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FISCAL IMPACT REPORT

ORIGINAL DATE 02/05/14

SPONSOR Miera **LAST UPDATED** _____ **HB** 159

SHORT TITLE UNM School Turnaround Program **SB** _____

ANALYST Chavez

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY14	FY15		
	\$147.6	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB 3, SB 132

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)
University of New Mexico (UNM)

SUMMARY

Synopsis of Bill

House Bill 159 appropriates \$147.6 thousand from the general fund to the board of regents of the University of New Mexico for the purpose of funding data collection, analysis, and curriculum development for a graduate-level program addressing school improvement strategies for practicing school administrators.

FISCAL IMPLICATIONS

The appropriation of \$147.6 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY15 shall revert to the general fund.

This appropriation is related to appropriations in the LFC recommendation and House Bill 3.

In FY13 and in FY14 the Legislature appropriated \$3.5 million and \$4 million respectively to PED for intervention in D and F schools. PED allocated a portion of each year's appropriation to

send cohorts from a number of schools from the Las Cruces, Los Lunas, Hobbs, Farmington and Aztec school districts to participate in a school turnaround leadership program at the University of Virginia Darden/Curry Partners for Leadership in Education School Turnaround Specialist Program (UVA-STSP). The UVA-STSP is an evidenced based training program for school turnaround leadership that involves principles used in business environments to improve teacher and school leader performance.

The LFC FY15 recommendation includes \$4 million for interventions in D and F schools. One million of that recommendation is intended to develop programs similar to the UVA-STSP program at higher education institutions in New Mexico that address the unique nature of the New Mexico population. The executive FY15 recommendation included \$3.5 million for the Next Generation School Leader Preparation, to fund leader preparation programs at institutions of higher education in New Mexico. PED has also developed a principal mentoring program modeled after the UVA-STSP program.

SIGNIFICANT ISSUES

UNM states that the *Graduate-Level School Turnaround for Administrators* (Anderson-COE-NMSLI) project will enable the College of Education's School Leadership Program, the Anderson School of Management, and the New Mexico School Leadership Institute, to craft and deliver, through the collection and analysis of empirical evidence, a school turnaround program that meets the context-specific needs of leaders in school districts across the state. The project will also build on the success of Alliance for Leading and Learning (ALL). ALL is a United States Department of Education-sponsored School Leadership Program (SLP) grant with the UNM College of Educational Leadership Program, Albuquerque Public Schools, and the New Mexico School Leadership Institute.

UNM reports the Anderson-COE-NMSLI collaboration will deliver a comprehensive, rigorous program to train New Mexico school principals to turn around low performing schools. The turnaround leadership training is built on four clusters of turnaround competencies: focus on increasing academic results, training district leaders to achieve those results, problem solving, and building the confidence in principals to lead these changes. UNM states the project will:

- After dividing the State into seven geographic areas, hold meetings in a centrally located school district (and inviting districts throughout the area where there are low-performing schools) of each area, to collect data about their schools and their particular challenges.
- Conduct semi-structured interviews with school leadership teams in those districts with low-performing schools.
- Collect secondary data about academic achievement in reading and math in the low performing schools.
- Conduct and transcribe all interviews and meeting notes.
- Using the data collected, construct the curricula that respond to the needs and challenges of local school districts.

UNM adds an undertaking of this magnitude requires extensive and careful planning, working with school district leadership teams in diverse areas throughout the State, including the BIE and tribal schools. Collecting the input from district leadership teams and building strong ties with local schools districts --particularly in rural and small-town New Mexico--will enable the collaborating partners to tailor their work to the curricular, organizational, and cultural needs of these highly diverse, and often geographically remote, schools and communities.

PERFORMANCE IMPLICATIONS

HED notes HB 159 does not provide performance measures, however, if funded, UNM should develop performance measures in coordination with the department.

RELATIONSHIP

SB 132 also appropriates money for a school turnaround program at NMSU. Estimates provided to LFC staff indicate a need of \$2.7 million for FY14, FY15, and FY16 to implement the full NMSU program.

OTHER SUBSTANTIVE ISSUES

The School Leadership Institute (SLI) was enacted by SJM3 (2008) and is currently housed at UNM. The SLI, in partnership with school districts, institutions of higher education, regional education cooperatives, state agencies, professional organizations, and other parties agreed to develop a track to licensure for aspiring principals, provide structured mentoring and support for new principals of schools in need of improvement, and provide professional development.

KC/jl