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## FISCAL IMPACT REPORT

ORIGINAL DATE 02/02/13  
 SPONSOR HEC LAST UPDATED 02/27/13 HB 67/HECS  
 SHORT TITLE Academic Content & Performance Standards SB \_\_\_\_\_  
 ANALYST Gudgel

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY13	FY14		
	See Fiscal Implications		

(Parenthesis ( ) Indicate Expenditure Decreases)

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY13	FY14	FY15	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>			\$750.0		Recurring	School District Operating Budgets

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

The House Education Committee substitute for House Bill 67 (HB 67) requires the Public Education Department (PED) to adopt the Next Generation Science Standards (NGSS) developed by the National Research Council of the National Academy of Sciences, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve by August 31, 2013 for implementation beginning with the 2014-2015 (FY15) school year. The bill also requires the Mathematics and Science Advisory Council to advise the Department and the Legislature on the best practices for implementation of the new NGSS.

## FISCAL IMPLICATIONS

HB 67 does not appropriate funding to the PED for implementation of the new standards; however, it is likely, that if enacted, appropriations will be sought by the Department to support statewide implementation, including professional development for teachers and potentially for development of new standards based assessments in science beginning with FY15. HB 67 requires extensive administrator and teacher professional development similar to that of the adoption of the Common Core State Standards (CCSS) for math and English language arts. Professional development will be needed for approximately 18,906 teachers and approximately 1,300 principals and administrators, affecting an estimated 330,000 students throughout the state. The estimated budget costs for FY16 are based on the budget used for the current professional development for the CCSS for math and English language arts implementation.

If assessments are not paper and pencil tests there could be additional funding request to support required technology to administer assessments. If appropriations are not specifically made for implementation of the new standards in the future, school districts and charter schools will likely have to use operational dollars to support effective implementation of the new NGSS. The discussion below outlines costs associated with adoption of the common core state standards in math and English in 2010 as a reference to potential costs of implementation of this bill.

*Common Core State Standards.* New Mexico adopted the CCSS in math and English in October 2010. The PED, in collaboration with stakeholders statewide, developed a plan that calls for transition to the CCSS by the 2014-2015 school year, including implementation of the new Partnership for Assessment of Readiness for College and Career (PARCC) assessment in grades three through 11 (the PARCC assessment will replace the current standards-based assessment in reading and math). The CCSS are being taught in kindergarten through third grade during the current school year and will be taught in all grades in the 2013-2014 school year. During these two transition years, portions of the New Mexico Standards-Based Assessment (NMSBA) that most closely align to the CCSS and New Mexico's current content standards will be administered to students (referred to as bridge assessment). Professional development opportunities are being offered to educators statewide.

The PED received a \$1 million special appropriation for FY13 to support implementation of the new CCSS content standards in math and English. These funds have been used primarily to provide professional development to kindergarten through third grade teachers in FY13. The PED requested and the executive recommended \$2 million for FY14 to continue implementation of the standards, proposing to continue providing professional development opportunities to kindergarten through third grade teachers but to particularly target teachers of fourth through 10th grades.

In addition to professional develop funding the Department also requested \$8.4 million for technology infrastructure needed to support the PARCC assessment. The PARCC assessment is provided on computer-based platforms to students in third through 11th grades. The PARCC assessment will be administered four times a year – two summative assessments and two formative assessments. The Department estimated that for every four students one computer would be necessary to support the PARCC assessment. Based on district surveys completed in 2011 and 2012, the Department estimates that more than 15 thousand computers will need to be purchased at an estimated cost of \$550 per device. The executive recommendation includes \$5.2 million for technology infrastructure needed to support the PARCC assessment.

## **SIGNIFICANT ISSUES**

Section 22-2C-3 NMSA 1978 grants the PED the authority to adopt academic content and performance standards. Historically, this section has not mandated that the Department adopt particular standards, but has left it to the Department to meet statutory and regulatory requirements in adopting standards.

Additionally, the NGSS have not yet been adopted and are still in review. The NGSS final draft will not be available until March of 2013. The PED indicated the impact of the deadline in the original bill do not allow adequate time to allow public and stakeholder feedback. The Department also indicated the dates included in the original bill are unrealistic as they do not allow sufficient time for thorough research, collaboration and planning. The dates in the committee substitute require implementation during the 2014-2015 school year (rather than the 2015-2016 school year) shortening the time PED has to research, collaborate and plan.

## **ADMINISTRATIVE IMPLICATIONS**

The PED will be required to promulgate rules including the new standards and the Mathematics and Science Advisory Council will be required to advise the PED and the Legislature on the best practices for implementation of the new NGSS. School districts and charter schools will be responsible for providing appropriate professional development to teachers and administrators to ensure the standards are being taught.

## **OTHER SUBSTANTIVE ISSUES**

According to the National Research Council of the Nation Academy of Sciences:

States have previously used the National Science Education Standards from the National Research Council and Benchmarks for Science Literacy from the American Association for the Advancement of Science (AAAS) to guide the development of their current state science standards. While these two documents have proven to be both durable and of high quality, they are around 15 years old. In addition, major advances have since taken place in the world of science and in the world of science and in our understanding of how students learn science effectively.

During the *Next Generation Science Standards* development process, 26 states will provide leadership to the writers and to other states as they consider adoption of the NGSS, and address common issues involved in adoption and implementation of the standards (New Mexico is not one of the 26 lead states). The second draft of the NGSS opened for feedback on January 8, 2013 and will remain open for feedback until January 29, 2013.

## **ALTERNATIVES**

The Legislature may want to consider waiting until the standards are finalized and adopted by the National Research Council of the Nation Academy of Sciences, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve before mandating adoption of the standards to allow the state an opportunity to review the standards. Additionally, the PED does not need this legislation to adopt the standards if the Department chooses to do so.