



LFC Requester: Liu

**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2025 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: 02/05 /25
Bill No: SB247

Agency Name and Code: PED - 924

Sponsor: Ramos/Dow

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Short Title: PUBLICATIONS OF CERTAIN EDUCATIONAL INFO

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SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		
None	None	N/A	NFA

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY26	FY27	FY28		
None	None	None	N/A	NFA

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY26	FY27	FY28	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	None	None	None	None	N/A	NFA

Duplicates/Relates to Appropriation in the General Appropriation Act: [House Bill 141](#), the current version of the General Appropriation Act, includes an appropriation of \$12.77 million for standards-based assessments, \$2.77 million of which is contingent on quarterly reporting of interim assessment results to the Department of Finance and Administration, Legislative Finance Committee and Legislative Education Study Committee.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: Senate Bill 247 (SB247) would create a new section of the [Assessment and Accountability Act](#) that would require the Public Education Department (PED) to publish online by September 1 the overall statewide summative assessment results and trends for performance statistics for grade bands, disaggregated by grade level for categories of race, ethnicity, disability, and socioeconomic status, as well as school-level performance data grouped by grade level and subject area.

The bill has an effective date of July 1, 2025.

FISCAL IMPLICATIONS

The bill does not include an appropriation; however, it requires the Public Education Department to approve assessments in each core content subject area for the end of each grade band. To approve assessments as valid measures of educational standards for core content areas and each grade band would likely require the department to develop or purchase valid tests in each core content area for the end of each grade band. This would generate significant expense and would be difficult to effect within the bill's required timeframe.

SIGNIFICANT ISSUES

Ethical standards for educational assessment are established by professional organizations such as the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. These standards focus on ensuring fairness, validity, and appropriate use of assessments in educational settings. The consensus among these organizations is that test scores must not be misused or presented as summarizing student academic achievement without sufficient evidence for their validity. Ensuring tests are valid may not be possible within the bill's required timeframe.

The bill does not distinguish between accountable results and preliminary results computed from raw assessment data. Only preliminary summative assessment results could be made available for this deadline. Raw preliminary assessment results may include duplicate tests, tests for one student at multiple schools, or test scores which evidence may suggest do not fairly represent a student's academic achievement and should not be used for school accountability. A variety of conditions of testing may invalidate a test score, such as duplicate test records, or various testing irregularities that are not explicitly indicated in raw assessment data. Accountable assessment results associate each valid test score with a single student and one accountable school.

Raw assessment results are typically reported earlier by PED and labeled, "preliminary." Accountability rules are applied after raw data is received, producing valid and fair results summarizing the knowledge and skill students have exhibited at each school, grade level, and within each demographic group. These results are comparable from year to year when the same accountability rules are applied to the raw assessment data each year.

An example of the difference between preliminary and accountability data is that preliminary data will include every student who participated in the assessment, no matter how long they

attended a school--even if the student was only enrolled for a month prior to testing, whereas validated data would only include students who meet the definition of full academic year (the student was enrolled at the same school during the 90, 120 and end-of-year (EOY) snapshots. PED releases preliminary results with caution, and only to summarize statewide academic achievement with the caveat that later, accountable results may differ. Summarizing the performance of small groups by demographic, school, or grouped by grade level and school, using preliminary results is not advisable, because early judgments made about schools and districts may be based on aggregate data with invalid test scores included, significantly altering the summary statistics characterizing a school, grade level within a school, or group.

From raw assessment data, PED personnel across bureaus and divisions depend on the work of school district and charter school staff to remove invalid records and develop the final assessment file to be used for school accountability. Once all data is available to PED, data cleaning methods approved by the U.S. Department of Education (USED) are applied, and final results are embargoed for inspection by districts and charter schools. PED makes accountable assessment results publicly available by January 15, as required by the USED.

PERFORMANCE IMPLICATIONS

None.

ADMINISTRATIVE IMPLICATIONS

SB247 does not differentiate between preliminary or accountability data. The deadline would require that preliminary data be published by the PED, not accountability data. However, preliminary results summarized at the school level and grade level within each school may misrepresent the achievement of the students.

SB247 would require that the Public Education Department approve assessments for each core content area for the end of each grade band. To approve assessments as valid measures of educational standards for core content areas at each grade band would likely require the department to develop or purchase valid tests in each core content area for the end of each grade band. This would generate significant expense and would be difficult to effect within the bill's required timeframe.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None.

TECHNICAL ISSUES

SB 247 defines a summative assessment as a "single measure of student performance at the end of a grade band." Grade bands are not defined and it is unclear what grade levels would be incorporated into a grade band.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.