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## FISCAL IMPACT REPORT

**ORIGINAL DATE** 1/31/17

**SPONSOR** Trujillo, CH **LAST UPDATED** \_\_\_\_\_ **HM** 15

**SHORT TITLE** Allow School Academic Acceleration **SB** \_\_\_\_\_

**ANALYST** Downs

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

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	NFI	NFI	NFI	N/A	N/A	N/A

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Children Youth and Families Department (CYFD)

Public Education Department (PED)

Higher Education Department (HED)

### SUMMARY

#### Synopsis of Bill

House Memorial 15 requires PED research options to allow early entry into kindergarten, permit credit for demonstrated master, and establish needs and research-based interventions for gifted and high-ability learners to make them a priority for expending Every Student Succeeds Act funds. It also asks the local school boards to consider adopting policies for academic acceleration with specific available options which provide for non-discrimination and inclusiveness.

### FISCAL IMPLICATIONS

The Public Education Department did not report any fiscal impact as a result of the study House Memorial 15 requires it to implement, though the department may have to dedicate one or more staff to the study, and local school boards may also have to dedicate staff to research and develop a policy for academic acceleration that includes best practices and an appeals process.

### DUPLICATION AND RELATIONSHIP

House Memorial 15 duplicates current processes, according to the Public Education Department. School districts and charter schools may already provide acceleration policies that are responsive

to local needs and issues. The memorial also references grouping students based on level, duplicating state requirements for gifted students as mandated in 6.31.2.12, Domain 1 in the NMTEACH evaluation, which addresses strategic student grouping and differentiated instruction based on student level.

Currently, Section 22-1-2(O) NMSA defines school age as “at least five years of age prior to 12:01 a.m. on September 1 of the school year...” The Public Education Department asserted this statute would have to be amended for the provision in House Memorial 15 to be effectual, but the Higher Education Department stated a district or school would need just to make an exception and would not be able to count the child as a student for state funding purposes.

## **TECHNICAL ISSUES**

According to the Public Education Department, House Memorial 15 requests that interventions for gifted and high-ability learners be a priority for expending Every Student Succeeds Act funds. This includes early entry into kindergarten and dual-credit courses, and may not fit the requirements of federal funds under Every Student Succeeds Act.

The Public Education Department also stated, “Acceleration that is determined on a case-by-case basis is more responsible than sweeping policies applicable for all. Acceleration for some students may mean skipping a grade, but for others it may mean an accelerated class or interventions. Other students may be identified as gifted, and are therefore provided with an IEP to identify their special education needs. Services for students identified as gifted were mandated in New Mexico in 1972. As stated in NMAC 6.31.2.12, an IEP team determines the special education services that are required to meet the child's educational needs for any identified gifted students.”

JD/jle