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FISCAL IMPACT REPORT

ORIGINAL DATE 2/23/15

SPONSOR Lopez LAST UPDATED _____ HB _____

SHORT TITLE Discontinue Common Core Standards SB 196

ANALYST Chavez

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY15	FY16		
	\$100.0	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY15	FY16	FY17	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		≥\$34.0			Nonrecurring	PED operating budget

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB 177, HB 129 and SB 217
Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)
Western New Mexico University (WNMU)

SUMMARY

Synopsis of Bill

Senate Bill 196 appropriates \$50 thousand from the general fund to the Public Education Department (PED) for the purpose of funding public hearings on the implementation of common core state standards (CCSS). SB 196 also appropriates \$50 thousand from the general fund to the Legislative Education Study Committee (LESC) to contract for a fiscal analysis of adoption and implementation of the common core standards and assessments.

The bill proposes to discontinue implementation of the CCSS in any subject area until certain

requirements outlined in the bill. The requirements include:

- PED must hold at least four public hearings in each congressional district by November 1, 2015, with the attendance of LESC. At each hearing, PED is to explain the state's decision to adopt the CCSS, and public testimony will be heard. Hearings are to be publicized and recorded and available to the public for listening or viewing.
- LESC must contract with an independent entity to conduct a fiscal analysis of the implementation of CCSS in New Mexico. The analysis should include the cost of implementing CCSS and associated professional development, the project cost of developing, administering, and grading assessments, and the cost of retaining the state's academic content and performance standards and the standards-based assessments.

Finally, after the above requirements have been met and before adopting a system of curricular standards, PED should compare state standards with other state standards, including CCSS, and consult with superintendents, curricular experts and others and report to the Legislature on its findings and selections. However, the department is not permitted to enter into or renew any agreement "that cedes control over curricular standards or assessments to an entity not under the absolute control of the state."

FISCAL IMPLICATIONS

The appropriation of \$100 thousand contained in this bill is a nonrecurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY16 shall revert to the general fund.

PED notes that in order to hold four public meetings in each of New Mexico's three congressional districts, it will cost the state approximately \$84 thousand, which does not include travel costs for PED employees. This is at least \$34 thousand more than the proposed appropriation to PED.

PED also notes that the bill's requirement to discontinue implementation of the CCSS does not align with the Elementary and Secondary Education Act (ESEA) waiver the state received from the U.S. Department of Education in 2012, adding that not adhering to the waiver puts the state at-risk of losing up to \$120 million in federal funding. PED states New Mexico's ESEA waiver required the state to implement standards proven to prepare students for college and career.

SIGNIFICANT ISSUES

According to a LESC 2010 report, in May 2009 the governor announced he and the Secretary of Public Education had signed a memorandum of agreement with the Center for Best Practices of the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), along with most other states and the District of Columbia, to work together to develop common standards in English/language arts and mathematics for grades K-12. The final career- and college-ready high school standards and K-12 standards were published on June 2, 2010.

A 2012 LESC brief reported that the transition to CCSS began in the summer of 2011 when an initial team of PED staff gathered information and conducted a statewide survey of districts to

determine district readiness levels, needs, and preferences. The department then formed a Planning Committee and a Framework Development Team to provide recommendations and draft the New Mexico Common Core State Standards Implementation Plan. Funding to create the 84-page implementation plan was provided by the W. K. Kellogg Foundation and included a communication plan, an assessment plan, a curriculum and instructional materials plan, and a professional development plan. The plan included “listening tours” throughout New Mexico during the summer and fall of 2012 “to provide local constituents the venue through which to ask questions and voice any concerns about the CCSS.” The implementation plan can be found at: <http://newmexicocommoncore.org/uploads/downloads/nmccss-implementation-plan-22a4f779c059.pdf>

Significant investments have been made over the past 4 years to address new content standards and the implementation of a new computer-administered standards-based assessment developed by PARCC.

Appropriations of \$1 million in 2012, \$1.5 million in 2013 and \$2.5 million in 2014 were made to PED to address implementation of content standards that were adopted in 2010. PED analysis of a related bill noted professional development on new content standards has been provided statewide over the last three years, including large and small scale conferences, specific content workshops, regional mentoring, and whole-school online courses utilized by many of the rural schools throughout the state.

PED notes that since 2012, all professional development occurring across the state has been aligned to the CCSS. The New Mexico Common Core Professional Development Program has trained thousands of teachers and administrators on how to effectively teach the CCSS. Furthermore, Reads to Lead trainings, math and science trainings, and trainings to support struggling schools have been aligned to the CCSS. Districts and Regional Education Cooperatives (RECs) have also implemented additional trainings to support teachers and administrators in the CCSS.

PED also notes that the bill requirement to study CCSS in comparison to the New Mexico state standards already took place in 2011, when the state contracted with Wasted to conduct an alignment study between the CCSS and previous New Mexico Content Standards in 2011. PED notes the study determined the CCSS to be more rigorous than the New Mexico standards.

PED adds that since 2012, over 4,400 educators have attended PED supported trainings to learn the new standards. Over 88 percent of districts participated in training. In addition to participating in PED-sponsored training, PED also notes that teachers, schools and districts have invested significant time and resources in preparing for the standards.

RELATIONSHIP

HB 177 requires PED to provide professional development and resources for educators related to implementation of common core standards and new standards-based assessments in place during the 2014-2015 school year and prohibits the use of any standards-based assessment developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) or Smarter

Balanced for making grade promotion decisions; calculating school grades; making school personnel or licensure decisions; or as a graduation requirement until July 1, 2018.

HB 119 and SB 217, duplicates of each other, allow a student to receive a waiver from standardized tests without affecting a teacher's or school's grade, or other consequences for the student.

TECHNICAL ISSUES

PED notes the following technical issues:

PED does not adopt or approve curriculum; these decisions are left to districts and schools to decide. Requiring PED to develop curriculum for school districts would remove a critical aspect of local control from elected school boards and administrators.

SB 196 confuses "curriculum" with standards, referring to the standards that PED adopts as "curricular standards," on page 4. The CCSS is not a curriculum, but rather a set of grade level expectations in English language arts and mathematics. Prior to the adoption of the CCSS districts determined which curriculum they would use and districts still retain that decision since the adoption of the Common Core. If districts ask PED to weigh in on curriculum decisions the state always declines to do so at it is, and should remain, solely a local decision.

KC/bb