

1 HOUSE BILL 315

2 **52ND LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2015**

3 INTRODUCED BY

4 W. Ken Martinez

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10 AN ACT

11 RELATING TO PUBLIC SCHOOLS; REQUIRING THE PUBLIC EDUCATION
12 DEPARTMENT TO AUDIT RESOURCES USED FOR STUDENT ASSESSMENTS IN
13 THE 2015-2016 SCHOOL YEAR; DECLARING AN EMERGENCY.

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15 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

16 SECTION 1. A new section of the Assessment and
17 Accountability Act is enacted to read:

18 "[NEW MATERIAL] STUDENT ASSESSMENT AUDITS.--

19 A. The department shall conduct an audit of all
20 resources used in the 2015-2016 school year on all distinct
21 national, state and school district student assessments.

22 B. The department audit shall include:

23 (1) the total number of student assessments
24 administered in each school district across the state;

25 (2) the total cost of student assessments on

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underscored material = new
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1 the state, school district, public school, grade and
2 per-student levels; provided that the cost data shall be
3 disaggregated to show the amount spent on:

4 (a) individuals, vendors and other
5 persons contracted by the state and school district for student
6 assessments, including purchase and licensing costs, test
7 booklets, scoring sheets and scoring costs;

8 (b) logistical preparation and
9 administration costs, including distributing, collecting and
10 storing assessment materials;

11 (c) assessment preparation materials;

12 (d) data coaches;

13 (e) data analysis or dashboard systems,
14 information technology purchase or information technology
15 upgrade;

16 (f) professional development focused
17 primarily on student assessment data;

18 (g) training costs for test
19 administrators and proctors; and

20 (h) any other costs related to student
21 assessments;

22 (3) per-student cost data collected, which
23 shall include additional assessments for student subgroups and
24 be disaggregated to show spending for all assessments for:

25 (a) English language learners;

1 (b) students receiving intervention or
2 remediation services;

3 (c) students with disabilities;

4 (d) students by ethnicity; and

5 (e) economically disadvantaged students;

6 (4) the total amount of time spent by students
7 taking all national, state and district assessments, including
8 time for administrative tasks such as distributing and
9 collecting answering sheets and giving directions, and the
10 total amount of time spent preparing students to take the
11 assessments. Time data collected shall be disaggregated to
12 show:

13 (a) time spent in each grade level in
14 every school district on national, state and district
15 assessments; and

16 (b) time spent on the following student
17 groups: 1) English language learners; 2) students receiving
18 intervention or remediation services; 3) students with
19 disabilities; 4) general education students; 5) students by
20 ethnicity; and 6) economically disadvantaged students;

21 (5) a statewide survey of teachers on the
22 utility of student assessments and the time devoted to test
23 preparation for each assessment; provided that the survey shall
24 provide teacher respondents anonymity and shall be administered
25 during teacher meetings or professional development days or at

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1 other times that would not interfere with the teachers' regular
2 classroom and direct instructional duties; and provided further
3 that the survey include:

4 (a) how student assessments have shaped
5 their public school's curriculum;

6 (b) how much time a teacher spends on
7 assessment-taking strategies, simulating the assessment
8 environment, aligning the assessments and aligning content to
9 assessments;

10 (c) whether the assessments lead to an
11 imbalance of instruction time for different student subgroups;
12 and

13 (d) any other relevant questions on how
14 student assessments impact the learning environment of the
15 school; and

16 (6) recommendations on how to make student
17 assessments cost effective, time efficient, more supportive of
18 teaching and learning, better aligned with the curriculum being
19 taught in the classroom and more focused on student and teacher
20 growth.

21 C. The audit, and data screened to preserve student
22 and teacher privacy, shall be a public record."

23 SECTION 2. EMERGENCY.--It is necessary for the public
24 peace, health and safety that this act take effect immediately.