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FISCAL IMPACT REPORT

SPONSOR Adkins/Trujillo, **ORIGINAL DATE** 3/08/17
 CH/Royball Caballero **LAST UPDATED** _____ **HM** 85

SHORT TITLE APS Meetings with Legislators **SB** _____

ANALYST Liu

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		Minimal			Recurring	APS Operating Budget

(Parenthesis () Indicate Expenditure Decreases)

Relates to SB89

SOURCES OF INFORMATION

LFC Files

Responses Received From

Albuquerque Public Schools (APS)

SUMMARY

Synopsis of Memorial

House Memorial 85 requests the APS school board, local superintendent, local legislators, and other public officials in the school district to meet at least quarterly to discuss issues facing the school district. The bill further requests that these quarterly meetings be held in different areas of the school district and that specific concerns of the area’s local public officials be addressed.

FISCAL IMPLICATIONS

APS notes additional costs will be minimal and can be absorbed within the existing operating budget.

SIGNIFICANT ISSUES

The bill indicates there has been a significant disconnect between public education policymakers and APS regarding policies that affect their constituents, resulting in attempts over the past two decades to redistrict APS into two or more smaller districts to improve responsiveness. The bill intends to improve communication and relationships between local and state policymakers and

create a space for these officials to discuss the following with APS:

- Graduation rates;
- Truancy and drop-out rates;
- Test scores, particularly third-grade reading scores;
- Progress toward closing the achievement gap between students of different races and incomes;
- Improvements in other markers of sustained academic student growth;
- Efforts made to improve community engagement and relations; and
- Gains made in improving school personnel job satisfaction and morale.

Academic Proficiency Summaries by Subgroup

	Reading		Mathematics		Science	
	APS Proficient	State Proficient	APS Proficient	State Proficient	APS Proficient	State Proficient
All Students	28%	28%	21%	20%	45%	55%
Female	34%	34%	20%	21%	44%	46%
Male	23%	22%	20%	20%	46%	44%
Caucasian	47%	43%	39%	33%	70%	64%
African American	24%	21%	15%	12%	38%	35%
Hispanic	23%	22%	16%	15%	37%	38%
Asian	55%	50%	48%	46%	65%	59%
American Indian	18%	21%	11%	15%	27%	34%
Economically Disadvantaged	21%	18%	15%	12%	34%	34%
Students with Disabilities	5%	7%	5%	7%	15%	16%
English Language Learners	8%	6%	7%	7%	11%	12%

Source: APS District Report Card 2015-2016

Graduation Rate Summaries by Subgroup

	Graduation: 4-Year Cohort of 2015		Graduation: 5-Year Cohort of 2014		Graduation: 6-Year Cohort of 2013	
	APS	State	APS	State	APS	State
All Students	62%	69%	63%	71%	69%	72%
Caucasian	69%	74%	69%	76%	77%	79%
African American	51%	61%	57%	66%	66%	70%
Hispanic	60%	67%	61%	69%	67%	70%
Asian	75%	79%	82%	86%	87%	87%
American Indian	46%	63%	52%	63%	53%	66%
Economically Disadvantaged	55%	64%	56%	65%	62%	67%
Students with Disabilities	60%	59%	55%	60%	64%	62%
English Language Learners	53%	64%	55%	66%	62%	67%

Source: APS District Report Card 2015-2016

RELATIONSHIP

This bill relates to SB89, which limits school districts to a student membership of 40 thousand, effectively requiring APS to be divided into at least three new school districts.

SL/sb/jle