

New Mexico

New Mexico High School Competency Examination (NMHSCE)

Part I: Policy Trends

Type of test	Minimum competency
Purpose	To meet a state mandate
Major changes in exit exam policy since the 2007-08 school year or any pending changes	<p>The New Mexico High School Competency Exam (NMHSCE) will be replaced by the Grade 11 Standards Based Assessment/High School Graduation Assessment (SBA/HSGA) in spring 2011 as the state’s high school exit exam. The NMHSCE was administered to the last cohort of grade 10 students in spring 2009. In 2011, the NMHSCE will only be administered as a retest for students in grade 12 and students who have exited from high school. The NMHSCE will continue as a retest for students who have exited from high school until spring 2016.</p>
Status of the state’s decision regarding the Common Core State Standards and impact of that decision on exit exam policies	<p>NM has adopted the overarching “standards” for both math and English language arts and will be adopting the Common Core Standards in their entirety. Due to the requirements in New Mexico standards adoption for key stake holder involvement in the allowable 15% for state-specific standards, NM has brought together school administrators, classroom teachers, representatives from higher education, the business community, parents, and others for the full and final adoption of the Common Core Standards. The time line for this full and final adoption is as follows:</p> <ul style="list-style-type: none"> • Throughout the month of July: Committees meet and develop recommendations for the state-specific 15% of the standards. • August 17, 2010: Notice of rule making is filed. In order to format the state-specific standards and meet the New Mexico rules deadlines, the notice is filed with the New Mexico Archives on August 17th. The date to file notices is set for the calendar year and is not flexible. • August 31, 2010: Public is notified of rule adoption. NM requires rule (standards) adoption to be noticed prior to adoption for public input, therefore the full CCS with the state-specific 15% will be noticed in August. This notice is on a rigid schedule and the

	<p>rule(s)/standards must be published for public input for 30 days and a public hearing must be held.</p> <ul style="list-style-type: none"> • October 1, 2010: Public hearing for the Common Core Standard rules takes place—this is required no less than 30 days from the date of public notice or rule adoption. • By October 18, 2010: Rules are filed with New Mexico Archives. • By October 29, 2010: Rules are published in New Mexico Records and Archives—this publishing finalizes the rules.
	<p>A study is planned to evaluate changes in the SBA/HSGA needed to align with CCS. A 25% annual item refreshment rate will be used to replace items as needed. Additional item development and new assessment design will be supported with available funding.</p>
Test used by colleges or universities for undergraduate admission?	<p>Students can be admitted to public universities in New Mexico without having a high school diploma, but they cannot receive financial aid without a diploma or GED. A certificate of completion does not meet the requirements for financial aid.</p>
Year first administered	<p>2011</p>
Year diplomas first withheld	<p>2012</p>
Subjects tested	<p>Reading, writing, mathematics, science, and social studies</p>
Types of questions	<p>Multiple-choice and constructed response items</p>
Grade first administered	<p>11th</p>
Grade(s) exam aligned to	<p>Content and performance standards in the grade 9-12 span in reading, writing, math, science, and social studies</p>
Number of retakes allowed before the end of grade 12	<p>Two. Students may retake the SBA/HSGA in the fall and winter of 12th grade.</p>
Retakes after grade 12	<p>Two retake opportunities each year (fall and winter) for up to five years after exiting high school</p>
Does the state have reciprocity with other states?	<p>Results on another state’s test is part of the portfolio of information submitted to the state secretary of education in a waiver request submitted by the school district and is considered on a case-by-case basis.</p>

Exit exam used for No Child Left Behind?	In school year 2010-11, the Grade 11 SBA/HSGA will be used for both NCLB (ESEA) and high school graduation.
Same cut score for graduation and NCLB?	Different sets of cut scores will be used for accountability reporting and high school graduation. In school year 2010-11, a statewide taskforce will set graduation standards for the SBA/HSGA.
Evaluations of the state exit exam	State committees of teachers, in partnership with the test vendor and the PED, annually review SBA items for quality, potential bias, and psychometric properties. New items are field tested annually. Information about SBA reviews and field testing is available online in SBA technical reports at http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/SBA/index.html (see Technical Reports)
State test contractor	Measured Progress is the Grade 11 SBA/HSGA vendor from 2009 through 2013.
Does the state provide students with alternate paths to graduation?	A student who does not pass all areas of the SBA/HSGA may still receive a high school diploma by demonstrating competence in state content standards by submitting a portfolio of artifacts/standards-based indicators (NMSA 6.19.7.10)
Alternate paths to graduation specifically for English language learners (ELLs)	No, but English language learners are eligible for the same waiver and certificate options as general education students. Also, a Spanish version of the exam is available.
Alternate paths to graduation specifically for students with disabilities	There are three pathways to the diploma in New Mexico. The pathways are Standard, Career Readiness, and Ability, and each has its own requirements: <ul style="list-style-type: none"> • Standard Pathway: Students must meet the district’s graduation requirements that apply to all students • Career Readiness Pathway: Students must take the SBA/HSGA and meet a competency level determined by the student’s individualized education program (IEP) team • Ability Pathway: Students must take either the

SBA/HSGA or the New Mexico alternate assessment and meet a competency level determined by the IEP team

Like all other New Mexico high school students, students with disabilities who complete 12th grade without having passed the SBA/HSGA may still receive a high school diploma by demonstrating competence in state content standards by submitting the Alternate Demonstration of Competence, a portfolio of artifacts/standards-based indicators. Students with disabilities receive accommodations for the SBA/HSGA according to their needs. Please see the link below:

For students with a significant cognitive disability, the New Mexico Alternate Performance Assessment (NMAPA) serves as the assessment for adequate yearly progress (AYP) and the alternative high school exit exam.

Who makes decisions on whether a student is eligible to use alternate paths?

The school principal, district superintendent, local school board, and the state secretary of education

How are students identified as eligible for alternate paths to graduate?

The appeal must be initiated by the school principal and sent to the district superintendent and local school board. If the waiver is approved by the local school board, the district superintendent submits a waiver request to the state secretary of education for consideration and approval. The waiver request must include documentation of the student having met all other graduation requirements.

The New Mexico statute that establishes the alternate paths does not specify who makes the determination. This is a local education agency [LEA] decision.

When calculating the graduation rate for adequate yearly progress purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?

New Mexico counts students taking alternative pathways together with other students in graduation rates for AYP.

How many full-time equivalent staff in the state department of education are

NA

involved in implementing alternate paths?

Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam

New Mexico annually releases 25% of the SBA/HSGA items from the prior administration. These items are posted on the PED Web site for use by teachers, students, and parents. The PED provides annual professional development workshops for teachers to build the capacity of teachers to use student test data to guide instruction. The PED also provides annual professional development workshops to teachers on the scoring of constructed response items on the SBA. This training is designed to increase understanding about how the SBA assesses complex problem-solving skills.

Types of assistance or remediation the state provides for all districts to help students who have failed to pass the exit exam

Title I SES may provide supplementary funding. In addition, the State has a State Equalization Guarantee formula that funds almost 95% of a school district's programs. The formula has various factors that weight the funding per child, which includes an at-risk weighting. The formula combined with the statute referenced under 24 provides the resources for remediation. This is in addition to any SES funding.

22-8-23.3. At-risk program units.

A. A school district is eligible for additional program units if it establishes within its state department approved educational plan identified services to assist students to reach their full academic potential. A school district receiving additional at-risk program units shall include a report of specified services in its annual accountability report pursuant to Section 22-1-6 NMSA 1978. The number of additional units to which a school district is entitled under this section is computed in the following manner: $\text{At-Risk Index} \times \text{MEM} = \text{Units}$ where MEM is equal to the total district membership, including early childhood education, full-time-equivalent membership and special education membership and where the at-risk index is calculated in the following manner: $\text{Three-Year Average Total Rate} \times 0.0915 = \text{At-Risk Index}$.

B. To calculate the three-year average total rate, the department shall compute a three-year average of the school district's percentage of membership used to determine its Title I allocation, a three-year average of the percentage of membership classified as English language learners using criteria established by the federal office of civil rights, and a three-year average of the percentage of student mobility. The department shall then add the three-year average rates. The number obtained from this calculation is the three-year average total rate.

C. The department shall recalculate the at-risk index for each school district every year. For the 2002-03, 2003-04 and 2004-05 school years, a school district shall not receive less than 90% of the at-risk funding generated in fiscal year 2001. See offline documentation saved in K:\QC\EDIT\QC 14\Offline documentation\High School Accountability\New Mexico.

Does the state provide funding for remediation? Yes (see answer above)

Are districts mandated by law to provide remediation? The state assigns responsibility for remediation to the LEAs. The state allows extra learning time and five years to pass the statewide exit exam after students leave high school.

Are students required to participate in remediation? No

Part II: Student Performance

Initial pass rates, 2008-09

Percentage of Students Passing on the First Try in 10 th grade, 2008-09							
Student Group	Reading	Language Arts	Writing Composition	Math	Science	Social Studies	All Six Subjects
All students	88.6%	78.5%	78.7%	79.3%	75.7%	75.8%	54.9%
White	95.6%	89.1%	85.9%	90.7%	90.3%	88.7%	73.4%
African American	85.8%	72.7%	67.9%	71.1%	68.4%	67.2%	43.9%
Latino	86.1%	75.3%	76.2%	75.2%	70.3%	70.7%	48.2%
Asian	93.1%	88.1%	87.9%	91.5%	85.7%	86.8%	72.8%
Native American	82.9%	67.4%	74.3%	70.7%	64.1%	67.4%	39.2%
English language learners	60.3%	40.2%	60.2%	51.0%	41.1%	41.5%	12.4%
Migrant	NA	NA	NA	NA	NA	NA	NA
Students with disabilities	59.0%	37.2%	44.4%	40.8%	41.3%	45.4%	16.3%
Free or reduced-price lunch eligible	83.8%	71.3%	73.5%	72.3%	67.7%	68.1%	43.6%
Passing score (on a varying scale)	175	175	3.0	175	175	175	175

Note: The tests, except for writing, are scored on a scale of 0 to approximately 300 points, depending on the particular forms used each year. The writing test is scored using a 6-point rubric. These data do not include results from the New Mexico Alternate Performance Assessment for students with severe cognitive disabilities. English and Spanish testing results are combined. Data provided by the state department of education.

Denominator used when calculating these rates: Number of students tested. The number of students tested by

subgroup varies by content area. This is a result of students not having a valid subtest in every subject area. This can occur when a student does not answer enough test items in a subtest to satisfy the rule for minimum attempts required for the subtest.

Initial pass rates, 2009-10

Because students take the SBA/High School Graduation Assessment for the first time in the 11th grade beginning in the 2009-10 school year, passing scores of the SBA/High School Graduation Assessment will be determined in winter 2011. Initial pass rates for the NMHSCE have not been computed since spring 2009 when the NMHSCE was last administered to a cohort of 10th grade students.

Cumulative pass rates, 2008-09

Percentage of Students Passing by the End of 12 th Grade, 2008-09							
Student Group	Reading	Language Arts	Writing Composition	Math	Science	Social Studies	All Six Subjects
All students	96.0%	94.6%	97.2%	94.3%	94.2%	95.9%	90.4%
White	98.1%	97.5%	98.1%	97.2%	97.7%	98.4%	96.2%
African American	91.8%	91.5%	93.6%	89.0%	91.0%	94.5%	87.8%
Latino	95.1%	93.4%	96.7%	93.0%	92.8%	94.7%	87.4%
Asian	99.0%	98.5%	98.5%	98.0%	98.5%	98.0%	96.4%
Native American	94.3%	92.7%	97.2%	92.6%	91.3%	94.7%	86.7%
English language learners	86.8%	83.7%	91.8%	84.6%	82.1%	87.0%	69.7%
Migrant	NA	NA	NA	NA	NA	NA	NA
Students with disabilities	79.7%	76.3%	85.1%	73.5%	77.6%	84.5%	63.7%
Free or reduced-price lunch eligible	94.5%	92.7%	96.3%	92.6%	91.9%	94.2%	86.6%
Passing score (on a varying scale)	175	175	3.0	175	175	175	175

Note: The above table is based on NMHSCE test records from 2006-07 through 2008-09 where the student state id was able to be matched with those students who were enrolled in 12th grade during both the 10/01/2008 and 06/01/2009 snapshots. The number of students tested in all subjects was reduced by those students who did not test in all 6 content areas across the test years, or where test records did not have the correct student id. The total number of test records included in the analysis was 14,901 or 82% of 18,179 12th graders during 2008-09.

Cumulative pass rates, 2009-10

Percentage of Students Passing by the End of 12 th Grade, 2009-10							
--	--	--	--	--	--	--	--

Student Group	Reading	Language Arts	Writing Composition	Math	Science	Social Studies	All Six Subjects
All students	96.8%	95.0%	97.7%	95.1%	95.1%	96.6%	91.2%
White	98.3%	97.5%	98.2%	97.2%	97.9%	98.4%	95.9%
African American	95.0%	92.6%	95.9%	90.6%	90.6%	92.8%	85.0%
Latino	96.2%	94.1%	97.4%	94.5%	94.0%	95.8%	89.6%
Asian	98.8%	96.0%	98.4%	96.8%	98.8%	98.0%	95.9%
Native American	95.5%	93.0%	97.6%	93.2%	92.2%	95.5%	86.5%
English language learners	88.9%	83.6%	93.2%	85.0%	83.3%	89.0%	72.3%
Migrant	NA	NA	NA	NA	NA	NA	NA
Students with disabilities	83.6%	77.3%	87.1%	76.3%	80.1%	86.0%	66.0%
Free or reduced-price lunch eligible	95.3%	92.5%	96.5%	92.6%	92.5%	94.7%	86.7%
Passing score (on a varying scale)	175	175	3.0	175	175	175	175

Note: The above table is based on NMHSCE test records from 2006-07 through 2009-10 where the student state id was able to be matched with those students who were enrolled in 12th grade during both the 10/01/2009 and 06/01/2010 snapshots. The number of students tested in all subjects was reduced by the number of students who did not test in all 6 content areas across the test years, or where test records did not have the correct student id. The total number of test records included in the analysis was 16,250 or 89% of 18,250 12th graders during 2009-10.

Student Group	State Graduation Rates	
	2008-09	2009-10
All students	66%	Not Available
White	75%	
African American	61%	
Latino	63%	
Asian	80%	
Native American	58%	
English language learners	63%	
Migrant	NA	
Students with disabilities	65%	
Free or reduced-price lunch eligible	60%	

Note: Data retrieved from state department's Web site at <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html> on June 28, 2010.

Current state graduation rate calculation formula for AYP purposes.

Adjusted Cohort Rate