

LFC Requester:	Sunny Liu
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**AGENCY BILL ANALYSIS
2017 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

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 1/26/17
Original **Amendment** _____ **Bill No:** SJM1
Correction _____ **Substitute** _____

Sponsor: Senator Michael Padilla **Agency Code:** 924
Short Title: STUDENT ASSESSMENT POLICY WORKING GROUP **Person Writing:** Christopher N. Ruskowski
Title: _____ **Phone:** _____ **Email:** _____

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY17	FY18		

(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)

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(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 Joint Memorial 1 (SJM1) proposes that the Public Education Department and legislative education study committee (LESC) convene a working group over a nine-month period to develop an alternative assessment model and recommendations for new assessment policy. It proposes that new testing would provide students an option to demonstrate proficiency in the form of portfolios, projects, or extended performance tasks and other locally designed assessments that, along with standardized tests, create a summative score in mathematics, reading, language arts or science.

FISCAL IMPLICATIONS

As required by SJM1, convening a working group could have significant human resource impact as PED would ultimately be shouldered with the responsibility of preparation, staffing, facilitation, and relevant research and follow-up as a result of these meetings. There could be more significant fiscal implications to secure meeting venues, pay stipends and fund extensive travel expenses for the numerous representatives requested to be present from across the state, and to produce the required report of recommendations, which may require an outside vendor. These costs are also dependent on the number of working group meetings involved.

Longer term, the fiscal implications become more dramatic. There has been no indication from USED that the pilot for seven states will be extended to other states nor have the federal grant dollars offered to-date been sizable enough to cover all purchasing and item development costs. Thus, creating new banks of assessment items and activities (most of which are more expensive than traditional items) could be cost-prohibitive.

SIGNIFICANT ISSUES

SJM1 is somewhat duplicative of existing statute NMSA 22.13.1.1.M, which allows portfolios of student work to be used as an alternate demonstration of competency for high school graduation requirements. Funding for any innovative assessments that result from the pilot could be prohibitively expensive to scale statewide, and will likely result in more time allocated to student testing. PED continues to seek ways to reduce time spent on assessment, not increase it. Throughout SJM1, it notes that this effort would “build upon” the existing required assessments, thus recognizing that such actions would incur additional cost and result in a loss of time spent on instruction.

The Learning Alliance has not yet presented its findings re: ESSA stakeholder engagement to PED. It has been stated that this report would be presented in early February to the public, yet it seems that a synopsis has already been included within the construct of the memorial.

Further, as PED has significantly reduced staff over the past several years there has been an effort to remain responsive to the needs of districts and charters on all required state and national assessments.

By proposing working groups in addition to the working groups and committees already in-place (Assessment and Accountability Advisory Council, State Lead Network for PARCC, regular and ongoing collaboration with District Test Coordinators, Secretary's Teacher Advisory Council, etc.) the memorial creates significant redundancy by straining limited staff resources to establish committees for the purpose of collecting feedback that is already being collected through current established and long-standing avenues.

Finally, as noted above, the seven state pilot was a congressional response to work already in-progress prior to ESSA. It should be recognized that the progress of this pilot has not yet yielded actionable information or resources. In fact, many of the states involved are struggling to comply with basic federal requirements, and should not serve as a model for New Mexico.

PERFORMANCE IMPLICATIONS

None

ADMINISTRATIVE IMPLICATIONS

None

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None

TECHNICAL ISSUES

None

OTHER SUBSTANTIVE ISSUES

None

ALTERNATIVES

None

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None

AMENDMENTS