

LFC Requester:	Sunny Liu
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**AGENCY BILL ANALYSIS
2019 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: Date 1/17/19
 Original Amendment Bill No: SB110
 Correction Substitute

Sponsor: John M. Sapien Agency Code: 924
 Short NO PARCC TESTING Person Writing Daniel Manzano
 Title: REQUIREMENT Phone: 505-670-3820 Email Daniel.Manzano@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	FY20	FY21		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY19	FY20	FY21	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: The bill proposes that the Public Education Department (PED) develop a new assessment to replace the Partnership for Assessment of Readiness for College and Careers (PARCC) no later than the 2020-2021 school year. Schools would be required to use the assessment developed.

FISCAL IMPLICATIONS

PED has a contract with one vendor to develop statewide assessments and to manage the item bank and another vendor to manage test administering, scoring and reporting the assessment results. Existing contracts can be amended to develop a new test for implementation. If contracts are amended, cost could increase slightly for both existing contracts combined, depending on the type of assessment developed.

If new contracts had to be awarded, assessments costs could also increase. A new Request for Proposals process will be necessary to determine cost.

SIGNIFICANT ISSUES

The PED has been directed to transition away from PARCC and is already in the process of taking this action to be implemented by the 2019-20 SY.

In her press conference on January 3, 2019, Governor Michelle Lujan Grisham has already signed into law two executive orders.

The transition to new assessment system, per Executive Order 2019-001 and 2019-002 has an earlier timeline that what is proposed in SB110.

The Governor's policy is outlined in [two Executive Orders](#) available on the Governor's Office website.

PERFORMANCE IMPLICATIONS

The Every Student Succeeds Act (ESSA) requires a summative assessment in mathematics and English language arts, and any assessment developed to replace PARCC would need to fulfill the requirements of the State Plan under ESSA that New Mexico submitted to the US Department of Education and meet USDE Federal Peer Review technical qualities.

The new assessment developed for administration in 2019-20 SY will need to ensure that it is

comparable to assessments used in prior years to support longitudinal analysis and reflect student growth across school years.

ADMINISTRATIVE IMPLICATIONS

PED Assessment Bureau staff will need to work with the contractor to develop a new assessment, and to provide training to District Test Coordinators to support the administration of the new assessment.

Teachers will need to be trained on new assessment system and be provided with new resources and tools.

Districts will have to understand and employ new administration policies. Districts may need to reconfigure new technology in order to administer the assessment online, depending on the vendor awarded.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None

TECHNICAL ISSUES

None

OTHER SUBSTANTIVE ISSUES

None

ALTERNATIVES

The recently announced 2019 Spring Standards-Based Transition Assessment of Mathematics and English Language Arts Transition Assessment will maintain the longitudinal scale and performance levels. There is no additional cost impact in developing the Spring 2019 transition assessment.

Amend existing contracts to developing a new assessment for 2019-20 SY using linking items from the Spring 2019 transition assessment which will allow for maintaining the longitudinal scale.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

The Spring 2019 Standards-Based Transition Assessment for Mathematics and English language arts assessment would continue to be administered.

AMENDMENTS

None