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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
57th Legislature, 1st Session, 2025

Bill Number	<u>SB247</u>	Sponsor	<u>Ramos/Dow</u>
Tracking Number	<u>.229501.2</u>	Committee Referrals	<u>SEC/SHPAC</u>
Short Title	<u>Publication of Certain Educational Info</u>		
Analyst	<u>Bedeaux</u>	Original Date	<u>2/13/2025</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

Senate Bill 247 (SB247) would require the Public Education Department (PED) to annually publish statewide summative assessment results for English language arts (ELA), mathematics, and science by September 1 of each year. Published results would be required to include the overall statewide performance and trends for students across all grade levels, as well as performance disaggregated by school and grade level, including specific results by student race, ethnicity, socioeconomic status, and special education status.

SB247 would be effective July 1, 2025.

FISCAL IMPACT

SB247 does not contain an appropriation.

SUBSTANTIVE ISSUES

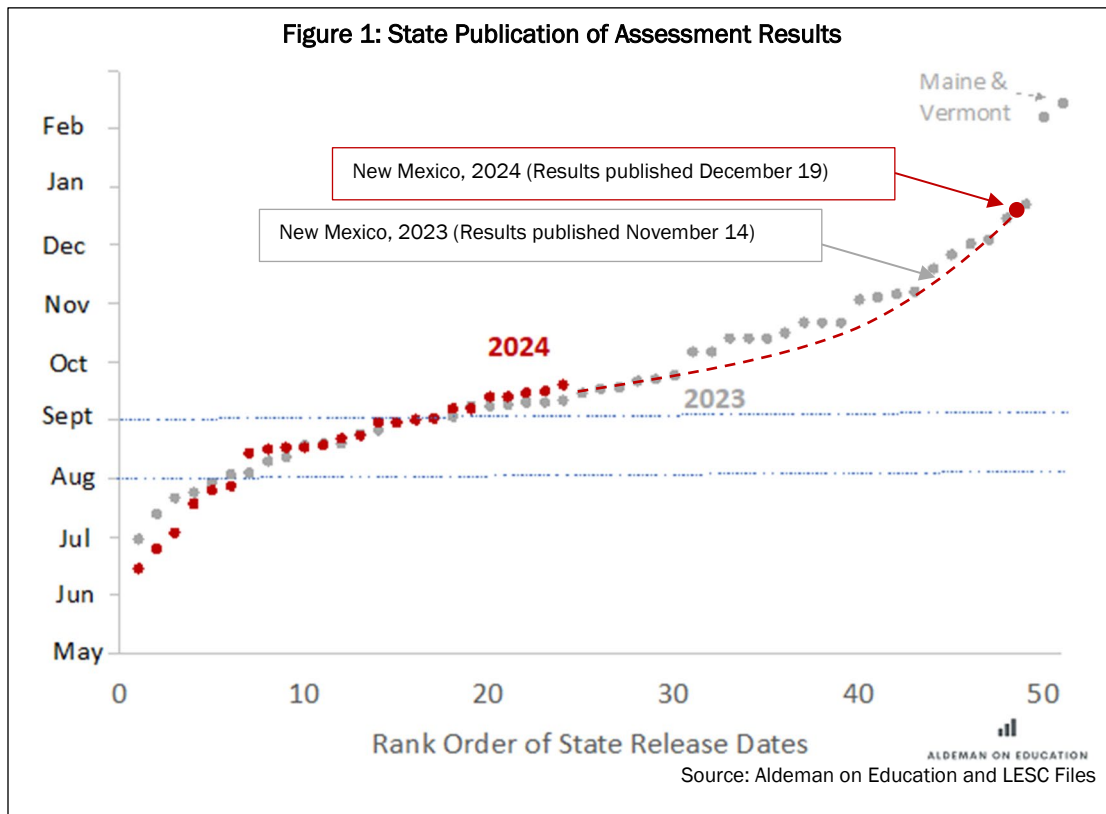
[Section 22-2C-4 NMSA 1978](#) currently requires PED to provide student assessment results to schools by August 5 of each year, which schools primarily use for students' grade placements. Often, schools receive their assessment results directly from PED or directly from assessment vendors in the summer and schools can provide these results to parents much sooner than required by law. However, to calculate official school proficiency rates, the department carries out a long and labor-intensive validation process to ensure the data used to calculate school and district proficiency rates are accurate. The process includes time for school districts to review PED's calculations for accuracy and appeal any inconsistencies. SB247 would require PED to streamline its existing validation process, or develop a new validation process, to meet a new publication deadline of September 1 for overall statewide performance.

For the 2023-2024 school year, finalized proficiency rates were [published on the department's website](#) on December 19, 2024, approximately 3 months after the September 1 deadline proposed in SB247, and about 7 months after students were assessed.

In 2024, PED provided LESC staff with access to preliminary assessment results in September, prior to the results being validated. LESC staff performed [limited analysis of statewide trends](#) with the understanding that the data would likely change during validation. SB247 would create an expectation that policymakers and the general public should be provided with finalized proficiency rates by September 1, affording the state more time to analyze the results before building budget and policy proposals during the subsequent legislative session.

In recent years, data quality issues have become a significant barrier for the reliable evaluation of educational programs. A [November 2024 LESC analysis](#) demonstrated how issues with the accuracy, completeness, consistency, granularity, and timeliness of data have prevented reliable analysis of many priority education initiatives. The Data Quality Campaign (DQC), a national nonprofit that advocates for improved data quality and transparency in state education systems, [presented to LESC](#) on the importance of timely, actionable data for education stakeholders. DQC points out that families need data to answer big questions about students’ journeys through high school and into the workforce, school and school district leaders need information that allows them to quickly target interventions where they are needed, and policymakers need data about whether their investments are having their intended effects.

Compared nationally, New Mexico is among the slowest states to publish assessment results to the public. According to a [national ranking](#) by education policy writer Chad Aldeman, most states publish assessment results between the beginning of August and the end of October each year. New Mexico ranks among the slowest states, with a publication date of November 14 in 2023, and a publication date of December 19 in 2024. Aldeman notes six states—Florida, Tennessee, Texas, Indiana, Louisiana, and Georgia—have consistently released assessment results before August in 2022, 2023, and 2024, demonstrating a consistent pattern in releasing timely results. Generally, these states are not required by law to post assessment results but have, instead, established a culture of transparency that makes publicizing assessment results a priority.



ADMINISTRATIVE IMPLICATIONS

SB247 would not significantly alter the information PED is required to publish under current federal and state laws but would substantially accelerate the timeline to report this information. As a result, SB247 would require PED to immediately adopt new administrative processes, which may necessitate additional staff capacity to analyze and validate assessment data.

TECHNICAL ISSUES

Some elements of SB247 are similar but slightly inconsistent with some sections of existing law. [Section 22-2C-5 NMSA 1978](#) requires PED to adopt a process and methodology for measuring academic performance by ethnicity, race, English proficiency, students with disabilities, and poverty, but does not require PED to publish this information by any date. Similarly, the statewide accountability system codified in [Section 22-2C-11 NMSA 1978](#) requires data to be reported on a district report card disaggregated by student race and ethnicity, but also does not include a deadline for publication. The Legislature may wish to establish the deadline for assessment results within existing statutes, rather than create a new section of law with somewhat conflicting reporting requirements.

OTHER SIGNIFICANT ISSUES

The current timeline for the publication of assessment results can be attributable to many factors, including a lack of adequate staff in highly technical data analysis roles at PED, issues with data quality when data are collected or merged with other PED data systems, or the labor-intensive validation process that gives schools and school districts time to check PED's calculations and appeal inaccuracies. SB247 establishes a new deadline but does not appear to ensure PED has the resources or other capacities necessary to meet the proposed September 1 deadline. As is the case for any statutory deadline, creating a new deadline does not guarantee PED will be able to comply. LESC's research on data governance during the 2024 interim highlights the need for strong internal systems and external communication strategies necessary to build the state's capacity to create and maintain datasets. The November 2024 LESC brief points to the need for a formal data governance structure and policies developed by technical experts to systemically improve data quality.

RELATED BILLS

Relates to House Memorial 2 (HM2), LESC Artificial Intelligence Work Group, which asks LESC to convene a data governance and artificial intelligence working group to make recommendations regarding a formal structure for education data governance, education data governance policies, and policies governing the use of AI in education by October 31, 2025.

SOURCES OF INFORMATION

- LESC Files
- New Mexico Regional Cooperatives (NMRECA)

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