



LFC Requester: Liu

**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2026 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: January 26 2026

Bill No: SB29a

Committee Referrals: SEC/SFC

Agency Name and Code: PED - 924

Sponsor: Soules/Sariñana

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SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

| Appropriation | | Recurring or Nonrecurring | Fund Affected |
|---------------|------|---------------------------|---------------|
| FY27 | FY28 | | |
| None | None | N/A | NFA |

REVENUE (dollars in thousands)

| Estimated Revenue | | | Recurring or Nonrecurring | Fund Affected |
|-------------------|------|------|---------------------------|---------------|
| FY27 | FY28 | FY29 | | |
| None | None | None | N/A | NFA |

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

| | FY27 | FY28 | FY29 | 3 Year Total Cost | Recurring or Nonrecurring | Fund Affected |
|--------------|------|------|------|-------------------|---------------------------|---------------|
| Total | None | None | None | None | N/A | NFA |

Duplicates/Relates to Appropriation in the General Appropriation Act: None.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis of the SEC Amendment: The Senate Education Committee amendment to Senate Bill 29 (SB29/aSEC) extends the implementation date for the requirement to add six hours of mathematics methods coursework for standard or alternative elementary licenses and secondary mathematics endorsements to licenses issued on or after July 1, 2028. The amendment also adds requirements for the mathematics and science bureau (MSB) of the Public Education Department (PED) to adopt grade specific mathematics assessments that can be administered with minimal impact on instructional time and to provide for timely reporting of assessment results that can be integrated with instructional support for teachers and students.

Additionally, SB29/aSEC removes the requirement that school districts and charter schools administer mathematics screening assessments within 30 calendar days of the start of the school year but maintains the requirement of screening every student in kindergarten through third grade. SB29/aSEC removes language related to identifying students who are at risk of not achieving grade level proficiency in mathematics and maintains language related to the use of a student's mathematics screening assessment to notify parents of the results if the screener indicates math difficulties. The amendment also revises provisions related to mathematics support plans by removing the requirement that the plan include goals and a timeline for monitoring student progress and replacing it with a requirement that schools provide an assurance that parents will receive monthly written reports on the student's progress.

Synopsis of the Original Bill: The bill would amend [educational requirements for licensure](#) under the [School Personnel Act](#) to require six hours of mathematics methods courses for persons seeking a standard or alternative elementary license or a mathematics endorsement, beginning with licenses issued on or after July 1, 2027.

Beginning in the 2027-2028 school year, school districts and charter schools would be required to develop and implement mathematics professional learning plans every two years and administer mathematics screening assessments to all students in kindergarten through third grade within thirty days of the start of the school year.

While the bill does not provide an effective date, the provisions of the bill are to be implemented beginning in FY27. If enacted, this bill would become effective May 20, 2026.

This bill is endorsed by the Legislative Education Study Committee (LESC).

FISCAL IMPLICATIONS

The bill does not contain an appropriation.

Implementing a math screener will generate costs for the PED. While assessment costs vary, this expense would be absorbed from the PED's assessment budget.

SIGNIFICANT ISSUES

The bill would amend the [Mathematics and Science Education Act](#) to define terms related to

mathematics instruction and support, including mathematics difficulty, mathematics instructional leadership framework, mathematics professional learning plan, mathematics screening assessment, and mathematics support plan.

Mathematics instructional practices vary widely across school districts in New Mexico. Program review and monitoring indicate variability in access to mathematics professional learning, instructional coaching, and early screening, resulting in inconsistent support for students with mathematics difficulty. As a result, student opportunity to receive timely, evidence-based mathematics instruction *and* intervention can differ depending on local capacity and implementation. The bill would establish statewide requirements related to mathematics instructional leadership, educator preparation, professional learning, K-3 screening, and student support, which would help standardize components of mathematics instruction across school districts and charter schools.

Research consistently shows that early mathematics skills and instructional quality in elementary grades are strongly associated with later academic outcomes. For example, a study by Santagata et al. found that mathematics-focused professional development that emphasizes instructional decision making and analysis of student thinking led to improvements in student learning. In addition, research from Brendefur et al., and Jordan et al., shows that inadequate support during K–2 years can have cascading effects on numeracy skills, intensifying challenges in later grades and potentially leading to increased dropout rates. This research underscores the importance of coherent, content specific professional learning structures to support effective mathematics instruction statewide.

Research also indicates that mathematics coaching can support improvements in instructional quality and student achievement when implemented with expectations and prepared coaches. For example, Cambell and Malkus found that mathematics coaching was associated with positive impacts on student achievement, particularly when coaching was aligned to instructional goals. Similarly, Russell et al. found evidence that structured coaching models focused on conceptual understanding can improve mathematics instruction. These findings align with the bill's emphasis on a statewide mathematics instructional leadership framework and aligned professional learning plans.

Research further demonstrates the importance of early identification of mathematics difficulty. Validation studies of early numeracy screening tools have shown that brief screening assessments can reliably identify students at risk for mathematics difficulty in early grades. Lopez-Pederson found that early numeracy screeners could accurately identify first grade students who may benefit from targeted intervention. SB29/aSEC removes the requirement that mathematics screening assessments be administered within the first thirty calendar days of the start of the school year, providing school districts and charter schools additional flexibility in implementing the screening requirement.

PERFORMANCE IMPLICATIONS

Since 2022, statewide mathematics proficiency has remained relatively flat.

| Subject | Grades | Test Name | 2022 | 2023 | 2024 | 2025 | 4-Year Change |
|---------|----------|-----------|---------------------|------|------|------|---------------|
| Math | Kinder-2 | Istation | <i>Not Required</i> | | 46% | 48% | +2% |
| | 3-8 | NM-MSSA | 26% | 26% | 25% | 27% | +1% |
| | 11 | SAT SD | 16% | 15% | 12% | 12% | -4% |

The bill's provisions related to early mathematics screening, professional learning, and educator preparation will likely have positive implications for student performance by supporting earlier identification of mathematics difficulty and improved instructional practices. An intensive focus in the area of literacy instruction in New Mexico has resulted in literacy proficiency rates for kindergarten through grade eight increasing by 10 percentage points statewide since 2022. This legislation could support similar increases in the content area of math.

ADMINISTRATIVE IMPLICATIONS

SB29/aSEC would require the MSB of the PED, in collaboration with the mathematics and science advisory council (MSAC), to monitor instructional materials being used in districts and charter schools; evaluate mathematics and science instructional and professional learning programs; develop guidelines; adopt grade specific mathematics assessments that can be administered with minimal impact on instructional time; provide for timely reporting of assessment results; and provide training and technical assistance to school districts and charter schools.

The bill would require the PED to develop and implement several new statewide systems and oversight functions. By December 31, 2026, PED would be required to publish a mathematics instructional leadership framework and promulgate rules governing mathematics screening tools, professional learning plan standards, and mathematics intervention requirements. The bill would also require that PED update educator licensure requirements. Beginning July 1, 2028, new mathematics coursework requirements would apply to standard and alternative elementary licenses and secondary mathematics endorsements.

Beginning in the 2027-2028 school year, school districts and charter schools would be required to implement mathematics professional learning plans aligned to the state framework, administer universal mathematics screening assessments for students in kindergarten through third grade at the beginning of the school year, provide timely parent notification, develop mathematics support plans, and implement mathematics interventions.

The bill would require PED to submit a statewide report on implementation and outcomes by July 1, 2028, and annually thereafter.

The bill would also require the PED to promulgate rules for the implementation of the Act by December 1, 2026, and submit an annual report to the Governor and the LESC.

SB29/aSEC would require institutions of higher education to revise educator preparation curricula. The amended July 1, 2028 implementation date for the new mathematics coursework licensure requirements provides an additional year to implement these changes.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to [Senate Bill 37 \(SB37\), High Quality Literacy Instruction Act](#), which establishes statewide requirements for early literacy instruction, assessments, interventions, and instructional coaching in public schools. SB29a/SEC revises requirements related to mathematics support plans by replacing goals and progress monitoring timelines with an assurance of monthly written reports to parents, consistent with the parent notification and reporting framework established in SB37 for students with reading difficulties.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

New Mexico students will continue to struggle without the appropriate supports in mathematics.

AMENDMENTS

None.