

SENATE BILL 233

57TH LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2026

INTRODUCED BY

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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, a private tutoring provider or a volunteer or

1 charitable organization;

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

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; and

9 (4) "student" means any school-age person who
10 is enrolled in fourth through eighth grade at a public school.

11 B. On or before the thirtieth day of each school
12 year, public schools shall review the statewide assessments
13 administered in the immediately preceding school year pursuant
14 to the Assessment and Accountability Act to identify students
15 who have mathematics or reading deficiencies. A public school
16 shall make high-impact tutoring available for each student
17 identified as having a mathematics or reading deficiency.

18 C. If a public school identifies a student as
19 having a mathematics or reading deficiency, the school shall
20 immediately notify the student's parent of the deficiency and
21 that the student will be provided with high-impact tutoring in
22 accordance with Subsection D of this section.

23 D. High-impact tutoring shall:

24 (1) begin within thirty days from the date on
25 which the student is identified as having a mathematics or

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1 reading deficiency;

2 (2) be individualized and designed to meet the
3 student's specific needs and assist the student in achieving
4 proficiency in mathematics or reading;

5 (3) be delivered by a high-quality tutor;

6 (4) be delivered at least three times per week
7 in at least thirty-minute increments during the school day or
8 out of school for a minimum of ten weeks;

9 (5) be delivered at a ratio of no more than
10 four students for one high-quality tutor; and

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

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

23 F. High-impact tutoring provided pursuant to this
24 section may be provided as, in lieu of or in addition to a
25 remediation or academic improvement program required by the

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Assessment and Accountability Act."

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