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FISCAL IMPACT REPORT

SPONSOR Kernan ORIGINAL DATE 2/19/09
LAST UPDATED _____ HB _____
SHORT TITLE School District Incremental Day Increases SJM 36
ANALYST Varela

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	\$0.0		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Public Education (PED)

Department of Finance and Administration (DFA)

SUMMARY

Synopsis of Bill

Senate Joint Memorial 36 requests the Office of Education Accountability (OEA), in collaboration with the Public Education Department (PED), school districts and charter schools, study the practice of increasing the length of the school day in small increments to determine how common the practice is and what effects it has on the professional development of teachers and achievement of students.

FISCAL IMPLICATIONS

This bill contains no appropriation.

SIGNIFICANT ISSUES

PED states that any study that determines the value and degree of influence of this specific practice on professional development for teachers or on student achievement would be a valued asset to improving instructional quality.

A set of principles guiding staff development was created by the U.S. Department of Education Professional Development Team. <http://www.ed.gov/G2K/bridge.html>. Those principles state

that professional development is assessed by its impact on teacher effectiveness and student learning. That is, in large part, what Senate Joint Memorial 36 is asking OEA to achieve in the study. Additionally, West Ed produced a report on improving student achievement by extending time in various increments. Time allocated by the school, engaged time in the classroom, and academic learning time have each been studied by a number of agencies. It states that the body of empirical literature on the subject remains limited and calls for additional studies to provide more definitive data. This study called for by SJM 36 may well provide some of the more specific data called for by West Ed.

According to PED, this study may need an extension of time beyond the requirement of the memorial for the study to be completed and reported before September 30, 2009.

OEA states that SJM 36 provides a way to carefully study the complex issues that prompted these three bills and examine the potential impact of changing the school calendar on student achievement, teacher professional development.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

During the current legislative session, several sponsors have introduced bills that impact the school calendar, specifically at 22-2-8.1 NMSA 1978:

- Representative Park introduced HB 442 INCREASE INSTRUCTIONAL SCHOOL YEAR, which increases the school year to 210 instructional days for a regular school year and 168 days for a variable school year.
- Representative King introduced HB 691 PUBLIC SCHOOL YEAR & LENGTH OF DAY, which requires school districts and charter schools to have 180 full instructional days for the regular school year and 151 days for the variable school year.
- Senator Boitano introduced SB 134 LIMIT SCHOOL CALENDAR ADJUSTMENTS, which proposes that no adjustments after the school year begins can lengthen a school day in increments of less than one-half hour per day.

PV/mc