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August 17, 2009

MEMORANDUM

TO: Legislative Education Study Committee

FR: Ms. Pamela Herman

**RE: STAFF REPORT: IMPLEMENTATION OF ASSESSMENT REQUIREMENTS
IN LAW**

Introduction

In response to the mandates of state and federal law, all publicly funded schools in New Mexico administer a schedule of assessments intended to provide a measure of school performance and student achievement, both to satisfy accountability requirements and to assist educators with diagnostic analysis and differentiation of instructional for individual students.

During the 2008 interim, the Legislative Education Study Committee (LESC) heard an update on the school system's progress in implementing the variety of high school assessments currently required in legislation endorsed by the LESL and enacted in 2007 and 2008. At that time, the committee received an overview and status report on the short-cycle assessments required in 9th and 10th grades, college placement or workplace readiness tests in 11th grade, and the test required for high school graduation.

This report will focus on the status of all assessments that school districts must administer to students in public schools, from 3rd grade onward (see Attachment 1, "Summary of New Mexico Assessments"). The report contains three sections:

- a. Selection of New Testing Company for New Mexico;**
- b. New Graduation Assessment; and**
- c. Alignment of Short-cycle Assessments with New Mexico Content Standards.**

a. Selection of New Testing Company for New Mexico

During presentations to the LESC in 2008, the Public Education Department (PED) notified the committee that the state's contracts with assessment vendors would expire at the end of FY 09, and that, during FY 09, PED would issue requests for proposals (RFPs) for new multi-year testing contracts for all of the assessments required by state and federal law and administered statewide.

PED issued four RFPs in FY 09, for the following assessments:

- New Mexico standards-based assessments, including previous and new high school graduation assessments;
- New Mexico English Language Placement Test and New Mexico English Language Proficiency Assessment; and
- college readiness and workplace readiness assessments.

Following is a description of the assessment areas covered by the RFPs and the requirements in law each assessment addresses, the number of students who took each assessment in school year 2008-2009, the costs to the state and to school district anticipated under the new contracts, and associated legislative appropriations.

Table 1, PED Assessment RFPs – FY 09, summarizes information provided by PED regarding its RFPs, the results of the RFP process, the status of negotiations with successful offerors, and a breakdown of PED and district costs (see pages 7 and 8).

First RFP: New Mexico Standards-based Assessments, Including the Previous and New High School Graduation Exam

The first RFP includes standards-based assessments required by both federal and state law, and previous and new graduation assessments required only by state statute.

Requirements:

State standards-based assessments: Yearly, school districts must administer uniform, high-quality student academic assessments aligned with the state's academic content and student academic achievement standards in reading/language arts, mathematics, and science. The assessments must be administered in each grade 3-8 and once in high school to satisfy the accountability requirements of the federal *No Child Left Behind Act of 2001* (NCLB) and the state *Assessment and Accountability Act*.

High school graduation assessments: State statute requires that, in order to graduate from high school, a student must demonstrate competency on a state graduation examination in certain required subjects. The high school redesign legislation enacted in 2007 and 2008 requires that, beginning with school year 2010-2011, graduation is to be based on a standards-based assessment or assessments or a portfolio of standards-based indicators.

According to PED:

- State standards-based assessments are administered in English and Spanish in the spring in grades 3-8 and 11 in all school districts, charter schools, state educational institutions, and US Bureau of Indian Education schools in New Mexico.
- As required by NCLB, the state also administers the New Mexico Alternative Performance Assessment (NMAPA) for students with the most significant cognitive disabilities, in five grade bands: 3-4, 5-6, 7-8, 9-10, and 11-12 in reading/language arts, mathematics and science.¹
- As required by NCLB, the state's assessments and accountability has been fully approved by the US Department of Education (USDE):
 - According to the PED website, in 2003, PED developed a new set of academic standards for K-12 schools, necessitating a matching revision of the assessments to measure their mastery. The New Mexico Standards for Excellence are structured with three levels of specificity: a content standard, benchmarks within each standard, and grade level performance standards for each benchmark. The state must provide USDE with results of studies by reviewers who determine the degree to which the state's assessments align with those standards.
 - On January 8, 2009, USDE informed the New Mexico Secretary of Public Education that the state's standards and assessment system were "fully approved," meeting all federal statutory and regulatory requirements (including but not limited to alignment with standards) for reading/language arts and mathematics as of school year 2007-2008.
 - USDE acknowledged in its January 8, 2009 letter that the state had met four minimal criteria for its science standards and assessments and had submitted the additional evidence requested regarding the science assessments for review in October-November, 2008. Approval of the science assessments is pending.
 - USDE also noted that in school year 2007-2008 New Mexico was approved to use a proxy calculation for schools or districts that did not make adequate yearly progress (AYP) solely due to scores of the subgroup of students with disabilities. According to USDE, the state is eligible for this flexibility because it is developing an alternate assessment based on modified academic achievement standards for certain students with disabilities.
 - PED states that it submitted an application as the lead state in a collaborative with University of California at Davis and the Council of Chief State School Officers for a grant to explore the comparability of assessments based on modified achievement standards and regular state assessments.
 - If New Mexico succeeds in securing approval of an assessment based on modified standards, it would have a more appropriate way to assess at least 2.0 percent of

¹ The number of students who may take this assessment and have their proficient or better scores count toward AYP under NCLB is limited to 1.0 percent of the total population tested in a school district.

all students with disabilities who are not expected to achieve at grade level within the same time frame as other students.

- In the 2008 interim, PED testified to the committee that, as permitted in law, it intends to use the 11th grade standards-based assessment as the new high school graduation assessment. A discussion of the new graduation assessment is contained in the second section of the report.
- The RFP for a new standards-based assessment vendor includes development and administration of the previous and new high school graduation assessment.

PED reports that, in school year 2008-2009, school districts and others administered:

- approximately 161,050 standards-based assessments; and
- approximately 41,400 New Mexico High School Competency Exams.

Second RFP: New Mexico English Language Placement Test and English Language Proficiency Assessment

Requirement: NCLB requires each state's accountability plan to include an annual assessment of English-language proficiency for all students with limited English proficiency, measuring skills with oral language, reading, and writing. New Mexico has a three-step system to comply with this requirement:

- upon enrollment, a school must identify the student's primary or home language other than English, either by means of a home language survey, or a student language survey in the case of high school students;
- within 20 days of enrollment, the school must formally assess the student's English-language proficiency using the New Mexico English Language Placement Test (NMELPT), and place the student in an appropriate language program based on assessed need; and
- every year, the school must assess the student's English-language progress using another similarly named test, the New Mexico English Language Proficiency Assessment (NMELPA).

PED reports that, in school year 2008-2009, school districts administered:

- approximately 10,240 NMELPTs; and
- approximately 53,700 NMELPAs. Because 10,190 were scored "advanced," districts were allowed to exit the students from English language services; even so, schools may continue counting those students as English language learners for two additional years for purposes of measuring AYP.

Third and Fourth RFPs: College and Workforce Readiness Assessments

Requirement: In 2007, the LESC endorsed legislation that was enacted to create a high school college and workplace readiness assessment system.

- The law requires PED to establish the system of assessments aligned with state academic content and performance standards to measure the readiness of every New Mexico high school student for success in higher education or a career no later than school year 2008-2009. Testimony to the committee in the 2008 interim indicated that school districts had already selected and were administering short-cycle assessments three times in 9th and 10th grade to satisfy the statutory requirement.
- The law also requires, in the fall of 11th grade, at least one of the following chosen by the student: a college placement assessment; a work force readiness assessment; or an alternative demonstration of competency using standards-based indicators.
- The college and work force readiness assessments will be administered to 11th grade students who choose to take it in New Mexico school districts, charter schools, and in state educational institutions and in US Bureau of Indian Education schools.

PED estimates that 14,000 eleventh graders will choose to take the college readiness assessment, and 14,000 will choose the workforce readiness assessment annually.

Assessment Costs

The costs associated with educational assessments are both nonrecurring and recurring. Nonrecurring costs, which PED generally pays, include initial test development and periodic updating of assessments. Recurring costs include school district administrative costs such as printing, distribution, scoring, and reporting.

State costs: From 1999 to 2009, the Legislature appropriated a total of approximately \$23.2 million to PED to develop assessments mandated by state statute and by the federal NCLB.² These appropriations include:

- approximately \$17.2 million in nonrecurring funds through the 2007 session to PED for test development;
- \$500,000 for the alternate assessment and \$1.5 million for development of a new 11th grade assessment in the *General Appropriation Act of 2008*; and
- \$4.0 million, including \$1.0 from the General Fund and \$3.0 million from the Instructional Materials Fund, in the *General Appropriation Act of 2009*. In 2009, the Legislature also reauthorized the use of the \$1.5 million appropriation for the new 11th grade assessment for expenditure through FY 09.

In 2008, PED stated that it had budgeted close to \$2.25 million of the \$5.5 million available for expenditure in FY 09 for the new high school assessments, including:

- \$1.7 million for an electronic student management system;
- \$109,200 to facilitate the use of the 11th grade standards-based assessment as a high school graduation exam, to be discussed in the next section of this report;

² According to a January 15, 2009 program evaluation of the state assessment system by the Legislative Finance Committee (LFC), PED also received approximately \$32.0 million in federal Title I appropriations from federal FY 02-FY 08 to develop and implement NCLB-mandated assessments.

- \$200,000 for the validation and standards alignment studies for 9th and 10th grade short-cycle diagnostic assessments, the subject of the final section of this report;
- \$175,000 to implement the 11th grade Spanish language standards-based assessment in writing; and
- \$70,000 to provide professional development relating to 9th and 10th grade short-cycle diagnostic assessments.

According to PED, the remaining \$2.25 million available for expenditure from the \$5.5 million appropriated or reauthorized for assessments for FY 09 was budgeted for ongoing development and implementation of alternative assessments; distribution, scoring, and reporting the 11th grade Spanish standards-based assessment; and implementing and administering the English language proficiency assessment.

School district costs: From 1999-2009, the Legislature appropriated a total of approximately \$8.92 million in recurring dollars in the Public School Funding Formula to provide for school district administrative costs. These appropriations include:

- \$7.4 million included in the base between 1999 and 2007;
- \$465,000 added to the base in the *General Appropriation Act of 2008*, which PED indicates would not be sufficient to cover the costs of administering the new high school assessments; and
- \$1.06 million added to the base in the *General Appropriation Act of 2009*.

PED indicated in 2008 that, by eliminating the 9th grade standards-based assessment in FY 08, approximately \$524,000 become available to school districts to pay for other assessment costs; and that replacing the New Mexico High School Competency Exam (NMHSCE) with the new high school graduation assessment beginning in FY 11 and ending in FY 17 would result in extra dollars gradually becoming available for educational assessment costs. More recently, however, PED reports that funds available to school districts for the Spanish version of the grade 11 standards-based assessment under the previous contract were not sufficient to cover actual costs; therefore, PED paid approximately \$528,800 more in FY 09 for those assessments.

For FY 10, PED estimates total school district assessment costs at \$12.35 million, based on the estimated per-student costs noted in Table 1, including costs for the Dynamic Indicators of Basic Early Literacy (DIBELS) which is required in statute for early childhood programs. Excluding DIBELS, PED's estimate of school districts' assessment costs for FY 10 is over \$12.0 million (see Attachment 2, NM Student Assessment Estimated Costs by School District - Fiscal Year 2010).

Comparing appropriations, noted above, with estimated FY 10 costs, school district costs may face approximately \$3.43 million more in assessment expenses than the Legislature has provided through the public school funding formula.

Table 1. PED Assessment RFPs - FY 09

	RFP #1			RFP #2		RFP #3	RFP #4
	New Mexico Standards-based Assessments (SBAs)	High School Competency Exam (NMHSCE)	New High School Graduation Assessment (HSGA)	New Mexico English Language Placement Test (NMELPT-2)	English Language Proficiency Assessment (NMELPA-2)	College Readiness Assessment (CRT)	Workforce Readiness Test (WRT)
Scope of RFP	Continue to develop & implement assessments for all students, grades 3-8 & 11 in reading/ language arts, mathematics & science. Establish linkage of scores from old to new tests.	Administer as graduation retest for students who previously attempted it	Develop new assessment in required subjects for graduation for 11 th graders by spring 2010, & to retest 12 th graders & those who have exited high school starting in fall 2011	Develop assessment to align with new PED English Language Development Standards	Develop assessment to align with new PED standards	Administer, score & report 11 th grade student performance on a college readiness assessment aligned with state content & performance standards & college placement tests, for 11 th grade students	Administer, score & report 11 th grade student performance on a workforce readiness assessment aligned with state content standards & benchmarks in career/technical education
Years	Spring 2010, 2011, 2012, & 2013	Spring and fall, SY 2010-11, 2011-12, & 2012-13.	spring & fall, SY 2010-11, 2011-12, & 2012-13	SY 2009-10, 2010-11, 2011-12, & 2012-13	SY 2009-10, 2010-11, 2011-12, & 2012-13	Fall 2009, 2010, 2011, & 2012	Fall 2009, 2010, 2011, & 2012
Offerors	NCS Pearson & Measured Progress			NCS Pearson & World-Class Instructional Design		ACT & College Board	ACT and NOCTI (formerly National Occupational Competency Testing Institute)
Status	RFP process complete; evaluation committee has made recommendation of winning offeror to the Secretary of Public Education; PED is negotiating contract terms (Delays in the contracting process have made it necessary to treat the NMHSCE separately.)						
Award expected	Late August 2009						
PED will	Development of	PD for teachers to	Development of	Development of	Development of	School districts will	School districts will

	RFP #1			RFP #2		RFP #3	RFP #4
	New Mexico Standards-based Assessments (SBAs)	High School Competency Exam (NMHSCE)	New High School Graduation Assessment (HSGA)	New Mexico English Language Placement Test (NMELPT-2)	English Language Proficiency Assessment (NMELPA-2)	College Readiness Assessment (CRT)	Workforce Readiness Test (WRT)
pay for	SBAs, professional development (PD) for teachers to administer them; technical support required by federal peer review; & technical report	administer NMHSCE	new HSGA, PD for teachers to administer it; technical support required by federal peer review; & technical report	the assessment; professional development for teachers to administer it; & technical report	the assessment; professional development for teachers to administer it; & technical report	pay all costs associated with the college readiness assessment	pay all costs associated with the workforce readiness assessment
PED cost	\$4.34 million for FY 10: \$3.8 million for grades 3-8			No cost	\$860,300 for FY 10	\$0	\$0
	\$15,600 for FY 10 with diminishing costs in each later year	\$534,200 for grade 11 SBA & HSGA					
Districts will pay for	Production, distribution of test materials, administration, scoring, & reporting of test results.						
District costs for FY 10	\$6.64 million for grade 3-8 SBAs in English & Spanish (\$46.84 per student; cf. \$30 under old contract)	\$1.81 million for NMHSCE retests (\$44.27 per student; cf. \$25 under old contract)	\$1.36 million for grade 11 SBAs & new HSGA (\$70.35 per student; cf. \$30 for English & \$41.51 for Spanish under old contract)	No cost (just as under the old contract)	\$859,800 (\$16.01 per student; cf. \$10.98 per student under old contract)	\$454,300 (\$39 per student)	\$238,900 (\$31 per student)

b. New Graduation Assessment

This section of the report provides an update on implementation of the new high school graduation assessment, including:

- requirements in past and current state law;
- testimony presented to the LESC regarding the new graduation assessment;
- the schedule for transition from old to new assessments;
- a comparison of selected results of the old high school graduation assessment and the 11th grade standards-based assessment;
- alternate demonstrations of competency using standards-based indicators; and
- Electronic Student Management System: “Carve Your Path.”

Requirements in Past and Current Law

In 1986, legislation was enacted requiring that, to graduate from high school, a student must pass a state graduation assessment in required subjects. As subsequently amended, the law requires that, until July 1, 2010, to receive a diploma, a student must pass a state graduation test (the New Mexico High School Competency Exam, or NMHSCE) in reading, English, mathematics, writing, science and social studies, including the constitutions of the United States and New Mexico.

In testimony during the 2006 interim about the college and career readiness of New Mexico high school graduates, the LESC heard from representatives of PED and other sources that the NMHSCE tests skills at approximately the 8th grade level and that it is not aligned with state high school standards. Subsequent to this testimony, the LESC endorsed legislation that was enacted in 2007 requiring that, beginning in school year 2010-2011, to graduate, a student must demonstrate competence in required subject areas on a standards-based assessment or assessments or a portfolio of standards-based indicators established by PED in rule. A 2008 amendment provided that the standards-based assessments required in the *Assessment and Accountability Act* for school accountability may also serve as the high school graduation assessment.

Testimony to the LESC Regarding the New Graduation Assessment

In the 2008 interim, testimony from PED to the LESC indicated that:

- the 11th grade standards-based assessment will be the primary high school graduation assessment for all students except certain students with disabilities.³
- the new assessment contract now being negotiated for FY 10-FY 13 (described in the first section of this report) will incorporate the following components necessary to use the 11th grade assessment as a high school graduation test:

³ Some students with disabilities currently take the New Mexico Alternative Performance Assessment (NMAPA) for high school graduation. The NMAPA is the standards-based assessment approved by the US Department of Education for school accountability purposes as an alternative to the 11th grade standards-based assessment for students with the most severe cognitive disabilities, thus meeting the new statutory requirement for graduation (see page 3).

- expansion of the English language social studies test to include the required items on the state and federal constitutions;
 - development of a Spanish language social studies subtest; and
 - a statistically proven method to determine graduation scores that are different from simple proficiency level cut scores; and
- if a student does not achieve the established graduation score on the 11th grade standards-based assessment, the student will have multiple ways to demonstrate mastery of the standards required for graduation by assembling a portfolio of other assessments such as the college placement or workplace readiness assessments (see Electronic Student Management System: “Carve Your Path,” below).

Schedule for Transition from Old to New Assessments

Table 2, below, shows the schedule for transitioning from the previous to the new high school graduation assessment will take place over a period of eight school years.

Table 2. Transition Schedule from NMHSCE to New High School Graduation Test

School Year	NMHSCE	New High School Graduation Test (11 th Grade Standards-based Assessment)
2008-2009	graduation test for sophomores and those who previously attempted it	
2009-2010	retest	
2010-2011	retest	graduation test for juniors
2011-2012	retest	graduation test for juniors and retest for those who previously attempted it
2012-2013	retest	graduation test and retest
2013-2014	retest	graduation test and retest
2014-2015	retest	graduation test and retest
2015-2016	retest	graduation test and retest
2016-2017	retest	graduation test and retest
2017-2018	final year as retest	graduation test and retest

According to PED:

- Typically, students have attempted all six portions of the NMHSCE for the first time in the spring of their sophomore year. Beginning in school year 2009-2010, no students will attempt that test in their sophomore year. However, students who took the NMHSCE for the first time in school year 2008-2009 and did not pass every section may retake the test or portions of it in school year 2009-2010.
- Beginning in spring 2011, juniors (scheduled to graduate in spring 2012) will take the 11th grade standards-based assessment for AYP purposes and as the high school graduation assessment. If necessary, they will have two additional opportunities to take and pass that test in order to graduate on time.
- Seniors in school years 2009-2010 and 2010-2011 and those who have exited school with all the credits required for graduation who have not passed the NMHSCE before the new

requirement goes into effect may still earn a regular diploma if they retake and pass the NMHSCE any time within five years of leaving high school. Therefore, PED states that districts may have to continue to administer the current high school competency exam to those students, if they request the opportunity to take it, until school year 2017-2018.

Comparisons of Selected Results on the NMHSCE and the 11th Grade Standards-based Assessment

The RFP for a new contractor to develop standards-based assessments and the new high school graduation test required offerors to propose a process to determine the cut score for two levels of performance, passed and not passed, on the high school graduation assessment. PED indicates that the process will include its Assessment and Accountability Technical Advisory Group. According to PED, the goal will be to establish a cut point that is meaningful and equitable in marking competency for high school graduation.

- PED cannot provide reliable data on the number of students who passed all six subtests of the NMHSCE in recent years, or how many students who did not graduate on time solely because of graduation test scores. In part, this is because NMHSCE test result reports are based on student self-identification, and may contain inaccurate, or no, student ID numbers.
- However, some available data show potential disparities in performance on the NMHSCE and the 11th grade standards-based assessment. To illustrate, Table 3 shows math test results for all students and for two at-risk subgroups.

Table 3. Comparison of Math Performance on the NMHSCE and the 11th Grade Standards-based Assessment

	NMHSCE - 2008 Passed Math Subtest	11th Grade Standards- based Assessment 2009 Proficient or Better in Math	11th Grade Standards- based Assessment 2009 Nearing Proficient or Better in Math
All Students	82.9%	34.9%	73.1%
English Language Learners	54.9%	11%	54%
Students with Disabilities	59%	4%	32.2%

According to the National Academies, the people who design and mandate tests must be constantly vigilant about equity concerns, including opportunity to learn, cultural bias, or adverse impact. Regarding the need to ensure equity in the use of “high stakes” tests such as exit exams, a report to the LESC during the 2008 interim on progress in implementing high school assessments included recommendations from WestEd, a nonprofit research, development and service agency, regarding state policies that can help establish the overall fairness of a high-stakes exam. WestEd recommends that, if a state intends to require students to pass an exit exam before receiving a diploma, decision-makers must embed the exam in a broader policy system oriented toward student success. The system should guarantee the following:

- *a match between exam content and purpose*, whether proving readiness for college and the workplace, or mastery of basic skills;
- *alignment of standards, curricula and graduation requirements*, so that students are assured of an adequate opportunity to learn the content tested on the exit exam;
- *well-prepared teachers and high-quality professional development programs*;
- *early identification and intervention* for students in need of extra help or at risk of failing the exam;
- *test accommodations to address special needs of students*;
- *use of effective data systems* that deliver detailed, easy-to-use scores to teachers, students, and parents to inform appropriate remediation;
- *remediation strategies to help all students pass the exam*; and
- *ongoing evaluation of the exit exam and its consequences*, including monitoring of what happens to students who do not pass. When pass rates are low for certain groups, WestEd suggests that states may choose to postpone the consequences of the tests to give schools time to improve learning opportunities.

Discrepancies such as those indicated in Table 3 highlight the challenges that New Mexico and other states face in reconciling their efforts to increase the rigor of high school standards and curricula to improve the value of a high school diploma, while at the same time improving graduation rates – sometimes known as the “dual agenda.” Achieve and Jobs for the Future, two nonprofit organizations that advocate for higher standards and increased equity in student outcomes, recommend some broad strategies to achieve both goals:

- increase the number of students succeeding in a college- and career-ready high school curriculum, such as that required for the New Mexico Diploma of Excellence for students entering 9th grade in school year 2009-2010;
- recognize and reward schools that hold onto struggling students and graduate all students college- and career-ready; and
- place a priority on, and dedicate resources to, state intervention in persistently low-performing schools.

Policy Option

The committee may wish to request that PED undertake a detailed analysis of comparative performance on the NMHSCE and the 11th grade standards-based assessments to understand better what consequences may result from switching to a new, more rigorous high school graduation exam. If the data suggest a significant increase in the number of students at risk of not graduating because they do not pass the exam, the committee may wish to explore what remediation services, if any, ought to be provided to those students. Useful examples may be found in states such as Arizona, California, and Massachusetts.

Alternate Demonstration of Competency Using Standards-based Indicators

One way that the statute establishing the new high school graduation assessment seeks to ensure equity for students exiting high school is the provision allowing them to demonstrate competency in the required subject areas in a “portfolio of standards-based indicators.” This

strategy will address the legitimate needs of students who, for a variety of reasons, cannot effectively demonstrate their actual level of academic accomplishment on a standardized test.

On January 30, 2009, a PED rule for the high school readiness assessment system for career and college established parameters for the alternate demonstration of competency using standards-based indicators.

- An alternate demonstration of competency may include, but is not limited to, the following:
 - results from postsecondary nationally normed assessments;
 - results from workforce readiness assessments;
 - results from end-of-course examinations;
 - school-based projects such as extended papers, themes, theses, or research projects;
 - performances or works of art that can be recorded in an electronic format; and
 - community-based projects such as internships, service, learning, pre-apprenticeship, or after-school job performance.
- An alternate demonstration of competence must not contain the following:
 - products that are not the result of the student’s independent work;
 - projects that involve vertebrate animal subjects;
 - collaborations where an individual student’s work cannot be distinguished;
 - course grades, teacher, or employer recommendations or testimonials;
 - artifacts that are not related to the content standards required for graduation; or
 - material that is inflammatory, derogatory, or humiliating.
- School administrators shall establish local procedures for determining whether the alternate demonstration of competency:
 - is complete and scorable;
 - addresses the appropriate academic content standards; and
 - can be determined as adequately showing competency.
- Unless special accommodations are required, portfolios shall be submitted to school authorities electronically, use uniform templates, and follow procedures established by the department.

Electronic Student Management System: “Carve Your Path”

During FY 09 and FY 10, PED, the Higher Education Department (HED), the Department of Workforce Solutions (DWS), and the College Success Network, a nonprofit student advocacy and support organization, have undertaken to develop an electronic student management system (ESMS). According to PED rule, the ESMS is an individual student-based, interactive system for personal management and review of requirements associated with graduation and being ready for college or the workforce. Called “Carve Your Path,” the ESMS will be a mechanism for students and schools to fulfill three legislative mandates, by providing a centralized, uniform electronic data platform for:

- portfolios of standards-based indicators, to satisfy statutory requirements for alternative demonstrations of competency both for the 11th grade college- and workforce-readiness assessments and for high school graduation; and
- Next-Step Plans, required in law for all students annually beginning at the end of 8th grade.

The project has been funded by two main sources:

- \$1.5 million appropriated by the Legislature to PED in the *General Appropriation Act of 2008* for the 11th grade assessment, and reauthorized in 2009; and
- \$1.3 million in funds granted to HED by USDE under the College Access Challenge Grant program.

PED and HED describe “Carve Your Path” as an online one-stop “user interface” for PED, HED, DWS, and College Success Network programs and initiatives. The system will:

- be accessible to all current or prospective New Mexico students and residents;
- provide a platform for:
 - Next-Step Plans;
 - electronic portfolios that include scores on the high school graduation assessment, college- and workforce-readiness assessments and other placement tests; and
 - electronic transcripts;
- provide high school students with a place to compile graduation requirements;
- show students the high school preparation necessary for a postsecondary education or career;
- link to external websites and return support service and program information to the student;
- link to DWS portals for career exploration and planning and workforce opportunities in New Mexico, and show educational requirements for each career aspiration; and
- link to postsecondary education opportunities in the state, and facilitate applying for college admissions and financial aid.

According to PED and HED, “Carve Your Path” will be tested at pilot sites in Carlsbad, Roswell, Alamogordo, Farmington, Santa Fe, Belen, and Albuquerque in September 2009. The system will expand to include additional public school, higher education, and DWS sites in January 2010. It is scheduled to be fully operational by June 25, 2010.

c. Alignment of Short-cycle Assessments with New Mexico Content Standards

The final section of this report addresses a study commissioned by PED to compare the alignment of short-cycle assessments used in high school with state content standards, including:

- the statutory requirement for using short-cycle assessments in New Mexico high schools;
- the New Mexico Alignment Study of Short-Cycle Diagnostic Assessment Systems; and
- a definition of “short-cycle assessments.”

Statutory Requirement for Using Short-cycle Assessments in New Mexico High Schools

The college- and workforce-readiness assessment system created in law as part of the high school redesign legislation endorsed by the LESC and enacted in 2007 requires local administration of short-cycle diagnostic assessments in reading, language arts, and mathematics at least three times a year in 9th and 10th grades.

PED rule defines “short-cycle diagnostic-type assessments” to mean a formative measure that is regularly used to assess student performance over a short period of time (see “Definition of Short-cycle Assessment,” below, for further discussion of the term).

As provided in statute:

- short-cycle assessments must be aligned with state academic content and performance standards, college placement tests, and entry-level career skill requirements;
- results of performance on readiness assessments administered in 9th and 10th grades must be reported to students, parents, and schools no later than four weeks after the test administration date, in a form easily understandable and useful in the process of developing Next-Step Plans;
- in developing, selecting, or approving high school or college readiness assessments for school district or charter school use, PED may adopt commercially available standards-based assessments or approve a school district’s or charter school’s short-cycle assessments that meet statutory requirements; and
- PED must involve appropriate licensed school employees in the development or selection of readiness assessments.

The New Mexico Alignment Study of Short-cycle Diagnostic Assessment Systems

During the 2008 interim, the LESC heard testimony indicating that most school districts surveyed by LESC staff were already using short-cycle assessments in high school. PED stated that, for school year 2008-2009, it had directed districts to use short-cycle assessments of their choice, including any district-developed short-cycle assessments (see Attachment 3, NM Public Education Department 2008-2009 Survey of Short-Cycle Assessments). PED testified that, in order to evaluate the technical quality of the assessments, including their alignment with state standards, the department would conduct technical studies during FY 08 and use the results of those studies as a basis for recommendations regarding what short-cycle assessments districts should use in the future, pursuant to the department’s statutory mandate. PED indicated that its recommendations would, if necessary, include technical parameters to improve district-

developed assessments to assure teachers and students “of high quality assessments that have both instructional and predictive value.”

In FY 08, PED contracted with the Assessment and Standards Development Services program at WestEd to conduct a study to determine the alignment between the “test blueprints”⁴ underlying the New Mexico 9th and 11th grade standards-based assessments, and six short-cycle diagnostic assessments used in New Mexico high schools:

- Assess2Learn (Riverside):
 - English/Language Arts 9th and 10th grade; and
 - Algebra I, Geometry, and Algebra II;
- Measures of Academic Progress (Northwest Evaluation Association):
 - Reading 9th and 10th grade; and
 - Mathematics 9th and 10th grade;
- Learnia (Pearson):
 - Reading 9th and 10th grade; and
 - Algebra I, Geometry, and Algebra II;
- Scholastic: Reading 9th and 10th grade;
- Discovery:
 - Reading 9th and 10th grade; and
 - Mathematics 9th and 10th grade; and
- COMPASS (ACT):
 - Reading 9th and 10th grade; and
 - Mathematics 9th and 10th grade.

According to WestEd, the study was designed to answer two questions:

- To what degree does each test item align for content and depth of knowledge to the New Mexico standards-based assessment blueprint?
- To what degree do the assessments represent the breadth and range of knowledge of the New Mexico standards-based assessment blueprint?

⁴ A “test blueprint” is an outline of the proportion of items on a test allocated to each content area or standard and the proportion of items allocated to test each specific cognitive level (i.e., recall, application, or problem-solving).

The study targeted two levels of analysis:

- Item-level analysis:
 - *Categorical concurrence*: Do the standards and the items cover the same, or consistent, categories of content?
 - *Depth of knowledge*: Do the standards and items include the same level of cognitive complexity?
- Test-level analysis:
 - *Range of depth of knowledge*: Do the blueprint and the assessment cover comparable spans of depth of knowledge within topics and categories?
 - *Range of knowledge*: Do the blueprint and the assessment cover comparable spans of comprehensiveness, or breadth, of knowledge?
 - *Balance of representation*: Do the blueprint and the assessment give similar emphasis to different content topics, instructional activities, and tasks?

The WestEd study provides findings for each assessment for overall item alignment, depth of knowledge, and balance of representation; and it offers five recommendations:

- review the intended purpose of the assessments to determine whether they adequately meet New Mexico’s needs as short-cycle diagnostic assessments;
- review alignment of the standards-based assessment system for ensuring student progress toward proficiency on the 11th grade standards-based assessment;
- analyze academic performance data at the school, district, and state levels in light of the study findings, to determine which short-cycle diagnostic assessments are most valid;
- encourage professional development at the teacher, school, and district level; and
- seek “impact data” from test publishers and school districts to continually evaluate and monitor whether short-cycle assessments improve student achievement and ensure progress toward proficiency on the 11th grade assessment.

Definition of Short-cycle Assessment

It may be useful to describe what constitutes a short-cycle diagnostic assessment because the use of the term “short-cycle assessment” in law may be ambiguous.

- A policy brief from Achieve, the Center for Assessment, and the Aspen Institute describes “short-cycle” assessments as small-scale (“a few seconds, a few minutes, certainly less than a class period”) for the explicit purpose of diagnosing where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning. The tests are not necessarily uniform from one student to another, and there is little sense in aggregating results beyond a specific classroom.
- The policy brief suggests the term “interim assessments” to describe those that (1) evaluate students’ knowledge and skills relative to a specific set of academic goals,

typically within a limited time frame; and (2) are designed to inform decisions at both the classroom and beyond the classroom level, such as school- or district-wide, on a schedule set by the school or district rather than the teacher. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular education program or pedagogy, or diagnosing gaps in a student's learning.

- Although this is the type of assessment being used in New Mexico 9th and 10th grades, this report will continue to use the term “short-cycle assessment” to describe them consistent with the statute.
- This is also the term used by the presenter from WestEd.

ATTACHMENT 1

SUMMARY OF NEW MEXICO ASSESSMENTS

The table summarizes the required and most commonly taken optional assessments in the state:

	State requirements		Federal requirements		Optional
NM PreK	Peabody Picture Vocabulary Test; Test of Preschool Early Literacy; Woodcock-Johnson (math)	<i>pre- and post-year (required for evaluation in contract, not in law or rule)</i>			
Kindergarten	DIBELS	<i>beginning of extended year, middle of school year, end of school year.</i>			
K-3 Plus	DIBELS in grades K-3	<i>beginning of extended year, middle of school year, end of school year.</i>			
	math assessment (NMSBA) in grades 3-4	<i>once in spring</i>			
Grades 3-8			NM SBA or NMAPA for school accountability	<i>once each spring</i>	
Grade 9	Short-cycle diagnostic	<i>fall, winter, and spring</i>	NMELPA for all limited-English proficient students	<i>once in fall, winter, or spring</i>	EXPLORE (GEAR-UP schools)
Grade 10	Short-cycle diagnostic	<i>fall, winter, and spring</i>	NMELPA for all LEP students	<i>once in fall, winter, or spring</i>	AP, PSAT PLAN (GEAR-UP schools)
	NMHSCE or NMAPA for graduation	<i>in winter</i> <i>in spring</i>			
Grade 11	College/workplace readiness (could include the PSAT, ACT, and/or SAT)	<i>fall</i>	NM SBA or NMAPA for school accountability	<i>once in spring</i>	AP, PSAT ACT/SAT
	if necessary for graduation, repeat NMHSCE or NMAPA	<i>in fall and/or winter; in fall or spring</i>	NMELPA for all LEP students	<i>once in fall, winter, or spring</i>	COMPASS/ Accuplacer for dual credit placement
Grade 12	if necessary for graduation, repeat NMHSCE or NMAPA	<i>in fall and/or winter; in fall or spring</i>	NMELPA for all LEP students	<i>once in fall, winter, or spring</i>	AP ACT/SAT
			NAEP	<i>some years in some schools, in winter</i>	COMPASS/ Accuplacer

Note: PED requires schools in the school improvement cycle to administer short-cycle assessments to students for purposes of diagnosis and differentiation of instruction. The short-cycle assessments must be identified in the school's Educational Plan for Student Success.

Key to Assessments

Accuplacer: college placement tests marketed by the College Board, Inc.

ACT: one of the two most common nationally used college admissions/placement tests

AP: Advanced Placement tests, marketed by the College Board, Inc.

COMPASS: college placement test marketed by ACT, Inc.

EXPLORE: marketed by ACT, Inc., for 9th and 10th grade students, intended to predict ACT scores

NMAPA: New Mexico Alternate Performance Assessment, for students with significant cognitive disabilities

NMELPA: New Mexico English Language Proficiency Assessment

NMHSCE: New Mexico High School Competency Exam

NM SBA: New Mexico Standards Based Assessment

PLAN: marketed by ACT, Inc., for 10th and 11th graders, intended to predict ACT scores

PSAT/NMSQT: pre-SAT/National Merit Scholarship Qualifying Test, marketed by the College Board, Inc.

SAT: one of the two most common nationally used college admissions/placement tests, marketed by the College Board, Inc.

**New Mexico Public Education Department
 NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Test	SBA Gr 3-8		SBA Gr 11		NMELPA		NMELPT		NMAPA		CRA		WRA		S-CA		NMHSCE		DIBELS		DISTRICT TOTAL
Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		
SCHOOL DISTRICT	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Albuquerque Public Schools	40,432	1,893,835	4,713	331,560	14,263	228,351	2,905	0	548	32,880	2,828	110,292	1,885	58,435	12,787	140,657	9,858	436,414	2,362	35,430	3,267,853
Alamogordo Public Schools	2,695	126,234	419	29,477	158	2,530	55	0	37	2,220	251	9,789	168	5,208	902	9,922	762	33,734	926	13,890	233,003
Animas Public Schools	123	5,761	20	1,407	13	208	6	0	1	60	12	468	8	248	54	594	49	2,169	0	0	10,916
Artesia Public Schools	1,591	74,522	219	15,407	195	3,122	95	0	25	1,500	131	5,109	88	2,728	544	5,984	470	20,807	0	0	129,179
Aztec Municipal Schools	1,291	60,470	224	15,758	86	1,377	18	0	23	1,380	134	5,226	90	2,790	496	5,456	423	18,726	0	0	111,184
Belen Consol Schools	2,145	100,472	267	18,783	341	5,459	15	0	34	2,040	160	6,240	107	3,317	744	8,184	595	26,341	953	14,295	185,131
Bernalillo Public Schools	1,357	63,562	210	14,774	1,305	20,893	266	0	18	1,080	126	4,914	84	2,604	520	5,720	457	20,231	608	9,120	142,898
Bloomfield Schools	1,434	67,169	165	11,608	425	6,804	53	0	21	1,260	99	3,861	66	2,046	520	5,720	425	18,815	0	0	117,282
Capitan Municipal Schools	230	10,773	34	2,392	0	0	0	0	0	0	20	780	14	434	73	803	54	2,391	0	0	17,573

ATTACHMENT 2

**New Mexico Public Education Department
NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL	
	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost		
SCHOOL DISTRICT																						
Carlsbad Municipal Schools	2,625	122,955	377	26,522	131	2,097	57	0	33	1,980	226	8,814	151	4,681	914	10,054	712	31,520	0	0	208,624	
Carrizozo Municipal Schools	78	3,654	17	1,196	0	0	0	0	1	60	10	390	7	217	34	374	35	1,549	41	615	8,055	
Central Consolidated Schools	2,635	123,423	495	34,823	1,765	28,258	238	0	73	4,380	297	11,583	198	6,138	1,070	11,770	1,172	51,884	1,696	25,440	297,700	
Chama Valley Independent Schools	178	8,338	35	2,462	231	3,698	24	0	0	0	21	819	14	434	16	176	67	2,966	52	780	19,673	
Cimarron Municipal Schools	200	9,368	36	2,533	37	592	0	0	1	60	22	858	14	434	45	495	34	1,505	0	0	15,845	
Clayton Public Schools	241	11,288	41	2,884	17	272	0	0	2	120	25	975	16	496	94	1,034	82	3,630	0	0	20,700	
Cloudcroft Municipal Schools	174	8,150	46	3,236	1	16	0	0	1	60	28	1,092	18	558	79	869	71	3,143	0	0	17,124	
Clovis Municipal Schools	3,649	170,919	533	37,497	746	11,943	130	0	27	1,620	320	12,480	213	6,603	568	6,248	1,249	55,293	0	0	302,603	
Cobre Consol Schools	591	27,682	105	7,387	243	3,890	66	0	8	480	63	2,457	42	1,302	203	2,233	202	8,943	0	0	54,374	
Corona Public Schools	39	1,827	3	211	12	192	0	0	0	0	2	78	1	31	14	154	16	708	0	0	3,201	

**New Mexico Public Education Department
NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Cuba Independent Schools	235	11,007	82	5,769	312	4,995	22	0	4	240	49	1,911	33	1,023	186	2,046	210	9,297	126	1,890	38,178
Deming Public Schools	2,364	110,730	356	25,045	1,694	27,121	211	0	26	1,560	214	8,346	142	4,402	765	8,415	947	41,924	708	10,620	238,162
Des Moines Municipal School	48	2,248	5	352	0	0	0	0	0	0	3	117	2	62	16	176	9	398	0	0	3,354
Dexter Consol Schools	461	21,593	85	5,980	197	3,154	31	0	3	180	51	1,989	34	1,054	173	1,903	158	6,995	250	3,750	46,598
Dora Consol Schools	102	4,778	16	1,126	17	272	3	0	1	60	10	390	6	186	52	572	39	1,727	0	0	9,110
Dulce Independent Schools	271	12,694	43	3,025	229	3,666	66	0	3	180	26	1,014	17	527	156	1,716	105	4,648	424	6,360	33,830
Elida Municipal Schools	53	2,483	11	774	0	0	0	0	0	0	7	273	4	124	19	209	12	531	0	0	4,394
Española Public Schools	2,021	94,664	143	10,060	1,161	18,588	203	0	29	1,740	86	3,354	57	1,767	684	7,524	414	18,328	1,677	25,155	181,179
Estancia Municipal Schools	313	14,661	102	7,176	70	1,121	13	0	2	120	61	2,379	41	1,271	152	1,672	172	7,614	0	0	36,014

**New Mexico Public Education Department
 NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Eunice Public Schools	267	12,506	40	2,814	44	704	14	0	0	0	24	936	16	496	89	979	73	3,232	171	2,565	24,232
Farmington Municipal Schools	4,524	211,904	632	44,461	1,416	22,670	329	0	57	3,420	379	14,781	253	7,843	1,512	16,632	1,192	52,770	0	0	374,481
Floyd Municipal Schools	119	5,574	20	1,407	50	801	1	0	0	0	12	468	8	248	44	484	32	1,417	51	765	11,163
Fort Sumner Municipal Schools	125	5,855	36	2,533	13	208	4	0	1	60	22	858	14	434	50	550	31	1,372	0	0	11,870
Gadsden Independent Schools	6,167	288,862	952	66,973	6,393	102,352	1,201	0	91	5,460	571	22,269	381	11,811	2,167	23,837	2,462	108,993	104	1,560	632,117
Gallup-McKinley Cty Public Sch	4,947	231,717	916	64,441	4,135	66,201	542	0	62	3,720	550	21,450	366	11,346	2,170	23,870	2,596	114,925	671	10,065	547,735
Grady Municipal Schools	63	2,951	8	563	0	0	0	0	0	0	5	195	3	93	16	176	11	487	0	0	4,465
Grants-Cibola Cty Schools	1,470	68,855	254	17,869	547	8,757	88	0	16	960	152	5,928	102	3,162	684	7,524	554	24,526	810	12,150	149,731
Hagerman Municipal Schools	206	9,649	32	2,251	55	881	6	0	3	180	19	741	13	403	74	814	57	2,523	113	1,695	19,137
Hatch Valley Public Schools	559	26,184	107	7,527	641	10,262	115	0	7	420	64	2,496	43	1,333	226	2,486	257	11,377	0	0	62,086

**New Mexico Public Education Department
 NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
SCHOOL DISTRICT	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Hobbs Municipal Schools	4,530	212,185	451	31,728	1,442	23,086	290	0	44	2,640	271	10,569	180	5,580	717	7,887	1,202	53,213	505	7,575	354,463
Hondo Valley Public Schools	67	3,138	10	704	21	336	4	0	0	0	6	234	4	124	24	264	22	974	0	0	5,774
House Municipal Schools	29	1,358	13	915	0	0	0	0	1	60	8	312	5	155	34	374	29	1,284	0	0	4,458
Jal Public Schools	188	8,806	29	2,040	39	624	11	0	2	120	17	663	12	372	61	671	54	2,391	0	0	15,687
Jemez Mountain Schools	175	8,197	17	1,196	201	3,218	43	0	0	0	10	390	7	217	51	561	40	1,771	125	1,875	17,425
Jemez Valley Public Schools	129	6,042	33	2,322	58	929	18	0	0	0	20	780	13	403	87	957	85	3,763	34	510	15,705
Lake Arthur Municipal Schools	74	3,466	12	844	20	320	3	0	0	0	7	273	5	155	22	242	27	1,195	29	435	6,931
Las Cruces Public Schools	10,776	504,748	1,374	96,661	3,091	49,487	802	0	156	9,360	824	32,136	550	17,050	3,888	42,768	3,058	135,378	1,691	25,365	912,952
Las Vegas City Public Schools	895	41,922	106	7,457	418	6,692	101	0	21	1,260	64	2,496	42	1,302	303	3,333	247	10,935	377	5,655	81,052
Logan Municipal Schools	90	4,216	14	985	0	0	0	0	0	0	8	312	6	186	46	506	32	1,417	0	0	7,621

**New Mexico Public Education Department
NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
SCHOOL DISTRICT	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Lordsburg Municipal Schools	288	13,490	42	2,955	54	865	8	0	1	60	25	975	17	527	136	1,496	111	4,914	0	0	25,281
Los Alamos Public Schools	1,487	69,651	295	20,753	78	1,249	41	0	17	1,020	177	6,903	118	3,658	580	6,380	346	15,317	0	0	124,932
Los Lunas Public Schools	3,913	183,285	515	36,230	1,107	17,723	239	0	52	3,120	309	12,051	206	6,386	1,412	15,532	1,165	51,575	0	0	325,902
Loving Public Schools	271	12,694	45	3,166	127	2,033	15	0	1	60	27	1,053	18	558	100	1,100	81	3,586	300	4,500	28,750
Lovington Public Schools	1,445	67,684	143	10,060	494	7,909	104	0	17	1,020	86	3,354	57	1,767	207	2,277	453	20,054	882	13,230	127,355
Magdalena Municipal Schools	214	10,024	27	1,899	146	2,337	11	0	3	180	16	624	11	341	70	770	72	3,187	83	1,245	20,608
Maxwell Municipal Schools	42	1,967	10	704	0	0	0	0	0	0	6	234	4	124	17	187	14	620	0	0	3,836
Melrose Public Schools	94	4,403	18	1,266	0	0	0	0	1	60	11	429	7	217	37	407	23	1,018	0	0	7,800
Mesa Vista Consol Schools	152	7,120	42	2,955	176	2,818	20	0	0	0	25	975	17	527	78	858	69	3,055	78	1,170	19,477

**New Mexico Public Education Department
NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Mora Independent Schools	247	11,569	38	2,673	56	897	1	0	3	180	23	897	15	465	97	1,067	76	3,365	139	2,085	23,198
Moriarty Municipal Schools	1,638	76,724	226	15,899	189	3,026	39	0	18	1,080	136	5,304	90	2,790	595	6,545	130	5,755	538	8,070	125,193
Mosquero Municipal Schools	24	1,124	3	211	0	0	0	0	1	60	2	78	1	31	5	55	4	177	0	0	1,736
Mountainair Public Schools	136	6,370	28	1,970	17	272	0	0	2	120	17	663	11	341	60	660	62	2,745	0	0	13,141
Pecos Ind School District	322	15,082	39	2,744	416	6,660	34	0	2	120	23	897	16	496	108	1,188	107	4,737	0	0	31,924
Peñasco Ind School District	198	9,274	50	3,518	106	1,697	25	0	4	240	30	1,170	20	620	102	1,122	92	4,073	33	495	22,209
Pojoaque Valley Public Schools	905	42,390	153	10,764	508	8,133	76	0	4	240	92	3,588	61	1,891	375	4,125	264	11,687	0	0	82,818
Portales Municipal Schools	1,303	61,033	130	9,146	184	2,946	48	0	12	720	78	3,042	52	1,612	449	4,939	338	14,963	763	11,445	109,845
Quemado Ind School District	83	3,888	14	985	0	0	0	0	0	0	8	312	6	186	34	374	33	1,461	43	645	7,851
Questa Ind School District	162	7,588	37	2,603	245	3,922	41	0	0	0	22	858	15	465	80	880	52	2,302	124	1,860	20,479

**New Mexico Public Education Department
NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
SCHOOL DISTRICT	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Raton Public Schools	578	27,074	79	5,558	171	2,738	4	0	10	600	47	1,833	32	992	230	2,530	160	7,083	0	0	48,407
Reserve Independent Schools	58	2,717	16	1,126	0	0	0	0	2	120	10	390	6	186	35	385	31	1,372	0	0	6,296
Rio Rancho Public Schools	7,413	347,225	1,027	72,249	635	10,166	109	0	95	5,700	616	24,024	411	12,741	2,416	26,576	1,892	83,759	0	0	582,441
Roswell Independent Schools	4,091	191,622	562	39,537	819	13,112	261	0	132	7,920	337	13,143	225	6,975	1,483	16,313	903	39,976	2,144	32,160	360,758
Roy Municipal Schools	23	1,077	6	422	0	0	0	0	0	0	4	156	2	62	16	176	8	354	0	0	2,248
Ruidoso Municipal Schools	989	46,325	161	11,326	238	3,810	32	0	7	420	97	3,783	64	1,984	383	4,213	227	10,049	541	8,115	90,026
San Jon Municipal Schools	54	2,529	19	1,337	0	0	0	0	0	0	11	429	8	248	28	308	25	1,107	0	0	5,958
Santa Fe Public Schools	5,816	272,421	608	42,773	3,451	55,251	685	0	98	5,880	400	15,600	208	6,448	3,108	34,188	796	35,239	159	2,385	470,185
Santa Rosa Cons Schools	276	12,928	41	2,884	122	1,953	10	0	1	60	25	975	16	496	102	1,122	173	7,659	0	0	28,077
Silver City Cons Schools	1,470	68,855	170	11,960	126	2,017	13	0	16	960	102	3,978	68	2,108	473	5,203	348	15,406	74	1,110	111,597

**New Mexico Public Education Department
NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
SCHOOL DISTRICT	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
Socorro Consol Schools	728	34,100	129	9,075	73	1,169	0	0	7	420	77	3,003	52	1,612	285	3,135	249	11,023	39	585	64,122
Springer Municipal Schools	98	4,590	11	774	0	0	0	0	0	0	7	273	4	124	32	352	138	6,109	0	0	12,222
Taos Municipal Schools	1,040	48,714	212	14,914	401	6,420	95	0	15	900	127	4,953	85	2,635	428	4,708	295	13,060	327	4,905	101,208
Tatum Municipal Schools	141	6,604	23	1,618	50	801	13	0	1	60	14	546	9	279	49	539	26	1,151	0	0	11,598
Texico Municipal Schools	235	11,007	45	3,166	2	32	0	0	0	0	27	1,053	18	558	89	979	62	2,745	0	0	19,540
T or C Municipal Schools	639	29,931	102	7,176	196	3,138	34	0	7	420	61	2,379	41	1,271	235	2,585	199	8,810	84	1,260	56,969
Tucumcari Public Schools	448	20,984	55	3,869	51	817	6	0	6	360	33	1,287	22	682	178	1,958	158	6,995	0	0	36,952
Tularosa Municipal Schools	432	20,235	70	4,925	34	544	11	0	4	240	42	1,638	28	868	180	1,980	136	6,021	0	0	36,450
Vaughn Municipal Schools	51	2,389	6	422	40	640	3	0	1	60	4	156	2	62	14	154	11	487	14	210	4,580
Wagon Mnd Public Schools	36	1,686	29	2,040	31	496	4	0	0	0	17	663	12	372	34	374	65	2,878	14	210	8,719

**New Mexico Public Education Department
 NM STUDENT ASSESSMENT ESTIMATED COSTS BY SCHOOL DISTRICT - FISCAL YEAR 2010**

Unit Cost	\$46.84		\$70.35		\$16.01		\$0.00		\$60.00		\$39.00		\$31.00		\$11.00		\$44.27		\$15.00		TOTAL
SCHOOL DISTRICT	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	#	Total Cost	
West Las Vegas Schools	610	28,572	152	10,693	404	6,468	24	0	13	780	91	3,549	61	1,891	263	2,893	307	13,591	635	9,525	77,963
Zuni Public Schools	570	26,699	120	8,442	722	11,559	185	0	9	540	72	2,808	48	1,488	278	3,058	323	14,299	386	5,790	74,683
TOTAL\$		6,637,041		1,361,695		859,769		0		116,640		454,311		238,917		539,286		1,809,935		328,560	12,346,153

NM Public Education Department 2008-2009 Survey of Short-Cycle Assessments

DISTRICT	# Tested Grades 9 & 10	VENDOR NAME	ASSESSMENT NAME	MONTHS TESTED
Alamogordo Public Schools	902	NWEA	MAP	Sept, Jan, April
Albuquerque Public Schools	12787	Riverside	Assess2Learn	Sept, Jan, April
Animas Public Schools	54	NWEA	MAP	Sept, Jan, April
Artesia Public Schools	544	Discovery	ThinkLink	Sept, Jan, April
Aztec Municipal Schools	496	Pearson	Learnia	Sept, Jan, April
Belen Consolidated Schools	744	Pearson	BASI	Sept, Jan, April
Bernalillo Public Schools	520	NWEA	MAP	Sept, Jan, April
Bloomfield Schools	520	PLATO	NMSB Benchmarks Test	Sept, Jan, April
Capitan Municipal Schools	73	NWEA	MAP	Sept, Jan, April
Carlsbad Municipal Schools	914	NWEA	MAP	Sept, Jan, April
Carrizozo Municipal Schools	34	NWEA	MAP	Sept, Jan, April
Central Consolidated Schools	1070	Pearson	Learnia	Sept, Jan, April
Chama Valley Independent Schools	16	NWEA	MAP	Sept, Jan, April
Cimarron Municipal Schools	45	NWEA	MAP	Sept, Jan, April
Clayton Public Schools	94	NWEA	MAP	Sept, Jan, April
Cloudcroft Municipal Schools	79	NWEA	MAP	Sept, Jan, April
Clovis Municipal Schools	568	Teacher-made	Teacher-made	Sept, Jan, April
Cobre Consolidated Schools	203	NWEA	MAP	Sept, Jan, April
Corona Public Schools	14	NWEA	MAP	Sept, Jan, April
Cuba Independent Schools	186	NWEA	MAP	Sept, Jan, April
Deming Public Schools	765	NWEA	MAP	Sept, Jan, April
Des Moines Municipal School	16	NWEA	MAP	Sept, Jan, April
Dexter Consolidated Schools	173	NWEA	MAP	Sept, Jan, April
Dora Consolidated Schools	52	NWEA	MAP	Sept, Jan, April
Dulce Independent Schools	156	NWEA	MAP	Sept, Jan, April
Elida Municipal Schools	19	NWEA	MAP	Sept, Jan, April
Española Public Schools	684	NWEA	MAP	Sept, Jan, April
Estancia Municipal Schools	152	Renaissance	STAR	Sept, Jan, April
Eunice Public Schools	89	NWEA	MAP	Sept, Jan, April
Farmington Municipal Schools	1512	PLATO	NMSB Benchmarks Test	Sept, Jan, April
Floyd Municipal Schools	44	NWEA	MAP	Sept, Jan, April
Fort Sumner Municipal Schools	50	ACT	COMPASS	Sept, Jan, April
Gadsden Independent Schools	2167	NWEA	MAP	Sept, Jan, April
Gallup-McKinley County Public Sch.	2170	Pearson	Learnia	Sept, Jan, April
Grady Municipal Schools	16	NWEA	MAP	Sept, Jan, April
Grants-Cibola County Schools	684	Scholastic	SRI	Sept, Jan, April
Hagerman Municipal Schools	74	NWEA	MAP	Sept, Jan, April
Hatch Valley Public Schools	226	NWEA	MAP	Sept, Jan, April
Hobbs Municipal Schools	717	NWEA	MAP	Sept, Jan, April
Hondo Valley Public Schools	24	NWEA	MAP	Sept, Jan, April
House Municipal Schools	34	NWEA	MAP	Sept, Jan, April
Jal Public Schools	61	NWEA	MAP	Sept, Jan, April
Jemez Mountain Schools	51	NWEA	MAP	Sept, Jan, April
Jemez Valley Public Schools	87	NWEA	MAP	Sept, Jan, April

DISTRICT	# Tested Grades 9 &10	VENDOR NAME	ASSESSMENT NAME	MONTHS TESTED
Lake Arthur Municipal Schools	22	NWEA	MAP	Sept, Jan, April
Las Cruces Public Schools	3888	NWEA	MAP	Sept, Jan, April
Las Vegas City Public Schools	303	NWEA	MAP	Sept, Jan, April
Logan Municipal Schools	46	NWEA	MAP	Sept, Jan, April
Lordsburg Municipal Schools	136	NWEA	MAP	Sept, Jan, April
Los Alamos Public Schools	580	NWEA	MAP	Sept, Jan, April
Los Lunas Public Schools	1412	NWEA	MAP	Sept, Jan, April
Loving Public Schools	100	NWEA	MAP	Sept, Jan, April
Lovington Public Schools	207	NWEA	MAP	Sept, Jan, April
Magdalena Municipal Schools	70	NWEA	MAP	Sept, Jan, April
Maxwell Municipal Schools	17	NWEA	MAP	Sept, Jan, April
Melrose Public Schools	37	NWEA	MAP	Sept, Jan, April
Mesa Vista Consolidated Schools	78	NWEA	MAP	Sept, Jan, April
Mora Independent Schools	97	NWEA	MAP	Sept, Jan, April
Moriarty Municipal Schools	595	NWEA	MAP	Sept, Jan, April
Mosquero Municipal Schools	5	CTB McGraw-Hill	TABE	Sept, Jan, April
Mountainair Public Schools	60	NWEA	MAP	Sept, Jan, April
Pecos Independent School District	108	NWEA	MAP	Sept, Jan, April
Peñasco Independent School Dist.	102	NWEA	MAP	Sept, Jan, April
Pojoaque Valley Public Schools	375	NWEA	MAP	Sept, Jan, April
Portales Municipal Schools	449	NWEA	MAP	Sept, Jan, April
Quemado Independent School Dist.	34	NWEA	MAP	Sept, Jan, April
Questa Independent School District	80	NWEA	MAP	Sept, Jan, April
Raton Public Schools	230	NWEA	MAP	Sept, Jan, April
Reserve Independent Schools	35	NWEA	MAP	Sept, Jan, April
Rio Rancho Public Schools	2416	NWEA	MAP	Sept, Jan, April
Roswell Independent Schools	1483	ACT	PLAN	Sept, Jan, April
Roy Municipal Schools	16	NWEA	MAP	Sept, Jan, April
Ruidoso Municipal Schools	383	NWEA	MAP	Sept, Jan, April
San Jon Municipal Schools	28	NWEA	MAP	Sept, Jan, April
Santa Fe Public Schools	3108	NWEA	MAP	Sept, Jan, April
Santa Rosa Consolidated Schools	102	NWEA	MAP	Sept, Jan, April
Silver City Consolidated Schools	473	NWEA	MAP	Sept, Jan, April
Socorro Consolidated Schools	285	ACT	COMPASS	Sept, Jan, April
Springer Municipal Schools	32	NWEA	MAP	Sept, Jan, April
Taos Municipal Schools	428	NWEA	MAP	Sept, Jan, April
Tatum Municipal Schools	49	NWEA	MAP	Sept, Jan, April
Texico Municipal Schools	89	NWEA	MAP	Sept, Jan, April
Truth or Consequences Mun. Sch.	235	Pearson	Learnia	Sept, Jan, April
Tucumcari Public Schools	178	NWEA	MAP	Sept, Jan, April
Tularosa Municipal Schools	180	Scantron Corp.	Ed. Performance Series	Sept, Jan, April
Vaughn Municipal Schools	14	NWEA	MAP	Sept, Jan, April
Wagon Mound Public Schools	34	NWEA	MAP	Sept, Jan, April
West Las Vegas Schools	263	NWEA	MAP	Sept, Jan, April
Zuni Public Schools	278	NWEA	MAP	Sept, Jan, April

NM Public Education Department 2008-2009 Survey of Short-Cycle Assessment

Vendor and Assessment Key

Vendor	Assessment	# Districts Using
ACT	PLAN	21 GEAR-UP districts
	COMPASS	2
CTB/McGraw-Hill	TABE (Test of Adult Basic Education)	1
Discovery Ed. Assessment	ThinkLink Education	1
NWEA (Northwest Evaluation Association)	MAP (Measurement of Academic Progress)	72
Pearson	Learnia	4
	BASI (Basic Achievement Skills Inventory)	1
PLATO Learning	NM Standard-Based Benchmark Test	2
Renaissance Learning	STAR (Standardized Testing and Reporting)	1
Riverside Publishing	Assess2Learn	1
Scantron Corporation	Education Performance Series	1
Scholastic	SRI (Scholastic Reading Inventory)	1
n/a	Teacher-made	1