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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 2nd Session, 2020**

<b>Bill Number</b>	<u>SB130/aSEC</u>	<b>Sponsor</b>	<u>Lopez</u>
<b>Tracking Number</b>	<u>.216325.1</u>	<b>Committee Referrals</b>	<u>SEC/SPAC;HHHC</u>
<b>Short Title</b>	<u>School Credit for Transfer Students</u>		
<b>Analyst</b>	<u>Kennedy</u>	<b>Original Date</b>	<u>1/27/2020</u>
		<b>Last Updated</b>	<u>2/17/2020</u>

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**BILL SUMMARY**

Synopsis of SEC Amendment

The Senate Education Committee Amendment to Senate Bill 130 (SB130/aSEC) strikes language directing school districts to develop policies for awarding partial credit and instead requires the Public Education Department (PED) to promulgate a rule. SB130/aSEC also requires school districts to follow the department rule.

Synopsis of Original Bill

Senate Bill 130 (SB130) would amend the Attendance for Success to require school districts to award credit to transfer students who have experienced a disruption in education for any work the student completed prior to the transfer.

**FISCAL IMPACT**

SB130/aSEC does not contain an appropriation.

**SUBSTANTIVE ISSUES**

Awarding credit to transfer students who have experienced a disruption in education for work completed prior to transfer may help mitigate the detrimental effects of student mobility and keep affected students on track to graduation. Analysis from the Children, Youth and Families Department (CYFD) notes the Joint Education Task Force established by the New Mexico Supreme Court in 2012 to study this issue recommended partial credit as a proposed solution. Studies show student mobility, especially involuntary mobility, is associated with lower student engagement and poorer academic performance. The National Education Policy Center reports even one non-promotional school move can reduce both reading and math achievement and increase high school dropout rates.

Any rule PED adopts pursuant to SB130/aSEC should include provisions to ensure students who experience a disruption in education receive sufficient instruction in all subjects. Because the

structure of academic courses varies by instructor, a student who begins a given course at one public school and completes the course at another public school may not receive instruction in all necessary content.

### **ADMINISTRATIVE IMPLICATIONS**

SB130/aSEC would require PED to adopt a rule to determine how credit shall be awarded for partially-completed courses and would require school districts to follow the department rule.

### **OTHER SIGNIFICANT ISSUES**

For the purposes of Section 22-12A-14 NMSA 1978, “a student who has experienced a disruption in the student’s education” means a student who experiences one or more changes in public school or school district enrollment during a single school year as the result of homelessness, adjudication, placement in a mental health treatment facility, placement in a habilitation program for developmental disabilities, or placement in treatment foster care. According to the U.S. Interagency Council on Homelessness, over 10,000 public school students experienced homelessness during the 2016 – 2017 school year. CYFD’s 2019 annual report states, as of July 31, 2019, an average of 2,554 children were in foster care in a given month. The total number of children in foster care for any length of time was 4,235. The CYFD analysis notes 1,693 youth were detained in county detention centers in 2019.

Section 22-13-1.1 NMSA 1978 establishes graduation requirements for high school students. Students must earn a minimum of 23 credit units divided among English, mathematics, science, social science, physical education, communication skills or business education, and electives. Statute provides for awarding half units, but not for partially-completed coursework. Implementation of SB130/aSEC would likely require creating smaller fractions of units.

### **SOURCES OF INFORMATION**

- LESC Files
- Children, Youth and Families Department (CYFD)

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