

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 FIRs (in HTML & Adobe PDF formats) are available on the NM Legislative Website (legis.state.nm.us). Adobe PDF versions include all attachments, whereas HTML versions may not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

SPONSOR Miera **ORIGINAL DATE** 02/13/09
LAST UPDATED 02/20/09 **HB** 333/aHEC

SHORT TITLE Allow 5-Year Public School Graduation **SB** _____

_____ **ANALYST** Hoffmann

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	See Narrative		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Finance and Administration (DFA)

Public Education Department (PED)

Higher Education Department (HED)

SUMMARY

Synopsis of HEC amendment

House Education Committee Amendment, the title of the bill is changed to read "AN ACT RELATING TO PUBLIC SCHOOLS; ALLOWING FOR FIVE-YEAR GRADUATION; CHANGING THE WAY GRADUATION RATES ARE CALCULATED; DECLARING AN EMERGENCY."

A new section 2 adds an emergency clause to the bill.

Synopsis of Original Bill

House Bill 333 amends Section 22-13-1.1 NMSA 1978 to state that any student passing the state graduation examination and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted as a high school graduate for the year in which completion and examination occur and may receive a high school diploma. These same criteria apply to students who satisfy all related requirements and are to be awarded a New Mexico diploma of Excellence.

FISCAL IMPLICATIONS

House Bill 333 makes no appropriations.

SIGNIFICANT ISSUES

According to the PED, there are currently 3,000 high school students who are still enrolled beyond their senior year in order to complete credits or exit examinations. Though these students and their teachers are persistent in completing these requirements, they will not be counted as graduates in their school systems under current practice.

The HED reports that it has worked closely with PED, the Legislative Education Study Committee, and with the American Diploma Project of Achieve, Inc. Achieve has advocated assessment and early intervention programs, as well as supplemental programs to ensure more high school graduate on time and ready for college. Achieve notes that increasing rigor, timely assessment, early intervention, and early college opportunities (such as AP and dual credit) reduce dropout rates and increase the number of students who complete high school on-time ready for college. Achieve advocates for high standards and high graduation rates (See: <http://www.achieve.org/node/599>).

PERFORMANCE IMPLICATIONS

The DFA states that House Bill 333 is aligned with Governor Richardson’s performance and accountability contract Making Schools Work, Task 1.7, “Ensure students graduate from high school prepared to succeed in higher education and the workplace”.

ADMINISTRATIVE IMPLICATIONS

The (PED) claims that this change can be implemented by with existing staff. This bill will impact the Accountability Plan under NCLB. The PED will need to submit the new graduation definition and the method of calculation for review and by the U.S Department of Education. If not approved by USED, the PED will need to report a four-year rate for federal reporting.

OTHER SUBSTANTIVE ISSUES

The PED notes that there are about 6,000 students who left high schools that may also benefit from this option. Many of these students have left school for other than academic reasons. Among them are economic pressures to assist their families, starting families of their own, limited English proficiency due to recent arrival, and completion of an IEP for students with disabilities that may require more time.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

The HED comments that Students, local school boards, and the New Mexico Public Education Department would continue current planning procedures within the currently regulated period of time.