

New Mexico Interim Measure of Student Success and Achievement

2022–23 Technical Report Addendum

1. Introduction

The Interim Measure of Student Success and Achievement (iMSSA) includes assessments in mathematics, reading, and language usage that are administered online to students in New Mexico in grades 3–8. Schools can administer up to three different, equivalent test forms, one per administration window, during the school year. The iMSSA is 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 level and content area.

The iMSSA provides point-in-time information about student academic achievement and progress. 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 information about students' progress to guide the creation and modification of future educational practices to meet the needs of students, their families, and educators.

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

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 2022–23 school year.

2. Administration and Participation

The 2022–23 iMSSA assessments were administered during three testing windows:

- Beginning-of-Year (BOY): August 15, 2022 – October 14, 2022
- Middle-of-Year (MOY): December 5, 2022 – January 20, 2023
- End-of-Year (EOY): April 3, 2023 – May 26, 2023

Each administration window is preceded by a time 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 assessments are computer-based only, with certain accommodations embedded into the platform. A list of available accommodations can be found in the [NM-ASR and NM-MSSA Spring 2022 Accessibility Features and Accommodations Manual](#).

2.1 Summary of 2022–23 iMSSA Administration

Table 1 provides a summary of the 2022–23 iMSSA administration overall and by administration window (i.e., BOY, MOY, EOY). Appendix 1 provides the counts of students participating in the iMSSA by school and district for each of the administration windows.

During the 2022–23 administration, valid responses to iMSSA were provided by a total of 51,424 students in grades 3–8 from 303 schools in 71 districts across New Mexico. Generally, the number of participating students, schools, and districts increased across the year; at BOY, there were approximately 6,700 to 7,800 students per grade level, whereas at EOY there were 7,000 to 8,400 students per grade level.

Table 1. Summary of 2022–23 iMSSA Administration

		Overall	BOY	MOY	EOY
Counts	Students	46739	44431	44322	37903
	Tests	358836	128820	128479	101537
	Schools	239	238	239	225
	Districts	56	56	56	52
Grade	3	7542	7166	7089	6682
	4	7554	7177	7187	6600
	5	7612	7290	7281	6824
	6	7917	7519	7560	6167
	7	7888	7474	7476	5713
	8	8246	7805	7731	5918

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 level and content area, 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 content 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 level 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 2022–23 iMSSA Scale Scores

Scale scores for the 2022–23 administration of iMSSA are summarized by content area, grade level, and administration window in Table 2; box-and-whisker plots of corresponding student performance are 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). In general, the 2022–23 EOY averages demonstrate an increase over BOY averages; between those administration windows, however, certain grade level/content area combinations demonstrate slight decreases from the prior administration window. For example, slight decreases between MOY and EOY scale scores are observed for reading in grade 5.

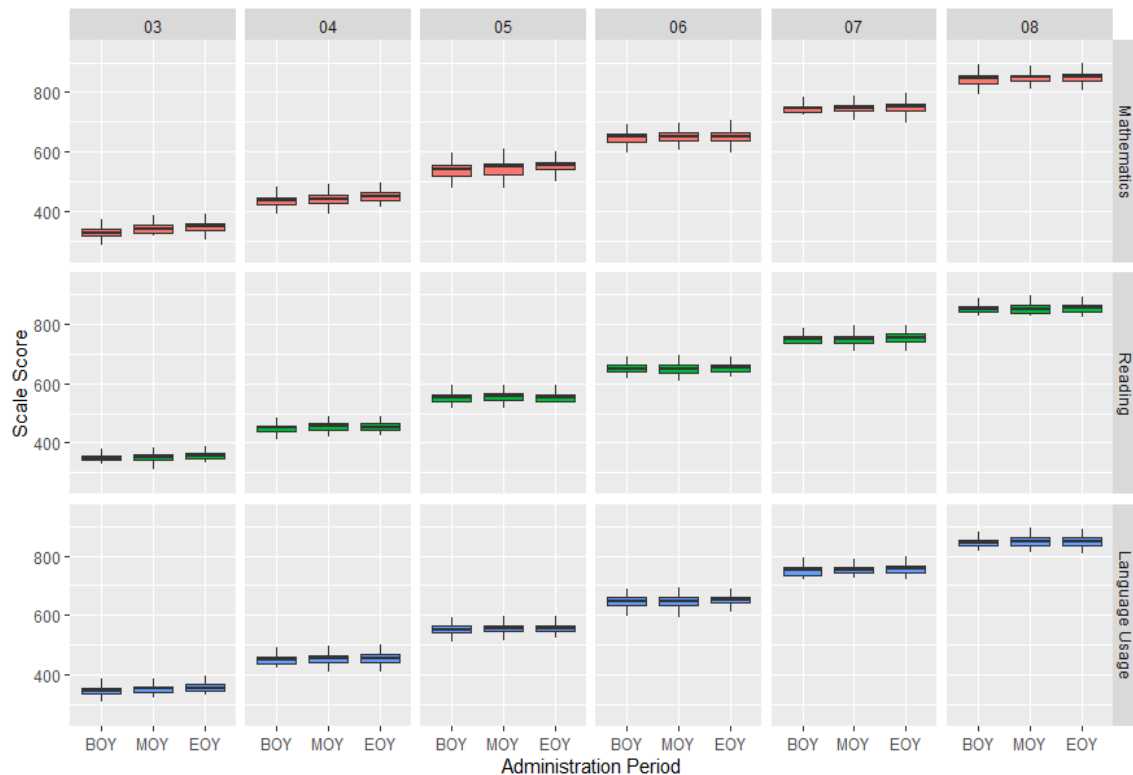
Table 2. Summary of Scale Scores* for 2022–23 iMSSA

Content Area	Grade	BOY	MOY	EOY
Mathematics	3	324.926 (19.91) *	333.235 (27.61)	346.597 (20.11)
	4	429.083 (24.19)	439.822 (19.89)	445.352 (26.75)
	5	537.739 (20.44)	542.181 (23.26)	549.318 (22.05)
	6	644.246 (19.47)	648.865 (19.5)	649.909 (22.13)
	7	736.939 (27.2)	743.392 (20.68)	746.796 (21.38)
	8	843.384 (17.92)	848.4 (16.99)	846.975 (22.35)
Reading	3	344.003 (19.96)	349.396 (19.16)	352.287 (21.24)
	4	446.928 (20.76)	451.087 (22.04)	452.038 (22.59)
	5	550.031 (20.9)	554.251 (20.22)	549.922 (21.71)
	6	647.929 (21.21)	648.488 (21.79)	649.98 (22.06)
	7	746.448 (23.6)	747.857 (20.67)	751.579 (22.68)
	8	848.614 (19.71)	847.363 (25.19)	850.81 (21.99)
Language Usage	3	340.513 (20.68)	349.147 (17.31)	353.786 (19.63)
	4	446.4 (23.35)	451.968 (21.51)	455.607 (21.16)
	5	549.522 (21.19)	553.624 (19.86)	554.571 (20.94)
	6	647.584 (21.26)	645.172 (22.09)	650.818 (23.07)
	7	747.51 (20.6)	753.403 (19.55)	753.139 (20.07)
	8	843.602 (18.11)	848.646 (18.98)	848.51 (20.98)

* Means; standard deviations in parentheses.



Figure 1. Scale Score Distributions for 2022–23 iMSSA



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 content area. 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 (e.g., 360 for grade 3), whereas the other two cut points were independently determined for each content area and grade level.

4.1 Summary of iMSSA 2022–23 Achievement Levels

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

Generally, the percentage of students categorized as Needs Support decreased across administration windows of the 2022–23 iMSSA. These decreases were absorbed across the Near Target and On Target achievement levels, showing increased percentages in one or both.

- For mathematics, 36%–83% of all students were categorized as Needs Support at BOY while less than 20% were categorized as On Target. By EOY, Needs Support decreased to less than 40% of students while On Target increased to 23%–37% of students.
- Distributions of achievement levels were similar for reading and language usage. From 26%–62% of students were categorized as Needs Support at BOY, decreasing to 19%–41% at EOY. The



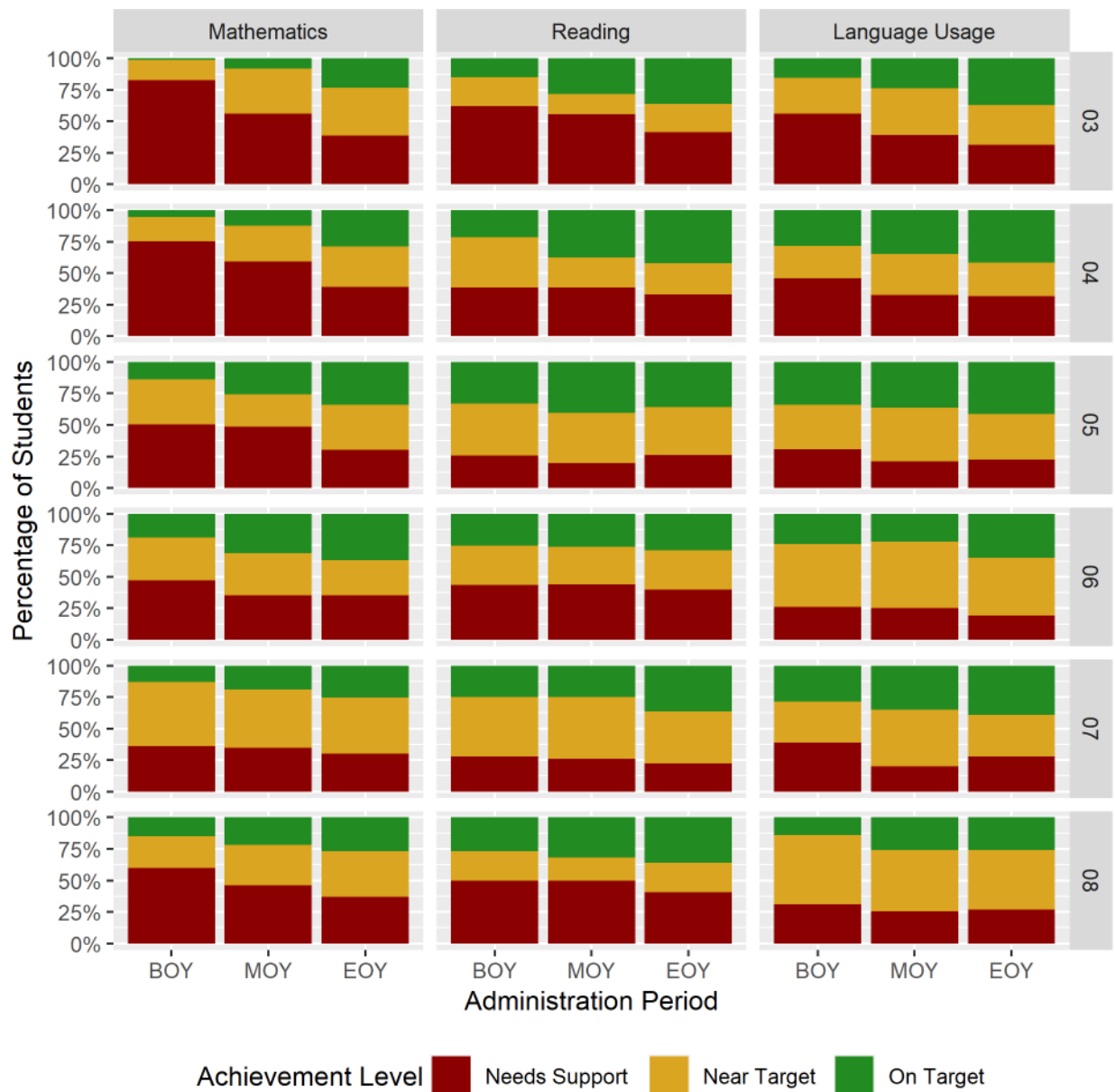
distribution of On Target students increased from BOY and EOY, from less than 34% increased to 26%–42% of students.

Table 3. Summary of Achievement-Level Distributions for the 2022–23 iMSSA Administration

Content Area	Grade	Needs Support			Near Target			On Target		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Mathematics	3	83%	56%	39%	16%	36%	38%	1%	8%	23%
	4	75%	59%	39%	19%	28%	32%	5%	12%	29%
	5	50%	48%	31%	36%	26%	36%	14%	26%	34%
	6	47%	35%	35%	34%	33%	28%	19%	31%	37%
	7	36%	35%	30%	50%	46%	44%	13%	19%	25%
	8	60%	46%	37%	25%	32%	36%	15%	22%	27%
Reading	3	62%	56%	41%	23%	16%	23%	15%	28%	36%
	4	39%	39%	33%	40%	24%	25%	22%	38%	42%
	5	26%	20%	26%	41%	40%	38%	33%	41%	36%
	6	44%	44%	40%	31%	30%	31%	25%	26%	29%
	7	28%	26%	22%	47%	49%	41%	25%	25%	36%
	8	50%	50%	41%	23%	19%	23%	27%	32%	36%
Language Usage	3	56%	39%	31%	29%	37%	32%	15%	24%	37%
	4	46%	33%	32%	25%	33%	27%	29%	35%	42%
	5	31%	21%	22%	35%	42%	37%	34%	36%	41%
	6	26%	25%	19%	50%	52%	46%	24%	22%	35%
	7	39%	20%	28%	33%	45%	33%	28%	35%	39%
	8	31%	25%	27%	55%	49%	47%	14%	26%	26%



Figure 2. Distribution of Achievement Levels for the 2022–23 iMSSA 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*¹). In addition to item and test design activities intended to limit the bias of any specific test content, statistical

¹ American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, D.C.: American Educational Research Association.



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.

5.1 Summary of iMSSA 2022–23 Differential Validity

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

- Gender: Female, Male, 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
- Bilingual Education, Economically Disadvantaged, Foster Care, Homeless, Homeschool, Special Education / Individualized Education Plan, Migrant, Military, 504 Plan or status: Yes, No, Unknown for all.

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

Table 4. Summary of Student Subgroups for the 2022–23 iMSSA Administration

Subgroup	Description	Overall	BOY	MOY	EOY
Overall		46739	44431	44322	37903
Gender	Female	49%	49%	49%	49%
	Male	51%	51%	51%	51%
	Unknown	0%	0%	0%	0%
Ethnicity / Race	Hispanic	56%	56%	56%	56%
	American Indian / Alaska Native	15%	15%	15%	15%
	Asian	2%	2%	2%	2%
	Black / African American	3%	3%	3%	3%
	Native Hawaiian / Other Pacific Islander	1%	1%	1%	1%
	Caucasian / White	78%	78%	78%	78%
EL	Initially Fluent English Proficient – Student never EL	82%	83%	82%	82%
	Current EL Student	16%	15%	16%	16%
	Reclassified Fluent English Proficient – exited Year 1	0%	0%	0%	0%
	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	0%	0%	0%	0%
Demographics	Reclassified Fluent English Proficient – exited Year 5	0%	0%	0%	0%
	Bilingual Education	14%	13%	13%	14%
	Economically Disadvantaged	40%	36%	41%	43%
	Foster Care	*	*	*	*
	Homeless	1%	1%	1%	1%
	Homeschool	*	*	*	*
	Special Education / Individualized Education Plan	16%	15%	16%	16%
	Migrant	0%	0%	0%	0%
Military	0%	0%	0%	0%	
504 Plan	1%	1%	1%	1%	

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



For each of the 54 iMSSA test forms (i.e., three content areas, six grade levels, three administration windows) and the 18 student subgroups 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 spuriously 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 η^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 sizes²:

- 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: $\eta^2 \geq 0.26$.

For the 2022–23 iMSSA, 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 assessments, 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 / Alaska Native, Special Education / Individualized Education Plan, Economically Disadvantaged, English Learner, and Gender subgroups across some of the content areas, grade levels, and administration windows, with η^2 ranges from 0.02004 to 0.059.

Scale scores are presented in Appendix 2 to demonstrate differential validity results of subgroups with small effect sizes for mathematics, reading, and language usage assessments by grade level and administration window. For example, for grade 8 mathematics administered at EOY, students identified as Hispanic demonstrate lower average scale scores (843.824) compared to non-Hispanic students (850.462).

Some trends that appear in these results:

- Students identified as Hispanic demonstrate lower average scale scores than non-Hispanic students for grade 8 in all three content areas.
- Students identified as American Indian / Alaska Native demonstrate lower average scale scores than other students. One or more administrations in all grade levels and content areas show evidence of differential validity for this student subgroup.
- In all instances where English Learners demonstrate small effect sizes, Current English Learners demonstrate lower average scale scores than all other students in Reading and Language Usage in grades 4–8 in one or more administrations.
- In one or more administrations, students identified as Special Education / Individualized Education Plans demonstrate lower average scale scores than all other students for Reading across all grade levels except grade 7, for Language Usage across all grade levels, and for Mathematics in grades 3–6.
- Generally, the effect sizes increase slightly across administration windows, from BOY to EOY, as differences between average scale scores increase between student subgroups.

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

Appendix 1

Table 1.1. School and District Participation Results for the 2022–23 iMSSA Administration*

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
001	047	Albuquerque Public Schools	Public Academy For Performing Arts (PAPA)	212	205	205	129
001	051	Albuquerque Public Schools	Robert F. Kennedy Charter School	85	74	76	*
001	118	Albuquerque Public Schools	Christine Duncan Heritage Academy	241	230	228	122
001	333	Albuquerque Public Schools	Pajarito Elementary	138	130	135	*
001	781	Albuquerque Public Schools	The International School at Mesa Del Sol	183	173	172	95
002	135	Reserve Public Schools	Reserve Elementary	26	24	23	23
002	136	Reserve Public Schools	Reserve High	10	10	10	9
004	009	Roswell Independent Schools	Sidney Gutierrez Middle	135	130	132	130
004	024	Roswell Independent Schools	Berrendo Elementary	192	181	181	181
004	025	Roswell Independent Schools	Berrendo Middle	699	656	653	639
004	036	Roswell Independent Schools	Mountain View Middle	554	518	504	496
004	041	Roswell Independent Schools	Del Norte Elementary	274	258	254	256
004	042	Roswell Independent Schools	Mesa Middle	436	403	394	371
004	044	Roswell Independent Schools	East Grand Plains Elementary	122	114	112	109
004	050	Roswell Independent Schools	El Capitan Elementary	198	186	185	182
004	052	Roswell Independent Schools	Nancy Lopez Elementary	95	81	88	86
004	095	Roswell Independent Schools	Military Heights Elementary	192	182	177	176
004	100	Roswell Independent Schools	Missouri Avenue Elementary	137	133	129	127
004	105	Roswell Independent Schools	Monterrey Elementary	216	205	205	202
004	120	Roswell Independent Schools	Sunset Elementary	120	112	110	110
004	125	Roswell Independent Schools	Sierra Middle	664	615	601	603
004	126	Roswell Independent Schools	Pecos Elementary	143	135	137	130
004	161	Roswell Independent Schools	Valley View Elementary	251	237	242	242
005	054	Hagerman Municipal Schools	Hagerman Elementary	78	76	75	*
006	043	Dexter Consolidated Schools	Dexter Elementary	170	164	160	160
006	048	Dexter Consolidated Schools	Dexter Middle	190	*	190	*
007	073	Lake Arthur Municipal Schools	Lake Arthur Elementary	23	20	23	*
007	077	Lake Arthur Municipal Schools	Lake Arthur Middle	36	32	33	*
010	058	Springer Municipal Schools	Wilferth Elementary	28	26	25	27
010	150	Springer Municipal Schools	Springer High	20	20	20	20
012	040	Clovis Municipal Schools	Barry Elementary	158	134	137	137
012	042	Clovis Municipal Schools	Arts Academy at Bella Vista	157	152	152	137
012	058	Clovis Municipal Schools	Highland Elementary	151	135	145	134
012	066	Clovis Municipal Schools	James Bickley Elementary	152	140	137	123

continued

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
012	068	Clovis Municipal Schools	Cameo Elementary	130	116	119	117
012	072	Clovis Municipal Schools	La Casita Elementary	121	109	113	110
012	081	Clovis Municipal Schools	CMS iAcademy at Lincoln Jackson	84	72	74	33
012	084	Clovis Municipal Schools	Lockwood Elementary	162	149	144	144
012	091	Clovis Municipal Schools	Marshall Middle	530	498	490	459
012	095	Clovis Municipal Schools	Mesa Elementary	221	201	201	204
012	098	Clovis Municipal Schools	Yucca Middle	603	573	562	467
012	122	Clovis Municipal Schools	Parkview Elementary	211	200	192	196
012	145	Clovis Municipal Schools	Sandia Elementary	164	155	158	156
012	155	Clovis Municipal Schools	Zia Elementary	173	164	157	162
012	156	Clovis Municipal Schools	W.D. Gattis Middle	584	521	522	514
013	161	Texico Municipal Schools	Texico Elementary	114	111	110	105
013	163	Texico Municipal Schools	Texico Middle	126	121	122	124
014	093	Melrose Public Schools	Melrose Junior	49	47	44	43
014	094	Melrose Public Schools	Melrose Elementary	85	79	79	80
015	055	Grady Municipal Schools	Grady Elementary	44	38	33	39
015	056	Grady Municipal Schools	Grady Middle	49	44	44	46
016	051	Fort Sumner Municipal Schools	Fort Sumner Elementary	55	50	48	38
016	060	Fort Sumner Municipal Schools	Fort Sumner Middle	84	77	79	76
018	001	Hatch Valley Public Schools	Rio Grande Elementary	239	231	225	232
018	050	Hatch Valley Public Schools	Hatch Valley Middle	268	254	253	256
019	009	Gadsden Independent Schools	Sunrise Elementary	276	253	241	259
019	017	Gadsden Independent Schools	Gadsden Elementary	254	250	238	244
019	025	Gadsden Independent Schools	Yucca Heights Elementary	289	274	246	269
019	120	Gadsden Independent Schools	North Valley Elementary	183	172	174	171
022	001	Artesia Public Schools	Yeso Elementary	296	277	286	283
022	032	Artesia Public Schools	Central Elementary	91	80	78	85
022	056	Artesia Public Schools	Hermosa Elementary	180	174	171	167
022	128	Artesia Public Schools	Penasco Elementary	11	11	11	11
022	139	Artesia Public Schools	Roselawn Elementary	100	98	94	93
022	183	Artesia Public Schools	Yucca Elementary	196	184	189	69
022	187	Artesia Public Schools	Artesia Park Junior High	316	303	306	93
022	189	Artesia Public Schools	Artesia Zia Intermediate	558	532	527	521
024	023	Cobre Consolidated Schools	Bayard Elementary	70	64	64	63
024	033	Cobre Consolidated Schools	Central Elementary	68	65	60	56
024	059	Cobre Consolidated Schools	Hurley Elementary	64	59	57	61
024	143	Cobre Consolidated Schools	San Lorenzo Elementary	31	28	28	28
025	015	Santa Rosa Consolidated Schools	Rita A. Marquez Elementary	30	30	30	29
025	020	Santa Rosa Consolidated Schools	Anton Chico Middle	34	33	34	32
025	144	Santa Rosa Consolidated Schools	Santa Rosa Elementary	85	80	83	82

continued



District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
025	150	Santa Rosa Consolidated Schools	Santa Rosa Middle	113	107	110	108
030	016	Animas Public Schools	Animas Elementary	23	22	20	21
030	017	Animas Public Schools	Animas 7–12 School	28	24	27	28
030	020	Animas Public Schools	Animas Middle	24	23	24	23
032	049	Eunice Municipal Schools	Caton Middle	164	160	159	152
033	008	Hobbs Municipal Schools	Heizer Middle	604	574	570	*
033	028	Hobbs Municipal Schools	Broadmoor Elementary	174	147	166	165
033	030	Hobbs Municipal Schools	College Lane Elementary	301	286	289	292
033	032	Hobbs Municipal Schools	Coronado Elementary	195	169	170	177
033	046	Hobbs Municipal Schools	Edison Elementary	122	110	95	114
033	057	Hobbs Municipal Schools	Highland Middle	832	773	802	*
033	059	Hobbs Municipal Schools	Houston Middle	846	815	798	*
033	066	Hobbs Municipal Schools	Jefferson Elementary	173	157	160	162
033	072	Hobbs Municipal Schools	Mills Elementary	195	177	182	184
033	075	Hobbs Municipal Schools	Stone Elementary	201	183	174	182
033	144	Hobbs Municipal Schools	Sanger Elementary	207	195	196	192
033	156	Hobbs Municipal Schools	Southern Heights Elementary	183	166	171	174
033	164	Hobbs Municipal Schools	Taylor Elementary	230	216	218	221
033	172	Hobbs Municipal Schools	B.T. Washington Elementary	43	40	41	38
033	176	Hobbs Municipal Schools	Will Rogers Elementary	133	112	111	120
033	177	Hobbs Municipal Schools	Murray Elementary	209	190	195	196
035	090	Tatum Municipal Schools	Tatum Junior High	55	52	51	18
035	162	Tatum Municipal Schools	Tatum Elementary	86	84	84	81
036	130	Ruidoso Municipal Schools	Ruidoso Middle	415	383	373	334
036	160	Ruidoso Municipal Schools	White Mountain Elementary	404	370	380	367
037	035	Carrizozo Municipal Schools	Carrizozo Elementary	32	31	31	32
037	157	Carrizozo Municipal Schools	Carrizozo Middle	34	30	32	15
038	038	Corona Municipal Schools	Corona Elementary	19	19	19	19
038	039	Corona Municipal Schools	Corona High	16	15	15	16
041	017	Los Alamos Public Schools	Aspen Elementary	243	237	237	232
041	021	Los Alamos Public Schools	Barranca Mesa Elementary	218	207	207	125
041	040	Los Alamos Public Schools	Chamisa Elementary	180	175	176	133
041	101	Los Alamos Public Schools	Mountain Elementary	238	224	232	163
041	124	Los Alamos Public Schools	Los Alamos Middle	617	598	590	589
041	127	Los Alamos Public Schools	Pinon Elementary	167	161	165	136
043	034	Gallup-McKinley Cty Schools	Catherine A. Miller Elementary	178	156	160	151
043	089	Gallup-McKinley Cty Schools	Tse'Yi'Gai High	52	21	48	19
043	130	Gallup-McKinley Cty Schools	Ramah High	118	109	109	91
043	174	Gallup-McKinley Cty Schools	Del Norte Elementary	255	237	240	214
044	104	Mora Independent Schools	Mora Elementary	106	101	91	92
							continued

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
046	003	Alamogordo Public Schools	Mountain View Middle	517	481	473	413
046	028	Alamogordo Public Schools	Buena Vista Elementary	114	107	106	110
046	033	Alamogordo Public Schools	Chaparral Middle	650	614	607	507
046	037	Alamogordo Public Schools	Holloman Middle	187	174	177	155
046	056	Alamogordo Public Schools	Sunset Hills Elementary	234	221	219	161
046	057	Alamogordo Public Schools	High Rolls Mountain Park Elementary	11	9	10	9
046	058	Alamogordo Public Schools	Holloman Elementary	231	207	203	201
046	072	Alamogordo Public Schools	La Luz Elementary	127	117	121	113
046	114	Alamogordo Public Schools	North Elementary	98	91	86	81
046	144	Alamogordo Public Schools	Desert Star Elementary	249	229	238	182
046	150	Alamogordo Public Schools	Sierra Elementary	156	147	145	130
046	181	Alamogordo Public Schools	Yucca Elementary	131	124	124	118
047	160	Tularosa Municipal Schools	Tularosa Intermediate	277	266	261	258
047	164	Tularosa Municipal Schools	Tularosa Middle	147	141	141	137
048	038	Cloudcroft Municipal Schools	Cloudcroft Elementary	89	81	81	80
048	042	Cloudcroft Municipal Schools	Cloudcroft Middle	110	100	99	96
049	163	Tucumcari Public Schools	Tucumcari Middle	219	210	199	195
052	001	San Jon Municipal Schools	San Jon Middle	33	30	27	29
052	144	San Jon Municipal Schools	San Jon Elementary	32	30	31	31
054	044	Dulce Independent Schools	Dulce Elementary	124	115	116	112
054	050	Dulce Independent Schools	Dulce Middle	135	116	119	121
058	047	Elida Municipal Schools	Elida Elementary	45	45	44	41
058	048	Elida Municipal Schools	Elida High	29	27	28	27
061	016	Bernalillo Public Schools	Algodones Elementary	71	70	70	66
061	020	Bernalillo Public Schools	Cochiti Elementary	82	78	77	77
061	024	Bernalillo Public Schools	Cochiti Middle	80	77	78	67
061	026	Bernalillo Public Schools	Bernalillo Middle	420	406	407	386
061	028	Bernalillo Public Schools	Santo Domingo Middle	95	92	90	87
061	127	Bernalillo Public Schools	Placitas Elementary	59	57	57	55
061	136	Bernalillo Public Schools	Bernalillo Elementary	306	296	297	291
061	151	Bernalillo Public Schools	Santo Domingo Elementary	127	125	124	119
063	170	Jemez Valley Public Schools	Jemez Valley Middle	61	56	56	41
064	001	Aztec Municipal Schools	Mosaic Academy	135	121	118	118
064	017	Aztec Municipal Schools	C.V. Koogler Middle	537	513	507	488
064	099	Aztec Municipal Schools	McCoy Avenue Elementary	91	88	84	86
064	123	Aztec Municipal Schools	Park Avenue Elementary	349	333	325	327
064	136	Aztec Municipal Schools	Lydia Rippey Elementary	78	74	76	76
065	015	Farmington Municipal Schools	Animas Elementary	203	182	182	194
065	017	Farmington Municipal Schools	Apache Elementary	243	227	227	228
065	019	Farmington Municipal Schools	Bluffview Elementary	189	180	176	172
							continued

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
065	037	Farmington Municipal Schools	Country Club Elementary	292	269	277	279
065	038	Farmington Municipal Schools	Esperanza Elementary	262	248	250	250
065	058	Farmington Municipal Schools	Hermosa Middle	654	618	594	588
065	059	Farmington Municipal Schools	Heights Middle	732	694	692	682
065	073	Farmington Municipal Schools	Ladera Del Norte Elementary	291	283	284	276
065	095	Farmington Municipal Schools	McCormick Elementary	225	195	202	204
065	100	Farmington Municipal Schools	McKinley Elementary	251	242	238	232
065	106	Farmington Municipal Schools	Mesa Verde Elementary	221	211	210	214
065	108	Farmington Municipal Schools	Mesa View Middle	508	480	470	473
065	118	Farmington Municipal Schools	Northeast Elementary	286	272	268	261
065	162	Farmington Municipal Schools	Tibbetts Middle	707	657	647	648
067	026	Central Consolidated Schools	Eva B. Stokely Elementary	118	113	117	101
067	034	Central Consolidated Schools	Kirtland Middle	436	421	414	*
067	038	Central Consolidated Schools	Kirtland Elementary	228	215	220	175
067	060	Central Consolidated Schools	Judy Nelson Elementary	300	291	288	211
067	075	Central Consolidated Schools	Ojo Amarillo Elementary	173	159	164	156
067	110	Central Consolidated Schools	Mesa Elementary	156	148	148	146
067	114	Central Consolidated Schools	Naschitti Elementary	31	31	31	25
067	116	Central Consolidated Schools	Newcomb Elementary	101	95	96	7
067	126	Central Consolidated Schools	Newcomb Middle	182	172	172	163
067	152	Central Consolidated Schools	Nizhoni Elementary	149	141	141	38
067	160	Central Consolidated Schools	Tse'Bit'AI Middle	427	396	392	117
068	004	West Las Vegas Public Schools	Rio Gallinas School for Ecology & the Arts	49	46	46	43
068	050	West Las Vegas Public Schools	Valley Elementary	35	33	35	35
068	068	West Las Vegas Public Schools	Valley Middle	27	25	25	25
068	112	West Las Vegas Public Schools	Don Cecilio Martinez Elementary	88	82	85	80
068	125	West Las Vegas Public Schools	Tony Serna Jr. Elementary	111	109	106	105
068	157	West Las Vegas Public Schools	Union Elementary	115	108	111	105
068	172	West Las Vegas Public Schools	West Las Vegas Middle	301	296	291	283
071	005	Santa Fe Public Schools	Cesar Chavez Elementary	159	154	151	153
071	008	Santa Fe Public Schools	Acequia Madre Elementary	96	94	88	89
071	011	Santa Fe Public Schools	El Camino Real Academy Community	523	503	459	489
071	012	Santa Fe Public Schools	Desert Sage Academy	125	90	114	53
071	022	Santa Fe Public Schools	Carlos Gilbert Elementary	188	184	185	184
071	023	Santa Fe Public Schools	Ramirez Thomas Elementary	203	202	191	190
071	024	Santa Fe Public Schools	Academy For Tech & The Classics-ATC	158	153	152	*
071	033	Santa Fe Public Schools	Atalaya Elementary	151	150	145	145
071	054	Santa Fe Public Schools	Aspen Community School	235	233	218	202
071	057	Santa Fe Public Schools	Gonzales Elementary	240	225	231	226
071	070	Santa Fe Public Schools	Keamy Elementary	198	193	188	189
							continued

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
071	099	Santa Fe Public Schools	E.J. Martinez Elementary	101	94	90	91
071	100	Santa Fe Public Schools	Pinon Elementary	304	298	300	300
071	110	Santa Fe Public Schools	Edward Ortiz Middle	466	435	423	435
071	130	Santa Fe Public Schools	R.M. Sweeney Elementary	143	138	137	138
071	135	Santa Fe Public Schools	El Dorado Community School	293	279	273	279
071	141	Santa Fe Public Schools	Amy Biehl at Rancho Viejo Community School	208	199	200	201
071	143	Santa Fe Public Schools	Salazar Elementary	120	107	105	112
071	145	Santa Fe Public Schools	Francis X. Nava Elementary	99	91	94	90
071	146	Santa Fe Public Schools	Chaparral Elementary	127	116	124	123
071	160	Santa Fe Public Schools	Tesuque Elementary	43	40	41	43
071	170	Santa Fe Public Schools	Nina Otero	462	448	444	437
071	173	Santa Fe Public Schools	Mandela International Magnet	125	125	122	3
071	176	Santa Fe Public Schools	Wood-Gormley Elementary	183	177	174	176
071	189	Santa Fe Public Schools	Milagro Middle	403	375	356	362
073	016	T Or C Municipal Schools	Arrey Elementary	43	42	43	38
073	060	T Or C Municipal Schools	Sierra Elementary	149	136	144	133
073	063	T Or C Municipal Schools	T Or C Middle	293	274	263	250
073	162	T Or C Municipal Schools	T Or C Elementary	89	84	85	80
075	100	Magdalena Municipal Schools	Magdalena Middle	78	74	74	74
075	133	Magdalena Municipal Schools	Magdalena Elementary	64	59	57	58
079	001	Questa Independent Schools	Alta Vista Elementary	20	20	17	*
080	001	Estancia Municipal Schools	Upper Elementary	162	138	144	156
080	172	Estancia Municipal Schools	Estancia Middle	99	86	89	89
081	001	Moriarty-Edgewood Municipal Schools	Route 66 Elementary	169	158	155	128
081	003	Moriarty-Edgewood Municipal Schools	Edgewood Middle	304	293	288	179
081	100	Moriarty-Edgewood Municipal Schools	Moriarty Elementary	203	184	187	140
081	102	Moriarty-Edgewood Municipal Schools	Moriarty Middle	251	232	234	174
081	120	Moriarty-Edgewood Municipal Schools	South Mountain Elementary	169	166	159	*
088	038	Grants-Cibola County Schools	Cubero Elementary	122	114	112	113
088	056	Grants-Cibola County Schools	Los Alamos Middle	431	415	411	402
088	058	Grants-Cibola County Schools	Laguna-Acoma Middle	35	30	29	32
088	099	Grants-Cibola County Schools	Mesa View Elementary	242	228	237	230
088	104	Grants-Cibola County Schools	Milan Elementary	251	238	233	233
088	106	Grants-Cibola County Schools	Mount Taylor Elementary	269	245	238	246
088	152	Grants-Cibola County Schools	San Rafael Elementary	29	27	28	28
088	155	Grants-Cibola County Schools	Seboyeta Elementary	21	21	19	18
088	915	Grants-Cibola County Schools	Bluewater Elementary	51	45	42	44
505	001	School of Dreams Academy	School of Dreams Academy	248	226	225	222
520	001	The ASK Academy	The ASK Academy	363	358	350	347
539	000	Red River Valley Charter School	Red River Valley Charter School DO	50	48	44	46
							continued

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
550	000	Estancia Valley Classical Academy	Estancia Valley Classical Academy DO	315	303	303	296
557	001	Explore Academy Charter School	Explore Academy Charter School	514	497	493	481
574	001	Albuquerque Collegiate Charter School	Albuquerque Collegiate Charter School	74	72	70	*
579	001	Aces Technical Charter School	Aces Technical Charter School	125	114	105	99

* No school data available or no test records found.



Appendix 2

Table 2.1. Differential Validity for the Hispanic Subgroup on the 2022–23 iMSSA Administration

Content Area	Grade	Window	No	Yes
Mathematics	8	EOY	850.462	843.824
Reading	8	EOY	854.1	847.738
Language Usage	8	EOY	851.871	845.398

Table 2.2. Differential Validity for the American Indian / Alaska Native Subgroup on the 2022–23 iMSSA Administration

Content Area	Grade	Window	Unknown	No	Yes	
Mathematics	3	MOY	334.493	334.867	326.633	
		EOY	347.598	345.198	341.137	
	4	BOY	430.533	431.682	421.5	
		MOY	440.788	441.672	434.701	
	5	EOY	446.447	445.371	438.454	
		MOY	543.652	540	534.762	
	6	EOY	550.114	551.805	544.328	
		MOY	650.982	645.541	644.131	
	7	EOY	744.327	741.34	738.445	
		MOY	748.36	747.3	737.564	
	8	BOY	844.135	841.55	839.442	
		EOY	847.973	844.466	842.262	
	Reading	3	EOY	353.117	355.378	347.983
			BOY	447.963	446.782	442.093
		4	MOY	452.139	453.281	445.836
			EOY	453.311	452.888	445.561
5		BOY	551.044	549.982	545.063	
		MOY	555.481	552.967	548.381	
6		EOY	551.039	550.98	544.207	
		BOY	648.964	648.85	641.685	
7		MOY	649.236	650.4	643.775	
		BOY	747.596	742.469	740.454	
8		MOY	748.957	744.806	742.221	
		EOY	753.044	750.735	743.249	
8		BOY	849.706	849.232	842.606	
		MOY	848.547	848.923	840.781	
Language Usage		3	EOY	851.942	850.39	845.546
			BOY	341.477	343.832	335.484
	4	EOY	354.857	353.716	348.694	
		BOY	447.606	446.321	440.752	
	5	MOY	453.308	452.883	445.584	
		EOY	456.66	456.158	449.592	
	5	BOY	550.612	549.096	544.131	
		MOY	554.799	553.639	547.983	
	5	EOY	555.645	553.781	548.853	

continued



Content Area	Grade	Window	Unknown	No	Yes
Language Usage	6	BOY	648.272	651.894	643.116
		MOY	646.135	647.566	639.075
		EOY	651.725	650.202	645.49
	7	BOY	748.878	744.913	740.331
		MOY	754.361	753.484	748.208
		EOY	754.334	751.286	746.403
	8	BOY	844.464	845.205	838.798
		MOY	849.27	851.681	844.93
		EOY	849.639	849.28	842.977

Table 2.3. Differential Validity for the English Learner Subgroup on the 2022–23 iMSSA Administration

Content Area	Grade	Window	0**	1	2	3	4	5	6
Reading	4	EOY	453.825	442.865	*	439.933	*	*	*
	5	BOY	551.852	541.15	562.237	535.326	*	*	*
		MOY	556.103	545.483	564.308	541.957	*	*	*
	6	EOY	651.46	640.458	657.2	645.833	*	*	*
	8	BOY	849.874	839.433	854.635	841.362	856.571	856.604	854.481
		MOY	849.346	835.004	853.078	846	853.573	854.875	854.691
EOY		852.547	840.812	854.021	846.865	854.763	854.974	855.745	
Language Usage	4	EOY	457.436	446.132	*	443.386	*	*	*
	5	BOY	551.241	540.948	561.026	539.087	*	*	*
	6	MOY	646.695	635.781	654.763	641.043	*	*	*
		EOY	652.242	641.47	658.192	644.946	*	*	*
	7	MOY	754.734	744.909	758.216	750.484	762.265	*	761.864
		EOY	754.471	743.848	760.25	744.118	761.519	*	761.7
	8	BOY	844.838	835.038	846.94	839.234	846.426	850.065	849.333
		MOY	850.123	839.298	851.275	847.487	853.906	856.021	856.054
EOY		850.273	838.316	849.34	840.378	854.238	854.256	854.875	

* 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 2022–23 iMSSA Administration

Content Area	Grade	Window	Unknown / Blank	No / 0	Yes / 1
Mathematics	3	MOY	337.176	334.972	322.111
		EOY	348.206	348.052	337.954
	4	EOY	442.789	447.591	434.228
	5	EOY	553.614	550.564	541.325
Reading	3	MOY	352.207	350.564	341.771
		EOY	355.037	353.662	343.705
	4	MOY	452.628	452.757	442.139
		EOY	452.398	453.797	442.474
	5	BOY	552.577	551.832	540.473
		MOY	558.135	555.812	545.571
		EOY	553.782	551.378	541.138
	6	BOY	648.188	649.468	640.682
		MOY	649.48	649.96	641.343
		EOY	650.354	651.506	642.715
	8	BOY	845.553	850.345	840.883
		MOY	845.781	849.309	837.945
Language Usage	3	EOY	356.931	355.226	344.515
		BOY	445.932	447.998	438.615
	4	MOY	452.43	453.918	442.19
		EOY	453.659	457.553	446.021
	5	BOY	551.774	551.298	540.231
		MOY	557.066	555.46	543.77
		EOY	558.018	556.422	543.904
	6	BOY	646.989	649.091	640.64
		MOY	645.261	647.186	635.749
	7	EOY	751.676	754.765	746.199
		BOY	843.002	844.986	836.645
	8	MOY	848.419	850.329	839.945
EOY		845.009	850.175	841.066	

Table 2.5. Differential Validity for the Economically Disadvantaged Subgroup on the 2022–23 iMSSA Administration

Content Area	Grade	Window	Unknown	No	Yes
Mathematics	5	EOY	554.642	549.464	545.074
	6	MOY	652.457	648.224	644.976
		EOY	654.307	647.292	645.544
	7	MOY	747.087	743.496	739.064
		EOY	751.3	745.857	741.888
	8	BOY	846.779	840.781	840.614
Reading	6	MOY	652.448	647.377	644.415
	7	MOY	751.315	748.106	743.811
Language Usage	5	MOY	557.781	550.715	550.72
		EOY	559.405	552.392	551.087
	6	BOY	651.365	643.513	645.23
	7	MOY	756.795	753.798	749.313

Table 2.6. Differential Validity for the Gender Subgroup on the 2022–23 iMSSA Administration

Content Area	Grade	Window	Female	Male	Unknown
Language Usage	8	MOY	851.482	845.946	*