



# Longitudinal Student Assessment Results

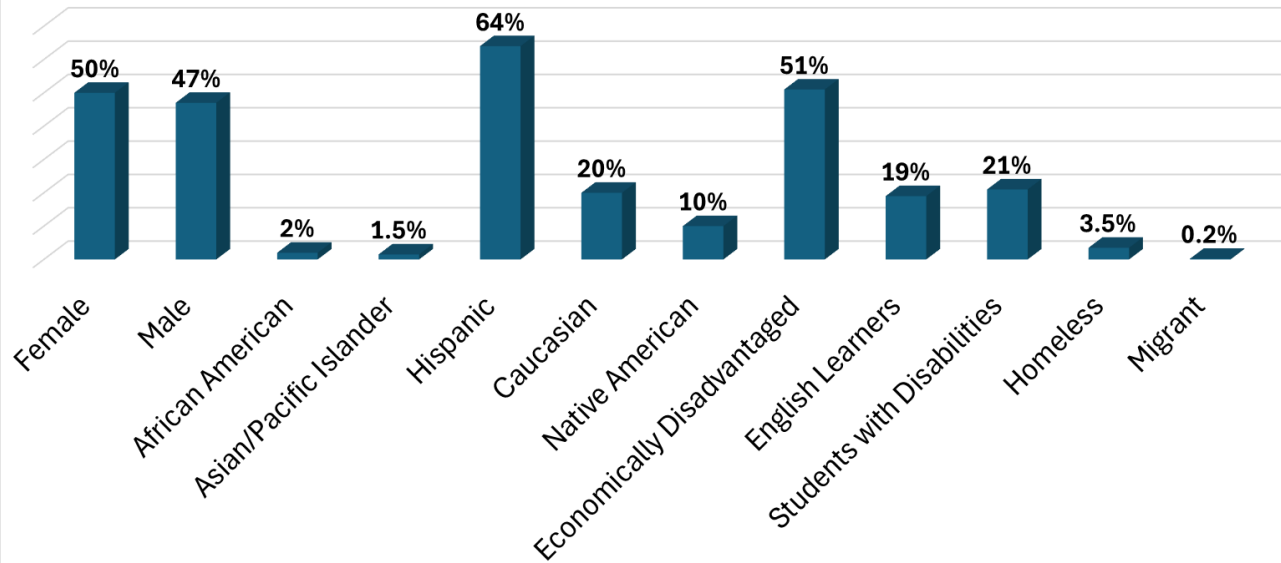
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*Legislative Education Study Committee*

*October 15, 2025*

# Our Students and Schools

Subgroup Percentages Out of 321,000 Students



89 Districts

104 State and District Charters

50,000 Educators & Support Staff



# New Mexico's Assessment Programs

Content Areas Assessed	Grade Levels Assessed	Summative Assessment Name
Mathematics & Reading	K-2	<b>Amira-ISIP</b> <i>Formerly known as Istation</i>
	3-8	<b>NM-MSSA</b> Measures of Student Success & Achievements
	11	<b>SAT School Day</b>
Science	5, 8, 11	<b>NM-ASR</b> Assessment of Science Readiness

## Measuring Achievement

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

- Summative longitudinal data from SY 2022-SY2025 is utilized for this presentation.
- PED continues to evaluate and refine its assessment system to ensure data are effectively used to inform instruction and guide local and state decision-making.

# Longitudinal Statewide Reading & Math Proficiency

Tested Subjects	Grades	Test Name	2022	2023	2024	2025	4-yr Change
Literacy	Kinder-2	Istation	31%	33%	35%	41%	+10%
	3-8	NM-MSSA	34%	39%	40%	44%	+10%
	11	SAT SD	34%	36%	36%	39%	+5%
Math	Kinder-2	Istation	<i>Not Required</i>		46%	48%	+2%
	3-8	NM-MSSA	26%	26%	25%	27%	+1%
	11	SAT SD	16%	15%	12%	12%	-4%
Science	5, 8, & 11	NM-ASR	33%	34%	38%	35%	+2%

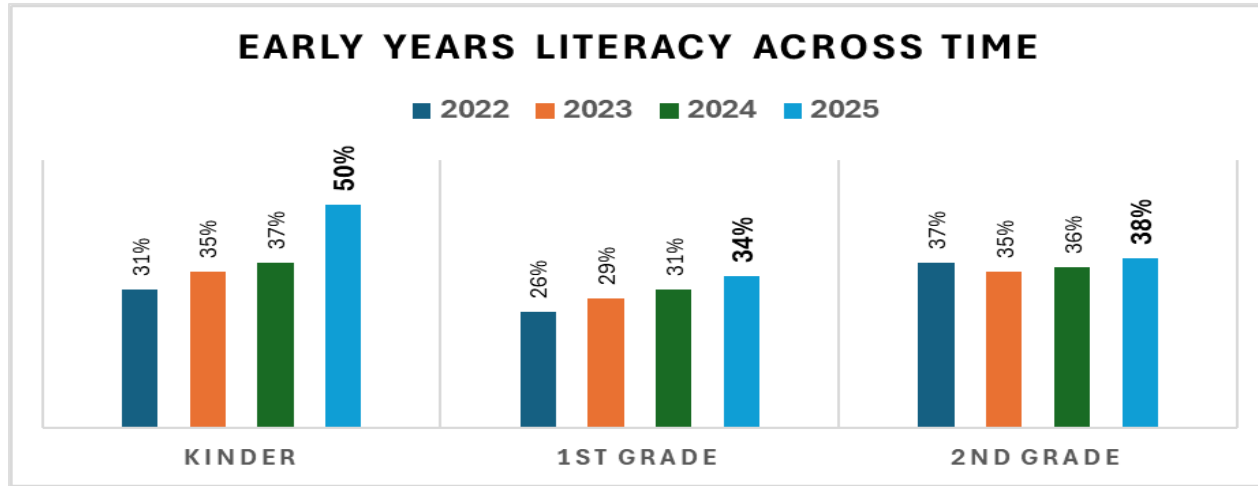
## Key Takeaways

- **Literacy gains are strong**, signaling that our recent early literacy policy and program reforms are improving student achievement.
- **Math and science growth remains relatively flat**, signaling that investments are needed to improve student achievement in these content areas.
- **Subgroup** analysis shows that **gaps are narrowing in literacy proficiency**, but disparities **persist for math and science**.



# Literacy Kindergarten-8th

# Early Years Literacy: Grades K, 1, & 2



Grade	2022	2023	2024	2025	2024 to 2025 1-yr Change	Since 2022 4-yr Change
K	31%	35%	37%	50%	13%	19%
1	26%	29%	31%	34%	3%	8%
2	37%	35%	36%	38%	2%	1%

## Early Literacy Achievement

- The spring 2025 gains in kindergarten are unprecedented.
- PED initiated its Structured Literacy program in SY2020-21. LETRS professional development is fully implemented in grades PreK-2.
- PED initiated its Summer Reading program in the summer of 2024. Over 7,000 students participated in summer 2025.

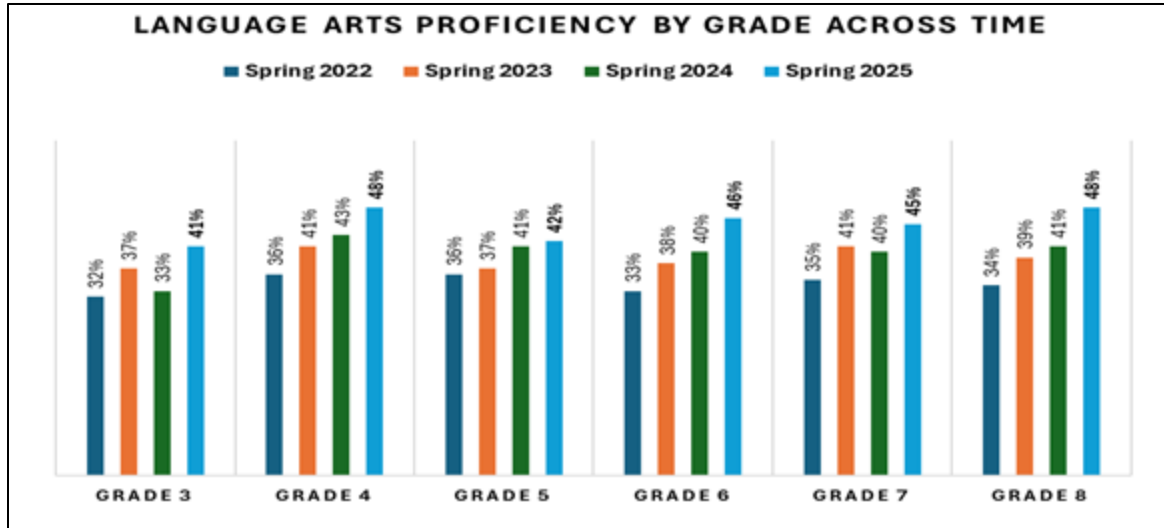
# Impact of PED's Summer Reading Initiative

2025-26 Grade 1 BOY: Performance Levels between Non-Summer Reading Program and Summer Reading Program Students

2025-26 BOY Grade 1	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Non-Summer Reading Program (n=208)</b>	116 (55.77%)	42 (20.19%)	18 (8.65%)	22 (10.58%)	10 (4.81%)
<b>Summer Reading Program (n=208)</b>	72 (34.62%)	38 (18.27%)	35 (16.83%)	<b>34 (16.35%)</b>	<b>29 (13.94%)</b>

The percent proficient (combined level 4 and 5) of Non-Summer Reading Program students was 15.39% while Summer Reading Program Students was 30.29%

# NM-MSSA Language Arts Proficiency Rates, Grade 3–8



Grade	2022	2023	2024	2025	2024 to 2025 1-yr Change	Since 2022 4-yr Change
3	32%	37%	33%	41%	8%	9%
4	36%	41%	43%	48%	5%	12%
5	36%	37%	41%	42%	1%	6%
6	33%	38%	40%	46%	6%	13%
7	35%	41%	40%	45%	5%	10%
8	34%	39%	41%	48%	7%	14%

## Large Gains in Literacy

- The spring 2025 proficiency rates reflect the **largest post-pandemic gains in literacy** across grades 3-8.
- Students in grades 3, 6, and 8 showed the **highest one-year gains** we've seen to date with NM-MSSA.
- **72% of schools improved** literacy proficiency rates between SY 2024 and SY 2025.



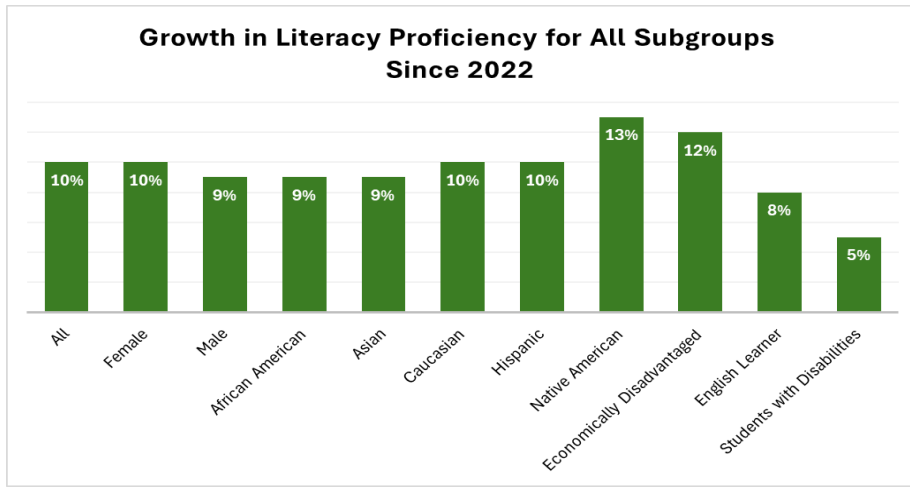
# Language Arts Proficiency by Cohort Color

Grade	Proficient 2022	Proficient 2023	Proficient 2024	Proficient 2025
K	31%	35%	37%	57%
1	26%	29%	31%	33%
2	<b>31%</b>	35%	36%	35%
3	32%	<b>37%</b>	33%	41%
4	36%	41%	<b>43%</b>	48%
5	36%	37%	41%	<b>42%</b>
6	33%	38%	40%	46%
7	35%	41%	40%	45%
8	34%	39%	41%	48%

## Early Literacy Investments

- When viewing proficiency rates by cohort, the continued growth in literacy into the upper grades signal that early investments in literacy are holding.

# 3-8 Language Arts Subgroup Proficiency Rates Across Time



Subgroup	Proficient 2022	Proficient 2025	Student N 2025	4-Yr Change
All	34.5%	44.3%	125,703	9.80%
Female	37.3%	47.6%	60,826	10.30%
Male	31.7%	40.9%	63,273	9.20%
African American	30.9%	40.1%	4,116	9.20%
Asian	53.4%	62.4%	2,542	9.00%
Caucasian	36.1%	45.6%	98,736	9.50%
Hispanic	30.1%	40.4%	80,242	10.30%
Native American	18.9%	31.6%	14,631	12.70%
Economically Disadvantaged	23.0%	34.6%	65,916	11.60%
English Learner	13.5%	21.6%	24,771	8.10%
Students with Disabilities	9.4%	14.3%	26,090	4.90%

## Subgroup Highlights

- Strong statewide gains for most students from 2022-2025.
- Females consistently outperform males.
- African American and economically disadvantaged students had significant growth and nearing the state average.
- Native American students have the largest gains among all groups.
- English Learners and students with disabilities are improving but still far below their peers.

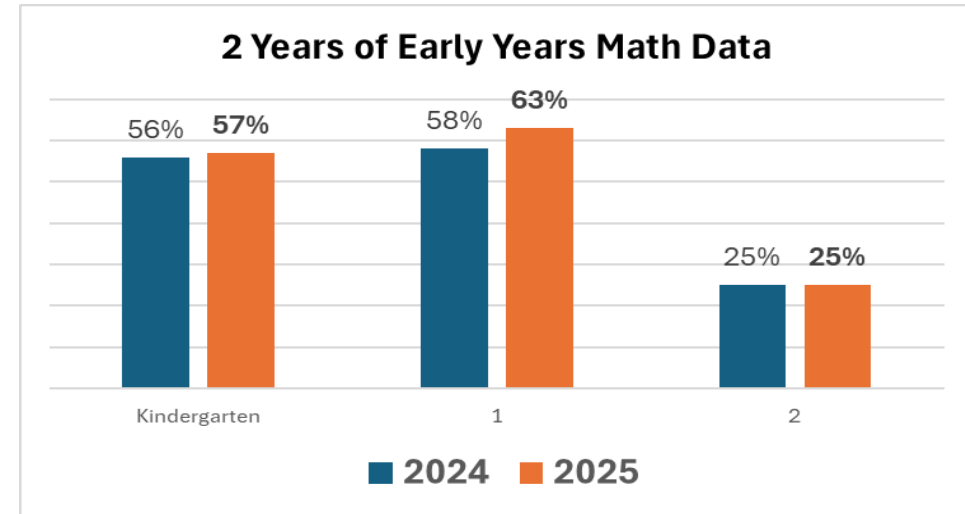


# Mathematics Kindergarten-8th

# Early Years Mathematics: Grades K, 1, & 2

## Measuring Math Progress

- Given the flat gains in math achievement, PED requires schools to administer a mathematics benchmark assessments three times a year in grades K-8.
- This requirement for kindergarten, 1st and 2nd grade was implemented starting the SY 2023-24.



↑

Grade	2024	2025	2025 N Count	1-yr Change
Kindergarten	56%	57%	16,601	+1%
1	58%	63%	16,901	+5%
2	25%	25%	17,559	+0%

# NM-MSSA Mathematics, Grades 3–8

Grade	2022	2023	2024	2025	1-yr Change	4-yr Change
3	23%	23%	24%	<b>25%</b>	1%	2%
4	25%	24%	26%	<b>28%</b>	2%	3%
5	31%	34%	32%	<b>33%</b>	1%	2%
6	33%	31%	30%	<b>34%</b>	4%	1%
7	25%	24%	19%	<b>27%</b>	8%	2%
8	20%	18%	19%	<b>18%</b>	-1%	-2%

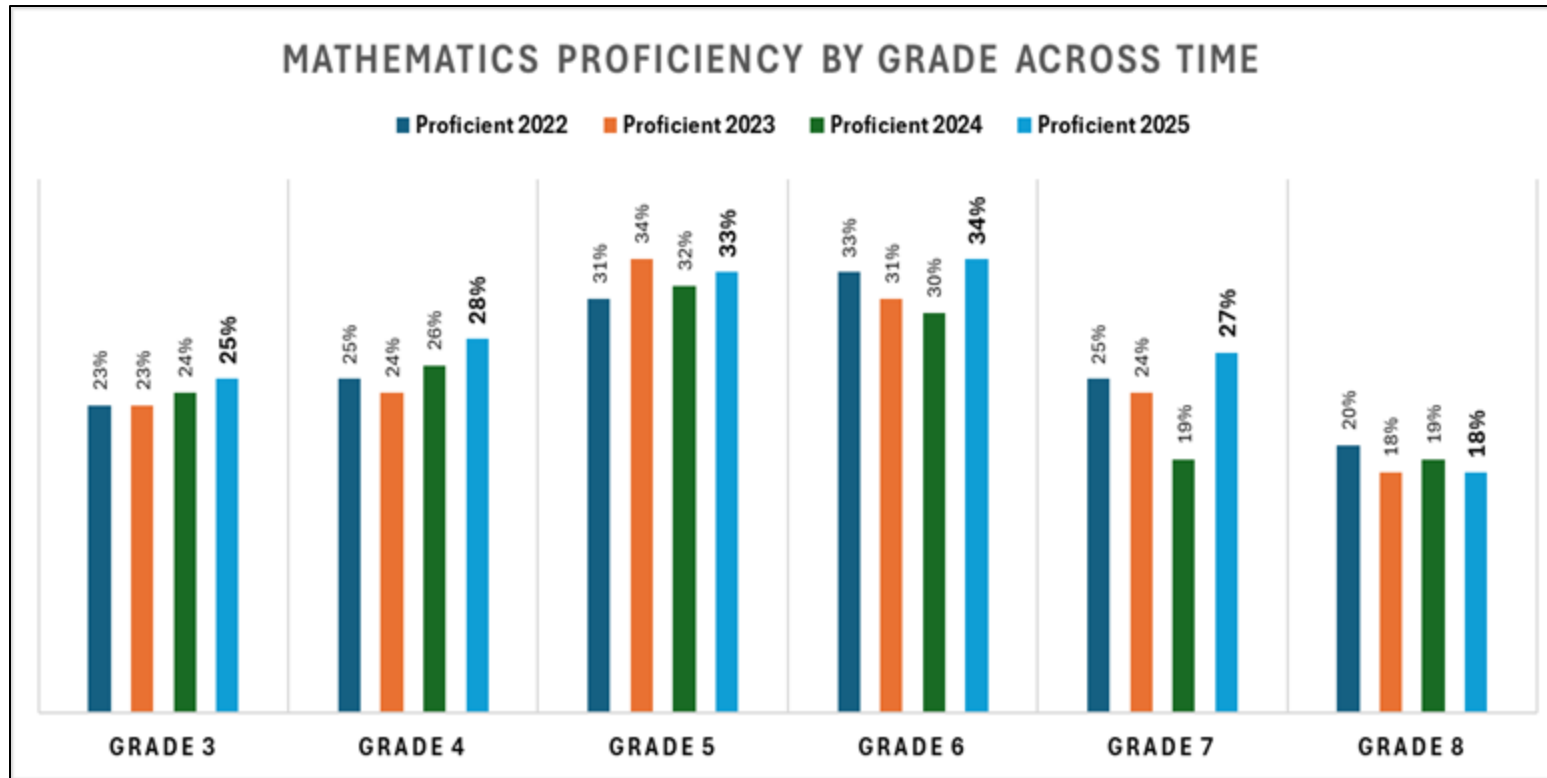
## State Results, Similar to National Trends

Nationally, states experience:

- achievement growth slows between elementary and middle school.
- math growth tends to flatten or decline, particularly in grades 7 & 8.

NAEP data shows that 8th grade math scores have declined nationwide since 2013.

# Relatively Flat Mathematics Gains Across Time



This bar graph represents the same data reflected in the table on prior slide.

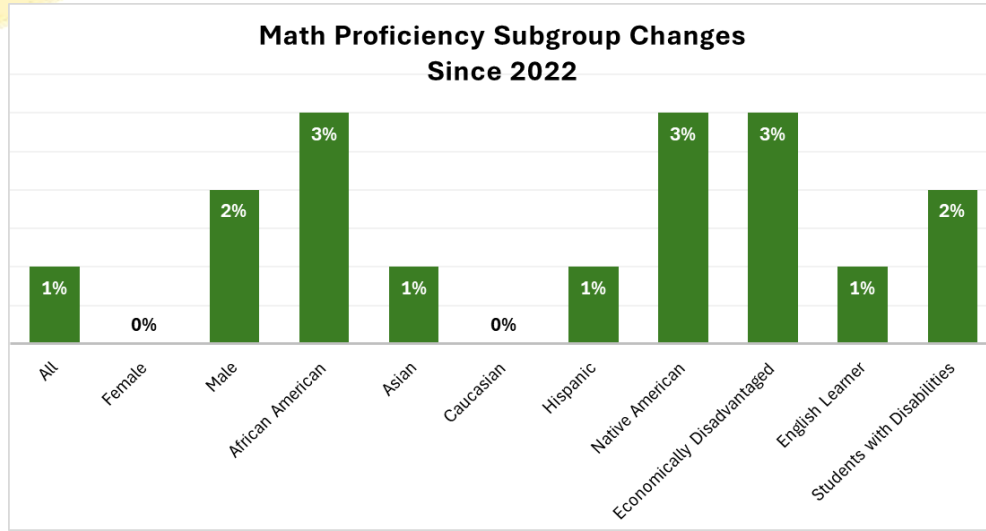
## Investments Needed

The implementation of

- a math screener,
- Professional development & math coaches,
- and school-based math plans

following the state's literacy improvement model, would assist educators in early identification and targeted intervention of students.

# 3-8 Mathematics Subgroup Proficiency Rates Across Time



Subgroup	Proficient 2022	Proficient 2025	Student N 2025	4 -Yr Change
All	26.2%	26.9%	125,761	0.70%
Female	24.9%	24.5%	60,861	-0.40%
Male	27.6%	29.1%	63,296	1.50%
African American	19.0%	21.5%	4,121	2.50%
Asian	49.5%	50.6%	2,546	1.10%
Caucasian	27.4%	27.7%	98,786	0.30%
Hispanic	21.5%	22.3%	80,289	0.80%
Native American	14.1%	16.7%	14,630	2.60%
Economically Disadvantaged	15.4%	18.0%	65,941	2.60%
English Learner	10.5%	11.1%	24,839	0.60%
Students with Disabilities	6.9%	8.6%	26,091	1.70%

## Subgroup Highlights

- The statewide average remains flat. Males perform slightly higher than females and the gender gap is widening.
- African American, Native American and economically disadvantaged students are among the most notable improvements among historically underserved students. Native American students have the largest gains among all group.
- English Learners and students with disabilities are improving but still far below their peers.
- New Mexico's math performance mirrors national trends showing stagnant growth after pandemic recovery efforts.



# Literacy and Mathematics Grade 11

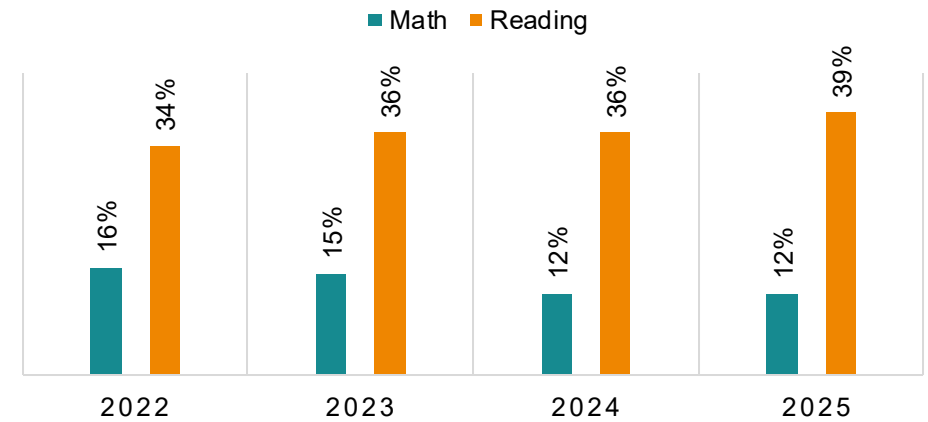


# SAT School Day, Grade 11

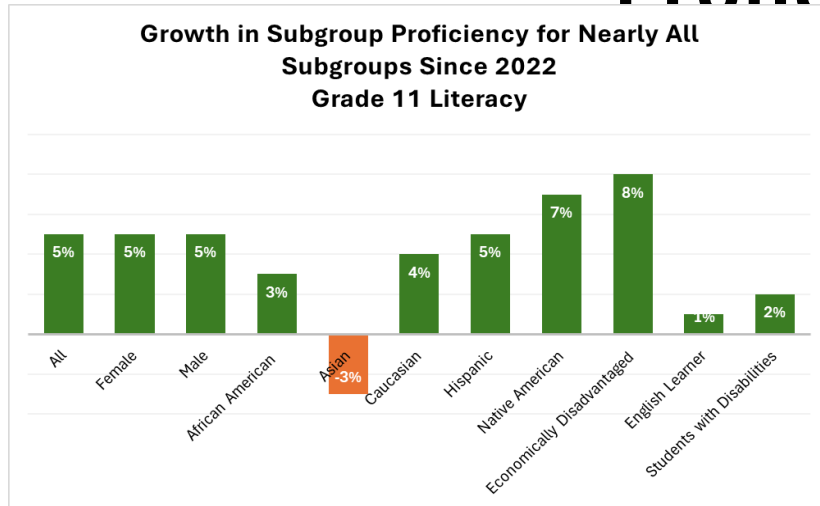
Grade	2022	2023	2024	2025	Since 2024 1-yr Change	Since 2022 4-yr Change
Math	16%	15%	12%	12%	0%	<b>-4%</b>
Reading	34%	36%	36%	39%	3%	<b>5%</b>



## SAT SCHOOL DAY PROFICIENCY ACROSS TIME



# SAT School Day Reading & Writing Subgroup Proficiency Rates Across Time



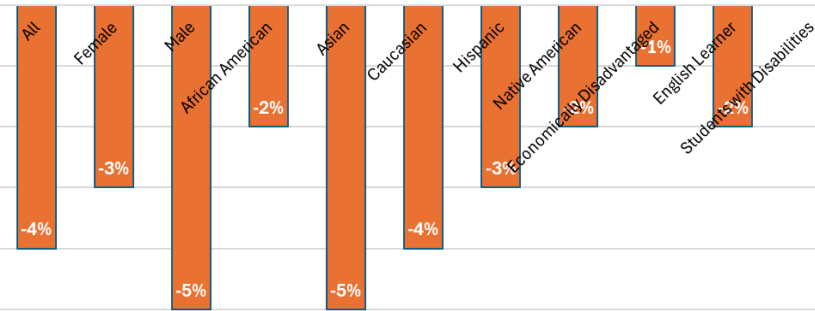
Subgroup	Proficient 2022	Proficient 2025	Student N 2025
All	33.9%	38.5%	21,482
Female	34.8%	39.8%	10,374
Male	33.0%	37.7%	10,478
African American	31.0%	34.0%	608
Asian	59.1%	55.6%	444
Caucasian	35.8%	40.2%	16,936
Hispanic	28.2%	33.2%	13,362
Native American	14.8%	21.6%	2,576
Economically Disadvantaged	19.9%	27.6%	9,592
English Learner	6.3%	7.6%	3,764
Students with Disabilities	7.8%	9.8%	3,336

## Subgroup Highlights

- SAT Reading proficiency rose across nearly all student subgroups, led by strong gains among Native American, Hispanic, and economically disadvantaged students.
- Females continue to outperform males by roughly 2 percentage points, consistent with national trends in reading and writing.
- Asian subgroup saw a small decline (–3.5 pts), possibly due to sample size shifts or test participation changes — worth monitoring but not indicative of a larger trend.

# SAT School Day Math Subgroup Proficiency Rates Across Time

Decline in Grade 11 Mathematics Proficiency for All Groups Since 2022

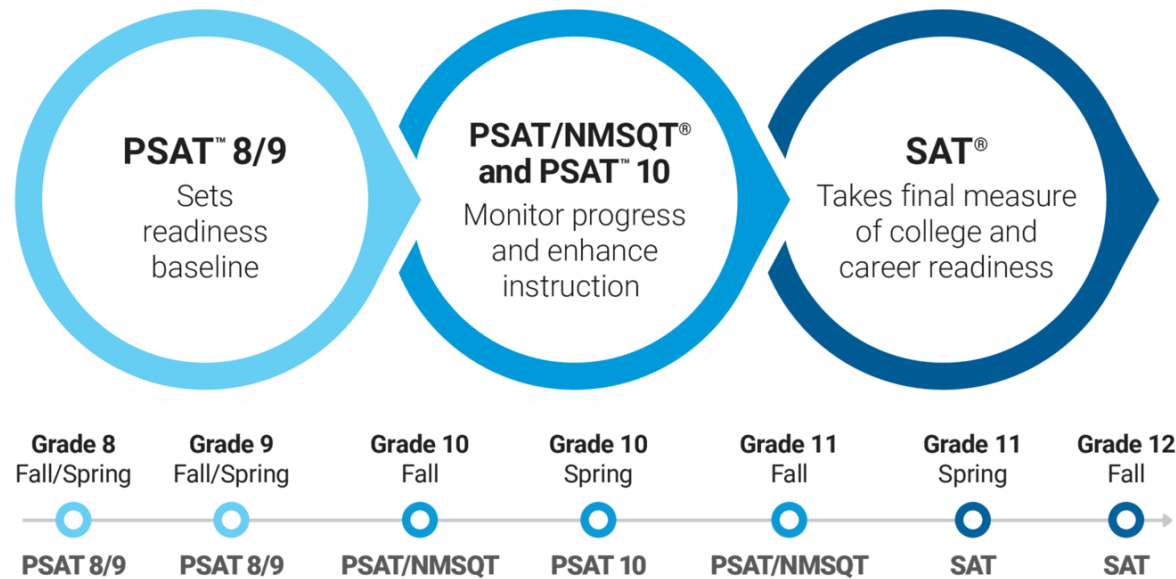


Subgroup	Proficient 2022	Proficient 2025	Student N 2025
All	16.3%	12.3%	21,653
Female	13.8%	10.5%	10,460
Male	18.9%	14.2%	10,556
African American	10.8%	9.0%	610
Asian	41.9%	37.0%	446
Caucasian	17.0%	12.6%	17,099
Hispanic	11.5%	8.5%	13,532
Native American	6.4%	4.8%	2,580
Economically Disadvantaged	6.8%	6.1%	9,640
English Learner	3.1%	1.3%	3,933
Students with Disabilities	2.5%	2.4%	3,338

## Subgroup Highlights

- SAT Math proficiency declined across nearly all student subgroups, with the statewide rate dropping from 16% to 12%.
- While high school literacy improved, math achievement continues to lag significantly, and achievement gaps remain wide.
- These data underscore the need for targeted math interventions, early readiness supports, and stronger alignment between K–8 and high school math instruction.

# A Case for Additional High School Achievement Measures



## Additional High School Achievement Measures

An additional statewide assessment at high school would help schools monitor students' progress over time and use results to inform local and state decision making.

### Benefits of Adding PSAT

- **It is focused and Predictive:** The assessment measures the core reading, writing and math skills that research shows are critical for success after high school

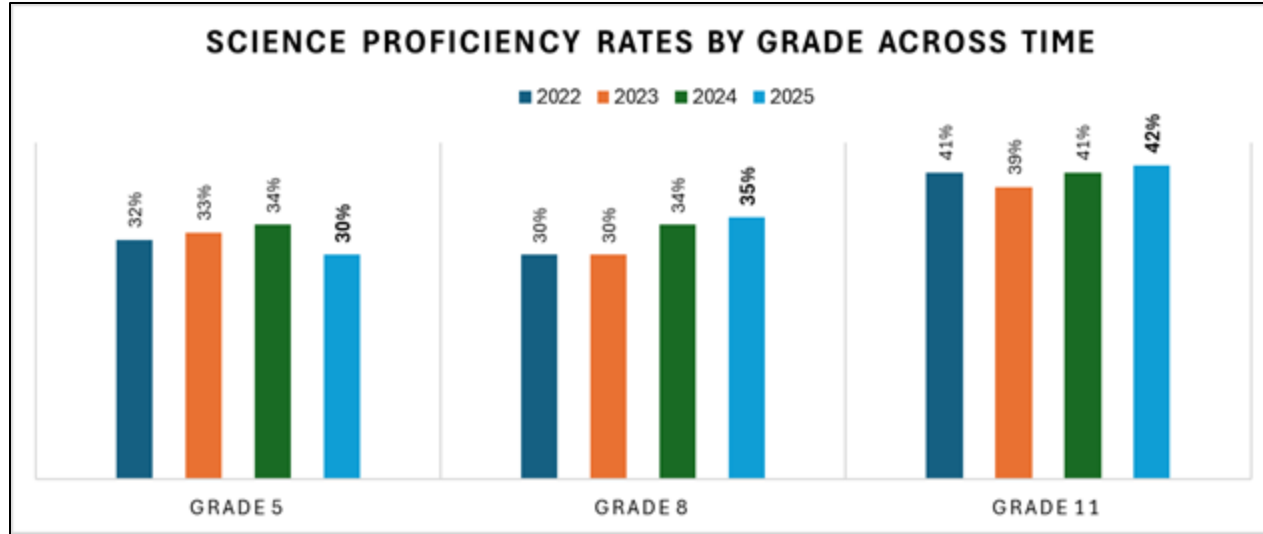
### Current Status

- 86% of New Mexico students representing 109 districts and charters already participate in the PSAT/NMSQT.



# Science

# NM-Assessment of Science Readiness: Grades 5, 8, & 11



Grade	2022	2023	2024	2025	Since 2024 1-yr Change	Since 2022 4-yr Change
5	32%	33%	34%	<b>30%</b>	-4%	-2%
8	30%	30%	34%	<b>35%</b>	1%	5%
11	41%	39%	41%	<b>42%</b>	1%	1%

## Investments Needed In Science

- Implement programs that focus on developing teachers' confidence in teaching science.
- Identify best practices tied to high quality instructional materials.
- Promote hands-on labs for students and language-integrated science instruction.

# Science Subgroup Proficiency Rates Across Time

Subgroup	2012	2015	States N	4 -Yr Change
All	33.2%	33.0%	63,930	1.00%
Female	32.7%	32.6%	30,867	0.10%
Male	34.3%	36.9%	31,889	2.00%
American American	27.0%	27.3%	1,992	0.30%
Asian	31.3%	31.9%	1,257	0.00%
Caucasian	34.9%	36.2%	50,251	1.30%
Hispanic	26.0%	29.0%	40,478	1.00%
Native American	20.3%	23.8%	7,640	3.30%
Economically Disadvantaged	21.0%	24.9%	31,305	3.90%
English Learners	11.1%	11.5%	11,794	0.40%
Students with Disabilities	10.5%	12.4%	12,483	1.90%

## Subgroup Highlights

- Statewide science proficiency measured at grades 5, 8, and 11 remains flat, overall.
- Native American and economically disadvantaged students show slight improvement, but the gap remains wide compared to Caucasian and Asian subgroups.



# Legislative Considerations



# Policy Considerations

- 1. Fund another statewide achievement measure at high school (e.g., PSAT 8/9, PSAT 10)** to promote access to college and career readiness.
- 2. Invest in early math interventions**, mirroring structured literacy reforms.
- 3. Sustain and expand early literacy programs** into upper elementary grades and high school.
- 4. Support teacher development** and use of high-quality instructional materials in science

# For More Information

## For Questions

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# APPENDIX

# 3-8 Language Arts Subgroup Proficiency Rates Across Time

Subgroup	Proficient 2022	Proficient 2023	Proficient 2024	Proficient 2025	Student N 2025	4-Yr Change
All	34.5%	38.9%	39.7%	44.3%	125,703	9.80%
Female	37.3%	41.8%	43.1%	47.6%	60,826	10.30%
Male	31.7%	36.0%	36.4%	40.9%	63,273	9.20%
African American	30.9%	34.5%	35.9%	40.1%	4,116	9.20%
Asian	53.4%	57.8%	56.5%	62.4%	2,542	9.00%
Caucasian	36.1%	40.4%	41.1%	45.6%	98,736	9.50%
Hispanic	30.1%	34.4%	35.4%	40.4%	80,242	10.30%
Native American	18.9%	24.0%	26.4%	31.6%	14,631	12.70%
Economically Disadvantaged	23.0%	26.6%	29.6%	34.6%	65,916	11.60%
English Learner	13.5%	17.7%	19.6%	21.6%	24,771	8.10%
Students with Disabilities	9.4%	11.4%	12.5%	14.3%	26,090	4.90%

# 3-8 Mathematics Subgroup Proficiency Rates Across Time

Subgroup	Proficient 2022	Proficient 2023	Proficient 2024	Proficient 2025	Student N 2025	4-Yr Change
All	26.2%	25.8%	25.0%	26.9%	125,761	0.70%
Female	24.9%	23.7%	23.0%	24.5%	60,861	-0.40%
Male	27.6%	27.9%	27.0%	29.1%	63,296	1.50%
African American	19.0%	19.3%	18.6%	21.5%	4,121	2.50%
Asian	49.5%	48.8%	45.5%	50.6%	2,546	1.10%
Caucasian	27.4%	27.0%	26.0%	27.7%	98,786	0.30%
Hispanic	21.5%	21.2%	20.5%	22.3%	80,289	0.80%
Native American	14.1%	13.7%	14.1%	16.7%	14,630	2.60%
Economically Disadvantaged	15.4%	15.4%	15.8%	18.0%	65,941	2.60%
English Learner	10.5%	11.3%	10.9%	11.1%	24,839	0.60%
Students with Disabilities	6.9%	7.2%	7.3%	8.6%	26,091	1.70%

# SAT School Day Reading & Writing Subgroup Proficiency Rates Across Time

Subgroup	Proficient 2022	Proficient 2023	Proficient 2024	Proficient 2025	Student N 2025	4 -Yr Change
All	33.9%	35.7%	36.3%	38.5%	21,482	4.60%
Female	34.8%	36.4%	36.8%	39.8%	10,374	5.00%
Male	33.0%	35.0%	35.8%	37.7%	10,478	4.70%
African American	31.0%	32.8%	36.0%	34.0%	608	3.00%
Asian	59.1%	60.8%	59.9%	55.6%	444	-3.50%
Caucasian	35.8%	37.5%	38.9%	40.2%	16,936	4.40%
Hispanic	28.2%	30.2%	31.3%	33.2%	13,362	5.00%
Native American	14.8%	17.9%	18.6%	21.6%	2,576	6.80%
Economically Disadvantaged	19.9%	21.7%	25.8%	27.6%	9,592	7.70%
English Learner	6.3%	6.2%	14.3%	7.6%	3,764	1.30%
Students with Disabilities	7.8%	7.7%	10.2%	9.8%	3,336	2.00%

# SAT School Day Mathematics Subgroup Proficiency Rates Across Time

Subgroup	Proficient 2022	Proficient 2023	Proficient 2024	Proficient 2025	Student N 2025	4 -Yr Change
All	16.3%	15.4%	11.9%	12.3%	21,653	-4.00%
Female	13.8%	13.2%	10.2%	10.5%	10,460	-3.30%
Male	18.9%	17.6%	13.5%	14.2%	10,556	-4.70%
African American	10.8%	13.2%	8.8%	9.0%	610	-1.80%
Asian	41.9%	39.5%	39.0%	37.0%	446	-4.90%
Caucasian	17.0%	16.1%	12.5%	12.6%	17,099	-4.40%
Hispanic	11.5%	10.9%	8.2%	8.5%	13,532	-3.00%
Native American	6.4%	5.3%	3.5%	4.8%	2,580	-1.60%
Economically Disadvantaged	6.8%	6.6%	5.9%	6.1%	9,640	-0.70%
English Learner	3.1%	1.7%	4.4%	1.3%	3,933	-1.80%
Students with Disabilities	2.5%	2.1%	2.7%	2.4%	3,338	-0.10%

# Science Subgroup Proficiency Rates Across Time

Subgroup	Proficient 2022	Proficient 2023	Proficient 2024	Proficient 2025	Student N 2025	4 -Yr Change
All	33.2%	33.6%	37.7%	35.0%	63,930	1.80%
Female	32.7%	32.2%	36.0%	32.8%	30,867	0.10%
Male	34.3%	35.0%	39.4%	36.9%	31,889	2.60%
African American	27.0%	26.4%	30.9%	27.5%	1,992	0.50%
Asian	51.3%	55.6%	54.7%	51.9%	1,257	0.60%
Caucasian	34.9%	34.9%	39.6%	36.2%	50,251	1.30%
Hispanic	28.0%	28.2%	32.5%	29.6%	40,478	1.60%
Native American	20.3%	20.4%	24.2%	23.8%	7,640	3.50%
Economically Disadvantaged	21.0%	21.5%	27.6%	24.9%	31,305	3.90%
English Learners	11.1%	11.0%	17.2%	11.5%	11,794	0.40%
Students with Disabilities	10.5%	11.3%	14.4%	12.4%	12,483	1.90%