data for a minimum of 20 students in a given indicator, the points for that indicator are removed from the calculation for the overall ESSA score, and the school or student group's score is calculated using a rescaled number of possible points.

Overall ESSA scores are used to assign school designations as described in more detail below.

NM Vistas ESSA Accountability Measures, Points, and Indicators				
Measure	K-2 (Feeder Schools) Points	Elementary/ Middle School Points	High School Points	Indicator
Math Proficiency		25	15	Academic Achievement
Reading Proficiency	25	25	15	Academic Achievement
Math Growth		10	5	Academic Progress
Reading Growth	10	10	5	Academic Progress
English Learner Progress	10	10	5	EL Progress
4-year Graduation Rate		N/A	10	Graduation Rate
5-year Graduation Rate		N/A	8	Graduation Rate
6-year Graduation Rate		N/A	7	Graduation Rate
Graduation Rate Growth		N/A	5	School Quality & Student Success
Science Proficiency		10	10	School Quality & Student Success
Regular Attendance	10	10	10	School Quality & Student Success
College & Career Readiness		N/A	5	School Quality & Student Success
Total Points Possible	55	100	100	

The indicators above are included in a school's ESSA overall score calculation based on the school's grade configuration, with three options: K2 only schools (i.e., no tested grades); elementary/middle schools; and 3) high schools. The table below shows which indicators apply for these grade configurations.

For example, an elementary school might receive 20 points for math proficiency, 25 for reading proficiency, 6 for math growth, 4 for reading growth, 2 for English learner progress, 8 for science proficiency, and 10 for regular attendance to receive a total score of 75 points out of 100. A high school with the same rates for each indicator would receive 12 points for math proficiency, 15 for reading proficiency, 3 for math growth, 2 for reading growth, 1 for English learner progress, 4 for science proficiency, 10 for regular attendance, and could receive up to 35 additional points for 4-year, 5-year, and 6-year graduation, graduation growth, and college and career readiness.

Indicators Included In Total Point Calculations, By School Type

Indicator	K2 Only	Elementary/Middle	High School
Math Proficiency		✓ (If grades 3–8)	✓ (11th grade)*
Reading Proficiency	✓	✓	✓ (11th grade)*
Math Growth		✓ (If grades 3–8)	✓ (11th grade)*
Reading Growth	✓	✓	✓ (11th grade)*
English Learner Progress	✓	✓	✓
4-year Graduation Rate			✓
5-year Graduation Rate			✓
6-year Graduation Rate			✓
Graduation Rate Growth			✓
Science Proficiency		✓ (If 5th or 8th grades)	✓ (11th grade)
Regular Attendance	✓	✓	✓
College & Career Readiness			✓

*Including students in 9th or 10th grades with Assessment Bureau-approved uptest waivers.

In order to receive an overall score, a group must have scores (i.e., must meet minimum n-size of 20) for at least two indicators, including at least one of these: ELA achievement, math achievement, 4-year graduation rate, 5-year graduation rate, or 6-year graduation rate.

Description of decision: Inclusion of 9th grade / freshman academies

Upon review of the state model, the PED determined that 9th grade academies did not meet the definition of a high school as defined by ESSA. ESSA identifies high schools as schools that graduate (award diplomas) to high school students. The indicator data associated with freshman academies are combined with the local high schools associated with each freshman academy.

Date of decision: April 2024

Student groups

Each measure is scored and reported when minimum n-size is met for the following student groups:

- All Students
- Race/Ethnicity (Asian/Pacific Islander, Black, Hispanic, Native American, White)
- Economically Disadvantaged
- English Learners
- Students with Disabilities

Description of decision: Student Group Labels

AREA staff and consultants reviewed terminology used to describe student groups for consistency and alignment with state perspectives and priorities. As a result, some group labels are being updated as of 2022–23 accountability reporting.

Former label	Updated label	Rationale
American Indian	Native American	This label more appropriately reflects the population; “Indian” is an outdated term.
Caucasian	White	The PED labeling is inconsistent for this group. White is the accepted common label and should be updated throughout PED documentation and reports/dashboards.
N/A	Multiracial	While this group is not reflected in this 2022–23 technical manual, it will be considered for future manuals.

Date of decision: February 22, 2024

Other information: Note that cross-agency discussion and action planning are necessary to ensure that terminology is used consistently across teams, webpages, documents, and reports/dashboards.

Description of decision: Multiracial student group

A multiracial student group was not included in New Mexico's 2019 CSP. The PED is considering including this group in the 2024 CSP amendment, but the group is not referenced in this technical manual.

Date of decision: March 2024

Other information: N/A

Minimum n-size for Calculating Points and Designations

New Mexico uses a minimum n-size of 20 throughout its accountability system. This includes calculations of indicator outcomes and overall ESSA points, and resulting designations of Comprehensive Support and Improvement, Additional Targeted Support and Improvement, and Targeted Support and Improvement.

New Mexico's minimum n-size of 20 strikes a balance between the need for statistical power and stability, ensuring the reliability of accountability identifications and setting a threshold that is low enough to detect smaller subgroups in many of the state's smaller districts and schools. This enables us to include as many schools as possible in subgroup and identification decisions. The compromise between the competing goals of including as many student groups as possible in the accountability system and greater statistical reliability is to maintain the minimum number of students at 20.

Enrollment Requirements for Accountability Calculations

Indicators in New Mexico's accountability system have requirements that determine whether a student is included in the calculation or not. For all indicators except graduation rate and graduation growth, a student must be enrolled for the full academic year (FAY) in order to be included in the points and designations calculations. This is defined as 90 days enrolled at the school during the school year, including enrollment at the same school for the 120-day and End of Year (EOY) snapshots.

For the graduation rate and graduation growth indicators, a student must be enrolled for two snapshots in order to be included in the graduation cohort. This requirement is ending after 2022–23 accountability; it will be changed for 2023–24 accountability (starting with the graduation rate year 2023).

School Designations

The PED produces school designations resulting from outcomes in the system of annual meaningful differentiation in the spirit of providing support for schools in need. Specifically, system outcomes result in one of the following school designations, which represents a level of support provided by the PED.

Note that schools not classified as needing TSI, ATSI, CSI, or CSI-MRI support are considered Traditional Support Schools.

ESSA Aligned Designation for Levels of Support	Definition of Schools Receiving Support
Targeted Support and Improvement School (TSI)	Schools with consistently underperforming subgroups
Additional Targeted Support and Improvement School (ATSI)	Schools in need of support with one or more of the lowest performing subgroups of students
Comprehensive Support and Improvement School (CSI)	Schools scoring in the bottom 5% of Title 1 schools overall or <67% graduation rate
CSI schools in need of More Rigorous Interventions (CSI-MRI)	Schools not exiting CSI Status after three years receiving support
Additional PED Established Distinctions	Definition of Schools Receiving Distinction
Designations of Excellence	Schools scoring above the 90th percentile on any indicator, pursuant to Section 22-2F-1 NMSA 1978 et seq. School Support and Accountability Act
Spotlight School	Schools with ESSA overall scores above the 75th percentile

a. Academic Achievement: Language Arts and Math Achievement

Methodology:

The Academic Achievement Indicator represents the rate of students attaining proficiency adjusted for test participation below the 95% ESSA requirement.

Calculating proficiency

First, the proficiency rate is calculated for full academic year (FAY) students.

$$\text{Proficiency rate} = \# \text{ FAY students with proficient or advanced assessment results} \div \# \text{ FAY students with a correctly-administered test}$$

Attenuating Proficiency Rates

Next, the proficiency rate is “attenuated” to account for the 95% ESSA test participation rate requirement. The “attenuation” process adjusts proficiency rates based on test participation.

When the test participation rate is below 95%, an attenuation modifier is added to the proficiency denominator. The attenuation modifier equals the number of additional students the school would have needed to test to reach 95% participation.

$$\text{Attenuated proficiency rate} = \# \text{ FAY students with proficient or advanced assessment results} \div (\# \text{ FAY students with a correctly-administered test} + \text{attenuation modifier})$$

The resulting attenuated proficiency rate is the score for the Academic Achievement Indicator.

Attenuated proficiency is calculated for all students and for each of these subgroups of students:

- Racial/Ethnic groups
- Students with Disabilities
- Economically Disadvantaged Students
- English Learners

Awarding Academic Achievement Points

Attenuated proficiency rates are converted to points in the following manner:

(language arts or math attenuated proficiency rate) x (total possible points) ÷ (language arts or math target proficiency rate) = academic achievement indicator points

The calculations above were completed separately for high schools and elementary/middle schools. The total possible points for language arts proficiency is 15 points for high schools and 25 points for elementary and middle schools. See the [table above](#) for the total possible points of each indicator in the system of annual meaningful differentiation.

2022–23 Target proficiency rates for language arts and math are below. Note that the same targets were used for 2022–23 as 2021–22.

2022–23 Target Proficiency Rates by Student Group

Student Group	Language Arts Proficiency Target	Math Proficiency Target
All Students	64.9	61.2
Asian/Pacific Islander	83.7	84.7
Black	62.4	56.9
Hispanic	61.6	57.9
Native American	57.4	53.4
White	75.2	72.2
Economically Disadvantaged	59.8	56.8
English Learners	50.9	50.0
Students with Disabilities	50.0	50.1

Business Rules:

Does the PED include former English learners in the EL student group for the Academic Achievement Indicator?

No. Only current English learners are included in EL student group calculations.

What tests are included in Academic Achievement calculations?

Only valid tests - i.e., tests that have a valid test score - are included in the accountability achievement calculation. Students must have been enrolled for (a) at least 90 days at the same school, and (b) enrolled at that same school in both the 120D and EOY (3rd and 4th) reporting periods. The assessments included in language arts and math achievement calculations are:

- New Mexico Measures of Students Success & Achievement (NM-MSSA)
- SAT School Day (SAT)
- Dynamic Learning Maps Alternate Assessment (DLM)
- Spanish Reading Standards Based Assessment (Spanish Reading SBA)
- Istation's Indicators of Student Progress (ISIP) - Early Literacy only.

Only one test score per student per subject is included in the calculations. If a student takes different tests in the same subject, tests are included according to the priority below:

If	Then
If the same student has a DLM Alternate assessment score and an NM-MSSA score, or SAT score for the same grade level and content area	Then DLM is prioritized if the student has an alternate assessment placement in the Individualized Educational Program/legal plan.
If the same student has an NM-MSSA in Spanish and in English for either content area	Then NM-MSSA Spanish is prioritized if the student has an approved testing in Spanish waiver.
If the same student has a Spanish Reading SBA score and an SAT Evidence Based Reading & Writing score	Then Spanish Reading SBA is prioritized if the student has an approved testing in Spanish waiver.

How are results for students who participated in the alternate assessment included in the Academic Achievement Indicator?

If the student's Individualized Educational Program identifies the student as having a significant cognitive disability and placement in the state's alternate assessment (DLM) and the student has two records – both the alternate assessment (DLM) and the standard assessment (MSSA or SAT) - then only the alternate assessment results are used. Alternatively, if the student's IEP does not place them in the alternate assessment, then only the standard assessment results will be used.

How is Full Academic Year addressed when students are enrolled for the same amount of time at two schools?

The FAY definition states that a student must be enrolled in the same school for 90 days during the school year (not necessarily continuous), including at the 120D and EOY snapshots. As such, it is unlikely that a student could satisfy all FAY criteria at two different schools.

What if the All Student or student group proficiency rate exceeds the ESSA target?

If the rate exceeds the ESSA target, maximum points are assigned. For example, if the Hispanic student group has a language arts proficiency rate of at least 61.6%, the student group earns the full amount of possible points (25 points for K2 only and elementary/middle schools and 15 points for high schools).

Who is included in the participation rates that are used to attenuate proficiency rates?

All FAY students with a correctly administered test are included in the participation rate numerator. The participation rate denominator includes all students in the numerator and additionally includes all remaining FAY students who do not have a test score from a correctly administered test.

What defines a correctly administered test?

A correctly administered assessment is one for which:

- The testing student did not receive a medical waiver.
- There is not an active testing irregularity invalidating the student score or an invalidated test flag in the vendor-provided test file.
- The testing student did not uptest without an out of grade waiver.
- The testing student did not downtest.
- The testing student was not enrolled in grade 12.
- The student did not take a Spanish language test when required to take the test in English.

Since this includes ALL students with a correctly administered test, even students not enrolled at the testing school (e.g., foreign exchange students) count towards participation rate reporting (different from the FAY-based proficiency rate used to attenuate academic achievement proficiency), but do not count against proficiency rates.

What are the cut scores for proficiency in each assessment?

Cut scores are established separately for each assessment included in New Mexico's accountability system. The table below presents the levels at which a student is considered proficient or above on each assessment, along with descriptors that align with those levels, and links to additional information. It pertains to assessments used for Language Arts and Math Achievement and Language Arts and Math Progress. Information about science performance levels are provided in the [Science Proficiency section](#) below.

Link to Levels	Descriptors for Proficient & Advanced	Levels Considered Proficient
DLM	<i>At Target & Advanced</i>	Levels 3 & 4
Spanish Reading SBA	<i>Proficient & Advanced</i> , Scaled score is greater than or equal to 1140	Levels 3 & 4
SAT	<i>At State Expectations & Above State Expectations</i> <ul style="list-style-type: none">• ELA: Scaled Score is greater than or equal to 480.• Math: Scaled Score is greater than or equal to 530.	Levels 3 & 4
NM- MSSA	<i>Proficient & Advanced</i> ; Scale scores varies by grade level.	Levels 3 & 4
Istation's ISIP	<i>At or below the 80th percentile rank</i> ; Proficiency Level is 4 or greater	Levels 4 & 5

Relevant Definitions

- *Full Academic Year*: A student must be enrolled in the same school for a minimum of 90 days, including at the 120D and EOY snapshots, in order to be included in indicator calculations for that school.
- *Attenuated proficiency rate*: This is the original proficiency rate adjusted to account for test participation rates below the 95% ESSA requirement.

Key Decisions & Rationale

Description of decision: Use of "language arts" (LA) instead of "English language arts" (ELA).

AREA staff decided to use “language arts” instead of “English language arts” to acknowledge students in the state who take Spanish language arts as part of their academic coursework.

Date of decision: February 22, 2024

Other information: Cross-agency discussion and action planning will be necessary to ensure that terminology and abbreviations are consistent across the PED webpages, documents, and reports/dashboards.

b. Other Academic Indicator: Language Arts and Math Progress

Methodology:

Calculating Growth Output

In 2022–23, academic growth was calculated as a change in attenuated proficiency between 2022–23 and 2021–22.

$$\text{Academic growth} = 2022\text{--}23 \text{ attenuated language arts or math proficiency} - 2021\text{--}22 \text{ attenuated language arts or math proficiency}$$

Awarding Points for Growth

The growth output resulting from the calculation above is then converted to points in the following manner:

1. *Transform growth output to a scale starting at zero (because change scores can be negative).*

$$\text{Transformed growth} = \text{original growth} + \text{absolute value}(\text{lowest growth score statewide})$$

For example, if original growth = 5%, and lowest growth score statewide = -27%, then transformed growth = 5% + 27% = 32%

2. *Convert the transformed growth to a point value.*

$$\frac{((\text{language arts or math transformed growth}) \times (\text{total possible points}))}{(\text{maximum transformed growth score})} = \text{progress indicator points}$$

For example, if transformed growth = 32% and the maximum transformed growth = 80%, then point value = 32% ÷ 80% = 0.4, which yields 4 / 10 points for HS and 2 / 5 points for EL/MS.

These calculations were completed separately for high schools and elementary/middle schools. The total possible points for language arts and math growth is 5 points for high schools and 10 points for elementary and middle schools. K2-only schools may earn up to 10 points for language arts growth, but no points are possible for math growth. See the [table above](#) for the total possible points of each indicator in the system of annual meaningful differentiation.

The calculations above are completed for all students and for each of these subgroups of students:

- Racial/Ethnic Groups
- Students with Disabilities
- Economically Disadvantaged Students
- English Learners

Growth indicators were only calculated for all students and for student subgroups if the group met n-size requirements (≥ 20 students) for the most recent year. Growth points were calculated separately for high schools and elementary and middle schools.

Key Decisions & Rationale

Topic: Years of data for growth calculations

Description of decision: Given the non-representative group of students' assessment results for 2020–21 and lack of the prior year's (2019–20) data, academic growth calculations for 2022–23 are based only on 2021–22 and 2022–23 summative scores.

Other information: The PED plans to return to original growth model plans for 2023–24 when three years of data become available.

Topic: N-size for growth calculations

Description of decision: The decision to apply a minimum n-size of 20 throughout all indicators and designations was made in February of 2024. At that time, re-runs of the indicator and designation system were underway and the n-size requirement could only be applied to the most recent year's data (2023 assessment results and 2022 graduation rate).

Date of decision: March 2024

Other information: The n-size requirement will be applied for accountability calculations across all years starting in 2023–24 accountability.

c. Progress in English Language Proficiency

Methodology:

In New Mexico, an English learner earning an overall proficiency level of 4.7 or higher on the ACCESS for ELLs assessment is considered English proficient. The range of proficiency levels is 1.0 to 6.0. To determine progress toward English language proficiency, the PED established a rubric of English learner progress (ELP) growth targets. The rubric has a trajectory for students to achieve English language proficiency within five years - i.e., to earn an overall score of 4.7 or higher on the ACCESS for ELLs assessment - following an initial year of EL program support. Annual targets differ based on baseline grade and initial English language proficiency level.

Growth Targets for English Learners in New Mexico

Baseline		Growth Targets				
Grade	Initial PL	Year 1	Year 2	Year 3	Year 4	Year 5
K-3	1.0-1.9	2.6	3.4	4.0	4.6	4.7
K-3	2.0-2.9	3.3	3.8	4.5	4.7	4.7
K-3	3.0-3.7	3.8	4.3	4.7	4.7	4.7
K-3	3.8-4.1	4.4	4.6	4.7	4.7	4.7
4-6	1.0-1.9	2.6	3.3	3.8	4.5	4.7
4-6	2.0-2.8	2.9	3.4	3.9	4.5	4.7
4-6	2.9-3.5	3.6	3.9	4.3	4.7	4.7
4-6	3.6-4.1	4.2	4.4	4.5	4.7	4.7
7	1.0-1.9	2.4	3.2	3.7	4.4	4.7
7	2.0-2.9	3.1	3.7	4.1	4.5	4.7
7	3.0-3.6	3.7	4.1	4.4	4.7	4.7
7	3.7-4.1	4.2	4.4	4.6	4.7	4.7
8	1.0-1.9	2.4	3.2	3.7	4.4	4.7

Baseline		Growth Targets				
Grade	Initial PL	Year 1	Year 2	Year 3	Year 4	Year 5
8	2.0-2.9	3.1	3.7	4.1	4.5	4.7
8	3.0-3.6	3.7	4.1	4.3	4.5	4.7
8	3.7-4.1	4.2	4.4	4.6	4.7	4.7
9	1.0-1.9	2.4	3.2	3.7	4.4	4.7
9	2.0-2.9	3.1	3.5	3.7	4.3	4.7
9	3.0-3.6	3.7	4.0	4.2	4.6	4.7
9	3.7-4.1	4.2	4.4	4.6	4.7	4.7
10	1.0-1.9	2.4	3.2	3.7	4.4	4.7
10	2.0-2.9	3.1	3.3	3.7	4.3	4.7
10	3.0-3.6	3.7	4.0	4.3	4.7	4.7
10	3.7-4.1	4.2	4.4	4.6	4.7	4.7
11	1.0-1.9	2.4	3.2	3.7	4.4	4.7
11	2.0-2.8	2.9	3.3	3.7	4.3	4.7
11	2.9-3.5	3.6	4.0	4.3	4.7	4.7
11	3.6-4.1	4.2	4.4	4.6	4.7	4.7
12	1.0-1.9	2.4	3.2	3.7	4.4	4.7
12	2.0-2.8	2.9	3.3	3.7	4.3	4.7
12	2.9-3.5	3.6	4.0	4.3	4.7	4.7
12	3.6-4.1	4.2	4.4	4.6	4.7	4.7
All grades	4.2	4.4	4.6	4.7	4.7	4.7
All grades	4.3	4.4	4.6	4.7	4.7	4.7
All grades	4.4	4.6	4.7	4.7	4.7	4.7

Baseline		Growth Targets				
Grade	Initial PL	Year 1	Year 2	Year 3	Year 4	Year 5
All grades	4.5	4.6	4.7	4.7	4.7	4.7
All grades	4.6	4.7	4.7	4.7	4.7	4.7

English learner progress is calculated as the percentage of English learners who meet or exceed their growth target for 2022–23.

1. Calculate English learner progress

English learner progress = (# students with ACCESS for ELLs scores that exceed their target score for 2022–23) ÷ (# ACCESS for ELLs tests taken)

2. Assign points

General formula

(English learner progress) x (max indicator points) ÷ ESSA target EL progress rate = EL Progress indicator points³

High Schools

(English learner progress) x (5) ÷ (0.55) = EL Progress indicator points

Elementary/Middle or K2 only schools

*(English learner progress) * (10) ÷ (0.55) = EL Progress indicator points*

The calculations above are completed separately for high schools and elementary/middle schools.

Only current English learners are included in calculations for this indicator. See business rules below for more information.

³Refer to Table: [English Language Proficiency Long-Term Goals For 2022–23](#).

Business Rules:

What students are included in ELP calculations?

To be included in the calculation of the ELP indicator, all three of the following criteria must be met:

1. Student has an ACCESS for ELLs overall composite score for 2022–23.
2. Student has a baseline ACCESS for ELLs overall composite score between SY 2017–18 and SY 2021–22. The baseline is defined as the earliest test record since SY 2017–18.
3. Student is identified in the 2022–23 “All Valid Enrollments” as the FAY requirement (being enrolled for at least 90 days in the state and student must have also been enrolled in the same school at the 120 day snapshot and EOY snapshot).

What if the English learner student group English language proficiency rate exceeds the ESSA target?

If the rate exceeds the ESSA target, maximum points are assigned. This means that if at least 55% of English learners met or exceeded their annual ELP growth target, the student group earns the full amount of possible points (10 points in K2 only and elementary/middle and 5 points in high school).

Key Decisions & Rationale

Topic: The PED Policy Change in English Learner (EL) exit criteria decision.

Description of decision: The approved Consolidated State Plan indicates that a comprehensive score of 5.0 on ACCESS for ELLs is necessary for a student to exit English learner status. The comprehensive score has since changed to 4.7 in order to exit. Refer to the exit criteria policy change [described above](#) in this manual. (The corresponding growth trajectories were updated accordingly.)

Date of decision: March 16, 2023

Other information: [State-Policy-for-EL-Identification-and-Proficiency-Criteria-03.2023.pdf](#)

d. Graduation Rate

Methodology:

NM employs “Shared Accountability Units” (SAUs) to distribute graduation outcomes proportionally based on the length of time a student was enrolled in a given school for the period of the graduation cohort (4, 5, or 6 years). Enrollment in quarterly reporting periods is used as a proxy for length of time enrolled at a given school.

- 4-year graduation cohort has a maximum of 16 reporting periods
- 5-year graduation cohort has a maximum of 20 reporting periods
- 6-year graduation cohort has a maximum of 24 reporting periods

NOTE: All indicators based on SAUs are lagged by one year, such that Graduation Year (GY) 2021–22 constitutes the body of outcomes reflected in Reporting Year (RY) 2022–23.

[Outcome codes are listed here.](#)

The Graduation Rate indicator outcome incorporates this SAU weighting as follows:

1. Calculate graduation rate with SAU weighting
$$\text{SAU Weight} = (\text{total number of reporting periods of students enrolled in a given school earning a standard diploma}) \div (\text{total number of reporting periods of students enrolled in a given school in the graduation cohort})$$
2. Calculate graduation rate with SAU weighting
$$\text{Graduation rate} = (\text{SAU} \times \text{Graduates}) \div [(\text{SAU} \times \text{Graduates}) + (\text{SAU} \times \text{Non Graduates})]$$
3. Convert graduation rate to *indicator points* earned
$$\text{Indicator points} = (\text{graduation rate}) * (\text{max indicator points}) \div (\text{ESSA target graduation rate})$$

The max indicator points value differs for each graduation cohort.

- 4-year = 10 points
- 5-year = 8 points
- 6-year = 7 points

The target ESSA graduation rate differs for 4-, 5-, and 6-year cohort rates. You can find the SY 2022–23 targets (for GY 2021–22 rates) in the [graduation rate long-term goals section](#) of this document.

The calculations above are completed for all students and for each of these subgroups of students:

- Race/Ethnicity
- Students with Disabilities
- Economically Disadvantaged Students
- English Learners

Business Rules:*What students are included in the graduation cohort (denominator)?*

Students are placed in a graduation cohort upon their first entry into 9th grade. For graduation rate calculations in reporting year 2022–23 (i.e., graduation year 2021–22), a student was placed into a cohort if they were present in at least two consecutive of the four PED enrollment windows as a 9th grade student and not present in any New Mexico public school as a 9th grader in any prior year.

Students who transfer into the state or who join public education in the state are associated with the appropriate graduation cohort. For example, a student who enrolls in a public school for the first time as a 10th grader would be placed in the same cohort as other 10th graders, i.e., students who were first time 9th graders in the prior school year.

When are students removed from the graduation cohort?

There are several circumstances in which a student may be removed from a graduation cohort:

1. The student was placed in the incorrect graduation cohort. In these cases, the student is reassigned to the appropriate cohort (i.e., removed from one cohort and placed in another). This transfer must be completed within the first two snapshot windows for that student.
2. Students who were pre-enrolled in 9th grade but never attended high school in New Mexico are removed.
3. The student is deceased.
4. Foreign exchange students on a “J” Visa are not placed into a graduation cohort.

5. The student transferred out of public education in New Mexico. This includes students studying abroad as part of an exchange program and students in military families that move due to a temporary assignment outside of New Mexico.
6. The student is Émigré, which means that the student left the United States by choice or deportation.

Written documentation is required for any cohort removal.

What students are counted as graduates (i.e., in the numerator)?

Students earning a New Mexico Diploma of Excellence, which includes Modified and Ability pathways, are counted as graduates. The accountability model for 2022–23 also includes students on the Standard, Modified and Ability options.

Are summer graduates included in graduation rate calculations?

All requirements for a diploma must be met by August 1 of the terminal year of the cohort span. As such, students who graduate before August 1 are counted as graduates for the prior school year. For example, a student who earns their regular diploma in July of 2022 is counted as a graduate - and their SAUs assigned accordingly - in the 2021–22 cohort.

What schools are included in calculations for the Graduation Rate indicator?

Schools with any combination of grades 9 through 12 in the denominator of the calculation, are eligible for graduation rate points. This includes the following types of schools:

- Alternate high schools
- Charter and state-supported schools
- Schools that change name or location receive the points earned under the prior name or location.

Schools that open over the year span of the cohort but are closed in the reporting year do not receive a rate.

Note that off-site programs and treatment centers that are not considered schools do not receive a graduation rate.

What if the graduation rate exceeds the ESSA target?

If the rate exceeds the ESSA target, maximum points are assigned. For example, if the English learner student group had a 4-year adjusted cohort graduation rate of 84.1%

(above the target), the student group earns the full amount of possible points (10 points for 4-year graduation rate).

Relevant Definitions

- *Graduate*: Students earning a New Mexico Diploma of Excellence, in the given cohort span (4, 5, or 6 years).
- *Completer*: Students who completed coursework and received a Certificate of Completion or Certificate of Conditional Transition are also not included in the graduation cohort.
- *Exit Out*: Students who exit from high school with a credential other than a Certificate of Completion or Diploma of Excellence. Typically, such credentials include GED, military, or vocational programs. These students are not included in the adjusted cohort graduation rate numerator for a school or student group.

Key Decisions & Rationale

Topic: Shared Accountability Units (SAUs)

Description of decision: The PED has historically relied on Shared Accountability Units (SAUs) given the categorical nature of our four annual slices of enrollment and other data. The attribution of accountability weighted on the basis of the instructional time spent at all high schools in New Mexico reflects a spirit of attributing credit to each of these institutions commensurately with their opportunity to serve their high school students.

e. School Quality and Student Success: Graduation Rate Growth

Methodology:

Calculating Graduation Rate Growth

Graduation growth is the growth in graduation rate from two graduation years prior to the year used for accountability calculations, e.g., from 2019–20 to 2021–22.

$$2022\text{--}23 \text{ Graduation Growth} = ((2021\text{--}22 \text{ grad rate}) - (2019\text{--}20 \text{ grad rate}))$$

If data from two years prior are not available, the calculation is adjusted as follows based on data from one year prior:

$$\text{Graduation Growth} = (\text{SY } 2021\text{--}22 \text{ graduation rate}) - (\text{SY } 2020\text{--}21 \text{ graduation rate})$$

Awarding Points for Graduation Growth

The graduation growth output resulting from the calculation above is then converted to points in the following manner:

1. Transform graduation growth output to a scale starting at zero (because change scores can be negative).

Transformed growth = original growth + absolute value(lowest growth score statewide)

2. Convert the transformed growth to a point value.

((4Y graduation rate transformed growth) x (total possible points)) ÷ (maximum transformed growth possible score in new range) = graduation growth indicator points

For example, if transformed growth = 32% and the maximum transformed growth = 80%, then point value = 32% ÷ 80% = 0.4, which yields 4 / 10 points for HS and 2 / 5 points for EL/MS.

These calculations are completed for the all students group, each racial and ethnic group, economically disadvantaged students, English learners, and students with disabilities.

Business Rules:

The business rules for the Graduation Rate indicator - for the 4-year cohort - are valid here because graduation rates are the basis of the graduation growth calculation.

What years of data are used for graduation growth calculations?

Only the four-year graduation rate is used for the graduation growth calculation; the 5- and 6-year rates are not included in graduation growth calculations.

Like graduation rate, graduation growth is a lagging indicator. For example, the 2022–23 indicator calculation uses graduation data for 2021–22 as the most recent year within the current accountability cycle.

What if a group (all students or any subgroup) does not meet minimum n-size requirements for one of the two graduation years used in the indicator calculation?

A group must meet n-size (≥ 20 students) in the most recent graduation year (i.e., in 2021–22) in order to have a graduation growth score. The n-size requirement does not apply to the 2020–21 or 2019–20 graduation rate (the prior years that may be used in the graduation growth calculation).

f. School Quality and Student Success: Science Proficiency

Methodology:

Calculating Science Proficiency

First, the science proficiency rate is calculated.

$$\text{Proficiency rate} = \# \text{ FAY students with proficient assessment results} \div \# \text{ FAY students with a correctly-administered test}$$

Awarding Science Proficiency Points

Proficiency rates are converted to points in the following manner:

$$((\text{science proficiency rate}) \times (\text{total possible points})) \div (\text{science target proficiency rate}) = \text{science proficiency indicator points}$$

The total possible points for science proficiency is 10 points for high schools and 10 points for elementary and middle schools. See the [table above](#) for the total possible points of each indicator in the system of annual meaningful differentiation.

2022–23 target proficiency rates for science are below. Note that the same targets were used for 2022–23 as 2021–22.

The calculations above are completed for all students and for each of these subgroups of students:

- Racial/Ethnic Groups
- Students with Disabilities
- Economically Disadvantaged Students
- English Learners

These calculations are also completed separately for high schools and for elementary/middle schools.

The science proficiency rate calculation utilizes the results of the New Mexico Assessment of Science Readiness (NM-ASR), the state's required ESSA science assessment. [NM-ASR Scale scores](#) vary by grade level and Levels 3 & 4 are used for proficiency.

2022–23 Science Proficiency Targets by Student Group

Student Group	2022–23 Science Proficiency Target
All Students	63.5%
Asian/Pacific Islander	84.1%
Black	60.3%
Hispanic	60.2%
Native American	55.9%
White	74.0%
Economically Disadvantaged	58.6%
English Learners	50.6%
Students with Disabilities	50.0%

Business Rules:

What if the proficiency rate exceeds the ESSA target?

If the rate exceeds the ESSA target, then the maximum points are assigned. For example, if the English learner student group has a proficiency rate of 50.6% or higher, the student group earns the full amount of possible points (10 points for both elementary/middle and high schools).

What students are included in the science proficiency indicator calculation?

Students take the science assessment in grades 5, 8, and 11 in New Mexico. Of this population, if a student was enrolled for a minimum of 90 days (not necessarily continuous) including at the 120D and EOY snapshot in the same school, the student is included in this calculation.

g. School Quality and Student Success: Regular Attendance

Methodology:

Regular attendance is defined as the percentage of students with attendance rates above 90% divided by an attendance target of 90% for all schools and student groups. The calculation is as follows:

1. Determine individual student attendance rates
Number of school days present ÷ number of school days enrolled
2. Determine school-level regular attendance rate
(Number of students with attendance rates ≥ 90%) ÷ (total number of students with calculated attendance rates)
3. Assign points for regular attendance rate
((regular attendance rate) × (total possible points)) ÷ attendance target = regular attendance indicator points

These calculations are completed for the all students group, each racial and ethnic group, economically disadvantaged students, English learners, and students with disabilities.

Business Rules:

What students are included in the regular attendance calculation?

To be included in the calculation of the regular attendance indicator, both of the following criteria must be met:

1. Student has attendance records for 2022–23.
2. Student is identified in the 2022–23 “All Valid Enrollments” as enrolled for at least 90 days in New Mexico.

What is the attendance target?

Because ESSA does not require long-term goals and measures of interim progress for attendance rate, the PED identified a “reasonable attendance rate target” for use in this indicator. That rate is 90% for all students and every student subgroup.

What if the regular attendance rate exceeds the attendance target?

If the rate exceeds the ESSA target, maximum points are assigned. This means that if the group's regular attendance rate is at least 90%, the group earns the full amount of possible points (10 for all school types).

h. School Quality and Student Success: College & Career Readiness

Methodology:

The College and Career Readiness (CCR) indicator is a measure of the extent to which students are preparing for college or career by participating *and* succeeding in college and/or career assessments. Shared Accountability Units apply because this measure is based on the students in the lagged 4-year adjusted high school graduation cohort.

To measure CCR *participation*, the total number of SAUs for students participating in a CCR activity (i.e. the PED-approved CCR assessments or a dual credit course) is divided by the number of SAUs for students in the 4-year graduation cohort.

1. Determine the denominator for the school or group's CCR participation calculation. The denominator is the aggregate of SAUs (the fraction assigned to the school) for students in the 4-year cohort.

Student SAU fraction assigned to the school = (count of snapshots for the student in the given school) ÷ (total snapshots statewide for the student)

CCR Participation Denominator = [Student 1 SAU fraction] + [Student 2 SAU fraction] + [Student 3 SAU fraction] + etc.

2. Calculate CCR Participation. This is the percentage of students (by SAU) in the 4-year graduation cohort that participated in a CCR assessment or course.

Total SAUs for students participating in CCR activities = [Student participant 1 SAU fraction] + [Student Participant 2 SAU fraction] + [Student participant 3 SAU fraction] + etc.

CCR Participation = (Total SAUs for students participating in CCR activities) ÷ (CCR Participation Denominator)

To measure CCR *success*, the total number of SAUs for students successfully completing a CCR activity (as measured by benchmark scores for assessments or completion of a dual credit course) is divided by the number of SAUs for students in the 4-year graduation cohort who participated in a CCR activity.

1. Determine the denominator for the school or group's CCR success calculation. The denominator is the aggregate of SAUs (the fraction assigned to the school) for students in the 4-year cohort who participated in a CCR activity (i.e., the numerator of the CCR participation calculation).

CCR Success Denominator = [Student participant 1 SAU fraction] + [Student Participant 2 SAU fraction] + [Student participant 3 SAU fraction] + etc.

2. Determine CCR Success numerator. The numerator is the total number of SAUs for students in the 4-year graduation cohort who participated in and successfully completed a CCR assessment or course.

CCR Success Numerator = [Student participant and successful completer 1 SAU fraction] + [Student participant and successful completer 2 SAU fraction] + [Student participant and successful completer 3 SAU fraction] + etc.

The measure does not address *successful* completion, though due to the lack of course grade data in SY 2021–22 and thereafter, the method assumes that the completion of a Dual Credit course constitutes a *successful* outcome.

3. Calculate CCR Success. This is the percentage of students (by SAU) in the 4-year graduation cohort that participated in and successfully completed a CCR assessment or course.

CCR Success = (Total SAUs for students that successfully completed at least one CCR activity) ÷ (Total SAUs for students that participated in at least one CCR activity)

Because the 4-year graduation cohort is the baseline of inclusion for this indicator, this is a lagged indicator; outcomes for the 2021–22 graduation cohort were used for 2022–23 accountability.

These calculations are completed for the all students group, each racial and ethnic group, economically disadvantaged students, English learners, and students with disabilities.

Business Rules:

What students are included in the CCR calculation?

The adjusted 4-year graduation cohort (one year lagged) is the denominator of the participation calculation, so a student must be in the adjusted 4-year cohort in order to be included in the calculation. Students outside the 4-year cohort that participate in a CCR assessment or course are not included in this calculation.

How are SAUs used in CCR participation and success calculations?

Both participation and success calculations are adjusted by Shared Accountability Units (SAUs), which distributes CCR participation and success outcomes proportionally based on the length of time a student was enrolled in a given school for the period of the 4-year adjusted graduation cohort.

To calculate SAUs, enrollment in quarterly reporting periods is used as a proxy for length of time enrolled at a given school. The 4-year cohort has a maximum of 16 reporting periods.

To learn more about how SAUs are calculated for graduation cohorts, see the [Graduation Rate indicator section](#) of this document.

What assessments are included in the CCR indicator?

The following assessments may count toward participation and success in the CCR indicator:

CCR Assessments

AccuPlacer			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
College-level math	50	Sentence Skills	83
Elementary algebra	80	WritePlacer	6
Reading comprehension	82		

ACT (range: 1–36)			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	22	Reading	22
English Composition	18	Science	23
ACT Aspire			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	432	Writing	428
English	428	Science	432
Reading	428		
Advanced Placement		Minimum Required Score for any subject area test listed below: 3	
AP Research	English language and composition	Japanese language and culture	Psychology
AP Seminar	English literature and composition	Latin	Spanish language and culture
Art History	Environmental science	Macroeconomics	Spanish literature and culture
Biology	European history	Microeconomics	Statistics
Calculus AB	French language and culture	Music Theory	Studio Art: 2-D design
Calculus BC	German language and culture	Physics 1: Algebra-based	Studio Art: 3-D design
Chemistry	Government and politics: comparative	Physics 2: Algebra-based	Studio Art: drawing
Chinese Language and Culture	Government and politics: United States	Physics C: electricity and magnetism	United States History
Computer Science A	Human geography	Physics C: mechanics	World History
Computer Science Principles	Italian language and culture		

Compass			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	52	Writing Essay (Scale 2–8)	7
Reading	88	Writing skills	77
Writing Essay (Scale 2–12)	9		
CTE Course Sequence		Dual Credit	
Type	Minimum Required Grade	Type	Minimum Required Grade
Any PED–recognized CTE Pathway	C	Non-remedial course	C
International Baccalaureate (IB): Tests			
Minimum Required Score for any subject area test listed below: 4			
Arts	Experimental Sciences	Individuals and Society	Language and Literature (English or Spanish)
Literature (English or Spanish)	Mathematics		
IB Diploma			
Minimum Required Credits			
24			
PSAT			
Test Subject	Minimum Required Score	Subject Section	Minimum Required Score
Mathematics	480	Evidence based reading and writing	430
SAT			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics	530	Reading and Writing	480

SAT Subject Area Tests			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Mathematics Level 1	587	German	608
Mathematics Level 2	647	German with listening	594
Literature	574	Spanish	619
Chemistry	642	Spanish with listening	640
Ecological biology	593	Modern Hebrew	586
Molecular biology	624	Italian	671
Physics	632	Latin	586
U.S. history	610	Chinese with listening	739
World history	589	Japanese with listening	662
French	601	Korean with listening	749
French with listening	626		
ACT WorkKeys			
Test Subject	Minimum Required Score	Test Subject	Minimum Required Score
Applied mathematics	5	Applied technology	3
Listening for understanding	4	Teamwork	4
Reading for information	5	Location information	4
Business writing	3		
TABE			
Subtest	Minimum Required Score	Subtest	Minimum Required Score
Mathematics	506	Writing	524
Reading	518		
ASVAB: test and minimum score		AFQT	31

Do assessments have to be taken at a certain time to count toward the CCR indicator?

Assessments may be taken at any point within the 4-year cohort high school enrollment period.

Does a dual credit course have to be taken at a certain time to count toward the CCR indicator?

A state-recognized dual credit course may be taken at any point within the 4-year cohort high school enrollment period.

How is dual credit participation handled for a student who withdraws from a dual credit course?

A student must complete a dual credit course in order to be counted as a participant and as a successful completer.

How are participation and success handled for students who complete multiple CCR activities?

Participation is counted only one time, regardless of whether a student participates in more than one CCR activity. Similarly, a student's successful completion of one or more CCR activities counts one time in the calculation (i.e., the SAUs for that student are included in the success numerator only once).

What if the all student or student group CCR rate exceeds the ESSA target?

This doesn't apply to the CCR indicator because the target for all groups is 100%.

How are participation and success weighted in the CCR indicator?

CCR participation comprises 30% of the possible indicator points (1.5 points) and success comprises 70% of the possible indicator points (3.5 points).

Key Decisions & Rationale

Topic: Re-Run of CCR Success

Description of decision: The decision was made to update the CCR Success measure to account for Shared Accountability Units (SAUs). When originally run for 2022–23, the calculation counted duplicated instances of CCR Participation against de-duplicated instances of CCR Success, not accounting for SAUs in the latter. Both Participation and Success are now weighted by SAUs.

Date of decision: February 2024

Topic: Cut scores for CCR Success measures

Description of decision: The cut scores that represent the minimum score for CCR success were established externally and carried over through the 2019 CSP and into SY 2022–23 calculations.

Date of decision: 2017, subject to revision by the PED's AREA Division and College & Career Readiness Bureau

5. School Designations

New Mexico assigns designations for support in categories aligned with ESSA requirements:

- **Targeted Support and Improvement**
- **Additional Targeted Support and Improvement**
- **Comprehensive Support and Improvement** escalated from **Additional Targeted Support and Improvement**
- **Comprehensive Support and Improvement** for **low graduation rate**
- **Comprehensive Support and Improvement** for **overall low performance**
- **More Rigorous Interventions** escalated from **Comprehensive Support and Improvement**

Additionally, New Mexico has two state-established designations: **Spotlight Schools** and **Designations of Excellence**.

a. Designations of Excellence

Methodology:

The designation of Excellence is assigned to schools scoring above the 90th percentile on any indicator.

Business Rules:

What schools are included in the calculations for this designation?

Since the calculation is per indicator, all schools with ESSA indicator scores are included in ranking for this designation.

What if a school's ESSA overall score qualifies for Designations of Excellence, but the school also qualifies for CSI or MRI, or for TSI or ATSI based on student group outcomes?

ESSA designations of CSI, MRI, TSI, and ATSI are not mutually exclusive with Designations of Excellence; a school with any of these designations may receive a Designation of Excellence if it has an indicator score above the 90th percentile for that indicator.

Spotlight Schools

Methodology:

Spotlight Schools are those with ESSA overall scores above 75% of schools statewide.

Business Rules:

What schools are included in the calculations for this designation?

All schools with ESSA overall scores are included in ranking for this designation.

What if a school with an ESSA overall score qualifies as a Spotlight School, but the school also qualifies for CSI or MRI based on school wide outcomes, or for TSI or ATSI based on student group outcomes?

ESSA designations of CSI, MRI, TSI, and ATSI are mutually exclusive with the Spotlight designation. A school with a CSI, MRI, TSI, or ATSI designation may not be identified as a Spotlight School.

b. Comprehensive Support and Improvement - low performance

Methodology:

Title 1 schools are designated on a three-year cycle as CSI for performance if their ESSA overall score is in the bottom 5% of Title 1 schools statewide. The 5th percentile threshold is set separately for high schools and non-high schools and involves ranking the overall scores for Title 1 schools in each category.

Business Rules:

What schools are included in the calculations for this designation?

Only Title 1 schools are identified as CSI for performance. For the 2022–23 designations, schools already identified as CSI for Graduation or as More Rigorous Interventions (MRI) were removed from the ranking when determining the 5th percentile threshold for CSI designations.

What was the ESSA Overall threshold score for CSI designation in 2022–23 (reports released in 2023–24)?

There are separate CSI thresholds for elementary/middle and high school.

School Grade Span	5th Percentile Overall ESSA Score
Elementary/Middle School	28.2
High School	30.7

c. Comprehensive Support and Improvement - low graduation rate

Methodology:

Schools are identified for CSI-low graduation rate if the average of their 4-year cohort graduation rate across three consecutive years (i.e., 2019–20, 2020–21, and 2021–22) is below 66.67%.

Business Rules:

What schools are included in calculations to designate CSI-low graduation rate?

Any school with a 4-year adjusted cohort graduation rate for the most recent three years is included in this determination. Note that, for the 2022–23 reporting year, the minimum n-size of 20 students applies to the most recent year's 4-year adjusted cohort graduation rate (i.e., the 2021–22 rate), but not prior year's rates⁴.

What years of data are included in calculations for this determination?

The CSI-low grad rate determination is based on three years of data. However, graduation rate data is lagged by one year, so if the current accountability year = T, the graduation rate years included are T-1, T-2, and T-3. For 2022–23, this means that the relevant graduation rate years are 2021–22, 2020–21, and 2019–20.

d. Comprehensive Support and Improvement - more rigorous interventions

Methodology:

New Mexico first identified schools that qualified for more rigorous interventions beginning in 2018–2019 based on the historical underperformance of all students. (These were previously Priority Schools.) The next cohort eligible for more rigorous interventions was the group identified in 2022–23, based on 2021–22 assessment data.

Business Rules:

What schools are eligible for MRI designation?

The 2018–2019 CSI-MRI cohort included those schools that were previously identified as Priority Schools under [ESEA flexibility](#) prior to the passage of ESSA.

⁴ [6.19.8 NMAC](#)

Only schools previously identified for CSI for low performance or low graduation rate in 2018–19 that did not meet exit criteria in 2021–22 are eligible for MRI, which is not based on a statewide ranking of ESSA overall scores.

e. Comprehensive Support and Improvement - ATSI conversion

Methodology:

Schools identified as ATSI in 2018–19 are not eligible for escalation of support into CSI until 2023–24 (using 2022–23 data) if they do not meet exit criteria in 2022–23.

Schools identified as ATSI in 2022–23 (using 2021–22 data) are eligible for escalation of support into CSI in 2023–24 (using 2022–23 data) if they do not meet exit criteria in 2022–23.

This conversion applies only to Title 1 ATSI schools.

Business Rules:

What schools are eligible for ATSI conversion to CSI?

A school must be both an ATSI school identified in the prior cohort identification year and a Title 1 school to be eligible for ATSI conversion to CSI. Schools satisfying these criteria that also did not qualify to exit in 2022–23 are designated as CSI - ATSI conversion.

f. Targeted Support and Improvement

Methodology:

The PED defines “consistently underperforming” subgroups of students as those groups with ESSA overall scores at or below the bottom 5th percentile of Title 1 schools when compared to the referent group of that specific subgroup (e.g., schools serving the lowest 5th percentile of economically disadvantaged students among all economically disadvantaged students in the state) for the three most recent years. For 2022–23 TSI designations, two years of data were used, i.e., a school was designated as TSI if any student group’s performance was at or below the 5th percentile threshold in both 2021–22 and 2022–23 when compared to that referent group’s overall performance.

For methodology, the following steps were applied in 2022–23.

1. *Rank the 2021–22 ESSA overall scores - by subgroup - separately for all high schools and non-high schools.*

2. *Determine the 2021–22 5th percentile cut for each statewide ranking of subgroup ESSA overall scores. This is the TSI threshold for each group.*
3. *Rank 2022–23 ESSA overall scores - by subgroup - separately for all high schools and non-high schools.*
4. *Determine the 5th percentile cut for each statewide ranking of subgroup ESSA overall scores. This is the TSI threshold score for each group.*
5. *Any school with at least one student group that had an ESSA overall score below the statewide 5th percentile threshold score for that group in both 2021–22 and 2022–23 was designated as TSI.*

As with CSI schools, separate identification thresholds were applied for high schools and non-high schools.

Business Rules:*What groups are included in calculations to determine TSI designations?*

Only student groups with ESSA overall scores are included in TSI calculations. As a reminder, in order to receive an overall score, a group must have scores (i.e., must meet minimum n-size of 20) for at least two indicators, including at least one of these: ELA achievement, math achievement, 4-year graduation rate, 5-year graduation rate, or 6-year graduation rate.

What schools are included in calculations to determine TSI designations?

Any school - Title 1 or non-Title 1 - may be identified for TSI. As such, all student group overall ESSA scores are compared to their within-group performance (e.g., students with disabilities groups below the 5th percentile of performance when compared to the performance of all groups of students with disabilities in the state), regardless of whether the group is in a Title 1 or non-Title 1 school.

What were the 2022–23 overall ESSA score thresholds for TSI identifications?

TSI thresholds are established for each student group, separately for elementary or middle schools and high schools. A group needs to fall below the 5th percentile of its referent group for two consecutive years: 2021–22 and 2022–23.

Elementary and Middle School TSI Threshold Scores for 2022–23	
Student Group	5th Percentile ESSA Overall Score
Asian/Pacific Islander	36.2
Black	24.5
Hispanic	30.1
Native American	22.7
White	27.2
Economically Disadvantaged	28.5
English Learners	22.9
Students with Disabilities	18.0

High School TSI Threshold Scores for 2022–23	
Student Group	5th Percentile ESSA Overall Score
Asian/Pacific Islander	NA*
Black	NA*
Hispanic	28.2
Native American	34.8
White	19.0
Economically Disadvantaged	29.5
English Learners	28
Students with Disabilities	22.6

**There were too few high schools with Overall ESSA Scores for the Asian and Black student group to produce a 5th percentile threshold score.*

Elementary and Middle School TSI Threshold Scores for 2021–22	
Student Group	5th Percentile ESSA Overall Score
Asian/Pacific Islander	5.6
Black	4.4
Hispanic	15.1
Native American	6.5
White	12.8
Economically Disadvantaged	16.7
English Learners	11.3
Students with Disabilities	10.3

High School TSI Threshold Scores for 2021–22	
Student Group	5th Percentile ESSA Overall Score
Asian/Pacific Islander	29.3
Black	0.0*
Hispanic	20.2
Native American	13.9
White	24.8
Economically Disadvantaged	20.4
English Learners	11.7
Students with Disabilities	16.8

**There were nine schools that received zero points for the black student group.*

Why don't I see exit criteria for TSI designations in the exit criteria section below?

TSI schools are identified annually. As such, there are no exit criteria for the TSI Designation. The way to “exit” is not to be identified in the next round of designations.

g. Additional Targeted Support and Improvement

Methodology:

Schools that satisfy both of the following criteria are designated as ATSI for 2022–23 designations:

1. The school qualifies for TSI designation based on within-group performance, e.g., schools with SWDs below the 5th percentile of performance when compared to all schools with SWDs in the state for the two most recent years.
2. The overall index score for the student group(s) that qualified for TSI is *also* in the bottom 5th percentile of all Title 1 schools, i.e., all ESSA scores for schools statewide.

For methodology, the following steps were applied for 2022–23 designations.

1. *Start with the list of schools that qualify for TSI designation in 2022–23.*
2. *From that list, determine which student group scores that qualified for TSI are also below the 5th percentile statewide CSI threshold score for 2022–23.*
3. *If the TSI student group's score is also below the statewide CSI threshold score, the school is designated at ATSI.*

Re-identifying early exit ATSI schools

Some schools identified as TSI in 2018–19 were exited from that status prematurely in 2021–22. The following criteria were used to determine if an early-exited ATSI school should remain exited, be re-identified, or escalated into CSI. Designations for 2022–23 (released in 2023–24) were adjusted based on whether a school meets these criteria:

1. Increase in ESSA overall score ranking when comparing the 2018–19 subgroup rank with the 2022–23 subgroup rank.
2. Demonstrate positive change in language arts and math proficiency growth from 2021–22 to 2022–23.

Business Rules:

What years of data are included in ATSI calculations?

For 2022–23 ATSI designations, because ATSI is contingent upon TSI designation, two years of data were used. A school was designated as TSI if its performance was at or below the 5th percentile of within-group performance in both 2021–22 and 2022–23.

What groups are included in calculations to determine ATSI designations?

Only student groups with ESSA overall scores in both 2021–22 and 2022–23 are included in ATSI calculations. As a reminder, in order to receive an overall score, a group must have scores (i.e., must meet minimum n-size of 20) for at least two indicators, including at least

one of these: ELA achievement, math achievement, 4-year graduation rate, 5-year graduation rate, or 6-year graduation rate.

What was the ESSA Overall threshold score for CSI designation in 2022–23 (reports released in 2023–24)?

There are separate CSI thresholds for elementary/middle and high school.

School Grade Span	5th Percentile Overall ESSA Score
Elementary/Middle School	28.2
High School	30.7

What schools are included in calculations to determine ATSI designations?

Any schools - Title 1 or non-Title 1 - may be identified for ATSI. As such, all schools with at least one student group that has an ESSA overall score are included in the rankings that may determine ATSI designation.

6. Exit Criteria for School Designations

New Mexico exit criteria in 2022–23 generally require a school to demonstrate improvement in performance relative to other schools in the state and compared to past performance.

a. Exit Criteria: Comprehensive Support and Improvement - low performance

Methodology:

Schools identified for Comprehensive Support and Improvement were eligible to exit if they satisfied the following criteria:

- 1) The relative ranking of the school's overall ESSA score between school years 2018–19 and 2022–23 improved to exceed the 5th percentile.

- 2) The proficiency rate for the school between school years 2021–22 and 2022–23⁵ improved.

Business Rules:

What CSI - low performance identification cohort (ID year) is eligible to exit in 2023–24 (based on 2022–23 data)?

CSI Low Performance 2018–2019 Cohort: Schools that received services beginning in SY 2018–2019 are eligible to exit using the average of the three most recent years of available accountability data (i.e., SY 2022–23, 2021–2022, and 2020–2021).

CSI Low Performance 2022–23 Cohort: For schools that received services beginning in SY 2022–23, schools are eligible to exit using the average of the three most recent years of available accountability data.

b. Exit Criteria: Comprehensive Support and Improvement - low graduation rate

Methodology:

Schools identified for CSI based on low graduation rate are eligible to exit if their three-year average 4-year adjusted cohort graduation rate is above 66.67%.

Business Rules:

What graduation years are used to determine the three-year average graduation rate?

Graduation rates used for accountability purposes are lagged by one year. For the 2022–23 reporting year, the average of the 2022–21, 2020–21, and 2019–20 graduation years is used (i.e., the most recent prior three years).

What CSI - graduation rate identification cohort (ID year) is eligible to exit in 2022–23?

CSI Graduation Rate 2018–2019 Cohort: For schools that received services beginning in SY 2018–2019, schools are eligible to exit using the average of the three most recent years of available graduation rate (i.e., SY 2022–23, 2021–2022, and 2020–2021)⁶.

⁵Normally, three years of data would be used. However, SY 2018–2019 performance was based on the previous assessment, TAMELA, which cannot be compared to the current NM-MSSA assessment. The NM-MSSA (and NM-MSSA Alternate) replaced TAMELA (and DLM) beginning in the 2020–2021 school year. And notably, no assessment was administered in 2019–2020 due to COVID.

⁶ Graduation rate data are one-year lagged. That is, for 2018–2019 cohort schools identified for low graduation rate, accountability data from SY 2017–2018 use data based on the average rate of students who graduated in SYs 2016–2017, 2015–2016, and 2014–2015.

c. Exit Criteria: Comprehensive Support and Improvement - more rigorous interventions

Methodology:

Schools identified for more rigorous interventions (MRI) have the same exit criteria as schools identified for CSI - low performance.

Business Rules:

What CSI - more rigorous interventions identification cohort (ID year) is eligible to exit in 2023–24 based on 2022–23 data (SY 2018–19 cohort)?

While there were initially schools identified for more rigorous interventions in the first cohort of ESSA identifications, this status was reverted to CSI-low performance in 2018–19. As such, there are no CSI - more rigorous interventions to consider for exit in 2023–24.

d. Exit Criteria: Additional Targeted Support and Improvement

Methodology:

Schools identified as ATSI may exit by satisfying the following two criteria:

1. The relative ranking of the school's assessment proficiency rate between school years 2018–19 and 2022–23 increased.
2. The proficiency rate for the school between school years 2021–22 and 2022–23⁷ improved.

Business Rules:

What ATSI identification cohort(s) are eligible to exit in 2023–24 based on 2022–23 data (SY 2018–19 cohort)?

The 2018–2019 ATSI Cohort received services beginning in SY 2018–2019, and schools in this cohort are eligible to exit in 2023–24 based on 2022–23 data.

⁷ SY 2018–2019 performance was based on the previous assessment, TAMELA. Therefore, improvement comparisons can only be made using data from the most recent assessment, NM-MSSA and DLM.

GLOSSARY

The purpose of this glossary is to identify common terminology, definitions, and consistent practices for capitalization and labels.

ACCESS for ELLs: English Language Proficiency Assessment for English Learners in the general education setting and ELs with disabilities; grades K-12.

Alternate ACCESS for ELLs: English Language Proficiency Assessment for students identified as English learners with the *most significant cognitive disabilities*; grades K-12.

CSI Threshold

Low performance: Title 1 school in the lowest 5% in ESSA score among Title 1 schools

Low graduation: Average 4-year graduation rate over 3 years is below 66.67%

DLM: Dynamic Learning Maps; an alternate assessment for students with the *most significant cognitive disabilities*.

- DLM Science: Dynamic Learning Maps Alternate Assessment for Science; grades 5, 8, & 11
- DLM Mathematics: Dynamic Learning Maps Alternate Assessment for Mathematics; grades 3–8 & 11
- DLM Language Arts: Dynamic Learning Maps Alternate Assessment for Language Arts; grades 3–8 & 11

ESSA Score: aggregate of indicators of student outcomes for all accountable schools, based on one of the state's three school models: K-2 Schools, Elementary/Middle Schools, and High Schools. Weights were established based on stakeholder input and ESSA requirements. Also called **index score**.

ISIP: Istation's Indicators of Student Progress for general education students and students with disabilities; grade K-2 language arts progress monitoring. There is no alternate assessment for ISIP.

NM-ASR: New Mexico Assessment of Science Readiness for general education students and students with disabilities; grades 5, 8, 11.

NM-MSSA: New Mexico Measures of Student Success & Achievement for general education students and students with disabilities; grades 3–8 math and language arts. The MSSA is available in Spanish for qualifying English learners.

SAT School Day: For general education students and students with disabilities; grade 11 math and language arts. With the PED approval, some high school students (e.g., early graduates) are able to test off-grade level.

Spanish Reading SBA: Standards Based Assessment in Spanish for high school language arts for general education students and students with disabilities; grade 11. The SBA is an English learner accommodation in lieu of SAT School Day language arts (Evidence Based Reading & Writing) for qualifying ELs.