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FISCAL IMPACT REPORT

SPONSOR: Sanchez, B. DATE TYPED: 03/08/01 HB
SHORT TITLE: Mandatory Supplemental Reading Instruction SB 180/aSEC/aSFI#1/aSFI#2/aSFI#3
ANALYST: Segura

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY01	FY02	FY01	FY02		
	NFI				

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

State Department of Education (SDE)

SUMMARY

Synopsis of SEC, SFI #1, SFI #2, and SFI #3 Amendments

The Senate Education Committee and Senate Floor Amendments are as follows:

- c On page 1, line 21, after “FOR” insert “PUBLIC SCHOOL”.
- c On page 2, strike lines 13 through 15 in their entirety.
- c On page 3, line 2, after the word “programs” insert the words “developed by both private and public entities.”

The amendment on page 1, line 21 after “FOR” insert “PUBLIC SCHOOL” provides clarification for school districts (they must be schools in public school districts) that are required to provide supplemental reading instruction for students in grades two through twelve.

The amendment on page 2 strikes lines 13 through 15 eliminating ‘failure to read at grade level’ at the end of a school year as a reason by itself for not promoting a student. NMSA 22-2-8.6 currently requires that a student who has not achieved the required level of proficiency in educational content standards will participate in a remediation program or academic improvement program to address specific deficiencies. This amendment focuses on students who are not reading at grade level and specifies they shall be enrolled in the following year in a supplemental course of reading instruction.

The amendment on page 3, line 2 inserts after the word “programs” the words “developed by both private and public entities”. This amendment provides expanded opportunities for public school districts to implement, innovative, research-based reading programs.

Senate Bill 180 amends Section 22-2-6.12 of the Public School Code. The amendment requires schools to include supplemental reading instruction grades 2-12, provide remedial reading instruction to second through 12th grade students not reading on grade level, and requires students in grades one through eleven to be tested for grade level proficiency.

Significant Issues

According to SDE, currently, the state uses the Terra Nova test for grades 3-9 and NAEP for grade 4. A Reading Task Force has recommended qualities of a K-3 assessment, but a standardized assessment instrument has not been selected. The assessment instruments used by the state do not provide grade level scores. These assessments provide scores that rank students from “below basic” or “beginning step” to “exceeds” or “advanced”. Both tools use the term “proficient”. A more appropriate assessment tool would need to be found or developed that provides grade level and skill specific proficiency information.

FISCAL IMPLICATIONS

The bill does not contain an appropriation and the enactment of the bill will not cause additional fiscal impact on SDE or public schools.

CONFLICT/RELATIONSHIP

Relates to HJM 5, HB 74, conflicts with SB10

RS/njw:ar