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FISCAL IMPACT REPORT

ORIGINAL DATE 2/19/15

SPONSOR Martinez, K LAST UPDATED 3/18/15 HB 315

SHORT TITLE Audit Resources For Student Assessments SB _____

ANALYST Chavez

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY15	FY16	FY17	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
		\$250.0		\$400.0	Recurring	PED Operating Budget
Total		Unknown			Recurring	School District Operating Budgets

(Parenthesis () Indicate Expenditure Decreases)

Duplicates Senate Bill 457
Relates to House Bill 15, House Bill 176

SOURCES OF INFORMATION

LFC Files

Responses Received From
Public Education Department

SUMMARY

Synopsis of Bill

House Bill 315 requires PED to conduct an audit of all resources used in the 2015-2016 school year on all district national, state and school district student assessments. The audit will look at student subgroups, effects on teaching and curriculum, and make recommendations on how to make assessments more efficient and productive.

FISCAL IMPLICATIONS

This bill does not contain an appropriation. PED estimates the cost of staff time to conduct and produce the audit at approximately \$50 thousand annually. PED estimates producing, administering, and collecting the statewide survey of teachers would cost approximately \$200 thousand.

PED also states there would be an additional cost to schools and school districts to complete the

assessment audit.

SIGNIFICANT ISSUES

Concerns exist that students are currently over tested; however, little data is available regarding instructional time used for test preparation and time used for tests other than the state standards-based assessment. As a result, HB 2 currently includes the following language that requires each school district and charter school to conduct an audit of their assessment practices by mid-October 2015 as a condition of continued receipt of operational funding:

The secretary of public education shall not distribute a school district's or charter school's state equalization guarantee distribution after the first reporting date, which is October 14, 2015, if, by that date, the school district or charter school has not conducted an assessment of its student assessment practices using a public education department-approved audit tool and submitted the results of the audit to the public education department and the local school board or governing body of the charter school. The public education department shall provide a report of the assessment audit results to the legislative education study committee by December 2015.

The bill requires the audit outlined in the bill to include:

- the number of assessments administered in each school district;
- the cost of assessments at the state, district, school, grade and per-student levels disaggregated to show the amount spent on
 - vendors and individuals contracted to provide assessments including purchases, licenses, booklets, and scoring;
 - cost of preparation, administration, and materials;
 - data coaches, data analysis or dashboard systems technology upgrades;
 - related professional development;
 - training costs for test administrators and proctors; and
 - any other assessment-related costs.
- Student-level data, to include additional assessments for student subgroups disaggregated to show:
 - English language learners (ELL);
 - students receiving interventions or remediation;
 - students with disabilities;
 - students by ethnicity; and
 - economically disadvantaged students.
- The audit will also include the total amount of time students spent taking all assessments including administration time and preparation time, reported by grade level and student subgroups.
- The audit will also include a survey of teachers on the utility of student assessments and the time devoted to assessments. The survey must provide anonymity and be conducted at times that do not interfere with a teacher's classroom time or instructional duties. The teacher survey must include:
 - how assessments shaped their school's curriculum
 - time spent on assessment-taking strategies, practice tests, and aligning content to assessments;
 - whether assessments produce an imbalance of instructional time for different

- subgroups;
- other relevant questions on the impact of assessments on the learning environment of the school, and recommendations for making assessments more cost effective, time efficient.
- Finally, the audit should include recommendations on how to make student assessments cost effective, time efficient, more supportive of teaching and learning, better aligned with curriculum being taught in the classroom and focused on student and teacher growth.

PED notes that collecting assessment information at the district and school levels is duplicative of efforts already underway, adding that PED sponsored four regional assessment workshops in January 2015 and asked districts to complete an assessment inventory. Some of the data included is duplicative of the data requested in HB 315. However, PED does not state which assessments have already been included in the audit and which assessments required by the bill are not duplicative of current PED efforts.

PED also notes that teachers regularly administer formative, short-cycle, and interim assessments to support instruction, and that these assessments may change on a daily basis. Consequently, PED notes many of the audit requirements outlined in the bill are not easily quantified at the district or school levels. PED also notes that, because the bill does not articulate which assessments are of particular interest, assessments including teacher-developed tests and quizzes that are given periodically throughout the school year may be considered to be included in the audit.

Finally, PED states that many of the requirements of the audit are already in the public record:

All state assessments are aligned to standards and are produced by vendors through specific assessment contracts. The full cost of these assessments is already public record. Additionally, administration times for these assessments are published in the Test Coordinator Manuals. For accountability assessments, PED publishes student-level data that includes additional results of subgroups including English learners, students with disabilities, students by ethnicity, and students receiving free and reduced lunch (economically disadvantaged).

ADMINISTRATIVE IMPLICATIONS

PED notes that time to gather information, analyze survey results, and produce a report would require 1 FTE, and that time to complete the audit at the local level would likely require additional staff support which may place an undue burden on staff in small school districts.

DUPLICATION, RELATIONSHIP

Senate Bill 457 is a duplicate.

House Bill 15 and House Bill 176 both address the amount of testing required by the state and administered in school districts.

KC/aml/bb/je