

# 2025 Legislative Priorities

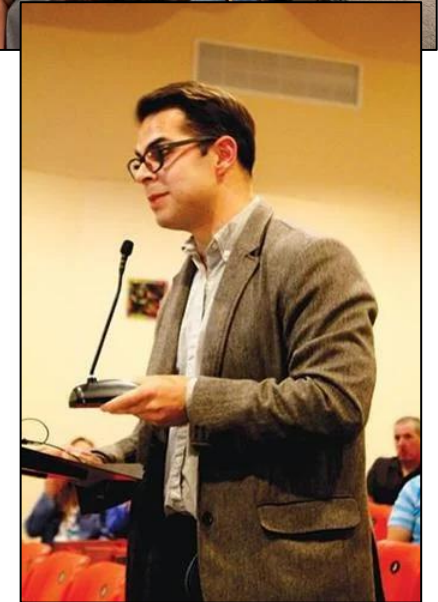
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JOHN SENA  
[JOHN.SENA@NMLEGIS.GOV](mailto:JOHN.SENA@NMLEGIS.GOV)  
(505) 690-5230

Do you recognize these situations?



School boards  
are critically  
important.

**Section 22-5-4 NMSA 1978. Local school boards; powers; duties.**

A local school board shall have the following powers or duties:

- A. subject to the rules of the department [PED], develop educational policies for the school district;
- B. employ a local superintendent for the school district and fix the superintendent's salary;
- C. review and approve the annual school district budget;

# Overview

1. Introduction to LESC
2. New Mexico School Districts and Charter Schools
3. Descriptive Data
4. *Martinez-Yazzie Consolidated Lawsuit*
5. Public Education Budget
6. Interim Session and Policy



# Legislative Education Study Committee

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- Created in 1965 as a permanent, bipartisan, bicameral interim committee of the Legislature.
- Conducts a continuing study of all public education and teacher colleges in New Mexico, including funding.
- 10 voting members (four Senate, six House).
- 12 permanent staff (Policy analysts, fiscal analysts, support staff).
- LESOC is the only committee of its kind nationally.

# Overview

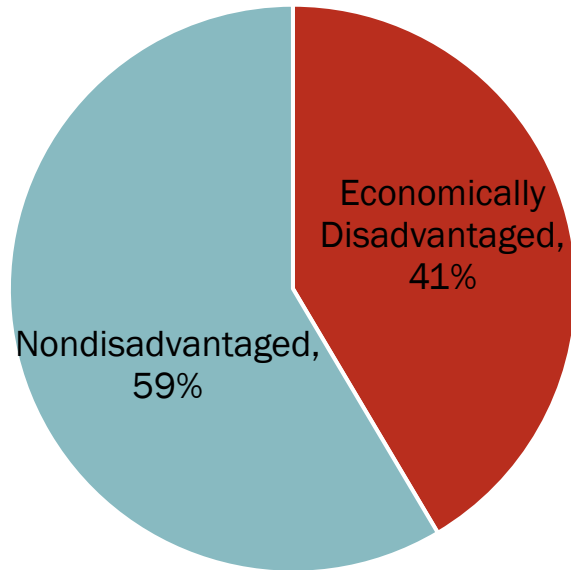
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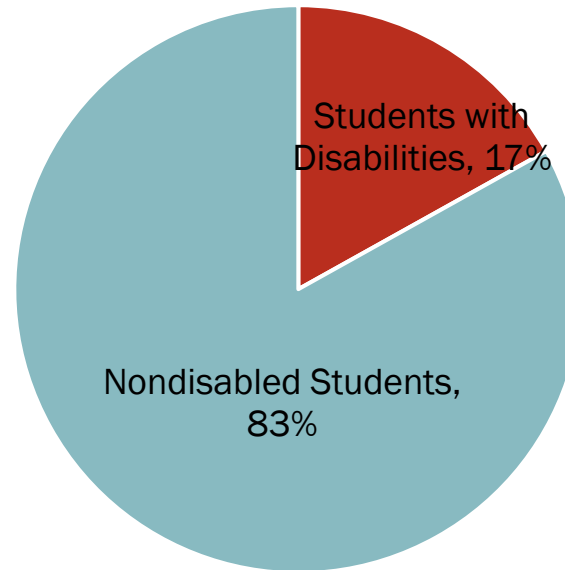


# Statewide Student Demographics

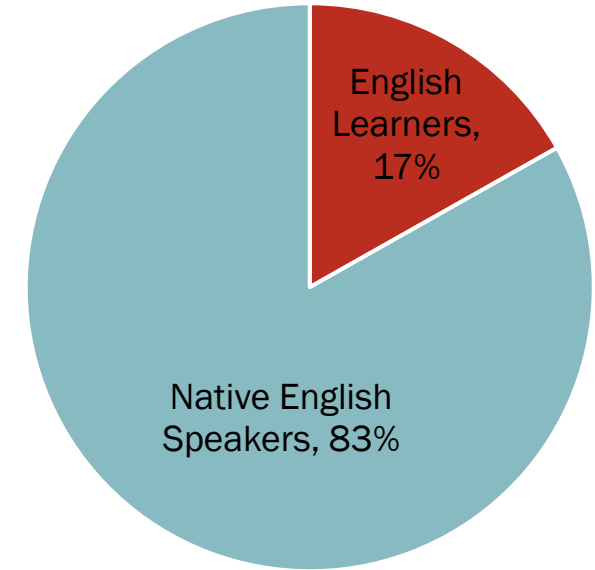
Percent of Economically Disadvantaged Students



Percent of Students with Disabilities

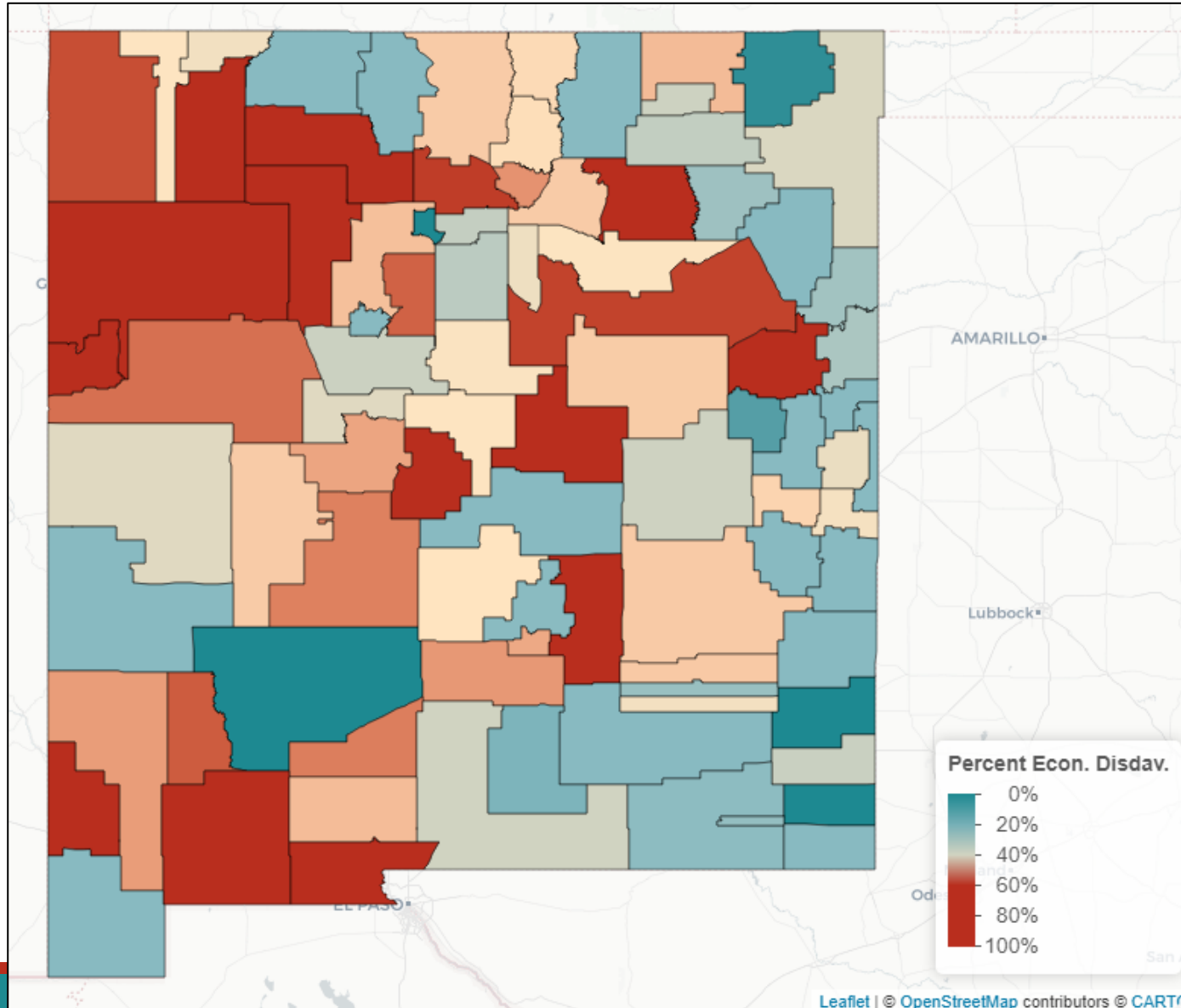


Percent of English Learners



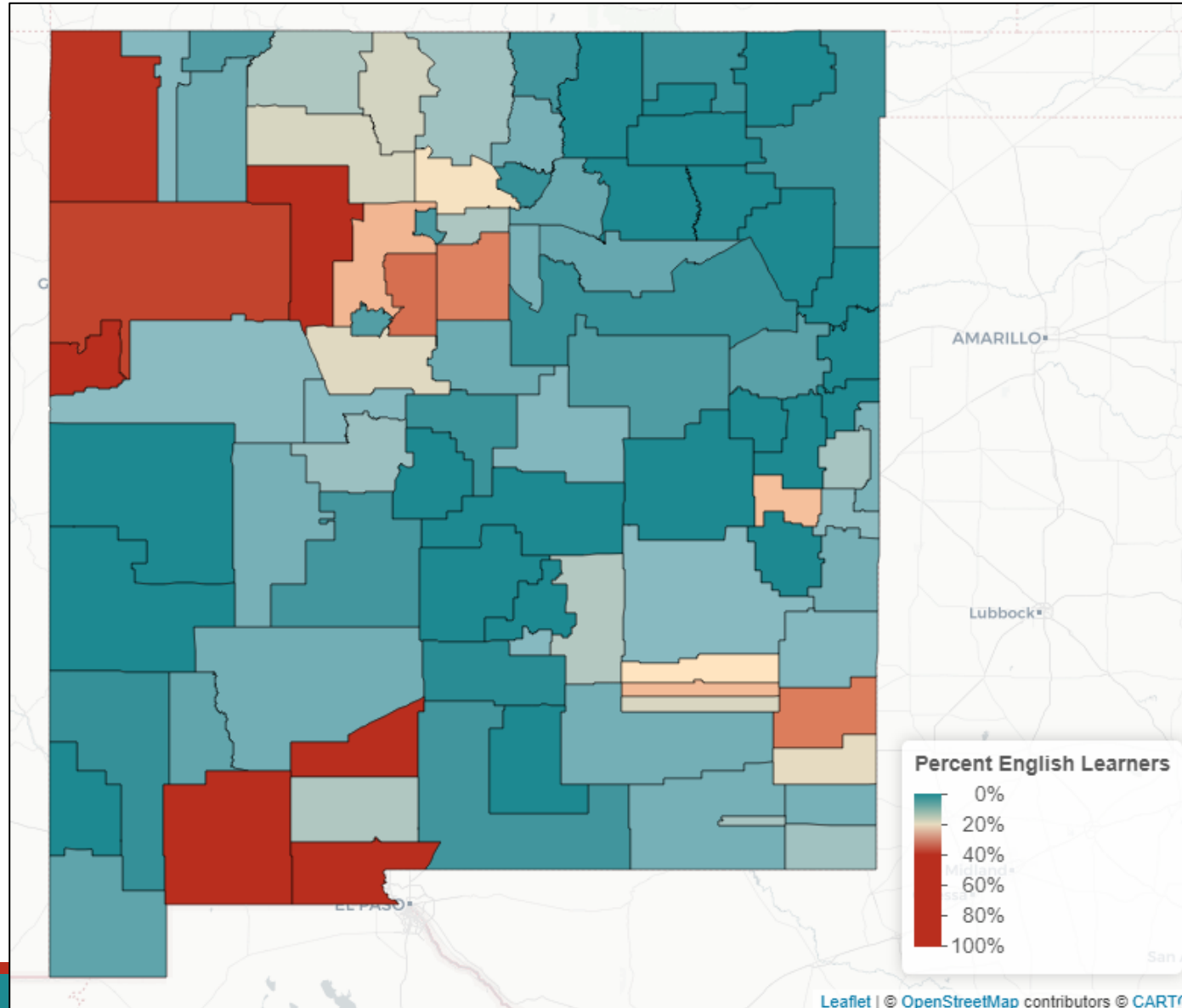
Source: PED and LESC Files

# Percent Economically Disadvantaged Students



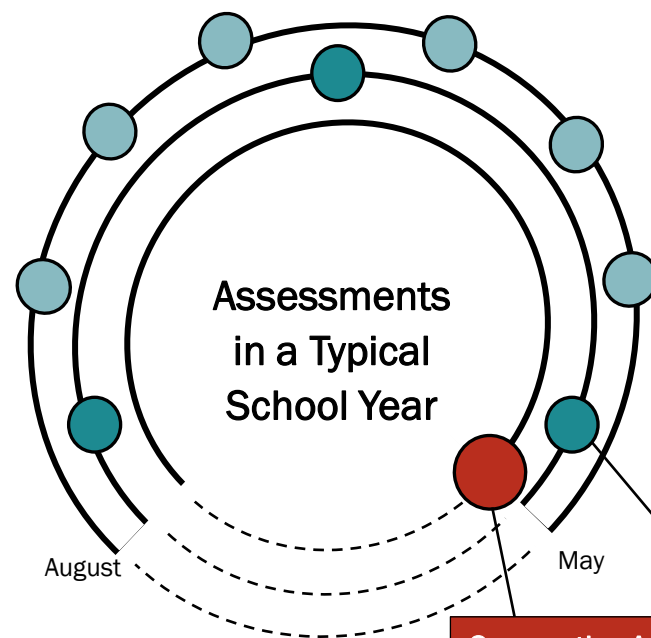


# Percent English Learners



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Assessments used for different purposes are referred to by different titles. For example, summative assessments, such as NM-MSSA, are offered once per year at the end of the year. By contrast, formative and interim assessments are more frequent, and often less formal.

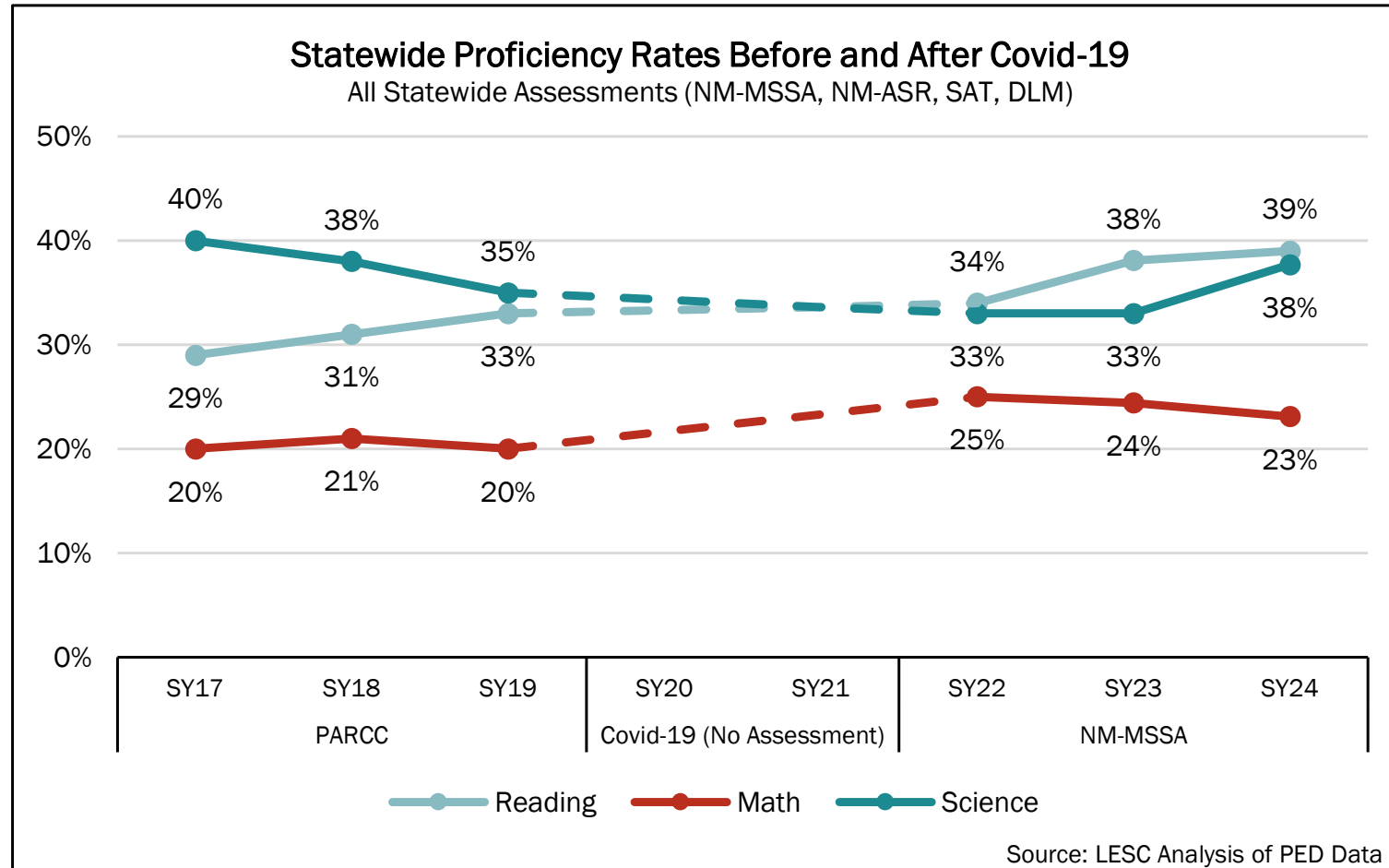
**Formative Assessments** (Istation, classroom assessments)  
Administered frequently and informally by teachers to track content acquisition in the classroom.

**Interim Assessments** (iMSSA, locally determined assessments)  
Administered to track growth from the beginning to the middle and the end of the school year, also called BOY, MOY, and EOY.

**Summative Assessments** (NM-MSSA, NM-ASR, PSAT, SAT)  
Required by state and federal law at the end of the school year; used to determine whether students have achieved subject-matter “proficiency.” MOY, and EOY.



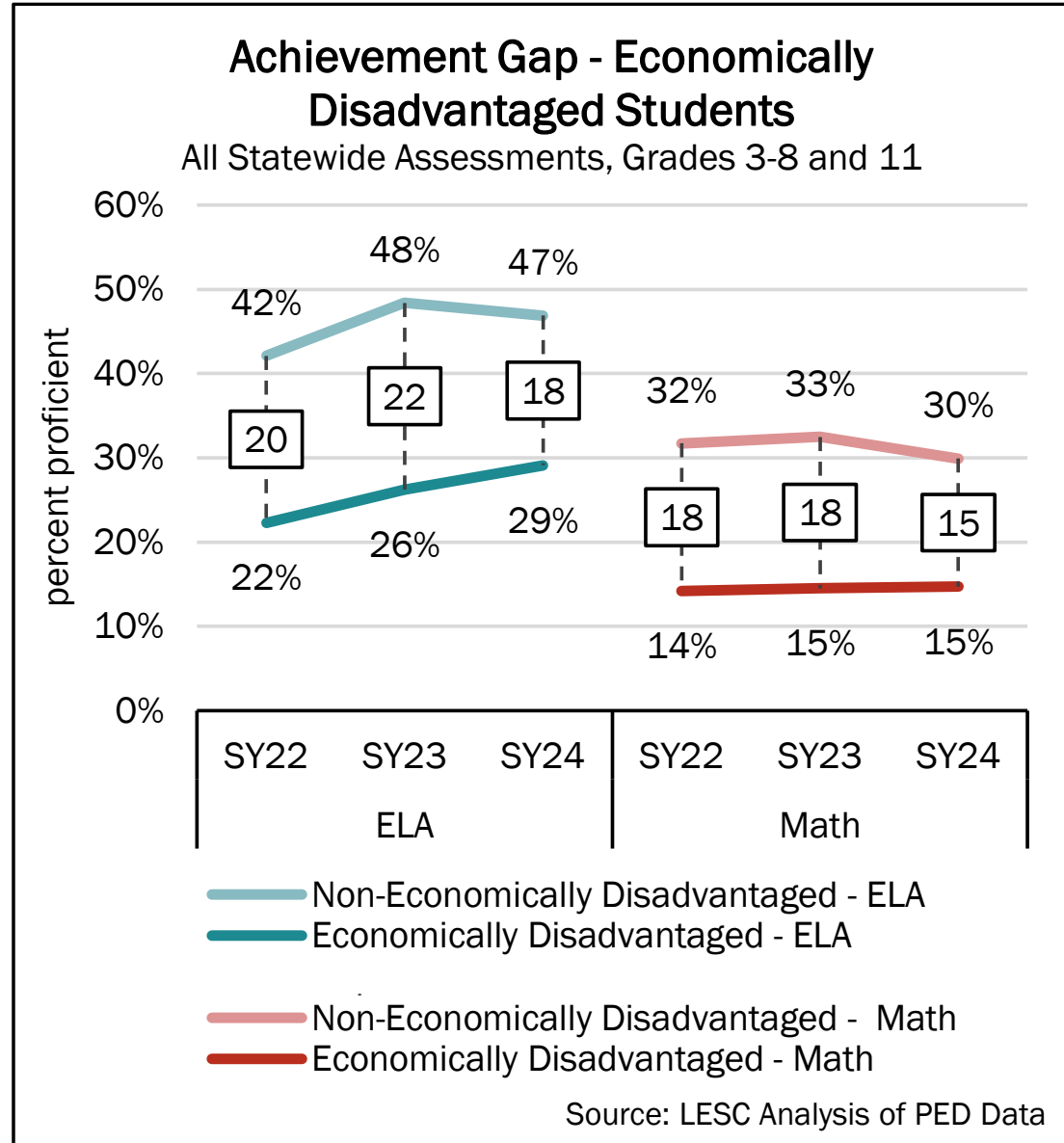
# Statewide Assessment Results





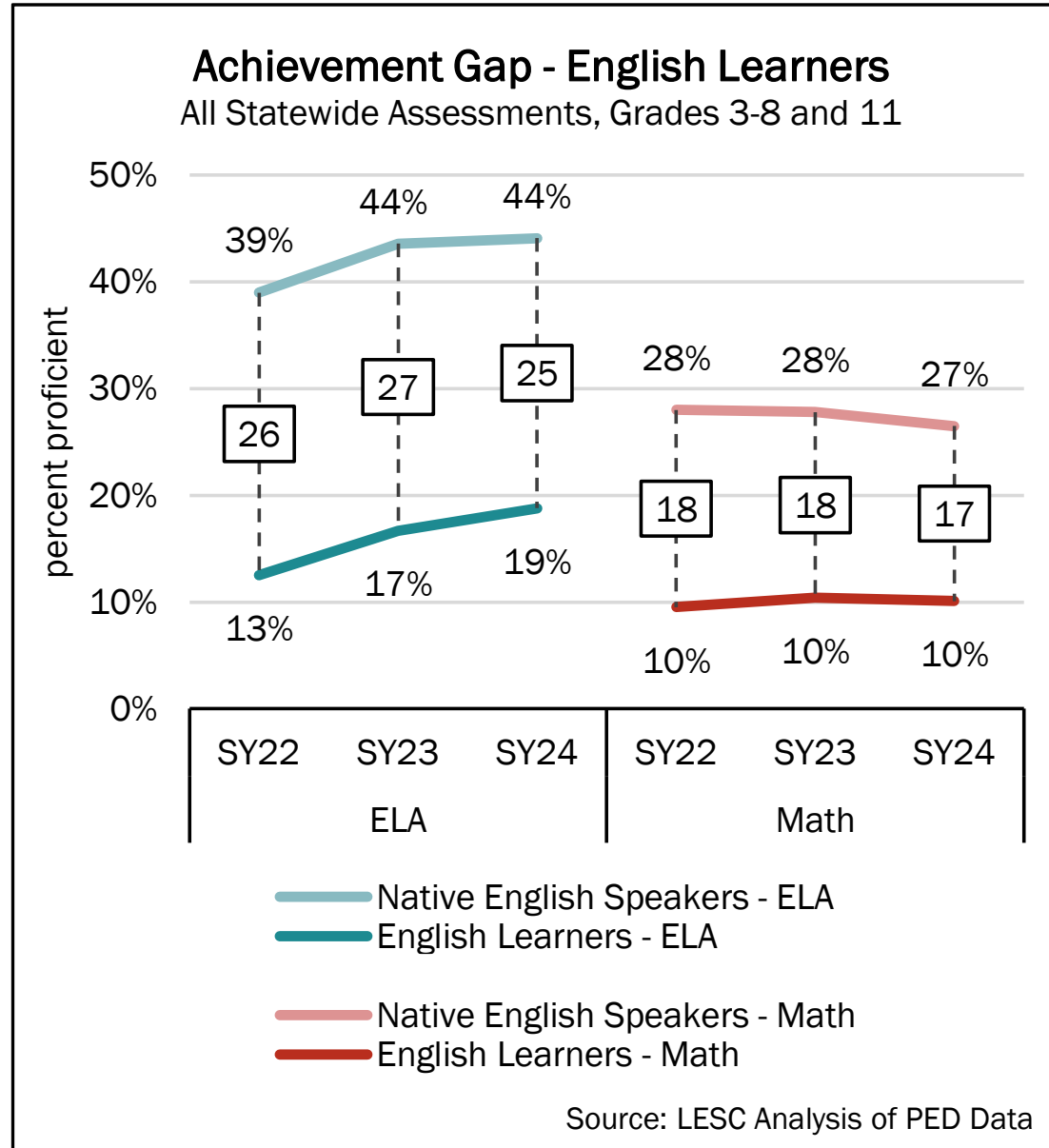
The achievement gap in both ELA and math narrowed from SY23 to SY24 due primarily to declining performance from non-disadvantaged students.

Economically disadvantaged students demonstrated growth in ELA from 26 percent to 29 percent proficient and remained flat in math proficiency at 15 percent proficient for both years.





Between SY23 and SY24, English learners demonstrated growth in ELA from 17 percent to 19 percent proficient and remained flat in math proficiency at 10 percent proficient for both years.



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# The *Martinez-Yazzie* Lawsuit

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- Plaintiffs asked the court to determine whether New Mexico is meeting its constitutional obligation to provide an adequate, sufficient education to at-risk students, which the court defines as the following:
  - Economically disadvantaged students;
  - English learners;
  - Native American students; and
  - Students with disabilities.
- Judge Sarah Singleton found New Mexico is not providing at-risk students with an adequate education.
- Injunction required the state to take immediate steps by April 15, 2019.



# The *Martinez-Yazzie* Lawsuit

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- In the *Martinez-Yazzie* consolidated lawsuit, the 1st Judicial District Court ruled the state of New Mexico violated students' fundamental rights by failing to provide a sufficient and uniform system of education as guaranteed by the state constitution.
- As evidence, the judge pointed to:
  - Low high school graduation rates;
  - Low proficiency rates in reading and math; and
  - High rates of college remediation.



# The *Martinez-Yazzie* Lawsuit Findings

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- The court noted funding shortfalls for the following:
  - Instructional materials and access to technology;
  - Programs targeting at-risk students, including prekindergarten, K-3 Plus, summer school, smaller class sizes, and reading programs; and
  - Quality teachers, which correlate with the poor academic outcomes of at-risk students, including an achievement gap between at-risk students and their non-at-risk peers.
- Additionally, the court noted several statutes are not being implemented, including the state's Bilingual Multicultural Education Act, Indian Education Act, and Hispanic Education Act, effectively leading to a system that is not appropriate for New Mexico's students.



# Recent *Martinez-Yazzie* Filings

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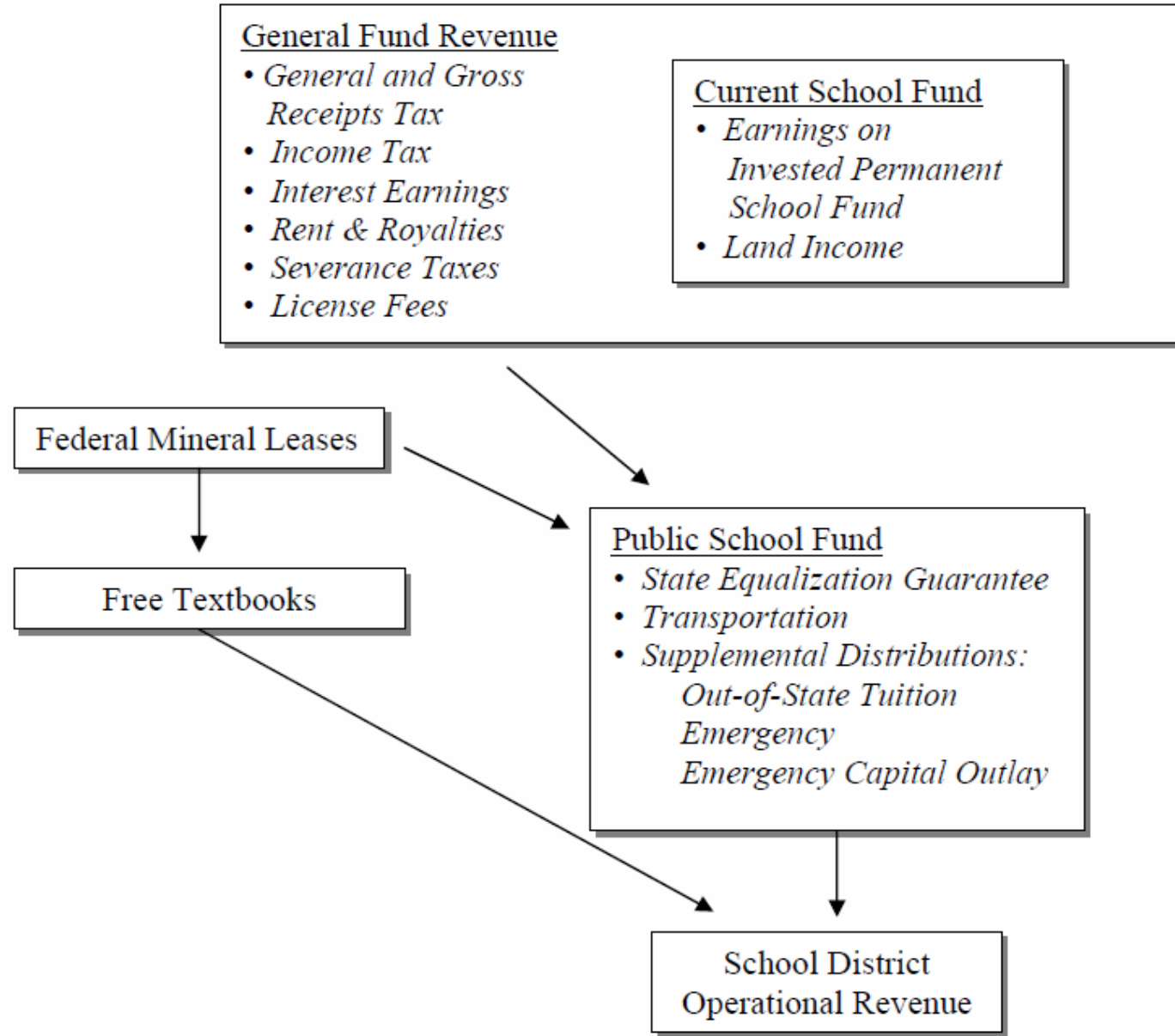
- The plaintiffs recently filed a motion calling for LES C and LES C staff to guide the creation of a statewide plan to address the lawsuit.
- The motion calls for LES C staff to submit to both plaintiffs and defendants a draft plan, developed in consultation with the PED secretary, by May 1, 2025, with the objective of fully satisfying the defendants' constitutional obligations by the end of 2030.
- The motion requests the court to require the inclusion of specific actions and the state actor or agency responsible for overseeing implementation, stated separately for each year from 2025 through 2030, and an analysis of the resources, in addition to current funding, necessary to complete those actions.

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# Where Public Education Funding Comes From



# How Public Education Funding is Distributed

- The funding formula uses more than 24 components to allocate non-categorical funds to schools.
- Since its inception in 1973, the formula has been amended more than 80 times.
- Common terms:
  - State equalization guarantee (SEG);
  - Membership (MEM);
  - Program units; and
  - Program cost.

State Equalization Guarantee Computation, FY25				
	Grade Level/Program Membership		Times	Cost Differential = Units
Basic Program Units	Kindergarten & Three- and Four-Year-Old DD	FTE MEM	x	1.44
	Grade 1	MEM	x	1.20
	Grades 2-3	MEM	x	1.18
	Grades 4-6	MEM	x	1.045
	Grades 7-12	MEM	x	1.25
				SUM OF UNITS
Staffing Cost Multiplier	Staffing Cost Multiplier: Teacher Cost Index (years of experience and licensure level)		= TOTAL PROGRAM UNITS	
			Times Value from 1.000 to 1.277	
				= ADJUSTED PROGRAM UNITS
	PLUS			
Special Education Units	<u>Special Education</u>			
	Related Services (Ancillary)	FTE STAFF	x	25.00
	A/B Level Service Add-on	MEM	x	0.70
	C Level Service Add-on	MEM	x	1.00
	D Level Service Add-on	MEM	x	2.00
	3- and 4-Year-Old DD Program Add-on	MEM	x	2.00
Special Program Units	Bilingual Education	FTE MEM	x	0.50
	Fine Arts Education	FTE MEM	x	0.055
	Elementary Physical Education	MEM	x	0.06
	K-12 Plus (Days between 181-190 OR 156-165)	MEM	x	0.012
	K-12 Plus (Days between 191-205 OR 166-175)	MEM	x	0.016
Size Units	Elementary/Jr. High Size Units			
	Senior High Size Units			
	District Size Units			
	Micro District Size Units			
	Rural Population Units			
	Percentage of ((Title I + English Learners + Student Mobility) * 0.33) * Total MEM			At-Risk Units
	Enrollment Growth Units			
Add-on Units	National Board for Professional Teaching Standards Units			
	Charter School Activities Units			
	Home School Activities and Program Units			
				= TOTAL UNITS
				+ Save Harmless Units
				= GRAND TOTAL PROGRAM UNITS
	Grand Total x Unit Value = Program Cost			
	- Utility Conservation Program Contract Payments			
	- 80% of the Certified Amount (Energy Efficiency and Renewable Energy Bonding Act)			
	= STATE EQUALIZATION GUARANTEE			



# FY25 Budget

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- In FY25, **\$4.425 billion in recurring funding** flowed to public schools and the Public Education Department, **with an additional \$267.3 million** in nonrecurring funding.
- Funding flows through the SEG, categorical (or “middle of the line” programs), “below the line” programs, one-time expenditures from the public education reform fund (PERF), and three-year appropriations in the government results and opportunity (GRO) fund.

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# Budget Considerations

*The LES C Budget Recommendation includes...*

## State Equalization Guarantee

- \$41.3 million to update the way schools receive funding for low-income students and provide targeted funding for English Learners
- \$91.1 million to increase funding for secondary students

## Educator Ecosystem

- \$101.4 million for 3 percent employee salary increases
- \$7.4 million to increase teacher and principal salary minimums
- \$20 million to fund Educator Fellows

## Academic Design

- \$17.4 million for literacy supports
- \$30 million for CTE and work-based learning, including internships
- \$8 million for STEM education





# Policy Considerations

## State Equalization Guarantee (SEG)

- Replacing Title I as a poverty indicator with the family income index mechanism
- Creating a standalone English learner factor
- Increasing the secondary factor from 1.25 to 1.30 for grades 7-12, and from 1.044 to 1.30 for grade 6

## Principal Preparation

- Revamping how educator preparation programs prepare principals
- Creating separate licenses for principals and superintendents

## Restraint and Seclusion

- Amending statute to more clearly define and limit the use of restraint and seclusion

## Capital Outlay in Partnership with LFC and PSCOOTF

- Addressing issues with accessing funds for capital projects for all districts

# Resources

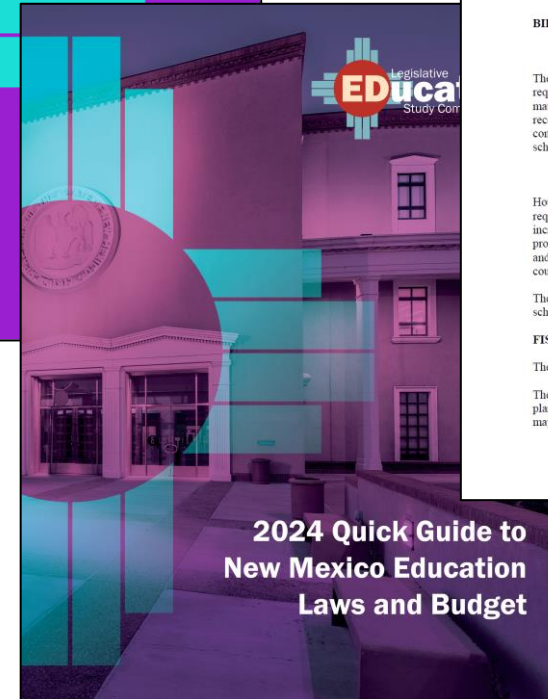
[2024 LESC Annual Report](#)

[2024 LESC Post-Session Review](#)

[2024 LESC Quick Guide](#)

[LESC School District Dashboard](#)

[LESC Bill Analysis](#)



LESC bill analyses are available on the New Mexico Legislature website ([www.nmlegis.gov](http://www.nmlegis.gov)). Bill analyses are prepared by LESC staff for standing education committees of the New Mexico Legislature. LESC does not assume any responsibility for the accuracy of these reports if they are used for other purposes.

**LEGISLATIVE EDUCATION STUDY COMMITTEE  
BILL ANALYSIS  
56th Legislature, 2nd Session, 2024**

Bill Number HB171/aHEC Sponsor Romero/Lane/Stewart  
Tracking Number 227285.1 Committee Referrals HEC,SEC  
Short Title School Graduation Requirements Original Date 1/26/2024  
Analyst Hathaway Last Updated 1/30/2024

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**FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE**

**BILL SUMMARY**

*Synopsis of HEC Amendment*

The House Education Committee amendment to House Bill 171 (HB171/aHEC) removes the requirement that students complete demonstrations of competency in core academic subjects—mathematics, reading and language arts, writing, social studies, and science—as a requirement to receive a high school diploma. The amendment also removes two references to demonstrations of competency to align with the removal of this requirement as a contingency of receiving a high school diploma.

*Synopsis of Original Bill*

House Bill 171 (HB171) amends current law to update New Mexico's high school graduation requirements. The bill maintains the current requirement of 24 units to earn a high school diploma, increases unit requirements in core academic subject areas, requires the development of graduate profiles, requires school districts and charter schools to set two of the required units for graduation, and allows additional courses in career technical education (CTE) and work-based learning to count toward core academic requirements.

The bill would go into effect for high school students beginning ninth grade in the 2025-2026 school year. Graduation requirements would not change for students currently in high school.

**FISCAL IMPACT**

The bill does not carry an appropriation.

There may be minimal fiscal impacts to schools to offer professional learning and strategic planning to implement revised requirements and, potentially, to develop graduate profiles. There may also be minimal administrative, and therefore fiscal, impacts to the Public Education

Thank you!

Q & A



John Sena | [John.Sena@nmlegis.gov](mailto:John.Sena@nmlegis.gov)