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SENATE MEMORIAL 61

51ST LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2014

INTRODUCED BY

Howie C. Morales

A MEMORIAL

RECOGNIZING THE NEED TO STUDY THE COST, BENEFITS, DISADVANTAGES AND EFFICACY OF NEW MEXICO'S PARTICIPATION IN THE COMMON CORE STATE STANDARDS AND THE PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS.

WHEREAS, in 2009, the governor and secretary of public education signed a memorandum of agreement with the national governors association and the council of chief state school officers, along with other states, to develop common standards in language arts and mathematics for kindergarten through grade twelve; and

WHEREAS, the process to transition to the common core state standards began in 2011 when the public education department formed a planning committee and framework development team to provide recommendations and draft an

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1 implementation plan; and

2 WHEREAS, the resulting plan called for implementation of
3 the common core state standards first in kindergarten through
4 grade three during the 2012-2013 school year and in grades four
5 through twelve during the 2013-2014 school year; and

6 WHEREAS, the implementation of the common core state
7 standards and the associated testing structure has become the
8 overwhelming focus of student learning in schools at the
9 expense of essential learning opportunities in science,
10 history, art, music and other important subjects; and

11 WHEREAS, many educational experts report that the new
12 common core state standards robustly alter what students are
13 expected to learn and expected to be able to do; and

14 WHEREAS, the common core state standards are not designed
15 for and do not provide better access to learning for a diverse
16 population of students, including those living in poverty and
17 those with limited English proficiency; and

18 WHEREAS, the new standards require a major retooling of
19 classroom methodologies and pedagogy; and

20 WHEREAS, the voluminous common core state standards, with
21 the included appendices, comprise hundreds of pages of new
22 information that New Mexico teachers are now required to know
23 and implement in their classrooms; and

24 WHEREAS, an astonishing amount of professional development
25 is required in order for the standards to be successfully

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1 implemented; and

2 WHEREAS, several organizations have conducted analyses of
3 the cost to implement the common core state standards, which
4 range from three billion dollars (\$3,000,000,000) to sixteen
5 billion dollars (\$16,000,000,000); and

6 WHEREAS, New Mexico is a member of the partnership for the
7 assessment of readiness for college and careers assessment,
8 which is funded by a federal race to the top grant; and

9 WHEREAS, the partnership's assessment is scheduled to
10 replace the New Mexico standards-based assessment in the
11 2014-2015 school year; and

12 WHEREAS, the partnership's assessment is computer-based,
13 requiring New Mexico schools to acquire additional technology
14 infrastructure in order to administer the examination; and

15 WHEREAS, New Mexico is being forced to spend millions of
16 dollars in order to outfit schools with technology that meets
17 the partnership's specifications; and

18 WHEREAS, even with the technology investments made by New
19 Mexico, it is unclear whether all public schools will be ready
20 to administer the assessment and what level of additional
21 funding will be required for those public schools that do not
22 meet the partnership for the assessment of readiness for
23 college and careers assessment specifications; and

24 WHEREAS, the partnership's testing has been shown in other
25 states such as New York and Kentucky to be misaligned, full of

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1 errors and not indicative of the abilities of students or the
2 effectiveness of teachers; and

3 WHEREAS, the results of the partnership for the assessment
4 of readiness for college and careers assessment examination,
5 end-of-course examinations, discovery exams, measures of
6 academic progress, or MAP tests, dynamic indicators of basic
7 early literacy skills, or DIBELS measures, and other
8 state-adopted testing do not take into account or control for
9 poverty or diversity and are, therefore, invalid measures of
10 student achievement and teacher evaluation; and

11 WHEREAS, the numerous concerns with the common core state
12 standards have caused many to withdraw support for the
13 standards, including the six hundred thousand educators
14 represented by the New York state teacher's union; and

15 WHEREAS, other states have withdrawn from the common core
16 state standards, citing that the effort to nationalize and
17 centralize education through the standards results in the
18 severe loss of state control of education; and

19 WHEREAS, officials in Florida, Indiana and South Carolina
20 have also voiced discontent with the cost of implementing the
21 common core state standards, with Florida ultimately rescinding
22 its membership in the partnership for the assessment of
23 readiness for college and careers assessment; and

24 WHEREAS, the burden on New Mexico teachers and the high
25 cost of implementation merit an examination of the use of and

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1 participation in common core state standards in New Mexico;

2 NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE
3 OF NEW MEXICO that the legislative education study committee be
4 requested to examine the cost, benefits, disadvantages and
5 efficacy of New Mexico's participation in the common core state
6 standards and the partnership for the assessment of readiness
7 for college and careers assessment and report its findings to
8 the legislature no later than November 1, 2014; and

9 BE IT FURTHER RESOLVED that copies of this memorial be
10 transmitted to the director of the legislative education study
11 committee, the governor and the secretary of public education.