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FISCAL IMPACT REPORT

SPONSOR Garratt/Baca/Lara **ORIGINAL DATE** 1/25/2022
LAST UPDATED 1/27/2022 **HM** 21/aHEC
SHORT TITLE Develop Plan for School Leaders **SB** _____
ANALYST Gaussoin

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY22	FY23	FY24	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	NFI	NFI	NFI	NFI		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Legislative Education Study Committee Files

No Response Received

Public Education Department (PED)

Higher Education Department (HED)

SUMMARY

Synopsis of HEC Amendment

The House Education Committee amendment to House Memorial 21 removes “the national monitoring study of student achievement” from the list of collaborators for the study and replaces it with “the New Mexico school superintendents’ association.”

Synopsis of Original Memorial

House Memorial 21 (HM21) requests the Legislative Education Study Committee to work with the Higher Education Department, Public Education Department, and Office of Educational Accountability at the Department of Finance and Administration on a comprehensive plan to improve the recruitment, preparation, development, and evaluation of school principals and other school leaders. The plan would

- Include short- and long-term goals and action steps to address deficiencies identified in the Martinez-Yazzie lawsuit;
- Expand on existing plans and recommendations; and
- Include collaboration with school districts, colleges, educator associations, and business, tribal, and communities leaders.
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HM21 requires the committee to complete the report by December 31, 2022.

FISCAL IMPLICATIONS

Memorials do not include appropriations. While a review of New Mexico practices for preparing, recruiting, and evaluating public school leadership likely falls within the routine work of LESC staff, the memorial calls for developing a comprehensive plan with broad parameters, possibly necessitating the hiring of an outside contractor.

SIGNIFICANT ISSUES

According to the memorial, effective school leadership is second only to teaching for having the most significant impact on student performance. It says improvement of school principal qualifications improves student outcomes, while poorly prepared principals and high principal turnover have a negative impact on students. Further, the memorial says, New Mexico would benefit from a diverse principal workforce.

HM21 notes the last comprehensive study of school principal preparation and support was conducted in 2008 and argues New Mexico uses an inadequate, incomplete, fragmented approach to principal preparation that is not uniform in rigor.

A comprehensive study on the effectiveness of principals¹ finds a principal's impact on student learning is mostly indirect, felt through teacher hiring and support, management of personnel and resources, and leadership on professional development and the school climate.

Those seeking a school administrator license in New Mexico must complete a bachelor's degree and master's degree with at least 18 graduate hours in educational administration and a 180-hour apprenticeship or internship or complete continuing education training in principal leadership development and a 180-hour internship. Candidates must also hold a current level 2 or level 3 teacher or instructional support provider license and pass the Praxis exam on educational leadership.

Principals in New Mexico are evaluated through the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P). The Public Education Department this fiscal year convened a taskforce of principals and school leaders to review HOUSSE-P and recommend changes. The study called for in HM21 might duplicate some of that work.

ADMINISTRATIVE IMPLICATIONS

HED, PED, and DFA would be required to dedicate staff and resources to the study.

TECHNICAL ISSUES

While the memorial specifies a deadline for the report, it does not state to whom the report should be provided.

HFG/al

¹ <https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf>