

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](http://www.nmlegis.gov)) and may also be obtained from the LFC in Suite 101 of the State Capitol Building North.

## FISCAL IMPACT REPORT

SPONSOR Campos ORIGINAL DATE 2/12/18  
 LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE Education Employee Paperwork Reduction SM 111

ANALYST Liu/Amacher

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>		NFI				

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates HM 34  
 Relates to HB 180

### SOURCES OF INFORMATION

LFC Files  
 Legislative Education Study Committee (LESC) Files

Responses Received From  
 Regional Education Cooperatives Association (RECA)

No Responses Received From  
 Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

Senate Memorial 111 requests PED to convene a task force to study the feasibility of reducing required paperwork of education employees and imposing a moratorium on unfunded mandates in schools. The task force will include representatives of the governor’s office, PED, New Mexico School Boards Association, and LESC and must report its findings and recommendations to LESC and LFC by October 1, 2018.

### FISCAL IMPLICATIONS

A 2016 Thornburg Foundation report prepared by Martin Consulting Group, LLC., titled *Efficiency Evaluation: A Review of Public Education Reporting*, studied the impact of student reporting systems in New Mexico and compared costs with three other states (Texas, Nevada, and Delaware). The report estimated that school districts and charter schools in New Mexico

spend \$211.93 per student annually to collect and report student-level data, while Nevada school systems spend \$69.45 per student to report the same type of data.

<b>Salary Equivalent per Student</b>	<b>New Mexico</b>	<b>Texas</b>	<b>Nevada</b>	<b>Delaware</b>
Student Information System	\$38.48	\$24.85	\$5.52	\$11.36
Food and Nutrition	\$32.07	\$12.65	\$9.20	\$5.79
Budget/Revenue/Expenditures	\$53.59	\$61.01	\$20.53	\$51.43
Health Services	\$34.20	\$12.65	\$13.67	\$23.31
Academic Performance	\$53.59	\$57.42	\$20.53	\$43.71
<b>Total</b>	<b>\$211.93</b>	<b>\$168.58</b>	<b>\$69.45</b>	<b>\$135.60</b>

Source: Thornburg Foundation

In FY16, PED budgeted \$2.2 million to partner with eight school districts and two charter schools on a real-time data pilot project aimed at shifting reporting burdens from the public schools to the department. Pilot participants were supported in this transition by EASOL, a technology firm contracted by PED to create open-source technology for this data system. The EASOL system is intended to help educators and administrators use data in PED’s repository more effectively for instructional planning. The open-source technology being introduced through the pilot can be tailored to support the specific needs of a school or classroom both by facilitating customized data views and by permitting integration of student data with blended learning tools. Modernizing the student information system could reduce costs of reporting by two-thirds; however, estimated additional operating budget impacts to the department could vary depending on initial implementation and continued maintenance costs of the system.

### **SIGNIFICANT ISSUES**

The 2016 LFC evaluation, *“Time-on-Task” and Efforts to Extend Learning Time*, found nearly a third of instructional time is lost during the school year in New Mexico public schools due to non-instructional activities or absences. The evaluation found about 62 instructional days were lost (out of 194 days) due to a variety of factors, including non-teaching duties (10 days) that involve lesson planning, grading, and other documentation-related duties.

A 2014 University of California Los Angeles (UCLA) Institute for Democracy, Education, and Access study, *It’s About Time: Learning Time and Educational Opportunity in California High Schools*, looked at the difference between high- and low-poverty high schools across California. Teachers at high-poverty schools had an increase in non-teaching responsibilities in order to meet the needs of students. At high-poverty schools an extra hour per week was spent on non-instructional needs and 20 minutes per day was spent on extra academic support. Students in high-poverty communities experienced less organized learning time after school and during summer than their more affluent peers. The study concluded that high-poverty schools had a greater loss of instructional time.

The 2016 Thornburg Foundation report identified approximately 140 reports that school districts and charter schools must submit to PED annually. About 20 percent of the reports are federally required. Additionally, the 140 reports highlighted by the study do not account for additional financial data reporting requirements for the Operating Budget Management System (OBMS) or individual teacher data for the NMTEACH evaluation system. The report estimates New Mexico school personnel spend about 15 thousand hours per year on reporting functions.

**ADMINISTRATIVE IMPLICATIONS**

LESC notes a reduction in the amount of administrative paperwork required of teachers could have a profound effect on the amount and quality of instructional time students in New Mexico receive. If the reduction in time spent on administrative paperwork was replaced by time for teacher collaboration and lesson planning it is then possible improvements in teacher performance and student achievement and growth could be realized.

**DUPLICATION, RELATIONSHIP**

This bill mostly duplicates House Memorial 34, except for the composition of the task force, which includes “other interested parties” in the House Education Committee amendment. This bill relates to House Bill 180, which requires PED to establish an advanced data collection system that will reduce school reporting burdens and set instructional spending goals for schools.

**OTHER SUBSTANTIVE ISSUES**

The bill requests PED to convene a task force composed of representatives from the governor’s office, the New Mexico School Boards Association, and LESC to study the feasibility of reducing required paperwork of education employees. This task force is to study the feasibility of a moratorium on unfunded mandates, and to consider modifications to the rules issued by PED to support reducing the volume of paperwork. A report with recommendations is due on October 1, 2018, to LESC and LFC.

SL/al