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FISCAL IMPACT REPORT

ORIGINAL DATE 2/27/15
 LAST UPDATED 3/06/15 HM 83/aHEC

SPONSOR Hall

SHORT TITLE High School Math Education Task Force SB _____

ANALYST Chavez

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY15	FY16	FY17	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		NFI				

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)
 New Mexico State University (NMSU)
 Higher Education Department (HED)

SUMMARY

Synopsis of HEC Amendment

The House Education Committee amendment to House Memorial 83 includes the Math and Science Advisory Council (MSAC) as a member of the high school mathematics education task force and is included in the request that the department review internal resources.

Synopsis of Original Memorial

House Memorial 83 requests that the Public Education Department (PED) convene a high school mathematics education task force to review policies, practices and causes associated with parents who choose to opt students out of the Algebra II math requirement. The memorial also requests that PED and the Higher Education Department (HED) review internal resources to assess whether it is feasible to update the educational accountability reporting system (EARS) more frequently and with more current data. Finally, the memorial requests that HED research the potential financial and academic impacts of including incentives in the higher education funding formula for awarding degrees to education students who commit to teaching science and mathematics.

FISCAL IMPLICATIONS

PED notes appointing and convening a new task force may require additional resources. However, the functions of the task force should be able to be absorbed within existing resources.

SIGNIFICANT ISSUES

The memorial states that there has been support by members of the Legislature for a voluntary target of a twenty-five percent increase in the number of high school students measurably proficient in mathematics by 2020 but that fewer than fifty percent of New Mexico high school students are proficient in mathematics as currently measured by the New Mexico standards-based assessment. The memorial also notes that New Mexico high school graduation requirements include four credits of mathematics culminating in algebra II but that parents are currently permitted to opt students out of the algebra II requirement through a waiver process, and that those students are less likely to pass standards based assessments aligned with state content standards for college and career exams.

The memorial also states there has also been support by members of the Legislature for a voluntary target to increase the number of new mathematics and science teachers by the year 2020. The memorial notes the EARS report collects essential measurement data on the preparation of New Mexico educators, including mathematics and science teachers, but has not been updated since the 2011-2012 academic year. However, it is not clear if the memorial means that a report has not been issued since that time or if that is the most recent data available; a report was issued on November 1, 2014 but reports on data from the 2011-2012 academic year. The report can be found at:

<http://web.wnmu.edu/univ/consumerInfo/EARS%2014%20VInstitution.pdf>

The report states that the data process in student-teacher accountability reporting system (STARS) is being restructured to deliver the most meaningful and succinct report that includes every statutory requirement and that the EARS report will help education institutions improve their practices with regard to preparing highly effective educators, connecting curriculum and learning experiences to the needs of schools, hiring terminally-degreed faculty who have public school experience, and remaining active in service and research in the PreK–20 culture.

The report shows that New Mexico colleges of education (COEs) trained 30 mathematics teachers in the 2011-2012 school year.

Data from recent standards-based assessments shows that student performance in mathematics has held steady or declined in recent years (see LFC Volume I, Policy and Performance Analysis, p. 21).

ALTERNATIVES

PED analysis notes that the Math and Science Advisory Council (MSAC) already exists in statute (22-15E-1 NMSA 1978). The duties of the council include making “recommendations to the bureau and the department regarding the statewide strategic plan for improving mathematics and science education” and to produce an annual report on public elementary and secondary mathematics and science student achievement (22-15E-5 NMSA 1978). The MSAC is required to hold quarterly meetings and produce an annual report. The most recent report can be found at <http://ped.state.nm.us/ped/MathandScienceDocs/Annual%20Report%20%202014.pdf>.

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The Legislature could request PED include the information requested in the memorial in MSAC's activities. **The HEC amendment includes MSAC in the requests of the memorial.**

KC/je/aml/je/bb