# MARTINEZ-YAZZIE ACTION PLAN YEAR ONE PROGRESS

*LESC HEARING - APRIL 30, 2026*

NEW MEXICO Public Education Department

## MARTINEZ-YAZZIE ACTION PLAN LEGISLATIVE ACTIONS

- **SB37:** High Quality Literacy Instruction Act
- **SB29**: Math Requirements for Teaching License
- **SB64**: Create Office of Special Education
- **HB2**: Funding related to the Indian Education Act, Innovative Staffing, Special Education Initiatives, Math, and Literacy

## STAND-OUT ACTION ITEMS

### 1.1 D Literacy Learning Outcomes

SB37 updated standards for literacy teaching throughout the state by requiring the use of science of reading, structured literacy, and high-quality instructional materials (HQIM) to teach students to read. It also requires literacy screeners and instructional coaches for schools with low reading proficiencies. The Public Education Department is accelerating the implementation of the law by delivering support ahead of the 2026-27 school year mandate.

- PED launched an early adopter model for interested schools.
- 86 schools will receive four years of literacy coaching and materials.
- At-home reading kits for families and read-at-home templates are prepared for distribution at the beginning of the school year.

**HB2: $14M for early literacy and reading support, $16.6M for literacy coaches**

### 1.1C Literacy Learning Preparation for Educators

Literacy course articulation between PED and educator preparation programs to determine common course standards and competencies will be completed in May 2026.

- Early adopters have LETRS training and will begin implementing standards fall 2026.
- New standards, including updates to course catalog and syllabi, will be mandatory fall 2027.

Teacher candidates observe classrooms implementing structured literacy for a required 100 hours.

- Traditional candidates began acquiring hours July 2025.
- Alternative licensure candidates will begin acquiring hours July 2026.

Monitoring and data reporting structures are in place to measure the impact of new candidates on student reading growth.

## 1.1 F Improved Mathematics Instruction

SB29 modifies requirements for educational licensure to include six hours of math methods courses for elementary and math teachers. It also requires math professional learning plans implemented every two years, and math screenings for all students in kindergarten through third grade. The bill emphasizes evidence-based math practices along with parent, teacher, and needs-based student supports.

- PED is developing an instructional leaders practitioners guide with stakeholders.
- PED is developing guidance on screeners, professional learning plans, and interventions to be released for feedback in summer 2026.
- PED provides math professional learning through NUMeROS and Focus on Algebra.

**HB2: $4.5M per year 2026-28 for math improvement initiatives**

## Special Education Action Items

SB64 codified the Office of Special Education (OSE) in statute, clarified responsibilities, and mandated the use of a statewide unified individualized education plan (IEP) template.

**1.3B Statewide IEP Template to Improve Student Services**

- OSE developed a statewide IEP template with stakeholder feedback.
- OSE provided High Quality IEP training throughout the year to support educators in developing individualized, standards-aligned IEPs

**1.3C Behavioral Intervention Support**

- OSE conducted statewide professional learning to build capacity on proactive behavior supports, functional behavior assessment and behavior intervention plan development, de-escalation strategies, and data-informed practices.
- OSE provided leadership trainings on Free Appropriate Public Education, restraint/seclusion, IEP implementation, and systems-level behavior supports.

**HB2: $4M for special education initiatives**

## 2.2C Supports for NALC 520 Certified Teachers

520 Native American Language and Culture (NALC) certified teachers are those who have met Nation, Tribe, or Pueblo criteria and received a license to teach in their respective Native language. The PED Indian education division (IED) has developed and is implementing a framework to guide and support current and future 520 NALC holders.

1. Needs assessment including data gathering from tribes (completed)
2. Framework building and defining roles and responsibilities in the IED team (completed)
3. Delivery of professional development, guidance, and available resources
4. One-on-one technical assistance for needs of each Nation, Tribe, or Pueblo
5. Continuous monitoring, evaluating outcomes, and revising the framework

**HB2: $30M for Indian Education Fund**

## 1.3F Support for English Learners with Disabilities

PED provides regional workshop opportunities on the Identifying and Serving English Learners with Disabilities Guidance Manual. Topics include why accurate identification of English learners with disabilities matters and how to better serve English learners and English learners with disabilities.

| 2025-26 Regional Workshops | | |
|---|---|---|
| *Location* | *Date* | *Registrants* |
| Rio Rancho | April 29, 2026 | 28 |
| Farmington | April 30, 2026 | 28 |
| Gadsden | May 12, 2026 | 24 |
| Clovis | May 13, 2026 | 22 |

## 2.1H Innovative School Staffing Models

**Seven local education agencies (LEAs) and schools will be implementing innovative staffing July 1, 2026:**

- Carlsbad Municipal Schools
- East Mountain High School
- Española Public Schools
- House Municipal Schools
- Moreno Valley Prep
- Mountain Mahogany Community School
- Monte del Sol Charter School

**HB2: $2.6M per year 2026-28 for innovative staffing strategies**

Carlsbad Municipal Schools has been implementing the model since the 2023-24 school year. 75 percent of educators surveyed agree the model has improved staff culture.

Innovative school staffing supports teacher recruitment and retention through career ladders, stipends for expanded roles, and targeted professional development.
All seven LEAs from the first cohort received at least three individualized coaching sessions from their Public Impact - Opportunity Culture coach and will have a May site visit to finalize plans. Each is on track to hire for advanced classroom roles by June.

## 3.2A Wraparound Services for Students Experiencing Homelessness

This program provides stipends to students experiencing homelessness based on their continued school attendance. Student enrollment began November 2025 and has now enrolled 348 students from 15 LEAs. Preliminary findings show a 33 percent reduction in chronic absenteeism among participants. Results show a statistically significant relationship between program participation and absenteeism decreases.

**"This funding allowed me to pay a deposit and secure housing."**
**-Unaccompanied student**

**HB2: $2.1M per year 2026-28 for supports for students who are unhoused**

## 3.3A Student Engagement Through Inclusive and Culturally Relevant Programs

- An expected 77 percent of districts will participate by May 2026, up from FY25's 65 percent.
- In FY25, statewide positive outlook on school climate increased by 3 percent for elementary schools and 2 percent for secondary schools.
- Secondary schools also showed improvements of 1-2 percent in school safety, self-management, and sense of belonging from FY24.

PED administers a school culture survey in the spring and fall with questions regarding school climate, safety, and sense of belonging for students, families, and staff. PED collects and monitors data on who have been taking the survey, who has not, who is new, improvements by school, and declines by school. This data will inform future LEA profiles that include attendance, discipline, and well-being survey data.

## 4.3C Connection Between Accountability and Improvement

PED's accountability system, NM Vistas, identifies schools in need of support through graduation rates and subgroup performance. PED targets those schools with structured coaching and monitoring, with a focus on Martinez/Yazzie student groups. Among high schools identified this way as in need of graduation rate improvement, 26 of 37 have increased graduation rates in subsequent years, for an average gain of 5.68 percent graduating.

Many of the largest gains have been in schools serving predominantly Martinez/Yazzie student groups. Some of those schools and their percentage point increases in graduation over the past two years are listed below:

- **Technology Leadership High School: +37 points**
- **ACE Leadership High School: +35 points**
- **Vista Grande High School: +28 points**
- **Siembra Leadership High School: +23 points**
- **Century Alternative High School: +20 points**

## 4.2B School Accreditation Process Implementation

PED updated accreditation standards for schools throughout the state and began an updated process of monitoring, reporting, and providing supports. Accreditation inspires increased ownership at the district level. PED conducted monthly meetings with the 27 participating pilot school districts to give timely feedback on monitoring and criteria for evaluation and status determinations.

- By January 2026, 76 percent of school boards met accreditation standards for receiving required training. Up from 66 percent in January 2025.
- In 2025, 81 percent of schools meet standards in their Tribal Education Status Report (TESR) with a 100% submittal rate. In 2024, only 47 percent of schools submitted satisfactory TESRs.
- In 2026, 94 percent of schools meet standards in class loads and class sizes or have temporary waivers.
- In 2026, 92 percent of schools meet standards in attendance improvement plans.