

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 2/20/2017
Original **Amendment** **Bill No:** HB350
Correction **Substitute**

Sponsor: Rep. Monica Youngblood **Agency Code:** 924
Rep. David M. Gallegos
Short Title: TEACHER & PRINCIPAL EFFECTIVENESS ACT **Person Writing:** Matt Pahl
Phone: 470-9909 **Email:** matt.pahl@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY17	FY18		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY17	FY18	FY19		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis:

HB350 seeks to enact a new section of the Public School Code requiring effectiveness evaluations for teachers and school principals. It would outline criteria for the evaluations and the post evaluation actions that should be taken.

FISCAL IMPLICATIONS

There is no appropriation tied to this bill.

SIGNIFICANT ISSUES

HB350 continues to differentiate the level of performance among teachers. Only New Mexico's evaluation system differentiates performance in a way that is meaningful for improving practice. This is in line with researchers such as Kraft, M.A. & Gilmour, A.F. (2016). Evaluating teachers not only impacts student achievement improvement during the year of the evaluation, but also in the years following (Taylor & Tyler 2012).

HB350 also acknowledges student growth and achievement as 40% of a teacher's effectiveness, thus providing objective data as 40% of the evaluation. In addition, HB350 seeks to utilize multiple measures and observations as the remaining 60% of the evaluation, which creates a blended model of evaluation that requires subjective criteria to complement objective data acknowledging the art and science of teaching.

HB350 continues to provide meaningful data to teachers regarding outcomes of their respective students:

- Links student-specific data to individual teachers over time
- Allows for targeted interventions to be applied for struggling teachers
- Eliminates the application of a "one size fits all" professional development, and provides meaningful data to school leaders regarding the specific needs of each respective staff member

HB350 maintains all due process provisions of the School Personnel Act 22-10A NMSA by utilizing robust evaluation criteria that will be composed of a uniform objective standard statewide.

Under the current attendance policy, NM has increased the number of days certified teachers are in the classroom

- Additional 35,370 days
- Additional 247,590 instructional hours gained
- A cost savings to districts of \$3.6 million dollars

HB350 increases the “grace” days to 5, allowing teachers to attend to regular responsibilities outside of school, while still placing an importance on the teacher as the most important school component in the classroom.

HB350 also outlines the criteria for the evaluation of principals. It acknowledges student growth and achievement as 40% of a principal’s effectiveness, which emphasizes the school leader as an instructional leader and as a driving force in school improvement.

In addition HB350 establishes objective criteria in which to evaluate principals:

- Emphasizes the outcomes of schools based on instructional leadership
- Emphasizes fidelity to teacher evaluations and support
- Allows for a component of evaluation to be based on multiple measures

HB350 emphasizes that the main role of the principal is to lead a school in improving student achievement

- Prioritizes closing the achievement gap
- Prioritizes growth in student achievement.