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FISCAL IMPACT REPORT

ORIGINAL DATE 2/10/06

SPONSOR Vigil LAST UPDATED _____ HB 766

SHORT TITLE Distinguish Student Proficiency From School's SB _____

ANALYST Aguilar

APPROPRIATION (dollars in thousands)

| Appropriation | | Recurring or Non-Rec | Fund Affected |
|---------------|-------------------------|-------------------------|------------------|
| FY06 | FY07 | | |
| | See Fiscal Implications | Recurring | Indeterminate |
| | | | |

(Parenthesis () Indicate Expenditure Decreases)

Relates to SB-100

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 766 makes changes to language from “students failing to make adequate yearly progress” to students who are not academically proficient. The bill also aligns the process for the designation of schools in need of improvement with federal statute and adds language specifying what types of organizations may provide supplemental services.

FISCAL IMPLICATIONS

Provisions in this bill require that supplemental services to school district students shall be provided by another school district or by one or more state-approved private organizations as determined by the department. This requirement may have a significant fiscal impact depending on the number of school districts requiring these services and the number of students being served.

Senate Bill 100 provides for contractors supplying supplemental services establish a sliding scale for compensating tutors based on qualifications. If enacted, these bills will have a complementary fiscal effect.

SIGNIFICANT ISSUES

The Public Education department notes this bill will bring state legislation into alignment with NCLB language and with the state's federally approved accountability workbook.

Provisions in the bill provide for school districts to determine academic proficiency through alternative school-district assessments. On the surface this appears to be a beneficial to the student; however a question arises with regard to whether a student can be considered proficient through alternative means yet not achieve proficiency as measured by the statewide standards based assessment. Public school support performance measures include the percent of elementary and middle school students who achieve the annual measurable objectives for proficiency on standards-based assessments in reading and math. These different requirements seem to be in opposition to each other.

PA/mt