

# Addendum: New Mexico Interim Measures of Student Success and Achievement, 2020-21 Administration

V1.0, July 30, 2021

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## 1. Introduction

The Interim Measures of Student Success and Achievement (iMSSA) include assessments in mathematics, reading, and language usage that are administered online to students in New Mexico in grades 3–8. Schools are able to administer up to three different, equivalent test forms, one per administration window, during the school year. The iMSSA are designed to measure student achievement against college- and career-readiness standards, such as the Common Core State Standards or similar frameworks, in the assessed content areas. These academic content and process standards express what students should know and be able to do in each grade and within each subject area.

The iMSSA provide point-in-time information about the academic achievement and progress of students. Student results are reported according to academic achievement descriptors using cut scores established in standard setting for each of three achievement levels: Needs Support, Near Target, and On Target. The results from these assessments provide educators with information to guide the creation and modification of future educational practices to meet the needs of students, their families, and educators by utilizing information about students' progress.

The iMSSA are not required assessments in New Mexico, except for K5 Plus schools who were required to take these assessments.

This addendum builds upon the information provided in the Cognia Interim Assessments technical report. The intent of this document is to provide information specific to the administration of the iMSSA assessments in New Mexico in the 2020–2021 school year.

## 2. Administration and Participation

The iMSSA administration was broken into three windows:

- Beginning-of-Year (BOY): 8/17/2020–10/30/2020
- Middle-of-Year (MOY): 12/07/2020–1/15/2021
- End-of-Year (EOY): 5/3/2021–5/28/2021

Each window is preceded by a time period for schools and districts to upload student rosters to the iTester platform and schedule tests for administration. Reports are then delivered to educators in eMetric's Data Interaction Platform and to families using the Parent Portal.

The iMSSA are computer-based assessments only, with certain accommodations embedded into the platform. A list of available accommodations can be found in the [New Mexico Assessments: Universal Tools, Accessibility Features, and Accommodations](#) document.



## 2.1 Summary of iMSSA 2020–21 Administration

Table 1 provides a summary of the iMSSA administrations overall and by administration window (i.e., BOY, MOY, EOY). Appendix 1 provides the counts of students participating in iMSSA by school and district for each of the administration windows in the 2020–21 school year.

During the 2020–21 school year, valid responses to iMSSA were provided by a total of 39,687 students in Grades 3 through 8 from 179 schools in 39 districts across New Mexico. Generally, the number of participating students, schools, and districts increased across the year; at BOY there were approximately 3,500 to 4,800 students per grade while at EOY there were 5,300 to 6,700 students per grade.

**Table 1. Summary of iMSSA 2020–21 Administration**

	<b>Overall</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Counts</b>	Students	39,687	25,270	31,214
	Tests	247,174	67,438	84,287
	Schools	179	132	154
	Districts	39	29	30
<b>Grade</b>	3	6,074	4,441	4,746
	4	6,292	4,600	4,969
	5	6,353	4,762	5,061
	6	7,601	4,511	6,132
	7	6,745	3,497	5,292
	8	6,626	3,459	5,014
				5,702

## 3. Scale Scores

Scale scores are computed as linear transformations of student ability estimates resulting from responses to items on each of the mathematics, reading, and language usage test forms. Calculated separately for each grade and subject, these continuous scales are defined according to common properties and specifications, which allow for convenient interpretation of student performance and aggregation at the classroom, school, district, or state level. These scale scores are constructed similarly for each administration period facilitating longitudinal examination and comparison of student performance.

Three-digit scale scores are presented for each subject area and specified according to parameters that facilitate interpretation of student performance within the current grade level:

- On Target cut points are located at the scale score where grade is in the hundreds place followed by 60;
- Lowest obtainable scale score (LOSS) is defined as 100 points below the On Target cut point; and
- Highest obtainable scale score (HOSS) is defined as 80 points above the On Target cut point.

### 3.1 Summary of iMSSA 2020–21 Scale Scores

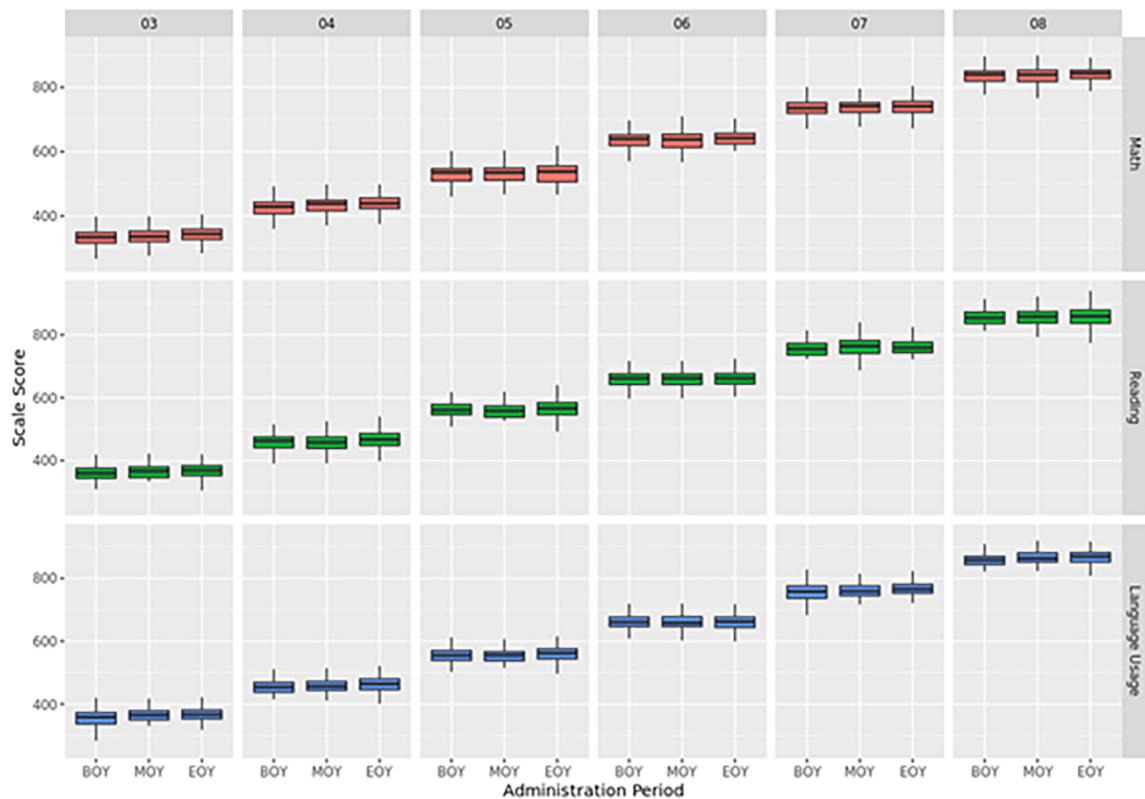
Scale scores for the 2020–21 administration of iMSSA are summarized by subject, grade, and administration window in Table 2; a box-and-whisker plot of corresponding student performance is presented in Figure 1.

Scale scores follow the monotonically increasing pattern defined by grade level with averages typically near but below the On Target cut point (e.g., 360 for Grade 3 test forms). All EOY averages demonstrate an increase over BOY averages; between administration windows, however, certain grade-subject combinations demonstrate slight decreases from the prior administration window. For example, slight decreases between BOY and MOY are observed for Mathematics grade 8, Reading grades 3 to 5, and Language Usage grade 5; slight decreases between MOY and EOY are observed for Reading grade 7 and Language Usage grade 6.

**Table 2. Summary of Scale Scores for iMSSA 2020–21**

<b>Subject</b>	<b>Grade</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Mathematics</b>	3	329.065 (27.37)*	335.924 (26.384)	342.343 (26.149)
	4	423.083 (30.512)	433.907 (24.105)	436.773 (26.624)
	5	529.739 (24.301)	533.246 (24.629)	535.872 (28.165)
	6	632.937 (27.085)	633.286 (28.241)	637.092 (30.018)
	7	733.776 (23.763)	734.964 (25.544)	737.378 (24.175)
	8	834.166 (23.342)	832.041 (29.092)	839.339 (21.986)
<b>Reading</b>	3	360.064 (29.121)	359.939 (35.092)	365.103 (28.897)
	4	458.738 (28.477)	454.249 (30.887)	463.764 (30.631)
	5	560.487 (29.91)	550.295 (36.509)	564.414 (30.76)
	6	657.889 (30.632)	658.459 (30.72)	659.858 (30.003)
	7	752.729 (34.651)	759.59 (32.165)	757.483 (29.957)
	8	850.886 (31.478)	855.12 (32.16)	855.616 (30.376)
<b>Language Usage</b>	3	354.645 (29.416)	359.623 (30.51)	364.701 (25.251)
	4	451.267 (30.924)	455.999 (26.982)	460.734 (28.075)
	5	551.165 (27.592)	550.39 (29.045)	558.49 (26.714)
	6	659.418 (27.174)	660.118 (26.081)	659.769 (27.745)
	7	753.929 (30.437)	758.402 (28.48)	764.606 (27.868)
	8	856.037 (24.844)	863.718 (28.478)	866.798 (25.811)

\* Means; standard deviations in parentheses.

**Figure 1. Scale Score Distributions for iMSSA 2020-21**

## 4. Achievement Levels

Overall achievement levels are ordered categories labeled as Needs Support, Near Target, and On Target. These categories indicate the degree to which students can demonstrate knowledge and skills based on end-of-grade expectations in each subject. The specific boundaries of each of these achievement levels are based on cut points that were established during standard setting; the On Target cut points are always located at the scale score beginning with the numeric grade value followed by 60 while the other two cut points were independently determined for each subject and grade.

### 4.1 Summary of iMSSA 2020–21 Achievement Levels

Table 3 summarizes the distributions of students across achievement levels and Figure 2 provides a visual summary.

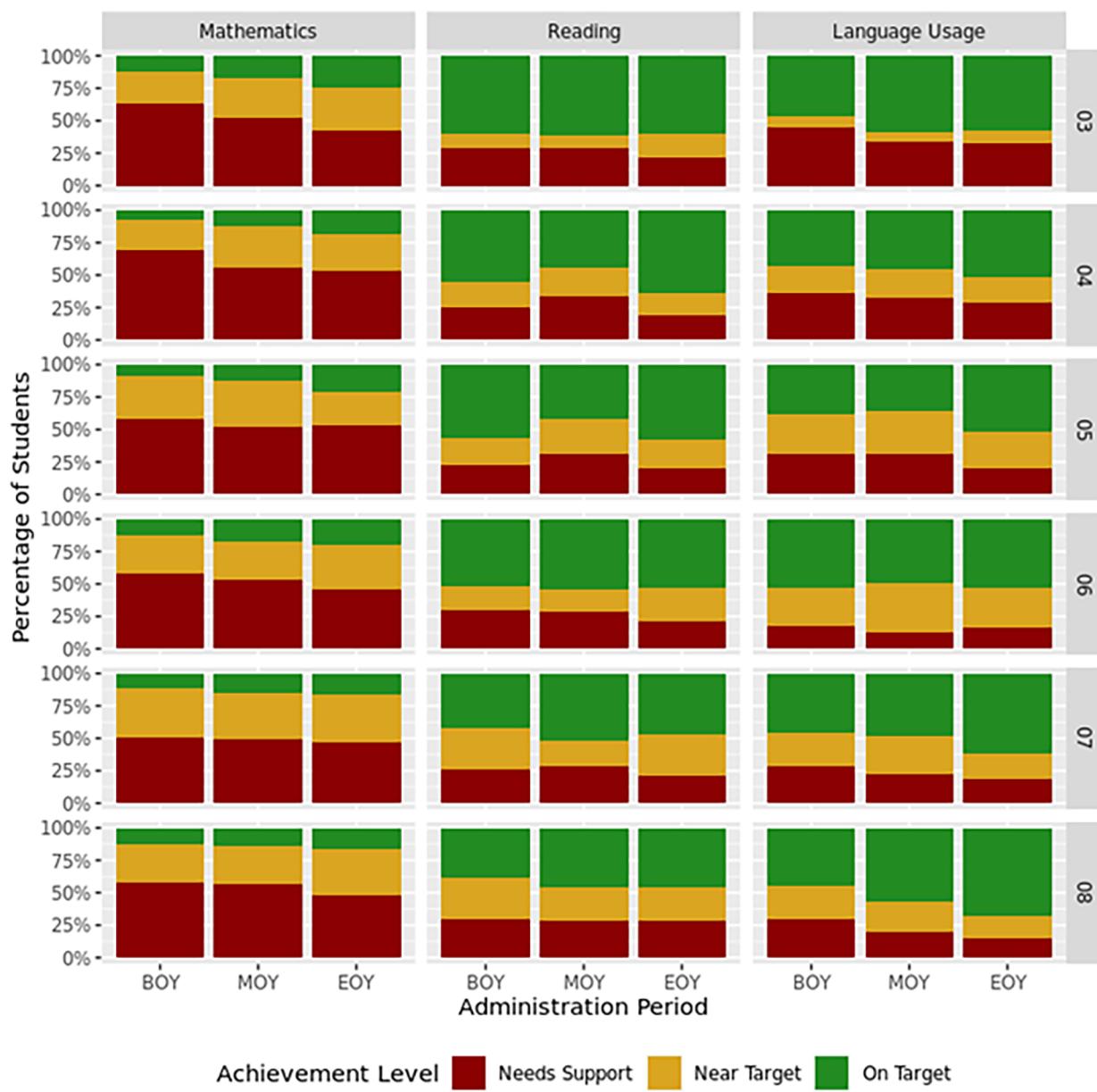
Generally, the percentage of students categorized as Needs Support decreased across administration windows within the 2020–21 administration of iMSSA. These decreases were absorbed across the Near Target and On Target achievement levels, showing increased percentages in one or both.

- For mathematics, nearly two-thirds of all students were categorized as Needs Support at BOY while approximately one-tenth were categorized as On Target. By the end of the year, Needs Support decreased to about half of students while On Target increased to one-fifth of students.
- Distributions of achievement levels are similar between reading and language usage. One-quarter to one-half of students were categorized as Needs Support at BOY, decreasing to approximately one-fifth at EOY. The distribution of On Target students increased slightly between BOY and EOY, representing typically one-half to two-thirds of students.

**Table 3. Summary of Achievement-Level Distributions for the iMSSA 2020–21 Administration**

Subject	Grade	Needs Support			Near Target			On Target		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Mathematics	3	64%	53%	43%	24%	30%	32%	12%	17%	25%
	4	69%	56%	53%	23%	32%	29%	8%	12%	18%
	5	58%	52%	53%	33%	36%	26%	9%	12%	21%
	6	58%	54%	46%	29%	29%	34%	13%	17%	19%
	7	50%	50%	47%	39%	35%	36%	11%	15%	17%
	8	58%	57%	48%	30%	29%	36%	12%	14%	16%
Reading	3	29%	28%	21%	12%	10%	18%	60%	62%	60%
	4	26%	33%	19%	19%	23%	17%	56%	44%	64%
	5	23%	31%	20%	21%	27%	21%	57%	42%	58%
	6	29%	29%	21%	19%	16%	26%	52%	55%	53%
	7	26%	29%	21%	32%	19%	32%	42%	52%	47%
	8	30%	29%	29%	32%	25%	25%	38%	46%	46%
Language Usage	3	46%	33%	32%	8%	8%	9%	47%	59%	58%
	4	36%	32%	28%	21%	22%	20%	43%	46%	52%
	5	32%	31%	20%	30%	33%	28%	38%	36%	52%
	6	18%	12%	16%	29%	38%	32%	53%	50%	53%
	7	29%	23%	18%	25%	29%	20%	46%	49%	62%
	8	30%	20%	15%	25%	23%	16%	45%	57%	68%

**Figure 2. Distribution of Achievement Levels for the iMSSA 2020–21 Administration**



## 5. Differential Validity

For an interim testing program, it is important to examine differences in student performance that may result from construct-irrelevant factors (see *Standards for Educational and Psychological Testing*<sup>1</sup>). In addition to item and test design activities intended to limit the bias of any specific test content, statistical analyses of the results are conducted to evaluate potential impact of such factors. The degree to which student performance differs as a function of identification of student subgroup is referred to as Differential Validity.

<sup>1</sup> American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

## 5.1 Summary of iMSSA 2020–21 Differential Validity

Student subgroup identification provided by the New Mexico Public Education Department is considered in differential validity analysis as follows:

- Gender: Male, Female, Unknown
- Hispanic: Yes, No
- Race: Asian, Black, Caucasian/White, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, Multi-race
- English Learner status: Initially Fluent English Proficient – Student never EL, Current EL Student, Reclassified Fluent English Proficient-exited Year 1, Reclassified Fluent English Proficient- exited Year 2, Reclassified Fluent English Proficient – exited Year 3, Reclassified Fluent English Proficient – exited Year 4, Reclassified Fluent English Proficient – exited Year 5
- Special Education / Individualized Education Plan, Bilingual Education, Migrant, Economically Disadvantaged, Homeless, Military, Foster Care, 504 Plan, Title 1, or Homeschool status: Yes, No, Unknown for all.

Student membership in each of the identified subgroups is summarized in Table 4.

**Table 4. Summary of Student Subgroups for the iMSSA 2020–21 Administration**

<b>Subgroup</b>	<b>Description</b>	<b>Overall</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Overall</b>		39,687	25,270	31,214	34,644
<b>Gender</b>	Female	49%	50%	50%	50%
	Male	51%	50%	50%	50%
	Unknown	*	*	*	*
<b>Ethnicity / Race</b>	Hispanic	61%	60%	62%	62%
	American Indian / Alaska Native	10%	13%	10%	9%
	Asian	3%	4%	2%	2%
	Black / African American	3%	3%	3%	3%
	Native Hawaiian / Other Pacific Islander	1%	1%	1%	1%
<b>ELL</b>	Caucasian / White	80%	77%	82%	84%
	Initially Fluent English Proficient – Student never EL	62%	63%	64%	64%
	Current EL Student	17%	22%	15%	15%
	Reclassified Fluent English Proficient – exited Year 1	1%	1%	1%	1%
	Reclassified Fluent English Proficient – exited Year 2	1%	1%	1%	1%
	Reclassified Fluent English Proficient – exited Year 3	0%	0%	0%	0%
	Reclassified Fluent English Proficient – exited Year 4	1%	1%	1%	1%
	Reclassified Fluent English Proficient – exited Year 5	1%	1%	1%	1%
	Blank / Unknown	18%	11%	18%	18%
<b>Demographics</b>	Bilingual Education	13%	17%	11%	10%
	Economically Disadvantaged	42%	51%	40%	40%
	Foster Care	*	*	*	*
	Homeless	2%	2%	1%	2%
	Homeschool	2%	4%	*	*
	Special Education / Individualized Education Plan	12%	15%	11%	12%
	Migrant	0%	0%	0%	0%
	Military	2%	1%	2%	2%
	504 Plan	1%	1%	1%	1%
	Title 1	40%	46%	41%	39%

\*Results suppressed due to failure to meet minimum reporting threshold  $n > 20$  students.

For each of the 54 iMSSA test forms (i.e., three subjects, six grades, three administration windows) and the 18 student subgroups to be evaluated for each test, there is the very likely potential for inflation of Type I error; significant effects of subgroup on student performance may be spurious identified given the large number of calculations conducted. Meaningful statistical results are therefore presented according to effect size calculations produced from regressing student scale scores on each subgroup. These effect sizes are calculated as  $\eta^2$  and indicate the variability in student scale scores that may be attributed to a student subgroup. Guidelines exist to facilitate the interpretation of effect sizes<sup>2</sup>:

- Very small effect size:  $\eta^2 < 0.02$ ;
- Small effect size:  $0.02 \leq \eta^2 < 0.13$ ;
- Medium effect size:  $0.13 \leq \eta^2 < 0.26$ ; and
- Large effect size:  $\eta^2 \geq 0.26$ .

Evaluation of differential validity yielded no medium or large effect sizes ( $\eta^2 \geq 0.13$ ) for any of the student subgroups participating in the 2020–21 administration of iMSSA, which would have suggested closer inspection of specific results and test content. Small effect sizes ( $0.02 \leq \eta^2 < 0.13$ ) are demonstrated only for the Hispanic, American Indian / Alaskan Native, Special Education / Individualized Education Plan, and English Learner student subgroups across any of the subjects, grades, and administration windows.

Scale scores are presented in Appendix 2 to demonstrate differential validity results for mathematics, reading, and language usage tests by grade and administration window. For example, in grade 3 Mathematics administered at MOY, students identified as Hispanic demonstrate lower average scale scores (332.608) compared to non-Hispanic students (341.312).

Some trends that appear in these results:

- Students identified as *Hispanic* demonstrate lower average scale scores than non-Hispanic students for all subjects and grades, except in Reading grades 3 and 4 and Language Usage grade 8.
- Students identified as *American Indian / Alaskan Native* demonstrate lower average scale scores than other students, except in Mathematics grades 6–8, Reading grade 3, and Language Usage grade 8.
- In all instances where *English Learners* demonstrate notable effect sizes, Current English Learners demonstrate lower average scale scores than all other students. Only Mathematics and Language Usage grade 3 show no evidence of differential validity for this student subgroup.
- Students identified as *Special Education / Individualized Education Plans* demonstrate lower average scale scores than all other students in all subjects and grades except in Mathematics and Language Usage grade 4.
- Generally, differential validity increases across administration windows, from BOY to EOY, as differences between average scale scores increase between student subgroups.

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<sup>2</sup> Cohen, J. (1992). *A power primer*. *Psychological bulletin*, 112(1), 155.

## Appendix 1

**Table 1.1. School and District Participation Results for the 2020–21 iMSSA Administration\*\***

District Code	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
<b>-- Parent Organization --</b>							
<b>001</b>	118	Christine Duncan's Heritage Academy	251	95	92	95	95
	255	Emerson Elementary	192	60	81	87	87
	288	Lavaland Elementary	204	90	88	88	88
	339	Carlos Rey Elementary	302	97	98	98	98
	706	Coral Community Charter	82	99	98	0	0
<b>-- Parent Organization --</b>							
<b>002</b>	135	Reserve Public Schools	<b>118</b>	<b>28</b>	<b>31</b>	<b>0</b>	
	136	Reserve High	34	50	56	0	
		Reserve Elementary	84	19	21	0	
<b>-- Parent Organization --</b>							
<b>003</b>	009	Sidney Gutierrez Charter Middle School	132	0	0	100	100
	024	Berrendo Elementary	135	96	95	101	101
	025	Berrendo Middle	688	76	74	89	89
	036	Mountain View Middle	574	69	69	79	79
	041	Del Norte Elementary	265	91	92	96	96
	042	Mesa Middle	463	52	54	81	81
	044	East Grand Plains Elementary	112	94	96	103	103
	050	Roswell Independent Schools	191	93	92	95	95
<b>004</b>	052	El Capitan Elementary	114	74	78	94	94
	095	Nancy Lopez Elementary	197	96	94	95	95
	100	Military Heights Elementary	160	85	81	93	93
	105	Missouri Avenue Elementary	240	95	92	101	101
	120	Monterrey Elementary	137	45	45	85	85
	125	Sunset Elementary	676	53	51	70	70
	126	Sierra Middle	148	63	64	97	97
	161	Pecos Elementary	262	94	92	98	98
<b>-- Parent Organization --</b>							
<b>006</b>	043	Dexter Consolidated Schools	<b>328</b>	<b>45</b>	<b>0</b>	<b>51</b>	
		Dexter Elementary	328	45	0	51	

continued

District	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
<b>010</b>	150	Springer Municipal Schools	-- Parent Organization --	<b>0</b>	<b>0</b>	<b>0</b>	**
		Springer High	-- Parent Organization --	<b>7132</b>	<b>39</b>	<b>42</b>	<b>45</b>
	040	Barry Elementary	300	46	44	45	
	042	Arts Academy At Bella Vista	304	40	36	41	
	058	Highland Elementary	260	42	38	48	
	066	James Bickley Elementary	280	46	40	48	
	068	Cameo Elementary	256	44	37	44	
	072	La Casita Elementary	240	49	47	48	
	081	CMS IAcademy AT Lincoln Jackson	84	43	30	52	
	084	Lockwood Elementary	332	43	45	47	
	091	Marshall Middle	1,214	30	41	47	
	095	Mesa Elementary	382	50	49	48	
	098	Yucca Middle	1,312	34	41	41	
	122	Parkview Elementary	394	43	44	46	
	145	Sandia Elementary	358	46	45	49	
	155	Zia Elementary	374	47	47	45	
	156	Gattis Middle School	1,042	36	44	46	
		-- Parent Organization --	<b>0</b>	**	**	**	
	055	Grady Municipal Schools	0	**	**	**	
	056	Grady Middle School	0	**	**	**	
		-- Parent Organization --	<b>130</b>	<b>88</b>	<b>88</b>	<b>47</b>	
	051	Fort Sumner Municipal Schools	65	89	85	0	
	060	Fort Sumner Middle	65	88	92	94	
		-- Parent Organization --	<b>6,633</b>	<b>11</b>	<b>81</b>	<b>80</b>	
	002	Camino Real Middle School	1,027	0	83	88	
	010	Alameda Elementary School	195	0	88	91	
	015	Mesa Middle School	744	0	82	90	
	017	Mesilla Valley Leadership Academy Middle School	98	0	85	87	
	017	Central Elementary School	89	0	85	91	
	034						continued

District Code	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
017	035	Picacho Middle School	Picacho Middle School	811	0	82	81
	036	Conlee Elementary School	Conlee Elementary School	187	0	88	98
	048	Doña Ana Elementary School	Doña Ana Elementary School	156	0	83	0
	055	Hillrise Elementary School	Hillrise Elementary School	248	0	95	89
	086	Lynn Middle School	Lynn Middle School	653	0	75	75
	097	Las Cruces Public Schools	Mesilla Elementary School	124	0	85	90
	140		Sunrise Elementary School	353	55	63	67
	144		Sierra Middle School	895	59	79	77
	150		University Hills Elementary School	172	0	86	83
	170		Vista Middle School	696	0	85	82
	177		White Sands School	185	0	46	48
<b>-- Parent Organization --</b>				<b>1,101</b>	<b>38</b>	<b>39</b>	<b>44</b>
018	001	Hatch Valley Municipal Schools	Rio Grande Elementary	595	39	38	37
	050		Hatch Valley Middle	506	37	40	53
<b>-- Parent Organization --</b>				<b>953</b>	<b>64</b>	<b>75</b>	<b>77</b>
019	017	Gadsden Independent Schools	Gadsden Elementary	316	71	74	75
	025		Yucca Heights Elementary	424	58	76	80
	120		North Valley Elementary	213	64	73	74
			<b>-- Parent Organization --</b>	<b>0</b>	<b>**</b>	<b>**</b>	<b>**</b>
022	001		Yeso Elementary	0	0	0	**
	032		Central Elementary	0	0	0	**
	056	Artesia Public Schools	Hermosa Elementary	0	0	0	**
	128		Penasco Elementary	0	0	0	**
	139		Roselawn Elementary	0	0	0	**
	183		Yucca Elementary	0	0	0	**
	187		Artesia Park Junior High	0	0	0	**
	189		Artesia Zia Intermediate	0	0	**	**
			<b>-- Parent Organization --</b>	<b>438</b>	<b>52</b>	<b>49</b>	<b>52</b>
024	023	Cobre Consolidated Schools	Bayard Elementary	148	54	48	54
	033		Central Elementary	149	53	52	51

continued

District Code	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
<b>024</b>	059	Cobre Consolidated Schools	Hurley Elementary	92	48	48	47
	143		San Lorenzo Elementary	49	49	49	55
<b>028</b>	100	Mosquero Municipal Schools	-- Parent Organization --	<b>0</b>	<b>0</b>	**	**
	101		Mosquero Elementary	0	0	**	**
<b>029</b>	034	Lordsburg Municipal Schools	-- Parent Organization --	<b>107</b>	<b>93</b>	<b>69</b>	<b>71</b>
	174		Central Elementary	0	**	0	0
<b>030</b>	016	Animas Public Schools	-- Parent Organization --	<b>0</b>	<b>0</b>	<b>0</b>	<b>**</b>
	017		Animas Elementary	0	0	0	**
<b>031</b>	080	Livington Municipal Schools	Animas 7-12 School	0	0	0	**
	082		Animas Middle	0	0	0	**
<b>036</b>	068	Jefferson Elementary School	-- Parent Organization --	<b>1,574</b>	<b>88</b>	<b>87</b>	<b>94</b>
	130		Sixth Grade Academy	205	93	89	103
<b>037</b>	035	Taylor Middle School	-- Parent Organization --	<b>0</b>	<b>0</b>	**	0
	157		Yarbro Elementary School	239	88	90	95
<b>041</b>	017	Ruidoso Middle School	-- Parent Organization --	<b>0</b>	<b>0</b>	**	0
	021		Ruidoso Municipal Schools	629	83	80	88
<b>041</b>	040	Carrizozo Elementary	-- Parent Organization --	<b>128</b>	<b>37</b>	<b>18</b>	<b>37</b>
	101		Carrizozo Middle	56	45	27	30
<b>041</b>	124	Carrizozo Municipal Schools	-- Parent Organization --	<b>72</b>	31	11	42
	127		<b>2,030</b>	<b>50</b>	<b>51</b>	<b>75</b>	
<b>041</b>	017	Aspen		346	67	71	72
	021	Barranca Mesa Elementary		329	71	71	71
<b>041</b>	040	Chamisa Elementary		212	70	72	73
	101	Mountain Elementary School		337	69	69	69
<b>041</b>	124	Los Alamos Middle School		584	5	5	88
	127	Pinon Elementary		222	67	69	68

continued

District Code	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
		-- Parent Organization --	<b>2,759</b>	<b>0</b>	<b>77</b>	<b>83</b>	
003		Mountain View Middle	583	0	70	76	
028		Buena Vista Elementary	102	0	85	84	
033		Chaparral Middle	646	0	72	80	
037		Holloman Middle	190	0	92	91	
056		Sunset Hills Elementary	205	0	79	85	
<b>046</b>	057	High Rolls Mountain Park Elementary	17	0	65	71	
	058	Holloman Elementary	182	0	85	89	
	072	La Luiz Elementary	124	0	67	83	
	114	North Elementary	128	0	80	84	
	144	Desert Star Elementary	294	0	73	86	
	150	Sierra Elementary	164	0	84	93	
	181	Yucca Elementary	124	0	89	90	
		-- Parent Organization --	<b>146</b>	<b>43</b>	<b>100</b>	<b>106</b>	
<b>048</b>	038	Cloudcroft Municipal Schools	146	43	42	49	
	042	Cloudcroft Middle	0	0	**	**	
<b>049</b>	163	Tucumcari Public Schools	0	<b>0</b>	<b>0</b>	<b>**</b>	
		-- Parent Organization --	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>052</b>	001	San Jon Municipal Schools	0	**	**	**	
	144	San Jon Elementary	0	**	**	0	
		-- Parent Organization --	<b>213</b>	<b>77</b>	<b>41</b>	<b>0</b>	
<b>062</b>	037	Cuba Independent Schools	95	84	92	0	
	075	Cuba Middle School	118	71	0	0	
		-- Parent Organization --	<b>129</b>	<b>89</b>	<b>86</b>	<b>87</b>	
<b>063</b>	145	Jemez Valley Public Schools	51	94	86	92	
	170	Jemez Valley Elementary	78	86	86	83	
		-- Parent Organization --	<b>4,933</b>	<b>82</b>	<b>85</b>	<b>88</b>	
<b>065</b>	015	Farmington Municipal Schools	183	84	63	89	
	017	District #5	219	82	88	97	

continued

District Code	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
065	019	Farmington Municipal Schools District #5	Bluffview Elementary School	195	87	96	96
	037		Country Club Elementary School	264	94	94	95
	038		Esperanza Elementary School	228	93	92	95
	058		Hermosa Middle School	691	83	79	76
	059		Heights Middle School	720	67	85	86
	073		Ladera Del Norte Elementary	244	98	94	97
	095		McCormick Elementary School	180	87	89	98
	100		McKinley Elementary School	234	89	90	88
	106		Mesa Verde Elementary School	211	91	91	91
	108		Mesa View Middle School	558	85	87	91
	118		Northeast Elementary School	249	99	96	100
	162		Tibbets Middle School	757	66	75	77
<b>-- Parent Organization --</b>				<b>736</b>	<b>86</b>	<b>0</b>	<b>87</b>
066	025	Bloomfield Schools	Blanco Elementary	126	99	0	102
	033		Central Primary	173	88	0	82
	125		Naaba Ani Elementary	437	81	0	85
<b>-- Parent Organization --</b>				<b>1,529</b>	<b>80</b>	<b>70</b>	<b>49</b>
067	026	Central Consolidated Schools	Eva B. Stokely Elementary	141	82	78	74
	038		Kirtland Elementary	273	89	87	49
	060		Judy Nelson Elementary	315	91	88	81
	075		Ojo Amarillo Elementary	184	44	66	46
	110		Mesa Elementary	124	92	73	67
	114		Naschitti Elementary	45	82	89	98
	116		Newcomb Elementary	121	79	0	31
	126		Newcomb Middle	183	67	36	0
	152		Nizhoni Elementary	143	85	90	0
	004		<b>-- Parent Organization --</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>**</b>
068	004	West Las Vegas Public Schools	Rio Gallinas School for Ecology & the Arts	0	0	0	**
	173		<b>-- Parent Organization --</b>	<b>208</b>	<b>0</b>	<b>0</b>	<b>50</b>
070	173	Pecos Independent Schools	Pecos Elementary	208	0	0	50

continued

District Code	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
-- Parent Organization --				17,164	31	31	31
005		Oesar Chavez Elementary	636	27	28	29	29
008		Acequia Madre Elementary	271	31	31	30	30
011		El Camino Real Academy Community	1,450	30	32	33	33
012		Academy at Larragote	82	12	13	17	17
022		Carlos Gilbert Elementary	560	34	34	34	34
023		Ramirez Thomas Elementary	742	27	29	29	29
024		Academy For Tech & The Classics-ATC	611	21	20	0	0
033		Atalaya Elementary	487	32	31	31	31
054		Aspen Community School	710	34	32	31	31
057		Gonzales Elementary	768	37	36	35	35
070		Kearny Elementary	692	30	31	30	30
099		E.J. Martinez Elementary	418	30	31	31	31
<b>071</b>	100	Pinon Elementary	911	31	32	32	32
	110	Edward Ortiz Middle	1,395	36	35	37	37
	130	R.M. Sweeney Elementary	617	30	30	30	30
	135	El Dorado Community School	914	35	34	34	34
	141	Amy Biehl at Rancho Viejo Community School	735	35	35	35	35
	143	Salazar Elementary	387	28	30	30	30
	145	Francis X. Nava Elementary	327	23	26	26	26
	146	Chaparral Elementary	446	31	31	30	30
	160	Tesuque Elementary	164	29	28	29	29
	170	Nina Otero	1,334	35	35	34	34
<b>085</b>	173	Mandela International Magnet School	415	27	26	30	30
	176	Wood-Gormley Elementary	535	34	33	32	32
	189	Milagro Middle	1,557	25	27	27	27
-- Parent Organization --				0	**	**	**
Des Moines Elementary				0	**	**	**
-- Parent Organization --				0	0	0	**
<b>095</b>	994	UNM Mimbres School	0	0	0	0	**

continued

District Code	School Code	Parent Organization Name	Organization Name	Enrolled (N)*	BOY (%)	MOY (%)	EOY (%)
<b>505</b>	001	School of Dreams Academy	-- Parent Organization --	<b>325</b>	<b>54</b>	<b>56</b>	<b>52</b>
		School of Dreams Academy		325	54	56	52
<b>528</b>	001	Albuquerque Bilingual Academy	-- Parent Organization --	<b>268</b>	<b>91</b>	<b>90</b>	<b>83</b>
		La Promesa Early Learning Center Charter School		268	91	90	83
<b>530</b>	001	Southwest Primary Learning Center	-- Parent Organization --	<b>342</b>	<b>48</b>	<b>51</b>	<b>50</b>
		Southwest Preparatory Learning Center		342	48	51	50
<b>542</b>	001	Mission Achievement and Success Charter School	-- Parent Organization --	<b>1,830</b>	<b>49</b>	<b>0</b>	<b>0</b>
	002	Mission Achievement and Success Charter School 2.0		1,234	53	0	0
<b>557</b>		Explore Academy Charter School	-- Parent Organization --	<b>828</b>	<b>48</b>	<b>48</b>	<b>47</b>

\* Enrollment counts based on preliminary Pre-ID data for participating schools and districts.

\*\* Participation percentages cannot be calculated

## Appendix 2

**Table 2.1. Differential Validity for the Hispanic Subgroup on the 2020–21 iMSSA Administration**

<b>Subject</b>	<b>Grade</b>	<b>Window</b>	<b>No</b>	<b>Yes</b>
<b>Mathematics</b>	3	MOY	341.312	332.608
	3	EOY	347.579	339.231
	4	EOY	442.088	433.189
	5	EOY	541.596	532.021
	6	MOY	639.066	629.968
	6	EOY	644.671	632.841
	7	MOY	739.798	732.075
	7	EOY	743.251	733.844
	8	EOY	844.713	836.088
<b>Reading</b>	5	EOY	570.832	560.171
	6	BOY	664.814	653.463
	6	MOY	665.512	654.199
	6	EOY	667.117	655.571
	7	BOY	759.379	748.660
	7	MOY	766.434	755.248
	7	EOY	764.650	753.229
	8	EOY	862.061	851.702
	3	EOY	369.655	361.666
<b>Language Usage</b>	4	EOY	466.110	457.069
	5	MOY	555.617	546.793
	5	EOY	563.303	555.316
	6	BOY	665.315	655.305
	6	MOY	666.470	656.476
	6	EOY	666.188	656.132
	7	BOY	760.125	749.739
	7	MOY	763.906	755.077
	7	EOY	771.050	760.939

**Table 2.2. Differential Validity for the American Indian / Alaskan Native Subgroup on the 2020–21 iMSSA Administration**

Subject	Grade	Window	Unknown	No	Yes
Mathematics	3	EOY	351.629	343.005	335.127
	4	BOY	429.904	424.073	416.405
	4	EOY	449.053	437.342	430.55
	5	EOY	542.783	536.694	528.356
Reading	4	BOY	467.594	459.664	452.016
	5	BOY	563.895	561.403	554.780
	5	EOY	568.587	565.513	554.768
	6	BOY	665.663	658.792	650.465
	6	MOY	668.021	659.325	648.637
	6	EOY	666.556	660.393	652.475
	7	BOY	755.117	753.554	745.274
	8	BOY	848.794	852.082	841.576
	8	MOY	852.534	856.224	844.085
Language Usage	3	EOY	374.742	365.216	358.512
	4	EOY	473.457	461.486	452.639
	5	BOY	555.914	552.225	544.666
	5	MOY	552.569	551.150	544.420
	5	EOY	562.683	559.362	550.206
	6	BOY	664.202	660.066	654.36
	7	BOY	763.435	754.428	748.364

**Table 2.3. Differential Validity for the English Learner Subgroup on the 2020–21 iMSSA Administration**

Subject	Grade	Window	Blank	0**	1	2	3	4	5	6
Mathematics	4	BOY	424.375	425.55	414.275	451.192	*	*	*	*
	4	EOY	439.855	439.267	425.948	463.320	*	*	*	*
	5	EOY	536.769	538.858	524.161	549.071	*	*	*	*
	6	BOY	636.669	635.327	622.003	637.270	639.725	*	*	636.630
	6	MOY	637.103	634.677	619.797	636.885	638.241	*	*	642.393
	6	EOY	641.103	638.459	622.141	644.817	645.573	*	643.611	642.25
	7	BOY	737.571	734.953	725.330	*	732.549	743.208	736.892	744.857
	7	MOY	737.784	735.845	721.941	*	739.268	745.931	736.946	742.250
	7	EOY	740.324	737.899	725.331	*	742.667	750.643	747.650	742.278
	8	BOY	837.970	835.690	824.709	*	845.130	833.400	833.152	837.106
Reading	8	EOY	840.617	840.664	827.597	*	840.960	845.257	834.701	844.449
	3	EOY	369.267	366.995	354.191	*	*	*	*	*
	4	BOY	458.550	461.583	449.906	481.808	*	*	*	*
	4	MOY	455.776	456.865	442.284	480.923	*	*	*	*
	4	EOY	463.767	466.411	452.852	496.400	*	*	*	*
	5	BOY	560.460	563.903	549.055	575.496	580.85	*	*	*
	5	MOY	552.844	553.419	534.515	566.033	*	*	*	*
	5	EOY	568.160	567.788	548.100	580.061	*	*	*	*
	6	BOY	661.879	661.649	643.727	664.182	665.617	*	*	667.636

continued



<b>Subject</b>	<b>Grade</b>	<b>Window</b>	<b>Blank</b>	<b>0**</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Reading</b>	6	MOY	662.305	661.582	638.175	660.448	662.798	*	*	665.040
	6	EOY	662.113	662.502	641.520	670.117	671.781	*	*	666.034
	7	MOY	762.324	761.943	738.308	*	763.870	770.621	762.892	768.588
	7	EOY	761.695	758.707	739.956	*	757.474	773.148	767.317	766.528
	8	BOY	854.799	854.174	835.173	*	862.042	847.957	848.735	861.765
	8	MOY	860.104	857.061	833.819	*	860.391	869.179	848.789	864.286
	8	EOY	859.205	857.816	835.722	*	859.375	862.848	854.149	860.671
	4	BOY	450.134	454.665	440.690	474.458	*	*	*	*
<b>Language Usage</b>	4	MOY	457.494	458.096	446.160	480.720	*	*	*	*
	4	EOY	463.420	463.248	448.127	489.542	*	*	*	*
	5	BOY	552.251	553.988	541.259	562.127	*	*	*	*
	5	MOY	553.161	552.934	537.114	561.63	572.3	*	*	*
	5	EOY	560.35	561.243	545.246	572.177	*	*	*	*
	6	BOY	659.864	663.994	645.414	664.907	667.931	*	*	666.13
	6	MOY	662.243	662.511	642.933	666.47	668.725	*	*	666.63
	6	EOY	662.353	662.157	641.712	663.417	667.808	*	*	665.452
	7	BOY	758.962	757.123	737.471	*	749.842	771.25	760.548	764.472
	7	MOY	760.32	760.042	741.044	*	758.796	773.926	767.276	768.52
	7	EOY	769.116	765.34	748.504	*	769.13	775.679	770.895	772.827
	8	BOY	860.761	858.17	843.902	*	*	856.958	849.792	866.585
	8	MOY	866.393	866.062	842.235	*	*	867.655	855.022	871.664
	8	EOY	868.825	868.712	848.654	*	*	876.939	866.75	872.075

\* Results suppressed due to failure to meet minimum reporting threshold  $n > 20$  students.

\*\* English Learner status: Unknown, 0 = Initially Fluent English Proficient – Student never EL, 1 = Current EL Student, 2 through 6 = Reclassified Fluent English Proficient – exited Year 1 through 5, respectively.

**Table 2.4. Differential Validity for the Special Education / Individualized Education Plan Subgroup on the 2020–21 iMSSA Administration**

<b>Subject</b>	<b>Grade</b>	<b>Window</b>	<b>Unknown / Blank</b>	<b>No / 0</b>	<b>Yes / 1</b>
<b>Mathematics</b>	3	EOY	344.076	344.045	331.950
	4	BOY	417.693	425.310	411.038
	4	EOY	440.816	438.503	423.866
	5	EOY	536.929	538.061	523.146
	6	EOY	635.203	639.742	626.295
<b>Reading</b>	3	EOY	367.071	367.091	352.684
	4	BOY	459.234	460.996	445.439
	4	MOY	455.279	456.016	442.126
	4	EOY	464.179	466.827	445.458
	5	BOY	558.025	563.318	544.958
	5	EOY	565.416	567.221	548.231
	6	BOY	653.195	660.144	647.706
	6	MOY	661.161	659.738	645.379
	6	EOY	658.676	662.410	647.306
	7	BOY	745.128	755.411	739.947

continued



<b>Subject</b>	<b>Grade</b>	<b>Window</b>	<b>Unknown / Blank</b>	<b>No / 0</b>	<b>Yes / 1</b>
Reading	7	EOY	758.733	759.285	745.316
	8	BOY	844.119	854.135	835.544
	8	MOY	860.634	855.597	839.787
	8	EOY	858.104	857.157	841.580
Language Usage	3	BOY	350.064	356.790	344.060
	3	EOY	363.924	366.670	355.206
	4	BOY	445.171	453.807	437.721
	4	MOY	457.549	457.518	444.892
	4	EOY	460.184	463.763	444.203
	5	BOY	544.155	553.659	538.751
	5	MOY	553.233	552.343	536.585
	5	EOY	558.465	561.425	542.624
	6	BOY	652.589	662.275	646.930
	6	EOY	660.521	661.918	644.635
	7	BOY	756.051	756.168	743.490
	7	MOY	759.806	760.043	744.534
	7	EOY	764.612	766.835	752.829
	8	BOY	850.762	858.365	844.988
	8	MOY	868.870	863.174	849.382
	8	EOY	869.058	868.351	851.940