

SENATE EDUCATION COMMITTEE SUBSTITUTE FOR
SENATE BILL 235

57TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2025

AN ACT

RELATING TO PUBLIC SCHOOLS; AMENDING THE MATHEMATICS AND
SCIENCE EDUCATION ACT; DEFINING TERMS; PROVIDING THAT THE
MATHEMATICS AND SCIENCE BUREAU OF THE PUBLIC EDUCATION
DEPARTMENT MONITOR THE IMPLEMENTATION OF INSTRUCTIONAL AND
PROFESSIONAL DEVELOPMENT PROGRAMS; REQUIRING SCHOOL DISTRICTS
AND CHARTER SCHOOLS TO DEVELOP MATHEMATICS PROFESSIONAL
LEARNING PLANS; REQUIRING THE PUBLIC EDUCATION DEPARTMENT TO
ESTABLISH A MATHEMATICS INSTRUCTIONAL LEADERSHIP FRAMEWORK;
REQUIRING MATHEMATICS COACHES TO HOLD MATHEMATICS SPECIALIST
ENDORSEMENTS; REQUIRING PUBLIC SCHOOLS TO ADOPT, BEGINNING IN
THE 2026-2027 SCHOOL YEAR, A MATHEMATICS INTERVENTIONS PROCESS
THAT INCLUDES MATHEMATICS SCREENERs FOR STUDENTS IN
KINDERGARTEN THROUGH FIFTH GRADE, PARENTAL NOTIFICATION IF A
STUDENT IS IDENTIFIED AS HAVING CHARACTERISTICS OF A MATH
DIFFICULTY AND THE PROVISIONS OF INTERVENTIONS FOR THE STUDENT.

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BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. Section 22-15E-1 NMSA 1978 (being Laws 2007, Chapter 44, Section 1 and Laws 2007, Chapter 239, Section 1) is amended to read:

"22-15E-1. SHORT TITLE.--~~[This act]~~ Chapter 22, Article 15E NMSA 1978 may be cited as the "Mathematics and Science Education Act".

SECTION 2. Section 22-15E-2 NMSA 1978 (being Laws 2007, Chapter 44, Section 2 and Laws 2007, Chapter 239, Section 2) is amended to read:

"22-15E-2. DEFINITIONS.--As used in the Mathematics and Science Education Act:

- A. "bureau" means the mathematics and science bureau;
- B. "chief" means the chief of the bureau; ~~[and]~~
- C. "council" means the mathematics and science advisory council;
- D. "math difficulty" means a student's inability to perform at grade level when learning or applying mathematical concepts and includes the student's inability to:
 - (1) process numerical information;
 - (2) learn arithmetic facts;
 - (3) perform accurate or fluent numerical calculation;

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- 1 (4) engage in mathematical reasoning; and
- 2 (5) articulate the person's understanding of
- 3 mathematical information or how the person engaged in
- 4 mathematical reasoning; and

5 E. "screeener" means a grade-specific, nondiagnostic
6 assessment of a student's performance in mathematics."

7 **SECTION 3.** Section 22-15E-3 NMSA 1978 (being Laws 2007,
8 Chapter 44, Section 3 and Laws 2007, Chapter 239, Section 3) is
9 amended to read:

10 "22-15E-3. BUREAU CREATED--DUTIES.--

11 A. The "mathematics and science bureau" is created
12 in the department. The secretary shall appoint the chief as
13 provided in the Public Education Department Act.

14 B. The bureau shall:

15 (1) administer the provisions of the
16 Mathematics and Science Education Act;

17 (2) provide staff support for and coordinate
18 the activities of the council;

19 (3) work with the council to develop a
20 statewide strategic plan for mathematics and science education
21 in the public schools and coordinate education activities with
22 other state agencies, the federal government, business
23 consortia and public or private organizations or other persons;

24 (4) ensure that school districts' plans
25 include goals for improving mathematics and science education

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1 aligned to the department's strategic plan;

2 (5) recommend funding mechanisms that support
3 the improvement of mathematics and science education in the
4 state, including web-based mathematics and science curricula,
5 mentoring and web-based homework assistance;

6 (6) promote partnerships among public schools,
7 higher education institutions, government, business and
8 educational and community organizations to improve the
9 mathematics and science education in the state;

10 (7) ~~[develop and evaluate curricula]~~ monitor
11 the implementation of instructional materials, instructional
12 programs and professional development programs in mathematics
13 and science to ensure such programs are aligned with state
14 academic content and performance standards; and

15 (8) assess the outcomes of efforts to improve
16 mathematics and science education using existing data."

17 SECTION 4. A new section of the Mathematics and Science
18 Education Act is enacted to read:

19 "[NEW MATERIAL] MATHEMATICS PROFESSIONAL LEARNING PLANS--
20 INSTRUCTIONAL LEADERSHIP FRAMEWORK--ASSESSMENTS.--

21 A. A school district or charter school shall
22 develop and implement an elementary mathematics professional
23 learning plan and a secondary mathematics professional learning
24 plan in accordance with standards established by the
25 department. The professional learning plans shall be developed

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1 in cooperation with teachers and public school administrators
2 and shall be updated at least once every two years.

3 B. The department shall determine the minimum
4 mathematics professional learning course requirements for the
5 following licenses:

- 6 (1) prekindergarten through third grade;
- 7 (2) kindergarten through eighth grade;
- 8 (3) fifth grade through ninth grade;
- 9 (4) sixth grade through twelfth grade;
- 10 (5) special education; and
- 11 (6) alternative licenses.

12 C. A public school that has a mathematics coach
13 shall require that the mathematics coach hold a mathematics
14 specialist endorsement from a department-approved program.

15 D. The department shall establish a mathematics
16 instructional leadership framework for public school
17 administrators. The framework shall provide standards for
18 mathematical content, mathematical instruction, ongoing
19 professional learning in mathematics, mathematics coaching and
20 program evaluation.

21 E. Beginning in the 2026-27 school year and subject
22 to the availability of funding, all school districts shall
23 adopt the mathematics instructional leadership framework
24 established by the department pursuant to Subsection D of this
25 section and the following mathematics intervention process:

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1 (1) a public school shall begin assessing
2 students' mathematical performance using a department-approved
3 early numeracy screener prior to students' completion of the
4 second grade;

5 (2) if a public school identifies a student in
6 kindergarten through fifth grade as having characteristics of
7 dyscalculia or a math difficulty, the public school shall
8 provide written notice to the parents of that student within
9 fifteen days from the date an early numeracy screener was
10 administered or from the date an interim assessment was
11 administered for a student in third through fifth grade, and
12 the notice shall include:

13 (a) an explanation that the student was
14 identified as having characteristics of dyscalculia or a math
15 difficulty and that a mathematics improvement plan for the
16 student will be developed;

17 (b) a description of services currently
18 provided to the student;

19 (c) a description of the proposed
20 research-based mathematics interventions and supplemental
21 instructional services and supports for the student;

22 (d) an explanation that interventions
23 will be provided to the student and that the parents will
24 receive monthly written notification regarding the student's
25 progress; and

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1 (e) a description of the student's
2 specific skill deficits and strategies for parents to use at
3 home to address those skill deficits; and

4 (3) if a public school identifies a student in
5 kindergarten through fifth grade as having characteristics of
6 dyscalculia or a math difficulty, the public school shall
7 provide the student with interventions during core instruction
8 or targeted or intensive interventions through a multilayered
9 system of support after written notice is provided the
10 student's parents.

11 F. Notwithstanding the provisions of Subsection E
12 of this section, beginning July 1, 2025 and subject to the
13 availability of funding, the department shall conduct outreach
14 to school districts to strongly encourage early adoption of the
15 mathematics instructional leadership framework and the
16 mathematics intervention process for the 2025-2026 school
17 year."