

1 A MEMORIAL

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

8
9 WHEREAS, the federal No Child Left Behind Act of 2001
10 increased accountability requirements necessitating an
11 increase in assessments and requirements for disaggregated
12 data; and

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

19 WHEREAS, for nearly a decade, implementation of those
20 reforms has been a priority for the state's education
21 policymakers; and

22 WHEREAS, because each state has its own process for
23 developing, adopting and implementing standards and
24 assessments, what students are expected to know and be able
25 to do can vary widely from state to state; and

1 WHEREAS, development of the art and science of pedagogy
2 has encouraged and improved the use of regular classroom
3 assessments to inform instruction; and

4 WHEREAS, program evaluation often requires the use of
5 regular and timely student assessments, especially for
6 students who are struggling academically and who are
7 receiving intervention or remediation in reading or
8 mathematics; and

9 WHEREAS, English language learners participate in
10 testing to determine their respective levels of English
11 proficiency; and

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

14 WHEREAS, research indicates the need for increasing
15 instructional time, particularly for low-performing students;
16 and

17 WHEREAS, increasing the number and frequency of
18 assessments has concomitantly decreased instructional time;
19 and

20 WHEREAS, in the spring of 2009, governors and chief
21 state school officers from across the United States began the
22 common core state standards initiative to develop a set of
23 shared national standards ensuring that students in each
24 state are held to the same level of expectations as students
25 in the world's highest-performing countries; and

1 WHEREAS, New Mexico's public education department in
2 2010 approved common core state standards for mathematics and
3 English language arts, making New Mexico one of the
4 forty-five states plus the District of Columbia that have
5 approved the common core state standards; and

6 WHEREAS, efforts are currently under way to develop
7 common core state standards in science and social studies;
8 and

9 WHEREAS, the transition from the state's current
10 standards-based assessments to assessments aligned to the
11 common core state standards is scheduled to be implemented
12 during the 2014-2015 school year; and

13 WHEREAS, revenue shortfalls over the past four years
14 have necessitated the temporary suspension of some statewide
15 evaluations; and

16 WHEREAS, implementing a new statewide evaluation system
17 will require considerable time and funding;

18 NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE
19 STATE OF NEW MEXICO that the legislative finance committee
20 and the legislative education study committee, in cooperation
21 with the public education department and other stakeholders,
22 be requested to conduct a time and funding analysis of
23 assessments of New Mexico students; and

24 BE IT FURTHER RESOLVED that the study determine the
25 following:

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

4 B. the per-student cost of assessments;

5 C. the amount of instructional time spent both on
6 preparing students to take assessments and on the time spent
7 by students taking assessments; and

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

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

11 A. English language learners;

12 B. dual language students;

13 C. students receiving intervention or remediation
14 services;

15 D. students with disabilities;

16 E. general education students;

17 F. students by ethnicity; and

18 G. economically disadvantaged students; and

19 BE IT FURTHER RESOLVED that the legislative finance
20 committee and the legislative education study committee
21 report the results of the study to the 2013 legislature and
22 the governor; and

23 BE IT FURTHER RESOLVED that copies of this memorial be
24 transmitted to the respective directors of the legislative
25 finance and legislative education study committees and to the

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