

N/A	N/A	N/A	N/A	N/A

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	N/A	N/A	N/A	N/A	N/A	N/A

(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

Senate Bill 235 (SB235) amends the Mathematics and Science Education Act to require:

- that the Mathematics and Science Bureau of the New Mexico Public Education Department (NMPED) monitor implementation of instructional materials and professional development programs;
- that school districts and charter schools develop math professional learning plans;
- that NMPED establish a mathematics instructional leadership framework;
- that mathematics instructional coaches hold mathematics specialist endorsements;
- mathematics screeners for kindergarten through fifth grade students; and
- interventions and parental notification if a student is identified as having dyscalculia (SB235 defines dyscalculia as a learning disability or a pattern of symptoms related to someone's difficulty with processing numerical information, learning arithmetic facts, engaging with mathematical reasoning, and other mathematics-related tasks).

The New Mexico Higher Education Departments's (NMHED's) analysis of this bill focuses on the higher education implications of the proposed legislation. Additional insight may be obtained from other agencies' analyses.

FISCAL IMPLICATIONS

SIGNIFICANT ISSUES

SB235 creates a series of requirements on NMPED, school districts, public schools, and charter schools. First, it requires that the Mathematics and Science Bureau of the NMPED monitor the implementation of instructional materials and professional development programs to ensure that these programs are aligned with state academic content and performance standards. Second, it requires that school districts and charter schools develop elementary and secondary mathematics professional learning plans that meet standards set by NMPED, and these plans must be developed in coordination with teachers and public school administrators. Third, it requires that NMPED establish a mathematics instructional leadership framework for public school administrators that provides standards for mathematical content, instruction, coaching, and evaluation as well as professional learning opportunities. Fourth, it requires that NMPED determine minimum course requirements for a series of licenses ranging from prekindergarten through third grade to special education and alternative licenses. Fifth, requires that mathematics coaches at schools hold a mathematics specialist endorsement from an NMPED-approved program. Sixth, it requires that, beginning in the 2026-2027 school year, public schools assess students' math performance using a NMPED-approved early numeracy screener prior to completion of the second grade. According to the Mathematics Knowledge Network, an early numeracy screener is an assessment tool that evaluates “students' understanding of numbers and how they are related” (<https://mkn-rcm.ca/wp-content/uploads/2022/09/S5-final-en-Early-Numeracy-Screeners-Discussion-Guide.pdf>).

Also beginning in the 2026-2027 school year, if a school identifies characteristics of dyscalculia or a math difficulty in a student in kindergarten through fifth grade, the school will provide interventions to that student, and the school will notify parents about the finding of dyscalculia or a math difficulty along with information and resources related to dyscalculia or the math difficulty and a mathematics improvement plan that will be developed for the student, including information that parents can use at home to help address the student's specific skill deficiencies. SB235 defines dyscalculia as a learning disability or a pattern of symptoms related to someone's difficulty with processing numerical information, learning arithmetic facts, engaging with mathematical reasoning, and other mathematics-related tasks.

SB235's requirements related to improving standards and plans to meet those standards would likely result in future higher education students with stronger math abilities and knowledge, reducing the need to provide remedial math courses and increasing the number of students engaging with college- and university-level math. NMPED may consult with experts in K-12 math education at HEIs when monitoring the implementation of instructional materials and professional development programs. NMPED may identify programs at HEIs that can provide mathematics specialist endorsements, that can train K-12 math educators in preparation for licensure, or that can aid K12 educators in learning to identify dyscalculia and related math difficulties along with ways to support those students and their parents.

NMHED may need to be involved to ensure that HEIs provide support for the requirements in SB235 and as identified by NMPED.

PERFORMANCE IMPLICATIONS

N/A

ADMINISTRATIVE IMPLICATIONS

N/A

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

N/A

TECHNICAL ISSUES

N/A

OTHER SUBSTANTIVE ISSUES

N/A

ALTERNATIVES

NMPED, school districts, or individual schools could issue requirements that match what is in SB235.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

If SB235 is not enacted, the requirements related to the implementation of instructional materials and professional development programs, mathematics professional learning plans, the mathematics instructional leadership framework, minimum course requirements for licensure, mathematics coach endorsements, numeracy screening, and dyscalculia and other math difficulties identification and remediation will not go into effect.

AMENDMENTS

N/A