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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
53rd Legislature, 1st Session, 2017

Bill Number	<u>HM15</u>	Sponsor	<u>Trujillo, CH</u>
Tracking Number	<u>.205494.1</u>	Committee Referrals	<u>HEC</u>
Short Title	<u>Allow School Academic Acceleration</u>		
Analyst	<u>McCorquodale</u>	Original Date	<u>2/9/17</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

House Memorial 15 (HM15) requests the Public Education Department (PED) to research options to allow early entry into kindergarten, permit credit for demonstrated mastery, and determine needs and research-based interventions for gifted and high-ability learners to make them a priority for expending Every Student Succeeds Act (ESSA) funds. It also requests the local school boards to consider adopting policies for academic acceleration with specific available options which provide for non-discrimination and inclusiveness.

FISCAL IMPACT

HM15 does not include an appropriation. However, the Legislative Finance Committee (LFC) indicated PED may have to dedicate one or more staff to conduct the study, and local school boards may also have to dedicate staff to research and develop a policy for academic acceleration that includes best practices and an appeals process.

Under ESSA, Title II grants are available to address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students. Under ESSA Title II, training is provided to teachers or staff who work with gifted students. Gifted education services include: early entrance to kindergarten; enrichment, acceleration, and curriculum compacting; and dual or concurrent enrollment programs in secondary and postsecondary settings.

SUBSTANTIVE ISSUES

According to PED, HM15 duplicates current practices. School districts and charter schools may already provide acceleration policies that are responsive to local needs and issues. Regarding grouping students based on level, PED indicated HM15 duplicates state requirements for gifted students as mandated in Section 6-31-2-12 NMAC, domain 1 in the NMTEACH evaluation, which addresses strategic student grouping and differentiated instruction based on student level.

HM15 requests PED to research options to allow early entry into kindergarten. Currently, a student must be 5-years-old prior to 12:01 AM on September 1 of the school year to be counted for state funding in kindergarten. Therefore, for a child to enter kindergarten early, a local district or school would have to agree to admit that child early and not count that child as a student for state funding.

ADMINISTRATIVE IMPLICATIONS

PED may have to dedicate one or more staff to conduct the study, and local school boards may also have to dedicate staff to research and develop a policy for academic acceleration that includes best practices and an appeals process.

TECHNICAL ISSUES

PED indicated acceleration for some students may mean skipping a grade, but for others it may mean an accelerated class or intervention. Other students may be identified as gifted, and are therefore provided with an individualized education program (IEP) to identify their special education needs.

RELATED BILLS

SB323, Early Kindergarten Enrollment, proposes to allow school districts to early enroll kindergarten students.

SOURCES OF INFORMATION

- Legislative Education Study Committee Files
- Legislative Finance Committee
- Public Education Department

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