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SENATE MEMORIAL 73

50TH LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2012

INTRODUCED BY

Michael S. Sanchez

A MEMORIAL

REQUESTING THE LEGISLATIVE FINANCE COMMITTEE AND THE
LEGISLATIVE EDUCATION STUDY COMMITTEE, IN CONJUNCTION WITH THE
PUBLIC EDUCATION DEPARTMENT, TO CONDUCT AN ANALYSIS OF THE
COST, BOTH IN INSTRUCTIONAL TIME AND MONEY, OF ALL ASSESSMENTS
OF NEW MEXICO STUDENTS, INCLUDING PROPOSED ASSESSMENTS RELATED
TO COMMON CORE STATE STANDARDS.

WHEREAS, the federal No Child Left Behind Act of 2001
increased accountability requirements necessitating an increase
in assessments and requirements for disaggregated data; and

WHEREAS, enactment of a comprehensive education reform
bill in 2003 established New Mexico's place as a leader in
school reform efforts throughout the country, particularly in
the realm of standards and assessments as demonstrated by the
state having received an "A" in the latest national quality

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1 counts state report cards; and

2 WHEREAS, for nearly a decade, implementation of those
3 reforms has been a priority for the state's education
4 policymakers; and

5 WHEREAS, because each state has its own process for
6 developing, adopting and implementing standards and
7 assessments, what students are expected to know and be able to
8 do can vary widely from state to state; and

9 WHEREAS, development of the art and science of pedagogy
10 has encouraged and improved the use of regular classroom
11 assessments to inform instruction; and

12 WHEREAS, program evaluation often requires the use of
13 regular and timely student assessments, especially for students
14 who are struggling academically and who are receiving
15 intervention or remediation in reading or mathematics; and

16 WHEREAS, English language learners participate in testing
17 to determine their respective levels of English proficiency;
18 and

19 WHEREAS, the individual education plans of students with
20 disabilities include monitoring and frequent assessment; and

21 WHEREAS, research indicates the need for increasing
22 instructional time, particularly for low-performing students;
23 and

24 WHEREAS, increasing the number and frequency of
25 assessments has concomitantly decreased instructional time; and

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1 WHEREAS, in the spring of 2009, governors and chief state
2 school officers from across the United States began the common
3 core state standards initiative to develop a set of shared
4 national standards ensuring that students in each state are
5 held to the same level of expectations as students in the
6 world's highest-performing countries; and

7 WHEREAS, New Mexico's public education department in 2010
8 approved common core state standards for mathematics and
9 English language arts, making New Mexico one of the forty-five
10 states plus the District of Columbia that have approved the
11 common core state standards; and

12 WHEREAS, efforts are currently under way to develop common
13 core state standards in science and social studies; and

14 WHEREAS, the transition from the state's current
15 standards-based assessments to assessments aligned to the
16 common core state standards is scheduled to be implemented
17 during the 2014-2015 school year; and

18 WHEREAS, revenue shortfalls over the past four years have
19 necessitated the temporary suspension of some statewide
20 evaluations; and

21 WHEREAS, implementing a new statewide evaluation system
22 will require considerable time and funding;

23 NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE
24 OF NEW MEXICO that the legislative finance committee and the
25 legislative education study committee, in cooperation with the

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1 public education department and other stakeholders, be
2 requested to conduct a time and funding analysis of assessments
3 of New Mexico students; and

4 BE IT FURTHER RESOLVED that the study determine the
5 following:

6 A. the number and kinds of tests required by
7 various entities, such as the federal government, state
8 government, district and school or classroom assessments;

9 B. the per-student cost of assessments;

10 C. the amount of instructional time spent both on
11 preparing students to take assessments and on the time spent by
12 students taking assessments; and

13 D. the ways in which the data are used; and

14 BE IT FURTHER RESOLVED that study data be disaggregated
15 into the following groups of students:

16 A. English language learners;

17 B. dual language students;

18 C. students receiving intervention or remediation
19 services;

20 D. students with disabilities;

21 E. general education students;

22 F. students by ethnicity; and

23 G. economically disadvantaged students; and

24 BE IT FURTHER RESOLVED that the legislative finance
25 committee and the legislative education study committee report

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1 the results of the study to the 2013 legislature and the
2 governor; and

3 BE IT FURTHER RESOLVED that copies of this memorial be
4 transmitted to the respective directors of the legislative
5 finance and legislative education study committees and to the
6 secretary of public education.

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