NEW MEXICO
Public Education Department

New Mexico's *Literacy Assessment System* for Early Years

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Assessment, Research, Evaluation, and Accountability

July 15, 2026

Presentation for the Legislative Education Study Committee

Purposes of Assessments

Instruction

- *Understand what students know*
- *Identify unfinished learning*
- *Differentiate support*

Intervention

- Identify students at risk
- Trigger targeted interventions
- Monitor progress over time

Accountability

- *Measure statewide achievement*
- *Meet state and federal requirements*
- *Inform policy decisions*

Improvement

- Evaluate programs
- Allocate resources
- Support school improvement

Complementary Assessments

Amira interim assessments and NM-MSSA are complementary assessments.

Amira identifies early literacy needs for **intervention**, monitors growth, and guides **instruction** throughout the school year; grades Kindergarten-2.

NM-MSSA measures mastery of New Mexico's grade-level standards for summative statewide reporting and **accountability**; grades 3-8

Year-over-year Amira and NM-MSSA data informs area of systems **improvement**.

PED Early Literacy Administration Policy

Interim Assessments, Screening, and Personalized Tutoring

- ❑ **Required for all K–2 students**
  - BOY / MOY / EOY Benchmark Assessments
  - 1st grade dyslexia screener at BOY
  - Amira Tutor: 30 minutes per week

Purpose: Benchmark assessments measure student progress at key points during the year, while weekly Amira Tutor provides personalized practice to strengthen foundational reading skills.

Progress Monitoring

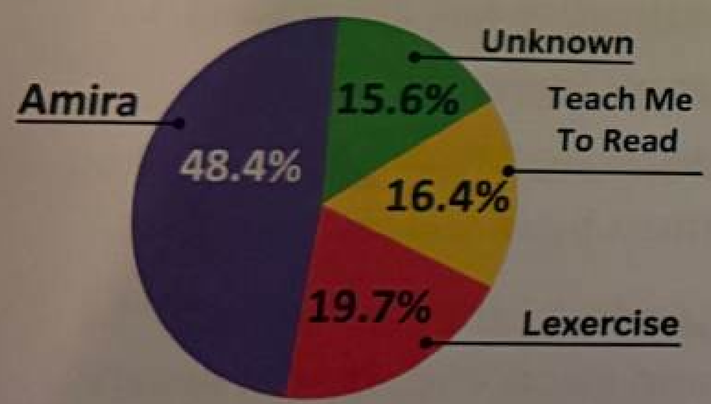
- ❑ **Required Monthly for Struggling Readers**

Students at Performance Levels 1, 2, and 3 on the Amira ISIP must be monitored monthly.

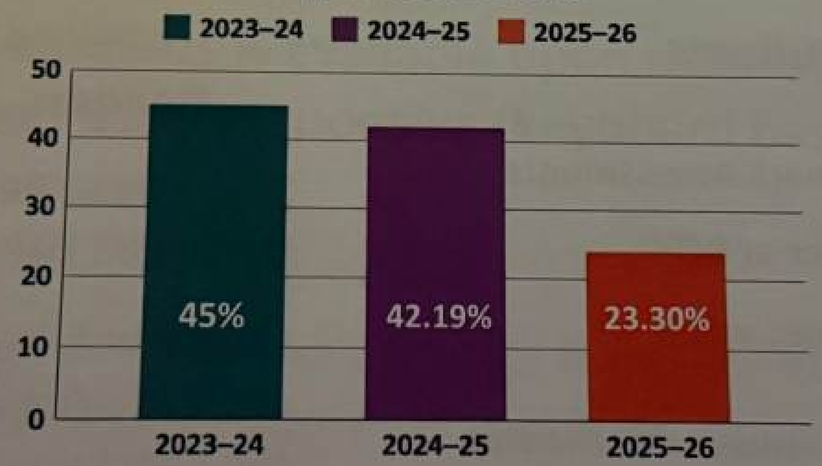
Purpose: Allows educators to pinpoint support areas and intervene early between the checkpoints.

1st Grade Dyslexia Screening

Distribution of Screeners Utilized



Three Year Dyslexia Screener Comparison Data



Normalized Screening Rates

Among the first-grade students screened with **Amira, 16.7%** were flagged as exhibiting characteristics associated with dyslexia. This rate is closer to national prevalence estimates than previous statewide screening results.

Rough **national estimates indicate 10–20%** of students are flagged for being at risk of dyslexia annually.

Accommodations

- A paper form of Amira is available upon request as an accommodation.
  - The paper form still requires students to verbalize on a specific subtest.

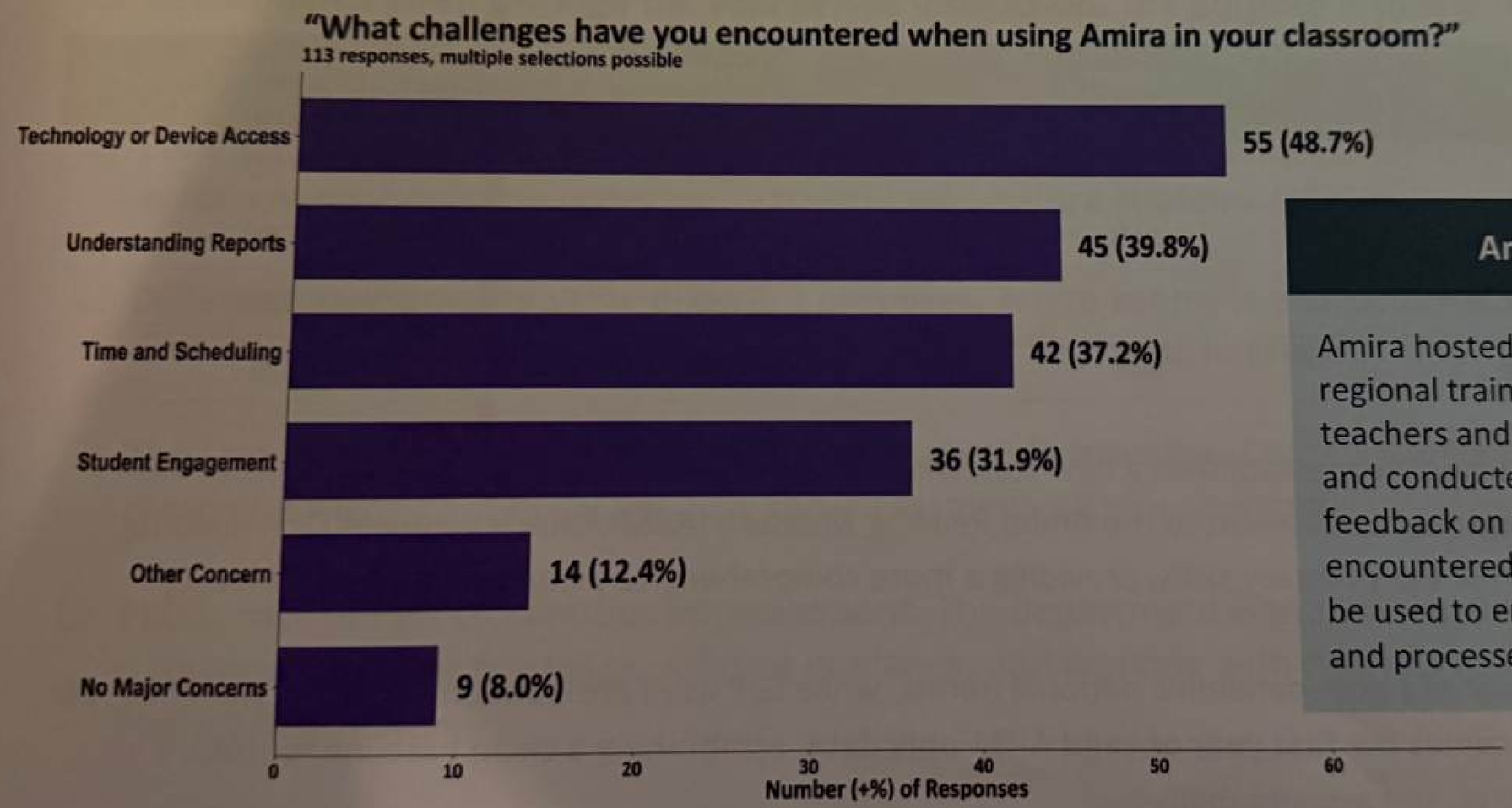
- *Amira for Non-Verbal* students is available upon request as an accommodation
  - A non-verbal version using responsive (keyboard based) inputs; vocal responses are not necessary.

- The Assessment Bureau and the Amira team have collaborated with OSE to refine the accommodations documentation for the 2026–27 school year.

Amira Administration

- **Student Growth and Confidence:** Educators consistently observe increased reading fluency, confidence, and engagement among students, noting that the program provides a supportive, low-pressure environment for daily practice.
- **Instructional Impact:** Teachers utilize Amira to identify learning gaps, facilitate individualized instruction, and support students in transferring skills learned during tutoring to other classroom activities.
- **Data Utilization:** Staff report gaining a better understanding of assessment reports and data interpretation, which helps them track student progress, inform intervention strategies, and facilitate meaningful parent conferences.
- **Training and Implementation:** Positive feedback was shared regarding recent professional development, with teachers feeling more confident in navigating program resources and addressing technical challenges to improve the student experience.

Amira Feedback Collection



Amira Survey

Amira hosted a middle-of-year (MOY) regional training for New Mexico teachers and school administrators and conducted a survey to gather feedback on the challenges they encountered. The survey results will be used to enhance Amira's system and processes.

2025–26 Results Represent a New Baseline

Grade	Istation 2023–24 EOY	Istation 2024–25 EOY	Amira 2025–26 Preliminary EOY
Kindergarten	37%	50%	TBD
1st Grade	31%	34%	TBD
2nd Grade	36%	38%	TBD
Overall K-2	35%	40%	TBD

- The 2025–26 school year establishes a new statewide baseline because New Mexico has transitioned from the ISIP reading assessment to the Amira Reading Measure (ARM), which captures Oral Reading Fluency as part of early literacy skills, providing a more comprehensive picture of students' literacy abilities.

Amira uses updated / post-pandemic national norms, while ISIP used pre-pandemic norms. The 2025–26 school year becomes the **first year of valid ARM-only data**, establishing a clean baseline for future growth, reporting, and accountability.

Key Takeaways

- **Assessments given through the year serves instruction.** The purpose is to improve literacy outcomes, not simply to test students.
- **Early identification matters.** Identifying reading difficulties in kindergarten through second grade gives schools the opportunity to intervene before students fall significantly behind.
- **Different assessments serve different purposes.** Amira supports instruction and intervention, while NM-MSSA provides statewide accountability beginning in grade 3.
- **The transition to Amira establishes a new statewide baseline.** Comparisons to previous years should be made cautiously because the assessment system changed.
- **PED is focused on continuous improvement.** The department is monitoring implementation, collecting educator feedback, refining guidance, and working with districts to strengthen early literacy instruction.

Appendix

White Paper - Amira Technology for Students with Diverse Speech

Learning Labs - Robustness of Amira's Reading Error Detection

Amira Data Privacy

Task details for early literacy are customized for each grade level. Explained here.

Perspectives from Teachers and Administrators

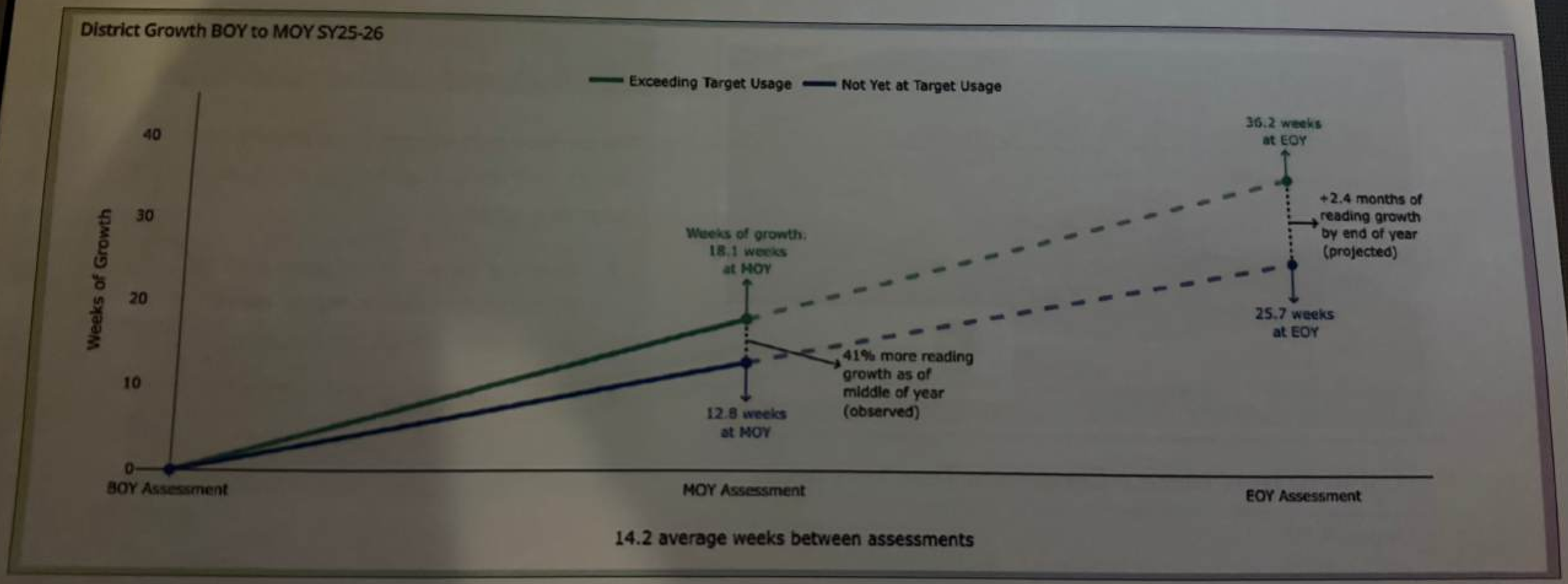
Listen to New Mexico Classroom Teachers here.

Efficacy ≅ Results

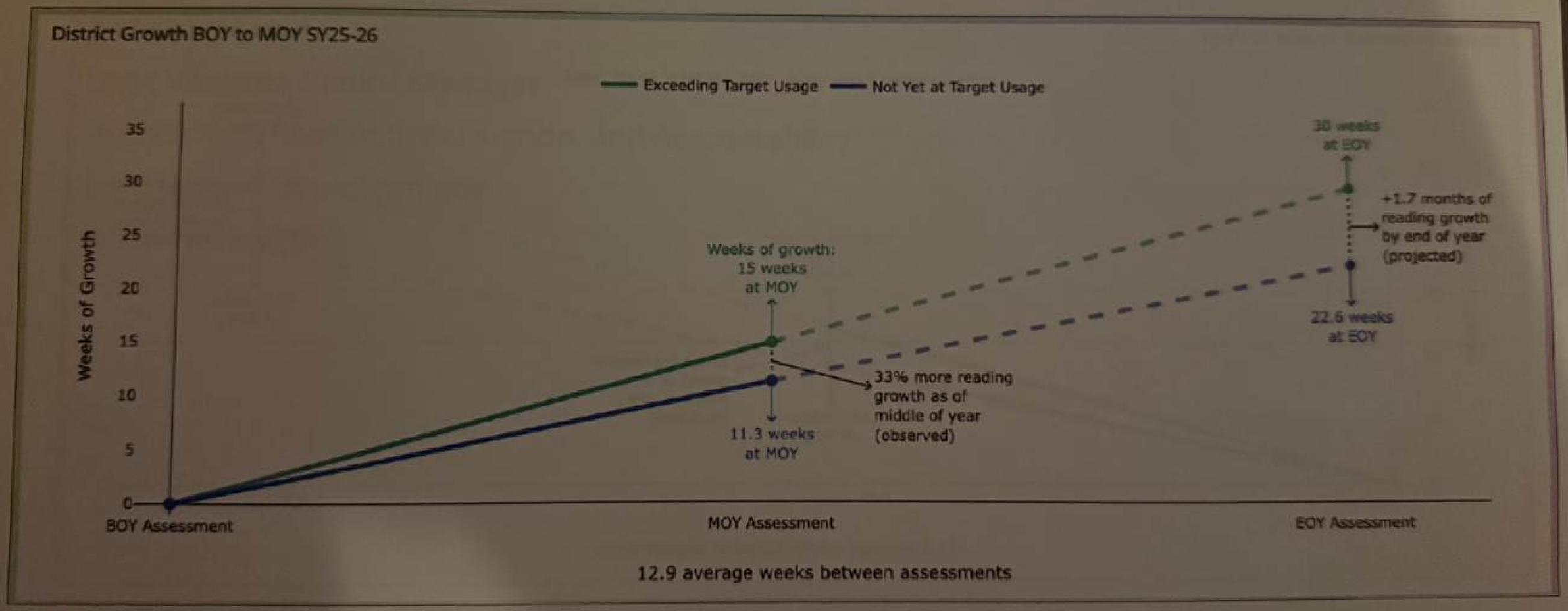
The positive perceptions from school and district staff regarding the use of Amira are congruent with:

- Meeting the state requirements for 30-minute weekly tutoring for all students to the extent possible
- Higher gains from BOY to MOY

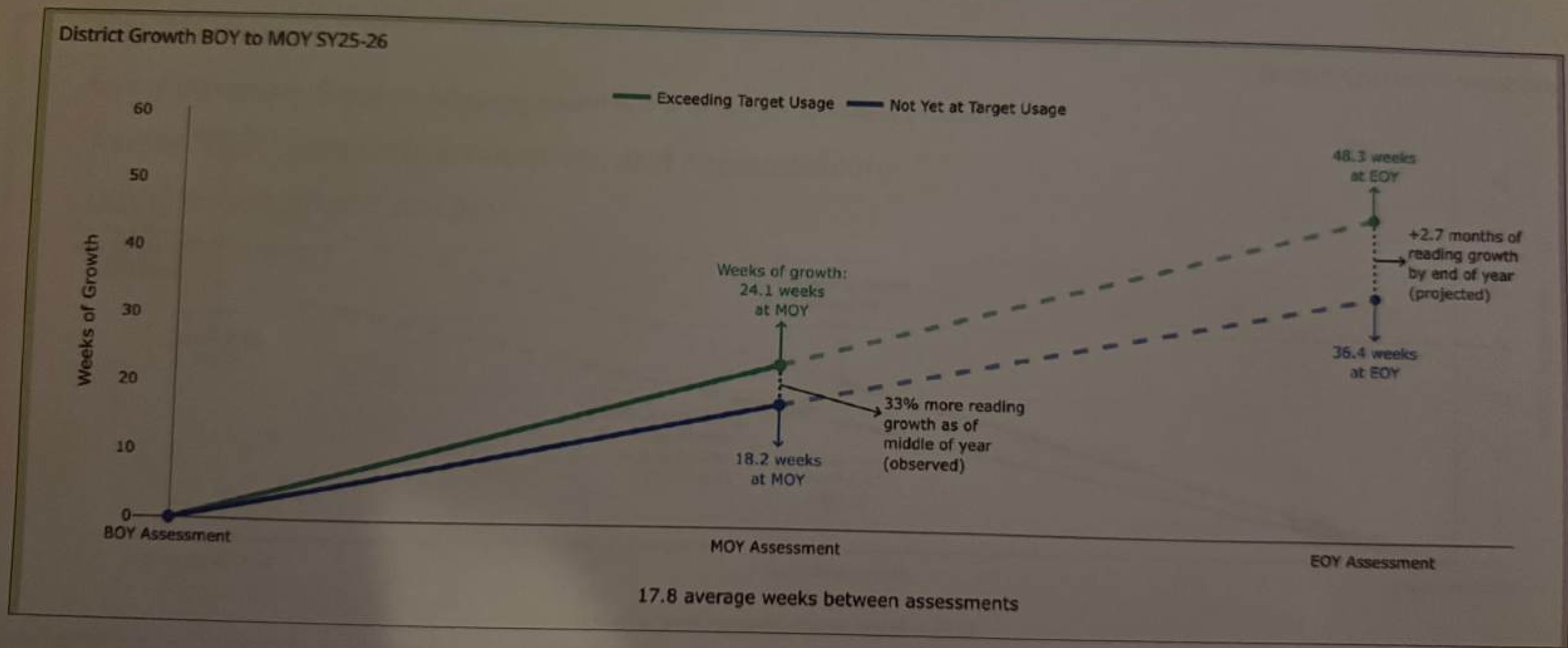
30 Minutes Per Week Tutoring Impact: Northeast District



30 Minutes Per Week Tutoring Impact: Bernalillo Public Schools



30 Minutes Per Week Tutoring Impact: Silver Consolidated Schools



For More Information

For Questions

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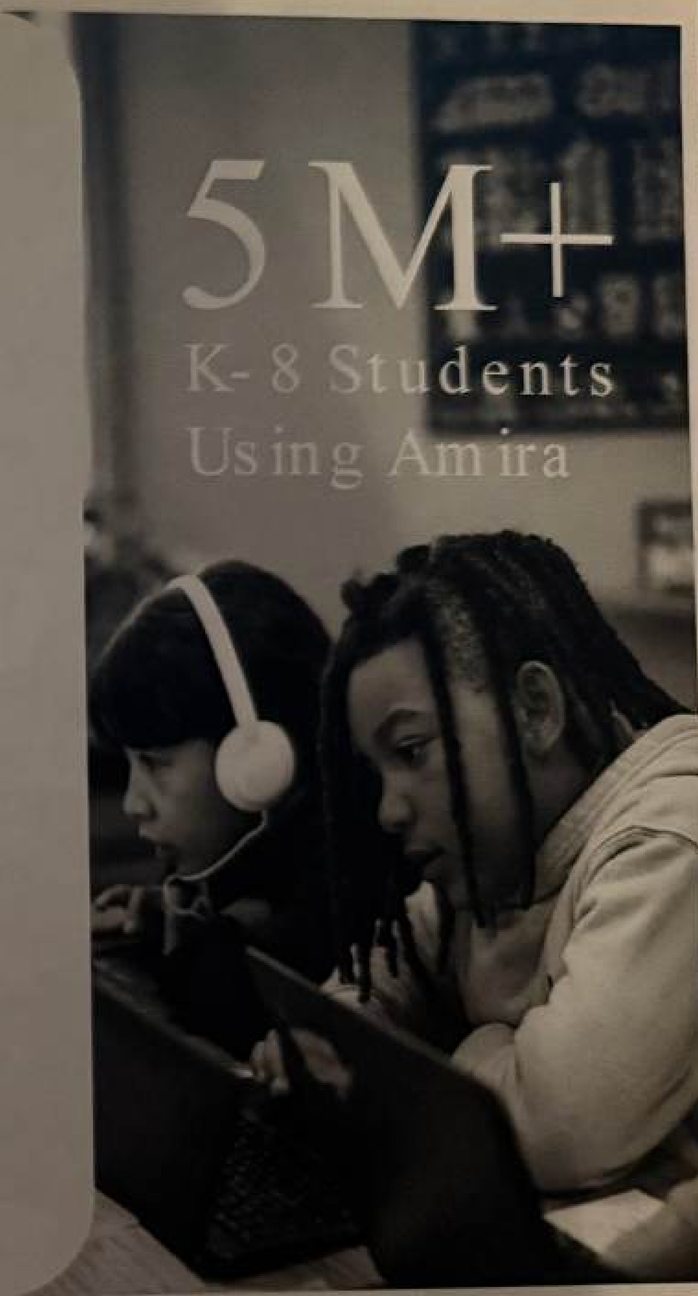
AMIRA
LEARNING

AMIRA In New Mexico

Amira does 3 jobs.



Amira is widely approved and now funded by 14 SEAs

Evaluating State	Amira Result
Texas	One of 3 Approved Screeners
Oklahoma	Only Funded Screener
Georgia	Only Funded Screener
New Mexico	Mandated Screener
California	One of 3 Approved, Only Unanimous
Michigan	One of 2 Selected Screeners
Massachusetts	One of 3 Funded Screeners
Idaho	Mandated Screener

GaDOE
Georgia Department of Education

SANDRA DUNAGAN DEAL
CENTER FOR EARLY LANGUAGE AND LITERACY
AT GEORGIA COLLEGE & STATE UNIVERSITY

Table 1

Universal Reading Screener Scoring

Universal Reading Screener	Overall Score (Max:155)	Constructs Measured (Max:65)	Technical Adequacy (Max:20)	Administration (Max:25)	Linguistic Diversity and Cultural Bias (Max:15)	Usability and Support (Max:30)
Amira ISIP	142.6	57.0	19.6	24.2	14.0	27.8
EPS Reading Assistant	139.2	59.6	16.6	22.8	14.4	25.8
Star Universal Reading Suite	134.0	53.4	16.8	22.8	13.6	27.4
mCLASS with DIBELS 8th Edition	133.2	54.6	16.4	23.2	14.0	25.0
i-Ready Universal Screening Suite	120.2	50.4	14.4	20.8	11.0	23.6
MAP Reading Fluency	120.0	51.0	15.6	19.0	10.8	23.6
FastBridge Universal Reading Suite	118.0	45.6	16.0	20.8	12.0	23.6
Acadience Reading K-6	116.8	50	14.8	19.4	11	21.6
aimswebPlus	111.4	43	15.4	19.6	12.2	21.2

Why Amira Is A More Accurate Screener

HOW

Measuring Actual Production

+

WHEN

Doing a Massive Amount of Measurement

+

WHAT

Specific to New Mexico Standard & Curriculums

=

Greater Specificity & Sensitivity

AMIRA
ISIP ASSESS

Phonological Awareness

- Module 1: Syllable Types and Story Elements
- Module 2: Digraphs, Trigraphs, and Inflectional Endings
- Module 3: The VCe Pattern and Noun Forms

Decoding

- Module 1: Syllable Types and Story Elements
- Module 2: Digraphs, Trigraphs, and Inflectional Endings
- Module 3: The VCe Pattern and Noun Forms

High Frequency Words

- Module 1: Syllable Types and Story Elements
- Module 2: Digraphs, Trigraphs, and Inflectional Endings
- Module 3: The VCe Pattern and Noun Forms
- Module 4: R-Controlled Vowels

ackground Knowledge

- Module 1: Syllable Types and Story Elements
- Module 2: Digraphs, Trigraphs, and Inflectional Endings
- Module 3: The VCe Pattern and Noun

cabulary

- Module 1: Syllable Types and Story Elements
- Module 2: Digraphs, Trigraphs, and Inflectional Endings
- Module 3: The VCe Pattern and

tructures & Reasoning

- Module 1: Syllable Types and Story Elements
- Module 2: The VCe Pattern and Noun Forms
- Module 3: The VCe Pattern and Noun Forms

AMIRA

Standards Mastery Report For New Mexico

8:21 AM Aug 28 2025

School 1 Demo District
2nd Grade - H Brown

HOME

REPORTS

SETTINGS

LOG OUT

2nd Grade - H Brown

RFS | Phonics and Word Recognition

NM.ELA.LITERACY.RF.2.3a
Distinguish long and short vowels when reading regularly spelled one-syllable words.

NM.ELA.LITERACY.RF.2.3b
Know spelling-sound correspondences for additional common vowel teams.

NM.ELA.LITERACY.RF.2.3c
Decode regularly spelled two-syllable words with long vowels.

NM.ELA.LITERACY.RF.2.3d
Decode words with common prefixes and suffixes.

NM.ELA.LITERACY.RF.2.3e
Identify words with inconsistent but common spelling-sound correspondences.

NM.ELA.LITERACY.RF.2.3f
Recognize and read grade-appropriate irregularly spelled words.

RIT | Key Ideas and Details

NM.ELA.LITERACY.RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

NM.ELA.LITERACY.RI.2.2
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Mastery of Academic Standards & Targets (MAST)

57%

Percent of Standards Mastered

No Data | Not Developed | Developing | Likely Mastered

Amira is error resistant

- Students have a 1 in 4 chance of guessing correctly on multiple choice.
- Most tests collect around 50 items.
- Amira is right 24 out of 25 times.
- Amira takes about 10x more measurements than a teacher-test does.

New Mexico By The Numbers

- ~146 districts and Charter Schools served
- ~53,000 K-2 Students Took Universal & Dyslexia Screening
- **55,487,275** Minutes of Tutoring
- ~574,000 Progress Monitors (all forms of assessments) Across The State

RELIABILITY

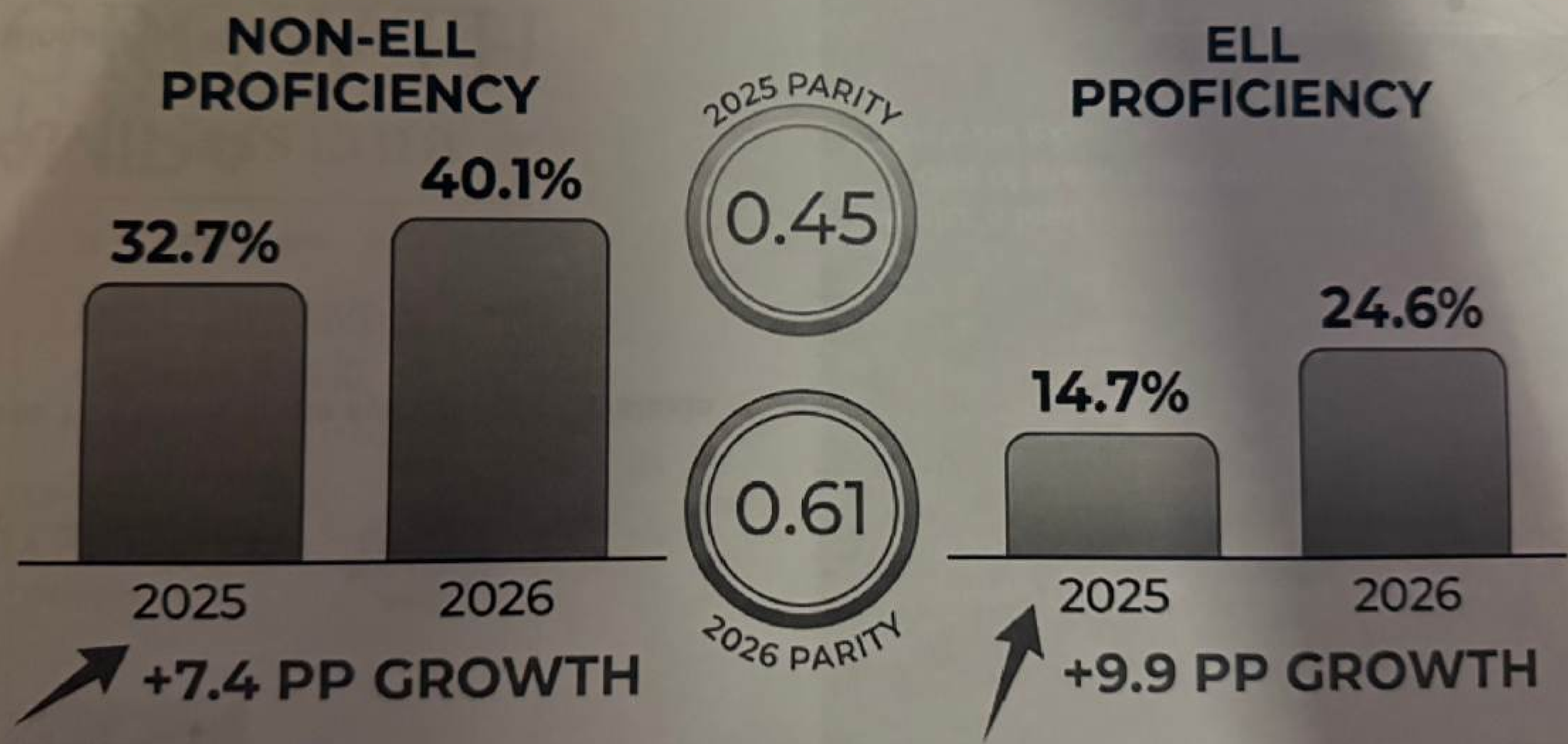
Table 2.2. Reliability by English learner status (K–2)

Grade	Status	N	Internal Consistency	Interrater Reliability
K	EL/MLL	1,026	0.91	0.97
K	Not EL/MLL	6,595	0.91	0.95
1	EL/MLL	1,120	0.96	0.91
1	Not EL/MLL	7,322	0.93	0.94
2	EL/MLL	1,154	0.93	0.98
2	Not EL/MLL	7,246	0.91	0.97

Table 2.3. Reliability by race / ethnicity (K–2)

Grade	Race / Ethnicity	N	Internal Consistency	Interrater Reliability
K	White	3,725	0.91	0.95
K	Hispanic	862	0.91	0.96
K	Asian	315	0.93	0.96
K	Black	1,653	0.90	0.94
K	Other	506	0.91	0.96
1	White	2,170	0.93	0.91
1	Hispanic	871	0.93	0.93
1	Asian	294	0.92	0.94
1	Black	1,662	0.93	0.94
1	Other	850	0.93	0.96
2	White	1,355	0.92	0.97
2	Hispanic	858	0.93	0.98
2	Asian	311	0.92	0.97
2	Black	1,765	0.92	0.98
2	Other	255	0.91	0.98

Amira Assessment Is Delivering Greater Parity



International DYSLEXIA Association

up to 15% show some symptoms of dyslexia

AMIRA LEARNING

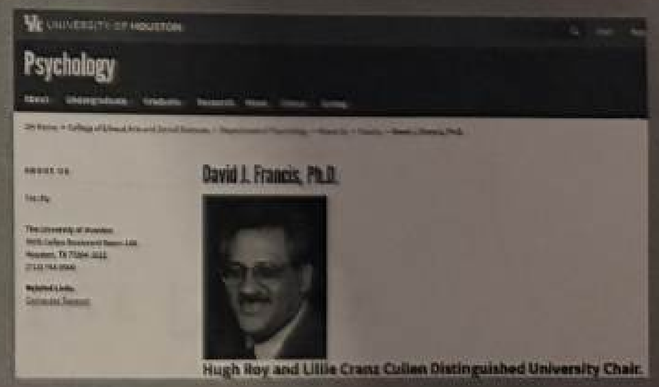
National Flag Rate: 15.5%

New Mexico Flag Rate: 16.4%

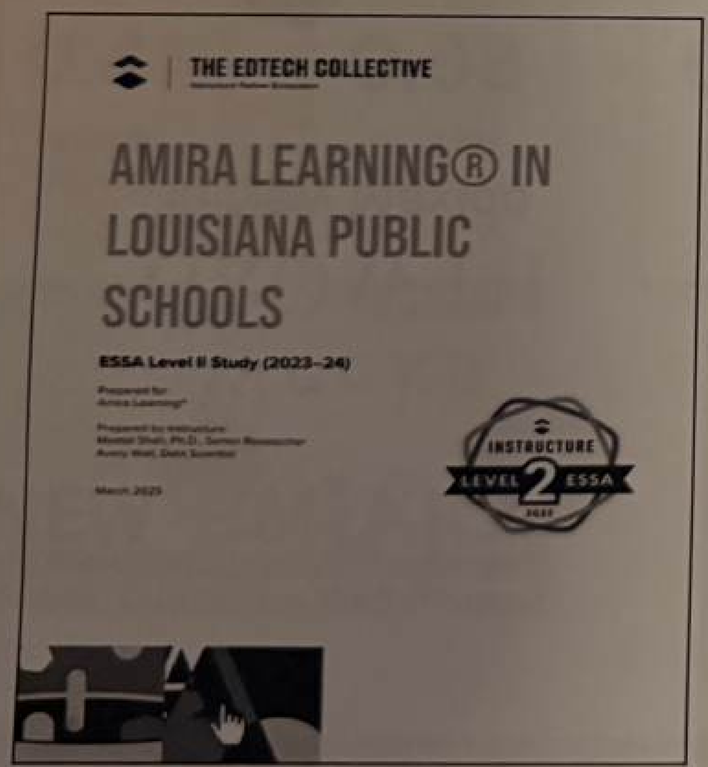
Amira Dyslexia Screening was built in partnership with….

UTHealth

Amira's lead psychometrician is one of the world's eminent Dyslexia experts….



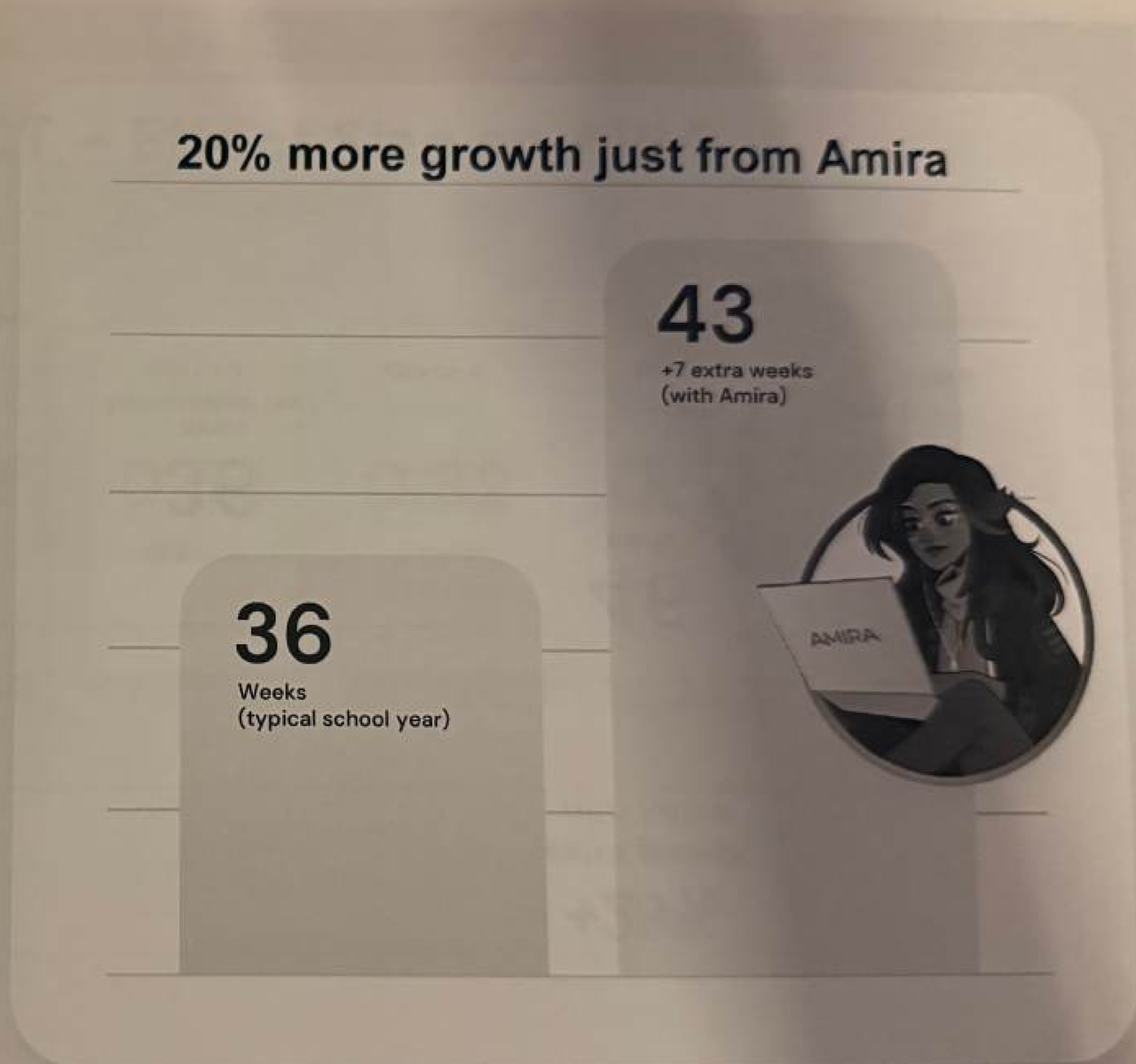
+7 Weeks GROWTH In Louisiana


THE EDTECH COLLECTIVE

AMIRA LEARNING® IN LOUISIANA PUBLIC SCHOOLS

ESSA Level II Study (2023–24)

INSTRUCTURE LEVEL 2 ESSA



+10

Weeks GROWTH

In New Mexico

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+28%
extra growth
with Amira

36
Weeks
(typical school year)

46
Weeks

GRADE-LEVEL IMPACT – Effect Size on ARM

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
n = 13088	n = 15959	n = 15978	n = 10426	n = 8395	n = 7212	n = 2055
0.41	0.68	0.59	0.54	0.32	0.55	0.39
~8 weeks	~14 weeks	~11 weeks	~11 weeks	~8 weeks	~13 weeks	+10 weeks
+0.19 ARM	+0.34 ARM	+0.28 ARM	+0.29 ARM	+0.18 ARM	+0.32 ARM	+0.24 ARM
p <.001 ✓	p <.001 ✓	p <.001 ✓	p <.001 ✓	p <.001 ✓	p <.001 ✓	p <.001 ✓

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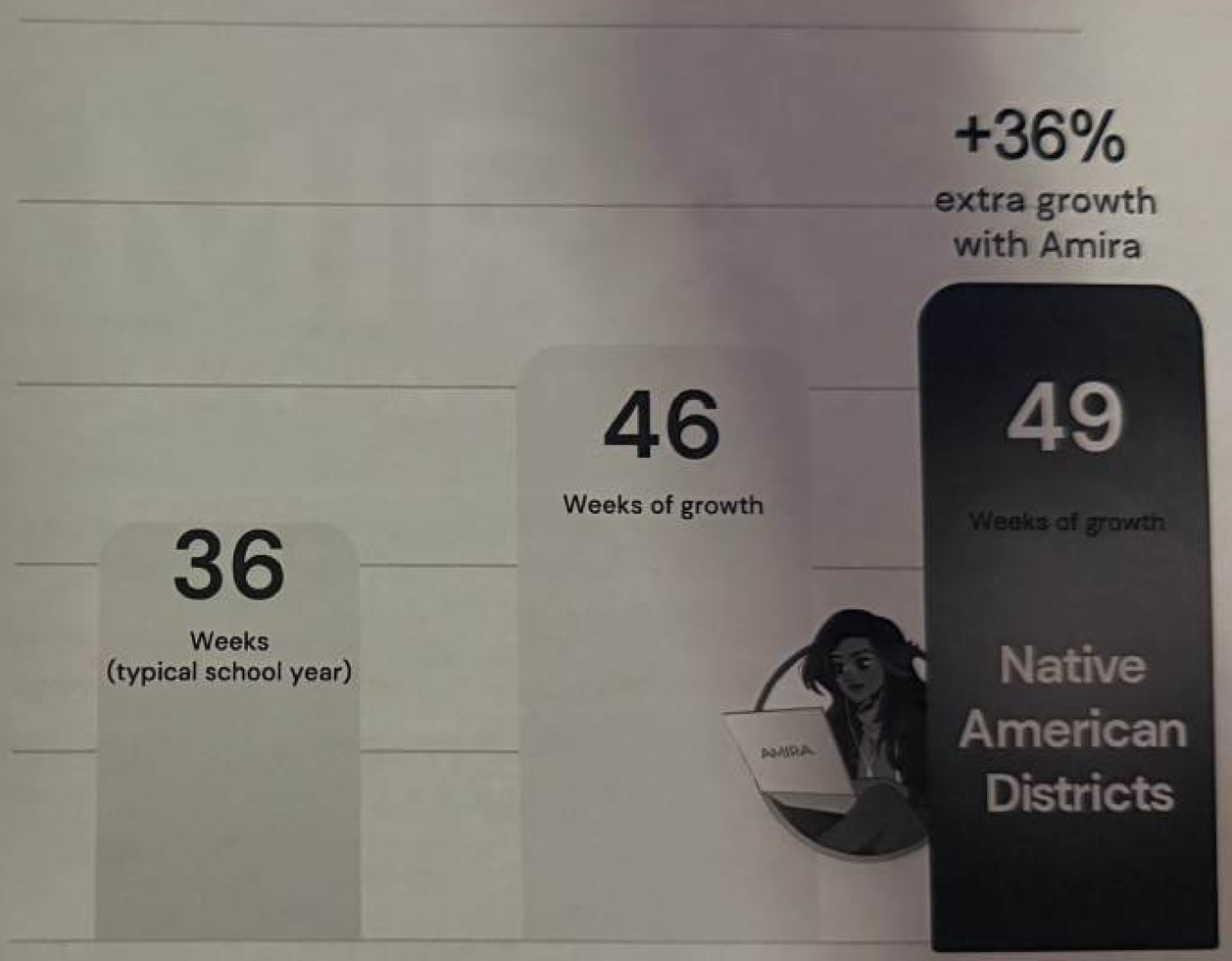
+3 more weeks of GROWTH

For High Usage Native American Districts Compared to All Districts



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AMIRA
LEARNING

Every Child Deserves the Chance to Become a Reader

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