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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
53rd Legislature, 1st Session, 2017

Bill Number	<u>SB209/aSFC</u>	Sponsor	<u>Sapien</u>
Tracking Number	<u>.205902.1</u>	Committee Referrals	<u>SEC/SFC</u>
Short Title	<u>Additional Student Data Reporting</u>		
Analyst	<u>McCorquodale</u>	Original Date	<u>2/7/17</u>
		Last Updated	<u>2/23/17</u>

BILL SUMMARY

Synopsis of SFC Amendment

The Senate Finance Committee amendment to SB209 (SB209/aSFC) adds language to the title and body of the bill. The amendment adds “proficiency” to the title as additional data to be reported. In the body of the bill, the amendment outlines specific proficiency data to be reported about students who were recommended for retention but promoted to the next grade because of a parent waiver. The data are as follows: the number of students who achieved proficiency in the next grade and were promoted; and the number of students who did not achieve proficiency in the next grade, who were promoted and retained.

Synopsis of Original Bill

Senate Bill 209 (SB209) enacts a new section of the Public School Code requiring school districts to provide specific, additional data in the school district’s annual accountability including student interventions; remediation; and professional development on effective instructional methodologies and strategies to improve students’ reading and English language skills. The bill requires the Public Education Department (PED) to report to LESC each interim on the data from the school district accountability report. Provisions in SB209 would be effective July 1, 2017.

FISCAL IMPACT

SB209/aSFC does not have an appropriation.

SUBSTANTIVE ISSUES

SB209/aSFC requires each school district to provide PED with a professional development plan by September 30 of each year. This plan includes proposals for teachers to receive professional development to adopt effective instructional methodologies and strategies in the areas of reading, English language development, or English as a second language.

Section 22-2C-11 NMSA 1978 requires PED to collect data from school districts regarding student proficiency rates, graduation and drop-out rates, school safety, and data from parent surveys in an annual accountability report. SB209/aSFC requires each school district to include the following additional data points in an annual accountability report: the number and percentage of students requiring intervention in any subject area; the number and percentage of students who received intervention and differentiated remediation programs and either achieved proficiency within the school year, or did not and were recommended for retention; reading proficiency data for students who did not achieve reading proficiency and were promoted to the next grade due to a parental waiver; and student assistance team promotion and retention decisions for students who previously were promoted to the next grade. SB209/aSFC requires school districts to provide the additional data by May 15 of each school year. The amendment includes another deadline for reporting data on student proficiency by June 30 of each school year.

SB209 requires PED to develop a report that includes the data derived from the accountability reports received from each school district and present the data collected to the LESC during the interim.

ADMINISTRATIVE IMPLICATIONS

Providing and reporting additional data may add to the administrative burden of school districts and PED.

OTHER SIGNIFICANT ISSUES

PED Promotion and Retention Practices Guide. In a promotion practices guidance document dated May 2016, PED required school districts collect the following 2015-2016 promotion and retention data for first through third grade: number of students not proficient in reading; number of student assistance team meetings convened for non-proficient students; number of retention letters sent to parents; number of waivers signed by parents; and number of non-proficient students promoted to the next grade. At a June 2016 LESC meeting, it was noted these data will better inform promotion and retention decisions made in New Mexico.

Based on results from the promotion and retention practices guide, PED reported more than 96 percent of the state's third grade students who could not read on grade level in the 2015-2016 school year were promoted to fourth grade but only 5 percent of parents were notified of their child's reading deficiencies in FY16. However, third grade is the first grade level assessed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and 2015-2016 school year PARCC results were not released until August 2016, just before the next school year began for most schools, making it difficult to notify parents in a timely manner about student proficiency based on PARCC assessment results. Also, the PED-approved short-cycle assessment (DIBELS Next) used to assess reading in kindergarten through third grade in most school districts during the 2015-2016 school year was not aligned with the PARCC assessment. DIBELS Next data showed 64 percent of students testing at or above benchmark in reading; a difference of 40 percentage points when compared with PARCC assessment results which showed only 24 percent of third graders achieved proficiency in reading. In FY17, PED eliminated DIBELS Next and replaced it with Istation; it is unclear if Istation is better aligned to state content standards than DIBELS Next. LESC staff has requested the final report from PED.

School districts, however, have indicated parents are informed of student proficiency multiple times during a school year. Parents are informed about reading proficiency three times a year through DIBELS Next and as part of the response to intervention (RtI) framework; parents are informed of student reading performance through academic improvement plans, individualized education plans, student assistant team meetings, and parent teacher conferences.

New Mexico's statutory retention policy is based on teacher and principal recommendation for students in first through seventh grade. Provisions include alignment with school-district-determined assessment results and an academic improvement plan designed by the student assistance team consisting of the student's teacher, school counselor, school administrator, and parent or guardian. The student assistance team is responsible for addressing the needs of students referred for tier-two level support that systematically reviews and discusses all relevant data pertaining to a student's academic progress. The student assistance team is part of the RtI framework, a student intervention system that all districts and schools are required to follow through administrative rule.

RELATED BILLS

HB114, Reading Improvement Plans & Interventions, requires reading improvement plans; remediation for students who are not proficient at the end of kindergarten, first, second, or third grade; and allows students who are not proficient to be retained with certain exceptions.

SOURCES OF INFORMATION

- LESC Files

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