

New Mexico Interim Measure of Student Success and Achievement

2023–24 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 2023–24 school year.

2. Administration and Participation

The 2023–24 iMSSA assessments were administered during three testing windows:

- Beginning-of-Year (BOY): August 14, 2023 – October 13, 2023
- Middle-of-Year (MOY): December 4, 2023 – January 19, 2024
- End-of-Year (EOY): April 1, 2024 – May 24, 2024

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-MSSA Spring 2024 Accessibility Features and Accommodations Manual](#).

2.1 Summary of 2023–24 iMSSA Administration

Table 1 provides a summary of the 2023–24 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 2023–24 administration, valid responses to iMSSA were provided by a total of 37,979 students in grades 3–8 from 206 schools in 57 districts across New Mexico. Generally, the number of participating students, schools, and districts increased across the year; at BOY, there were approximately 5,500 to 6,300 students per grade level, whereas at EOY there were 5,500 to 6,000 students per grade level.

Table 1. Summary of 2023–24 iMSSA Administration

		Overall	BOY	MOY	EOY
Counts	Students	37,979	35,478	35,370	34,465
	Tests	311,631	104,872	104,886	101,873
	Schools	206	205	205	201
	Districts	57	56	56	53
Grade	3	5,836	5,470	5,486	5,443
	4	6,069	5,686	5,705	5,680
	5	6,179	5,832	5,821	5,773
	6	6,718	6,251	6,234	5,996
	7	6,515	6,046	5,990	5,720
	8	6,675	6,194	6,136	5,854

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 2023–24 iMSSA Scale Scores

Scale scores for the 2023–24 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.

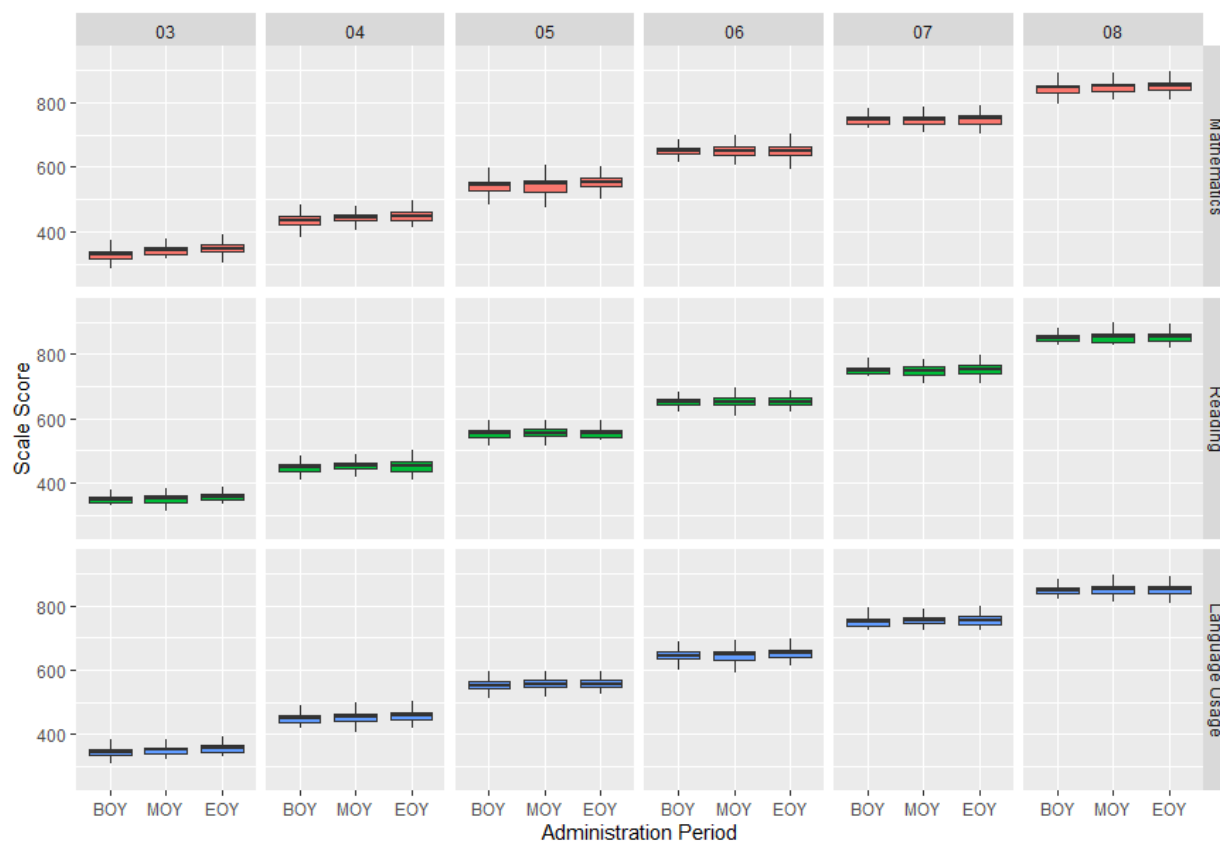
Scale scores follow the monotonically increasing pattern defined by grade level with averages typically near but below the On Target cut point (e.g., 360 for grade 3 test forms). In general, the 2023–24 EOY averages demonstrate an increase over BOY averages; between those administration windows, however, 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 language use in grade 6.

Table 2. Summary of Scale Scores* for 2023–24 iMSSA

Content Area	Grade	BOY	MOY	EOY
Mathematics	3	326.283 (19.82)	335.483 (26.07)	348.510 (20.96)
	4	429.337 (23.72)	439.848 (19.79)	445.350 (27.00)
	5	538.905 (20.21)	543.012 (23.14)	550.077 (22.15)
	6	644.851 (19.84)	648.869 (20.03)	648.840 (22.65)
	7	737.233 (26.75)	743.380 (20.74)	745.970 (21.68)
	8	843.476 (18.29)	847.803 (17.75)	847.011 (22.46)
Reading	3	343.859 (20.75)	349.656 (19.54)	352.609 (21.97)
	4	446.236 (19.87)	449.951 (21.61)	451.360 (22.41)
	5	550.132 (21.34)	553.850 (20.52)	550.176 (21.77)
	6	647.929 (21.24)	648.917 (21.93)	649.495 (22.63)
	7	745.309 (23.87)	748.145 (20.37)	751.980 (22.63)
	8	847.249 (20.31)	847.264 (24.78)	850.670 (22.57)
Language Usage	3	340.986 (20.68)	349.631 (17.04)	354.316 (19.99)
	4	446.267 (22.67)	451.423 (21.22)	455.109 (20.42)
	5	550.742 (21.29)	553.760 (20.13)	554.385 (21.28)
	6	647.234 (21.43)	644.625 (22.13)	649.203 (23.92)
	7	747.379 (20.06)	753.459 (18.46)	751.992 (20.50)
	8	843.050 (18.01)	848.607 (18.98)	847.533 (20.61)

* Means; standard deviations in parentheses.

Figure 1. Scale Score Distributions for 2023–24 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 2023–24 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 2023–24 iMSSA. These decreases were absorbed across the Near Target and On Target achievement levels, showing increased percentages in one or both.

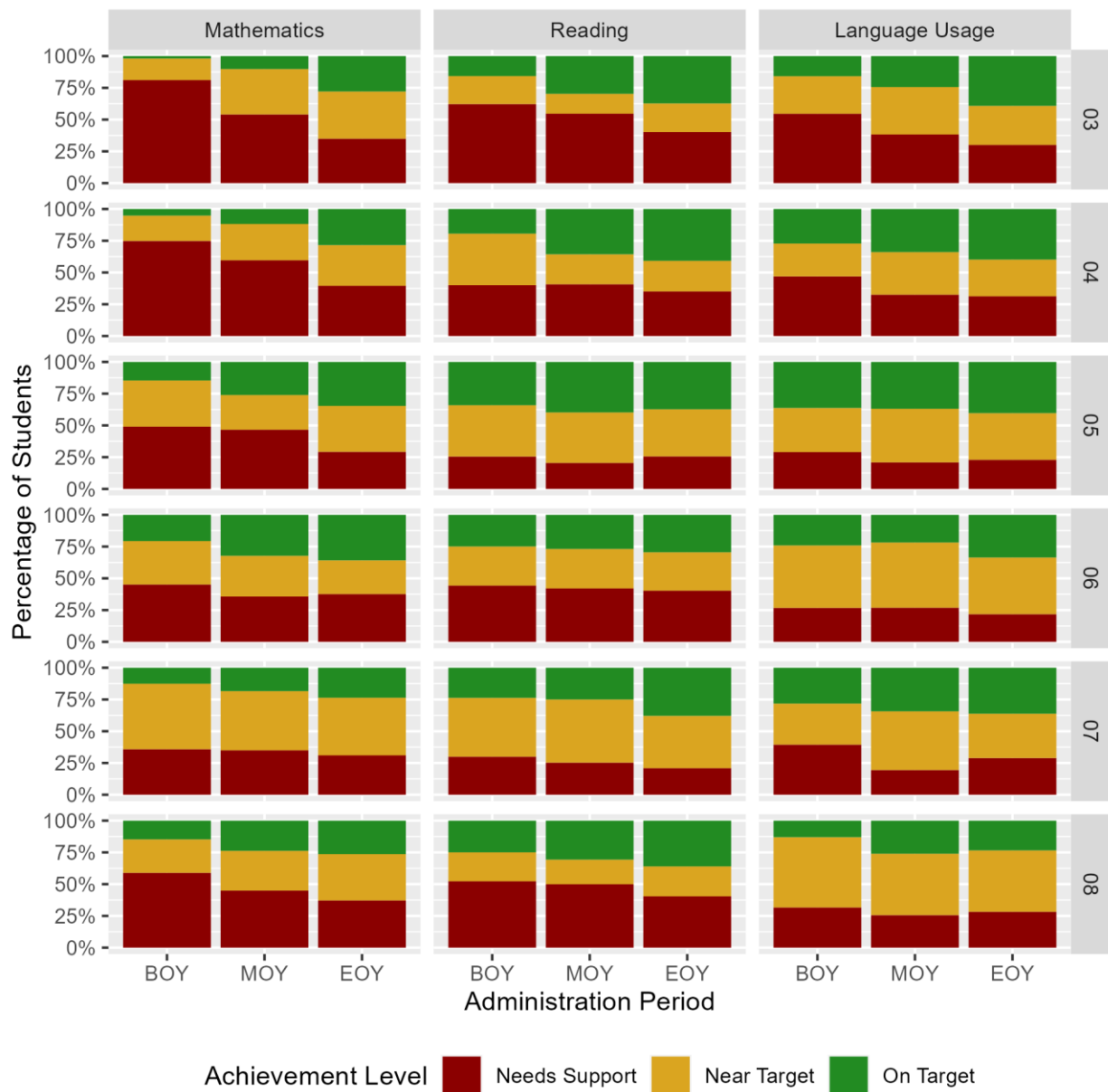
- For mathematics, 36%–81% of all students were categorized as Needs Support at BOY while less than 21% were categorized as On Target. By EOY, Needs Support decreased to less than 40% of students while On Target increased to 24%–36% of students.
- Distributions of achievement levels were similar for reading and language usage. From 26%–62% of students were categorized as Needs Support at BOY, decreasing to 21%–40% at EOY. The

distribution of On Target students increased from BOY and EOY, from less than 36% increased to 23%–41% of students.

Table 3. Summary of Achievement-Level Distributions for the 2023–24 iMSSA Administration

Content Area	Grade	Needs Support			Near Target			On Target		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Mathematics	3	81%	54%	35%	17%	36%	37%	2%	10%	28%
	4	75%	60%	40%	20%	29%	32%	5%	12%	28%
	5	49%	47%	29%	36%	27%	36%	15%	26%	35%
	6	45%	36%	38%	34%	32%	27%	21%	32%	36%
	7	36%	35%	31%	52%	47%	45%	13%	18%	24%
	8	59%	45%	37%	26%	31%	36%	15%	24%	26%
Reading	3	62%	55%	40%	22%	16%	23%	16%	30%	37%
	4	40%	41%	35%	41%	24%	24%	19%	36%	41%
	5	26%	20%	26%	40%	40%	37%	34%	40%	37%
	6	44%	42%	40%	31%	31%	30%	25%	27%	29%
	7	30%	25%	21%	46%	50%	41%	24%	25%	38%
	8	52%	50%	40%	23%	19%	24%	25%	31%	36%
Language Usage	3	55%	38%	30%	30%	37%	31%	16%	24%	39%
	4	47%	33%	31%	26%	34%	29%	27%	34%	40%
	5	29%	21%	23%	35%	42%	37%	36%	37%	40%
	6	27%	27%	22%	49%	51%	45%	24%	22%	34%
	7	39%	19%	29%	32%	46%	35%	28%	34%	36%
	8	32%	26%	28%	55%	48%	48%	13%	26%	23%

Figure 2. Distribution of Achievement Levels for the 2023–24 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 2023–24 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 2023–24 iMSSA Administration

Subgroup	Description	Overall	BOY	MOY	EOY
Overall		37,979	35,478	35,370	34,465
Gender	Female	49%	49%	49%	49%
	Male	51%	51%	51%	51%
	Unknown	0%	0%	0%	0%
Ethnicity / Race	Hispanic	57%	57%	57%	57%
	American Indian / Alaska Native	14%	14%	14%	15%
	Asian	1%	1%	1%	1%
	Black / African American	4%	4%	4%	4%
	Native Hawaiian / Other Pacific Islander	0%	0%	0%	0%
	Caucasian / White	79%	79%	79%	78%
EL	Initially Fluent English Proficient – Student never EL	83%	83%	83%	82%
	Current EL Student	15%	14%	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	0%	0%	0%	0%
Demographics	Reclassified Fluent English Proficient – exited Year 5	0%	0%	0%	0%
	Bilingual Education	13%	13%	13%	13%
	Economically Disadvantaged	42%	43%	42%	42%
	Foster Care	*	*	*	*
	Homeless	1%	1%	1%	1%
	Homeschool	*	*	*	*
	Special Education / Individualized Education Plan	13%	13%	13%	14%
	Migrant	0%	0%	0%	0%
	Military	2%	2%	2%	2%
504 Plan	1%	1%	1%	1%	

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

For each of the iMSSA test forms across three content areas, six grade levels, three administration windows and the 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 2023–24 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 American Indian / Alaska Native, Special Education / Individualized Education Plan, and English Learner subgroups across some of the content areas, grade levels, and administration windows, with η^2 ranges from 0.02006 to 0.06718.

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 3 mathematics administered at EOY, students identified as American Indian / Alaska Native demonstrate lower average scale scores (341.569) compared to non-American Indian / Alaska Native students (349.631).

Some trends that appear in these results:

- 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 in grades 6–8 and students with Reclassified Fluent English Proficient – exited Year 2 in grades 4–5 demonstrate lower average scale scores than all other students in Reading and Language Usage 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 Mathematics, Reading, and Language Usage across all grade levels.
- 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 2023–24 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)	437	215	216	210
001	063	Albuquerque Public Schools	DATA - Digital Arts and Technology Academy	64	58	53	*
001	118	Albuquerque Public Schools	Christine Duncan Heritage Academy	283	251	260	267
002	135	Reserve Public Schools	Reserve Elementary	27	27	21	21
002	136	Reserve Public Schools	Reserve High	11	11	11	11
004	009	Roswell Independent Schools	Sidney Gutierrez Middle School	132	131	131	131
004	024	Roswell Independent Schools	Berrendo Elementary	176	168	172	167
004	025	Roswell Independent Schools	Berrendo Middle	639	595	589	585
004	036	Roswell Independent Schools	Mountain View Middle	495	471	463	464
004	041	Roswell Independent Schools	Del Norte Elementary	288	272	265	269
004	042	Roswell Independent Schools	Mesa Middle	396	364	363	349
004	044	Roswell Independent Schools	East Grand Plains Elementary	96	89	88	89
004	050	Roswell Independent Schools	El Capitan Elementary	177	166	166	166
004	052	Roswell Independent Schools	Nancy Lopez Elementary	83	78	78	79
004	095	Roswell Independent Schools	Military Heights Elementary	208	197	196	190
004	100	Roswell Independent Schools	Missouri Avenue Elementary	154	137	141	147
004	105	Roswell Independent Schools	Monterrey Elementary	210	195	197	206
004	120	Roswell Independent Schools	Sunset Elementary	121	107	111	106
004	125	Roswell Independent Schools	Sierra Middle	613	581	579	562
004	126	Roswell Independent Schools	Pecos Elementary	135	127	125	131
004	161	Roswell Independent Schools	Valley View Elementary	231	222	221	215
005	054	Hagerman Municipal Schools	Hagerman Elementary	91	85	88	*
006	043	Dexter Consolidated Schools	Dexter Elementary	167	160	158	157
006	048	Dexter Consolidated Schools	Dexter Middle	190	182	180	182
007	073	Lake Arthur Municipal Schools	Lake Arthur Elementary	23	19	20	23
007	077	Lake Arthur Municipal Schools	Lake Arthur Middle	32	27	25	26
010	058	Springer Municipal Schools	Wilferth Elementary	29	28	28	26
010	150	Springer Municipal Schools	Springer High	25	21	23	24
012	040	Clovis Municipal Schools	Barry Elementary	166	151	153	150
012	042	Clovis Municipal Schools	Arts Academy At Bella Vista	174	162	164	157

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
012	058	Clovis Municipal Schools	Highland Elementary	126	116	115	120
012	066	Clovis Municipal Schools	James Bickley Elementary	121	105	110	103
012	068	Clovis Municipal Schools	Cameo Elementary	141	128	129	137
012	072	Clovis Municipal Schools	La Casita Elementary	113	108	109	109
012	081	Clovis Municipal Schools	CMS Academy at Lincoln Jackson	110	86	91	92
012	084	Clovis Municipal Schools	Lockwood Elementary	172	151	157	152
012	091	Clovis Municipal Schools	Marshall Middle	534	492	507	503
012	095	Clovis Municipal Schools	Mesa Elementary	201	188	185	180
012	098	Clovis Municipal Schools	Yucca Middle	480	448	450	438
012	122	Clovis Municipal Schools	Parkview Elementary	179	167	166	146
012	145	Clovis Municipal Schools	Sandia Elementary	148	141	140	135
012	155	Clovis Municipal Schools	Zia Elementary	202	185	185	191
012	156	Clovis Municipal Schools	W.D. Gattis Middle	574	540	532	514
013	161	Texico Municipal Schools	Texico Elementary	114	109	111	111
013	163	Texico Municipal Schools	Texico Middle	139	131	131	138
014	093	Melrose Public Schools	Melrose Junior	73	70	71	70
014	094	Melrose Public Schools	Melrose Elementary	54	54	53	51
015	055	Grady Municipal Schools	Grady Elementary	34	34	34	34
015	056	Grady Municipal Schools	Grady Middle School	48	46	46	46
016	051	Fort Sumner Municipal Schools	Fort Sumner Elementary	52	51	50	48
016	060	Fort Sumner Municipal Schools	Fort Sumner Middle	72	68	63	63
018	001	Hatch Valley Public Schools	Rio Grande Elementary	228	220	221	222
018	050	Hatch Valley Public Schools	Hatch Valley Middle	274	266	264	258
019	009	Gadsden Independent Schools	Sunrise Elementary	277	262	261	261
019	017	Gadsden Independent Schools	Gadsden Elementary	256	240	244	240
019	025	Gadsden Independent Schools	Yucca Heights Elementary	286	265	272	272
019	120	Gadsden Independent Schools	North Valley Elementary	231	221	218	212
020	001	Carlsbad Municipal Schools	Jefferson Montessori Charter School	140	129	133	124
022	001	Artesia Public Schools	Yeso Elementary	305	292	292	288
022	032	Artesia Public Schools	Central Elementary	109	106	109	103
022	056	Artesia Public Schools	Hermosa Elementary	181	170	168	169
022	128	Artesia Public Schools	Penasco Elementary	13	12	13	13
022	139	Artesia Public Schools	Roselawn Elementary	95	87	86	90
022	183	Artesia Public Schools	Yucca Elementary	216	204	205	206
022	187	Artesia Public Schools	Artesia Park Junior High	290	271	274	264
022	189	Artesia Public Schools	Artesia Zia Intermediate	554	519	524	516
024	023	Cobre Consolidated Schools	Bayard Elementary	65	62	62	61

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
024	033	Cobre Consolidated Schools	Central Elementary	69	65	68	67
024	059	Cobre Consolidated Schools	Hurley Elementary	56	51	55	50
024	132	Cobre Consolidated Schools	Snell Middle	207	200	198	188
024	143	Cobre Consolidated Schools	San Lorenzo Elementary	35	30	32	34
025	015	Santa Rosa Consolidated Schools	Rita A. Marquez Elementary	30	29	29	27
025	020	Santa Rosa Consolidated Schools	Anton Chico Middle	33	32	33	32
025	144	Santa Rosa Consolidated Schools	Santa Rosa Elementary	93	88	86	87
025	150	Santa Rosa Consolidated Schools	Santa Rosa Middle	99	97	97	97
030	016	Animas Public Schools	Animas Elementary	21	21	21	21
030	017	Animas Public Schools	Animas 7-12 School	27	25	25	23
030	020	Animas Public Schools	Animas Middle	25	25	25	25
032	048	Eunice Municipal Schools	Mettie Jordan Elementary	152	144	139	149
032	049	Eunice Municipal Schools	Caton Middle	176	160	160	158
033	008	Hobbs Municipal Schools	Heizer Middle School	607	555	566	567
033	028	Hobbs Municipal Schools	Broadmoor Elementary	202	188	185	185
033	030	Hobbs Municipal Schools	College Lane Elementary	307	288	286	287
033	032	Hobbs Municipal Schools	Coronado Elementary	222	201	205	208
033	046	Hobbs Municipal Schools	Edison Elementary	114	104	109	111
033	057	Hobbs Municipal Schools	Highland Middle School	850	782	791	790
033	059	Hobbs Municipal Schools	Houston Middle School	858	803	800	791
033	066	Hobbs Municipal Schools	Jefferson Elementary	159	145	150	150
033	072	Hobbs Municipal Schools	Mills Elementary	196	184	177	180
033	075	Hobbs Municipal Schools	Stone Elementary	225	206	209	208
033	144	Hobbs Municipal Schools	Sanger Elementary	207	182	183	202
033	156	Hobbs Municipal Schools	Southern Heights Elementary	207	182	189	187
033	164	Hobbs Municipal Schools	Taylor Elementary	215	203	204	202
033	172	Hobbs Municipal Schools	B.T. Washington Elementary	61	57	52	45
033	176	Hobbs Municipal Schools	Will Rogers Elementary	141	130	133	133
033	177	Hobbs Municipal Schools	Murray Elementary School	211	187	193	191
034	060	Jal Public Schools	Jal Junior High	127	117	115	122
035	090	Tatum Municipal Schools	Tatum Junior High	63	58	59	59
035	162	Tatum Municipal Schools	Tatum Elementary	77	74	75	75
036	130	Ruidoso Municipal Schools	Ruidoso Middle	409	370	377	374
036	160	Ruidoso Municipal Schools	White Mountain Elementary	414	373	377	378
037	035	Carrizozo Municipal Schools	Carrizozo Elementary	32	30	30	28
037	157	Carrizozo Municipal Schools	Carrizozo Middle	40	39	38	35
038	038	Corona Municipal Schools	Corona Elementary	25	25	24	23

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
038	039	Corona Municipal Schools	Corona High	11	8	8	11
041	017	Los Alamos Public Schools	Aspen Elementary	248	241	241	235
041	021	Los Alamos Public Schools	Barranca Mesa Elementary	219	217	216	216
041	040	Los Alamos Public Schools	Chamisa Elementary	175	169	169	166
041	101	Los Alamos Public Schools	Mountain Elementary	244	229	233	235
041	124	Los Alamos Public Schools	Los Alamos Middle	593	581	583	578
041	127	Los Alamos Public Schools	Pinon Elementary	177	171	172	175
043	034	Gallup-McKinley City Schools	Catherine A. Miller Elementary	167	152	148	153
043	089	Gallup-McKinley City Schools	Tse'Yi'Gai High	40	33	36	29
043	130	Gallup-McKinley City Schools	Ramah High	109	102	97	92
043	174	Gallup-McKinley City Schools	DEL NORTE ELEMENTARY	224	204	206	205
044	104	Mora Independent Schools	Mora Elementary	87	83	79	80
046	003	Alamogordo Public Schools	Mountain View Middle	508	460	460	467
046	028	Alamogordo Public Schools	Buena Vista Elementary	116	111	109	101
046	033	Alamogordo Public Schools	Chaparral Middle	576	553	528	494
046	037	Alamogordo Public Schools	Holloman Middle	184	171	166	158
046	056	Alamogordo Public Schools	Sunset Hills Elementary	237	220	215	218
046	057	Alamogordo Public Schools	High Rolls Mountain Park Elementary	10	10	10	10
046	058	Alamogordo Public Schools	Holloman Elementary	229	208	202	202
046	072	Alamogordo Public Schools	La Luz Elementary	125	119	118	117
046	114	Alamogordo Public Schools	North Elementary	90	77	75	83
046	144	Alamogordo Public Schools	Desert Star Elementary	258	227	232	235
046	150	Alamogordo Public Schools	Sierra Elementary	154	141	137	146
046	181	Alamogordo Public Schools	Yucca Elementary	120	106	100	104
047	160	Tularosa Municipal Schools	Tularosa Intermediate School	294	290	289	283
047	164	Tularosa Municipal Schools	Tularosa Middle	132	129	126	126
048	038	Cloudcroft Municipal Schools	Cloudcroft Elementary	94	92	89	88
048	042	Cloudcroft Municipal Schools	Cloudcroft Middle	122	118	116	114
049	163	Tucumcari Public Schools	Tucumcari Middle	237	228	205	195
052	001	San Jon Municipal Schools	San Jon Middle School	40	33	32	38
052	144	San Jon Municipal Schools	San Jon Elementary	32	28	29	29
054	044	Dulce Independent Schools	Dulce Elementary	126	120	118	120
054	050	Dulce Independent Schools	Dulce Middle	138	126	121	118
058	047	Elida Municipal Schools	Elida Elementary	45	42	45	45
058	048	Elida Municipal Schools	Elida High	20	17	18	20
061	016	Bernalillo Public Schools	Algodones Elementary	28	26	25	26
061	020	Bernalillo Public Schools	Cochiti Elementary	80	77	79	79

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
061	024	Bernalillo Public Schools	Cochiti Middle	67	62	62	65
061	026	Bernalillo Public Schools	Bernalillo Middle	277	263	265	264
061	028	Bernalillo Public Schools	Santo Domingo Middle	98	92	90	88
061	127	Bernalillo Public Schools	Placitas Elementary	74	73	73	69
061	136	Bernalillo Public Schools	Bernalillo Elementary	394	378	378	385
061	140	Bernalillo Public Schools	WD Carroll Elementary	82	81	80	79
061	151	Bernalillo Public Schools	Santo Domingo Elementary	100	96	97	98
063	170	Jemez Valley Public Schools	Jemez Valley Middle	75	*	68	71
064	001	Aztec Municipal Schools	Mosaic Academy	124	115	116	115
064	017	Aztec Municipal Schools	C.V. Koogler Middle	525	493	493	465
064	099	Aztec Municipal Schools	McCoy Avenue Elementary	84	81	83	83
064	123	Aztec Municipal Schools	Park Avenue Elementary	350	332	330	333
064	136	Aztec Municipal Schools	Lydia Rippey Elementary	82	79	76	75
067	026	Central Consolidated Schools	Eva B. Stokely Elementary	104	85	100	100
067	034	Central Consolidated Schools	Kirtland Middle	396	375	370	373
067	038	Central Consolidated Schools	Kirtland Elementary	213	201	205	203
067	060	Central Consolidated Schools	Judy Nelson Elementary	295	279	274	287
067	075	Central Consolidated Schools	Ojo Amarillo Elementary	184	171	175	174
067	110	Central Consolidated Schools	Mesa Elementary	129	120	117	119
067	114	Central Consolidated Schools	Naschitti Elementary	29	27	28	27
067	116	Central Consolidated Schools	Newcomb Elementary	93	92	93	89
067	126	Central Consolidated Schools	Newcomb Middle	172	162	163	163
067	152	Central Consolidated Schools	Nizhoni Elementary	137	128	127	126
067	160	Central Consolidated Schools	Tse'Bit'Ai Middle	415	390	388	391
068	004	West Las Vegas Public Schools	Rio Gallinas School for Ecology & the Arts	55	54	55	50
068	050	West Las Vegas Public Schools	Valley Elementary	26	26	26	24
068	068	West Las Vegas Public Schools	Valley Middle	27	26	25	26
068	112	West Las Vegas Public Schools	Don Cecilio Martinez Elementary	108	106	106	106
068	125	West Las Vegas Public Schools	Tony Serna Jr. Elementary	93	91	92	90
068	157	West Las Vegas Public Schools	Union Elementary	120	116	115	117
068	172	West Las Vegas Public Schools	West Las Vegas Middle	311	294	293	278
073	016	T Or C Municipal Schools	Arrey Elementary	47	45	43	45
073	060	T Or C Municipal Schools	Sierra Elementary	159	144	148	152
073	063	T Or C Municipal Schools	T Or C Middle	280	258	258	251
073	162	T Or C Municipal Schools	T Or C Elementary	89	84	86	86
075	100	Magdalena Municipal Schools	Magdalena Middle	73	66	68	66
075	133	Magdalena Municipal Schools	Magdalena Elementary	68	67	65	65

District Code	School Code	Parent Organization Name	Organization Name	N	BOY	MOY	EOY
077	128	Penasco Independent Schools	Penasco Middle	66	66	*	*
080	001	Estancia Municipal Schools	Upper Elementary	156	146	140	142
080	172	Estancia Municipal Schools	Estancia Middle	106	102	98	101
081	001	Moriarty-Edgewood Municipal Schools	Route 66 Elementary	159	141	145	144
081	003	Moriarty-Edgewood Municipal Schools	Edgewood Middle	313	294	291	285
081	100	Moriarty-Edgewood Municipal Schools	Moriarty Elementary	205	184	184	187
081	102	Moriarty-Edgewood Municipal Schools	Moriarty Middle	245	220	209	208
081	120	Moriarty-Edgewood Municipal Schools	South Mountain Elementary	174	160	163	163
088	038	Grants-Cibola County Schools	Cubero Elementary	111	109	105	101
088	056	Grants-Cibola County Schools	Los Alamos Middle	428	418	403	401
088	058	Grants-Cibola County Schools	Laguna-Acoma Middle	59	57	52	49
088	099	Grants-Cibola County Schools	Mesa View Elementary	250	242	240	235
088	104	Grants-Cibola County Schools	Milan Elementary	237	228	233	226
088	106	Grants-Cibola County Schools	Mount Taylor Elementary	229	212	216	211
088	152	Grants-Cibola County Schools	San Rafael Elementary	32	29	28	30
088	155	Grants-Cibola County Schools	Seboyeta Elementary	16	16	16	16
088	915	Grants-Cibola County Schools	Bluewater Elementary	43	43	41	40
089	166	Zuni Public Schools	Shiwi TS'ANA Elementary	262	257	248	253
089	195	Zuni Public Schools	Zuni Middle	246	235	230	223
505	001	School of Dreams Academy	School of Dreams Academy	220	210	203	200
520	001	The ASK Academy	The ASK Academy	336	324	320	*
539	000	Red River Valley Charter School	Red River Valley Charter School Do	49	48	47	44
544	001	SW Aeronautics Mathematics & Science Academy	SW Aeronautics Mathematics & Science Academy	137	134	122	*
550	000	Estancia Valley Classical Academy	Estancia Valley Classical Academy DO	315	307	294	289
557	001	Explore Academy Charter School	Explore Academy Charter School	572	569	558	534
566	001	Turquoise Trail Charter School	Turquoise Trail Charter School	807	400	395	390
579	001	Aces Technical Charter School	Aces Technical Charter School	98	90	92	83

* No school data available or no test records found.

Appendix 2

Table 2.1. Differential Validity for the American Indian / Alaska Native Subgroup on the 2023–24 iMSSA Administration

Content Area	Grade	Window	Unknown	No	Yes
Mathematics	3	BOY	325.615	327.113	321.373
		MOY	333.394	336.893	327.193
		EOY	349.790	349.631	341.569
	4	BOY	430.255	430.429	423.329
		MOY	443.267	440.628	435.235
		EOY	445.240	446.680	438.204
	5	MOY	542.385	544.237	536.446
		EOY	545.654	551.183	544.724
	6	BOY	643.800	645.684	639.652
		EOY	645.281	649.751	643.556
	7	EOY	743.350	746.867	741.034
	8	BOY	842.867	844.206	839.121
MOY		846.891	848.538	843.579	
EOY		848.067	847.812	842.389	
Reading	3	MOY	350.000	350.454	344.833
		EOY	353.144	353.510	347.164
	4	EOY	449.625	452.453	445.749
	5	MOY	551.049	554.885	548.586
	6	BOY	646.680	648.748	642.910
		MOY	646.623	649.874	643.035
	EOY	646.889	650.585	643.125	
		7	MOY	748.515	748.967
	EOY		752.245	753.060	745.745
	8	MOY	851.611	848.320	840.584
		EOY	851.483	851.738	844.676
	Language Usage	3	BOY	339.111	341.811
MOY			348.098	350.405	345.193
4		MOY	454.371	452.304	446.375
		EOY	454.058	455.983	450.606
5		BOY	547.250	551.862	545.127
		MOY	553.257	554.744	548.532
		EOY	551.220	555.645	548.173
6		BOY	650.300	648.162	641.345
		MOY	643.942	645.790	637.376
7		BOY	748.011	748.185	742.461
		MOY	756.394	754.138	748.996
		EOY	751.701	753.086	745.776
8	BOY	844.281	843.764	838.614	
	MOY	849.582	849.356	844.178	
	EOY	848.875	848.580	841.599	

Table 2.2. Differential Validity for the English Learner Subgroup on the 2023–24 iMSSA Administration

Content Area	Grade	Window	0**	1	2	3	4	5	6
Reading	4	BOY	447.657	438.535	*	437.156	*	*	*
	5	BOY	551.736	541.472	563.189	540.308	*	*	*
		MOY	555.420	545.604	566.216	542.745	*	*	*
	6	MOY	650.314	638.515	657.500	651.416	*	*	669.333
		EOY	651.200	637.681	656.728	651.532	*	*	669.500
	8	EOY	851.962	840.312	*	850.939	*	859.551	864.083
Language Usage	5	BOY	552.218	542.939	562.920	539.423	*	*	*
	6	BOY	648.655	636.515	654.627	648.950	*	*	668.200
		EOY	650.831	637.773	655.767	653.519	*	*	672.125

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

** English Learner status: 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 2.3. Differential Validity for the Special Education / Individualized Education Plan Subgroup on the 2023–24 iMSSA Administration

Content Area	Grade	Window	Unknown / Blank	No / 0	Yes / 1
Mathematics	3	EOY	350.487	350.019	340.263
		MOY	440.023	441.578	431.126
	4	EOY	445.788	448.267	431.514
		MOY	543.780	544.678	533.718
	5	EOY	549.771	552.181	540.259
		BOY	645.888	646.243	635.111
	6	MOY	649.033	650.411	639.126
		EOY	650.271	650.657	636.924
	7	BOY	737.548	738.914	726.300
		MOY	742.727	745.069	733.776
	8	EOY	746.310	747.753	735.719
		MOY	847.390	848.941	840.374
Reading	3	EOY	348.723	351.561	341.634
		MOY	352.355	354.548	344.428
	4	BOY	446.987	447.715	438.153
		MOY	449.165	452.369	439.084
	5	EOY	450.781	453.936	440.183
		BOY	549.620	552.505	538.256
	6	MOY	552.965	556.039	543.510
		EOY	548.771	552.834	538.750
	7	BOY	648.799	649.576	636.876
		MOY	647.871	651.097	636.612
	8	EOY	650.580	651.711	635.706
		BOY	746.982	746.771	734.140
Language Usage	3	MOY	747.012	750.102	737.510
		EOY	753.593	754.081	738.924
	4	BOY	848.640	848.756	834.957
		MOY	845.912	849.745	831.634
	5	EOY	849.334	853.050	837.061
		MOY	349.417	350.890	343.971
	6	EOY	354.559	356.314	345.500
		BOY	447.045	448.277	435.635
	7	MOY	451.238	453.584	441.237
		EOY	454.723	457.719	443.633
	8	BOY	550.070	553.061	539.420
		MOY	554.098	555.958	542.252
Language Usage	3	EOY	553.577	557.149	542.013
		BOY	648.204	649.270	633.786
	4	MOY	644.538	647.122	629.573
		EOY	650.578	651.702	633.548
	5	BOY	747.492	749.463	733.980
		MOY	752.591	755.748	740.668
	6	EOY	752.545	754.378	738.337
		BOY	843.944	844.623	830.875
	7	MOY	847.941	850.823	834.151
		EOY	846.774	849.920	833.340