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## FISCAL IMPACT REPORT

ORIGINAL DATE 1/17/08

SPONSOR Kernan LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE School Principal Recruitment and Monitoring SJM 3

ANALYST Escudero

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Department (HED)  
 Public Education Department (PED)  
 Department of Finance (DFA)

### SUMMARY

#### Synopsis of Bill

Senate Joint Memorial requesting the Office of Education Accountability of The Department of Finance and Administration, The Public Education Department and The Higher Education Department to develop a plan to enhance the recruitment, preparation, mentoring, evaluation, professional development and support for school principals and other school leaders.

- The 2003 school reform legislation placed more responsibility for personnel and instruction upon principals and superintendents.
- More recent legislation in 2007 increased the minimum salaries of school principals and assistant principals according to a responsibility factor.
- Research shows that the influence of effective school leadership is second only to classroom instruction among school-related factors affecting student learning.
- Recruitment, preparation, mentoring, evaluation, professional development and support are as important for school leaders as they are for teachers, and New Mexico does not have a statewide, coordinated approach for the recruitment and retention of school leaders or their professional development.

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- A joint study during the 2007 interim by the Legislative Education Study Committee, the Legislative Finance Committee and the Office of Education Accountability of the Department of Finance and Administration identified a number of challenges for school leadership and recommended the creation of a systematic plan for the recruitment, preparation, mentoring, evaluation, professional development and support for school principals and other school leaders.
- This joint study found that one-half of New Mexico schools have had three or more principals in the last ten years and thirty-five percent of districts have had three or more superintendents in the last four years.
- This study also found that, according to the education commission of the states, New Mexico requires more years of teaching experience to obtain an administrator's license than other states.
- The plan include such components as a review of successful strategies used in other states for the identification and recruitment of individuals with leadership potential; an examination of whether existing requirements for school administrator licenses limit the pool of potential school leaders; and the development of ongoing procedures to monitor, coordinate and strengthen professional development for school leaders, with a focus on professional development for principals of schools in need of improvement.
- The Office of Education Accountability of the Department of Finance and Administration, the Public Education Department and the Higher Education Department report their findings and recommendations to the Legislative Education Study Committee by November 1, 2008.
- Before the plan is implemented, it be reviewed by the Legislative Education Study Committee.
- Copies of this memorial be transmitted to the Secretary of Public Education, the Secretary of Higher Education, the Secretary of Finance and Administration and the Director of the Legislative Education Study Committee.

## FISCAL IMPLICATIONS

According to the PED there are no funds appropriated in this bill. However, the PED will work collaboratively with the OEA and HED to share costs associated with the preparing of this study and the written report of findings and recommendations to the LESC. Amount of absorbed cost is \$4.0 for an Education Administrator – A position (120 hrs x \$25.50/per hour plus 30% benefits).

## SIGNIFICANT ISSUES

As stated by PED, over the last five years, national attention has focused on the critical role that principals and other school leaders play in student achievement, particularly in high-need schools. Research indicates that “Leadership is second only to classroom instruction among all school related factors that contribute to what students learn in school.”

States across the nation, including New Mexico, are facing the challenge of finding and keeping effective school leaders. A 2004 study by OEA, the University of New Mexico and the New Mexico Coalition of School Administrators found that the average principal’s tenure was only 2.8 years. In addition, almost half of the 535 schools included in that study had between three and seven principals in the previous 10 years.

New Mexico has made a number of efforts to address the problem of attracting and retaining qualified school administrators over the last two years:

1. Principal Salaries - In 2007, the Legislature and the Governor increased the minimum salaries for principals and assistant principals in elementary, middle and high schools.
2. Alternative Licensure for Principals - SJM-15 during the 2007 Legislature examined alternative pathways for talented individuals to become school administrators.
3. Principal Evaluation - The PED, working collaboratively with OEA and several other educational partners, is nearing completion of the new Principal Evaluation System. A final draft has been completed.
4. Principal Professional Development – The new Principal Evaluation System requires that all principals and assistant principals develop (with their supervisor) an annual professional development plan similar to the annual teacher professional development plan requirement.
5. Principal Mentorship – The PED, working collaboratively with OEA and other key educational partners, will explore the development of a mentorship program for beginning principals that aligns with the mentorship program for beginning teachers.

SJM-003 takes these efforts further by requiring the PED, OEA, school districts and higher education to work together to develop a systematic plan to solve the challenge of recruiting, preparing, and supporting principals and other school leaders who can effectively address student achievement, particularly in New Mexico's increasing number of schools in need of improvement.

### **PERFORMANCE IMPLICATIONS**

As stated by PED, SJM-003 could help ensure that New Mexico's schools and other educational agencies have a larger pool of qualified individuals who can serve in leadership roles.

As stated by DFA, New Mexico's most pressing problem in education is related to raising student achievement, particularly in high-need schools. Increasing the number of, improving the preparation of and enhancing the support for effective principals will help address this issue.

### **ADMINISTRATIVE IMPLICATIONS**

- The PED will ensure that the plan required in SJM 003 will align with the findings and recommendations of the Three-Tier Teacher Licensure Report – a Joint Evaluation Conducted by the Office of Education Accountability, the Legislative Education Finance Committee and the Legislative Finance Committee from 2007.

### **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

Per the PED the consequences of not enacting this bill will likely include a missed opportunity to develop a congruent and interconnected principal and other school leader's support system.

As stated by DFA, not enacting SJM-3 will likely mean that New Mexico will not have a statewide coordinated approach for the recruitment, preparation, mentoring, evaluation,

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professional development, and support for principals and other school leaders. The lack of such an approach will make the challenge of increasing student achievement even more difficult.

PME/mt