

1 SENATE BILL 561

2 **48TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2007**

3 INTRODUCED BY

4 Cynthia Nava

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10 AN ACT

11 RELATING TO EDUCATION; PROVIDING FOR HIGH SCHOOL REDESIGN;
12 PROVIDING FOR COLLEGE AND WORKPLACE READINESS; PROVIDING NEW
13 ASSESSMENTS; RAISING THE AGE AT WHICH A STUDENT MAY DROP OUT OF
14 SCHOOL; ELIMINATING CERTIFICATES OF EMPLOYMENT; ELIMINATING
15 PART-TIME SCHOOLS; CHANGING HIGH SCHOOL GRADUATION
16 REQUIREMENTS; PROVIDING FOR A MIDDLE AND HIGH SCHOOL LITERACY
17 INITIATIVE; RECONCILING MULTIPLE AMENDMENTS TO THE SAME SECTION
18 OF LAW IN LAWS 2005.

19
20 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

21 Section 1. Section 22-1-1.2 NMSA 1978 (being Laws 2003,
22 Chapter 153, Section 2) is amended to read:

23 "22-1-1.2. LEGISLATIVE FINDINGS AND PURPOSE.--

24 A. The legislature finds that no education system
25 can be sufficient for the education of all children unless it

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1 is founded on the sound principle that every child can learn
2 and succeed and that the system must meet the needs of all
3 children by recognizing that student success for every child is
4 the fundamental goal.

5 B. The legislature finds further that the key to
6 student success in New Mexico is to have a multicultural
7 education system that:

8 (1) attracts and retains quality and diverse
9 teachers to teach New Mexico's multicultural student
10 population;

11 (2) holds teachers, students, schools, school
12 districts and the state accountable;

13 (3) integrates the cultural strengths of its
14 diverse student population into the curriculum with high
15 expectations for all students;

16 (4) recognizes that cultural diversity in the
17 state presents special challenges for policymakers,
18 administrators, teachers and students; [~~and~~]

19 (5) provides students with a rigorous and
20 relevant high school curriculum that prepares them to succeed
21 in college and the workplace; and

22 [~~(5)~~] (6) elevates the importance of public
23 education in the state by clarifying the governance structure
24 at different levels.

25 C. The legislature finds further that the teacher

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1 shortage in this country has affected the ability of New Mexico
2 to compete for the best teachers and that, unless the state and
3 school districts find ways to mentor beginning teachers,
4 intervene with teachers while they still show promise, improve
5 the job satisfaction of quality teachers and elevate the
6 teaching profession by shifting to a professional educator
7 licensing and salary system, public schools will be unable to
8 recruit and retain the highest quality teachers in the teaching
9 profession in New Mexico.

10 D. The legislature finds further that a well-
11 designed, well-implemented and well-maintained assessment and
12 accountability system is the linchpin of public school reform
13 and must ensure that:

14 (1) students who do not meet or exceed
15 expectations will be given individual attention and assistance
16 through extended learning programs and individualized tutoring;

17 (2) students have accurate, useful information
18 about their options and the adequacy of their preparation for
19 post-secondary education, training or employment in order to
20 set and achieve high goals;

21 [~~(2)~~] (3) teachers who do not meet performance
22 standards must improve their skills or they will not continue
23 to be employed as teachers;

24 [~~(3)~~] (4) public schools make adequate yearly
25 progress toward educational excellence; and

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1 [~~4~~] (5) school districts and the state are
2 prepared to actively intervene and improve failing public
3 schools.

4 E. The legislature finds further that improving
5 children's reading and writing abilities and literacy
6 throughout their years in school must remain a priority of the
7 state.

8 F. The legislature finds further that the public
9 school governance structure needs to change to provide
10 accountability from the bottom up instead of from the top down.
11 Each school principal, with the help of school councils made up
12 of parents and teachers, must be the instructional leader in
13 the public school, motivating and holding accountable both
14 teachers and students. Each local superintendent must function
15 as the school district's chief executive officer and have
16 responsibility for the day-to-day operations of the school
17 district, including personnel and student disciplinary
18 decisions.

19 G. It is the purpose of [~~this~~] the 2003 public
20 school reform legislation as augmented by this 2007 legislation
21 to provide the framework to implement the legislative findings
22 to ensure student success in New Mexico."

23 Section 2. Section 22-2C-1 NMSA 1978 (being Laws 2003,
24 Chapter 153, Section 10) is amended to read:

25 "22-2C-1. SHORT TITLE.--Chapter 22, Article [~~2A~~] 2C NMSA
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1 1978 may be cited as the "Assessment and Accountability Act"."

2 Section 3. Section 22-2C-4 NMSA 1978 (being Laws 2003,
3 Chapter 153, Section 13, as amended) is amended to read:

4 "22-2C-4. STATEWIDE ASSESSMENT AND ACCOUNTABILITY
5 SYSTEM--INDICATORS--REQUIRED ~~[TESTS]~~ ASSESSMENTS--ALTERNATIVE
6 ~~[TESTS]~~ ASSESSMENTS--LIMITS ON ALTERNATIVES TO ENGLISH LANGUAGE
7 READING ~~[TEST]~~ ASSESSMENTS.--

8 A. The department shall establish a statewide
9 assessment and accountability system that is aligned with the
10 state academic content and performance standards and that
11 measures adequate yearly progress for each ~~[student]~~ public
12 school and school district. Adequate yearly progress shall be
13 determined primarily by student academic achievement, as
14 demonstrated by statewide standards-based ~~[academic performance~~
15 ~~tests]~~ assessments; however, the department may include other
16 indicators of adequate yearly progress, including graduation
17 rates for high schools and attendance for elementary and middle
18 schools.

19 B. The academic assessment program for adequate
20 yearly progress shall test student achievement as follows ~~[by~~
21 ~~the school year indicated]~~:

22 (1) for grades three through ~~[nine]~~ eight and
23 for grade eleven, standards-based ~~[academic performance tests]~~
24 assessments in mathematics, reading and language arts and
25 social studies ~~[by the 2005-2006 school year; provided that~~

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1 ~~testing in ninth grade and testing in social studies shall not~~
2 ~~occur until the legislature has provided funding for test~~
3 ~~development and implementation];~~

4 (2) for grades three through [~~nine~~] eight, a
5 standards-based [~~academic performance~~] writing assessment with
6 the writing assessment scoring criteria applied to the extended
7 response writing portions of the language arts [~~criterion-~~
8 ~~referenced tests by the 2005-2006 school year~~] standards-based
9 assessments; and

10 (3) for one of grades three through five and
11 six through [~~nine~~] eight and for grade eleven, standards-based
12 [~~academic performance tests~~] assessments in science by the
13 2007-2008 school year.

14 C. The department shall involve appropriate
15 licensed school employees in the development of the standards-
16 based [~~academic performance tests~~] assessments.

17 D. All students shall participate in the academic
18 assessment program. The department shall adopt standards for
19 reasonable accommodations in [~~academic testing~~] standards-based
20 assessments for students with disabilities and limited English
21 proficiency, including when and how accommodations may be
22 applied. The legislative education study committee shall
23 review the standards prior to adoption by the department.

24 E. Students who have been determined to be limited
25 English proficient may be allowed to take the standards-based

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1 [~~academic performance test~~] assessment in their primary
2 language. A student who has attended school for three
3 consecutive years in the United States shall participate in the
4 English language reading [~~test~~] assessment unless granted a
5 waiver by the department based on criteria established by the
6 department. An English language reading [~~test~~] assessment
7 waiver may be granted only for a maximum of two additional
8 years and only on a case-by-case basis."

9 Section 4. A new section of Chapter 22, Article 2C NMSA
10 1978 is enacted to read:

11 "[NEW MATERIAL] STATEWIDE COLLEGE AND WORKPLACE READINESS
12 ASSESSMENT SYSTEM.--

13 A. The department shall establish a readiness
14 assessment system to measure the readiness of every New Mexico
15 high school student for success in higher education or a career
16 no later than the 2008-2009 school year. The department shall
17 ensure that the readiness assessment system is aligned with
18 state academic content and performance standards, college
19 placement tests and entry-level career skill requirements. The
20 readiness assessment system shall include the following
21 components:

22 (1) a high school readiness assessment in
23 English, reading, mathematics and science in the fall semester
24 of grade nine;

25 (2) a college readiness assessment in English,

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1 reading and mathematics in grade ten; and

2 (3) a workplace readiness assessment to assess
3 applied skills in reading, mathematics and locating information
4 in grade eleven.

5 B. All students at the specified grade level shall
6 participate in the readiness assessment system at no cost to
7 the student for the first administration of each assessment.
8 If a student elects to retake any of the assessments, the
9 school district may require the student to pay some or all of
10 the cost of administering that assessment.

11 C. The department shall ensure that results of
12 performance on readiness assessments are reported to students,
13 parents and public schools no later than four weeks following
14 the date on which the assessments are administered, in a form
15 that is easily understandable and useful in the next-step
16 planning process. Reports of assessment results shall be
17 provided to students and parents in writing whenever possible,
18 but, if necessary, orally in the language best understood by
19 each student and parent.

20 D. The department shall adopt standards for
21 reasonable accommodations in the administration of readiness
22 assessments for students with disabilities and limited English
23 proficiency, including when and how accommodations may be
24 applied.

25 E. In developing or selecting the high school or

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1 college readiness assessments, the department may adopt
2 commercially available standards-based assessments that meet
3 the requirements of this section. The department shall involve
4 appropriate licensed school employees in the development or
5 selection of readiness assessments."

6 Section 5. Section 22-8-43 NMSA 1978 (being Laws 2000
7 (2nd S.S.), Chapter 14, Section 2, as amended) is amended to
8 read:

9 "22-8-43. PUBLIC SCHOOL READING PROFICIENCY FUND--
10 CREATED.--The "public school reading proficiency fund" is
11 created in the state treasury. The fund shall consist of
12 appropriations, gifts, grants and donations. The fund shall be
13 administered by the department, and money in the fund is
14 appropriated to the department to distribute awards to public
15 middle, junior and senior high schools that implement
16 innovative, scientifically based reading programs. The
17 department shall develop procedures and rules for the
18 application and award of money from the fund, including
19 criteria upon which to evaluate innovative, scientifically
20 based reading programs. Public schools receiving funds shall
21 show evidence that they are using quality, scientifically based
22 reading research to improve reading proficiency and shall
23 develop individualized reading plans for students who fail to
24 meet grade level reading proficiency standards. Disbursements
25 of the fund shall be made by warrant of the department of

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1 finance and administration pursuant to vouchers signed by the
2 [~~state superintendent~~] secretary or the secretary's authorized
3 representative. Any unexpended or unencumbered balance
4 remaining in the fund at the end of any fiscal year shall not
5 revert but shall remain to the credit of the fund."

6 Section 6. Section 22-12-2 NMSA 1978 (being Laws 1967,
7 Chapter 16, Section 170, as amended) is amended to read:

8 "22-12-2. COMPULSORY SCHOOL ATTENDANCE--RESPONSIBILITY.--

9 ~~[A. Any qualified student and any person who~~
10 ~~because of the person's age is eligible to become a qualified~~
11 ~~student as defined by the Public School Finance Act until~~
12 ~~attaining the age of majority shall attend a public school, a~~
13 ~~private school, a home school or a state institution. A person~~
14 ~~shall be excused from this requirement if:~~

15 ~~(1) the person is specifically exempted by law~~
16 ~~from the provisions of this section;~~

17 ~~(2) the person has graduated from a high~~
18 ~~school;~~

19 ~~(3) the person is at least seventeen years of~~
20 ~~age and has been excused by the local school board or the~~
21 ~~governing body of a state-chartered charter school or its~~
22 ~~authorized representative upon a finding that the person will~~
23 ~~be employed in a gainful trade or occupation or engaged in an~~
24 ~~alternative form of education sufficient for the person's~~
25 ~~educational needs and the parent consents; or~~

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1 ~~(4) with consent of the parent of the person~~
2 ~~to be excused, the person is excused from the provisions of~~
3 ~~this section by the superintendent of schools of the school~~
4 ~~district or by the head administrator of the state-chartered~~
5 ~~charter school and the person is under eight years of age.]~~

6 A. A school-age person shall attend public school,
7 private school, home school or a state institution until the
8 school-age person is at least eighteen years of age unless that
9 person has graduated from high school or received a general
10 educational development certificate.

11 B. A school-age person subject to the provisions of
12 the Compulsory School Attendance Law shall attend school for at
13 least the length of time of the school year that is established
14 in the school district in which the person is a resident or the
15 state-chartered charter school in which the person is enrolled
16 and the school district or state-chartered charter school shall
17 not excuse a student from attending school except as provided
18 in that law or for parent-authorized medical reasons.

19 C. Any parent of a school-age person subject to the
20 provisions of the Compulsory School Attendance Law is
21 responsible for the school attendance of that person.

22 D. Each local school board and each governing body
23 of a charter school or private school shall enforce the
24 provisions of the Compulsory School Attendance Law for students
25 enrolled in their respective schools."

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1 Section 7. Section 22-13-1 NMSA 1978 (being Laws 2003,
2 Chapter 153, Section 57, as amended) is amended to read:

3 "22-13-1. SUBJECT AREAS--MINIMUM INSTRUCTIONAL AREAS
4 REQUIRED--ACCREDITATION.--

5 A. The department shall require public schools to
6 address department-approved academic content and performance
7 standards when instructing in specific department-required
8 subject areas as provided in this section. A public school or
9 school district failing to meet these minimum requirements
10 shall not be accredited by the department.

11 B. All kindergarten through third grade classes
12 shall provide daily instruction in reading and language arts
13 skills, including phonemic awareness, phonics and
14 comprehension, and in mathematics. Students in kindergarten
15 and first grades shall be screened and monitored for progress
16 in reading and language arts skills and students in second
17 grade shall take diagnostic tests on reading and language arts
18 skills.

19 C. All first, second and third grade classes shall
20 provide instruction in art, music and a language other than
21 English, and instruction that meets content and performance
22 standards shall be provided in physical education and health
23 education.

24 D. In fourth through eighth grades, instruction
25 that meets academic content and performance standards shall be

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1 provided in the following subject areas:

2 (1) reading and language arts skills, with an
3 emphasis on writing and editing for at least one year and an
4 emphasis on grammar and writing for at least one year;

5 (2) mathematics;

6 (3) language other than English;

7 (4) communication skills;

8 (5) science;

9 (6) art;

10 (7) music;

11 (8) social studies;

12 (9) New Mexico history;

13 (10) United States history;

14 (11) geography;

15 (12) physical education; and

16 (13) health education.

17 E. Beginning with the 2008-2009 school year, in
18 eighth grade, algebra 1 shall be offered in regular classroom
19 settings or through on-line courses or agreements with high
20 schools.

21 [~~E.~~] F. In fourth through eighth grades, school
22 districts shall offer electives that contribute to academic
23 growth and skill development and provide career and technical
24 education.

25 [~~F.~~] G. In ninth through twelfth grades,

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1 instruction that meets academic content and performance
2 standards shall be provided in health education."

3 Section 8. Section 22-13-1.1 NMSA 1978 (being Laws 1986,
4 Chapter 33, Section 5, as amended by Laws 2005, Chapter 314,
5 Section 1 and by Laws 2005, Chapter 315, Section 10) is amended
6 to read:

7 "22-13-1.1. GRADUATION REQUIREMENTS.--

8 A. At the end of grades eight through eleven, each
9 student shall prepare an interim next-step plan that sets forth
10 the coursework for the grades remaining until high school
11 graduation. Each year's plan shall explain any differences
12 from previous interim next-step plans, shall be filed with the
13 principal of the student's high school and shall be signed by
14 the student, the student's parent and the student's guidance
15 counselor or other school official charged with coursework
16 planning for the student.

17 B. Each student must complete a final next-step
18 plan during the senior year and prior to graduation. The plan
19 shall be filed with the principal of the student's high school
20 and shall be signed by the student, the student's parent and
21 the student's guidance counselor or other school official
22 charged with coursework planning for the student.

23 C. An individualized education program that meets
24 the requirements of Subsections A and B of this section and
25 that meets all applicable transition and procedural

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1 requirements of the federal Individuals with Disabilities
2 Education Act for a student with a disability shall satisfy the
3 next-step plan requirements of this section for that student.

4 D. A local school board shall ensure that each high
5 school student has the opportunity to develop a next-step plan
6 based on reports of college and workplace readiness
7 assessments, as available, and other factors and is reasonably
8 informed about:

9 (1) curricular and course options, including
10 honors or advanced placement courses, dual-credit courses,
11 distance learning courses, career clusters or remediation
12 programs that the college and workplace readiness assessments
13 indicate to be appropriate;

14 (2) opportunities available that lead to
15 different post-high-school options; and

16 (3) alternative opportunities available if the
17 student does not finish a planned curriculum.

18 E. The secretary shall:

19 (1) establish specific accountability
20 standards for administrators, counselors, teachers and school
21 district staff to ensure that every student has the opportunity
22 to develop a next-step plan;

23 (2) promulgate rules for accredited private
24 schools in order to ensure substantial compliance with the
25 provisions of this section;

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1 (3) monitor compliance with the requirements
2 of this section; and

3 (4) compile such information as is necessary
4 to evaluate the success of next-step plans and report annually,
5 by December 15, to the legislative education study committee
6 and the governor.

7 F. Successful completion of a minimum of twenty-
8 three units aligned to the state academic content and
9 performance standards shall be required for graduation. These
10 units shall be as follows:

11 (1) four units in English, with major emphasis
12 on grammar and literature;

13 (2) three units in mathematics, at least one
14 of which is equivalent to the algebra 1 level or higher;

15 (3) two units in science, one of which shall
16 have a laboratory component; provided, however, that with
17 students entering the ninth grade beginning in the 2005-2006
18 school year, three units in science shall be required, one of
19 which shall have a laboratory component;

20 (4) three units in social science, which shall
21 include United States history and geography, world history and
22 geography and government and economics;

23 (5) one unit in physical education;

24 (6) one unit in communication skills or
25 business education, with a major emphasis on writing and

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1 speaking and that may include a language other than English;

2 (7) one-half unit in New Mexico history for
3 students entering the ninth grade beginning in the 2005-2006
4 school year; and

5 (8) nine elective units and seven and one-half
6 elective units for students entering the ninth grade in the
7 2005-2006 school year that meet department content and
8 performance standards. Student service learning shall be
9 offered as an elective.

10 G. For students entering the ninth grade beginning
11 in the 2009-2010 school year, at least one of the units
12 required for graduation shall be earned as an advanced
13 placement or honors course, a dual-credit course offered in
14 cooperation with an institution of higher education or a
15 distance learning course.

16 [~~G.~~] H. The department shall establish a procedure
17 for students to be awarded credit through completion of
18 specified career technical education courses for certain
19 graduation requirements.

20 I. Successful completion of the requirements of the
21 New Mexico diploma of excellence shall be required for
22 graduation for students entering the ninth grade beginning in
23 the 2009-2010 school year, unless a student has written, signed
24 permission from the student's parent to be exempt from the
25 algebra 2 or higher mathematics requirement of Paragraph (2) of

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1 this subsection. Successful completion of a minimum of
2 twenty-four units aligned to the state academic content and
3 performance standards shall be required to earn a New Mexico
4 diploma of excellence. These units shall be as follows:

5 (1) four units in English, with major emphasis
6 on grammar, nonfiction writing and literature;

7 (2) four units in mathematics, at least one of
8 which is equivalent to the level of algebra 2 or higher;

9 (3) three units in science, two of which shall
10 have a laboratory component;

11 (4) three and one-half units in social
12 science, which shall include United States history and
13 geography, world history and geography and government and
14 economics, and one-half unit of New Mexico history;

15 (5) two units in a language other than
16 English;

17 (6) one unit in physical education;

18 (7) one unit in communication skills or
19 business education, with a major emphasis on writing and
20 speaking, which may include a language other than English; and

21 (8) five and one-half elective units that meet
22 department content and performance standards. Student service
23 learning shall be offered as an elective.

24 [H.] J. Final examinations shall be administered to
25 all students in all classes offered for credit.

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1 ~~[F.]~~ K. Until July 1, 2010, a student ~~[shall not~~
2 ~~receive a high school diploma]~~ who has not passed a state
3 graduation examination in the subject areas of reading,
4 English, mathematics, writing, science and social science shall
5 not receive a high school diploma. The state graduation
6 examination on social science shall include a section on the
7 constitution of the United States and the constitution of New
8 Mexico. If a student exits from the school system at the end
9 of grade twelve without having passed a state graduation
10 examination, the student shall receive an appropriate state
11 certificate indicating the number of credits earned and the
12 grade completed. If within five years after a student exits
13 from the school system the student takes and passes the state
14 graduation examination, the student may receive a high school
15 diploma.

16 L. Beginning with the 2010-2011 school year, a
17 student shall not receive a high school diploma if the student
18 has not demonstrated competence in the subject areas of
19 mathematics, reading and language arts, writing, social studies
20 and science, including a section on the constitution of the
21 United States and the constitution of New Mexico, based on a
22 standards-based assessment or assessments or a portfolio of
23 standards-based indicators established by the department by
24 rule no later than January 15, 2008. If a student exits from
25 the school system at the end of grade twelve without having

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1 satisfied the requirements of this subsection, the student
2 shall receive an appropriate state certificate indicating the
3 number of credits earned and the grade completed. If within
4 five years after a student exits from the school system the
5 student satisfies the requirement of this subsection, the
6 student may receive a high school diploma.

7 [~~J.~~] M. As used in this section:

8 (1) "final next-step plan" means a next-step
9 plan that shows that the student has committed or intends to
10 commit in the near future to a four-year college or university,
11 a two-year college, a trade or vocational program, an
12 internship or apprenticeship, military service or a job;

13 (2) "interim next-step plan" means an annual
14 next-step plan in which the student specifies post-high-school
15 goals and sets forth the coursework that will allow the student
16 to achieve those goals; and

17 (3) "next-step plan" means an annual personal
18 written plan of studies developed by a student in a public
19 school or other state-supported school or institution in
20 consultation with the student's parent and school counselor or
21 other school official charged with coursework planning for the
22 student that includes one or more of the following:

23 (a) advanced placement or honors
24 courses;

25 (b) dual-credit courses offered in

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1 cooperation with an institution of higher education; and

2 (c) distance learning courses.

3 ~~[K-]~~ N. The secretary may establish a policy to
4 provide for administrative interpretations to clarify
5 curricular and testing provisions of the Public School Code."

6 Section 9. Section 22-13-1.4 NMSA 1978 (being Laws 2005,
7 Chapter 78, Section 1) is amended to read:

8 "22-13-1.4. HONORS OR SIMILAR CLASSES IN MATHEMATICS AND
9 LANGUAGE ARTS.--Beginning with the 2006-2007 school year, each
10 school district shall offer at least one honors or similar
11 academically rigorous class each in mathematics and language
12 arts in each high school. Beginning in the 2008-2009 school
13 year, each school district shall also offer a program of
14 courses for dual-credit, in cooperation with an institution of
15 higher education, and a program of distance learning courses."

16 Section 10. A new section of the Public School Code is
17 enacted to read:

18 "[NEW MATERIAL] MIDDLE AND HIGH SCHOOL LITERACY
19 INITIATIVE.--

20 A. School districts and charter schools may create
21 comprehensive, coordinated middle and high school literacy
22 initiatives to provide scientifically based literacy programs
23 to improve the reading and writing proficiency of students in
24 grades six through twelve.

25 B. The design of a middle and high school literacy

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1 initiative shall be based upon scientific research that shows
2 that using the methods and materials proposed is effective in
3 improving reading proficiency beyond the primary grades and
4 shall include, at a minimum:

- 5 (1) instruction in nonfiction writing;
- 6 (2) ongoing teacher and school administrator
7 professional development equal to that which was validated in
8 the supporting research;
- 9 (3) use of student assessment data to guide
10 and individualize instruction; and
- 11 (4) a rigorous and thorough evaluation
12 component.

13 C. A middle and high school literacy initiative
14 shall also incorporate some or all of the following elements:

- 15 (1) direct, explicit comprehension
16 instruction;
- 17 (2) teacher teams, including language arts and
18 content area instructors who implement mutually reinforcing
19 practices;
- 20 (3) strategies to encourage motivation and
21 self-directed learning;
- 22 (4) text-based collaborative learning by
23 groups of students;
- 24 (5) strategic tutoring;
- 25 (6) diverse texts;

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- (7) a technology component; and
- (8) extended time for literacy.

D. School districts and charter schools that meet department eligibility requirements may apply to the department for awards from the public school reading proficiency fund for support for their middle and high school literacy initiatives. Applications shall be in a form prescribed by the department."

Section 11. REPEAL.--Sections 22-12-6, 22-13-9 and 22-13-10 NMSA 1978 (being laws 1967, Chapter 16, Sections 174, 183 and 184) are repealed.

Section 12. EFFECTIVE DATE.--The effective date of the provisions of this act is July 1, 2007.