

BACKGROUND INFORMATION:

In 2008, the Legislature commissioned the American Institutes for Research (AIR) to study and determine the cost of a sufficient education for all public schools in New Mexico. Findings suggested at the time that state support for public schools should increase by \$335.8 million to extend the school year, add afterschool hours, provide summer programs, reduce class sizes, and hire appropriate school personnel. The most expensive component of AIR’s cost proposal was extending the school year to include 185 instructional days for students and four planning days for teachers (about 1,512 hours).

In 2009, the Legislature appropriated \$14 million to the state equalization guarantee (SEG) distribution for schools to add one additional instructional day. However, a 2018 LFC evaluation found school calendars shrunk by about 3 days between FY09 and FY18. Despite funding to expand the school year, schools shortened calendars by moving from 5-day school week to 4-day school week schedules or by decreasing total days while adding minutes to each day.

In 2018, the 1st Judicial District Court ruled in the *Martinez-Yazzie* education sufficiency lawsuit that New Mexico’s education system was not constitutionally sufficient nor uniform for all students. The court found evidence-based interventions that added instructional time like prekindergarten, K-3 Plus extended school year, summer school, afterschool, and extended learning time programs could help students close achievement gaps. However, the state had not provided sufficient funding to cover programming for all students needing intervention, and administrative hurdles and timing of funds limited some participation in the interventions. The court also found the state lacked adequate numbers of quality educators and school leaders to provide appropriate instruction and support for at-risk students, noting the state should increase compensation and training for teachers to provide a constitutionally-sufficient education.

In response to the court’s findings, the Legislature significantly increased at-risk funding, educator pay, and early childhood programming in FY20. Additionally, the state expanded its existing instructional time intervention, K-3 Plus (now K-5 Plus), which allowed elementary schools to add 25 days, and created a new Extended Learning Time (ELT) program, which allowed any school to add 10 days, afterschool programming, and 80 hours of professional development. Despite these investments, participation in K-5 Plus and ELT continues to fall short of appropriation levels.

Evidence on Extended Learning Time

Preliminary LFC analysis of interim iStation assessment data suggests K-5 Plus had a positive impact on student learning outcomes during the pandemic. Adjusted mean iStation growth between FY22 beginning-of-year (BOY) and middle-of-year (MOY) assessments showed students in schools with K-5 Plus experienced greater growth, compared to students who did not attend these schools. This result was statistically significant, even after controlling for student demographics. In

AGENCY: Public Education Department (PED)

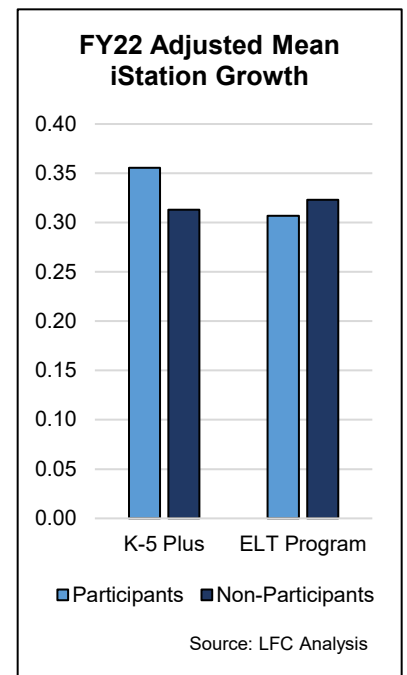
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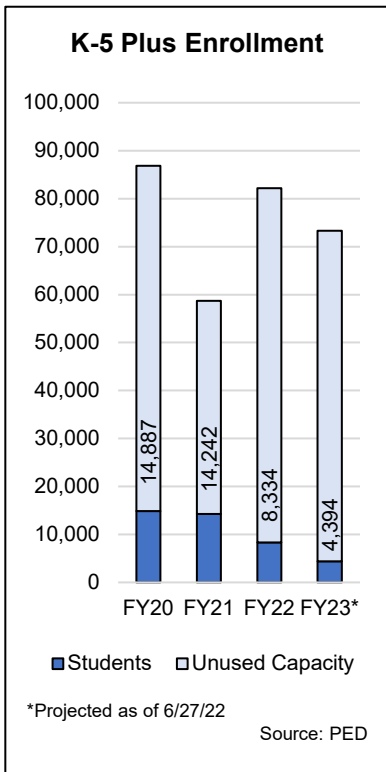
PURPOSE OF HEARING: Extended Learning Time Proposals

WITNESS: Charles Sallee, Deputy Director, LFC; Dr. Gwen Perea Warniment, Director, Legislative Education Study Committee (LESC); Dr. Kurt Steinhaus, Secretary, PED

PREPARED BY: Sunny Liu, Senior Fiscal Analyst, LFC; Rachel Mercer-Garcia, Program Evaluator, LFC; John Sena, Deputy Director, LESG; Tim Bedeaux, Senior Policy Analyst, LESG

EXPECTED OUTCOME: Informational





contrast, students in ELT programs did not show greater growth between FY22 BOY and MOY assessments when compared to students who did not participate. Both of these analyses should be interpreted with caution, as end-of-year (EOY) data was not included in the analysis and other factors during the pandemic may have affected results. The full effect of K-5 Plus and ELT would be better understood with EOY assessment data, and the state should evaluate the effect of stacking both programs over time.

Even before the pandemic, LFC studies found large learning gaps existed among New Mexico’s most at-risk students. K-5 Plus was scientifically shown to improve student performance relative to peers when programs were executed correctly. Numerous LFC evaluations and early childhood reports showed students who participated in K-5 Plus were more likely to perform on grade level, and the benefits of K-5 Plus were even more pronounced for low-income students and Native American students.

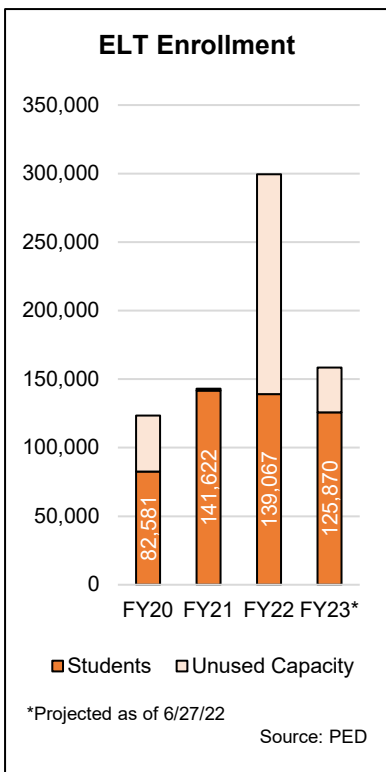
These findings were similar to the 2015 Utah State University independent scientific evaluation of the K-3 Plus program. The evaluation assessed students over 4 years and found students enrolled in K-3 Plus the summer prior to kindergarten were more ready for school and outperformed their peers.

Issues with Program Participation

Since FY21, participation in K-5 Plus and ELT programs has decreased, and schools have forgone nearly \$400 million of available state funding for these interventions. School closures during the Covid-19 pandemic reduced instructional time for all students and further exacerbated existing achievement gaps for at-risk student groups. Despite this lost instructional time, attempts to require statewide participation failed, and schools continued to opt out of both programs.

The General Appropriation Act of 2022 provided \$279 million in recurring SEG appropriations for K-5 Plus and ELT, including additional salary incentives and transportation funds for participating schools. Unused funding will revert at the end of the fiscal year to the public education reform fund (PERF), and projected FY23 general fund reversions are currently over \$130 million based on anticipated enrollments for both programs.

School officials and community stakeholder groups continue to advocate for increased flexibility in program designs and local decision-making on providing additional time. Concerns about educator burnout during the pandemic, disruptions to summer plans, worries about “more of the same,” and pushback against state directives have slowed implementation for K-5 Plus and ELT. While most stakeholder groups agree more instructional opportunities can benefit students, many argue the quality of instruction and how time is used is more important.



Implementation continues to be the primary issue for extended learning time in New Mexico. Current statute still contains loopholes, given the existing mixture of hourly requirements for instruction, days for K-5 Plus and ELT programs, and choice in weekly schedules. For example, Central Consolidated Schools switched from a 5-day school week to a 4-day school week and added K-5 Plus days to keep the same schedule with more funding. Elementary schools adding hours through additional days can still reduce instructional hours (given only a 990 hour minimum) to offer early release days every week. As such, solutions must consider these loopholes and be designed to substantially change instructional practice rather than merely encourage compliance.

Districts often cite the need for flexibility in the form of adding instructional hours to each school day (rather than adding days), sometimes with very small increments. For example, 10 days, or 60 hours, could be allocated in 15 minute daily increments. Converting 25 days would yield about 45 minutes each day.

However, extending the day may be a result in some exceptionally long school days. Districts have not only extended the school day to make up the time for shortening the year, but have added even more time per day to boost instructional time by 11 percent in elementary school and 5 percent in secondary school. Stubbornly low student test scores for the last decade indicate this approach has not been constitutionally sufficient, and longer school days may have diminishing returns, particularly for very young students, as an individual’s ability to retain information for long sustained periods of time during a day wanes.

Policy and Budget Considerations

Absent changes to existing statute and funding mechanisms for K-5 Plus and ELT programs, schools will continue reverting hundreds of millions of dollars into PERF while exacerbating inequities in instructional time across the state. To maintain evidence-based programs, provide flexibility for program designs, and ensure high-quality time is added, the state could consider:

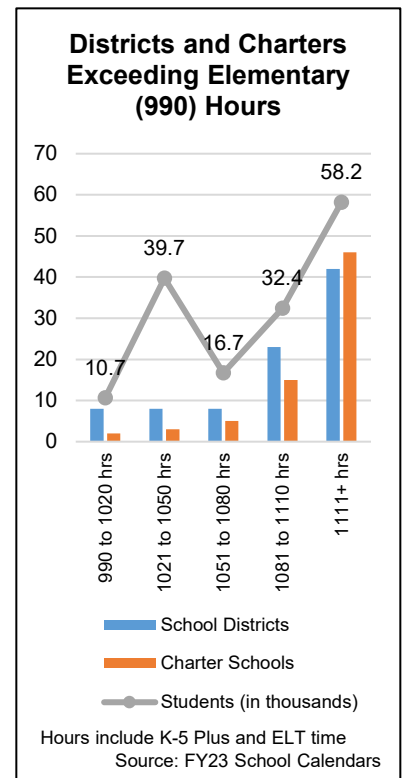
- Increasing instructional hours and local flexibility,
- Professionalizing the educator workforce,
- Increasing incentives for K-5 Plus and additional days,
- Right-sizing appropriations, and
- Supporting alternatives for high-performing schools.

Increasing Instructional Hours and Local Flexibility. The Legislature should continue to invest in learning time. Quality learning time is the foundational input needed for student improvement. By embedding additional time into the minimum instructional hours required within the school year and funding components crucial to high-quality instruction, the Legislature can ensure funding for quality learning time does not continue to go unused by districts and charter schools. The Legislature could consider:

- Providing flexibility through instructional hours to districts and charter schools to meet local needs for students and educators throughout the school year;
- Expanding learning opportunities for students by embedding enriched instruction in school-directed programs; and
- Embedding and funding comprehensive professional work time for New Mexico’s educator workforce.

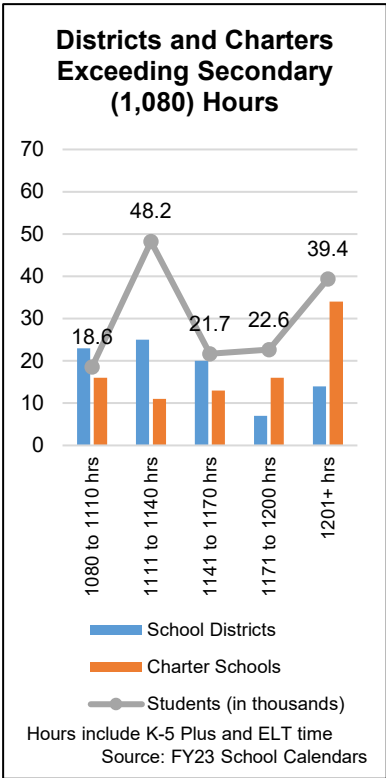
Current school-directed program hourly minimum requirements for elementary are 990 hours and 1080 hours for secondary schools. For FY23, districts plan to provide an average of 1,098 hours for elementary instruction and 1,172 hours for secondary instruction (including K-5 Plus and ELT time). Both averages exceed the statutory minimums for elementary and secondary instructional hours. Although the vast majority of New Mexico school districts exceeded minimum instructional hours, few districts provided a traditional 180-day school calendar. For FY23, only 21 out of 89 districts and 48 out of 100 charters are providing 180 days or more of instruction. Of these entities, only seven districts and 19 charters are providing at least 180 days without participating in K-5 Plus or ELT.

In response to Covid-19, Congress appropriated three rounds of emergency relief aid to schools, colleges, and other educational entities. New Mexico schools will receive \$1.5 billion from this aid, including \$979 million from the third and largest round—the American Rescue Plan (ARP). Schools must reserve 20 percent of ARP funds for evidence-based extended day, comprehensive afterschool, summer enrichment, or extended school year interventions to address learning loss for at-risk students.



House Joint Resolution 1, passed in the regular 2021 legislative session, will ask voters to increase annual distributions from the land grant permanent fund by 1.25 percent, about \$211.5 million, for the following purposes:

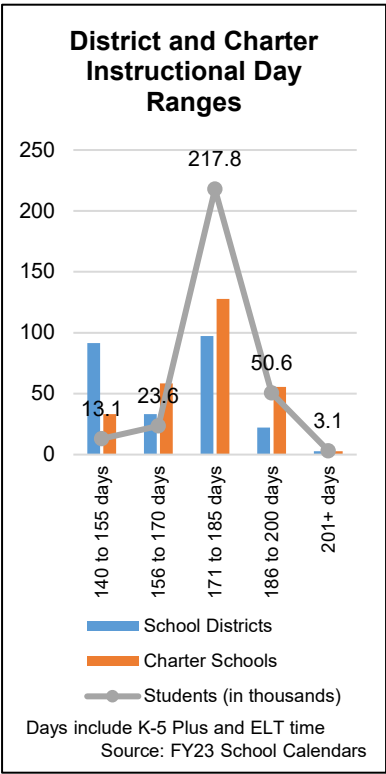
- 40 percent, or \$84.6 million, to enhance instruction for at-risk students, extend the school year, and increase teacher compensation
- 60 percent, or \$126.9 million, for the provision of early childhood education



By increasing the minimum number of school-directed program hours, the Legislature can ensure every elementary student has a greater opportunity to avoid summer learning loss and support students with recovering from the academic and socioemotional consequences of the Covid-19 pandemic. By converting hours previously embedded in school-directed programs for parent teacher conferences and next step plans for students to professional work hours, secondary students will also gain additional hours of instruction.

Most schools provide professional work hours in concurrence with school-directed programs and many districts and charter schools choose to provide students with more than the minimum of school-directed program hours. To support the authentic engagement necessary for academic learning, which comes when students are immersed in work with clear meaning and immediate value, school-directed programs should include:

- Teaching and learning aligned with content and performance standards;
- Enrichment programs that focus on problem solving and cognitive skills development directly aligned to academic content and performance standards;
- Research-based or evidence-based social, emotional, or academic interventions;
- Content that provides technical knowledge, skills, and competency-based applied learning.



Professionalizing the Educator Workforce. Of the over 250 distinct factors or activities that influence student achievement identified in a 2019 report by Hanover Research and the Utah State Board of Education, educators were identified as the most impactful school-based factor. This indicates educator quality should be a primary focus for stakeholders working to improve student outcomes. National research also indicates effective professional work to improve educator quality incorporates: specific content supports, hands-on experience, collaboration, modeling of instruction, coaching support, built-in time for reflection, and providing teachers adequate time to implement a new skill. Although national data consistently emphasizes a need for quality professional learning supports over quantity, research is mixed on the number of hours required to provide supports within components of high-quality professional work, especially since many components commonly overlap.

Based on a survey of national research and state requirements, recommended allotted time for components of professional work throughout a calendar year range from:

- Professional Development: 49 to 91 hours
- Mentorship: 35 to 50 hours
- Coaching: 21 to 54 hours
- Collaboration: 18 to 54 hours
- Planning Time: 130 to 190 hours

Depending on the needs of the school, professional work time should include a combination of time for licensed school employees to participate in educator professional development, mentorship, coaching, collaboration, planning, home visiting, parent teacher conferences and consulting with parents to develop next step plans for students. By incorporating time provided by public schools for professional work, the Legislature can support the continuous improvement of New Mexico educators while leading the nation in building the most professionalized educator workforce in the country.

Incentives for K-5 Plus and Additional Days. With ongoing evidence that K-5 Plus improves student achievement, the state should encourage the addition of significant instructional days and increase incentives for participation. If 60 hours, or two weeks, are added to the base instructional requirement for all schools, reaching the number of days for K-5 Plus would only require schools to add 3 more weeks of school. The state should consider adjusting this requirement to lower barriers to participation.

To help schools phase in additional days for K-5 Plus, the state could prorate the formula factor to allow increments of days at a time (e.g. adding 5 days instead of 15 days or 25 days). Allowing secondary schools to participate (i.e. K-12 Plus) could also help districts align calendars across all schools and coordinate transportation schedules more efficiently.

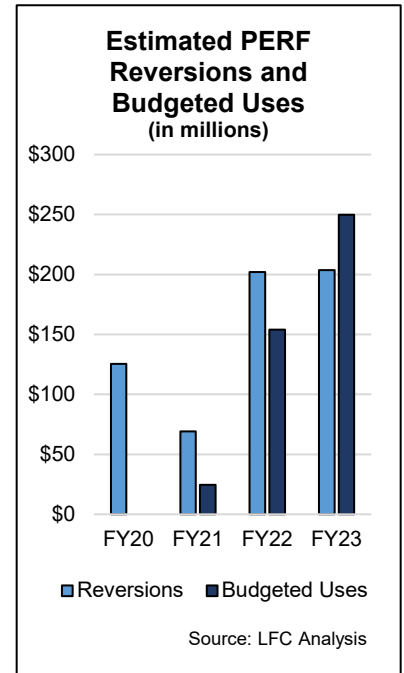
The state could further incentivize the addition of days, particularly if baseline instructional time requirements are in hours, by providing incremental funding through the formula for extra days beyond the base time assumed. Each incremental day would be an average of 0.012 units per student. The Legislature could provide these units for each day added beyond 190 days for schools with a 5-day school weeks or 152 days for schools with a 4-day school week (about 38 weeks) to encourage extending the calendar. Increasing the weight to 0.015 would make it a greater incentive – 25 percent higher than the current K-5 Plus weight of 0.3 on a daily basis – and would allow schools to customize the number of extra days while closing loopholes currently allowed under existing statute.

Right-sizing Appropriations. Most reversions to the public education reform fund (PERF) are due to unspent K-5 Plus appropriations, which total \$120 million in the SEG distribution. Costs for 4,394 students to participate in K-5 Plus amount to \$7.2 million, leaving over \$112 million available to reallocate for this purpose. Repurposing part of this appropriation would reduce future PERF reversions and provide a funding source to raise instructional hour requirements. Given large PERF balances, the Legislature may also want to consider using the fund as a transitional funding source as well.

At the FY23 preliminary unit value of \$5,451, the estimated cost of raising instructional hour requirements by 10 days (i.e. ELT, including the 3 percent salary incentive) statewide is currently \$187 million. The FY23 SEG appropriation includes \$159 million for ELT in the base and \$120 million for K-5 Plus, which is largely unused.

Alternatives for High-performing Schools. One of the intended goals for increasing instructional time is to improve student academic performance. For communities that are not ready to add new instructional hours, the state could authorize PED to phase-in new instructional hour requirements if schools are demonstrating high levels of performance or facing unique challenges (e.g. long transportation routes in rural areas) and requesting an exemption.

The state could also authorize uses of instructional time that align with community needs, such as additional time for afterschool programming, career technical education, community school initiatives, tribal education, and other academic or extracurricular interventions.



| Instructional Hours, Days, and Hours per Day | | | | |
|---|---------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| District or Charter | Elementary Instructional Hours | Secondary Instructional Hours | Average Instructional Days | Instructional Time per Day |
| Alamogordo | 1,089 | 1,137 | 179 | 6:39 |
| Albuquerque | 1,020 | 1,136 | 178 | 6:28 |
| Animas | 1,038 | 1,138 | 150 | 7:13 |
| Artesia | 1,101 | 1,133 | 157 | 7:13 |
| Aztec | 1,159 | 1,132 | 180 | 6:42 |
| Belen | 990 | 1,080 | 158 | 6:31 |
| Bernalillo | 1,122 | 1,130 | 177 | 6:21 |
| Bloomfield | 1,012 | 1,080 | 176 | 6:17 |
| Capitan | 1,093 | 1,124 | 145 | 7:38 |
| Carlsbad | 1,139 | 1,159 | 178 | 6:28 |
| Carrizozo | 1,067 | 1,130 | 147 | 7:27 |
| Central Consolidated | 1,094 | 1,158 | 189 | 6:16 |
| Chama | 1,233 | 1,160 | 182 | 7:03 |
| Cimarron | 1,125 | 1,125 | 150 | 7:30 |
| Clayton | 1,102 | 1,136 | 170 | 6:59 |
| Cloudcroft | 1,105 | 1,105 | 149 | 7:25 |
| Clovis | 1,006 | 1,085 | 170 | 6:07 |
| Cobre Consolidated | 1,084 | 1,189 | 164 | 6:54 |
| Corona | 1,050 | 1,088 | 150 | 7:06 |
| Cuba | 1,289 | 1,211 | 199 | 6:49 |
| Deming | 1,074 | 1,244 | 184 | 6:16 |
| Des Moines | 1,169 | 1,157 | 175 | 6:45 |
| Dexter | 1,151 | 1,151 | 177 | 6:30 |
| Dora | 1,125 | 1,125 | 150 | 7:30 |
| Dulce | 1,327 | 1,327 | 183 | 7:15 |
| Elida | 1,017 | 1,095 | 151 | 6:58 |
| Espanola | 1,002 | 1,144 | 179 | 5:57 |
| Estancia | 1,142 | 1,142 | 178 | 6:25 |
| Eunice | 1,107 | 1,107 | 176 | 6:30 |
| Farmington | 1,052 | 1,105 | 175 | 6:28 |
| Floyd | 1,100 | 1,113 | 150 | 7:22 |
| Ft Sumner | 1,029 | 1,125 | 150 | 7:09 |
| Gadsden | 1,067 | 1,157 | 180 | 6:24 |
| Gallup | 1,241 | 1,336 | 181 | 7:05 |
| Grady | 1,095 | 1,095 | 146 | 7:30 |
| Grants | 1,200 | 1,203 | 203 | 6:13 |
| Hagerman | 1,206 | 1,206 | 180 | 6:42 |
| Hatch | 1,077 | 1,144 | 176 | 6:17 |
| Hobbs | 1,048 | 1,213 | 177 | 6:05 |
| Hondo | 1,088 | 1,088 | 145 | 7:30 |
| House | 1,146 | 1,146 | 146 | 7:50 |
| Jal | 1,133 | 1,133 | 150 | 7:32 |
| Jemez Mountain | 1,190 | 1,240 | 167 | 7:22 |
| Jemez Valley | 1,227 | 1,227 | 160 | 7:40 |
| Lake Arthur | 1,201 | 1,283 | 190 | 6:31 |
| Las Cruces | 1,091 | 1,196 | 179 | 6:11 |
| Las Vegas City | 1,125 | 1,140 | 180 | 6:27 |
| Logan | 1,095 | 1,095 | 146 | 7:30 |

| Instructional Hours, Days, and Hours per Day | | | | |
|---|---------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| District or Charter | Elementary Instructional Hours | Secondary Instructional Hours | Average Instructional Days | Instructional Time per Day |
| Lordsburg | 1,117 | 1,117 | 150 | 7:30 |
| Los Alamos | 1,170 | 1,188 | 180 | 6:32 |
| Los Lunas | 1,140 | 1,299 | 190 | 6:22 |
| Loving | 1,091 | 1,110 | 150 | 7:19 |
| Lovington | 1,156 | 1,142 | 186 | 6:16 |
| Magdalena | 1,095 | 1,095 | 146 | 7:30 |
| Maxwell | 1,084 | 1,084 | 143 | 7:34 |
| Melrose | 1,095 | 1,095 | 151 | 7:15 |
| Mesa Vista | 1,125 | 1,125 | 150 | 7:30 |
| Mora | 1,233 | 1,146 | 173 | 7:13 |
| Moriarty-Edgewood | 1,079 | 1,186 | 183 | 6:27 |
| Mosquero | 1,080 | 1,080 | 144 | 7:30 |
| Mountainair | 1,119 | 1,130 | 152 | 7:27 |
| Pecos | 1,154 | 1,167 | 179 | 6:27 |
| Penasco | 1,098 | 1,200 | 160 | 7:09 |
| Pojoaque | 1,018 | 1,117 | 173 | 6:24 |
| Portales | 1,118 | 1,118 | 178 | 6:16 |
| Quemado | 1,123 | 1,123 | 150 | 7:28 |
| Questa | 990 | 1,163 | 150 | 7:07 |
| Raton | 996 | 1,101 | 181 | 5:46 |
| Reserve | 1,138 | 1,138 | 151 | 7:31 |
| Rio Rancho | 1,209 | 1,209 | 186 | 6:30 |
| Roswell | 1,229 | 1,229 | 189 | 6:30 |
| Roy | 1,088 | 1,088 | 145 | 7:30 |
| Ruidoso | 1,151 | 1,151 | 179 | 6:25 |
| San Jon | 1,092 | 1,088 | 147 | 7:30 |
| Santa Fe | 1,088 | 1,180 | 174 | 6:29 |
| Santa Rosa | 1,136 | 1,159 | 158 | 7:15 |
| Silver City | 1,095 | 1,095 | 151 | 7:15 |
| Socorro | 1,155 | 1,174 | 168 | 6:50 |
| Springer | 1,059 | 1,090 | 145 | 7:25 |
| Taos | 1,140 | 1,144 | 176 | 6:29 |
| Tatum | 1,160 | 1,160 | 160 | 7:15 |
| Texico | 1,114 | 1,168 | 152 | 7:29 |
| Truth or Consequences | 1,035 | 1,152 | 172 | 6:19 |
| Tucumcari | 1,092 | 1,104 | 150 | 7:18 |
| Tularosa | 1,050 | 1,123 | 175 | 6:11 |
| Vaughn | 1,126 | 1,126 | 158 | 7:08 |
| Wagon Mound | 1,125 | 1,108 | 150 | 7:26 |
| West Las Vegas | 1,048 | 1,125 | 180 | 6:17 |
| Zuni | 1,178 | 1,213 | 190 | 6:01 |
| 21st Century Public Academy | 1,119 | 1,119 | 167 | 6:42 |
| Albuquerque Charter Academy | - | 1,200 | 150 | 8:00 |
| Albuquerque School Of Excellence | 1,112 | 1,211 | 174 | 6:37 |
| Albuquerque Sign Language Academy | 1,201 | 1,201 | 192 | 6:15 |
| Academy For Technology & Classics | - | 1,170 | 170 | 6:30 |
| ACE Leadership High School | - | 1,140 | 180 | 6:00 |
| ACES Technical Charter School | 1,191 | 1,207 | 190 | 6:17 |

| Instructional Hours, Days, and Hours per Day | | | | |
|---|---------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| District or Charter | Elementary Instructional Hours | Secondary Instructional Hours | Average Instructional Days | Instructional Time per Day |
| Albuquerque Bilingual Academy | 1,283 | 1,283 | 190 | 6:45 |
| Albuquerque Collegiate Charter School | 1,254 | - | 170 | 6:58 |
| Albuquerque Institute Of Math & Science | 1,365 | 1,365 | 182 | 7:30 |
| Aldo Leopold Charter | 1,214 | 1,128 | 172 | 6:34 |
| Alice King Community School | 1,041 | 1,107 | 161 | 6:33 |
| Alma D'Arte Charter | - | 1,231 | 184 | 6:21 |
| Altura Preparatory School | 1,074 | - | 174 | 6:42 |
| Amy Biehl Charter High School | - | 1,159 | 173 | 6:19 |
| Anansi Charter School | 1,060 | 1,098 | 172 | 6:33 |
| Cesar Chavez Community School | - | 1,140 | 180 | 6:00 |
| Christine Duncan Heritage Academy | 1,298 | 1,163 | 155 | 7:26 |
| Cien Aguas International | 1,098 | 1,098 | 180 | 6:06 |
| Coral Community Charter | 1,086 | - | 167 | 6:30 |
| Corrales International | 1,083 | 1,145 | 187 | 6:09 |
| Cottonwood Classical Prep | 1,238 | 1,238 | 190 | 6:30 |
| Cottonwood Valley Charter | 1,177 | 1,177 | 181 | 6:30 |
| DEAP | 1,275 | 1,275 | 170 | 7:30 |
| Deming Cesar Chavez | - | 1,143 | 144 | 7:30 |
| Digital Arts And Technology Academy | - | 1,115 | 176 | 6:19 |
| Dream Dine | 1,311 | - | 202 | 6:30 |
| East Mountain High School | - | 1,189 | 180 | 6:45 |
| El Camino Real Academy | 1,261 | 1,337 | 191 | 6:47 |
| Estancia Valley Classical Academy | 1,138 | 1,181 | 175 | 6:36 |
| Explore Academy | 1,108 | 1,203 | 184 | 6:16 |
| Explore Academy - Las Cruces | 1,112 | 1,177 | 171 | 6:30 |
| Gilbert L Sena Charter | - | 1,140 | 180 | 6:00 |
| Gordon Bernell Charter | - | 1,190 | 160 | 7:00 |
| Health Leadership High School | - | 1,151 | 167 | 6:30 |
| Hozho Academy | 1,330 | 1,155 | 190 | 7:00 |
| Horizon Academy West | 1,000 | - | 150 | 6:40 |
| International School At Mesa Del Sol | 1,195 | 1,220 | 183 | 6:35 |
| J Paul Taylor Academy | 1,283 | 1,283 | 190 | 6:45 |
| Jefferson Montessori Academy | 1,277 | 1,331 | 181 | 7:10 |
| La Academia De Esperanza | - | 1,125 | 180 | 6:15 |
| La Academia Dolores Huerta | 1,180 | 1,180 | 182 | 6:30 |
| La Tierra Montessori School | 1,193 | 1,193 | 185 | 7:00 |
| Las Montanas Charter | - | 1,225 | 150 | 7:45 |
| Los Puentes Charter | 1,080 | 1,080 | 180 | 6:00 |
| Mark Armijo Academy | - | 1,157 | 178 | 6:30 |
| McCurdy Charter School | 1,081 | 1,211 | 173 | 6:35 |
| Middle College High School | - | 1,265 | 161 | 7:23 |
| Mission Achievement And Success | 1,365 | 1,365 | 182 | 7:30 |
| Monte Del Sol Charter | - | 1,099 | 173 | 6:21 |
| Montessori Elementary School | 1,050 | 1,131 | 188 | 5:40 |
| Montessori Of The Rio Grande | 1,092 | - | 172 | 6:00 |
| Moreno Valley High | - | 1,125 | 150 | 7:30 |
| Mosaic Academy Charter | 1,170 | 1,170 | 180 | 6:30 |
| Mountain Mahogany Community School | 1,102 | 1,263 | 187 | 6:04 |

| Instructional Hours, Days, and Hours per Day | | | | |
|---|---------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| District or Charter | Elementary Instructional Hours | Secondary Instructional Hours | Average Instructional Days | Instructional Time per Day |
| Native American Community Academy | 1,330 | 1,330 | 190 | 7:00 |
| New America School | - | 1,185 | 150 | 7:30 |
| New America School - Las Cruces | - | 1,185 | 150 | 7:30 |
| New Mexico Academy for the Media Arts | 1,093 | 1,093 | 173 | 6:15 |
| New Mexico Connections Academy | 1,080 | 1,080 | 180 | 6:00 |
| New Mexico International School | 1,044 | 1,084 | 167 | 6:19 |
| Nm School For The Arts | - | 1,238 | 183 | 6:46 |
| North Valley Academy | 1,132 | 1,179 | 186 | 6:35 |
| Pecos Cyber Academy | 1,260 | 1,260 | 180 | 7:00 |
| Public Academy for Performing Arts | 1,232 | 1,232 | 168 | 7:19 |
| Raices Del Saber Xinachtli Community | 1,110 | - | 185 | 6:30 |
| Red River Valley Charter School | 1,088 | 1,162 | 158 | 6:59 |
| Rio Gallinas School | 1,173 | 1,173 | 175 | 6:42 |
| Rio Grande Academy of Fine Arts | 1,196 | - | 180 | 5:49 |
| Robert F. Kennedy Charter | 1,235 | 1,235 | 190 | 6:30 |
| Roots & Wings Community | 1,191 | 1,241 | 167 | 6:49 |
| San Diego Riverside Charter | 1,221 | 1,089 | 174 | 7:00 |
| Sandoval Academy Of Bilingual Education | 1,217 | 1,217 | 180 | 6:45 |
| School Of Dreams Academy | 1,222 | 1,302 | 186 | 6:46 |
| Sidney Gutierrez Middle | 1,213 | 1,213 | 188 | 6:34 |
| Siembra Leadership High School | - | 1,164 | 169 | 6:30 |
| Six Directions Indigenous School | 1,085 | 1,085 | 155 | 7:00 |
| Solare Collegiate Charter School | 1,426 | 1,426 | 188 | 7:34 |
| South Valley Academy | 1,102 | 1,102 | 174 | 6:19 |
| South Valley Prep | 1,237 | 1,237 | 185 | 6:40 |
| Southwest Preparatory Learning Center | 1,020 | 1,105 | 170 | 6:12 |
| Southwest Secondary Learning Center | - | 1,218 | 164 | 7:00 |
| Sw Aeronautics Mathematics And Science | 1,107 | 1,104 | 156 | 7:00 |
| Taos Academy | 1,180 | 1,180 | 161 | 7:19 |
| Taos Integrated School Of Arts | 1,174 | 1,095 | 166 | 7:10 |
| Taos International School | 1,306 | 1,118 | 181 | 7:30 |
| Taos Municipal Charter | 1,116 | 1,183 | 182 | 6:12 |
| Technology Leadership High School | - | 1,151 | 167 | 6:30 |
| The Albuquerque Talent Development Charter | - | 1,091 | 154 | 7:04 |
| The Ask Academy | 1,122 | 1,122 | 153 | 7:19 |
| The Great Academy | 1,080 | 1,080 | 180 | 6:00 |
| The Masters Program | - | 1,197 | 171 | 7:00 |
| Thrive Community School | 1,138 | - | 175 | 6:30 |
| Tierra Adentro | 1,330 | 1,330 | 190 | 7:00 |
| Tierra Encantada Charter School | - | 1,267 | 150 | 7:55 |
| Turquoise Trail Charter School | 1,109 | 1,169 | 189 | 6:18 |
| Vista Grande High School | - | 1,181 | 175 | 6:22 |
| Voz Collegiate Preparatory Charter School | 1,420 | 1,420 | 189 | 7:31 |
| Walatowa Charter High | - | 1,489 | 182 | 7:45 |
| William W & Josephine Dorn Charter | 1,099 | - | 169 | 6:30 |

Days and hours include time added from K-5 Plus and Extended Learning Time (ELT) programs.

Source: PED FY23 School Calendars

K-5 Plus and Extended Learning Student Participation

| District/Charter | K-5 Plus Students Actual (FY20) | K-5 Plus Students Budgeted (FY21) | K-5 Plus Students Budgeted (FY22) | K-5 Plus Student Budgeted (FY23) | Percent of K-5 Total ¹ Students | ELTP Students Actual (FY20) | ELTP Students Budgeted (FY21) | ELTP Students Budgeted (FY22) | ELTP Students Budgeted (FY23) | Percent of K-12 Total ¹ Students |
|---|---------------------------------|-----------------------------------|-----------------------------------|----------------------------------|--|-----------------------------|-------------------------------|-------------------------------|-------------------------------|---|
| ALAMOGORDO | | | | | | | | 5,397 | | |
| ALBUQUERQUE | 1,688 | 1,026 | | | | 6,808 | 3,256 | 5,747 | 5,753 | 8% |
| ACE LEADERSHIP | | | | | | | | 186 | 203 | 100% |
| ALBUQUERQUE CHARTER ACADEMY | | | | | | | 328 | 318 | | |
| THE ALBUQUERQUE TALENT AND DEVELOPMENT ACAD | | | | | | | 130 | 109 | 111 | 100% |
| ALICE KING COMMUNITY SCHOOL | | | | | | | 474 | 428 | 427 | 100% |
| CHRISTINE DUNCAN COMMUNITY | 77 | 397 | | 369 | 125% | | 399 | 366 | 369 | 100% |
| CIEN AGUAS INTERNATIONAL | | | | | | | 425 | 414 | | |
| CORAL COMMUNITY | 109 | 70 | 195 | 196 | 99% | 253 | 213 | | | |
| CORRALES INTERNATIONAL | | | | | | 244 | 260 | 233 | 230 | 100% |
| COTTONWOOD CLASSICAL ST. CHARTER | | | | | | | 768 | 781 | 761 | 100% |
| DIGITAL ARTS & TECH ACADEMY | | | | | | | 283 | 321 | | |
| EAST MOUNTAIN | | | | | | | | 363 | 364 | 100% |
| EL CAMINO REAL | 70 | | | | | 315 | 273 | 297 | 308 | 100% |
| GILBERT L. SENA CHARTER | | | | | | | 178 | 108 | 125 | 100% |
| GORDON BERNELL | | | | | | | 134 | 164 | 170 | 100% |
| HEALTH LEADERSHIP CHARTER | | | | | | 228 | 212 | 232 | 242 | 100% |
| INT'L SCHOOL MESA DEL SOL ST. CHARTER | | | | | | 331 | 323 | 301 | 300 | 100% |
| LA ACADEMIA DE ESPERANZA | | | | | | | | | | |
| LOS PUENTES | | | | | | | | | | |
| MONTESSORI OF THE RIO GRANDE | | | | | | | 216 | 216 | 214 | 100% |
| MOUNTAIN MAHOGANY | 62 | | | | | 134 | 195 | 201 | 199 | 100% |
| NATIVE AMERICAN COMM ACAD. | 41 | | | | | 455 | 477 | 479 | 477 | 100% |
| NEW AMERICA CHARTER SCHOOL | | | | | | | 258 | 210 | 190 | 100% |
| NEW MEXICO INTERNATIONAL | | | | | | | 386 | | | |
| MARK ARMIJO (NUESTROS VALORES) | | | | | | 75 | | 199 | | |
| PAPA | | | | | | | | | | |
| ROBERT F. KENNEDY | | | | | | 342 | | 355 | 345 | 100% |
| SIEMBRA LEADERSHIP HIGH SCHOOL | | | | | | | 150 | 236 | 233 | 100% |
| SOUTH VALLEY | | | | | | 613 | | | | |
| TECHNOLOGY LEADERSHIP | | | | | | | 249 | 302 | 296 | 100% |
| TWENTY-FIRST CENTURY | | | | | | | 380 | 364 | | |
| WILLIAM W & JOSEPHINE DORN CHARTER | 32 | | | | | 32 | 54 | 61 | | |
| ANIMAS | | | | | | | | | | |
| ARTESIA | 389 | | | | | 1,785 | 480 | | | |
| AZTEC | 29 | | | | | 381 | 2,608 | 2,314 | | |
| MOSAIC ACADEMY CHARTER | | | | | | | 180 | | | |
| BELEN | 155 | | | | | 510 | 665 | 3,519 | 3,504 | 99% |
| BERNALILLO | 419 | | | | | 1,290 | 2,796 | | 2,669 | 99% |
| BLOOMFIELD | 193 | 1,378 | | | | 1,189 | | | | |
| CAPTAN | | | | | | | | | | |
| CARLSBAD | 469 | | | | | | | | | |
| JEFFERSON MONT. ACAD. | | | | | | | 251 | 234 | 234 | 100% |
| PECOS CONNECTIONS | | | | | | | | | | |
| CARRIZO | 38 | | 62 | | | | | | | |
| CENTRAL CONS. | | 2,325 | 2,066 | 48 | 100% | | 5,275 | 4,804 | 4,838 | 100% |
| DREAM DINE | | | 44 | 183 | 93% | | 26 | 44 | 48 | 100% |
| CHAMA VALLEY | 48 | | 179 | | | | 386 | 357 | 364 | 100% |

K-5 Plus and Extended Learning Student Participation

| District/Charter | K-5 Plus Students Actual (FY20) | K-5 Plus Students Budgeted (FY21) | K-5 Plus Students Budgeted (FY22) | K-5 Plus Student Budgeted (FY23) | Percent of K-5 Total ¹ Students | ELTP Students Actual (FY20) | ELTP Students Budgeted (FY21) | ELTP Students Budgeted (FY22) | ELTP Students Budgeted (FY23) | Percent of K-12 Total ¹ Students |
|-----------------------------|---------------------------------|-----------------------------------|-----------------------------------|----------------------------------|--|-----------------------------|-------------------------------|-------------------------------|-------------------------------|---|
| CIMARRON | | | | | | | 341 | | | |
| MORENO VALLEY HIGH | | | | | | | 62 | | | |
| CLAYTON | | | | | | 415 | 415 | 372 | | |
| CLOUDCROFT | | | | | | | | 384 | | |
| CLOVIS | | | | | | | | | | |
| COBRE CONS. | 196 | 554 | | | | 797 | 1,106 | 993 | 985 | 99% |
| CORONA | | | | | | | 63 | | | |
| CUBA | 31 | 211 | 247 | 255 | 87% | 255 | 547 | 646 | 647 | 100% |
| DEMING | 1,742 | | 2,218 | | | 3,572 | 5,046 | 4,988 | 4,954 | 99% |
| DEMING CESAR CHAVEZ | | | | | | | 158 | 141 | 151 | 100% |
| DES MOINES | | | | | | | | | | |
| DEXTER | 96 | 150 | | | | | | | | |
| DORA | | | | | | | | | | |
| DULCE | 91 | | | | | | | 535 | 544 | 100% |
| ELIDA | | | | | | | | | | |
| ESPAÑOLA | | | | | | | | 2,916 | | |
| ESTANCIA | | | | | | | | | | |
| EUNICE | 85 | | | | | | | | | |
| FARMINGTON | 169 | | | | | | | | | |
| FLOYD | | | | | | | | | | |
| FT. SUMNER | 65 | 127 | | | | 129 | 127 | 245 | | |
| GADSDEN | 974 | 1,250 | | | | 12,684 | 12,036 | 12,129 | 12,092 | 99% |
| GALLUP | 1,112 | | | | | 10,665 | 11,197 | | | |
| GRADY | | | | | | | | | | |
| GRANTS | 314 | | 1,417 | 1,412 | 89% | | 3,250 | 3,100 | 3,063 | 99% |
| HAGERMAN | 91 | | 143 | | | | | 203 | | |
| HATCH | 301 | | | | | 188 | 400 | 1,171 | 1,155 | 100% |
| HOBBS | 238 | | | | | | 10,300 | 9,527 | | |
| HONDO | | | | | | | | 135 | | |
| HOUSE | | | | | | | | | | |
| JAL | | | | | | | 509 | 484 | | |
| JEMEZ MOUNTAIN | 43 | 145 | 109 | 110 | 104% | | | 72 | 68 | 38% |
| JEMEZ VALLEY | 30 | | | | | | 258 | 297 | 291 | 99% |
| SAN DIEGO RIVERSIDE CHARTER | 25 | | 53 | 55 | 145% | | | 53 | 55 | 100% |
| LAKE ARTHUR | | | | | | | 106 | 114 | 117 | 98% |
| LAS CRUCES | 2,377 | | | | | 10,080 | 8,035 | | 23,111 | 100% |
| LAS VEGAS CITY | 114 | 664 | | | | | | 1,208 | | |
| LOGAN | | | | | | | | | | |
| LORDSBURG | 62 | 80 | | | | | | | | |
| LOS ALAMOS | | 1,875 | | | | 307 | 695 | | | |
| LOS LUNAS | 292 | | | | | 8,540 | 8,208 | 7,970 | 7,922 | 100% |
| LOVING | 28 | | | | | | 619 | | | |
| LOVINGTON | 120 | | | | | 1,596 | 3,709 | 3,354 | 3,330 | 98% |
| MAGDALENA | | | | | | | | | | |
| MAXWELL | | | | | | | | | | |
| MELROSE | | | | | | | | | | |
| MESA VISTA | | | | | | | | | | |
| MORA | | | 187 | 184 | 87% | | | 397 | 400 | 99% |

K-5 Plus and Extended Learning Student Participation

| District/Charter | K-5 Plus Students Actual (FY20) | K-5 Plus Students Budgeted (FY21) | K-5 Plus Students Budgeted (FY22) | K-5 Plus Student Budgeted (FY23) | Percent of K-5 Total ¹ Students | ELTP Students Actual (FY20) | ELTP Students Budgeted (FY21) | ELTP Students Budgeted (FY22) | ELTP Students Budgeted (FY23) | Percent of K-12 Total ¹ Students |
|----------------------------------|---------------------------------|-----------------------------------|-----------------------------------|----------------------------------|--|-----------------------------|-------------------------------|-------------------------------|-------------------------------|---|
| MORIARTY | | | | | | | 2,334 | 2,216 | 2,199 | 99% |
| MOSQUERO | | | | | | | | | | |
| MOUNTAINAIR | | | | | | 224 | | | | |
| PECOS | 91 | | | | | | | 484 | 476 | 99% |
| PEÑASCO | | | | | | | 345 | 317 | 312 | 100% |
| POJOAQUE | 76 | | | | | 777 | 1,817 | 1,690 | | |
| PORTALES | | | | | | | | | | |
| QUEMADO | | | | | | | | | | |
| QUESTA | 27 | | | | | 219 | | | | |
| RATON | | | | | | | 870 | 791 | | |
| RESERVE | | | | | | | | | | |
| RIO RANCHO | | | | | | 2,900 | 16,866 | 16,717 | 16,639 | 99% |
| ROSWELL | 1,375 | 4,288 | | | | 6,447 | 9,962 | 9,234 | 9,136 | 99% |
| SIDNEY GUTIERREZ | | | | | | | | 196 | 196 | 100% |
| ROY | | | | | | | | | | |
| RUIDOSO | | | | | | | 260 | 1,755 | 1,744 | 99% |
| SAN JON | | | | | | | | | | |
| SANTA FE | 513 | | | | | 4,626 | 1,426 | 11,121 | | |
| ACADEMY FOR TECH & CLASSICS | | | | | | | 397 | 397 | 393 | 100% |
| SANTA ROSA | | | | | | | 608 | 587 | 583 | 99% |
| SILVER CITY CONS. | | | | | | | | | | |
| SOCORRO | 110 | | 500 | 496 | 84% | | 1,396 | 999 | 763 | 60% |
| COTTONWOOD VALLEY CHARTER | | | | | | 170 | 170 | 170 | 170 | 100% |
| SPRINGER | | | | | | | 132 | 117 | | |
| TAOS | 43 | | | | | 378 | 2,056 | | | |
| ANANSI CHARTER | | | | | | 30 | 195 | 195 | 195 | 100% |
| TAOS MUNICIPAL CHARTER | | | | | | | 213 | 218 | 212 | 100% |
| VISTA GRANDE | | | | | | 24 | 24 | 82 | 84 | 100% |
| TATUM | | | | | | | 337 | 295 | 298 | 99% |
| TEXICO | | | | | | | | | | |
| TRUTH OR CONSEQ. | | | | | | | 1,180 | | | |
| TUCUMCARI | | | | | | | 833 | | | |
| TULAROSA | | | | | | | | | | |
| VAUGHN | | | | | | | 52 | 54 | 53 | 98% |
| WAGON MOUND | 27 | | | | | | 75 | | | |
| WEST LAS VEGAS | 62 | | | | | | | | | |
| RIO GALLINAS CHARTER SCHOOL | | | | | | | 72 | 81 | | |
| ZUNI | | | | | | | 1,225 | 1,142 | 1,118 | 100% |
| ACES TECHNICAL CHARTER SCHOOL | | | | | | | | 66 | 228 | 356% |
| ALBUQUERQUE BILINGUAL ACADEMY | | 412 | | | | | 412 | 349 | 354 | 100% |
| ALBUQUERQUE COLLEGIATE | | | | | | 80 | 140 | 153 | 168 | 114% |
| AIMS @ UNM | | | | | | | | | | |
| ALBUQUERQUE SCHOOL OF EXCELLENCE | | | | | | | 926 | 855 | 840 | 100% |
| ALBUQUERQUE SIGN LANGUAGE | | | | | | 40 | 103 | 113 | 118 | 100% |
| ALDO LEOPOLD ST. CHARTER | | | | | | 130 | 173 | 169 | 163 | 100% |
| ALMA D' ARTE STATE CHARTER | | | | | | | 135 | 118 | 118 | 100% |
| ALTURA PREPARATORY SCHOOL | | | | | | | | | | |
| AMY BIEHL ST. CHARTER | | | | | | 298 | 297 | 236 | 232 | 100% |

K-5 Plus and Extended Learning Student Participation

| District/Charter | K-5 Plus Students Actual (FY20) | K-5 Plus Students Budgeted (FY21) | K-5 Plus Students Budgeted (FY22) | K-5 Plus Student Budgeted (FY23) | Percent of K-5 Total ¹ Students | ELTP Students Actual (FY20) | ELTP Students Budgeted (FY21) | ELTP Students Budgeted (FY22) | ELTP Students Budgeted (FY23) | Percent of K-12 Total ¹ Students |
|---|---------------------------------|-----------------------------------|-----------------------------------|----------------------------------|--|-----------------------------|-------------------------------|-------------------------------|-------------------------------|---|
| ASK ACADEMY ST. CHARTER | | | | | | | 141 | 187 | 193 | 100% |
| CESAR CHAVEZ COMM. ST. CHARTER | | | | | | | | 47 | 49 | 100% |
| DEAP | | | | | | | | | | |
| ESTANCIA VALLEY | | | | | | | | | | |
| EXPLORE ACADEMY | | | | | | | 600 | 1,026 | 998 | 100% |
| EXPLORE ACADEMY - LAS CRUCES | | | | | | | | 94 | 148 | 169% |
| HORIZON ACADEMY WEST ST. CHARTER | | | | | | | | | | |
| HOZHO ACADEMY | | | 497 | 538 | 136% | 233 | 418 | 497 | 538 | 109% |
| J. PAUL TAYLOR ACADEMY | | | | | | | 200 | 200 | 200 | 100% |
| LA ACADEMIA DOLORES HUERTA | | | | | | | 120 | 66 | 68 | 100% |
| LA TIERRA MONTESSORI | | | | | | | 59 | 83 | 82 | 100% |
| LAS MONTANAS | | | | | | 120 | 120 | 167 | 173 | 100% |
| MASTERS PROGRAM ST. CHARTER | | | | | | | | | | |
| MCCURDY CHARTER SCHOOL | | | | | | | 548 | | | |
| MEDIA ARTS COLLAB. ST. CHARTER | | | | | | | | | | |
| MIDDLE COLLEGE HIGH | | | | | | 70 | 140 | 140 | 137 | 100% |
| MISSION ACHIEVEMENT & SUCCESS-MAS | | | | | | | | | | |
| MONTE DEL SOL | | 1,117 | | | | | | | | |
| MONTESSORI ELEMINTARY ST. CHARTER | | | | | | | 434 | 441 | 440 | 100% |
| NEW AMERICA SCHOOL - LAS CRUCES | | | | | | | 175 | | 159 | 100% |
| NEW MEXICO CONNECTIONS ACADEMY | | | | | | | | | | |
| NEW MEXICO SCHOOL FOR THE ARTS ST. CH | | | | | | | | | | |
| NORTH VALLEY ACADEMY ST. CHARTER | 88 | | | | | 475 | 458 | 400 | 393 | 99% |
| RAICES DEL SABER XINACHTLI | | | | | | | 60 | 93 | 87 | 100% |
| RED RIVER VALLEY | | | | 176 | 100% | | 76 | 59 | 63 | 98% |
| RIO GRANDE ACADEMY OF FINE ARTS | | | | | | | | | 176 | 100% |
| ROOTS & WINGS | | | | | | 50 | 50 | 51 | 51 | 100% |
| SANDOVAL ACADEMY OF BIL ED SABLE | | | | | | | | 221 | 216 | 100% |
| SCHOOL OF DREAMS ST. CHARTER | | | | | | 443 | 437 | 496 | 482 | 96% |
| SIX DIRECTIONS | | | | | | | 73 | | | |
| SOLARE COLLEGIATE | | | | | | 131 | 195 | 297 | 294 | 100% |
| SOUTH VALLEY PREP ST. CHARTER | | | | | | | | 174 | 177 | 100% |
| SW AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY | | | | | | | | | | |
| SOUTHWEST PREPATORY LEARNING CENTER | | | | | | | | 160 | | |
| SOUTHWEST SECONDARY LEARNING CENTER | | | | | | | 186 | 145 | 147 | 100% |
| TAOS ACADEMY | | | | | | 55 | 235 | 267 | 262 | 100% |
| TAOS INTEGRATED SCHOOL OF ARTS ST. | | | 193 | 199 | 128% | | 184 | 193 | 199 | 100% |
| TAOS INTERNATIONAL | 61 | | 186 | 177 | 126% | | 188 | 186 | 177 | 100% |
| THE GREAT ACADEMY | | | | | | | | 86 | | |
| THRIVE COMMUNITY SCHOOL | | | | | | | | | | |
| TIERRA ADENTRO ST. CHARTER | | | | | | | 278 | 221 | 232 | 100% |
| TIERRA ENCANTADA CHARTER | | | | | | | 321 | 294 | 283 | 100% |
| TURQUOISE TRAIL ELEMENTARY | | | | | | 450 | 662 | 686 | 678 | 100% |
| VOZ COLLEGIATE | | | | | | | | 40 | 100 | 250% |
| WALATOWA CHARTER HIGH SCHOOL | | | | | | | | 39 | 40 | 100% |
| STATEWIDE | 14,887 | 16,067 | 8,334 | 4,394 | 3% | 82,581 | 141,622 | 139,067 | 125,870 | 41% |
| Participating Districts | 40 | 13 | 11 | 6 | | 25 | 45 | 43 | 43 | 1. FY23 preliminary data. |
| Participating Charters | 9 | 4 | 6 | 8 | | 27 | 67 | 74 | 74 | Source: PED |