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FISCAL IMPACT REPORT

ORIGINAL DATE 02/05/10
 SPONSOR Steinborn LAST UPDATED 02/14/10 HM 46/aHEC
 SHORT TITLE Study Reading & Math Scores & Dropout Rates SB
 ANALYST Hoffmann

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY10	FY11		
	NFI		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of HEC Amendment

The House Education Committee amendment to House Memorial 46 makes the following changes

- Yearly progress in the language arts is no longer acknowledged as being measured by the PED.
- The report requested by the memorial is specified to include two years of data rather than ten.
- The report is required to have breakdowns by school district, counties are no longer included.

Synopsis of Original Bill

House Memorial 46 requests that the Public Education Department conduct a study to compare the fourth and eighth grade reading and math proficiency scores for graduating and non-graduating students for the past 10 years with breakdowns by county and school districts.

FISCAL IMPLICATIONS

The PED reports that House Memorial 46 would have no fiscal implications for the department.

SIGNIFICANT ISSUES

The PED provides the following comments.

- The study proposes that a statistical model be developed for identifying contributing factors to non-graduation. Such a model holds significant potential for suggesting effective interventions to prevent student dropout.
- A limited version of the study proposed by the memorial can be completed using available data. Student New Mexico Standards Based Assessment (NMSBA) scores are available for eighth graders who tested in 2004 and 2005. This data can be matched to graduation data for the same student cohort in 2008 and 2009.
- Limitations exist for the quality and completeness of data on factors contributing to dropout. Currently, school districts are only documenting observations about exit from school, including completion of courses but did not pass the comprehensive high school exit exam, court-ordered to a setting with no educational services, dropout or unknown status, exited to a non-secondary school (GED vocational), graduated with diploma including career or ability pathways, pregnancy, still enrolled as English Language Learner and still enrolled no Individual Education Plan. The data is based on staff knowledge of students, and it is not verified. Such limitations introduce sources of potential error to a predictive model. Sound research practice supports the verification of findings across at least three years. Therefore, it is recommended that the results of the proposed study be published with the analysis of a third cohort, those who were eighth graders in 2006 and graduates in 2010.
- The memorial proposes breakdowns by county. County data is not verified. It is recommended that breakdowns by school district be analyzed.
- The attrition of students from grade 8 to graduation is substantial, and it is anticipated that insufficient data will exist for a reliable predictive model in the smallest school districts in the state.

ADMINISTRATIVE IMPLICATIONS

The PED states that such an analysis could be performed by statisticians in the PED Academic Growth and Analysis Bureau. The analysis could be absorbed in the Bureau's current workload.

AMENDMENTS

The PED recommends amendment to limit the scope of the study to 8th grade cohorts beginning in 2004, and to limit the scope of the study to breakdowns by school districts.

CH/svb:mt