

<b>LFC Requester:</b>	
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**AGENCY BILL ANALYSIS  
2017 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:**

**[LFC@NMLEGIS.GOV](mailto:LFC@NMLEGIS.GOV)**

*and*

**[DFA@STATE.NM.US](mailto:DFA@STATE.NM.US)**

*{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}*

**SECTION I: GENERAL INFORMATION**

*{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}*

Check all that apply: Date 2-10-2017  
**Original**     **Amendment**        **Bill No:** SB253  
**Correction**     **Substitute**   

**Sponsor:** Senator John M. Sapien    **Agency Code:** 924  
**Short Title:** WITHDRAW NM FROM PARCC TEST    **Person Writing:** Matt Pahl  
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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY17	FY18		
	See fiscal analysis below	recurring	Assessment

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY17	FY18	FY19		

(Parenthesis ( ) Indicate Expenditure Decreases)

## **ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)**

	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>						

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:  
Duplicates/Relates to Appropriation in the General Appropriation Act

### **SECTION III: NARRATIVE**

#### **BILL SUMMARY**

Synopsis: Senate Bill 253 (SB253) requires New Mexico to withdraw from the Partnership for Assessment of Readiness for College and Careers (PARCC) no later than July 1, 2017 (section A). Section B requires the Public Education Department (PED) to develop replacement assessments for use during the 2017-2018 school year that cannot be produced, recommended, or sold by or through the PARCC consortium.

#### **FISCAL IMPLICATIONS**

SB253 would have significant fiscal implications for the PED. The Fiscal Year 17 Pearson contract value is \$6,278,216. The cost to develop a replacement assessment of the same quality and rigor is unknown. However, it would likely cost more because New Mexico achieves economies of scale by participating in a testing consortium with greater than 3 million students. The current per student price of \$23.97 for online English Language Arts and Mathematics tests would likely increase to greater than \$30 per student for a comparable assessment developed only for New Mexico students.

In addition to likely differences in contract values between PARCC and its envisioned replacement, PED staff and educators from across New Mexico have expended significant time in test development activities, reviews of the PARCC assessment, and in the 2014 field test. This effort is difficult to quantify in dollars but would need to be repeated for a new assessment of the same scope to be developed.

#### **SIGNIFICANT ISSUES**

The timing of SB253 is most problematic from an operational standpoint. Beginning the procurement cycle now for a PARCC replacement in spring 2018 would require cutting steps out of the traditional development process, which would result in a lower quality assessment than PARCC. Test development is a two year process, at a minimum, during which time test questions are written, vetted by content experts and teacher committees, revised, piloted (field tested) by students, analyzed by psychometricians and data review committees, and finally assembled into complete tests. For example, the initial development of the PARCC assessment began in 2012, field testing occurred in 2014, and the first operational assessments were administered in spring 2015. Standard setting, the final step of the development process, occurred in summer 2015 and the first PARCC scores were issued in fall 2015, three years after test development began.

The standard process for transitioning from one assessment contract to another would not be possible under SB253. In most transitions from one assessment vendor to another, the test content is also transitioned, which allows an “anchor” set of questions to be used in the new vendor’s assessment. Use of anchor sets allows statistical equating of test forms from one year to the next, which is highly desirable if longitudinal trends in student performance are to be analyzed. The provision in SB253 to not use any PARCC content in the new assessments would make comparisons between current student performance and school year 2017-2018 difficult if not impossible.

Finally, PED’s assessment program has recently been through federal peer review and SB253 would trigger the need for another peer review after the PARCC replacement assessment is administered.

### **PERFORMANCE IMPLICATIONS**

A significant performance challenge of SB-253 would involve the training of school and district personnel in the setup and administration of the PARCC replacement assessment. PED, district, and school staff have invested countless hours over the past three years to transition to the PARCC assessment and online testing in general. A replacement assessment would require staff to implement new systems for setting up and administering the assessment, which is disruptive.

The Center for American Progress has noted “new assessments aligned to college- and career-ready standards are a major step forward in accessibility and accommodation features for students with disabilities and English language learner. Designed by two consortia of states – the Partnership for Assessment of Readiness for College and Careers, or PARCC, and the Smarter Balanced Assessment Consortium – these tests include items and tasks designed with all students in mind.”<sup>1</sup>

The American Institutes for Research used national benchmarking as a common metric to determine assessment rigor. They found that the PARCC assessment is comparable in difficulty to the NAEP Basic level for English language arts and comparable to NAEP proficient in mathematics. Further, it is comparable in difficulty to the ACT Aspire standards for grade 4 mathematics, and for grade 8 English language arts and mathematics<sup>2</sup>.

### **ADMINISTRATIVE IMPLICATIONS**

SB253 would require administrative services related to the developing and monitoring of contract services and at least one additional FTE. For the first year of PARCC field testing (FY14), PED employed a dedicated PARCC Director, and in the first two operational PARCC years (FY15 and FY16) a technology contractor dedicated to supporting PARCC was needed to stand up the new online assessment. These resources have not been necessary in FY 17 but would likely be needed to support implementation of a PARCC replacement if SB-253 is passed.

### **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

None, assuming the PARCC replacement assessment is compliant with all state and federal statutes governing mandatory testing.

### **TECHNICAL ISSUES**

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<sup>1</sup> <https://www.americanprogress.org/issues/education/reports/2016/02/25/131789/better-tests-fewer-barriers/>

<sup>2</sup> <http://www.air.org/resource/national-benchmarks-state-achievement-standards>

None

**OTHER SUBSTANTIVE ISSUES**

None

**ALTERNATIVES**

Maintain membership in the PARCC consortium and continue using the PARCC assessment for continuity in measurement of student performance. PARCC has been recognized as one of the best assessments available and replacing it with an unknown assessment would disadvantage New Mexico's students.

**WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

None

**AMENDMENTS**