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FISCAL IMPACT REPORT

SPONSOR Stewart DATE TYPED 02/24/05 HB HJM-87

SHORT TITLE Revise School Reading Performance Standards SB _____

ANALYST Chabot

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
			(Minimal)		

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Finance and Administration (DFA)

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Joint Memorial 87 resolves PED revise its academic content and performance standards for reading, based on the latest scientific-based research on phonemic awareness, phonics, fluency, vocabulary and text comprehension and develop a reading instruction model for kindergarten through third grade based upon the following:

1. measurable goals for each grade;
2. regular and frequent assessment, monitoring and appropriate interventions
3. research-based reading curricula
4. protected time for reading
5. instruction in small groups at each child's skill level;
6. leadership by principals; and
7. training for teachers and educational assistants.

The memorial further resolves school districts systematize reading programs and instructional materials across classes and schools but allow for innovative approaches to reading instruction based on scientific research. In addition, PED is to require school districts to allow extra reading

instruction for at-risk readers and small daily reading groups for all students.

Significant Issues

PED states it has established a Standards Review Policy for updating academic content and performance standards aligned with the statewide instructional materials adoption cycle. The policy requires for standards to be revised two years prior to materials adoption and the for language arts this will be 2006. PED adds it is also important to note that involving all stakeholders in a methodical process that aligns standards, models, materials and assessments is time and labor intensive, which is why meeting the scheduled target dates for statewide implementation in 2010 requires revising the standards in 2006.

PED further adds “HJM 87 is supportive of the current Standards Revision Policy. If the revision timeline is followed as outlined in policy, the issues of this memorial will be addressed.”

DFA states the intent of the memorial is to address the serious challenge to ensure all students can learn to read by requesting PED provide more structure and support to schools in the teaching of reading and aligns requirements with the federal No Child Left Behind Act.

DFA assesses “changing the academic content and performance standards in reading will have major implications for the assessment system.”

FISCAL IMPACT

PED assesses if the current timelines are followed, the agency budget will support the work required in the memorial.

DFA states federal Reading First grant dollars are used to strengthen reading instruction and \$10.6 million was received in 2004.

LFC has received information from the Federal Funds Information Service that the President has recommended not funding the program in federal fiscal year 2006.

ADMINISTRATIVE IMPLICATIONS

PED will have to revise the academic content and performance standards for reading.

POSSIBLE QUESTIONS

1. How much effort and time will take PED to accomplish the intent of this memorial?
2. What would be the impact of losing federal funds for the Reading First program?
3. Will this memorial accelerate the department’s timeline for revising the language arts standards?

GAC/lg