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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    | Vigil               | DATE TYPED          | 2-28-05 | HB | 670 |
|------------|---------------------|---------------------|---------|----|-----|
| SHORT TITL | E Browser-Based Con | nputerized Learning | System  | SB |     |

ANALYST Segura

#### **APPROPRIATION**

| Appropriation Contained |           | Estimated Additional Impact |      | Recurring<br>or Non-Rec | Fund<br>Affected |
|-------------------------|-----------|-----------------------------|------|-------------------------|------------------|
| FY05                    | FY06      | FY05                        | FY06 |                         |                  |
|                         | \$4,000.0 |                             |      | Recurring               | General Fund     |
|                         |           |                             |      |                         |                  |

(Parenthesis () Indicate Expenditure Decreases)

#### **REVENUE**

| Revenue | Subsequent<br>Years Impact | Recurring<br>or Non-Rec | Fund<br>Affected        |
|---------|----------------------------|-------------------------|-------------------------|
| FY06    |                            |                         |                         |
|         |                            |                         |                         |
|         |                            | Years Impact            | Years Impact or Non-Rec |

(Parenthesis () Indicate Revenue Decreases)

Duplicates: Senate Bill 889 Relates to: House Bill 487 SOURCES OF INFORMATION LFC Files

**Responses Received From** 

Public Education Department (PED) **SUMMARY** 

#### Synopsis of Bill

House Bill 670 appropriates \$4,000.0 to PED for the development and implementation of a browser-based computerized learning system that aligns public schools' curricula to New Mexico Content Standards and Benchmarks and current adopted textbooks.

The bill mandates that the learning system diagnose students' skill deficiencies automatically and

#### House Bill 670 -- Page 2

prepare lesson plans to address those deficiencies and measure objectives by grade level.

#### Significant Issues

According to PED, school districts are currently required to align curricula to content standards and benchmarks in nine curricular areas. Included in the alignment are an analysis of the extent to which local curricula address the Contents Standards, Benchmarks and Performance Standards, and an analysis of assessment data to determine the degree to which students are achieving those standards and revisions to established curricula as appropriate to the needs of the learners.

A browser-based computerized learning system able to align lessons and assessments to all content standards and textbooks would be a useful tool for classroom teachers.

# **PERFORMANCE IMPLICATIONS**

House Bill 670 affects PED core performance measures as follows:

- Implementation of Education Reform Initiatives.
- Parent Involvement
- Reading/Language Arts
- Mathematics

## FISCAL IMPLICATIONS

House Bill appropriates \$4,000.0 from the general fund and is recurring.

#### **ADMINISTRATIVE IMPLICATIONS**

PED staff would be required to coordinate the development of a vendor RFP, oversee the vendor selection process, develop a contract for services and monitor the performance of the selected contractor.

# CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to House Bill 487, and duplicates Senate Bill 889

### **OTHER SUBSTANTIVE ISSUES**

Although the legislation addresses the alignment of curricula in reading, writing, language arts, algebra, mathematics and English language learner programs, it is unclear to what extent other content standards and benchmarks will be included in the learning system.

RS/lg