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FISCAL IMPACT REPORT

SPONSOR Sapien ORIGINAL DATE 2/07/17
 LAST UPDATED 2/22/17 HB _____

SHORT TITLE Additional Student Data Reporting SB 209/aSFC

ANALYST Fernandez

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		See Fiscal Implications				

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Response Received From

Public Education Department (PED)

SUMMARY

Synopsis of SFC Amendment

The Senate Finance Committee amendment to SB209 adds a new subsection to Section (1) Reporting that requires by June 30 after the school year, school districts and state-chartered schools must provide a report, on a form developed by PED, to the Secretary of PED, without identifying students, information about students recommended for retention in the same grade, but that were promoted to the next grade as a result of a parent’s request for a waiver. The information required is: the number of students who achieved proficiency in the next grade and were promoted; and the number of students who did not achieve proficiency in the next grade, who were promoted and who were retained.

Synopsis of Bill

Senate Bill 209 proposes to enact a new section of the Public School Code to require school districts to provide specific, additional student data on student interventions and remediation as well as professional development for teachers related for effective methodologies and strategies in reading, English language development or English as a second language. Each school district is required to provide specific data in their annual accountability report regarding student interventions.

FISCAL IMPLICATIONS

School districts may incur additional costs associated with professional development plans and with the new reporting requirements.

PED may incur additional costs associated with informing school districts about the new section of the Public School Code and with the annual reporting requirements to PED. This may also require PED to update or modify the current system to capture the new data requirements. In addition, this may require additional staff time at PED. Funding to support these new requirements cannot be determined at this time.

SIGNIFICANT ISSUES

On or before September 30 of each year, school districts shall provide PED with a professional development plan that includes proposals for teachers to receive professional development to adopt effective instructional methodologies and strategies in reading, English language development or English as a second language.

On or before May 15, school districts annual accountability reports shall include the following:

- Number and percent of students requiring intervention in any subject area;
- Number and percent of students who received intervention and differentiated remediation;
- Students achieving and not achieving reading proficiency within the school year;
- Students recommended for retention in the same grade and students that were not retained in the same grade due to a parental waiver
- Reading proficiency data for students who did not achieve reading proficiency and were promoted to the next grade due to a parental waiver; and
- Student assistance team promotion and retention decisions for students previously promoted to the next grade due to a parental waiver.

The provisions in this bill are effective July 1, 2017.

According to PED, this bill would enhance PED's ability to collect certain data but it is not clear what use some of the data elements outlined in the bill will provide. Many elements can lead to improved practice in the teaching of reading and English language skills for students in New Mexico. PED also indicates this bill would require the department to complete district and school analysis.

ADMINISTRATIVE IMPLICATIONS

SB209 requires PED to develop a report that includes data derived from the accountability reports received from school districts and present the report to the Legislative Education Study Committee during the interim.

PED indicates this bill would require PED to increase its infrastructure and capacity to collect, analyze, and distribute information to stakeholders regarding effective instructional methodologies and strategies to improve students reading and English language skills in the

school districts. PED also indicates that passage of this bill would require an additional FTE to support the collection, analyzing, and distribution of information to stakeholders regarding effective instructional methodologies and strategies to improve students reading and English language skills in the school districts.

CTF/jle/sb