

LFC Requester:	Sunny Liu
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**AGENCY BILL ANALYSIS
2018 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply:
Original **Amendment**
Correction **Substitute**

Date _____
Bill No: HB57

Sponsor: Rep. Joanne J. Ferrary
 Rep. Christine Trujillo
Short Title: LIMIT SCHOOL ASSESSMENT TIMES

Agency Code: 924
Person Writing Matt Montano
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY18	FY19		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY18	FY19	FY20		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 57 limits the number of hours per school year that school districts and schools shall administer required statewide assessment and limits the amount of time that students shall be assessed per school day.

FISCAL IMPLICATIONS

SIGNIFICANT ISSUES

HB57 restricts the total class time that can be used to administer required state and federal assessments to 25 hours or less in any school year. The bill excludes individualized assessments for English language learners and special education students, individual teacher-created tests, and non-mandated state and federal readiness assessments from this 25-hour time limit. (The term “readiness assessments” is not defined; it may refer to college and career readiness assessments). HB57 sets an arbitrary standard for the amount of time spent engaging in the important work of assessing students to understand where their academic needs are. For example, this limit does not take into account the time students may need to retest for purpose of high school graduation requirements.

The bill also limits administration of school, school district, state, or federal assessments to no more than 180 minutes per school day for each student and is also an arbitrary standard. The provision applies regardless of the source of the assessments. HB57 would curtail local decision making about test scheduling and result in issues for teachers in scheduling classroom exams, for example, during a final exam period. In addition, the bill does not contemplate a student who may choose to engage in multiple advanced placement courses and advanced placement exams, which students, families, and schools often pursue in the spirit of college credit and democratic access to college-level material. Further, it does not account for students who pursue opportunities such as National Honor Society that are achieved in part via the PSAT exam or students who may also want to prepare for and participate in a workforce readiness assessment in pursuit of an industry credential. Given the myriad opportunities provided to our students, HB57 does not accurately reflect the current educational landscape in establishing a one-size-fits-all standard. There is also no research basis or evidence that PED is aware of that indicates that current time spent on assessment exceeds this standard for the “average student.”

Current assessment administration options allow for local choice, efficient use of computers or

computer labs for online testing, and the maximum amount of time spent on instruction.

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES

The arbitrary nature of this bill could impact federal funding if federal requirements establish an assessment that exceeds these time limits.

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Districts and schools will continue to have local flexibility in determining how to best approach their student assessment strategies while adhering to important state and federal requirements that are designed to protect and provide transparency on the performance of all children. Students will also have additional opportunities to demonstrate competency as they seek a high school diploma.

AMENDMENTS