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## FISCAL IMPACT REPORT

ORIGINAL DATE 03/15/15

SPONSOR SPAC LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE Align School Code with Assessment Practices SB 390/SPACS

ANALYST Gudgel

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY15	FY16		
	See Fiscal Implications		

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)

Western New Mexico University (WNMU)

### SUMMARY

#### Synopsis of Bill

Senate Public Affairs Committee Substitute for Senate Bill 390 as amended by Senate Education Committee amends provisions of the Assessment and Accountability Act provision related to student assessments. The bill eliminates the requirement to administer a short-cycle diagnostic assessment in reading, language arts, and math to ninth- and 10<sup>th</sup>-grade students at least three times a year. The bill eliminates requirements to report performance on readiness assessments to students parents, and public schools within four weeks after the assessment is administered (leaving the time period required to report results silent). Lastly, the bill will allow a student enrolled in an alternative, school-to-work setting to demonstrate competency in reading and math using a national career readiness assessment or armed forces vocational aptitude assessment.

### FISCAL IMPLICATIONS

Elimination of the short-cycle assessment requirements for ninth- and 10<sup>th</sup>-grade students may free up school district and charter school resources if they choose to discontinue administration of those assessments.

**SIGNIFICANT ISSUES**

PED states elimination of the requirement to administer short-cycle assessments in ninth and 10<sup>th</sup> grades is logical and aligns with the department’s assessment system, which now requires summative testing of students in these grade levels

PED’s analysis of the original bill noted the standards-based assessment is the primary means of demonstrating competency required of high school students to meet graduation requirements in reading, writing, math, and science.

- Staff notes statute allows for an alternative demonstration of competence and students are able to demonstrate competence on other measures, such as end of course exams, college placement tests, advanced placement tests. PED currently allows the following by regulation: results from post-secondary nationally-normed assessments; results from workforce readiness assessments; results from end-of-course examinations; school-based projects such as extended papers, themes, theses, or research projects; performances or works of art that can be recorded in an electronic format; and community-based projects such as internships, service learning, pre-apprenticeship, or after- school job performance.

**RELATIONSHIP**

HB 15, HB 165, HB 176, HB308, SB 203, and SB 217 all relate to student testing.

RSG/bb