

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current and previously issued FIRs are available on the NM Legislative Website (www.nmlegis.gov) and may also be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

SPONSOR Stewart **ORIGINAL DATE** 02/14/14
LAST UPDATED _____ **HM** 71

SHORT TITLE Study Common Core Standards **SB** _____

ANALYST Armstrong

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY14	FY15		
	Minimal		

(Parenthesis () Indicate Expenditure Decreases)

Duplicates SM 61

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Higher Education Department (HED)

SUMMARY

Synopsis of Bill

House Memorial 71 requests that the Legislative Education Study Committee examine the cost, benefits, disadvantages, and efficacy of New Mexico's participation in the Common Core State Standards (CCSS) and the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment. The memorial requests that LESC report its findings to the Legislature no later than November 1, 2014.

FISCAL IMPLICATIONS

The memorial does not include an appropriation. However, completing the requested study will carry some cost which would be absorbed by existing resources.

In 2010, New Mexico joined 44 other states in adopting the CCSS. The CCSS were created to provide states with a common set of essential knowledge and skills for K-12 students in English and mathematics that would prepare students to be successful in college and careers. The CCSS require states to gauge student progress through standardized assessments. Along with 19 other

states, New Mexico elected to form and use assessments produced by PARCC. Based on an analysis of computer software and bandwidth across the state, PED estimates that it will cost approximately \$5 million to provide districts with the required infrastructure to implement the assessments.

In FY12, the Legislature appropriated \$2.5 million for the transition to and implementation of the CCSS and other PED duties. An additional \$2.5 million was appropriated over the next two years, in FY13 (\$1 million) and FY14 (\$1.5 million), with the exclusive purpose of transitioning to and implementing the standards. PED expects similar costs in the next two years.

SIGNIFICANT ISSUES

HM 71 questions the difficulty of and costs associated with implementing CCSS. The memorial requests a study to address these issues.

New Mexico adopted the CCSS in math and English in October 2010. The PED, in collaboration with stakeholders statewide, developed a plan that calls for completing the transition to the CCSS by the 2014-2015 school year, including implementation of the new PARCC assessment in grades three through 11 (the PARCC assessment will replace the current standards-based assessment in reading and math). The CCSS were taught in kindergarten through third grade during the 2012-2013 school year and are being taught in all grades during the current school year. During these two transition years, portions of the New Mexico Standards-Based Assessment (NMSBA) that most closely align to the CCSS and New Mexico's current content standards will be administered to students (referred to as "bridge assessment").

Of the 45 states that adopted the CCSS, eleven have shown some reluctance in implementation, with many opting to delay the transition or create their own assessments. A 2013 Washington Post article noted that states' concerns include that the CCSS are being used to develop a national curriculum which imposes on local or state control, that the standards are not evidence based, that the standards ignore existing knowledge of early childhood development, and that implementation has been rushed.

Regarding the costs of the CCSS, the National Conference on State Legislatures (NCSL) notes that estimates vary widely, and depend on a state's readiness for computer-based assessments. A number of factors will determine the cost states will ultimately incur due to CCSS implementation. For instance, states with a dated or sparse computer inventory will face higher upfront costs but may have fewer operating costs in five years due to a newly purchased inventory. The same scenario may play out with states' technological infrastructure.

Proponents of the CCSS argue that states' costs will be reduced by working collaboratively with each other within the assessment consortia to develop assessments, instructional and professional development resources, and reporting systems. CCSS may include shared digital libraries of formative assessments, tools and resources for training educators and providing professional development, model curriculum frameworks, tutorials and practice tests for students and educators, training modules for scoring, and other tools to support educator collaboration. NCSL notes these efforts should help to mitigate the cost of implementing the standards.

PED has aligned professional development to the CCSS since 2012. School districts have implemented trainings to support teachers and administrators in transitioning to the CCSS. PED

House Memorial 71 – Page 3

states that their New Mexico Common Core Professional Development Program has trained thousands of teachers and administrators on how to effectively teach the CCSS.

Finally, PED notes a number of education initiatives related to the CCSS. Reads to Lead trainings, math and science trainings, and trainings to support priority schools have been aligned to the CCSS. Moreover, the “Ready for Success” initiative on the PED Strategic Plan aims to prepare all students for college and careers and PED argues that implementing the CCSS is crucial towards achieving this goal.

DUPLICATION

Senate memorial 61 duplicates HM 71.

JA/jl