

LFC Requester:	Sunny Liu
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**AGENCY BILL ANALYSIS
2017 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply: **Date** 2/12/17
Original **Amendment** **Bill No:** HB298
Correction **Substitute**

Sponsor: Rep. David Adkins and Rep. Sander Rue **Agency Code:** 924
Short School District **Person Writing** Aguilar/Burrell
Title: Reorganizational Act **Phone:** 505-827-6519 **Email** Paulj.aguilar@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY17	FY18		
	None Noted		

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act: State Equalization Guarantee

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis:

HB298 enacts the School District Reorganization Act which requires school districts with more than forty thousand students to reorganize.

The Bill also exempts these school districts from certain laws and rules.

FISCAL IMPLICATIONS

There will be some costs to the district associated with developing and implementing a reorganization plan in accordance with this act. The dollar amount will be dependent upon the actions of the technical advisory committee (TAC) designated in the bill.

SIGNIFICANT ISSUES

The bill provides that any district with more than forty thousand (40,000) students is to be reorganized pursuant to this act. Albuquerque Public Schools (APS) is the only district impacted at this time.

A number of studies conducted on various large districts around the country point to improvements in student achievement as a result of reorganization into smaller districts. It appears that students in districts with fewer students tend to perform better on average on standardized tests than larger districts. It is also noted that smaller districts are more in tune with local issues and are better poised to address issues related to student learning including issues related to poverty and transience. This lack of focus and understanding of student need is evident when data from the APS website is analyzed. High schools with higher levels of poverty, mobility, English Language Learners and special education students receive about the same level of funding as those with much lower populations of these high-needs students. Smaller districts, more in tune with student needs will be more nimble in identifying student needs and have a much better focus on addressing this issue.

While much of the focus of this bill is on technical activities in implementing the reorganization, the positive impact on student learning and achievement should not be lost. It is anticipated that opportunities for students will be enhanced, improving community opportunities as well.

The bill grants associate superintendents the authority to terminate or discharge a licensed school employee or terminate an unlicensed school employee based on the recommendations of the school principal. Appeals are to be made to the local superintendent.

Implementation Activities contained in the bill

In accordance with this bill, the school board of the affected district must appoint a technical advisory committee (TAC) to develop a plan for this act. The TAC must consist of at least the following members: (1) the local superintendent, (2) the associate superintendents for elementary, middle and high schools, (3) teachers and other staff representatives from elementary, middle and high schools. (4) the chief financial officer of the school district, (5) the director of the budget and strategic planning department, (6) representatives from teacher and school employee unions, (7) members of business and civic organizations with a focus on education, (8) parents from parent-teacher organizations in elementary, middle and high schools, and (9) representatives of the municipality and county in which the school district is located and other members of the community interested in public education and the school district.

The TAC must develop a reorganization plan for the school board's approval and conduct school cluster and district wide feedback meetings in July and August, 2018 or earlier. The plan may be revised after these meetings but must be presented to the school board for review, revision and approval by September 15, 2018.

The 2018-2019 school year is to be a pilot year for the school district as it begins to implement the plan. The reorganization must be fully implemented by the beginning of the 2019-2020 school year.

The bill provides that the school district is to be reorganized into three main areas: (1) Central administration overseen by the local superintendent, (2) school clusters, overseen by associate superintendents, (3) and public schools, overseen by school principals.

HB298 stipulates the duties and responsibilities for each manager at each level and specifies that each school cluster may be made up of no more than 30 percent of the total number of schools in the school district.

One of the duties of the school principal is to establish a school-community team (SCT) for the public school as well as develop a school plan and school based budget.

A school-community team must consist of: (1) five teachers or other licensed school employees, elected by vote of the licensed school personnel, (2) two school staff who are not licensed school employees, elected by vote of the school staff, (3) four parents whose children are students at the public school, elected by parents, (4) if a secondary school, nonvoting students enrolled in the school, elected by the student body, (5) additional nonvoting members from the community appointed by the school principal and (6) the school principal, who shall be nonvoting.

The SCT must: (1) meet monthly, (2) provide assistance and advice to the school principal in developing the school plan and the school budget, (3) assist the associate superintendent if there is a school principal vacancy to determine the necessary candidate characteristics for the next school principal, and (4) select one member to serve on the interview committee when filling a school principal vacancy.

The bill provides that the district must develop school-based budgets that rollup to the school cluster and school district levels. The administrative expenses of the associate superintendents are to be included as part of the central administration budget.

ADMINISTRATIVE IMPLICATIONS

The district will have to provide staff to coordinate the TAC to develop and implement the reorganization plan. The amount of staff and time will be dependent upon the actions of the TAC.