

SENATE EDUCATION COMMITTEE SUBSTITUTE FOR
SENATE BILL 434

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

AN ACT

RELATING TO PUBLIC SCHOOLS; REQUIRING ACADEMIC SUPPORT,
INTERVENTION AND HIGH-IMPACT TUTORING FOR STUDENTS WITH A
MATHEMATICS OR READING DEFICIENCY; ESTABLISHING REQUIREMENTS
FOR HIGH-IMPACT TUTORING.

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

SECTION 1. A new section of the Public School Code is
enacted to read:

"~~[NEW MATERIAL]~~ ACADEMIC SUPPORT FOR STUDENTS WITH READING
AND MATHEMATICS DEFICIENCIES--HIGH-IMPACT TUTORING.--

A. As used in this section:

(1) "high-quality tutor" means a person
licensed or approved by the department to provide high-impact
tutoring and includes current or retired licensed school
personnel or a private tutoring provider;

.231106.1

underscored material = new
[bracketed material] = delete

1 (2) "mathematics deficiency" means a score in
2 the bottom quartile on a statewide assessment for mathematics
3 administered pursuant to the Assessment and Accountability Act;
4 and

5 (3) "reading deficiency" means a score in the
6 bottom quartile on a statewide assessment for reading and
7 language arts administered pursuant to the Assessment and
8 Accountability Act.

9 B. Each school year, public schools shall review
10 the statewide assessments administered in the immediately
11 preceding school year pursuant to the Assessment and
12 Accountability Act to identify students who have mathematics or
13 reading deficiencies.

14 C. If a public school identifies a student as
15 having a mathematics or reading deficiency, the school shall
16 immediately notify the student's parent. Each student
17 identified as having a mathematics or reading deficiency shall
18 be provided with high-impact tutoring in accordance with
19 Subsection D of this section.

20 D. High-impact tutoring shall:

21 (1) begin within thirty days from the date on
22 which the student is identified as having a mathematics or
23 reading deficiency;

24 (2) be individualized and designed to meet the
25 student's specific needs and assist the student in achieving

1 proficiency in mathematics or reading;

2 (3) be provided by a high-quality tutor;

3 (4) be delivered at least three times per week
4 in at least thirty-minute increments during the school day for
5 a minimum of ten weeks;

6 (5) be provided at a ratio of no more than
7 four students for one high-quality tutor; and

8 (6) use high-quality instructional materials
9 that are aligned with the department's academic content and
10 performance standards for mathematics and reading and language
11 arts.

12 E. A parent whose student is receiving high-impact
13 tutoring shall be provided with a detailed explanation of the
14 student's high-impact tutoring plan, including the name of the
15 student's high-quality tutor, the subject matter and the
16 schedule and duration of the high-impact tutoring. A parent
17 shall be provided with periodic written progress reports for
18 the student while high-impact tutoring is provided and with
19 information and guidance for the parent to support the
20 student's learning at home."

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