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## FISCAL IMPACT REPORT

SPONSOR Sapient ORIGINAL DATE 2/27/15  
LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_  
SHORT TITLE Quantifiable Data In Teacher Evaluations SB 497  
ANALYST Chavez

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

	FY15	FY16	FY17	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>		NFI				

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to SB 202

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

Senate Bill 497 amends the School Personnel Act by requiring “quantifiable data” relating to a teacher’s performance to account for at least 30 percent of a teacher’s overall evaluation.

### FISCAL IMPLICATIONS

This bill does not contain an appropriation and does not have a fiscal impact.

### SIGNIFICANT ISSUES

In recent years, PED has made changes to how both schools and teachers are assessed. A new teacher evaluation program, NMTeach, was implemented in the 2013-2014 school year and uses technical models and data to create teacher ratings. One use of data to assess a teacher is through value-added-models (VAMs), which use data from students’ past test scores to predict subsequent scores and then subtracts that prediction from current year scores to provide an estimate for teachers. This estimate is the “value added” and the models themselves can range from simple statistical procedures to more complex, multi-level models. Models can be run in

basic statistical software, but more complex models require custom programming of statistical formulas.

Over the interim, LESC hosted a series of panels with district superintendents and charter schools to discuss their experiences with the new teacher evaluation program. A consistent criticism of the evaluation system from the superintendents was that the VAM aspect of the evaluations was confusing to understand and often inconsistent. These findings were consistent with a November 2012 LFC evaluation, which found that VAMs can produce statistically different results depending on the model used and how they are implemented. In public hearings, stakeholders have noted that the VAM model implemented by PED is neither clear to understand nor has its methodology been transparent.

PED analysis states that the current NMTEACH model exceeds the proposed requirement in the bill as NMTEACH contains data that is 100 percent quantifiable.

## **RELATIONSHIP**

SB 202 creates a new seven-member advisory council to review and advise on the accuracy and validity of data and calculations used for school grades and educator evaluations

## **TECHNICAL ISSUES**

It appears that PED has a different interpretation of the meaning of “quantifiable data” than what may be the intent of the bill. The Legislature may wish to define “quantifiable data” to avoid confusion.

KC/je/aml