

Spring 2026 Statewide Assessment **Results:** *Progress, Persistent Challenges,* *and Supporting Schools*

Lynn Vásquez
Senior Manager
Assessment, Research, Evaluation & Accountability

September 23, 2026

Questions to Guide Today's Discussion



Where are we seeing evidence of progress?



Where do the data tell us we need to accelerate our efforts?



What potential barriers to learning are affecting students and schools?

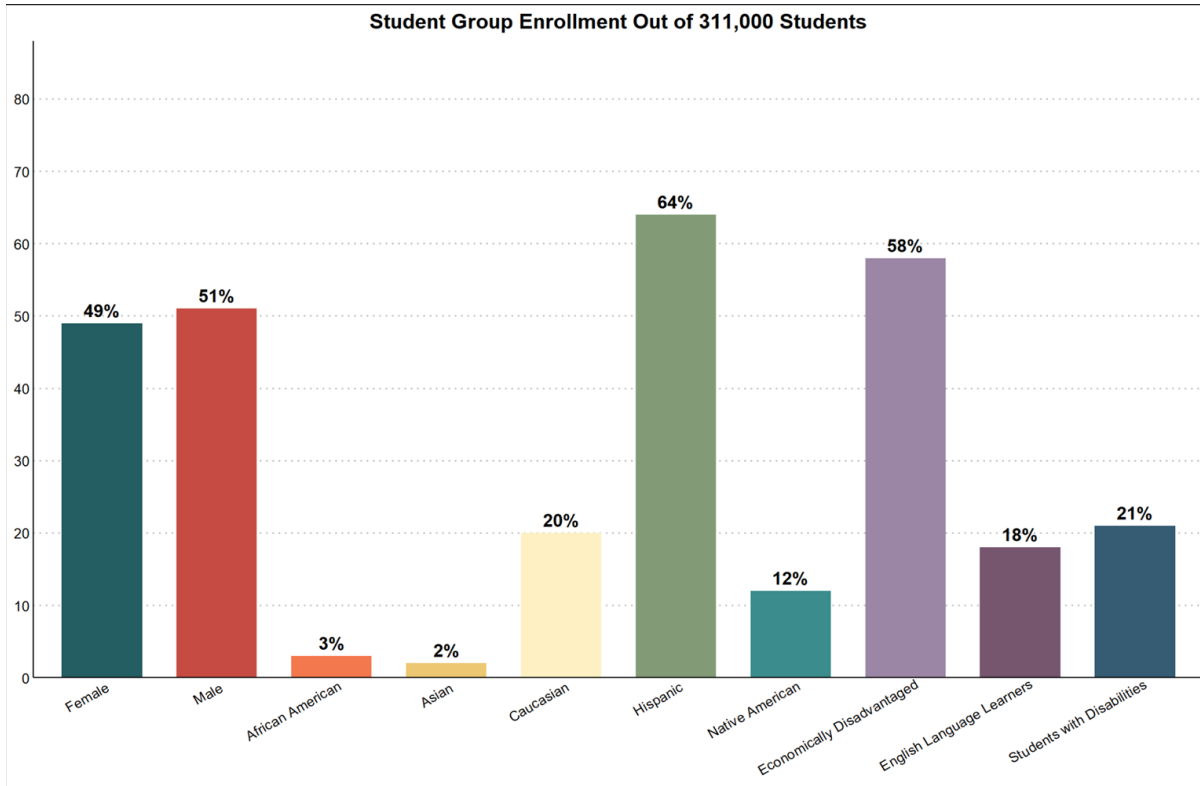


What can we learn to, schools that are achieving strong outcomes even while serving students with multiple challenges?

Spring 2026: What the Results Tell Us

- ❑ **Literacy gains are being sustained.** Grades 3–8 proficiency reached 45%, up more than 10 points since 2022.
- ❑ **Mathematics is improving gradually.** Grades 3–8 proficiency reached 28%, but high school mathematics remains a significant challenge.
- ❑ **Science is stable** overall with an overall proficiency near 34%; however, Grade 11 declined eight points from 2025.
- ❑ **Historically underserved groups show meaningful long-term gains.** Native American and economically disadvantaged students are among the groups with notable five-year improvement.
- ❑ **Contextual factors matters**—but does not determine potential. Attendance/chronic absenteeism and economic disadvantage are associated with achievement; NMPED will use this analysis to 1) target support for schools; and 2) learn from schools succeeding despite greater challenges.

Our Students and Schools



- 89 Districts
- 104 State and District Charters
- 840 Schools
- 50,000 Educators & Support Staff



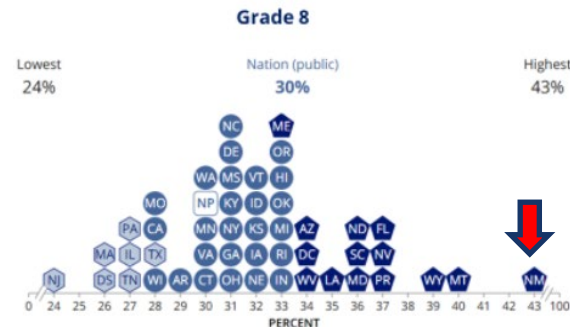
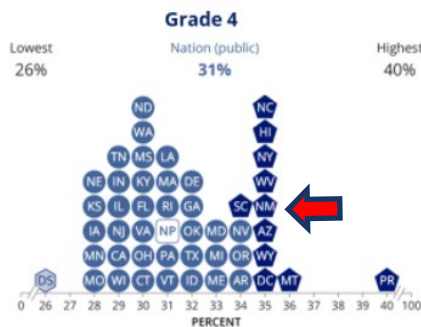
Longitudinal Chronic Absenteeism Rates

Reporting Year	PED ESSA Accountability Chronic Absenteeism Rate
2022–23	38%
2023–24	34%
2024–25	30%
2025–26	28%

Most states' absenteeism rates similar to the nation



Percentage of students in NAEP mathematics who reported they were absent from school 3 or more days in the previous month, by state/jurisdiction: 2024



Higher

Not significantly different

Lower

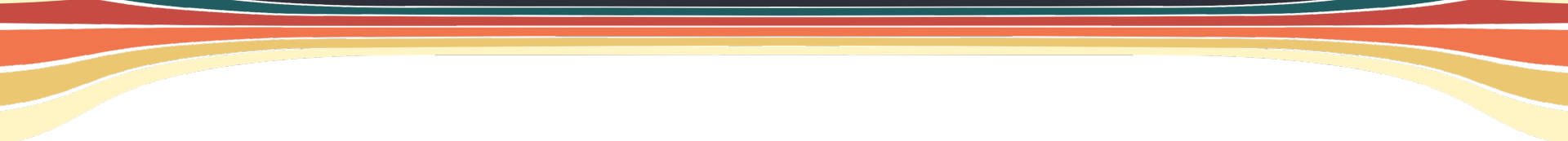
30

Longitudinal Statewide Reading & Math Proficiency

Tested Subjects	Grades	Test	2022	2023	2024	2025	2026	5-yr Δ
Literacy	K–2	Istation / Amira*	31%	33%	35%	40%	41%*	New Baseline*
	3–8	NM-MSSA	34%	39%	40%	45%	45%	+11
	11	SAT SD	34%	36%	36%	40%	37%	+3
Math	K–2	Istation ISIP	Not Required		46%	47%	47%	+1 (3-yr)
	3–8	NM-MSSA	26%	26%	26%	27%	28%	+2
	11	SAT SD	16%	16%	12%	13%	13%	-3
Science	5, 8, & 11	NM-ASR	34%	34%	38%	35%	34%	0

Key Takeaways

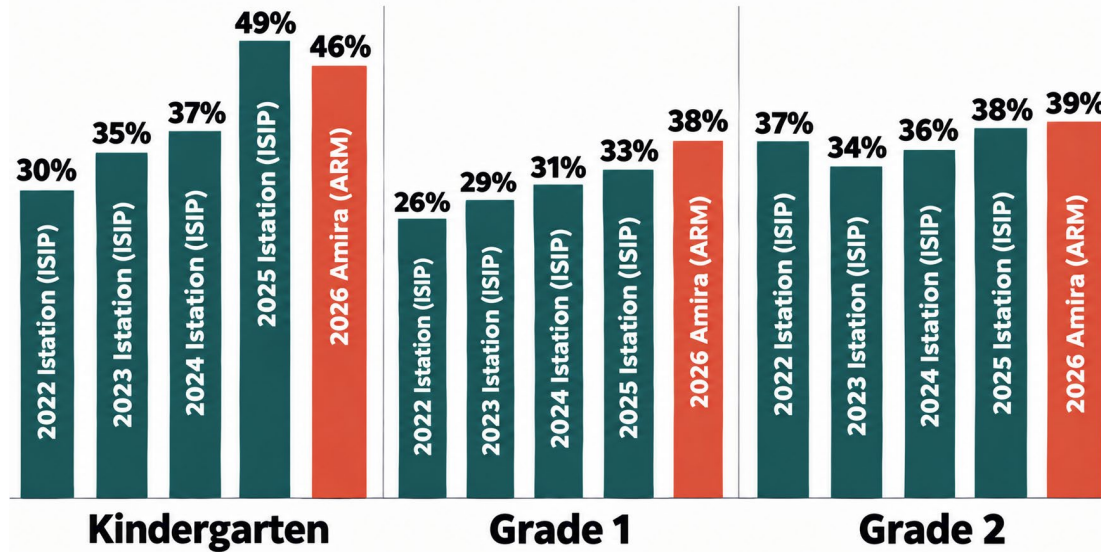
- Grades 3–8 literacy reached 45% proficient—up by more than 10 percentage points since 2022.
- Grades 3–8 mathematics reached 28% proficient, continuing gradual improvement.
- Science remained near 34% overall; Grade 11 declined eight points from 2025.



Early Years Math and Literacy

Grades K-2

Early Years Literacy: Grades K, 1, & 2

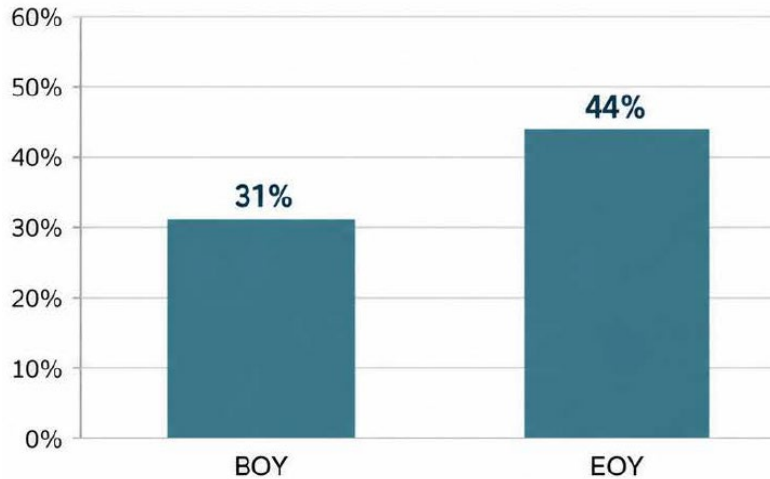


Early Literacy Achievement

- Spring 2026 establishes a new baseline for K–2 literacy.
- Within-year results show encouraging growth, while year-to-year comparisons with prior Istation results should be interpreted cautiously.

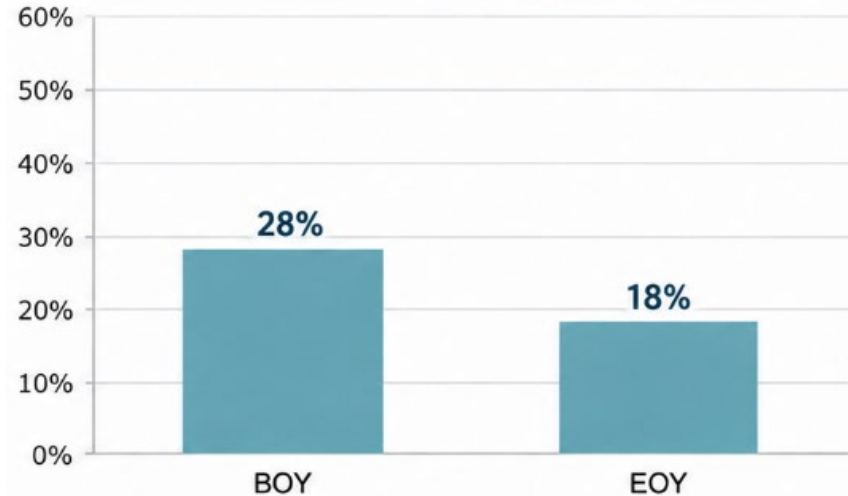
First-year Amira Results Show Meaningful Within-year Movement

More students reached proficiency



+12.5 percentage points (pp)

Fewer students remained Far Below

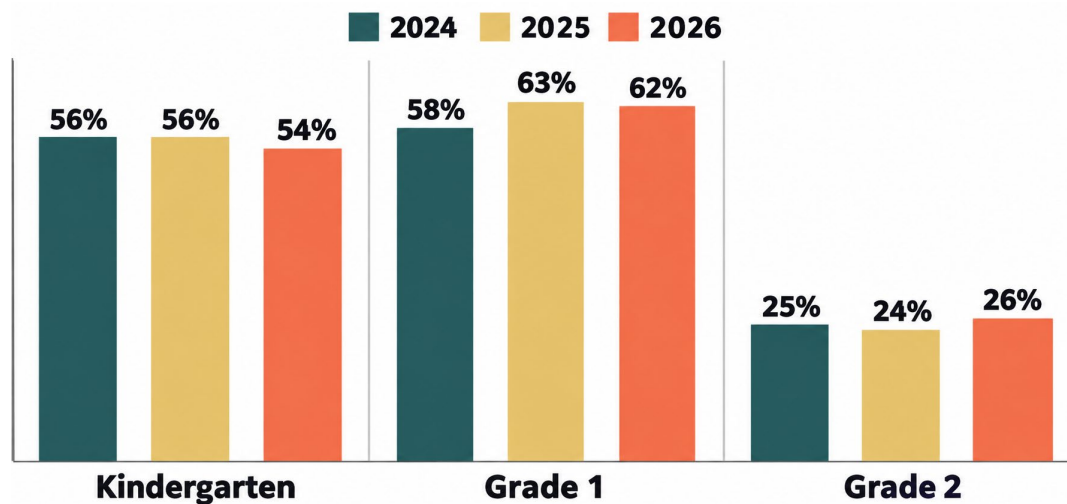


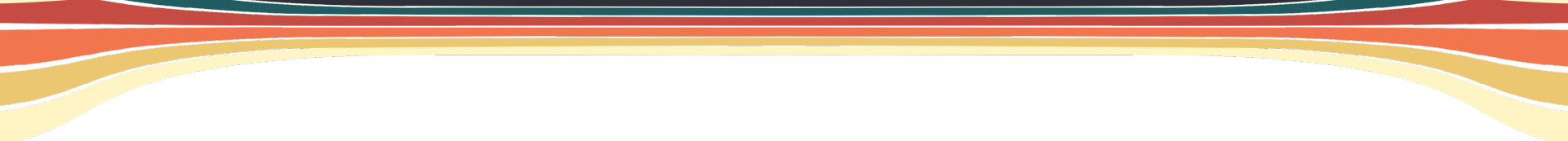
-10.0 percentage points (pp)

Early Years Mathematics: Grades K, 1, & 2

Measuring Math Progress

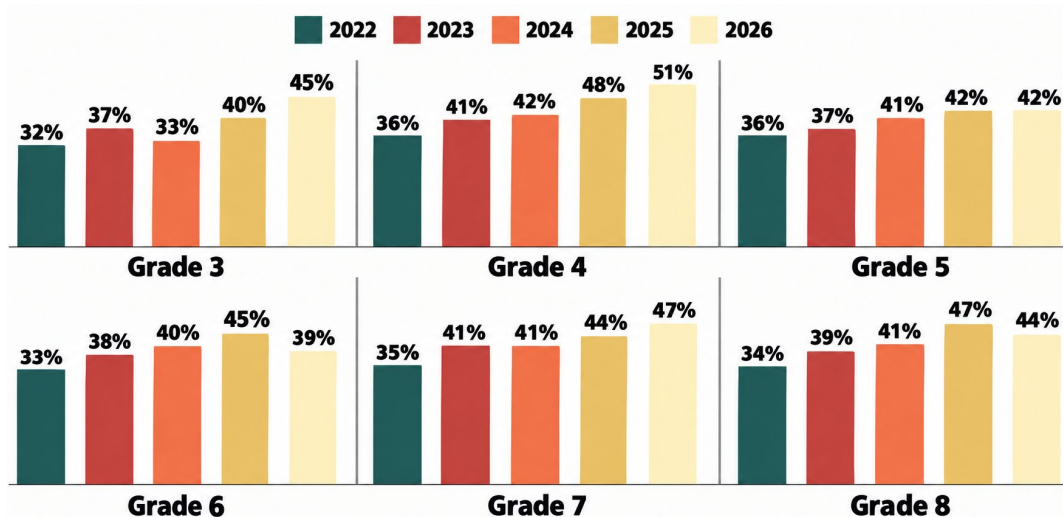
- K–2 mathematics performance was generally stable from 2024 to 2026
- The sharp difference between Grade 1 and Grade 2 may reflect changes in grade-level assessment expectations, proficiency criteria, or instructional demands.





Literacy Grades 3–8

NM-MSSA Language Arts Proficiency Rates, Grades 3–8



Large Gains in Literacy

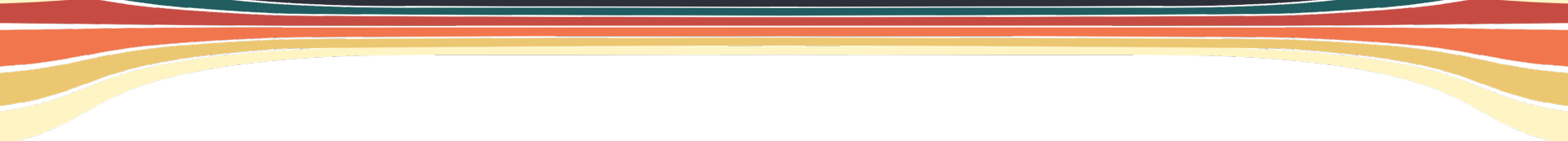
- Grades 3–8 literacy increased from 34% in 2022 to 45% in 2026.
- **Within one year**, Grade 3 increased five points in 2026 to 45% proficient and Grade 4 increased three points to 51%.
- **Every grade remains above its 2022 proficiency rate**, although 2026 results were mixed across grades.

Literacy Gains Extend Across All Reported Subgroups Grades 3–8

Student Group	Proficient 2022	Proficient 2026	Student N 2026	5-Yr Δ
All	34.5%	44.7%	121,242	+10.2
Female	37.3%	48.3%	59,190	+11.0
Male	31.7%	41.2%	62,051	+9.5
African American	30.9%	40.9%	4,071	+10.0
Asian	53.4%	64.4%	2,625	+11.0
Caucasian	36.1%	45.7%	95,124	+9.6
Hispanic	30.1%	40.7%	78,497	+10.6
Native American	18.9%	32.8%	13,991	+13.9
Economically Disadvantaged	23.0%	35.9%	72,311	+12.9
English Learner	13.5%	20.9%	23,164	+7.4
Students with Disabilities	9.4%	14.0%	25,868	+4.6

Student Group Highlights

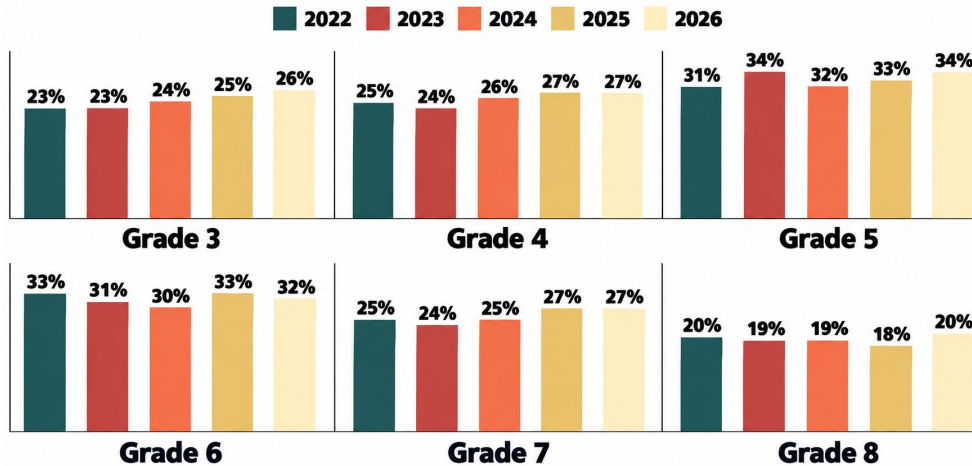
- All reported student groups improved from 2022 to 2026.
- Native American students (+13.9 pp) and economically disadvantaged students (+12.9 pp) **posted some of the strongest long-term gains.**
- Achievement gaps remain, particularly for English learners and students with disabilities.



Mathematics

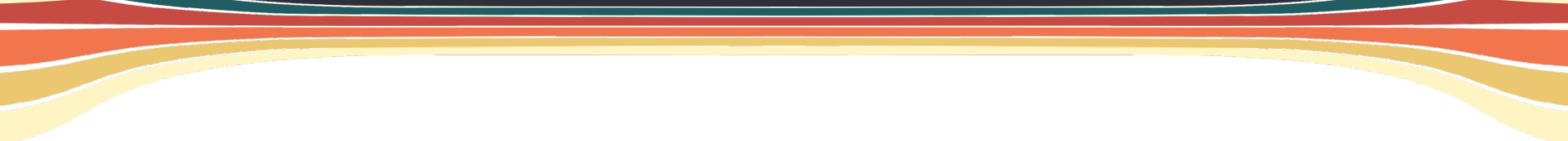
Grades 3–8

NM-MSSA Mathematics Proficiency Rates, Grades 3–8



Takeaways

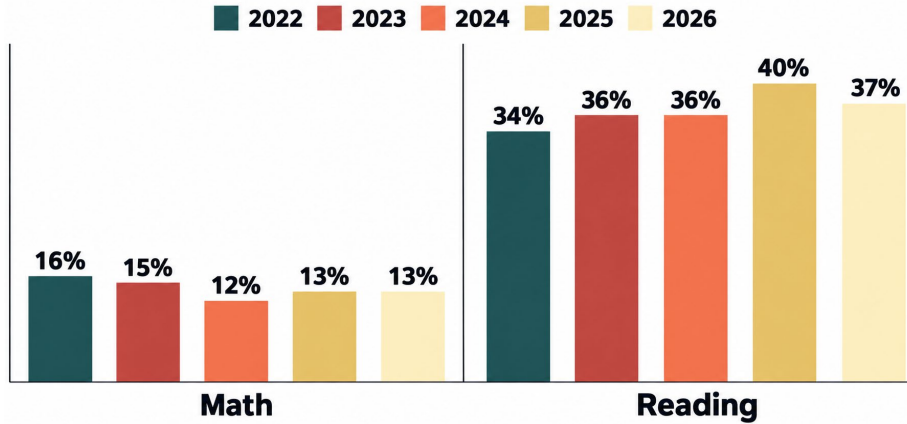
- Grades 3–8 mathematics reached 28% proficient in 2026, compared with 26% in 2022.
- **Grade-level results were generally stable:** Grades 3 and 5 increased one point; Grade 8 increased two points from 2025.
- This five-year improvement in math is modest compared with literacy, making mathematics a continued statewide priority.



High School Literacy and Mathematics Grade 11

SAT School Day, Grade 11

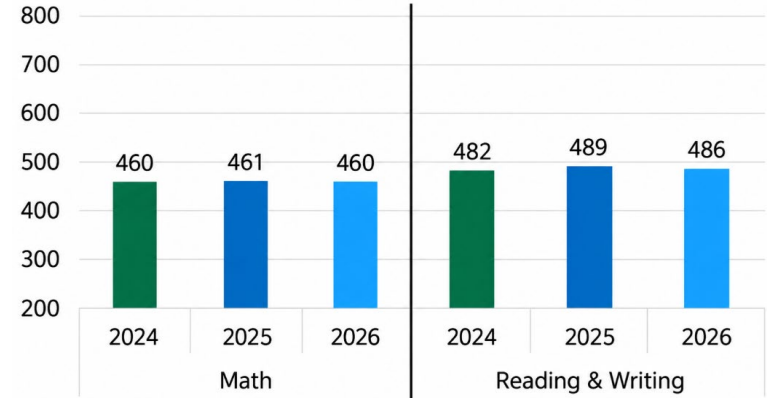
New Mexico Results

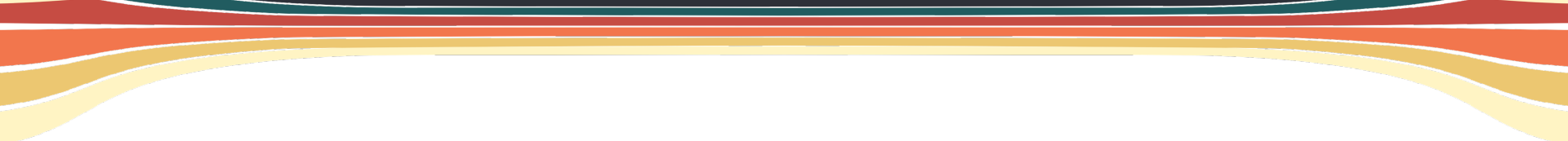


Grade	2022	2023	2024	2025	2026	1-yr Δ	5-yr Δ
Math	16%	15%	12%	13%	13%	0	-3
Reading & Writing	34%	36%	36%	40%	37%	-3	+3

All Census States Combined Results

Mean Subject Scores for All 10 SAT School Day States

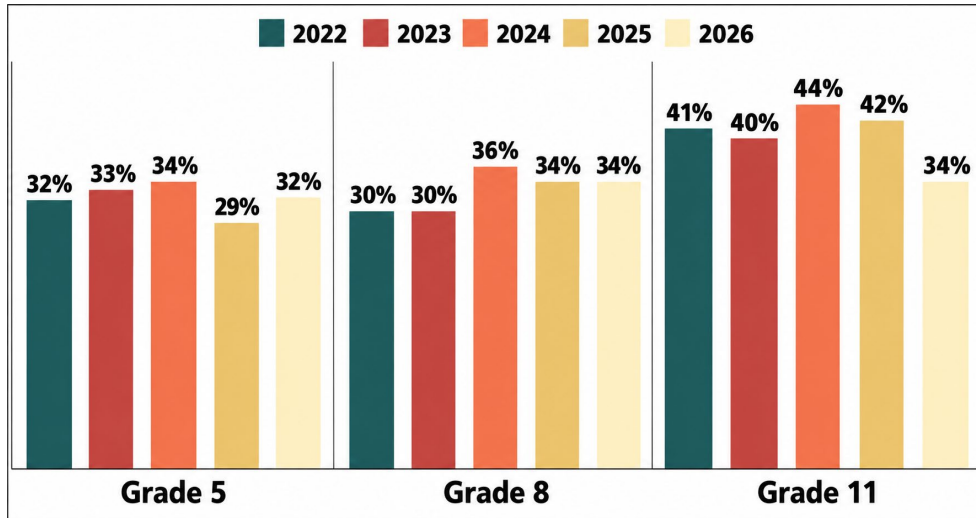




Science

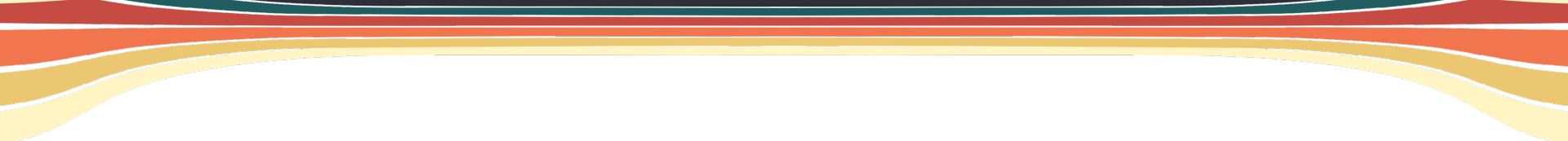
Grades 5, 8, & 11

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



Key Takeaways

- Statewide science proficiency across Grades 5, 8, and 11 was approximately 34% in 2026—essentially unchanged from 2022.
- From 2025 to 2026, Grade 5 improved three points to 32% while Grade 8 remained stable at 34%.
- Grade 11 declined from 42% in 2025 to 34% in 2026 and warrants additional analysis and support.



Understanding the Conditions Associated with Proficiency

Understanding the Analysis: Purpose, Contextual/Risk Factors, and Guardrails

PED examined several student and school conditions alongside proficiency to better understand where challenges are concentrated and where support may have the greatest impact.

These relationships are associations—not evidence that any single factor caused higher or lower performance.

The conditions often overlap and should not be interpreted as independent effects.

These factors do not define or determine student potential.

Examined Risk Factors

- **Economically Disadvantaged Students**
Students identified through Direct Certification.
- **Chronic Absenteeism**
Students with an attendance rate below 90%.
- **Suspensions**
Students who received at least one in-school or out-of-school suspension.
- **Students Held Back a Grade**
Students who were held back a grade during the 2025–26 school year.

Most Assessment Records Are Associated with One or More Risk Factors

Total Assessment Records Associated* ...	...With the Number(s) of Risk Factors	Percentage
46,556	No Risk Factors	32.7%
63,319	At least 1 risk factor	44.4%
28,465	At least 2 risk factors	20.0%
4,148	At least 3 risk factors	2.9%
19	At least 4 risk factors	<0.01%

Risk Factors: Test Records

- 67.3% of assessed records are associated with at least one measured risk factor.
- The two most prevalent risk factors among students are economic disadvantage and chronic absenteeism.

Note: The table includes all 142,507 ESSA accountable students statewide, Grades 3-8 & 11.

Subject Proficiency Gaps Associated with Risk Factors - 11th Grade

Language Arts			
Factor	Proficiency When Risk Factor is Present	Proficiency When Risk Factor is Absent	Gap
Economically Disadvantaged Students	27.22%	58.18%	30.96%
Chronic Absenteeism	21.13%	39.02%	17.89%
Students held back a grade	19.85%	35.86%	16.01%
Suspensions	29.39%	33.87%	4.48%

Math			
Factor	Proficiency When Risk Factor is Present	Proficiency When Risk Factor is Absent	Gap
Economically Disadvantaged Students	7.51%	25.56%	18.05%
Chronic Absenteeism	4.15%	14.38%	10.23%
Students held back a grade	4.99%	12.24%	7.25%
Suspensions	10.12%	11.27%	1.15%

Risk Factor Patterns

- This analysis shows that students with these risk factors are substantially less likely to be proficient, although the size of the gap varies by the type of risk factor.
- Risk factors are associated with lower proficiencies across content areas but they do not determine a student's destiny.

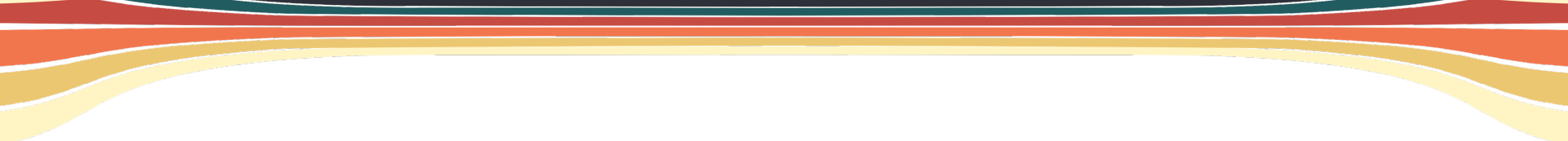
Schools Demonstrating Strong Outcomes Despite Multiple Risk Factors

Top 20 Spotlight Schools with Three or More Risk Factors

School Name	District Name
Albuquerque School of Excellence	State Charter
Hoover Middle School	Albuquerque Public Schools
Monte Vista Elementary School	Albuquerque Public Schools
Osuna Elementary School	Albuquerque Public Schools
Clayton Junior High School	Clayton Independent Schools
Dora High School	Dora Public Schools
Northeast Elementary School	Farmington Public Schools
Riverside Elementary School	Gadsden Independent Schools
Jefferson Elementary School	Gallup Public Schools
Red Rock Elementary School	Gallup Public Schools
Conlee Elementary School	Las Cruces Public Schools
Mesilla Valley Leadership Academy	Las Cruces Public Schools
Mission Achievement And Success 1.0	State Charter
Mission Achievement And Success 2.0	State Charter
Penasco High School	Penasco Public Schools
Cottonwood Valley Charter	Socorro Public Schools
Taos Academy	State Charter
Tatum High School	Tatum Public Schools
Tularosa High School	Tularosa Public Schools

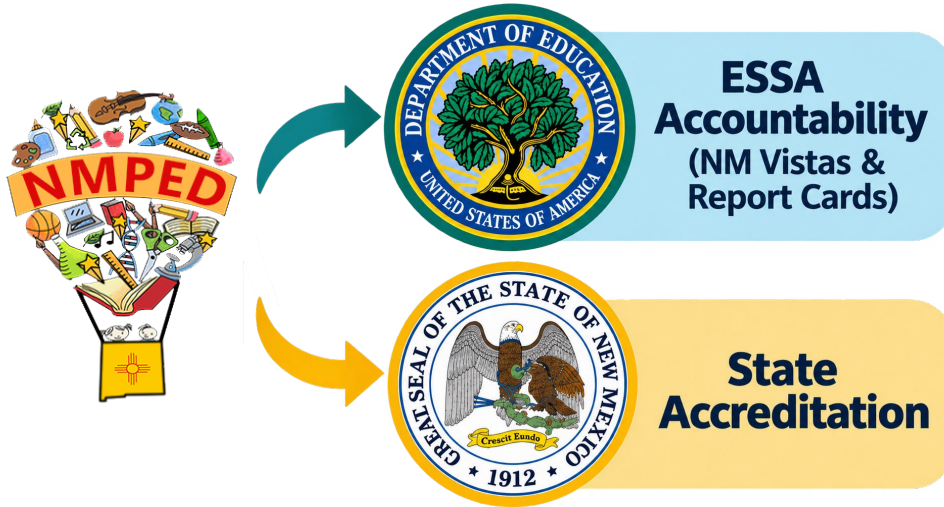
Highlights

- **Risk association is not destiny:** strong outcomes are possible even when students face multiple challenges.
- These Spotlight schools represent different communities, grade levels, and governance structures.
- Their success provides an **opportunity to identify practices** that could inform support for other schools.



Improving School Performance

Reciprocal Accountability



Key Questions

- *How are our students and schools faring?*
- *What supports does each school need?*
- *Are state investments driving improvement?*

State Accreditation of Public Schools



**STRATEGIC
PLANNING &
EFFECTIVE
PROCESSES**



**RESPONSIBLE
BUDGETING**



**PERFORMANCE
OUTCOMES**

Theory of Action: Strong strategic planning, effective processes, and responsible budgeting create the conditions for improved student outcomes.

Components of Accreditation

10 Components (21 Subcomponents) of 6.19.4 NMAC Accreditation Procedures	
1.1 Board training for local school board members	7.1 School safety plans
1.2 Board training for charter school governing body members	8.1 Next-step plans
2.1 Financial audit	9.1 Class loads and class sizes
3.1 NM School DASH Plans	9.2 Special education caseloads
3.2 Ed Plans	9.3 Gifted education caseloads
3.3 Operating budget	9.4 Counselor caseloads and licensure types
3.4 School-level expenditures	9.5 Required subject areas – high school credit-bearing classes
4.1 Nova data submissions	9.6 Required subject areas – K-8
5.1 Accountability data	10.1 Tribal education status report
6.1 Attendance improvement plans	10.2 Student needs assessments, systemic frameworks, accountability tool, annual evaluation of the framework

Systems Evidence

- Aims to ensure that schools meet key statutory and regulatory requirements, including governance, staffing, safety, attendance, fiscal responsibility and other operational expectations.
- Schools receive *Approved* or *Approved with Conditions* status based on evidence collected and evaluated in the previous fiscal year.

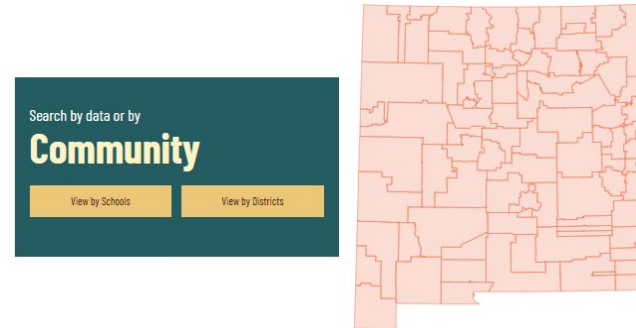
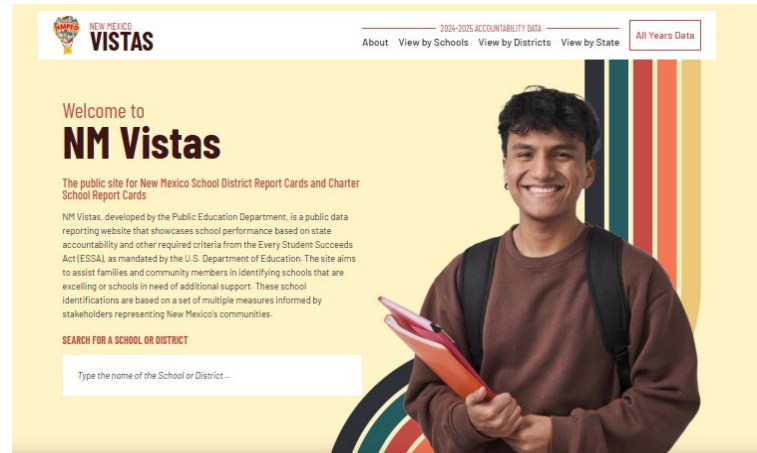
ESSA School Points and Designations

Accountability System Measures, Points, and Indicators				
Measure	Stand Alone K-2 Schools Points	Elementary & Middle Schools Points	High Schools Points	ESSA Compliant Indicator
Math Proficiency	N/A	20	15	Academic Achievement
Reading Proficiency	25	20	15	Academic Achievement
Math Growth (SGP)	N/A	15	5	Academic Progress
Reading Growth (SGP)	N/A	15	5	Academic Progress
English Learner Progress	10	10	5	EL Progress
Science Proficiency	N/A	10	10	School Quality & Student Success
Regular Attendance	10	10	10	
College & Career Readiness	N/A	N/A	5	
Graduation Rate Growth	N/A	N/A	5	School Quality & Student Success
4-year Graduation Rate	N/A	N/A	10	Graduation Rate
5-year Graduation Rate	N/A	N/A	8	Graduation Rate
6-year Graduation Rate	N/A	N/A	7	Graduation Rate
Total Possible Points	45	100	100	

Meaningful Differentiation of Schools

School Accountability

- **A rating system:** Schools are evaluated using multiple measures under the state's ESSA accountability framework.
- **Focused on support:** Ratings help identify where schools are doing well and where additional support may be needed.



ESSA Points and Designations

Across 3-year Comparisons						
	2023-24 (N)	2023-24%	2024-25 (N)	2024-25%	2025-26 (N)	2025-26%
Spotlight: Highest recognition; schools among the top 25% of schools	215	26%	210	25%	208	25%
Traditional: Good standing; not in designation	546	65%	561	67%	559	67%
Targeted Support and Improvement School (TSI): Schools with consistently underperforming student groups	3	<1%	10	1%	0	0%
Additional Targeted Support and Improvement School (ATSI): Schools in need of support with one or more of the lowest performing groups of students	4	<1%	2	<1%	7	<1%
Comprehensive Support and Improvement School (CSI): Schools scoring in the bottom 5% of Title I schools overall or that have a graduation rate below 67%	43	5%	24	3%	27	3%
More Rigorous Interventions (MRI): Schools not exiting CSI Status after 3 years receiving support	26	3%	25	3%	33	4%
TOTALS	837	100%	832	100%	834	100%

Multiple Challenges Are More Common in Lower-Performing Schools

- Schools experiencing multiple measured challenges tend to have lower proficiency than schools with no identified challenges.
- Economic disadvantage and chronic absenteeism show the largest observed associations with proficiency among the conditions examined.
- **Spotlight schools** generally have higher proficiency with lower concentrations of measured challenges, while MRI and CSI schools show greater concentrations.

Understanding Accountability Designations and Student Risk

Proficiency is heavily weighted in the accountability model; the designations generally identify schools serving students with greater concentrations of measured risk.

However, the designations should not be interpreted as a direct measure of student need because risk factors are not themselves the primary basis for the designation.

A Comprehensive System of School Supports Across the School Year

PED's Priority Schools Bureau Support System

Ensures that ESSA-identified schools receive targeted, meaningful support to:

- take focused action aligned the school's specific improvement plan;
- implement evidence-based strategies; and
- use data to measure progress and inform continuous improvement.

This work is grounded in changing adult practices and strengthening the systems that enable schools to achieve sustainable improvements.

PED's Accreditation Support System

Agency teams provide universal support and customized technical assistance *before* accreditation deadlines.

- Schools needing intensive support receive coordinated inter-bureau intervention.
- Connects schools with **multi-tiered, customized technical assistance** to build local capacity and meet accreditation requirements.

A
C
C
R
E
D
I
T
A
T
I
O
N

S
U
P
P
O
R
T

E
S
S
A

S
U
P
P
O
R
T

Spotlight: Highest recognition; schools among the top 25% of schools
Traditional: Good standing; not in designation
Targeted Support and Improvement School (TSI): Schools with consistently underperforming student groups
Additional Targeted Support and Improvement School (ATSI): Schools in need of support with one or more of the lowest performing groups of students
Comprehensive Support and Improvement School (CSI): Schools scoring in the bottom 5% of Title I schools overall or that have a graduation rate below 67%
More Rigorous Interventions (MRI): Schools not exiting CSI Status after 3 years receiving support