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## FISCAL IMPACT REPORT

ORIGINAL DATE 2/7/10

SPONSOR King LAST UPDATED \_\_\_\_\_ HB 286

SHORT TITLE School District Accountability Report Dates SB \_\_\_\_\_

ANALYST Hoffmann

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY10	FY11		
	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY10	FY11	FY12	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
<b>Total</b>		NFI				

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Department of Finance and Administration Office of Education Accountability (DFA)

Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 286 proposes to amend Section 1; Section 22-2C-11 NMSA 1978, F., by changing the publication date of the annual School District Report Card from November 15 to March 15.

### FISCAL IMPLICATIONS

The PED reports there would be no fiscal impact from moving the publication date.

### SIGNIFICANT ISSUES

This is a Public Education Department (PED) bill.

Current Status

PED publishes a camera-ready version of the *School District Report Card* annually for each district and charter school. The earliest completion date has been March, using data from the prior school year, for the reasons enumerated below. After a brief review period, revisions are made if necessary, and the Report Cards are published to the PED website. Districts are free to utilize the PED version for local distribution and publication, or to integrate information into a customized version of their own. Currently, PED is not aware of any district that compiles and publishes a separate version.

Published Guidance

The U.S. Department of Education (2003) mandates that District Report Cards be published annually; however, there is no requirement for the date of release. Federal non-regulatory guidance states: “While States and LEAs have the flexibility to determine the exact time during the year when they will issue report cards, the best practice would be to issue report cards as early as possible, so that schools have critical information for improving instruction and parents have critical information to make decisions....” The New Mexico Accountability Workbook does not specify a publication date.

Other States

The most recent survey of State Accountability Reporting was conducted by the Council of Chief State School Officers (CCSSO) in 2003. Of the 107 reports, most referred to as “Report Cards” (state, district or school), 69% were published eight months or more after the completion of the school year, and an additional 11% were published two or more years later. The average lag time for all Report Cards was 18 months. Four states utilized a two-part report published nine months apart. The current legislative language limits New Mexico to publishing within five months of the completion of the school year.

Most information contained in the District Report Card coexists in other reports published earlier than November 15, including items 1, 2, 3 and 4. Therefore, a case may be made that New Mexico already utilizes two-part reporting, and that timely information is available to schools and parents early in the school year.

Issues Affecting PED Timelines

PED has historically published the full *School District Report Card* in March, using data from the prior school year due to these constraints:

A. Disparate Data Sources: New Mexico *School District Report Cards* compile data from multiple sources whose data collection windows vary:

1. District Student Demographics (July)
2. No Child Left Behind District Summary (October-November)
3. Pre-Appeals No Child Left Behind Accountability by Subgroup (August)
4. Assessment Results by Grade (October)
5. School Board Member Participation (October)
6. District Expenditures (August)
7. Teacher Quality (August)
8. Parent Survey on the Quality of Education (January)
9. National Assessment of Educational Progress (October)
10. Transition to, and Success in, Higher Education (December)

The reconciliation and verification of these disparate data sources is a time-consuming repetitious process that requires files to be updated several times before final production.

B. Assessment Timing: The New Mexico Standards Based Assessment, which forms the core of the report and requires the most processing time, is administered in the spring. According to CCSSO (2003) several states have elected to change to a fall testing window or moved their testing to earlier in the spring in order to provide a Report Card prior to the beginning of the school year. On the other hand, New Mexico has chosen to move the test window later, not earlier, in the school year, in order to maximize instruction time prior to testing. This late test window significantly compresses the time available to assure data quality and to proof the report prior to publication. In addition, production calendars are sometimes influenced by uncontrollable events with assessment vendors.

C. Late Changes in AYP: Adequate Yearly Progress (AYP) accountability is reported in the Report Card for each school in the district, as well as for the district overall. The calendar for these events does not allow completion prior to November, as each is followed by district review, a 15-day appeal window and investigation and potential revision of results. The *School District Report Card* serves as the final summary of these assessments and cannot be completed until all AYP results are finalized.

D. Spanish Translation: PED duplicates *School District Report Cards* in a Spanish version, which adds time required to verify interpretive changes.

E. Report Card Revisions: The Report Card is growing annually in scope with National Assessment of Educational Progress (NAEP) information being added in 2008-09, and the introduction of two new higher education indicators in 2010-1011. Should PED receive Race to the Top funding, additional reporting may also be required in 2010-2011 or 2011-2012. Each new requirement adds time to put data collection in place, verify the accuracy and reformat the report.

## **PERFORMANCE IMPLICATIONS**

The PED states that this legislative language change is related to the following PED goal: Prepare all students to succeed in a complex world by providing a world-class PreK education system and the following tasks: Task 1.3 – Increase parents’ involvement in their children’s education; Task 1.4 – Increase the level of educational excellence for all students; Task 1.5 – Close the student achievement gap by supporting the children and schools who need the most assistance; and Task 1.6 – Ensure that all students are taught by qualified teachers.

## **ADMINISTRATIVE IMPLICATIONS**

The PED notes that the change of the publication deadline does not significantly impact the current production of the School District Report Card, which is always completed as rapidly as possible. It would, however, allow PED to continue to meet that obligation lawfully. The state will continue to produce the report in a camera-ready format for all districts, and will continue posting reports on the PED website.

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

The PED states that the department will continue to be unable to meet this time limit, which is unlikely to change with ever-increasing demand for report expansion and the postponement of the test window. Expectations of users of the report will not be met.

CH/mt