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FISCAL IMPACT REPORT

ORIGINAL DATE 01/26/17

SPONSOR Padilla LAST UPDATED _____ HB _____

SHORT TITLE Student Assessment Policy Working Group SJM 1

ANALYST Amacher

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	Indeterminate	Indeterminate	Indeterminate			See Fiscal Implications

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files
LESC Files

No Response Received From
Public Education Department (PED)

SUMMARY

Synopsis of Joint Memorial

Senate Joint Memorial 1 requests the public education department and the legislative education study committee to convene a working group to develop recommendations for a new student assessment policy aligned with the alternative assessment models allowed by the federal Every Student Succeeds Act (ESSA). The recommendations of this working group are due to the legislative education study committee by November 2017.

FISCAL IMPLICATIONS

It is estimated that costs associated with the working group, such as per diem costs incurred by attending a meeting, could be paid by the member's organization. However, costs associated with the implementation of any recommendations by the working group, even those of implementing a new assessment model are undetermined. There is a possibility the state would have to run a new model concurrently with the existing Partnership for Assessment of Readiness for College and Careers (PARCC) program. In New Mexico, administering the PARCC program averages \$6 million. Costs of the working group and implementation of a new model may be subsidized, as done in other states, in the event New Mexico is awarded funds from ESSA. Funds that would have otherwise been used for students in the PARCC program could be

redirected to cover the costs of those participating in a pilot district/school alternative assessment model. Specific costs of transitioning to a new program may be identified by the working group.

SIGNIFICANT ISSUES

SJM 1 calls for a broader statewide effort, with participation from diverse communities in the state, in the development of alternatives to the current assessment process for a student's progress. SJM1 requires the public education department and the legislative education study committee be requested to convene a working group. All interested education practitioners, academic and pedagogical researches, community, tribal and civic leaders, union members and industry representatives, higher education representatives and others are called upon to support the development of an alternative assessment model. This working group must build upon current processes and develop recommendations for a new assessment policy. The recommendations of the working group are due to the legislative education study committee by November 2017.

SJM 1 recognizes the recently enacted federal Every Student Succeeds Act (ESSA) that empowers states to develop their own accountability system to measure student performance. It is encouraged states begin pilot projects allowing for flexibility in measuring student performance. ESSA allowed funding for such projects to seven states. Although applications for the pilot program were accepted in September 2016, it is anticipated that future applications will be accepted in the future. ESSA provides states with the option to adopt high-quality academic assessments combined with standardized tests to create a summative score for a student. Such assessments may allow students to demonstrate proficiency in the form of portfolios, projects or extended performance task, and other locally designed formative assessments in mathematics, reading, language arts or science.

The LESC mentions ESSA is intended to support the needs of every student through local innovation and "place based interventions." ESSA presents an opportunity to consider how student in the state should be assessed, as evidenced in the Innovative Assessment Pilot, through piloting an assessment framework that accurately and holistically measures student outcomes. Assessment results are more important since the federal No Child Left Behind Act was enacted.

SJM 1 mentions that studies by learning alliance New Mexico and the New Mexico center for school leadership show a demand in the state for alternative assessment models that use a variety of approaches to measure a student's progress.

This is considered an incomplete FIR until PED provides a response.

OTHER SUBSTANTIVE ISSUES

As reported by LESC standardized test outcomes are included in the school grading and teacher evaluation systems, numerous bills proposed during current and recent legislative session have proposed altering the state's assessment framework. Additionally, a group of teachers, legislators, and union representatives have challenged the state's use of standardized testing data in teaching evaluations in a lawsuit filed in 2015. The lawsuit has not been resolved, with hearings scheduled to resume in October 2017.