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

Bill Number	<u>SB249</u>	Sponsor	<u>Campos</u>
Tracking Number	<u>.217061.1</u>	Committee Referrals	<u>SEC/SFC</u>
Short Title	<u>K-12 Literacy Programs</u>		
Analyst	<u>Porter</u>	Original Date	<u>2/7/2020</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

Senate Bill 249 (SB249) appropriates \$100 thousand from the general fund to the Public Education Department (PED) for expenditure in FY21 for literacy programs for kindergarten through 12th grade students.

FISCAL IMPACT

The bill appropriates \$100 thousand from the general fund to PED for expenditure in FY21. Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

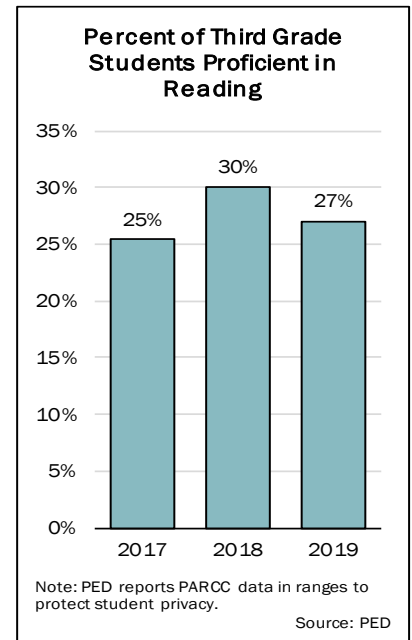
The House Appropriation and Finance Committee Substitute for House Bills 2 and 3 (HB2/HAFC) as approved by the House, contains \$10 million in the state equalization guarantee distribution for the PED reading initiative found in Section 22-13-1.3 NMSA 1978. Funds are provided to school districts and charter schools to provide evidence-based structured literacy interventions that lead to improved reading and writing achievements of students in kindergarten through second grade. HB2/HAFC also contains a special appropriation of \$2 million for PED for early literacy and reading support. School districts or charter schools may apply to PED for funds to support literacy interventions for students in kindergarten through second grade.

SUBSTANTIVE ISSUES

Early Literacy in New Mexico. The percent of third graders achieving reading proficiency in New Mexico's standards-based assessment remains below 30 percent. New Mexico's standards based assessment in FY19 indicated that economically disadvantaged third graders performed 24 percentage points below non-economically disadvantaged third graders in achieving reading

proficiency. The scale of the achievement gap was a focal point in the *Martinez* and *Yazzie* consolidated lawsuit. The district court cited proficiency rates as evidence the state was not upholding its constitutional obligation to provide New Mexico students the opportunity to obtain an education that prepares them for college or a career. The district court found New Mexico has failed its most at-risk populations, including low-income students, Native American students, English learners, and students with disabilities, and ruled the state was to take immediate steps to correct these deficiencies.

In 2019, PED received a \$20 million striving readers comprehensive literacy grant from the U.S. Department of Education to support the continuum of language, emergent literacy, and literacy skills for children from birth through 12th grade using interventions with solid evidence of effectiveness.



OTHER SIGNIFICANT ISSUES

According to a 2018 Legislative Finance Committee (LFC) report, many New Mexico students enter school underprepared and do not perform at grade level. While students on average achieve a year’s worth of academic growth in each grade, there are large achievement gaps, particularly with the 70 percent of students counted as at-risk in the funding formula. An LFC program evaluation of student “time-on-task” explains that additional instructional time, summer camps, and afterschool programs can improve academic outcomes, help offset summer learning loss, and reduce learning gaps for low-income students. The report states that additional instructional time has the greatest impact on student outcomes when accompanied by high-quality instruction and effective teachers who engage in professional development, collaboration, and planning.

To provide additional instructional time, in 2019 the Legislature adopted reforms to the public school funding formula. In addition to increasing the formula factor for at-risk students from 0.13 to 0.25 resulting in an additional \$129.2 million in funding, the Legislature created new factors for the K-5 Plus program that added 25 instructional days to the beginning of the school year, and the extended learning time program that added instructional days, after-school programs, and professional development time for teachers.

RELATED BILLS

Relates to HB199, Study Biliteracy Frameworks, which creates a biliteracy framework working group to study successful national and state-wide biliteracy models.

Relates to HB224, Statewide Literacy Programs, which appropriates money to PED for the Regional Education Cooperatives to provide a contract for a statewide literacy program.

Relates to SB74, Voluntary Early Reading Development Program, which would create a statewide, voluntary early reading professional development summer program for teachers

SOURCES OF INFORMATION

- LESC Files