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FISCAL IMPACT REPORT

SPONSOR	<u>Beffort</u>	ORIGINAL DATE	2/9/16	HB	
		LAST UPDATED	2/16/16		
SHORT TITLE	<u>K-5 Plus Pilot Project</u>	SB		<u>81/aSEC</u>	
		ANALYST		<u>Elkins</u>	

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY16	FY17		
	None		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Response Received From
Public Education Department (PED)

SUMMARY

Synopsis of Senate Education Committee Amendment

Senate Education Committee Amendment to Senate Bill 81 removes the \$2 million appropriation from the bill. The amendment decreases the length of the K-5 Plus pilot project to four years from seven years. The amendment removes measurement for social skills and removes formative assessment as a part of the evaluation process. Also, the amendment requires PED to give priority to schools that have a current K-3 plus program and removes the requirement that applicant schools require all kindergarten through fifth grade students participate in the pilot project.

Synopsis of Original Bill

Senate Bill 81 appropriates \$2 million from the general fund to PED to create a K-5 plus pilot project. In the bill, K-5 plus is created as a seven-year pilot projects that extends the school year in participating schools at least twenty-five additional days. The K-5 plus pilot shall be conducted upon application in schools at which either 80 percent or more of the students are eligible for free or reduced-fee lunch or the school has a D or F school grade at the time the school initially applies for the pilot project. The pilot project shall be conducted in no more than 20 schools. Each applicant school shall agree that all kindergarten through fifth grade students will participate in the pilot project. Students participating in K-5 plus shall be evaluated at the

beginning of each grade year and their progress shall be measured through PED approved summative and formative assessments.

FISCAL IMPLICATIONS

Senate Bill 81 appropriates \$2 million to the Public Education Department from the general fund for first year implementation of the K–5 Plus pilot project in no more than twenty schools. SB81 states K–5 Plus is to be funded at no less than thirty percent of the final unit value per student established as of January 31 of the current calendar year.

According to PED, based upon thirty percent of the current final unit value, the estimated cost of the K–5 Plus pilot project is \$1,202.25 per student. The \$2 million allocation for first year implementation will provide for 1,663 students in grades K–5 participating in no more than twenty schools in FY17.

PED notes SB81 is designed to be a seven year pilot project, yet only a single year of funding is considered. In future years continued financial support may be of concern.

SIGNIFICANT ISSUES

The requirements in SB81 mirror some of the requirements of the current K–3 Plus program including:

- the provision for an additional twenty five instructional days prior to the regular start of the school year;
- school eligibility requirements of eighty percent or more students are eligible for free or reduced-fee lunch, or a D or F school grade at the time the school initially applies for the K–5 Plus pilot project;
- application release date of February 1, application due date of March 15, and award notification by April 15;
- teachers and education assistants are paid at the same rate as during the regular school year;
- students are assessed using department-approved assessments; and
- professional development provided for teachers by the department.

SB81 provides that the rules promulgated by PED for the K–3 Plus program shall apply to the K–5 Plus pilot project until new rules can be adopted. According to PED, this will reduce any potential confusion regarding requirements for implementation of the K–5 Plus pilot project in districts currently implementing the K–3 Plus program.

TECHNICAL ISSUES

PED notes the following:

SB81 requires the measurement of “social skills” (p. 2, line 3). Currently, there is no measure of social skills in use across New Mexico schools and this could be viewed as a new and burdensome assessment requirement.

SB 81 allows for any school to apply to participate in the pilot project, even if they are not a current K-3 Plus participant. Consideration may be given to providing priority in selecting pilot sites to schools currently participating in K-3 Plus.

Pg. 5, line 22, there is reference to department-approved formative assessments in grades 4 and 5. There are no such approved assessments, nor are these assessments currently required. This provision could be viewed as a new and burdensome assessment requirement.

OTHER SUBSTANTIVE ISSUES

The 2014 summer K-3 Plus program served over 18 thousand students, an increase of 6.4 thousand students, or 55.1 percent, over summer 2013. The overall average attendance rate was 90 percent. According to the K-3 Plus annual report, “K–3 Plus effectively targets at-risk students. Students participating in K–3 Plus are more likely to: qualify for free or reduced-price lunch; be Hispanic, Native American, and/or English language learners.” The report concludes that the K-3 Plus program has demonstrated increased demand and participation, improved student achievement from beginning of year to end of year on the DIBELS Next literacy assessment, and a positive effects on third-grade reading, writing, and math SBA performance in comparisons to students not attending K-3 Plus. Over a six year period, DIBELS data indicates that student assessment scores in kindergarten through third grade from the beginning of the year to the end of the year increased, meaning more students scored on grade level by the end of the year. For the 2014-2015 school year, DIBELS data indicates that the percent of students in kindergarten through third grade on grade level at schools that received K-3 Plus funding increased from 50 percent at the beginning of the year to 61 percent at the end of the year.

ALTERNATIVES

According to PED, if the goal of the pilot is to demonstrate success in extending the K-3 Plus Program to students in grades 4 and 5, consideration to a shorter pilot period may be given.

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