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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 1st Session, 2019

Bill Number	<u>HB639</u>	Sponsor	<u>Romero, G. Andrés</u>
Tracking Number	<u>.213479.1</u>	Committee Referrals	<u>HEC</u>
Short Title	<u>Repeal A-B-C-D-F School Rating Act</u>		
Analyst	<u>Bedeaux</u>	Original Date	<u>2/27/19</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

House Bill 639 (HB639) would repeal the statutory A-B-C-D-F Schools Rating Act.

FISCAL IMPACT

HB639 does not contain an appropriation.

SUBSTANTIVE ISSUES

The federal Every Student Succeeds Act (ESSA) requires states to hold schools accountable using a state-developed accountability system. To stay in compliance with ESSA and maintain eligibility for over \$100 million in federal Title I funding for improving outcomes for low performing schools, New Mexico is required to develop a statewide school accountability system, gain approval for the system from the United States Department of Education (USDE), and implement the system statewide. It is likely favorable to establish a statewide accountability system in statute to ensure continuity and comparability between school ratings year over year, but HB639 does not contain any parameters for an alternative system.

The governor and the Public Education Department (PED) have indicated an intent to transition away from New Mexico's current school grading system. On February 14, 2019, PED released revisions to the New Mexico ESSA state plan for stakeholder comment. If approved by USDE, the proposed changes to the plan would assign ratings to schools based on proficiency, student growth, progress toward English language proficiency, chronic absenteeism, college and career readiness, educational climate, and graduation rates. PED would create a dashboard for each school in the state to share data about the school's performance and allow schools to supplement the data with additional local narratives. Schools would be classified as receiving traditional support, targeted support, comprehensive support, or more rigorous interventions, in alignment with ESSA. The top 25 percent of schools would be designated as "New Mexico spotlight schools," and special designations of excellence will be awarded for schools in the 90th percentile of each indicator.

OTHER SIGNIFICANT ISSUES

In addition to transitioning away from school grades, the governor and PED have also begun transitioning away from the PARCC exam. Executive Order 2019-001, issued January 3, 2019, orders PED to discontinue the use of PARCC assessments. In a memo to school districts and charter schools, PED stated the assessment for the end of the 2018-2019 school year will be called the 2019 Spring Transition Assessment, and would reduce overall testing time by 30 percent, maintain comparability to prior years' assessments, and be aligned to the Common Core State Standards.

CONSEQUENCE OF NOT ENACTING THE BILL

Although PED has signaled an intent to transition away from school grades, state law would still require the department to assign school grades. School grades would be assigned to schools at the conclusion of the 2018-2019 school year using new weights adopted by PED on December 31, 2018. PED amendments to 6.19.8 NMAC would assign school grades based on chronic absenteeism, modified elements of the college- and career-readiness indicator, and new indicators for English learner progress and science, technology, engineering, and mathematics (STEM) readiness. The rule also expanded the scope of school climate surveys, requiring the surveys to measure student and family engagement, educator collaboration, and other components of school quality in the domains of school climate, rigorous expectations, student-teacher relationships, belonging, and safety.

RELATED BILLS

Related to SB229, School Support and Accountability Act, which would replace the school grading system with a system including indicators of academic achievement and growth in math, English language arts, and science on statewide assessments; college, career, and civic readiness; chronic absenteeism; progress toward English language proficiency; and school climate.

SOURCES OF INFORMATION

- LESC Files

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