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SENATE BILL 457

**52ND LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2015**

INTRODUCED BY

Joseph Cervantes

AN ACT

RELATING TO PUBLIC SCHOOLS; REQUIRING THE PUBLIC EDUCATION DEPARTMENT TO AUDIT RESOURCES USED FOR STUDENT ASSESSMENTS IN THE 2015-2016 SCHOOL YEAR; DECLARING AN EMERGENCY.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

**SECTION 1.** A new section of the Assessment and Accountability Act is enacted to read:

"[NEW MATERIAL] STUDENT ASSESSMENT AUDITS.--

A. The department shall conduct an audit of all resources used in the 2015-2016 school year on all distinct national, state and school district student assessments.

B. The department audit shall include:

(1) the total number of student assessments administered in each school district across the state;

(2) the total cost of student assessments on

1 the state, school district, public school, grade and  
2 per-student levels; provided that the cost data shall be  
3 disaggregated to show the amount spent on:

4 (a) individuals, vendors and other  
5 persons contracted by the state and school district for student  
6 assessments, including purchase and licensing costs, test  
7 booklets, scoring sheets and scoring costs;

8 (b) logistical preparation and  
9 administration costs, including distributing, collecting and  
10 storing assessment materials;

11 (c) assessment preparation materials;

12 (d) data coaches;

13 (e) data analysis or dashboard systems,  
14 information technology purchase or information technology  
15 upgrade;

16 (f) professional development focused  
17 primarily on student assessment data;

18 (g) training costs for test  
19 administrators and proctors; and

20 (h) any other costs related to student  
21 assessments;

22 (3) per-student cost data collected, which  
23 shall include additional assessments for student subgroups and  
24 be disaggregated to show spending for all assessments for:

25 (a) English language learners;

1 (b) students receiving intervention or  
2 remediation services;

3 (c) students with disabilities;

4 (d) students by ethnicity; and

5 (e) economically disadvantaged students;

6 (4) the total amount of time spent by students  
7 taking all national, state and district assessments, including  
8 time for administrative tasks such as distributing and  
9 collecting answering sheets and giving directions, and the  
10 total amount of time spent preparing students to take the  
11 assessments. Time data collected shall be disaggregated to  
12 show:

13 (a) time spent in each grade level in  
14 every school district on national, state and district  
15 assessments; and

16 (b) time spent on the following student  
17 groups: 1) English language learners; 2) students receiving  
18 intervention or remediation services; 3) students with  
19 disabilities; 4) general education students; 5) students by  
20 ethnicity; and 6) economically disadvantaged students;

21 (5) a statewide survey of teachers on the  
22 utility of student assessments and the time devoted to test  
23 preparation for each assessment; provided that the survey shall  
24 provide teacher respondents anonymity and shall be administered  
25 during teacher meetings or professional development days or at

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1 other times that would not interfere with the teachers' regular  
2 classroom and direct instructional duties; and provided further  
3 that the survey include:

4 (a) how student assessments have shaped  
5 their public school's curriculum;

6 (b) how much time a teacher spends on  
7 assessment-taking strategies, simulating the assessment  
8 environment, aligning the assessments and aligning content to  
9 assessments;

10 (c) whether the assessments lead to an  
11 imbalance of instruction time for different student subgroups;  
12 and

13 (d) any other relevant questions on how  
14 student assessments impact the learning environment of the  
15 school; and

16 (6) recommendations on how to make student  
17 assessments cost effective, time efficient, more supportive of  
18 teaching and learning, better aligned with the curriculum being  
19 taught in the classroom and more focused on student and teacher  
20 growth.

21 C. The audit, and data screened to preserve student  
22 and teacher privacy, shall be a public record."

23 SECTION 2. EMERGENCY.--It is necessary for the public  
24 peace, health and safety that this act take effect immediately.