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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 1st Session, 2019

Bill Number	<u>SJM2</u>	Sponsor	<u>Padilla/Trujillo, C.</u>
Tracking Number	<u>.211204.1</u>	Committee Referrals	<u>SRC/SEC;HEC</u>
Short Title	<u>Commit to Elimination of Achievement Gap</u>		
Analyst	<u>Ochoa</u>	Original Date	<u>1/31/19</u>
		Last Updated	<u>3/4/19</u>

BILL SUMMARY

Synopsis of Joint Memorial

Senate Joint Memorial 2 (SJM2) would request the Legislature, state agencies, school districts, and local governments work together to eliminate the achievement gap.

FISCAL IMPACT

Memorials do not carry appropriations.

SUBSTANTIVE ISSUES

SJM2 notes gaps in achievement exist due to race and ethnicity. The memorial cites Public Education Department (PED) data, stating 61 percent of New Mexico's students are Latino, 11 percent are Native American, and 2 percent are African American, shedding light on the proportion of minority students in the state that are likely to have gaps in achievement when compared to their non-minority peers. The memorial also cites the Annie E. Casey's *Kids Count* report that signals New Mexico as the worst state in the country in which to raise a child. Additionally, the memorial cites the recent ruling in the *Martinez* and *Yazzie* lawsuit that found the state has not been meeting its constitutional obligation to provide an adequate, sufficient, education to socioeconomically disadvantaged children, English learners (ELs), Native American students, and students with disabilities.

The memorial would request the Legislature, state agencies, school districts, and local governments collaborate in eliminating the achievement gap, however, it does not state how the goal would be accomplished.

Achievement Gap. While a longitudinal study of 20 thousand New Mexico students found New Mexico schools, on average provide a year's worth of education growth for every school year, it also found students who start out behind generally stay behind. A national study found this achievement gap is exacerbated by opportunity gaps — differences in academic and learning experiences outside of the classroom that significantly impact student learning. Many struggling

students do not have access to rich summer learning experiences, before- and after-school learning opportunities, or family learning time, leading to a 6,000-hour learning gap between students in poverty and their more affluent peers by sixth grade. This potential deficit can be broken down into 220 fewer hours of reading time, 1,395 hours not spent in preschool, and 3,060 fewer hours in grade school extracurricular activities.

As the state attempts to address these persistent gaps, solutions must be systemic and include both in-school and out-of-school interventions that will help ensure all students are provided the opportunity to achieve proficiency and graduate college- and career-ready. Instructional time must be planned and used effectively, school programs and materials must be culturally and linguistically appropriate, and community supports must be in place to ensure students attend school and are able to take advantage of these opportunities.

The key predictor of student success is socioeconomic status. Additionally, because there is a large concentration of minority students living in poverty, the achievement gap persists. On average, non-disadvantaged students in New Mexico earn 20 percentage points higher on statewide reading and math assessments than economically disadvantaged students. Nonetheless, New Mexico students as a whole continue to underperform on state assessments. Despite performing better than economically disadvantaged students, only 56 percent of non-disadvantaged students achieved proficiency in reading, and 35 percent achieved proficiency in math for FY18. At-risk populations require targeted interventions to close the achievement gap, but all students in New Mexico require a system that renders improved academic outcomes that lead to higher proficiency rates.

RELATED BILLS

HB111 Cultural and Linguistic Education Support

HB120 Bilingual Teacher Preparation Act

HB121 Social Services as Basic Sufficient Education

HB159 Multicultural Education Framework

HB250 Native American Student Needs Assessment

SB1 Public Education Changes

SB31 Social Workers in All High-Poverty Schools

SOURCES OF INFORMATION

- LESC Files

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