

STATE OF NEW MEXICO
**LEGISLATIVE
EDUCATION STUDY
COMMITTEE**

Annual Report to the
First Session of the Fifty-Fifth Legislature
and Data Reference Guide
January 2021

State of New Mexico
Legislative Education Study Committee

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January 2021

Fifty-Fourth Legislature, First Session
State Capitol
Santa Fe, New Mexico

Dear Fellow Legislators:

Pursuant to Section 2-10-3 NMSA 1978, this report of the findings and recommendations of the Legislative Education Study Committee (LESC) is provided for your consideration.

There's no sugarcoating it; 2020 was a terrible year for education that will permanently alter our children and scar their education. It will be years before we regain what we've lost since school buildings closed in March to protect our students from the spread of Covid-19. The closures likely widened the achievement gap between our thriving students and those who struggle because of poverty and other barriers. The closures made it harder to serve students with special needs and to identify special needs in students so they can be served. They made it harder to see neglect and abuse and mental health issues. They made the already difficult, urgent job of transforming our constitutionally deficient schools almost impossible.

However, while it is important to acknowledge we must step up to remedy the harm the pandemic has caused the "Covid generation," a demographic of children who will need more for many years, it is just as important that we work harder and more urgently on education reform and on lifting up those students who start out behind and never receive the support they need to catch up. Even as educators continue to scramble to make the best of a hobbled education system, New Mexico's policymakers must be working on providing the resources and the statutory framework for a healthy, successful education system that will soar once those hobbles come off. By continuing to push hard on positive reform, we will both help our schools recover from Covid closures and empower all public school children to grow and thrive.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine Trujillo".

Representative Christine Trujillo

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Annual Report to the First Session of the 54th New Mexico Legislature

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Shortly after the Legislature adjourned in late February, the Covid-19 pandemic found its way into New Mexico homes, communities, and schools. In mid-March, Governor Michelle Lujan Grisham declared a statewide public health emergency on the same day the World Health Organization declared the spread of Covid-19 met the criteria of a global pandemic. Ultimately, the governor and the state Public Education Department (PED) decided to close public schools for the remainder of the 2019-2020 school year, joining all but two U.S. states. By summer 2020, it was clear the impact on teaching and learning would stifle the state's progress in addressing deficiencies identified in the consolidated *Martinez* and *Yazzie* education sufficiency lawsuit. Halfway through the 2020-2021 school year, schools remain closed in most school districts, with a few districts allowing in-person teaching for small groups, young students, and students with disabilities. School districts have reported students are increasingly moving to homeschool options or seeking in-person educational services out of state.

With the pandemic as a backdrop, New Mexico's general fund revenue collections were shocked by disruptions in international oil markets, caused both by an oil price war and decreased demand from pandemic-related travel restrictions. New Mexico's FY21 budget was based on an oil price-per-barrel assumption in the low-\$50s, but prices fell to \$28.84 per barrel in March, \$14.40 per barrel in April, and \$16.94 per barrel in May. Economic data indicated a global recession, and state economists forecast a \$2 billion loss in revenues.

The governor called a special session in June to adjust FY21 spending for falling revenues. During the 2020 regular legislative session, the Legislature approved a \$206 million increase for public school in FY21, including an average 4 percent salary increase for public school employees. Action during the June 2020 special session reduced public school appropriations by \$206.4 million, leaving funding levels for FY21 nearly flat with FY20 levels. Among other changes, the special session solvency package eliminated \$92 million included for salary increases, cut funding for the K-5 Plus extended school year program by \$40 million, and enacted a one-time swap of \$44.7 million to reflect funding received by public schools from the federal government under the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

For FY21, the PED secretary initially set the program unit value at \$4,758.10, an increase of 3.4 percent from FY20. Following the June 2020 special session, the secretary reset the program unit value at \$4,531.74, a decrease of 1.5 percent from the prior fiscal year.

While FY21 state funding for public schools was mostly flat compared with FY20 after the special session, school districts and charter schools faced additional costs related to providing safe facilities and remote instruction. The federal CARES Act provided school districts and charter schools with funds to purchase supplies, personal protective equipment, educational technology, and other supplies to help mitigate the new demands on schools, but some school districts and charter schools have reported needing additional funds to cover these expenses.

According to PED, school districts and charter schools budgeted nearly half of their CARES Act funding to help close the digital divide. Schools allocated \$40.7 million for technology equipment and \$3 million for professional development in distance learning. Another \$30.3 million was budgeted for personal protective equipment, supplies, and Covid-related training, planning, and procedures.

Facing an unprecedented health emergency, PED had to find a way to keep the education system intact at a distance, from creating instructional guidelines to ensuring students did not lose access to meals. While schools were physically closed, school districts and charter schools were required to submit plans to describe how they would offer education services in line

with guidance from the department. New Mexico saw regional differences in the agility of school districts to pivoting to remote education, and preliminary evidence suggests the plans authored and implemented by New Mexico's 89 diverse school districts and 96 charter schools may have widened the achievement gap between the states economically disadvantaged students and their more affluent peers. Most schools turned to online education, a poor option for students with inadequate access to the Internet, and the department for the spring semester waived statutory requirements for attendance, instructional time, standardized assessments, and teacher evaluation- key elements meant to ensure an accessible education system for all New Mexico children.

During summer 2020, PED assembled a task force of educators, administrators, parents, legislators, and other stakeholders of the education community, to gather feedback and recommendations on issues to tackle as schools begin reopening their doors. Using this feedback, PED authored school reentry guidance that describes the state's plan to reopen schools in the fall.

Stakeholders experienced challenges as they adapted education services previously only available in-person. Schools and communities realized gaps in remote education services such as lack of robust training, technology, and Internet connectivity. The state's teacher workforce was expected to quickly use online platforms like Zoom or Google Classroom to deliver basic education services, but many were not trained to use these platforms effectively. Even in areas with reliable Internet connectivity, some students were unable to connect to school services because they lacked Internet access at home and Internet-capable devices. At-risk students, such as students with disabilities or low-income students, may have lost access to necessary in-person services.

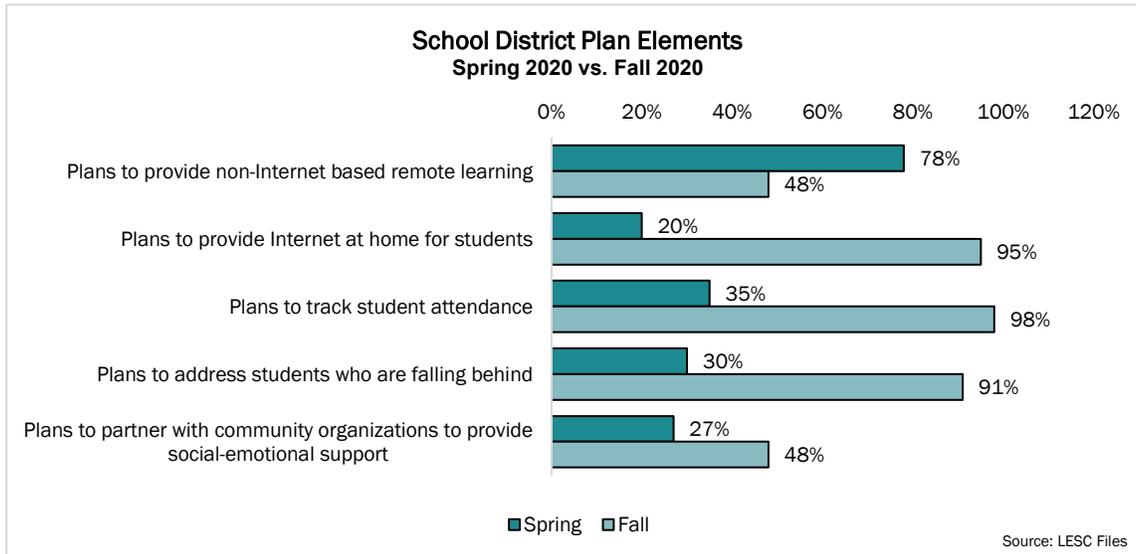
Over the summer and into the beginning of the 2020-2021 school year, LESC and Legislative Finance Committee (LFC) staff worked together to evaluate school district reentry plans, attempting to understand how the state was adapting to remote education. In general, the second round of school district remote learning plans suggested school districts were more prepared for remote instruction during the 2020-2021 school year, and many followed guidance and advice from PED and legislative staff research. Compared with plans from the spring, a greater proportion of school districts were prepared to monitor student attendance and engagement, provide synchronous Internet-based instruction, address students who were falling behind, and monitor student social and emotional health. Many school districts authored plans that provided extended learning time and tutoring for students who are falling behind, as well as direct access to counselors and social workers to address student mental health needs.

Under the gating criteria, school districts needed to be located in a county with low rates of infection and have a high-quality reentry plan for schools to reopen. The decision to reenter physical schools was left to local school boards and charter school governing bodies, and while some schools began reopening for hybrid and small group instruction in the fall, a majority of school district and charter school leaders elected to maintain schools in a virtual environment.

However, evidence suggests many school districts did not heed guidance from national experts recommending teachers immediately assess students to understand the breadth of the "Covid slide," the amount of learning lost by students as a result of months of virtual instruction. As New Mexico's Covid-19 cases continue to rise into the winter, remote instruction once again became the norm for students and teachers, but findings from an LFC policy spotlight published in October 2020 explained many school districts still do not have adequate plans to assess and monitor student learning loss. During the pandemic, students identified in the *Martinez-Yazzie* consolidated lawsuit as those in critical need of support,

including low-income students, English learners, and younger students, lost significant amounts of instructional time due to remote learning. New Mexico's policymakers, already struggling to evaluate the impacts of their targeted investments on the achievement gap due to a lack of transparent financial and student performance data from PED, are now faced with an absence of student testing data for the 2019-2020 school year and potentially no access to data in the 2020-2021 school year as PED once again considers delaying testing.

With the 2020-2021 school year in full swing, New Mexico teachers and students are in uncharted waters. In September 2020, PED and the state Department of Health pub-



lished gating criteria under which schools would be allowed to begin in-person learning, at a limited capacity, but many parts of the state never met the criteria for in-person learning. Additionally, superintendents and charter school leaders experienced growing frustration because PED guidelines changed rapidly right before school districts and charter schools planned to reopen. Physical closures to protect public health and safety have given rise to a host of social and emotional challenges, with early local reports from areas like Farmington and Hobbs suggesting an anomalous increase in student suicides. The pandemic has exacted a physical and emotional toll on New Mexico families, and school districts and charter schools continue to rely on support and guidance from PED. As policymakers prepare for an unprecedented 2021 legislative session, the Legislature should not lose sight of important educational goals highlighted by the *Martinez-Yazzie* lawsuit and reinforced by the Covid-19 pandemic. The state will need to continue its focus on evidence-based programs designed to target the achievement gap, redoubling its efforts on extending learning time, creating a high-quality and valued teaching profession, and expanding culturally-relevant programs for New Mexico's diverse students.

For school districts and charter schools, much of the 2020-2021 school year has been characterized by uncertainty. Initial FY21 operating budgets were prepared between March 2020 and June 2020, when economic conditions suggested an upcoming special session would lead to budget reductions. Shifting guidance from PED on when and under what conditions schools would be allowed to reopen for in-person instruction posed administrative challenges that additionally impacted budget planning and made it difficult for school leaders to plan for new K-5 Plus or Extended Learning Time Programs. Finally, significant declines in student enrollment at some school districts and charter schools in the current year could impact school funding in FY22 because of the structure of the state's funding formula.

This uncertainty complicates the work of the state to address the 1st Judicial District Court's decision in the consolidated *Martinez* and *Yazzie* education sufficiency lawsuit, which found the state failed to ensure that school districts and charter schools were providing programs to at-risk students that are sufficient to prepare them for college or the workplace. Prior to the Covid-19 pandemic, the Public Education Department (PED)

LESC endorsed a bill to create a commission on diversity, equity, and excellence in education to develop a long-term vision and plan to improve education in New Mexico. The commission would be required to review the findings of the *Martinez-Yazzie* lawsuit, study high-performing education systems, and study how PED and public schools are using annual appropriations to improve educational outcomes. Several other states have successfully convened similar groups to remedy court-identified problems in their education system. Other states did not undertake a comprehensive approach consequently wasted time and millions of dollars in ongoing court fights.

faced significant challenges in providing management and oversight to New Mexico's 89 school districts and 96 charter schools that serve 321 thousand students. Uncertainty may lead to school districts' and charter schools' reluctance to expand programming to better serve at-risk students. However, to best serve New Mexico's students, the state will need to target resources to meet the needs of students at-risk of academic failure.

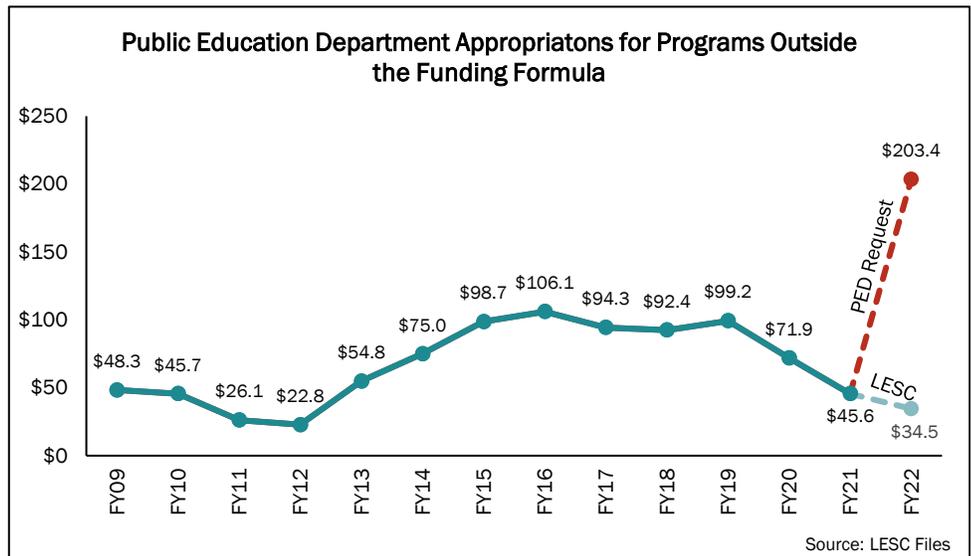
These combined issues make public education the single greatest policy and budgetary challenge facing the state of New Mexico. In FY21, public schools received \$3.211 billion in recurring general fund appropriations, by far the largest area of investment at 45.5 percent of total recurring general fund appropriations. Unlike many other states, New Mexico primarily funds public schools at the state level, rather than relying on local property taxes for school district and charter school operational expenses. Most of this funding is distributed through the state's funding formula, designed to guarantee each student is treated like other similar students, regardless of local economic conditions. School districts and charter schools have broad discretion over how to budget these funds, with PED exercising oversight through a program and budgetary approval process. In addition, the Legislature makes appropriations to PED for targeted programs, which PED provides directly, or through discretionary grants, to school districts and charter schools.

During the last decade, the amount of public school funding provided to PED to make discretionary grants to school districts and charter schools increased dramatically. In addition to pilot programs like the K-3 Plus extended school year program, the Legislature funded initiatives for early literacy, recruiting and retaining educators in hard-to-staff areas, classroom supplies, employee merit pay, and for a variety of department-sponsored interventions to support struggling schools and students. As part of the findings from the *Martinez-Yazzie* lawsuit, the court said this type of grant funding tended to disqualify public school funding and divert resources away from core educational needs. The court also criticized the year-to-year uncertainty of grant funding, which

is generally not available to all school districts and charter schools and makes programs difficult to sustain from year-to-year.

PED’s FY22 request for public schools targets recurring general fund appropriations to the public school funding formula, but includes \$157.8 million in requests for new discretionary grant programs funded with revenue from the public education reform fund. This significant discretionary request gives PED far more funding to

allocate to school districts and charter schools through discretionary programs without statutory backing than has typically been allocated outside the formula. In addition to these new requests, PED requested flexibility to divert some appropriations made to the public school funding formula to fund grant programs.



LESC’s FY22 budget recommendation directs additional funding to the public school funding formula, with additional funds targeted to eliminating funding formula credit for federal Impact Aid, federal forest reserve payments, and the local half mill property tax levy; restoring general fund appropriations for spending covered with one-time federal funding during the June 2020, and for cost-of-living adjustments for fixed costs, educator pay, and health insurance benefits. The LESC recommendation also includes additional funding for K-5 Plus and Extended Learning Time Programs from the public education reform fund.

FY22 General Fund Outlook

While consensus revenue estimates from the summer pointed to bleak revenue collections in FY22, federal stimulus funding kept the economy from falling as far as initially projected. Estimates from summer 2020 showed FY21 recurring general fund revenue \$2 billion lower than assumed during the 2020 legislative session, with the revised FY22 revenue estimates \$1.8 billion lower than in early 2020. In response, during the June 2020 special legislative session, the Legislature reduced recurring general fund appropriations for FY21 by \$560 million, with a \$206.4 million reduction for public schools.

General Fund Revenue Forecasts
(in millions)

Estimate	FY20	FY21	FY22
2020 Session Estimate	\$7,776.4	\$7,882.5	\$8,015.2
Special Session Estimate	\$7,337.5	\$5,891.5	\$6,220.5
December 2020 Estimate	\$7,859.8	\$7,002.5	\$7,378.5

Source: LFC

Consensus revenue estimates from December projected FY22 revenue of \$7.378 billion. According to LFC, recurring general fund appropriations in FY21 were \$7.209 billion, including a one-time swap of \$146.6 million in federal funds for public schools, higher education, and Medicaid, making actual appropriations in FY21 \$7.063 billion. As a result, the “new money” available for appropriation in FY22 is \$315.6 million, but only \$169 million is available after accounting for the one time swap.

Public School Support

State law provides for both restricted and unrestricted funding for school districts and charter schools to implement their educational programs. Unrestricted funding is allocated to school districts and charter schools through the public school funding formula, based primarily on school enrollment, but with consideration for other factors that increase school costs, such as the number of students with special needs or enrollment in small, isolated schools and school districts. The public school funding formula determines program cost, the amount of money the state assumes public schools need to operate. Under current law, the state reduces school district's and charter school's program cost by 75 percent of revenue received from three sources: federal Impact Aid payments to offset the costs of serving tribal members and other federally connected students, federal forest reserve payments, and the local half mill operational tax levy. Each school district and charter school is guaranteed to receive their program cost from these three sources and the state equalization guarantee distribution (SEG), the state general fund revenue portion of operational school funding.

In addition, the Legislature makes appropriations for "categorical" programs, like student transportation, Indian education, or other specific purposes. The SEG and categorical programs are collectively known as "public school support," and are governed by statutory guidelines. PED's discretion in how to allocate these funds is limited by state law. Almost all state funding for public schools – 98 percent in FY21 – is appropriated to these programs.

PED requested \$3.298 billion for public school support programs in FY22, an increase of \$127.8 million, or 4 percent, from FY21 adjusted appropriations.

The LESC recommendation includes a total of \$3.466 billion for public school support programs, with \$3.321 billion in recurring general fund revenue and \$144.6 million in revenue from the public education reform fund. The recurring general fund appropriation recommendation represents an increase of \$149.2 million, or 4.7 percent from FY21 adjusted appropriations.

State Equalization Guarantee Distribution

PED requested \$3.174 billion for the state equalization guarantee, an increase of \$127.8 million, or 4.2 percent from FY21 adjusted appropriations. The department requested

additional funds to replace the FY21 one-time swap for federal funds included in the CARES Act, eliminate the funding formula credit for federal Impact Aid payments, and provide cost-of-living adjustments for fixed costs and insurance.

LESC recommends a total of \$3.337 billion for the SEG, with \$3.198 billion in recurring general fund revenue and \$139.3 million in revenue from the public education reform fund. The LESC recommendation includes additional funds for school districts and charter schools to extend the school year for all students in FY22, subject to restarting in-person instruction; eliminate the funding formula credits for federal Impact Aid, federal forest reserve payments, and

the half mill levy; increase healthcare premiums and offset the cost to school employees with an average salary increase of 1.5 percent; implement a higher minimum wage; increase funding for instructional materials and other fixed costs; and replace a one-

Additional information on LESC recommended programs can be found throughout this report:

K-5 Plus: See [page 26](#).

Extended Learning Time Programs: See [page 28](#).

Impact Aid and Capital Outlay Issues: See [page 66](#).

Educator Salaries: See [page 46](#).

Educator Health Insurance: See [page 47](#).

Instructional Materials: See [page 63](#).

time swap for federal funds. For a complete list of LESC's recommendations for FY22, See Public School Support and Related Appropriations, [page 132](#).

Impact Aid. PED requested \$35 million to fully eliminate the funding formula credit for federal Impact Aid payments. During the June 2020 special session, the Legislature assumed a \$67 million reduction to program cost based on an April 2020 determination by the U.S. Department of Education (USDE) that New Mexico was ineligible to take credit for Impact Aid in FY20. USDE found New Mexico did not meet the requirements to be considered an equalized state under federal law, based on calculations submitted by PED. PED has since revised and resubmitted these calculations and USDE is considering the revised submission. The Legislature appropriated \$31 million to partially offset the reduction and PED estimates \$35 million is needed to completely eliminate the credit for federal Impact Aid. PED's request continued to assume a credit for federal forest reserve payments and the local half mill levy. LESC endorsed legislation to eliminate the funding formula credits for federal Impact Aid, federal forest reserve payments, and the local half mill levy. The committee's budget recommendation includes the \$35 million in recurring appropriations requested by PED, conditioned on passage of a bill to eliminate the credits and adjust the capital outlay state and local matching funding formula.

On December 7, USDE certified New Mexico as an equalized state for FY21, allowing the state to take credit for federal Impact Aid payments in FY21. In June, four school districts objected to PED's request for certification and may choose to appeal. Prior to the decision, PED requested the Legislature set aside \$98.8 million to settle potential liabilities from Impact Aid determinations in FY20 and FY21.

While the current credit for these revenue sources effectively equalizes operational funding for school districts and charter schools statewide by ensuring all funding is considered by a funding formula intended to ensure similar students are treated similarly no matter their location, some stakeholders have argued eliminating the credit for federal Impact Aid, by far the largest of the three credits, would provide additional funding to high-need schools and areas with limited property tax collections to address separate ongoing litigation related to educational sufficiency and capital outlay. Most Impact Aid received by school districts and state-chartered charter schools is based on enrollment of students who live on tribal lands. The court in the *Martinez-Yazzie* lawsuit included Native American students in its definition of at-risk students for whom funding is currently insufficient. In addition, the 13th Judicial District recently found the state's system for funding capital outlay projects unconstitutional as part of the ongoing *Zuni* capital outlay lawsuit. Some plaintiff school districts in this lawsuit have identified federal Impact Aid payments as a potential source of capital outlay funds. For additional information on capital outlay issues, see [page 66](#).

For a list of school district's receiving federal Impact Aid, see [page 141](#). For the total amount of funding formula credits, see [page 140](#).

The legislation endorsed by LESC requires additional budget and expenditure reporting requirements for Impact Aid, forest reserve payments, and half mill levy revenue to ensure school districts and charter schools target these funds to programs that improve student outcomes. As part of the annual education plan, each school district and charter school would be required to tell PED how it plans to spend these three revenue sources to improve student outcomes and, following the close of the fiscal year, report on the actual uses of these revenues and how that spending improved student outcomes. PED would compile these reports and report to the Legislature on the actual use of these funds and identify best practices for how schools are using these funds to improve student outcomes.

The legislation endorsed by LESC is contingent on the dismissal of the *Zuni* capital outlay lawsuit and the withdrawal of school districts that receive Impact Aid from the *Martinez-Yazzie* lawsuit.

Federal Funds Swap. During the June 2020 special legislative session, the Legislature reduced general fund revenue to public schools, higher education institutions, and Medicaid, because these programs received additional federal funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act. School districts and charter schools received \$108 million in these funds. PED requested \$44.7 million to replace the

one-time, nonrecurring reduction to the SEG. The LESC recommendation includes the \$44.7 million requested by PED.

Enrollment Issues. In the current school year, many school districts and charter schools have seen significant enrollment declines, driven largely by responses to the Covid-19 pandemic. Because school district funding is largely determined by prior year enrollment, this could have an impact on school district and charter school budgets in FY22. Preliminary, uncertified enrollment data from October 2020 shows statewide enrollment fell by almost 4 percent from a year earlier, and many school district leaders have expressed concern this will lead to budget reductions.

School superintendents have proposed allowing FY22 funding to be based on average enrollment in the prior three school years, rather than prior year enrollment. However, this would mean some school districts with shrinking enrollment would actually be funded for more students in FY22 than they are currently.

While school budgets are primarily based on prior-year enrollment, a school district or charter school that had a significant enrollment decline in FY21 that has more students enroll at the beginning of FY22 would be eligible for additional funding. School districts and charter schools that see more than 1 percent year-over-year growth in their October 2021 enrollment count, when compared with October 2020, would generate additional program units through the enrollment growth component of the funding formula. However, allocation of these units would be contingent on students actually returning in FY22. If the students do not return, school districts and charter schools would not receive this funding, increasing budget uncertainty for both PED and local school leaders. PED has noted it has limited capacity to estimate accurate levels of enrollment growth for FY22, making it difficult for the secretary to set the initial unit value used for budgeting.

For FY22, LESC has endorsed legislation to promote school district and charter school budget stability by guaranteeing a school district's or charter school's allocation from the SEG distribution for FY22 will not fall below the amount the school district or charter school has budgeted for FY21 as of January 1, 2021. The bill would require the secretary of public education to withhold an amount from the SEG distribution appropriation to make supplemental distributions to any school district or charter school that would not otherwise see a reduction in their SEG allocation. This would allow school districts with significant enrollment declines to budget for enrollment growth, while mitigating the potential for mid-year budget reductions if those students do not return.

PED has not recommended any changes to the public school funding formula, but did request \$23.2 million for enrollment growth, based on the number of enrollment growth program units the public school funding formula is expected to generate in FY21, even though total funded membership and the total number of program units are likely to be lower in FY22 than in FY21. For this reason, the LESC recommendation did not include funding for enrollment growth.

Categorical Programs

PED requested \$124.2 million for categorical programs, or flat funding compared with FY21 adjusted appropriations. LESC recommended a total of \$128.2 million for categorical programs, with \$122.9 million in recurring general fund revenue and \$5.3 million from the public education reform fund for transportation for students in K-5 Plus and Extended Learning Time Programs.

Additional information on LESC recommended programs can be found throughout this report:

Transportation: See [page 72](#).

Standards-Based Assessments: See [page 13](#).

Indian Education Fund: See [page 28](#).

Emergency Supplemental Funding. Emergency supplemental funding distributions are allocated to school districts in financial need, either because the school district is small and unable to

cover basic operations with formula funding or to respond to an emergency that requires a response to ensure the well-being of students. In recent years, emergency distributions have been used to respond to student suicides and for counseling efforts related to student suicides and the Aztec school shooting.

PED requested \$315 thousand for supplemental distributions to two border school district that pay out-of-state tuition to public schools in neighboring states where it is more efficient for students that live in New Mexico to attend.

PED requested a total of \$4 million for emergency supplemental distributions for school districts, citing the possible need for additional grants in light of enrollment shifts and increased costs related to the Covid-19 pandemic. PED's request includes \$1 million in recurring general fund revenue and \$3 million in nonrecurring general fund revenue. The LESC recommendation includes \$3 million from the general fund for emergency supplemental funding distributions.

In addition to state emergency funding, school districts and charter schools will have access to federal funds that can be used to maintain their service levels and cover Covid-19-related expenses. In December 2020, Congress approved \$54.8 billion for elementary and secondary education; experts estimate about \$396 million will be distributed to New Mexico's school district and charter schools through the federal Title I formula, which distributes funds to school districts and charter schools based on the number of low income students. In addition, PED will have about \$40 million for statewide projects.

PED Special Programs

PED requested \$27.9 million in recurring general fund revenue for special programs administered by the department, sometimes called "below-the-line" appropriations, a \$1 million or 3.7 percent increase from FY21 adjusted appropriations. PED requested additional funding for similar programs from the public education reform fund. The department requested two new recurring general fund appropriations for culturally and linguistically relevant curriculum and instructional materials and for accountability and regional support. In FY21, the programs were funded with revenue from the public education reform fund.

LESC recommends \$18.4 million in recurring general fund appropriations for PED special programs, a reduction of \$8.4 million from FY21 adjusted appropriations. However, the LESC recommendation shifts \$5.8 million in funding for these programs from the general fund to the public education reform fund. The recommendation prioritizes flexible funding for public schools through the public school funding formula, rather than to programs administered at the state level. The LESC recommendation also limits the number of special programs to reduce the administrative burden on the department for overseeing multiple small grant program and to give PED flexibility to move funds between different programs for teacher professional development or student nutrition and wellness in an effort to minimize the percentage of funds that are reverted each year. The LESC recommendation highlights the need for PED to evaluate and demonstrate the effectiveness of professional development programs administered by the department.

Additional information on LESC recommended programs can be found throughout this report:

Indigenous, Multilingual, Multicultural and Special Education: See [page 25](#) and [page 30](#).

Accountability and Regional Support: See [page 17](#).

Culturally and Linguistically Relevant Curriculum and Instructional Materials: See [page 23](#).

Teacher Professional Development: See [page 49](#).

Student Nutrition and Wellness: See [page 33](#).

PED Operating Budget

PED requested \$48.5 million for department operations in FY22, a decrease of \$716 thousand or 1.5 percent from PED's FY21 operating budget. Most of PED's revenue — \$30.7 million, or 63 percent — is from federal funds. PED requested less general fund revenue

in compliance with executive budget instructions to reduce recurring general fund appropriation requests by 5 percent, made when general fund revenue projections were being lowered because of the Covid-19 pandemic. PED requested \$13.7 million in recurring general fund revenue. In light of increased general fund revenue projections, the LESC recommendation included \$14.4 million for PED operations, flat with FY21, which will allow the department to support identified staffing needs. PED notes its request did not include funding to expand staff to support its budget review function or improve IT systems. Additionally, PED has identified a need to hire additional staff to investigate claims of educator misconduct. For more information on proposals to address educator misconduct, see [page 49](#).

PED's request included projected decreases in revenue from the educator licensure fund and for the 2 percent withheld from state-chartered charter schools for administrative services and administrative support. According to initial charter school allocations, PED expects to receive \$3 million from this source in FY21 and, given the PED request and LESC recommendation for formula funding, could receive more in FY22. PED may be able to add to its operating budget with additional revenue from these fees.

PED's operating budget request included 286 FTE and a funded vacancy rate of 11.7 percent. As of December 2, 2020 PED had 62 vacant positions, a vacancy rate of 21.7 percent. PED reported an average vacancy rate of 22.5 percent in FY20.

Although PED requested a reduction to general fund appropriations, the department's request for special programs included funds to support department operations. PED requested \$2.2 million for staff salaries and benefits and \$1.8 million for contracts from the public education reform fund to support department staff. In addition, the department typically spends some special program funding on salaries and benefits expenses. PED's continued reliance on special program funding to support department staff

Public Education Reform Fund

PED requested \$171.2 million from the public education reform fund for special programs in FY22 and FY23. While the bulk of PED's request is for grants to school districts and charter schools, the department requested funds for PED and regional education cooperative staff to oversee the grant programs, provide cybersecurity support, and review school district and charter school operating budgets and educational plans.

In presentations to the Legislature, PED requested appropriations from the public education reform fund be authorized for FY22 and FY23. Typically, the Legislature does not authorize multi-year appropriations, allowing the Legislature to annually review programs and adjust appropriations.

Almost all of PED's request from the public education reform fund is for two new grant programs: a \$95 million pandemic remediation program to address the impacts of the Covid-19 pandemic on public schools, and \$55 million for a new family income index that will direct grant funding to school districts and charter schools based on the number of low-income students enrolled in each school.

In addition to state funding for programs to minimize the impact of the pandemic on public education, school districts, charter schools, and PED will have an estimated \$440 million in federal funding for use through September 2022.

As part of educational reforms enacted in 2019, the Legislature created the public education reform fund to provide the Legislature with a source of funding for evidence-based public education reforms. The fund, subject to legislative appropriation, can be used for programs that support high-quality teaching and school leadership, extended learning opportunities, interventions for at-risk students, effective and efficient school administration, and accountability systems. Language in the General Appropriation Acts of 2019 and 2020 directed unspent fund from appropriations for K-5 Plus and Extended Learning Time Programs to the public education reform fund. Staff estimate more than \$170 million will be available for the Legislature to appropriate in FY22. Although language in the General Appropriation Act currently directs unspent funds from K-5 Plus and Extended Learning Time Programs to the fund, there is no recurring revenue source for the public education reform fund.

The LESC recommendation includes \$162.6 million from the public education reform fund, with funding targeted to programs governed by statute. Programs funded include:

- K-5 Plus and Extended Learning Time Programs, created by LESC-endorsed legislation from the 2019 legislative session (Chapter 206 and 207);
- The career technical education fund, created by LESC-endorsed legislation from the 2019 legislative session (Chapter 61)
- The community schools fund, created by legislation from the 2019 legislative session (Chapter 198);
- The teacher residency fund, created by LESC-endorsed legislation from the 2020 legislative session (Chapter 25);
- Funding to support teachers with alternative licenses; and
- Grants for programs outlined in the tribal remedy framework that support partnerships between school districts that serve Native American students and higher education institutions, tribal departments of education, or regional education cooperatives.

Additional information on LESC recommended programs can be found throughout this report:

K-5 Plus: See [page 26](#).

Extended Learning Time Programs: See [page 27](#).

Pandemic Remediation: See [page 28](#).

Family Income Index: See [page 32](#).

Career Technical Education: See [page 64](#).

Community Schools: See [page 37](#).

Teacher Residencies: See [page 45](#).

Alternative Licensure: See [page 44](#).

Tribal Remedy Framework: See [page 29](#).

One common element of high-performing systems, as identified in the National Conference of State Legislatures's *No Time to Lose* report, is that individual reforms are undertaken as elements of a carefully designed system, like increasing teacher compensation in tandem with creating rigorous, high-quality teacher preparation programs. Similarly, tracking school performance requires systemic alignment between student assessment and public school accountability. Careful systemic alignment could create a framework for the state to better monitor the goals of the *Martinez-Yazzie* education sufficiency lawsuit, tying the Legislature's targeted investments in at-risk students, culturally relevant education, the teaching profession, and extended learning time, to the outcomes for participating students. However, doing so will require a high-quality system of assessment, improvements in public school data collection, and more frequent check-ins to hold schools, school districts, and the Public Education Department (PED) accountable for student progress.

Student Assessments

Based on criteria from the National Center on Education and the Economy (NCEE), New Mexico is headed in the right direction when it comes to student assessments, although it still has work to do. Research by NCEE, a nonprofit that studies high-performing international education systems and was heavily involved in NCSL's *No Time to Lose* report, indicates three common qualities of high-performing countries' assessments:

Student assessments used for different purposes are referred to by different titles. Summative assessments are delivered once at the end of each school year to track whether students are proficient on academic content standards. Formative and interim assessments are more frequent – and often less formal – and given by teachers to track content knowledge over time.

PED adopted the Common Core content standards for English language arts and mathematics in October 2010, for implementation in the 2011-2012 school year. The Common Core content standards are a set of rigorous national content standards designed to equalize the knowledge every student is expected to acquire each year of their education. In 2018, the state adopted the New Mexico STEM-Ready science standards, a set of science standards based on the national Next-Generation science standards with additional standards specific to New Mexico environment and culture.

1. High-performing countries build coherent systems of assessments, where formative, interim, and summative assessments are well-aligned and complement one another.
2. High-performing countries reduce the overall quantity of assessments, focusing on key transition points like elementary school to middle school, middle school to high school, and high school to college, allowing them to focus on the quality of assessment.
3. High-performing countries include authentic measures of student performance, including diverse skills in a project-based setting.

Since 2019, PED has reduced the amount of standardized testing required to only slightly above the minimum statutory requirements, using summative assessments once each year from third grade through eighth grade, followed by college readiness assessments in 10th and 11th grade. Over the next few years, PED envisions the adoption of statewide interim and formative assessments aligned to content standards and professional development for teachers based on assessment literacy and data analysis. However, New Mexico remains highly reliant on testing for assessing students.

Statewide Summative Assessments

For the 2020-2021 school year, PED's core assessment program consists of three summative assessments:

- ***New Mexico Measures of Student Success and Achievement.*** In third through eighth grades, students are required to take the NM-MSSA, a summative assessment aligned to common core content standards. NM-MSSA is designed to test

student proficiency in mathematics and English language arts. The assessment is also available for Spanish language arts. The 2019-2020 school year was scheduled to be the first year of the NM-MSSA, following a transition to a scaled-down version of the PARCC exam in the 2018-2019 school year. However, due to the Covid-19 pandemic, students did not take any assessments in the 2019-2020 school year.

PED requested a categorical appropriation of \$7.2 million for standards-based assessments in FY22, flat with the adjusted FY21 appropriation. The department's request includes funding for formative, interim, and summative assessments for all student in kindergarten through 11th grade. The LESC recommendation includes the \$7.2 million requested by the department.

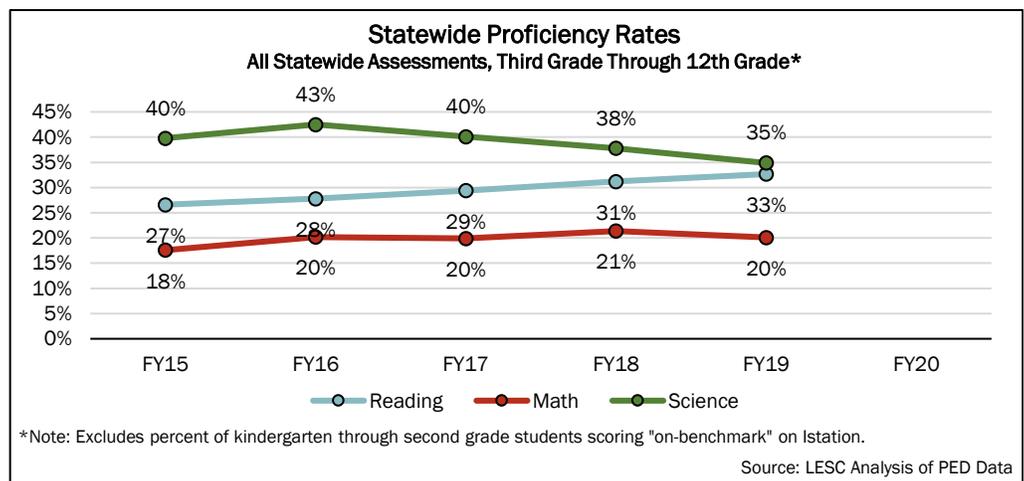
- **New Mexico Assessment of Science Readiness.** In July 2018, New Mexico adopted the New Mexico STEM Ready! Science Standards, a version of the nationally recognized Next Generation Science Standards that includes New Mexico-specific content standards. The NM-ASR is a new assessment aligned to the standards, required in fifth, eighth, and 11th grades. The assessment underwent a field test in spring 2019 and was scheduled to be administered statewide in spring 2020, a plan once again stalled by Covid-19.

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- **College Board's PSAT and SAT.** In 10th grade, PED requires New Mexico students to take the PSAT, and in 11th grade, the SAT, a college-readiness assessment commonly accepted by colleges nationally.

The federal Every Student Succeeds Act (ESSA) allows states to use college-readiness assessments as summative assessments in high school for federal accountability purposes, the College Board has aligned the assessments with the Common Core content standards.

Unlike the statewide language arts, mathematics, and science assessments, PED allowed 12th grade students to take the SAT in fall 2020, though the assessment was optional and was largely paper-based.



Specialized Assessments

In addition to required summative assessments, PED has adopted multiple specialized assessments designed for specific populations and purposes. These include the following:

- **ACCESS for English Learners 2.0.** The ACCESS for ELs 2.0 assessment is designed to identify students' progress toward English language proficiency in listening, reading, speaking, and writing. Each year in the early spring, students in kindergarten through 12th grade identified as English learners take the ACCESS assessment and receive a score of one through six based on their level of English proficiency.
- **Alternate ACCESS Assessment.** The Alternate ACCESS Assessment is a form of ACCESS for ELs 2.0 offered to students with cognitive disabilities that prevent them from meaningfully participating in the ACCESS for ELs 2.0 assessment.

Policy Issue: Federal Assessment Waivers During Covid-19 and a Gap in the Data

Recognizing the difficulty of delivering standardized assessments in a remote learning environment, the U.S. Department of Education issued waivers for federally required assessments in all 50 states in Spring 2020. However, the federal government does not have the authority to waive state law, and Section 22-2C-4 NMSA 1978 still requires students to be tested in math and reading every year. Even though the governor issued a set of public health orders requiring students to be educated from home, she did not issue a waiver of statutory testing requirements.

The difficulties with testing during the Covid-19 pandemic cannot be understated. It is impossible to ensure students testing in a home environment are not receiving outside help on the test. Bringing students into school for safe small group testing would have been logistically difficult and potentially expensive – though not impossible. During spring 2020, PED made the difficult decision of prioritizing student health and safety over academic outcomes and waived statewide testing entirely without the statutory authority to do so. As a result, policymakers will lose a year of statewide proficiency data, data crucial to understanding whether investments in education reforms are having their intended impact. Moreover, the Legislature invested \$7.2 million for statewide standardized assessments in FY20, which PED spent on contracts with Cognia and the College Board despite not assessing students nor reaping the rewards of those contracts.

In September 2020, the U.S. secretary of education issued a letter to chief state school officers explaining waivers would not be offered again in spring 2021. However, with a new federal administration taking office in 2021, it remains unclear whether federal waivers will be offered again. PED has begun discussing whether to once again waive testing requirements in Spring 2021, exacerbating the state’s lack of usable student outcome data. Given that state law requires students to be tested each year, schools should expect to test students at the end of the current school year, regardless of whether learning is remote, hybrid, or in-person. The Legislature may need to clarify the circumstances under which the department has the authority to waive testing and draw a clear, bright line in statute about statewide testing requirements.

- ***Dynamic Learning Maps.*** Dynamic Learning Maps, or DLM, is an assessment administered to students with cognitive disabilities in place of the statewide standards-based assessment. The test measures proficiency in meeting common core content standards for English language arts, mathematics, and science skills.
- ***Early Childhood Observation Tool and Kindergarten Observation Tool.*** While not considered part of New Mexico’s core assessment program for public schools, the early childhood and kindergarten observation tools are used to assess prekindergarten and kindergarten students. The tools are a series of rubrics designed to track students’ physical development, literacy, mathematics, scientific reasoning, sense of self, family, and community, and approaches to learning. The two tools are meant to act as a bridge between prekindergarten programs and school entry in kindergarten.
- ***Istation Indicators of Progress.*** Istation is a literacy test that assesses kindergarten through second-grade students in listening, phonological awareness, letter knowledge, vocabulary, and other essential reading skills. The test is computer-adaptive, meaning difficulty is adjusted based on how well the student is performing. Students scoring above the 60th percentile are considered to be on grade level. Istation is administered monthly, with scores averaged every three months to determine whether students are “on-benchmark” at the beginning of the year, in the middle of the year, and at the end of the year.

Benchmarking New Mexico’s System of Assessment

Though still in its early stages, PED’s work to construct and align its system of summative and interim assessments show promising similarities with high-performing countries’ systems of assessment.

Coherent Systems of Assessments. PED is offering support for formative and interim assessments aligned with the end-of-year summative NM-MSSA. The Interim Measure of

Student Success and Achievement (iMSSA) is a tool developed by Cognia, the same company that developed the NM-MSSA, and is aligned to New Mexico content standards, designed to be flexibly administered in one to two sittings, and uses the same online delivery system as the NM-MSSA. Currently, iMSSA is available as an optional tool for school districts and charter schools and it is unclear how many schools are taking advantage of it.

However, data suggest a misalignment between other interim assessments and their statewide counterparts. For example, in previous years the percent of students “on-benchmark” on the Istation assessment did not reflect the percent of students “proficient” on the PARCC assessment. The mismatch is not evidence that students are losing proficiency from second grade to third grade, but rather the result of the two assessments developed by two separate companies testing different sets of standards. As it continues developing its assessment program, PED should take greater care to align its interim and formative assessments with the statewide summative assessment, ensuring students are held to consistent standards throughout the year. For more on this issue, see [Early Childhood Education, page 52](#).

Reduce Quantity to Focus on Quality. PED has made progress in reducing the number of summative assessments, almost as much as the department is legally allowed to do. Federal law requires testing in English and math in at least third through eighth grade and once in high school; state law mirrors these requirements, but further mandates that the high school testing occur in 11th grade. State statute requires science testing once in elementary, middle, and high school. On top of these requirements, PED, independent of any statutory requirements, requires every 10th grade student to take the PSAT, and every student in kindergarten through second grade to take the Istation literacy assessment monthly. Further, it is unclear how the quality of assessments is changing with the adoption of new standardized assessments. PED should continue working with stakeholders to improve the relevance of standardized tests.

Authentic Measures of Student Achievement. However, even though many New Mexico stakeholders group have shown interest in “innovative assessments” and “performance-based assessments,” the Legislature and PED have not prioritized a plan to develop such assessments. PED has begun exploring the use of portfolios and performance assessments as demonstrations of competency for graduation purposes. Additionally, out of necessity, the early childhood and kindergarten observational tools are rubric-based performance assessments that focus on holistic child development. The federal government has provided grants to states that are ready and able to pilot innovative assessments and scale them to statewide implementation, and U.S. Secretary of Education Betsy DeVos wrote in a letter to states that Covid-19 presents states with an opportunity to rethink traditional assessment and begin this work. Legislative memorials have created task forces to thoroughly study the federal innovative assessments pilot, and the Legislature should now consider its role in authorizing or requiring PED to engage in a pilot project.

Public School Accountability

The Learning Policy Institute (LPI), a national nonprofit research organization, published a report in September 2020 about New Mexico’s response to the *Martinez-Yazzie* consolidated lawsuit, noting the need for New Mexico to construct supportive accountability systems that build state and local capacity to enact education reforms. Public school accountability is the process of holding schools accountable for effectively educating their students. Put simply, while public schools have a significant amount of local control to implement policies and educate children, the state has an interest in making sure its investments in education are having the intended impact.

Accountability became a major focus of LESC during the 2020 legislative interim. PED took LESC on a virtual tour of New Mexico Vistas, PED’s school accountability dashboard designed to comply with the School Support and Accountability Act. LESC also heard from national experts about strategies to build systemic accountability into systems of school funding and performance. Later, LESC received an update on the Legislature’s attempt to do just that: Laws 2020, Chapter 71, (Senate Bill 96) requires PED to develop and implement an online financial reporting system that allows comparisons between revenues, budgets, and per-student spending between schools, local education agencies, and regional education cooperatives.

School Support and Accountability Act

The School Support and Accountability Act, enacted in 2019, envisioned an accountability system where school supports and interventions would be directly tied to a school’s performance, with a particular emphasis on academic achievement, growth in academic achievement, college, career, and civic readiness, chronic absenteeism, and school climate. In execution, PED has tied the dashboard to the state’s ESSA plan and uses school performance to identify the lowest-performing 5 percent of Title I schools for “comprehensive support and improvement.” Schools with a subgroup of students that score below the threshold are identified for “targeted support and improvement.”

School Accountability and Support Designations
2018-2021 Cohort

	N.	Perc.
Traditional Support	646	76%
Targeted Support and Improvement	107	13%
Comprehensive Support and Improvement	94	11%
Spotlight Schools	212	25%
TOTAL STATEWIDE SCHOOLS	847	

Source: New Mexico Vistas

In the future, PED plans to update the New Mexico Vistas school accountability dashboard to rely on real-time data and include narrative descriptions of individual school programs and reform efforts. Ultimately, this process will be driven by stakeholder engagement as PED collects feedback on its current iteration of the dashboard.

Data Transparency. A primary reason for the abandonment of the A through F school grading system was a lack of transparent data used to calculate the grades. An often-quoted news article from 2013 explained a group of statisticians from Los Alamos National

Laboratory, after some amount of deliberation, was unable to make sense of New Mexico’s A through F school grading system. After manipulating the data in accordance with an accompanying technical guide, the statisticians were unable to replicate the results. PED was not forthcoming or transparent with student proficiency data used to calculate school grades and was not transparent about how scores were generated. As a result, stakeholders were often skeptical of A through F school grades, resistant to the negative connotations they carried, and disapproved of the way they were tied to funding and interventions.

The new support and accountability system may be subject to the same lack of transparency as its predecessor. Despite previous transparency concerns, PED refused to

provide LESC staff with access to student performance data included in New Mexico Vistas. PED has at its disposal a diverse and varied set of student- and school-level outcomes, but legislative staff continues to have few resources available, outside of school-level proficiency rates on statewide standards-based assessments, to track the effectiveness of legislative funding and extended learning time initiatives. PED is the only agency that tracks school performance data on this scale, and cooperation between the executive and legislative branches is paramount to ensure investments in education are making a positive impact on closing the achievement gap.

For FY22, PED requested \$1 million for annual operating subsidies for regional education cooperatives (RECs), flat with adjusted FY21 appropriations. Although primarily funded by charging fees for services to school districts, RECs have also received grants from the state to fund basic overhead costs. The funding is split evenly between the 10 RECs. The LESC recommendation includes the \$1 million requested by the department.

Data Systems and Budget Accountability

While they tend to rest at the background of the reform conversation, data systems are fundamental to understanding how funding is allocated among school districts, schools, and even classrooms, and whether investments are having the intended impact. PED continues to struggle with multiple disconnected data sources, differences in local data entry practices, and outdated data validation techniques. A strong, user-friendly, transparent system of data management, such as the dashboard built by the Colorado Department Education, can empower the state to evaluate evidence-based

interventions and funding targeted toward the findings in the *Martinez-Yazzie* lawsuit. At a minimum, public education data quality in the state should be evaluated on four key characteristics:

- **Accuracy.** Data reported from each system should accurately reflect actual expenditures and student performance. The department should have an efficient process to validate data and ensure mistakes are corrected.
- **Comparability.** Data reported from each system should allow comparisons among student subgroups, schools, school districts, and at the statewide level. Ideally, this should include complex comparisons that compare several interrelated factors, like student poverty, student performance, and expenditures on at-risk students.
- **Transparency.** Data should be easy for stakeholders to access, providing an accountability mechanism for the state, school districts, schools, and local communities.
- **Timeliness.** Data should be reported in a timely manner that allows stakeholders to execute immediate responses, whether its teachers responding to trends in individual student data or the Legislature responding to the needs of the entire state.

PED Budget Oversight. In response to a *Martinez-Yazzie* lawsuit finding that PED had failed to adequately supervise school district and charter school spending on services for at-risk students, the Legislature amended the Public School Finance Act requirement governing PED’s annual budget review and approval process. From FY21, each school district and charter school is required to submit an educational plan with its operating budget that contains detailed information on the services offered by the school district or charter school to meet the needs of at-risk students.

Laws 2020, Chapter 71 (Senate Bill 96) sought to improve oversight of school district and charter school uses of funding directly intended for at-risk students, English learners, and bilingual and multicultural education programs. The law includes several provisions to improve the accuracy, comparability, transparency, and timeliness of school finance data, and requires the data system to “drill-down” to the school site level and display administrative costs and actual expenditures by major budget categories, including expenditures for salaries and benefits.

The Legislature appropriated \$3 million to PED from the public education reform fund to use between FY21 and FY23 to construct the new data system, and PED reported in November that the project was in the initiation phase, with statewide implementation scheduled for the 2021-2022 school year. Early stakeholder engagement suggests the department plans to prioritize data transparency, but the project initiation request does not list legislative agencies as stakeholders despite a statutory requirement that the Legislative Finance Committee and the Legislative Education Study Committee be engaged in this project.

In addition to funding for the financial reporting system, the legislature appropriated \$1.8 million for a “statewide real-time data management system” in an effort to modernize PED’s data collection effort and reduce duplicative reporting systems that are

For FY22, PED requested \$1 million in recurring general fund revenue and \$8 million in nonrecurring revenue from the public education reform fund for an initiative to place budget and accountability staff in regional education cooperatives to assist school districts, charter schools, and PED with annual budget and educational plan reviews. While this function may require PED to hire new staff to review school district submissions and oversee PED’s response, this represents a basic operational function of the department. Relying on nonrecurring revenue from the public education reform fund may not be a reliable source of revenue for this function. The LESC recommendation did not include funding for this purpose.

PED also requested \$500 thousand from the public education reform fund to support department staff in securing school district and charter school IT systems. Several school districts have been targeted in “ransomware” attacks, which take control of computer systems until the victim pays to have the systems released. An LFC staff evaluation recommended the Department of Information Technology develop a cybersecurity strategic plan prior to approving additional funding. In addition, while cybersecurity is an important issue, it does not meet the criteria set by statute for the uses of the public education reform fund.

For FY22, PED requested \$2 million from the computer system enhancement fund to continue IT improvements. The LESC recommendation funds PED's request with revenue from the public education reform fund. Effective and efficient school administration and school accountability are a permitted use of appropriations from this fund and improved data collection and reporting systems promote both of these goals.

currently siloed and place a reporting burden on school districts and charter schools. This project will greatly contribute to the availability of data on student enrollment and performance, school climate, and teacher quality. Funding for this project runs from FY20 through FY22. Additionally, the Higher Education Department has begun work on a statewide longitudinal data system, designed to efficiently manage student data from prekindergarten to higher education and the workforce.

It appears the financial data system, real-time data system, and statewide longitudinal data system upgrades are occurring independently, and it remains to be seen whether they will possess the systemic alignment seen in other high-performing education systems globally.

Accountability for Investments Targeting the Achievement Gap

Money from the public education reform fund, mostly consisting of unspent K-5 Plus and Extended Learning Time Program funds, must be spent on “evidence-based public education initiatives.” The 2020 General Appropriation Act also includes the phrase “evidence-based” throughout the public school support appropriation. While it has become somewhat of a buzzword for policymakers in recent years, the term “evidence-based” has a specific meaning, defined in the state Accountability in Government Act as:

A program or practice [which]: 1) incorporates methods demonstrated to be effective for the intended population through scientifically based research, including statistically controlled evaluations or randomized trials; 2) can be implemented with a set of procedures to allow successful replication in New Mexico; and 3) when possible, has been determined to be cost beneficial.

The Public School Finance Act requires each school district and charter school submit its annual operating budget and educational plan to PED for review. The educational plans submitted by school districts and charter schools must contain detailed information on the services offered by the school district or charter school to meet the needs of at-risk students. PED requested a total of \$9 million to build a budget review and support system based in regional education cooperatives.

While the Legislative Finance Committee (LFC) uses these performance standards to evaluate state agency budgets, school districts and charter schools are not subject to the same rigorous evaluation. The Legislature may be able to hold school districts accountable for investments targeting the achievement gap using a top-down model from the state, though this strategy will require resources and an unbiased research body capable of evaluating the base of evidence behind public school interventions. Additionally, the state will need to adopt consistent metrics to measure progress on the state's four reform pillars: high quality teaching and leadership, extended learning opportunities, responsive

and appropriate curriculum, and effective oversight and accountability. At a hearing before LESC, LFC recommended establishing metrics that measured inputs and outcomes associated with each pillar, including the following possible metrics:

- Money spent in the classroom,
- Money budgeted for at-risk student supports,
- Teacher and principal turnover in spring and fall,
- Teacher preparation program enrollment and students on track to graduate,
- Improvement due to PED-led professional development,
- Number of classrooms with certified and qualified teachers,
- Student attendance at every nine-week interval,
- Schools implementing schoolwide and districts implementing districtwide extended learning time programs,
- Interim and short-cycle student achievement results, and
- High school students on-track for graduation.

New Mexico may have better results pursuing accountability through a local accountability model, as opposed to a top-down model with the state at the center of all accountability decisions. During the 2020 legislative interim, an expert involved in the development of California’s local control funding formula explained that system of public school funding distributes state and local funds based on characteristics of school districts, but gives school districts a large amount of flexibility for the use of those funds. Because a majority of funding for education in California comes from local property taxes levied by individual school districts, California tied school district budgets to a stakeholder engagement process called the “local control and accountability plan,” a three-year description of “goals, actions, services, and expenditures to support positive student outcomes” that includes a budget overview for parents to encourage their involvement in the budget-making process.

While New Mexico’s schools are required to author data-driven “NM DASH” plans, this process is not tied to the school’s budget and includes only limited community engagement. A majority of the funding for New Mexico schools is pooled at the statewide level and distributed through an equalized funding formula; as a result, local stakeholders may feel less of an incentive to hold school districts accountable for the use of state funds.

A Systemic Approach to Assessments and Accountability

New Mexico has the foundation of an effective system of assessments and accountability. Elements of New Mexico’s system reflect what has been shown to work in research by national experts from LPI and NCEE. However, the individual elements are not systematically aligned into a coherent system. It is unclear that PED leadership is considering individual reforms as elements of an aligned system.

Misalignment plagues almost every piece of the state’s current assessment and accountability system. Students may perform “on-benchmark” in second grade according to the Istation assessment, but be below proficient the very next year according to the state’s standards-based assessment. Student achievement and growth on statewide assessments are factors that help determine whether students are eligible for “comprehensive support” grants from the federal government, but do not always qualify schools for intensive evidence-based interventions sponsored by the state, especially initiatives investing in at-risk and underperforming students. Schools are held accountable for individual performance using the New Mexico Vistas dashboard and data-driven NM DASH plans, two disconnected accountability systems, neither of which are directly tied to the local budgeting process. Moreover, three major education data system upgrades are occurring simultaneously among the financial data system, the real-time data system, and the statewide longitudinal data system, but it remains unclear how (or even whether) these systems will be linked to one another.

Recalling the findings from NCSL’s *No Time to Lose* report, “top performing countries have adopted a comprehensive, systemic approach to building world-class education systems.” Creating a systemic approach to assessments and accountability will take genuine collaboration between the Legislature and PED, and may even necessitate building a platform for community input on local spending decisions. Policymakers should continue to consider how to build a system that holds individual schools to realistic performance goals, holds school districts accountable for funding decisions, and holds PED accountable for responsible use of legislative appropriations.

Students tend to perform worse in virtual schools than in in-person learning, with outcomes significantly more negative for minority students and students with low prior achievement. Research has found many students in full-time virtual schools earn lower grades and fail more often in online learning settings than those with in-person learning. In Florida, a state with a well-established statewide virtual school, studies have found some positive impact of virtual schools on course grades but negative effects on long-term outcomes, such as graduation readiness. Research also indicates online schooling has minimal effect on high-achieving learners, yet has more negative effects for minority students, a troubling conclusion for the 70 percent of New Mexico school-age children identified as minority students.

Virtual Instruction and Learning

Studies on effective online instruction and learning, while limited, primarily focus on methods of instruction, rather than content, and have found the best practices for online learning are the same as those generally accepted for in-person learning: Instruction must meet the needs of all students, include assessments and interventions, and align to curricular standards. Studies have found that student engagement with online learning is highest when the instructional material is high-interest and accessible, leading to increased motivation. To be most effective, online learning should use high-quality instructional materials that align to standards and support all learners.

Digital texts and reading activities allow teachers to expand learning opportunities for students and can support student engagement and interest in both fiction and nonfiction materials. However, research cautions that online instructional programs should not replace the individual teacher, but used in addition to direct instruction. While many online programs can support positive student outcomes with thoughtful implementation, they should serve as a supplement to, rather than a substitute for, teacher-led instruction.

Virtual Learning in New Mexico

Virtual learning on a statewide scale came suddenly to the entire New Mexico public education system in mid-March 2020. The Covid-19 pandemic health order launched school closures and a new and on-going challenge to teach students remotely. Immediately, the state faced a host of concerns mostly related to ensuring all students had Internet access to allow them to fully engage in remote learning. Thousands of kindergarten through 12th grade students, mostly in the rural areas of the state, lacked devices or high-speed Internet access. PED, in part with \$46 million of federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, assisted school districts and charter schools to purchase thousands of laptops, Wi-Fi-equipped devices, and hotspots to ensure students could access remote learning. A Public School Facilities Authority (PSEA) survey from March, 2020 found that 22 percent of the state's public school students lacked Internet access at home, and up to 60 percent of students in the state's most rural areas. In addition, 32 percent of the state's students did not have access to their own devices, such as a computer or smart phone.

PED's school re-entry plan in FY21 provided little direct guidance to schools on the effective use of remote learning strategies. For the 2020-2021 school year, PED required school districts and charter schools to include online learning programs in their school

re-entry plans to support remote and hybrid learning models. A joint Legislative Finance Committee and LESC survey of school district reentry plans found a mixed approach to digital content. Seventy-five percent of school district reentry plans indicated an intent to use a specific online curriculum, such as Path Blazer, Khan Academy, or Read Works. Few substantial differences exist among these online curricula, and all offer teachers easy-to-implement, standards-based instruction in all content areas that can be modified to meet local needs. Most school districts expressed an intent to use these programs not as their primary instruction, but to supplement remote, largely online, delivery of existing school district curriculum, a practice in accordance with best practices for virtual learning.

U.S. Census Bureau data indicate New Mexico ranks 48th in the nation with 73.7 percent of households with broadband Internet subscriptions (compared with the U.S. average of 81.4 percent).

PED made available high-quality instructional materials aligned to state standards, including open education resources, such as EngageNY in math and English and language arts for kindergarten through 12th grade students and Illustrative Mathematics for sixth through 12th grade students that each school district and charter school can modify to fit local scope, sequence, and context. Finally, PED partnered with Central New Mexico Community College to offer teachers an online course on strategies to support student learning in an online setting.

Digital Content and Aligned Assessments

PED, using federal CARES Act funding, provided school districts and charter schools with access to the Canvas learning management system, web-based software that allows schools to manage digital learning, allows teachers to create and present online learning materials and assess student learning, and allows students to engage in courses and receive teacher feedback. Canvas also enables teachers to share course content, as well as provide collaborative learning experiences, while students can access all course content and assignments to find learning materials and interact with peers. Canvas also provides student performance data for educators to assess student achievement and make informed instructional decisions. PED provided teachers professional development in using Canvas to support online learning through six weekly webinars in August and September 2020.

However, school districts did not appear to widely adopt Canvas in fall 2020. An October 2020 joint LFC and LESC survey of school reentry plans indicated only 21 school districts intended to adopt Canvas as a platform to deliver digital content to their students. The other 74 percent indicated plans to implement other online learning platforms, the most common of which were Google Classroom, Edgenuity, and SeeSaw.

Virtual Charter Schools

Virtual charter schools – once unique in offering fully online education to students – are now among many schools across the state, nation, and world in offering online instruction due to the Covid-19 global health pandemic. Despite the current similarities, virtual charter schools remain a distinct model in which instruction is structured to be offered strictly online to students on a full-time basis.

A 2018 program evaluation of virtual charter schools by LESC and LFC identified four key findings related to the oversight, financing, assessment, and accountability of such schools:

- Virtual charter schools produce lower academic outcomes than brick-and-mortar-schools despite serving fewer at-risk students.
- The state's funding formula treats virtual charter schools similarly to brick-and-mortar schools, resulting in financial waste and possibly incentivizing school districts to authorize virtual charter schools.

- For-profit companies play a significant role at virtual charter schools.
- Charter school authorizers struggle to provide proper oversight despite having worked to enhance accountability efforts.

The 2018 evaluation found the average student in fourth through eighth grade at New Mexico Connections Academy and New Mexico Virtual Academy experienced the equivalent of between 91 and 161 fewer days of learning than the average brick-and-mortar-school student from FY15 to FY16. National research from the Center for Research on Education Outcomes (CREDO) has shown similar findings, particularly related to poor academic outcomes. In 2019 report, CREDO noted New Mexico virtual charter schools underperform in student outcomes compared with both traditional public schools and brick-and-mortar charter schools. CREDO found “enrollment in online charter schools is associated with substantially weaker learning gains in both reading and math and that the inferior performance of online charter schools offsets the positive impact of brick-and-mortar charter schools on student growth in reading.” CREDO reports the substantially weaker growth in both math and reading performance among virtual charter school students translates to notable losses in learning days – 130 fewer days of learning in reading and 118 fewer days of learning in math each year.

Virtual charter schools in New Mexico can be authorized by a school district or the Public Education Commission. Around 2,200 charter school students in New Mexico, or 8 percent of charter school students, attend one of the two virtual charter schools in the state: New Mexico Connections Academy and Pecos Connections Academy. New Mexico Connections Academy enrolled 1,200 students in fourth through 12th grade in the 2018-2019 school year. Pecos Connections Academy enrolled just over 1,000 students in grades kindergarten through 11th grade in the 2018-2019 school year.

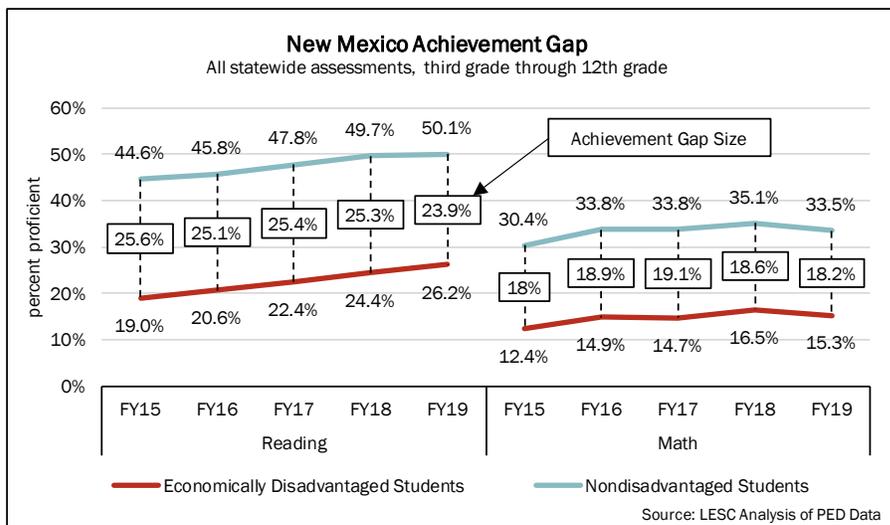
Management issues of virtual charter schools have also been documented in New Mexico. One example has been oversight of Pecos Connections Academy by Carlsbad Municipal Schools. The district has struggled to provide adequate oversight of Pecos Connections Academy in terms of receiving needed information from the school and has received little support from PED to assist with this management.

As traditional brick-and-mortar schools have moved to offering remote instruction, albeit temporarily, the study of virtual charter schools may offer perspective on challenges likely to arise. As the CREDO study and a Mathematica Policy Research report indicate, students in fully remote settings tend to experience learning loss and reduced academic outcomes. Students must be diligent in self-directed learning. And, fully online schools place substantial expectations on parents and caregivers to ensure student engagement. Traditional public schools and brick-and-mortar charter schools may be able to mitigate some of these concerns with lower teacher-to-student ratios and greater synchronous, or real-time, instruction, even if offered online, compared with virtual charter school models.

Several concerns about virtual charter schools persist, particularly in regard to student performance, school accountability, and how these schools are funded. Due to the traditionally poor performance of virtual charter schools, there is a need for evidence demonstrating these schools adequately serve New Mexico students. The Legislature may want to consider modifying statute to define virtual charter schools. The Legislature may also want to address known concerns by placing enrollment caps on virtual charter schools, defining a performance-based closure process, adjusting funding to account for lower staffing and operational costs, and amending state law to allow school districts to authorize these schools only if they serve students who reside in the geographical bounds of the school district or allow only the Public Education Commission to authorize virtual charter schools that serve students statewide.

Interventions for At-Risk Students

In the consolidated *Martinez-Yazzie* education sufficiency lawsuit, the 1st Judicial District Court ruled the state failed to provide quality programs targeted to meet the specific needs of at-risk students, defined as economically disadvantaged students, English learners (ELs), Native American students, and students with disabilities. In New Mexico, these groups account for the vast majority of the student population: 73 percent of students are categorized as economically disadvantaged based on participation in free or reduced-fee meals through the National School Lunch Program; 16 percent of students are classified as ELs; 10 percent of students are Native American; and 15 percent of students are identified for additional services due to a disability. To provide students with services needed to improve student outcomes, the court noted the state would need to improve compliance with the Indian Education Act, the Hispanic Education Act, and the Bilingual Multicultural Education Act; provide programs to increase student learning time; and increase funding for services for at-risk students.



In response to the court's decision, the Legislature enhanced funding for the at-risk index by \$185.9 million and provided additional guidance to school districts and charter schools on use of these funds, created a new optional Extended Learning Time Program, expanded access to the K-3 Plus extended school year program to all elementary school students, and required school districts and charter schools to submit additional information to the Public Education Department to ensure local investments are evidence-based and targeted to close the achievement gap. These steps represent significant attempts to adequately address the concerns noted in the court's ruling in the *Martinez-Yazzie* consolidated lawsuit. However, while these steps and PED's efforts to address the court's concerns are laudable and necessary, it remains to be seen whether they will be effective or if they will represent fleeting attempts to redress long-standing problems in the state's public education system. While the considerable challenges noted in the ruling signify major focus areas for policymakers prior to the Covid-19 pandemic, the shift to remote learning has exacerbated existing disparities, heightening the need for continued legislative support for the state's at-risk students.

Targeted Academic Interventions

Culturally and Linguistically Responsive Instruction

Academic learning is not separate from one's emotional or cultural understanding of the world. To help students develop critical thinking skills, schools must support student investment in their own learning by honoring their cultural and emotional ways of being. Culturally and linguistically responsive education is grounded in a belief that

The LESC recommendation for instructional materials funds distributed through the state equalization guarantee distribution highlights the importance of culturally and linguistically appropriate instructional materials. PED is required to monitor school districts' and charter schools use of instructional materials funding for materials relevant to students' culture, language, history, and experience.

making content relevant to students' lives, allowing for greater student ownership of learning, and providing multiple opportunities for meaningful student interaction will improve academic, social, and emotional outcomes.

PED defines culturally and linguistically responsive education as a process of “validating and affirming an individual’s home culture and language to create connections with other cultures and languages in various social contexts.” While this definition reflects best practices, it remains to be seen to what degree either state-level guidance or local implementation of culturally and linguistically responsive education will support practices related to the centering of student voice, or if implementation will manifest merely in minor cosmetic changes to curricular content.

Culturally and Linguistically Responsive Framework. The court’s ruling in the consolidated *Martinez-Yazzie* lawsuit displayed particular concern about the lack of a framework for schools to provide culturally and linguistically relevant education. In 2019 PED directed all school districts and charter schools to implement a culturally and linguistically responsive framework to guide the allocation of resources. Additionally, PED required school districts and charter schools to complete a culturally and linguistically responsive inventory to determine focus areas. However, as of November 2020, PED had not yet finished reviewing the culturally and linguistically relevant education inventories from the 2019-2020 school year and was unable to provide any data related to their implementation.

In addition to the separate request for culturally and linguistically responsive instructional materials, PED requested funds to support bilingual multicultural education programs. See [page 25](#).

PED requested a \$2 million special program appropriation to provide support for culturally and linguistically responsive instructional materials. For FY21, the Legislature appropriated \$9 million from the public education reform fund for culturally and linguistically responsive instructional materials. The LESC recommendation includes language reauthorizing unspent fund from the \$9 million FY21 appropriation for use in FY22.

Accountability Framework

LESC has endorsed a bill to create positions for assistant secretaries of Hispanic education at both PED and the Higher Education Department. The bill would also amend the purpose of Hispanic Education Act and expand on the duties of the Hispanic Education Advisory Council.

In FY20, PED implemented mandatory equity councils as an accountability framework to address the concerns raised by the court regarding equity and student supports.

Equity Councils. In 2019, PED began requiring each school district and charter school to create an equity council to promote policies to comply with the court’s order in the *Martinez-Yazzie* lawsuit. However, schools have faced a number of challenges in implementing the advisory councils required to develop equity plans based on a readiness assessment specific to the needs of at-risk students, develop a culturally and linguistically responsive framework, and advise the school district superintendent or charter school head administrator on services and programs for at-risk students.

School districts’ and charter schools’ struggles fall into four categories:

- Orienting new council members;
- Increasing knowledge of culturally and linguistically responsive practices, including how to facilitate conversations around culture, race, and power dynamics;
- Determining how the council should make decisions around funding; and
- Developing skills to foster culturally and linguistically responsive practices.

PED supports school districts and charter schools in addressing these challenges by offering regional trainings and individual assistance on developing and supporting equity councils, including providing resources from Teacher Tolerance, National Equity Project, and Rethinking Schools and other national equity-focused organizations.

By granting school districts and charter schools control over equity councils, PED has required local school leaders to address issues of equity, in the process risking minimizing its own oversight responsibility over an issue central to the consolidated *Martinez-Yazzie* lawsuit. PED must exercise close oversight and monitoring to ensure the work of local equity councils is meaningful and actionable. However, at the time of this report, PED had not analyzed the initial readiness assessments required from each local equity council for the 2019-2020 school year and indicated it was in the process of hiring a contractor to do so. PED's delays in completing its analyses of the state's two critical tools to assist implementation of culturally and linguistically responsive practices bring into question the department's capacity to work with individual school districts and charter schools to implement measures designed to achieve greater equity.

Bilingual Multicultural Education Programs

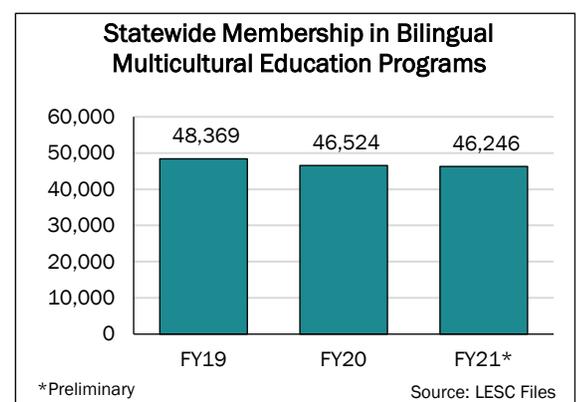
Bilingual and multicultural education programs represent a strategy to implement culturally and linguistically responsive instruction for Native American students and English learners. National studies show bilingual and multicultural education programs are beneficial for all students, regardless of a student's home language. Developmentally appropriate instruction in the student's home language teaches students the value of their culture and improves academic outcomes. In New Mexico, 16 percent of public school students are identified as ELs, substantially higher than the national rate of 10 percent. Sixty-two of the state's 89 school districts (representing more than 450 schools) have a bilingual-multicultural education program. Hispanic and Native American students constitute the majority of participating students.

To meet students' varied needs, many bilingual programs offer more than one model, including immersion, transitional, maintenance, enrichment, heritage, and dual language. Spanish, Dineh, Jicarilla Apache, Keres, Tewa, Tiwa, Towa, and Zuni are currently taught in bilingual programs.

Although the Legislature appropriated \$36.1 million through the public school funding formula for bilingual and multicultural education programs in FY21, an increase of \$7 million from FY20, fewer students have been participating in these programs. At the time of this report, PED had not yet completed its bilingual and multicultural education programs annual report for the 2019-2020 school year, as the department was still collecting data from school districts and charter schools.

PED requested a \$1.6 million special program appropriation to implement bilingual multicultural education programs and support culturally and linguistically responsive instruction. PED's request indicates these funds will be used for staff training and professional learning. The LESC recommendation funds the department's request.

FY22 Committee-Endorsed Legislation. LESC has endorsed legislation to elevate the Bilingual Multicultural Education Advisory Council to a statutory level, similar to the status accorded the existing advisory councils for Indian education and Hispanic education. The bill would replace the current Bilingual Advisory Committee, created in 1970 as an ad hoc advisory body on issues that impact the education of English learners and other students in bilingual multicultural education, with a 15-member Bilingual Multicultural Education Advisory Council, charged with advising PED and the governor. The council



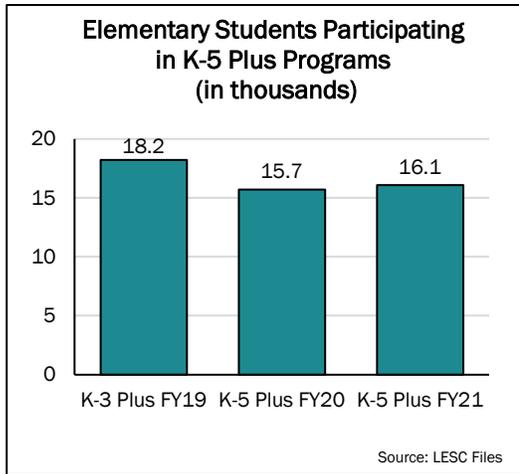
would study matters related to implementing the Bilingual Multicultural Education Act in the areas of curriculum, instruction, assessment, teacher preparation and evaluation, professional development, teacher licensure, and student and family services.

Extended Learning Opportunities

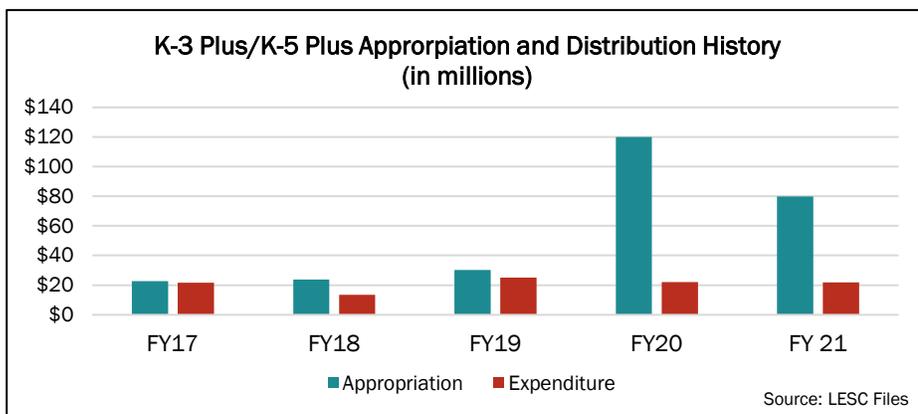
Evidence-based programs that extend learning time for students, particularly students from low-income households, have the potential to close the persistent achievement gap between at-risk students and their peers. The court ruling in the *Martinez-Yazzie* lawsuit acknowledged the value of programs that extend learning time but noted schools lacked funding for these programs. In response, the Legislature created two new funding formula factors — K-5 Plus and Extended Learning Time Programs — that provide funding to school districts and charter schools to increase instructional time.

LFC analysis reached similar conclusions as the Utah State University evaluation, finding programs implemented with fidelity positively impact student achievement. For this reason, the K-5 Plus Act requires students remain with the same teacher.

Despite increased and stabilized funding, uptake of extended learning time programs in school districts and charter schools continues to lag. With learning loss from Covid-19-related closures exacerbating New Mexico’s achievement gap between at-risk students and their peers, K-5 Plus and Extended Learning Time Programs could be essential, not only to closing the achievement game, but in making up for lost learning. For FY22, LESC-endorsed legislation would require all school districts and charter schools to participate in either the K-5 Plus program or an Extended Learning Time Programs to combat learning loss as a result of the pandemic. The LESC budget recommendation includes an additional \$139.3 million for K-5 Plus and Extended Learning Time Programs for all elementary schools to participate in K-5 Plus and all other schools to participate in Extended Learning Time Programs.



K-5 Plus Programmatic Structure — Opportunities, and Challenges. In 2019, the Legislature expanded the K-3 Plus program, which provided an additional 25 instructional days to participating kindergarten through third grade students to serve all elementary-aged students beginning in FY20. The K-5 Plus Act requires school districts and charter schools to implement the program in accordance with the findings of an independent evaluation of the K-3 Plus program, conducted by Utah State University, which emphasized the importance of implementing programs as a true extended school year program. School districts note the requirements of the K-5 Plus Act, including ensuring students stay with their cohort during the regular school year and challenges with adjusting the school calendar, are two factors leading to the low uptake of K-5 Plus programs.



K-5 Plus Funding and Implementation. In FY20, the Legislature appropriated funding for 87 thousand students to participate in K-5 Plus programs; however, only 16 thousand, or 18 percent of total funded students, participated. During the 2020 special legislative session, the Legislature provided K-5 Plus program flexibility, including allowing the secretary of PED to waive 10 days of the program for school districts and charter schools that

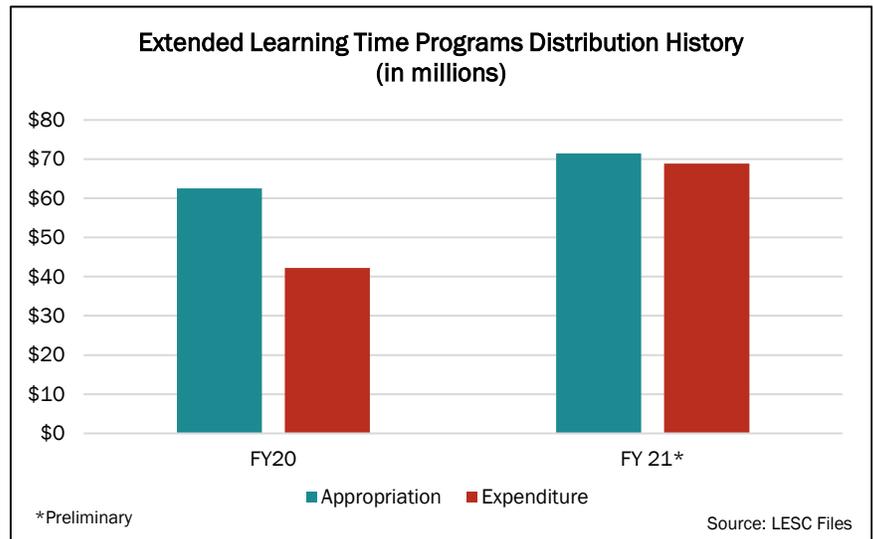
implement schoolwide programs. Due to concerns about in-person learning during the pandemic, PED canceled K-5 Plus for all summer programs in 2020. As a result, the Legislature reduced the K-5 Plus FY21 appropriation by \$40 million, leaving \$79.9 million – enough money to fund 59 thousand students during the 2020-2021 school year. In FY21, PED funded 16.1 thousand students, or 20 percent of the total funded students, to participate in K-5 Plus.

Extended Learning Time Programs.

Extended Learning Time Programs increase the number of school days, guarantee time for professional development, and provide after-school programs for students, allowing all schools to be eligible for extending instructional time. Extended Learning Time Programs provide funding for school districts and charter schools to add 10 instructional days for all students without the additional requirements of K-5 Plus, making them more popular due to greater control over funds and flexibility than K-5 Plus. In FY20, the Legislature appropriated \$62.5 million for Extended Learning Time Programs for the 2019-2020 school year. LESC staff estimated this would fund approximately 124 thousand students to participate, however only 83 thousand students, or 67 percent of total funded students, participated in an Extended Learning Time Program during the 2019-2020 school year. PED allocated \$42.4 million for Extended Learning Time Programs through the public school funding formula in FY20, resulting in a \$20.1 million reversion to the public education reform fund at the end of FY20.

The Legislature increased extended learning time program funding by \$8.9 million in FY21 to a total of \$71.4 million, a 12 percent increase over FY20. In addition, the Legislature allowed PED to use up to \$35 million in unallocated K-5 Plus funds to meet any additional demand for Extended Learning Time Programs. Recognizing the need for Extended Learning Time Programs to account for school closure-induced learning loss, the Legislature maintained the \$71.4 million appropriation during the June 2020 special legislative session. LESC staff estimates FY21 funding could provide more than 200 thousand students with Extended Learning Time Programs during FY21, but only 134 thousand students will participate in Extended Learning Time Programs, an increase of 61 percent over FY20. While growth in Extended Learning Time Programs participation has significantly outpaced K-5 Plus growth, only half of New Mexico students are currently participating in such programs.

Extended Learning FY22 Requests. For FY22, PED requested flexibility around the \$151.3 million included in the public school funding formula for K-5 Plus and Extended Learning Time Programs. The department asked for the ability to move unspent funding allocated for K-5 Plus and Extended Learning Time Programs to support career technical education and community school initiatives. The department intends to prioritize community school and career technical education grant funding to school districts and charter schools participating in K-5 Plus or Extended Learning Time Programs, noting this prioritization would increase uptake of these programs.



School districts and charter schools could consider using extended learning time funds to offer additional transition support for students, for example between middle school and high school. Evidence shows students who participate in a comprehensive transition program are more likely to experience increased academic success and higher graduation rates than their peers.

The proposed legislation requiring universal adoption of programs extending learning time during the 2021-2022 school year allows schools to schedule the 25 additional days required of K-5 Plus during the school year and would not prohibit a school from claiming funding for a student who is transferred to another classroom.

PED's request to divert dollars from the state equalization guarantee (SEG) formula-based distribution to make discretionary grants to school districts and charter schools is unusual and its purpose unclear. The department could have postponed FY23 requests from the public education reform fund until next year and requested additional funds for community schools and career technical education from the fund for FY22. This would maintain the allocation for extended learning opportunities in FY22, which may be increasingly needed when schools return to in-person instruction.

Research shows remote learning is less effective than in-person learning, particularly for students from low-income families. A November LFC report projected a widening of the state's existing achievement gap due to spring 2020 school closures, estimating student learning loss between four and 12 months. To combat this loss, LESC recommends allocating \$139.3 million from the public education reform fund for K-5 Plus and Extended Learning Time Programs to sufficiently fund universal extended learning time programs. LESC-endorsed legislation would require all school districts and charter schools to provide a K-5 Plus program or an Extended Learning Time Program in elementary schools and an Extended Learning Time Program in all other schools during the 2021-2022 school year.

Pandemic Remediation. In addition to PED's request for flexible use of Extended Learning Time Program and K-5 Plus Funds, PED requested \$95.3 million from the public education reform fund for several programs, including programs to increase instructional time for certain students. PED requested additional funding for summer school and tutoring - supplemental programming for a subset of students - rather than extending the school year for a wider set of students. PED's request indicates it will provide summer school and tutoring programs for 56 thousand kindergarten through second grade students and for high school juniors and seniors.

In addition, PED request for pandemic remediation would fund the following:

- Counselors and advisors to support students in all grades;
- A work-based learning initiative for 20 thousand high school juniors and seniors;
- Professional development for 23 thousand teachers;
- Implementation of the department's multi-layered system of student supports;
- A social-emotional learning platform; and
- Support to re-engage currently disengaged students.

PED's request for \$95 million to be allocated outside of the public school funding formula with no statutory framework determining eligibility, distribution methodology, or program rules is a significant departure from normal budgetary practices. Even when the Legislature has chosen to authorize large appropriations outside of the funding formula, these programs typically had statutory backing, such as past appropriations for prekindergarten programs or K-3 Plus, the grant-funded predecessor to K-5 Plus, or current appropriations for programs such as community schools, career technical education, and teacher residencies. When considering such large requests, the Legislature may wish to consider separate legislation providing a statutory framework setting program rules and expectations.

Indian Education Act grant funds must be used to target at least one of the following four priority areas:

- Culturally and linguistically relevant education and social and emotional learning;
- College, career and life readiness;
- Culture and identity development; and
- Increasing access to Native American language programs.

Programs for Native American Students

Native American students, comprising 10 percent of public school students, have historically experienced the largest achievement gap next to

students with disabilities. In FY19, the most recent year of statewide standardized testing, 25 percent of Native American students were proficient in reading, compared with 34 percent of all students, and 12 percent were proficient in math, compared with 20 percent of all students.

Indian Education Fund. PED requested \$5.3 million for the Indian education fund in FY22, flat with adjusted FY21 appropriations. The LESC recommendation includes \$5.3 million, in line with PED's request. The Indian education fund is used for grants to tribes and Native-serving school districts and charter schools seek to improve student outcomes and readiness for postsecondary education and career pathways. In FY21, PED awarded \$4.8 million in Indian Education Act grants to 22 pueblos and tribal nations, 23 school districts, and 10 charter schools. Awardees used these grants to support indigenous language teachers and curriculum development efforts; fund college and career readiness coordinator positions; provide professional development on culturally responsive education; and expand efforts to support students' social-emotional learning. Historically, expenditures from the Indian education fund have fallen short of the appropriation. In FY20, nearly \$1.1 million, or 28 percent, of \$3.9 million allocated to grant awardees remained unspent. However, PED did not issue award letters until after January 2020, precluding grantees from getting budget authority until the second half of the school year and spending the appropriated funding in support of Indian education in a timely manner.

Indigenous Education Initiative. PED requested \$1.5 million of the appropriation for indigenous, multilingual, multicultural, and special education for innovative indigenous education initiative grants appropriation to fund an additional year of indigenous education initiative grants for school redesign efforts. In FY21, grants were made to Bernalillo Public Schools, Cuba Independent School District, Santa Fe Public Schools, and Taos Municipal Schools. The LESC recommendation includes PED's request.

Needs Assessments. The Indian Education Act mandates school districts and charter schools conduct a needs assessment to determine services to best assist Native American students. Additionally, the act requires Native-serving school districts and charter schools to develop frameworks to guide collaboration with tribes about culturally and linguistically responsive practices. However, by December 2020, PED had not reviewed these frameworks, nor had schools fully implemented them. Plans for purposeful, schoolwide implementation appear to be under development; however, it is unclear if schools have the necessary resources for rigorous implementation.

Tribal Priorities. During PED's November 2020 annual Government-to-Government tribal summit, tribal leaders pressed the state to consult with tribes on a plan to address the needs of Native American students, and noted the absence of any proposals from the tribal remedy frameworks in the state's reform efforts. Tribal leaders also urged the Legislature to come up with a permanent solution to Impact Aid funding and asserted that all Impact Aid funds should be spent on Native American students.

Tribal Remedy Framework. PED requested \$10 million from the public education reform fund for programs aligned with the Native American Budget and Policy Institute's tribal remedy framework.

During the spring 2020 school closures, PED used more than \$2.1 million to purchase and distribute 700 residential hotspots to the Navajo Nation; 101 fixed and mobile hotspots for tribes (for teacher housing, chapter houses, buses, and indoor antennas); and 6,282 Chromebooks for tribes and schools with a significant Native American student population to ensure students could access remote learning. By the end of July 2020, 18 pueblos, the Navajo Nation, the Mescalero Apache Tribe, and the Jicarilla Apache Nation received assistance.

Indian Education Act Grants Expenditures, FY20

Grant Recipients	Tribes	School Districts and Charter Schools
Total Allocation	\$1,885,947	\$2,016,605
Total Unexpended	\$566,076	\$517,432
Percent Unexpended	30.00%	25.60%
Percent Expended	70.00%	74.40%

Source: LESC Files

In 2020, PED filled long-standing vacancies for the assistant secretary of Indian education and deputy director of Indian education, the former of which had been either vacant or filled on an interim basis for nearly two and a half years. During fall 2020, the new leadership team began developing priorities for Indian education based on feedback from school districts and charter schools to inform its efforts to adopt culturally and linguistically relevant instructional materials, develop Native American language and culture curricula, honor the tribal consultation process, and hire and retain teachers.

In addition to the tribal remedy framework, both the PED request and LESC recommendation include funds for cultural and linguistically responsive instructional materials and curriculum development. See [page 24](#).

PED's request indicates the department intends to use \$5 million in FY22 and \$5 million in FY23. The department would support curriculum development and teacher recruitment and preparation programs. The LESC recommendation includes \$2 million from the public education reform fund in FY22, with a focus on promoting partnerships between the organizations mentioned in tribal remedy frame-

work and local school districts and charter schools. Partnerships among school districts, tribal departments of education, higher education institutions, and other stakeholders are key to ensuring Native American students are being provided a culturally relevant education. It also ensures curricula and materials developed by these outside groups are responsive to the needs of the school district, increasing the likelihood of strong local buy-in. In addition to curriculum development and teacher recruitment and preparation, the LESC recommendation includes language allowing the funds to support bilingual multicultural education programs and language programs. Finally, the LESC recommendation would require PED provide a preference to a school district our charter school that provides matching funds from its Impact Aid revenue, potentially increasing the revenue available for these programs.

Services and Programs for Students with Disabilities

In New Mexico, 16.6 percent, or 57,417, of public school students were identified as having learning disabilities in 2020, higher than the national rate of 13.8 percent. Persistent gaps exist in academic outcomes between students with disabilities and their peers throughout the state. In FY19, the most recent year of statewide standardized testing, 12 percent of students with disabilities scored proficient in reading and 8 percent in math, compared with 34 percent and 20 percent, respectively, of general education students

Technical Assistance and Other Supports. PED's Special Education Bureau provides fiscal oversight and support to assist school districts and charter schools in ensuring services are provided to students with disabilities. In 2020, much of this oversight in-

Federal regulations mandate each state must create and maintain an Individuals with Disabilities Education Act Advisory Panel representative of a broad range of constituencies to provide policy guidance on special education and related services for children with disabilities. PED indicated the advisory panel's annual report, due on July 1, 2020, was slated to be approved and posted to its website in fall 2020. However, by December 2020, the report remained available.

involved technical assistance to help school districts and charter schools remain in fiscal and programmatic compliance in serving students with disabilities, support in providing behavioral intervention and mental health services, meeting personnel shortages, and supporting capacity-building activities to improve the delivery of student services. In 2020, PED prioritized increased parental supports by hiring a parent liaison, refining the alternative dispute process, establishing a parent training information center, and developing an autism portal on its website.

Percentage of Total Federal and State Funding for Students with Disabilities (dollars in millions)

Fiscal Year	Federal (IDEA-B)		State	
FY13	\$91.0	18.2%	\$409.9	81.8%
FY14	\$86.4	17.0%	\$422.5	83.0%
FY15	\$89.9	16.8%	\$445.2	83.2%
FY16	\$90.1	16.7%	\$450.1	83.3%
FY17	\$93.0	17.5%	\$439.7	82.5%
FY18	\$93.8	17.4%	\$446.8	82.6%
FY19	\$95.6	16.8%	\$474.4	83.2%
FY20	\$96.2	15.6%	\$521.8	84.4%
FY21*	\$99.0	16.1%	\$516.1	83.9%

Note: FY21 amount is LESC staff estimate

Source: Federal Funds Information for States, LESC files

PED requested a \$1.5 million special program appropriation for special education initiatives. PED has noted the need for urgent action to better support students with disabilities, indicating in particular the necessity for more support from general education teachers, more timely student evaluations, more special education teachers, improved communication with parents, and a rejection of seclusion and restraint as behavior interventions. Nevertheless, problems persist in ensuring services for students with disabilities are reaching these students.

Challenges and Suggested Solutions. Advocates and parents have raised a series of concerns related to the services

available to students with disabilities. Parents have described the state's special education system as adversarial, lacking accountability, and in need of greater collaboration. The advocacy group, Disability Rights New Mexico, noted a fundamental failure of teachers and school administrators to understand students' disabilities, in particular noting the lack of training on how specific disabilities affect student learning. Advocates and parents have offered a range of solutions, including more robust professional development, a more proactive PED role in building state infrastructure to support teachers in understanding students' disabilities and providing appropriate strategies to serve students more effectively, more behavioral health professionals, the elimination of the use of restraint and seclusion and law enforcement or school resource officers as a means of behavior management, and more meaningful transition services to support students' postsecondary aspirations.

Maintenance of Effort Requirements. Part B of the federal Individuals with Disabilities Education Act (IDEA) mandates states maintain their levels of state financial support for special education and related services from year to year, while requiring each school district and charter school to demonstrate a level of funding for students with disabilities that does not decline from year to year — targets known as “maintenance of effort.”

State-Level MOE. New Mexico's state-level MOE target is based on funding for students with disabilities provided through the public school funding formula and appropriations to the Children, Youth and Families Department, the Corrections Department, the Vocational Rehabilitation Department, the New Mexico School for the Deaf, and the New Mexico School for the Blind and Visually Impaired. In recent years, the Legislature has included a provision in the General Appropriation Act allowing PED to handle any projected shortfall prior to the close of a fiscal year through a technical transfer of funds from the state equalization guarantee distribution to a separate distribution for special education to ensure New Mexico meets state-level MOE requirements. LESC staff projects a small shortfall in FY21. PED should monitor these funds to ensure the state meets its MOE target. If the state fails to meet target, its IDEA-B allocation could be reduced by the shortfall amount for one fiscal year. While IDEA allows reduced state support for an unforeseen, precipitous decline in state revenues, the U.S. Department of Education (USDE) determined a state with year-end reserves or year-over-year revenue growth cannot qualify for a waiver, making it unlikely New Mexico could qualify for a waiver in FY21 if the state has a shortfall.

Local-Level MOE. Section 22-8-6 NMSA 1978 requires school districts and charter schools report to PED annually on the program costs and planned expenditures for services for students with disabilities and for personnel providing ancillary and related services. For FY21, PED expected all school districts and charter schools to be able to meet local-level MOE requirements, even though it remains unclear how the department monitors spending for students with disabilities. PED noted challenges in ensuring accuracy of local-level spending and was in the process of developing an online MOE calculator to aid this oversight effort. However, at the end of 2020, the department had not yet launched this tool and was unable to provide a timetable for implementation.

Special Education During Remote Learning. Despite calls from some stakeholders, USDE declined to issue waivers for IDEA requirements during the Covid-19-related school closures and indicated schools must continue to provide students a free, appropriate

From FY11 through FY14, New Mexico failed to meet state-level MOE, leading to an \$87.5 million liability. In 2016, PED reached a settlement with US Department of Education that required the state to increase state funds for special education. According to PED staff, budget increases in subsequent years brought the state into compliance with the terms of the settlement.

In FY20, 2.6 percent of New Mexico's public school students identified as homeless. Section 22-1-4 NMSA 1978 requires a free public school education be made available to any school-age resident of the state, including homeless children.

Federal regulations mandate each state must create and maintain an IDEA Advisory Panel representative of a broad range of constituencies to provide policy guidance with respect to special education and related services for children with disabilities. PED indicated the advisory panel's annual report, due on July 1, 2020, was slated to be approved and posted to its website in fall 2020. However, by December 2020, the report remained available.

public education, including compensatory services. Remote learning presents many challenges for students with disabilities, who are more likely than their peers to fall behind academically, socially, and behaviorally without in-person supports.

PED recognized these risks by allowing school districts to provide students with disabilities in-person services in a five-to-one student-teacher ratio. However, not every school district did so, leading to disparities in services for special education students. A joint LFC and LESC review of school re-entry plans revealed 40 percent of school districts included in-person instruction for special education students. LFC's fall 2020 survey found 53 percent of special education teachers were teaching in person, while 47 percent were teaching remotely, indicating potentially significant variation in the availability of in-person services, the amount of instructional hours for students, and the number of students able to engage in in-person learning.

During remote learning, PED reminded schools to identify a homeless liaison, continue to provide legally required services and fee waivers, and ensure access to remote learning for homeless students, including providing devices and Wi-Fi access.

In 2020, PED added a homeless coordinator to its equity team and extended the federally funded Education for Homeless Children and Youth subgrant another year to ensure continuation of services for homeless students.

For a number of years, charter schools in New Mexico have noted the at-risk index currently in statute is not based on the actual populations they serve. Instead, charter schools are assigned the at-risk index of the school district in which they are geographically located. Allocating at-risk funding using actual income data would allow the state to change this practice and fund charter schools based on their actual populations.

Proposed Family Income Index

The public school funding formula includes additional weight for students from low-income backgrounds, English learners, and highly mobile students through the at-risk index. As part of reforms to address the court's decision in the *Martinez-Yazzie* lawsuit, the Legislature has increased funding for services for at-risk students, from only \$86 million in FY15 to \$296 million in FY21. Funding for at-risk services can be used for evidence-based academic or nonacademic interventions for at-risk students.

To supplement the at-risk funding already provided by the state, PED requested \$55.9 million from the public education reform fund to support grants to school districts and charter schools based on the number of low-income students served at a particular school site. The proposed family income index would use tax data compiled for PED by the Taxation and Revenue Department. PED would then construct an index for each school site based on the percentages of students in particular income brackets based on the relative to the federal poverty line. PED notes the proposal uses nonrecurring funding from the public education reform fund as a pilot program, allowing the department to evaluate how the

proposed index allocates funds and the effectiveness of services offered with the funding. While the proposal includes funding for similar services to those allowed by the at-risk index, the department argues the use of funds distributed through the public school funding formula is difficult to track, making oversight challenging.

Nonacademic Obstacles to Learning

Recent research in the neuroscience of learning and brain development has shown that academic, social, and emotional learning are interdependent. Optimal learning requires the ability to regulate emotions and activate cognitive skills as well as social skills, such as communication and cooperation. When students feel fearful, traumatized, or overcome with emotion, the brain has difficulty processing information, and learning is impaired, elevating the need for schools to provide their students opportunities to develop social and emotional learning.

Social and Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning, a non-profit organization that works with families, schools, and communities to establish high-quality,

evidence-based social and emotional learning, defines social and emotional learning (SEL) as the “process through which individuals understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Critical for brain development and for ensuring that children are ready to learn, SEL is commonly taught through five essential competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Numerous studies indicate strong social and emotional skills improve school performance and increase the likelihood students will graduate from college and attain a good-paying job.

In 2020, school districts and charter schools included in their school reentry plans the provision of SEL instruction to enhance students’ capacities in response to the on-going trauma and stressors brought on by the pandemic. Many smaller, rural school districts were in the process of developing schoolwide SEL curricula. It is unclear, however, to what degree these curricula will be implemented as stand-alone supplements or as integrated components within existing classroom instruction, as studies have urged.

PED Supports for Social and Emotional Learning. The National Association of School Psychologists recommended schools and school districts implement a social and emotional well-being screening on students’ return to school for the 2020-2021 school year to identify students who needed follow-up and the capacity of schools to develop a system of tiered interventions. In October 2020, PED in partnership with Cognia, launched a statewide SEL survey for school districts and charter schools to assess the social and emotional needs of their students during the first semester of the school year and to inform PED’s efforts to assist schools in prioritizing SEL implementation and supports for students. The preliminary data on the nearly 4,800 third through fifth grade students and 10 thousand sixth through 12th grade students who participated revealed more about students’ academic mindsets and attitudes toward remote learning than students’ social and emotional needs. The survey data provided by PED are unlikely to adequately inform these efforts, because many of the survey’s 25 questions appeared designed to assess learning preferences and dispositions and student views on the upcoming or past school year, rather than measuring the emotions students are feeling, understanding, and attempting to manage. PED will need to ensure any resulting implementation of programs aligns with national recommendations for providing appropriate and effective responses to students’ SEL needs.

During the 2020-2021 school year, PED began developing an SEL framework that is supportive of restorative justice practices. PED also partnered with the Department of Health’s Office of School and Adolescent Health to provide additional supports for social and emotional learning through teacher trainings on suicide prevention and youth mental health. In October 2020, PED, in collaboration with DOH, received a five-year federal grant of nearly \$12 million to hire more than 400 behavioral health service providers in school districts and charter schools, based on family income, substance abuse rates, student suicide rates and student-provider ratios. The grant includes stipends and increased pay for providers working in the identified schools, with priority given to rural areas and those serving predominantly Native American populations.

Student Nutrition and Wellness

Students experiencing food insecurity face additional barriers to learning. Research shows low-income children who are food insecure are more likely to repeat a grade lev-

The Social Science Research Network, an organization devoted to the dissemination of research in the social sciences, estimated 200 thousand unreported allegations of child maltreatment nationally during Covid-19-related school closures, illustrating the critical role school personnel play in reporting cases of child abuse and neglect.

The Children, Youth, and Families Department confirmed a 49 percent drop in reports in April 2020 and a 39 percent decline in May 2020, exceeding the state’s typical 30 percent decline during summer.

In PED’s SEL survey, 49 percent of students in the sixth through 12th grades and 40 percent of students in third through fifth grades indicated learning from home was more difficult than they had expected.

PED’s SEL survey found 90 percent of students in the sixth through 12th grades and 28 percent of students in third through fifth grades indicated they did not have the necessary technology to access remote learning,

LESC-endorsed legislation for FY22 requires each public school district to employ at least one full-time school nurse and precludes PED from approving any school district budget that does not provide such employment unless the department grants that school district a waiver. The bill allows a waiver for any rural school district with fewer than 250 students, provided

- The school district demonstrates that it can effectively meet student health needs by hiring a part-time school nurse; or
- The school district is not able to hire a qualified nurse or contract with a third party for a qualified nurse because of insufficient availability of qualified nurses in the school district's geographic vicinity.

el; be identified for special education, counseling, or other supplemental services; exhibit behavioral problems such as chronic absenteeism and tardiness; or be suspended from school. For several years the state has provided additional funding to purchase New Mexico-grown fresh fruits and vegetables for public school students and subsidize “breakfast after the bell” programs in schools that are not fully funded by the federal School Breakfast Program. In addition, Laws 2020, Chapter 12, prohibited school districts and charter schools from charging fees to students who are eligible for reduced-fee meals. The loss in revenue is to be made up with an appropriation from the state. Additionally, in recent years the state has reimbursed school districts and charter schools for the purchase of feminine hygiene products.

PED requested \$2.3 million for four separate programs that address student nutrition and wellness. The department's request for each of these programs was flat with FY21 adjusted appropriations.

The LESC recommendation includes a single appropriation of \$1.8 million for these programs. While in previous years the Legislature has made separate appropriations for student nutrition programs, school districts and charter schools have not always accessed their full award. Providing one appropriation for multiple programs allows PED to “right size” programs based on school district and charter school demand. The LESC recommendation earmarks \$50 thousand of this appropriation for the purchase of feminine hygiene products. Language included in the LESC recommendation would restrict these funds for grants to school districts and charter schools.

Student Attendance

Nationally, many states are moving away from tracking habitual truancy to focus on chronic absenteeism, emphasizing prevention and intervention, rather than punitive measures. The Attendance for Success Act, enacted in 2019, introduced into state law the idea of chronic absenteeism, which centers on the percentage of time a student is out of school for any reason – a metric better able to assess progress made in addressing absenteeism and aligned with current reforms around school attendance practices. The 2020-2021 school year was the first year schools were required to track chronic absenteeism. PED's most recent FY20 student attendance data were disaggregated by individual schools, rather than on an aggregate level to reflect statewide average rates of absenteeism or chronic absenteeism.

PED Guidance on Student Attendance. Pursuant to the Attendance for Success Act, PED expected students to attend in-person or remote classes during the 2020-2021 school year and required schools to document daily attendance for both in-person and remote learning, while supporting students not actively attending school. Acknowledging the

challenges caused by the Covid-19 pandemic, PED required school attendance policies to account for inequities when determining student attendance in remote instruction, for example, by giving students the opportunity to participate in an asynchronous learning activity or otherwise provide evidence of their engagement with the curriculum. PED allowed each school district and charter school to determine what constituted daily attendance during remote or hybrid learning, which will result in another year of inconsistent attendance data. Pursuant to statute, all school districts and

The Attendance for Success Act includes the following four attendance intervention tiers:

- Whole school prevention for students who have missed <5 percent of classes or school days;
- Individualized prevention for students who have missed 5 to <10 percent of classes or school days;
- Early intervention for students who have missed 10 to <20 percent of classes or school days; and
- Intensive supports for students who have missed 20 percent or more of classes or school days.

charter schools are required to submit to PED an attendance improvement plan that includes attendance targets for individual schools and for student subgroups with absence rates of at least 10 percent, as well as a process for the prevention of absences and provision of early interventions. School districts and charter schools are to classify each student into one of four attendance intervention tiers based on percentage of absences. However, because PED allowed each school district and charter school to determine what constitutes daily attendance in remote or hybrid learning, rates of attendance may vary widely and depend in part on each school district or charter school's different standards for what a student must do to get credit for attending a class.

School Closures and Student Attendance. Absenteeism was a major concern during both the spring 2020 school closures and the opening of the 2020-2021 school year, as school districts nationwide struggled to locate students amid the Covid-19 pandemic. Studies have estimated 3 million of the most at-risk students, or 6 percent of public school students nationwide, may not have received any formal education, virtual or in-person, since widespread school closures began in March 2020. An LFC fall 2020 survey indicated teachers were not able to reach approximately one in five students. Teachers also reported that one-third of students were not regularly participating in synchronous, or real-time, instruction, while two-fifths of students were not engaged in any asynchronous, or self-paced, instruction. Due to these overriding challenges to student attendance brought on by the pandemic, many school districts and charter schools advocated for a delay to the implementation of schoolwide interventions to address chronic absenteeism pursuant to the Attendance for Success Act.

PED Supports for Student Attendance. PED has urged school districts and charter schools to establish an early warning system to provide tiered interventions for students at-risk of dropping out, absent from or not engaged in remote learning, or demonstrating other off-track behaviors, including misbehavior or poor course performance. These interventions include weekly phone calls with students and parents or guardians, wrap-around services to facilitate student engagement, and other forms of direct support. Currently, New Mexico lacks a statewide early warning system, despite investments made by the Legislature over the last decade to create one.

Research indicates more than half of all dropouts could be identified as early as the sixth grade by using three indicators: attendance, misbehavior, and poor academic performance.

Research has shown integrated multi-tiered intervention models focused on school attendance require a shift in thinking toward prevention, frequent data review, and on-going professional development. The challenge facing PED is not whether to blend school attendance into such a model but, rather, identifying best practices and processes for doing so. One significant step would be the establishment of a mandatory statewide early warning system focused on student attendance.

During the spring 2020 school closures, Engage New Mexico worked with 7,422 students in 43 percent of school districts to re-engage with remote learning. While it is too soon to accurately measure the program's impact, anecdotal data from spring 2020 indicated the program helped many students re-engage with remote learning, complete course requirements, and graduate.

In FY21, at a cost of roughly \$3.4 million, PED extended its partnership with Graduation Alliance, an organization providing students with pathways to graduate high school, to support students in remote learning through a program called Engage New Mexico. Participating students received an academic coach to help them develop plans for success and connect to community supports. PED encouraged school districts and charter schools to use this outreach service as an intervention for meeting Attendance for Success Act requirements. During fall 2020, Engage New Mexico received 13,761 student referrals from 135 school districts and charter schools.

In November 2020, PED asked school administrators to gather contact information to provide outreach, coaching, and additional supports to an additional 12 thousand

students unaccounted for during the fall semester. The department indicated a vast majority of these students came from 13 school districts, including Albuquerque and Rio Rancho. By mid-December, PED announced it had “located” roughly 5,000 of these unaccounted for students and established 15 percent are now being home-schooled, and the rest primarily have moved out of state or dropped out of school to work or care for a child.

Student Discipline and Restorative Justice

The management and discipline of students are fundamental elements in the efforts of teachers and administrators to establish a safe and positive school environment conducive to learning. A recent development has focused on varying approaches to student discipline and brought into contrast the long-standing use of punitive disciplinary measures, such as suspension and expulsion, with the adoption of non-punitive methods designed to address the root causes of a student’s misbehavior while keeping the student in school. A study from the American Institutes for Research indicated forms of punitive discipline impact students’ social-emotional development and academic performance, while finding progressive discipline improves academic performance and reduces the likelihood of entering the juvenile justice system. Research from the Rand Corporation found progressive discipline challenging to implement but effective when embedded within school culture.

Restorative justice occurs in three tiers: community building, focusing on social-emotional skills and build relationships to create shared values; restorative processes, characterized by non-punitive response to conflict; and re-entry, including 1-to-1 wrap-around support to promote student achievement.

Restorative Justice. Restorative justice is a broad term describing a growing movement to institutionalize non-punitive, relationship-centered approaches for addressing harm and resolving problems collaboratively. Inspired by indigenous philosophies to build community, respond to harm or conflict, and provide support, restorative justice is a set of principles and practices that provide, in the context of education, individual layers of support for students. Most school systems historically have followed a “retributive justice” model centering on the rule broken, perpetrator, and schools’ resulting punishment. In contrast, restorative justice focuses on the harm caused and how all affected should repair the harm caused.

The existing research evaluating the efficacy and impact of non-punitive measures, such as restorative justice, is very limited with most studies being qualitative or descriptive in nature or of very small samples sizes, making causal connections difficult to draw conclusively. The largest and most rigorous evaluative study on restorative justice found its use to have positive effects on school climate and school safety and to have significantly reduced the number of days that students spent in out-of-school suspensions, in particular for African-American students, low-income students, female students, and special needs students, resulting in a decrease in discipline disparities based on race and socioeconomic status. However, while finding no effect on students’ likelihood of being absent from school and rates of mobility (changing schools), it also found no statistically significant impact on student grade point averages or performance on math and reading assessments and even a reduction in math performance for elementary and middle school students, particularly African-American students. The one definitive area of positive impact on student outcomes was a statistically significant increase in PSAT scores for 10th grade students.

Nationally, many school districts implementing restorative justice set districtwide implementation goals and have a support team to train educators, school leaders, and students. The Los Angeles Public School District committed \$10 million annually to implement restorative justice programs in all of its schools over 10 years, and Chicago Public Schools recently implemented these practices districtwide and created a toolkit for school lead-

ers. Currently, no examples of districtwide implementation of a restorative justice program exist in New Mexico.

PED Supports for Nonpunitive Disciplinary Practices. The Safe Schools for All Students Act, enacted in the 2019 legislative session, mandates school districts and charter schools adopt progressive discipline approaches, such as restorative school practices, but only in the context of bullying. PED guidance indicates these measures may include meeting with the student and the student's parents; reflective activities, such as requiring the student to write an essay about the student's misbehavior; health counseling or intervention; participation in skill-building and resolution activities; community service; and in-school detention or suspension.

The Safe Schools for All Students Act defines progressive discipline as disciplinary action, other than suspension or expulsion from school, designed to correct and address the basic causes of a student's specific misbehavior while retaining the student in class or in school, including restorative school practices to repair harm done to relationships and other students from the student's misbehavior.

However, the effectiveness of local schools' adoption of non-punitive discipline is unclear because PED indicated it currently does not measure any aspect related to implementation of such discipline practices. Furthermore, the types of school-level data the department collects are inadequate to shed light on these and other particularly critical aspects of student discipline. While PED annually collects school-level data on the types of disciplinary infractions and their corresponding punitive responses disaggregated by schools, the department was unable to provide any aggregate data to show statewide rates of punitive disciplinary measures, such as suspension and expulsion. As the state works to build policies focused on restorative justice, PED should not only build awareness among school districts and charter schools of successful strategies for implementation of non-punitive discipline but also develop systems to allow the department to monitor and measure the degree and impact of implementation on academic and non-academic outcomes.

Community Schools

The Community Schools Act provides a framework for schools to organize community resources and address the needs of the whole child. The act requires implementation of a framework aligned with community school best practices, reflected in four key pillars: integrated student supports; expanded and enriched learning time and opportunities; active family and community engagement; and collaborative leadership and practices. The community schools model is based on a belief that programs which successfully build both non-academic and academic skills improve student outcomes. This approach, recognizing the opportunity gap and its impact on communities, provides the means to ameliorate the effects of educational disparities through programs that expand opportunities for students and their families. A Learning Policy Institute and National Education Policy Center policy brief concluded well-implemented community schools based on the four pillars provide strong support for school improvement.

The "opportunity gap" refers to the inequitable distribution of educational resources and opportunities, resulting in lower levels of academic achievement and attainment for many low-income and minority students.

Community Schools Grantees. PED's community school grants are to be used to establish, operate, and sustain the community school framework pursuant to Section 22-32-4 NMSA 1978. Grants consist of \$50 thousand one-year planning grants and \$150 thousand implementation grants for up to three years. The General Appropriation Act of 2020 provided PED with \$4 million for community school initiatives, a \$2 million increase from FY20. However, solvency measures enacted during the June 2020 special session decreased the appropriation to \$3.3 million. PED supplemented state funding for community schools with a federal school improvement grant to award a total of \$3.9 million to fund 26 implementation grants, 16 of which were awarded to school districts having completed their initial planning grant, six to school districts continuing their implementation grant, and four to new applicants.

Evaluation of Community Schools. PED evaluates community schools by assessing their implementation of the four-pillars model by reviewing quarterly data related to 30 service codes that track student participation in programming. PED also uses attendance rates, suspension rates, and graduation rates as measures of longer-term effectiveness to determine if community schools are meeting students' academic and non-academic needs. The department works with the statewide Community Schools Coalition to provide technical assistance and support to any schools considering becoming a community school.

Because the community schools program has been in existence for only two years, a definitive evaluation of its impact on student outcomes is premature, but preliminary data indicate improvements in annual student outcomes. A 2019 LESC report found rates of reading and math proficiency and high school graduation rose for students in community schools, but not enough to close the achievement gap or keep pace with statewide growth in graduation rates over the same period. As more comprehensive program evaluation becomes possible, PED should ensure it continues to use a wide range of both academic and non-academic indicators to measure the efficacy of state-funded community schools.

FY22 Budget Requests. LESC recommends appropriating \$4.9 million to fund the community school initiatives for FY22, a \$1.6 million increase over FY21, to ensure the program's ability to sustain the growth of existing programs and to establish new community schools in more regions throughout the state. The Covid-19 pandemic has amplified the academic, social, emotional, and mental health needs of many students and exacerbated existing disparities, increasing the importance of the community school model as the state continues efforts to resolve issues raised by the consolidated *Martinez-Yazzie* lawsuit. A recent Learning Policy Institute brief indicated community schools address the need for expanded learning time, including after-school programs and tutoring, and social and health services for at-risk students, as well as serve as promising sites for developing culturally and linguistically responsive programs collaboratively with tribal governments. LESC suggests PED prioritize funds for school districts and charter schools willing to provide matching funds. Grants from the community school funds are for a limited period. Encouraging school districts and charter schools to invest in these programs helps sustain and grow them by requiring the school district or charter school to support the initiative with discretionary funds, which may later be able to be used to support community schools once state funding is exhausted.

Although unprecedented fiscal challenges arose after the 2020 legislative session, lawmakers and stakeholders have continued to focus on filling classroom vacancies, while concurrently increasing the quality of teachers in the classroom through preparation and retention strategies that ensure teachers are prepared and supported to meet the needs of the culturally and linguistically diverse students of New Mexico. Recently, the Legislature has worked to increase educator salaries, protect take-home pay, support evidence-based teacher preparation models, invest in professional development opportunities, and provide scholarships for diverse candidates' teacher preparation. School districts, charter schools, and the Public Education Department (PED) are working to implement new policies including the development and implementation of a statewide mentorship program and a new teacher evaluation system. With both fiscal and programmatic challenges impacting progress, data-driven and evidence-based decisions should be prioritized and enabled through updates to how the state collects, shares, and uses data.

Keeping the educator pipeline intact is necessary to ensure all New Mexico students have access to high-quality instruction. A growing body of research demonstrates teacher quality is the number one factor that impacts student learning; principals are the second most important school-level factor associated with student achievement. The educator pipeline begins with preparation, follows the teacher candidate to their first placement, and requires induction support and mentoring, which should result in increased retention of teachers and better student outcomes. Because effective principals also act as instructional coaches, teachers can move through a career ladder by first taking on more duties at school, and later transitioning into school leadership or district-level administrative positions, completing the pipeline and bringing a teacher perspective to school improvement and leadership.

Educator Quality

New Mexico has not yet figured out how to define and measure educator quality. Previously the U.S. Department of Education, defined highly-qualified teachers as fully certified, traditionally prepared, and experienced with a background in the subject they teach. This definition forced states to measure quality based on qualifications and not on the impact they had on students. The U.S. Department of Education through the Every Student Succeeds Act (ESSA) took away this definition, allowed states autonomy to define “ineffective teachers,” and required states to report on how school districts and charter schools will ensure at-risk students are not served by “ineffective teachers” at higher rates than other students. In PED’s ESSA plan, the definition of “ineffective teachers” is tied to the defunct evaluation system, and how the department is currently measuring quality is unclear. PED shares educator quality data through its new accountability website, New Mexico Vistas, by looking at multiple characteristics of teachers, such as years of teacher experience, licensure level, certification type and demographic information for students and teachers. Although PED reports 99 percent of New Mexico’s teachers have a professional credential in the subject they teach, large numbers of the teaching workforce are inexperienced. In New Mexico, 40 percent of the teaching workforce has less than five years of experience compared with 22 percent of the total teaching workforce in the United States. Within the state’s teaching

Traditional educator preparation programs lead to a bachelor’s degree and a teaching license, while alternative teacher preparation programs primarily serve candidates who already have a bachelor’s degree and subject-matter knowledge but no education degree. Alternatively licensed teachers are the teachers of record in a classroom while participating in an educator preparation program.

Years of Experience in Low- and High-Poverty Schools
U.S. Share of Teachers Compared With NM Share of Teachers

Experience	Total US	Total NM	Low-poverty US	Low-poverty NM	High-poverty US	High-poverty NM	Gap (High minus Low-poverty school) US	Gap (High minus Low-poverty school) NM
Inexperienced (5 years or less)	22%	40%	20%	36%	24%	52%	5 ppt.	14 ppt.
2 years or less	9%	23%	8%	19%	10%	36%	2 ppt.	17 ppt.
2 to 5 years	13%	17%	12%	17%	14%	16%	2.4 ppt.	-1 ppt.
Experienced (5 years or more)	78%	61%	80%	64%	75%	49%	-5 ppt.	-14 ppt.
6 to 10 years		17%	-	19%		15%	-	-4 ppt.
10 years or more		44%	-	45%		34%	-	-11 ppt.

Source: LESC Files

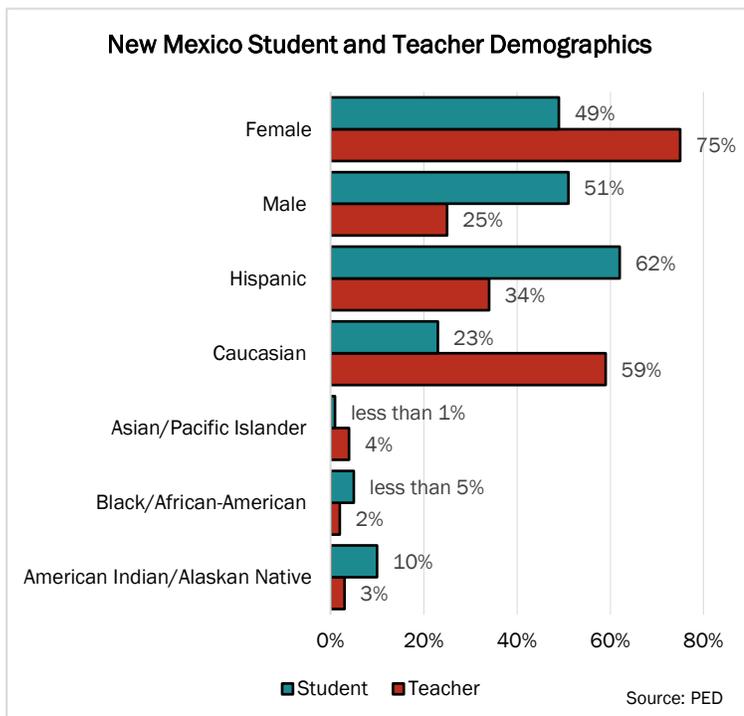
workforce, 9 percent of new teachers are the teacher of record even though they are still on the alternative licensure pathway and currently taking educator preparation program coursework. PED should continue to work to define quality in the profession so school leaders can support their employees appropriately and lawmakers can target support at the right people.

New Mexico Vistas defines a “high-poverty” school as a school where 75 percent or more of the students are eligible for free or reduced lunch (FRL) and a “low-poverty school” as a school where 25 percent or less of the students are eligible for FRL.

In high-performing countries, the best teachers are typically assigned to schools serving disadvantaged, struggling students. National research has consistently found that across the United States, children from low-income backgrounds are more likely to be taught by lower-credentialed and inexperienced teachers. Nationally, 24 percent of inexperienced teachers, those who have five years of experience or less, teach in a high-poverty school. In New Mexico, 52 percent of inexperienced teachers are teaching in high-poverty schools, more than double the national average.

Studies show students from diverse backgrounds perform better on standardized tests, have improved attendance, and are suspended less frequently when they have at least one same-race teacher. Nationally, more than half of United States students are racially or ethnically diverse, compared with 80 percent of the teacher workforce identifying as white. New Mexico’s teacher workforce also has gaps in representation. Sixty-two percent of students identify as Hispanic in the state, whereas only 34 percent of the teacher workforce identify as the same. Only 3 percent of the teacher workforce is Native American, whereas 10 percent of New Mexico students are Native American.

Only 3 percent of the teacher workforce is Native American, whereas 10 percent of New Mexico students are Native American.



Teacher Recruitment

According to PED, school districts with the greatest challenges, such as large numbers of students with limited English proficiency, living in poverty, and high student dropout rates, also have the most difficulty attracting and retaining teachers. While all occupations experience some degree of turnover, turnover in teaching is considered high, particularly during a teachers first five years of teaching. In the last five years, around 40 percent to 50 percent of new teachers leave the teaching profession within the first five years of entry into the profession. Special attention to recruitment and retention

strategies within the education system can increase the quality of the educator workforce and in turn have a positive impact on student outcomes.

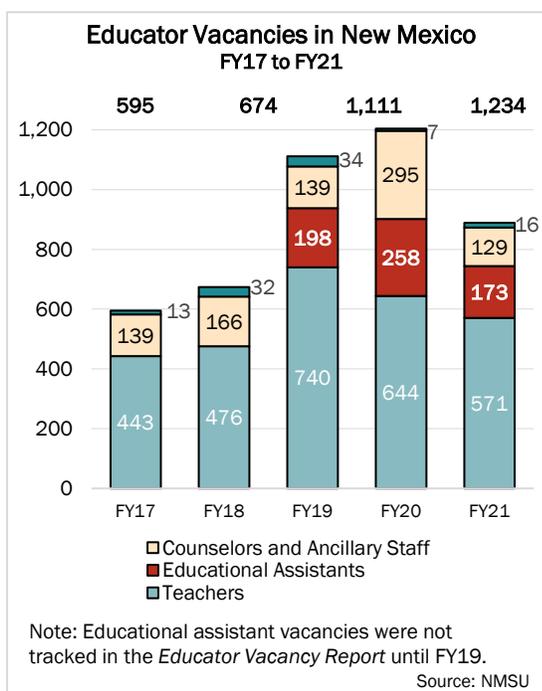
Teacher Demand. According to the 2020 Educator Vacancy Report, a publication of New Mexico State University’s Southwest Outreach Academic Research Evaluation and Policy Center, teacher vacancies decreased by 11 percent between FY20 and FY21 from 644 teacher vacancies to 571 teacher vacancies; current vacancies represent 2.74 percent of the current teacher workforce. Of those vacancies, the largest unfilled job posting was for elementary school teachers at 29 percent, representing 163 vacancies, and special education teachers at 27 percent, which had 153 vacancies. Educational or instructional assistants vacancies decreased by 33 percent from 258 last year to 173 vacancies this year. Although this data source is cited throughout the state as a metric to measure the teaching shortage, the report only represents publicly posted job postings. This leaves out other important measures that impact the workforce such as long-term substitutes, class load adjustments, combined grade levels in rural areas and teachers teaching classes they are not qualified to teach.

According to FY21 school district first reporting date data, 448 positions, or 2.2 percent of the teaching workforce, were reported as filled by substitutes.

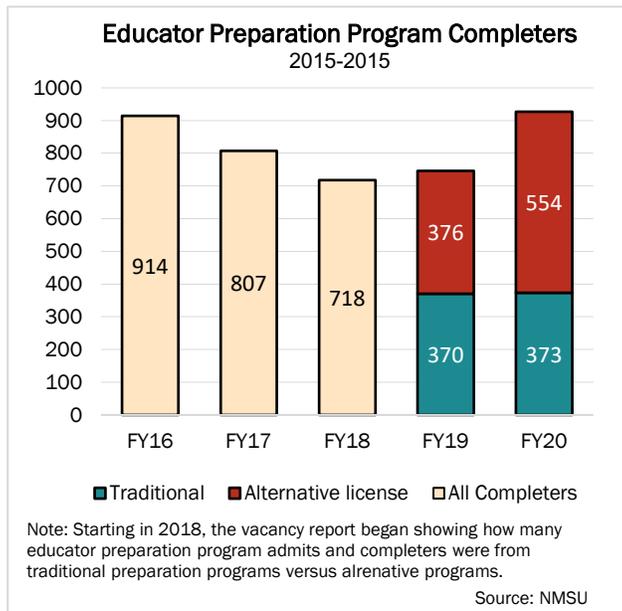
The impact of the Covid-19 public health emergency on the teaching workforce is currently unknown; increased responsibilities and challenges within teachers’ day-to-day duties this year could have both potential positive and negative impacts on the workforce. PED recently praised teachers around the state for adapting, gaining increased technical literacy, and working closely with families throughout the pandemic. Due to the Covid-19 public health emergency, decreases in educator vacancies should be considered with caution. New Mexico has one of the oldest teacher workforces in the nation, with one in four over 55 years old, leaving more educators at high-risk for complications if they contract Covid-19. Education employee retirements throughout 2020 remained below 2019 levels. The impact of the pandemic on the teaching workforce might not be fully realized as more school districts rely on virtual learning platforms with embedded curriculum, such as Edgenuity, which might require little participation from a teacher. Twenty-five percent of school districts reported in recent assurance documents they are using different instructional strategies and programs for students who choose online instruction compared with those who opt-in for a hybrid or in-person option.

Teacher Supply. Teacher preparation programs in top-performing countries know the number and types of teachers needed to fill local vacancies and focus efforts on preparing teachers to meet current and future needs. In New Mexico, teacher demand outpaces the number of teachers prepared each year and not all teachers who are prepared in New Mexico commit to teaching in the state following graduation. According to the most recent data available, on average 63 percent of graduates teach in New Mexico following graduation.

In FY20, a total of 1,287 students were admitted to New Mexico educator preparation programs, 193 students over FY19, and 927 students completed a program, a 24 percent increase over FY19, a marked improvement over the last few years. Graduation rates had declined year-over-year since 2015, and during the 2017-2018 school year, completion rates were down 20 percent from two years prior. Of those who completed a pro-



PED’s request includes \$1.5 million for educator recruitment from the public education reform fund for expenditure in FY21 and FY22. PED plans to use these funds to create a national platform for educator recruitment with elements such as media presence, advertising, and school district and charter school specific recruitment efforts. Although a statewide PED-administered platform listing all educator job postings in the state would be useful, its effectiveness at filling vacancies is unknown.



For FY21, the Legislature appropriated \$274 thousand to HED for a longitudinal data system. Over a four-year period, HED plans to link data from PED, the Workforce Solutions Department, and the Early Childhood Education and Care Department to target interventions and investments and determine what educational practices and programs drive student success from childhood into the workforce. For FY21, the Legislature appropriated \$254 thousand for an education preparation program data exchange and educator preparation programs reported PED staff has worked with them to complete memorandums of understanding this year.

Minnesota’s biennial report on teacher supply and demand goes below the surface of the educator workforce, looking at many measures contributing to the quality of the workforce and interconnecting outcomes of teacher recruitment and retention strategies in the report. Louisiana takes a different approach to the collection of this data, allowing school districts to identify their primary educator preparation program in their region and share data based on local needs workforce needs.

gram during the last academic year, 60 percent finished an alternative license program, larger share than in the previous year, when alternative program students were 51 percent of total program completers. According to the 2017-2018 educator accountability report, 37 percent of all enrolled candidates identified as Hispanic, 5 percent identified as Native American, and 51 percent identified as white; comparable data from prior years is not available, but these teacher candidates are slightly more diverse than the current teacher workforce.

Educator Workforce Data. The *Martinez* and *Yazzie* consolidated lawsuit identified well-trained staff as essential to ensuring all students have access to a high-quality education, and the Legislature has been focused on supporting an improved workforce. Educator workforce data is necessary to track progress on the quality, supply, and demand of the teaching workforce. For example, interconnected data from educator preparation programs, PED, and school districts can measure the impact of legislative initiatives such as following cohorts of students prepared through teacher residencies and teacher candidates supported through specific scholarships. Aligning effective data exchange systems will allow for continuous improvement on all levels and more-targeted investments. Currently, 29 states maintain data systems that collect teacher supply data from preparation programs; however, only eight states address shortages and surpluses by connecting supply data to school-level hiring statistics.

Since 2007, PED has been required to work with the Higher Education Department (HED) and educator preparation programs to create an annual educator accountability report that tracks and measures education candidates from pre-entry to post-graduation, to benchmark the productivity and accountability of New Mexico’s educator workforce. Between 2016 and 2019, PED did not produce this important report, leaving a gap in information during those years.

The Southwest Outreach Academic Research, Evaluation, and Policy Center started publishing its annual educator vacancy information in 2015 to demonstrate the magnitude of reported teacher shortages. In spring 2020, PED published the first educator accountability report in four years for the 2017-2018 school year. Current reporting requirements focus on educator preparation program metrics, but do not require PED to include data on program graduate outcomes. Other metrics to provide a comprehensive look at the workforce should include detailed licensure data, retirement trends, long-term substitute assignments, and preferred staffing-levels based on student enrollment information. LESC staff is continuing to work with PED and educator preparation programs to determine which data points would be mutually beneficial to help facilitate continuous improvement of educator preparation programs and provide a more comprehensive timely snapshot of the educator workforce throughout the state.

Effective Teacher Recruitment Strategies

To address the shortage of teachers in New Mexico, financial incentives can help offset the cost of teacher preparation to increase the number of diverse candidates in the

teacher pipeline. Two teacher preparation scholarship programs created in the 2019 legislative session are designed to increase the number of diverse candidates in the teaching profession and retain them.

Teacher Preparation Affordability Scholarships. The Teacher Preparation Affordability Act, created in 2019, provides need-based scholarships of up to \$6,000 per year for up to five years to pay for educational expenses in pursuit of a teaching license. In FY20, the Legislature transferred \$10 million to the teacher preparation affordability fund to support recruitment efforts in subsequent years; however, the General Appropriation Act (GAA) did not include an appropriation of money from the fund, meaning HED did not have authority to use the funds. For FY20, HED made awards to institutions of higher education totaling \$5 million, educator preparation programs spent \$2.2 million of their allocations by the end of FY20, and the remaining funds returned to the HED fund for this purpose. In the first year of the scholarship, institutions awarded scholarships to 961 students.

For FY21, HED has so far expended or encumbered a total of \$4.5 million out of the \$5 million appropriation; it is unclear if the entire appropriation will be spent in FY21 because not all institutions distributed all of their allocations from HED in the first year and it is a fairly new scholarship program. Of the 739 awards offered to students for FY21, 38 percent of awards went to students who received scholarships in the first year. HED allocates funding to institutions two times per year, so the number of students supported this year could increase after spring semester awards. HED has allocated scholarship funds across 27 public and tribal higher education institutions. Due to the lack of reporting requirements by law and HED and how scholarship funding is distributed through financial aid offices, it has been difficult to get complete scholarship data. From data that was reported to LESC staff, most first year scholarship recipients who were eligible to continue receiving funding for scholarship funds are receiving awards in FY21. Teacher candidates who graduated, received other scholarships, or dropped out of teacher preparation programs are not receiving awards in FY21. Few candidates dropped out, but those that did cited the pandemic, grade point average requirement, and inability to pass licensure exams as barriers to continuing in their teacher preparation program. If the student drops out, they are not required to repay scholarship awards. The LESC-endorsed budget includes an appropriation of \$5 million to teacher preparation affordability fund for FY22.

Grow Your Own Teachers Scholarships. Enacted during the 2019 legislative session, the Grow Your Own Teachers Act created a scholarship program for educational assistants of up to \$6 thousand per year for up to five years for education expenses needed to obtain a teaching license. Public schools that employ educational assistants are required to grant scholarship recipients professional leave for classes, exams, and practice teaching. Since the program was created in 2019, the Legislature has appropriated \$1 million to support this scholarship program, including \$500 thousand appropriated to HED to be awarded in FY19 and FY20. In FY20, 43 students received Grow Your Own Teachers Act scholarships.

A second \$500 thousand was appropriated for the program in FY21 but allocated to PED, which has yet to transfer the money to HED for use for scholarships. Without a direct appropriation in FY21, HED distributed the remaining \$341 thousand in the fund to educator preparation programs. For FY21, 104

Current law requires public postsecondary educational institutions and tribal colleges to issue teacher preparation affordability scholarships first to qualifying students who are English learners, minority students, or have indicated they will teach in a high-need position. Data collected from institutions suggests teacher candidates were prioritized for awards from minority groups who historically have been underrepresented in the teaching profession.

Feedback and examples from educator preparation programs demonstrate scholarships have assisted in retaining teacher candidates by eliminating financial barriers. To ensure these scholarship programs are successful recruitment tools and not just support for students already in the educator pipeline, HED must verify institutions have adequate funding to sustain the program and distribute funding as soon it is available to allow time to start recruiting new students. Without funding dedicated to advisement, marketing, or additional supports, some institutions reported it is difficult to run a comprehensive recruitment and support program.

HED is currently not required to report outcome data to the Legislature on the performance of these two legislative scholarships. At the same time, educator preparation programs do not have data on their graduates following graduation. PED is working with programs to reinstate a memorandum of understanding to match educator preparation graduate data with school personnel data. This data exchange would help determine the effectiveness of these scholarship programs in adding more diverse candidates to the educator workforce and in increasing educator retention.

scholarships have been awarded so far. Scholarships are awarded twice a year and HED estimates 150 individuals will receive Grow Your Own Teachers Act scholarships in FY21. Educator preparation programs share similar reasons for teacher candidates not receiving funding in the second year as the reasons given for teacher preparation affordability scholarship funds. The LESC endorsed budget scenario includes an appropriation of \$500 thousand to the grow your own teachers fund.

Of institutions that reported, four institutions indicated they had no eligible students for the Grow Your Own Teachers scholarship program. Four institutions indicated school districts did not allow release-time for education assistants, which is a statutorily required requirement of the program.

LESC endorsed a bill for the 2021 legislative session to amend the current Grow Your Own Teachers Act to expand eligibility of scholarship awards to allow a public school employee who has worked directly with students for two years to qualify. The bill would also allow individuals to apply if they are authorized to work in the United States, instead of requiring them to be a U.S. citizen. Educator preparation programs reported identifying eligible students has been a challenge for implementation and the added flexibility would assist in identifying individuals who reflect the diversity of students in New Mexico classrooms. The bill encourages public schools to grant professional leave to scholarship recipients that minimizes disruption to the school day. The bill also allows the public school employer to have the school employee make up hours missed during the school day. Educator preparation programs indicated there has been difficulty with school districts allowing scholarship recipients professional leave to pursue these opportunities.

Teacher Preparation

A properly trained staff is necessary for providing a sufficient education for all at-risk students, according to a finding from the *Martinez-Yazzie* lawsuit. Successful school systems in top performing countries prepare teachers in prestigious research universities that are more selective and rigorous, and typically have longer student teaching experiences than those in the United States. Additionally, there are no approved alternative routes to licensure. In New Mexico, entry requirements into educator preparation programs continue to be lowered and more students are being taught by alternative licensed teachers.

PED has struggled to hold educator preparation programs accountable. Regulation changes under the new administration gave more autonomy to educator preparation programs for entry requirements and took away punitive measures that publicly graded program quality. Due to delays because of the public health emergency, PED underwent their first site visits in fall 2020 to educator preparation programs intended to measure whether programs are meeting their goals. During the site visit, educator preparation programs are assessed on four components including curriculum design and delivery, clinical experience, candidate quality, and continuous improvement. Three months after their visit, PED will issue a report to the program with the status of the program, areas for improvement, and recommendations to support growth. The educator preparation program is required to develop an action plan. After the first visit, some deans and directors of teacher preparation programs who observed the process said it duplicated the national accreditation process through the Council for the Accreditation of Educator Preparation. Due to the delay in PED continuing program review, the effectiveness of the department's process in assessing and improving program quality is unclear.

Support for Alternatively Licensed Teachers. Statewide 9 percent of teachers are teaching on an alternative license and more than 60 percent of the 2019-2020 educator preparation program graduates were from an alternative licensure program. Although required by statute, it is unclear if all alternative licensed teachers are participating

in mentorship programs offered through their school district or if these programs are different than those offered for traditionally prepared students. Alternative licensure programs insist more classroom support is needed for alternative-licensed teachers because they are the teacher of record and completing educator preparation coursework at the same time.

The Legislature appropriated funding in FY20 and FY21 for teacher residency models for alternative-licensed teachers to co-teach in the classroom of an expert teacher for an entire year prior to becoming the teacher of record. Traditionally, alternative-licensed teachers already have a bachelor's degree and enter a two-year teacher preparation program where they teach while also earning their teaching license. Residency programs are intended to recruit and retain high-quality candidates with diverse backgrounds by supporting candidates who already have a bachelor's degree to pursue coursework towards a teaching license, while undertaking a full-year apprenticeship in the classroom of a master teacher. For FY20, PED, however did not require evidence-based criteria from grantees and granted two of the state's largest alternative licensed programs - Western New Mexico University (WNMU) and Central New Mexico Community College (CNM) - teacher residency funds to provide mentorship support to teacher candidates in the classroom. While WNMU's and CNM's efforts had merit, the Legislature was concerned PED was not using funding as intended and enacted the Teacher Residency Act during the 2020 legislative session to ensure funding appropriated for FY21 was used by the department for true residency programs.

Laws 2020, Chapter 25 (House Bill 92) set requirements in statute that match high-quality residency models. PED-funded teacher residencies are now required to ensure participants co-teach for a full-year in the classroom of an expert teacher, undertake department-approved teacher preparation program coursework, provide financial support to residents, and provide support for mentor teachers, among other requirements. For FY21, the Legislature originally appropriated \$2 million to PED from the public education reform fund for teacher residency models, which was reduced to a \$1 million appropriation during the June 2020 special legislative session. Out of six applicants, PED awarded New Mexico Highlands University (NMHU), the University of New Mexico (UNM), and San Juan College a total of \$865 thousand for teacher residency programs for FY21.

According to PED, all FY21 grantees meet the statutory requirements for high-quality evidence-based residency models outlined in the Teacher Residency Act. Although rated against a rubric, all the residency programs awarded with PED grant funding do not require participants to teach in the classroom of an expert teacher for an entire year. For example, NMHU teacher residency participants will start to co-teach in spring 2021 and might not be required to co-teach during the fall 2021 semester to complete the full year of co-teaching. San Juan College's teacher residency program reports alternatively licensed teachers started to receive monthly support in their classroom from mentor teacher site visits in November 2020, but the program does not require residency participants to teach alongside an expert teacher full-time. PED did not request funding to

NMHU's teacher residency program received \$321.4 thousand in FY21 from PED to support 10 teacher residents, recent graduates in STEM fields who want to change careers, to become math teachers in four public school districts including Albuquerque, Bernalillo, Pojoaque Valley and Santa Fe. In addition to taking teaching courses, residents will be paired with a mentor teacher to co-teach 30 hours a week, receive support from NMHU faculty and Las Alamos National Laboratory (LANL) educational professionals, and receive professional development aligned to the National Council of Teachers of Mathematics best practices. LANL has partnered with NMHU and Pojoaque Valley public schools over the past two years to embed four full-time lab employees with expertise in education to create a lab school for teacher development and preparation. Using these grant funds, the partnership will continue, and NMHU plans to expand and sustain permanent teacher residency programs for undergraduate and graduate students.

San Juan College, funded for a second year, received \$289.9 thousand to train and support 10 teachers to work in their home communities in northwest New Mexico in partnership with Farmington Municipal School District, Central Consolidated School District, and Aztec Municipal School District to support schools serving high-majorities of Native American students. Participants will receive support from experienced mentors who make visits for classroom coaching and ongoing professional development. Professional development opportunities include a speaking series for culturally sustaining pedagogy, writing workshops, and educator licensure exam support. Participants receive a \$20 thousand stipend and must agree to teach for a minimum of three years in one of the high-majority Native-serving schools in the area.

UNM's teacher residency received \$256.5 thousand to support 16 participants and emphasizes teaching English to English learners through required coursework that will lead to a teaching English to speakers of other languages (TESOL) certificate. UNM has partnered with Albuquerque Public Schools (APS) and Albuquerque Teachers Federation (ATF) for the past two years to place diverse students in classrooms at high-need schools with APS master teachers to co-teach for a full academic year. Grant funding will allow a continuation of this residency partnership. Following residency completion, participants are guaranteed a placement in APS as a Level 1 teacher. The program has been working with the National Center for Teacher Residencies, a non-profit organization that helps evidence-based teacher residency programs across the nation with professional development services and data collection and analysis support.

continue grant-funded teacher residency programs in FY22. LESC recommends a \$3 million appropriation from the public education reform fund to continue to expand teacher residency programs in FY22 that comply with the requirements of the Teacher Residency Act.

Additionally, recognizing the value in different models of improved mentorship program for alternative licensure programs, the committee recommends a \$1.1 million appropriation to PED for grants to educator preparation programs to continue models of mentorship and co-teaching for alternatively licensed teachers, which would allow WNMU's and CNM's mentorship programs to continue to be funded and studied. WNMU FY20 funding was used to hire retired teachers to support groups of four alternatively licensed teachers in their classrooms, resulting in a 91 percent retention rate, compared with less than a 50 percent retention rate for other alternative licensure program students. CNM used FY20 grant funds to support teacher candidates by having special education teacher candidates co-teach for a semester in the spring with lead special education teachers while completing coursework to build the foundation of their practice; teacher-candidates

took over their own classroom after this in-depth training in the fall. CNM reported participants scored significantly higher than their peers in classroom observation. PED and programs are encouraged to collect program data to evaluate the impact of an improved mentorship model as another means of improving preparation programs.

Preparing Culturally and Linguistically Responsive Teachers. Educator preparation programs are individually taking steps to improve program quality and better prepare culturally and linguistically responsive teachers. Four institutions reported they have added or embedded bilingual and English language learner degree programs throughout their offerings. For example, CNM, the largest alternative license degree program, encourages all of their students to complete teaching English to speakers of other languages (TESOL) endorsement coursework and to pursue dual licensure with general education and special education. Five institutions added courses that include culturally and linguistically responsive strategies and two institutions offer their pre-service teachers professional development and learning opportunities in these areas. Four institutions added offerings to their programs that focus on how to work with special education students. Educator preparation program also shared other strategies, including instruction on how to build lessons for high-need students, statewide grow your own teacher strategies, and a focus on meeting the needs of culturally and linguistically diverse students in the new teacher evaluation system. Although programs are working towards updating their programs, programs and PED should work together to ensure all programs are involved in this work and combine strategies to ensure systemic changes are happening.

Teacher Retention

While compensation commensurate with the professionalism and skills required of teachers is critical for retention, many factors contribute to the undesirability of teaching as a profession such as a lack of proper preparation and supports, the emphasis placed on high-stakes testing, and workload. Teacher retention and quality can be improved by offering financial incentives and professional development structured to ensure teachers stay in the profession longer.

Educator Salaries. Fed by increases to the statutory minimum salary levels, average pay for New Mexico teachers grew twice as fast in FY20 than in any other state, from an

average of \$47,826 to an average of \$54,256, an increase of 13.4 percent, according to the National Education Association. Despite these significant increases, New Mexico did not jump ahead of other states in the region; New Mexico started at a lower base and other states also increased salaries. In recent years, a number of states in the southwest, traditionally the lowest paid region for public school teachers, have increased salaries faster than in the rest of the country. In the last five years, average teacher salaries in New Mexico increased by \$7,631, but the bulk of that, \$6,430 was in FY20.

Average Teacher Salary, FY20

State	Average Teacher Salary	5-Year Percent Change	5-Year Change in Average Salary
U.S. Average	\$63,645	2.15%	\$5,292
Colorado	\$57,269	4.25%	\$2,925
Texas	\$57,091	5.49%	\$12,848
Nevada	\$56,672	1.29%	-\$31
New Mexico	\$54,256	13.44%	\$7,631
Oklahoma	\$54,038	3.13%	\$8,721
Utah	\$52,819	1.85%	\$6,130
Arizona	\$50,381	0.85%	\$2,925

Source: National Education Association

Although the Legislature passed a 4 percent salary increase for all educators during the 2020 regular session, pandemic-induced revenue downturns led the Legislature to decrease the FY21 salary increase to only 1 percent for teachers during the June 2020 legislative special session, and to eliminate salary increases for other educators, including school administrators and school district management. Teachers were singled out because lawmakers wanted to make sure teacher take-home pay was not impacted by increased insurance premiums. For FY22, LESC recommended a \$35.2 million general fund appropriation to the public schools funding formula to increase educator salaries by an average of 1.5 percent.

Educator Health Insurance. Healthcare premiums continue to increase and in recent years the New Mexico Public Schools Insurance Authority (NMPSIA) has frequently set their annual premium rate increases above the amount appropriated to school districts and charters schools through the funding formula to cover these costs. For example, the Legislature in FY21 appropriated \$11.5 million to the public school funding formula to cover a 6 percent health insurance premium increase for public schools, but NMPSIA approved average FY21 premium increases of 8.7 percent. Amid concerns that NMPSIA was increasing premiums above what was approved by the Legislature to cover increases, the Legislature told school districts and charter schools during the June 2020 legislative special session to not pay more than a 6 percent increase for health insurance premiums that take effect in FY21. As a result, NMPSIA reduced rate increases to 6 percent for high option plans and maintained their 2.1 percent increase for low option plans.

NMPSIA had intended to pass along a larger rate increase to shore up the health benefits fund balance. Even with an 8.7 percent rate hike, NMPSIA's actuaries projected the plan would run a \$7.4 million deficit in FY21 and end the year with only \$3.3 million in fund balance, far less than the \$29 million targeted by the board. However, the impact of the Covid-19 pandemic has led to lower healthcare utilization in the short term; NMPSIA's FY20 year end fund balance was \$20.9 million higher than anticipated when the board set initial rates for FY21 and the continued impacts of the pandemic have led to lower than expected costs in the first three months of FY21. While NMPSIA reports \$2.4 million in unanticipated expenses for Covid-19 testing and treatment through September 30, 2020, this amount is more than offset by \$14.9 million in reduced medical expenses. However, NMPSIA cautions that despite plan savings due to the public health emergency, health care utiliza-

Across the United States, the National Education Association estimates almost 1 million educators have been laid off since the passage of the initial federal Covid-19 relief package in the spring. At the start of the public health emergency, PED directed superintendent's and charter school leaders to retain off staff. During the special session, educator raises were pulled back, but because of how New Mexico funds education, school funding was protected at the state-level, preventing mass layoffs of staff.

To meet the requirements of the special session, Albuquerque Public Schools (APS) intends to cap FY21 health insurance rate increases at 6 percent and implement plan design changes that mean higher premium costs for high option plans and lower premium costs for low option plans, similar to NMPSIA's structure. Previously, APS had a single tier of medical plans with the same premium rates.

tion could increase once postponed procedures are rescheduled following a statewide reopening. While utilization may increase, it's unlikely to return to merely normal levels, given the statewide shortage of healthcare professionals.

For FY21, both APS and NMPSIA added health plan options through Cigna. While the plans are hopeful additional competition will help keep rates low, the claim costs associated with each plan is currently unknown. Both entities are self-insured and pay health claims costs, while the plan providers administer the claims.

PED requested \$20.8 million for health and risk insurance increases for public schools for FY22. PED indicates its request is based on NMPSIA's request for a 9.3 percent increase in health insurance premiums, slightly less than recent per-member cost trends. This request also includes a 7.8 percent increase for property and liability insurance premiums; it does not include an increase for dental, vision, or other insurance costs. According to NMSPIA, total costs per member

per month increased by 10.2 percent from calendar year 2018 to calendar year 2019, with plan costs rising by 10.8 percent and member cost sharing rising by 6.7 percent. For Albuquerque Public Schools (APS), the only school district not covered by NMPSIA, PED indicates the department's request is based on a 7.3 percent increase for health, dental, vision, and disability insurance, a 9.7 percent increase of property and liability insurance, and a 23.4 percent increase for unemployment insurance, consistent with APS's request.

LESC recommended a \$13.8 million appropriation to the public schools funding formula for the employer share of health insurance premium increases, sufficient for a 7 percent increase in health insurance premiums; but the LESL recommendation does not assume any increase for risk insurance premiums. The Legislature may want to include language similar to the June 2020 special legislative session language prohibiting NMPSIA from raising premiums beyond the level funded.

Educational Retirement. In recent years, the Legislature has focused on improving the sustainability of pension programs, including plans offered by the Educational Retirement Board (ERB). According to ERB's actuaries, ERB does not hold enough cash and investments to pay for all of the retirement benefits that have been promised. While ERB holds assets valued at \$13.7 billion, as of June 30, 2020, the fund would need an estimated \$22.7 billion in the fund to pay all benefits promised up to this point. The \$9 billion difference is known as the plan's unfunded liability. ERB's actuaries estimate the fund holds 60.4 percent of the assets needed to pay all promised benefits. Because of this large unfunded liability, most of the estimated cost of benefits earned in the current year is being borne by ERB members, while employer contributions are largely used to pay off the previously accrued liabilities. In addition, paying down this debt is taking longer than recommended. In 2019, the ERB board set a goal of paying off the unfunded liability by 2049; the 30-year time horizon is the longest period of time allowed by the Government Accounting Standards Board reporting rules. ERB's actuaries estimate that to reach this goal, the employer contribution would need to be increased to 21.2 percent of salary. At current contribution rates, ERB's actuaries estimate the plan will never be able to pay off the unfunded liability and will exhaust its assets in 100 years.

To address the plan's unfunded liability ERB, the Investments and Pensions Oversight Committee, and LESL have endorsed legislation to increase employer contributions to the funds, which ERB's actuaries estimate will help the fund pay off its unfunded liability in 45 years. The proposed legislation would increase the employer contribution rate by 1 percentage point per year for four years, from the current 14.15 percent to 18.15 percent. Based on FY20 contribution levels, the increase will cost school districts, charter schools, higher education institutions, and other ERB-covered employers a total of \$120 million over four years, but ERB's actuaries estimate it will allow the plan to pay off the unfunded liability by FY66.

Educator Ethical Misconduct. LESC endorsed a bill based on recommendations from PED's task force on school ethical misconduct as required by House Memorial 57, passed during the 2019 legislative session. Since 1987, NMPSIA reported \$80 million in costs associated with claims on improper touching by school employees and also shared they receive an average of 9.5 claims per year from New Mexico public schools covered under NMPSIA. Nationally, research shows that an estimated 10 percent of kindergarten through 12th grade students will be a victim of sexual abuse and misconduct by the time they graduate from high school. The bill requires more intensive background checks, provides support for ethical misconduct investigations within schools, and expands training and reporting practices for all school employees, including volunteers and contractors.

Professional Incentives for Teacher Retention

Professional Development. Professional development consists of varying opportunities and formats creating a disaggregated system of inter-related, but disparate learning opportunities. This makes it difficult to measure their overall effect on teachers' knowledge and instructional practice. U.S. Department of Education research shows that some types of professional development are effective at changing instructional practices and some types of teacher practices are most effective at increasing student achievement.

Top-performing countries provide their teachers with ongoing opportunities for professional development and collaboration. Oftentimes, teachers receive job-embedded professional development that directly ties to their work in the classroom. Schedules and calendars in top-performing countries are developed to strategically support ample time for professional development and teacher collaboration.

In New Mexico, professional development and support is funded through state and federal funds and grants programs. PED does not have an office that organizes professional development opportunities; at least 14 bureaus are currently involved in this work. Between March and August 2020, individuals accessed 20 thousand PED-led professional development opportunities.

PED has developed a three-pronged approach to professional development during 2020. The department indicates it will use their new statewide learning management system, the newly adopted instructional scope, and a self-paced course for educators training in remote virtual learning. The learning management system, Canvas, has embedded professional development on the platform which can be accessed by over 11 thousand school staff members who have an account. Users also have access to high-quality curriculum and can share locally-developed resources with other school districts. PED launched a professional development portal to consolidate educator resources; the portal was supposed to be available in November, but is currently still being developed.

For FY22, PED requested \$10.4 million to support teacher and principal professional development. The request is flat with appropriations made in FY21, with the exception of the science, technology, engineering, arts, and mathematics (STEAM) initiative, which decreased by \$2 million. PED indicates this cost was covered in FY21 through the \$9 million culturally and linguistically appropriate in-

Appropriations to the Teacher Professional Development Fund

Program	FY21 OpBud	FY22 PED Request	FY22 LESC Staff
Early Literacy and Reading Support	\$1,661.0	\$1,661.0	\$1,661.0
Teacher Professional Development Programs	\$2,869.4	\$2,869.4	\$2,869.5
STEAM Initiative (Science, Technology, Engineering, Arts, and Math)	\$4,152.6	\$2,152.6	\$2,318.7
Advanced Placement	\$1,245.8	\$1,245.8	\$1,245.8
Teaching Pathways Coordinator	\$41.5	\$41.5	
Teacher Professional Development for Computer Science	\$166.1	\$166.1	
Total	\$10,136.4	\$8,136.4	\$8,095.0

Source: LESC

structional materials and curricula appropriation. LESC recommends \$41 thousand less than PED's total request for professional development programming. The LESC recommendation includes an \$8 million appropriation to the teacher professional development fund with earmarks for early literacy and reading professional development, PED's teacher professional development program previously named Educators Rising, STEAM professional development, and Advanced Placement course training. Requirements of the professional development fund direct PED to report to LESC on the effectiveness of these programs. The LESC staff recommendation is flat with FY21 for PED's principal professional development program and is in line with PED's request of \$2.49 million for FY22.

Beginning Teacher Mentorship. Mentoring and induction activities support new teachers by facilitating their transition from pre-service to practice. Studies have demonstrated that mentoring and induction can have positive effects on retention, teachers practice, and student reading and student math achievement.

National research shows average teachers certified by the National Board for Professional Standards during their career are more effective, on average, than other teachers and have a positive impact on student outcomes. In New Mexico, teachers who are National Board-certified receive a pay differential through the public school funding formula. Laws 2020, Chapter 26 (House Bill 102) created a PED-administered scholarship program for level 2 and level 3A teachers to cover the cost of the certification process and the FY21 General Appropriation Act included a public education reform fund appropriation of \$500 thousand for this purpose. PED is accepting FY21 scholarship applications through the end of January. The LESC recommends reauthorizing unspent funds from the FY21 appropriation to be used in FY22.

Twenty-nine states require mentoring and induction programs for new teachers. New Mexico has robust mentorship requirements, but PED has never enforced them. Beginning teachers are required to participate in a mentorship program under a level 2 or level 3 teacher and PED is required to approve annual mentorship plans. Currently, successful completion of a mentorship program is a prerequisite for applying for a level 2 teaching license.

Although Laws 2020, Chapter 24, (House Bill 62) authorizes PED to grant school districts up to \$2,000 stipends for mentor teachers from the beginning teacher mentorship fund, the Legislature appropriated \$11 million through the funding formula to school districts and charter schools to fund

beginning teacher mentorship programs. It is unclear how mentorship programs are being implemented across the state with these new funds. For the first year in at least a decade, PED is requiring school districts and charter schools to submit mentorship plans. Although law currently requires annual submission of mentorship plans to the department, school districts and charter schools were required to report details of implementation aligned with department regulations through the additional requirements within the FY21 budget review submission process.

Mentorship plans submitted by school districts and charter schools show disparities and different approaches to program implementation across the state. Additionally, school districts and charter schools reported varying funding sources for mentorship stipends and varying stipend amounts for mentors. PED managers indicated they do not know if school districts and charter schools are spending the \$11 million allocated through the funding formula for mentorship programs. Staff plan to revisit mentorship regulations this year after reviewing mentorship plans to determine how to measure outcomes.

Teacher Evaluation. In the last 10 years, the teacher evaluation system in New Mexico has undergone significant changes, from the use of a controversial value-added model to a recent focus on educator-led professional development plans. During this time, school districts and charter schools autonomy for evaluating teachers has shifted to a state-mandated process.

In 2019, PED convened a task force to create a new comprehensive teacher evaluation system that includes elements beyond observation. Incorporating most of the recommendations from the task force, PED announced the new system would include formal

and informal walkthroughs, educator-centered professional development plans, and surveys. It is unclear how each element will contribute to an educator's overall score and how it will be used to make personnel decisions, as required by regulation and law. Additionally, educator preparation programs used to use teacher evaluation information for graduate outcome data, but do not currently have access to this data making it difficult for programs to improve.

School district's and charter schools were also required to demonstrate how compensation was provided to mentors and what determines program completion requirements.

After a two year pause in evaluations, PED intends for the new educator evaluation system to be implemented during the 2021-2022 school year and for the system to be centered on educator growth and support. The new system is being "tested" by educators and administrators this year, with plans in place to re-invent the administrator evaluation system. Administrators are encouraged by PED to use the tool this year to assist educators in focusing on teaching in a remote or hybrid environment, familiarizing themselves with technology, and supporting the social and emotional wellbeing of students.

During the first three years of life, more than 1 million new neural connections form every second, enabling rapid learning in young children, but this period of rapid growth declines as children age. When children do not have adequate opportunities to create these connections early, their future educational achievement can be negatively

impacted. In addition, adverse childhood experiences (ACEs) including experiencing abuse, neglect, or household dysfunction negatively impact the ability to learn. Research indicates some educational supports and secure attachment relationships can improve the negative effects of ACEs.

Though limited in scope, new research has started to examine the unique role racism may serve in explaining why so many people of color experience ACEs. These studies present a culturally informed adverse childhood experiences model, or C-ACE, to understand the pervasive mental health impact of racism on youth of color.

According to researchers at Purdue University, toxic stress refers to experiences that produce prolonged activation of the body's stress management system. This can damage the brain and inhibit learning.

In alignment with the neurological research, Finland offers a wide range of supports to families with young children. Starting with 164 days of paid paternity or maternity leave and providing heavily subsidized full-day childcare to young children from 8 months to 5 years old. Roughly 54 percent of children birth to age 3 in Finland are enrolled in early childcare education.

Programmatic research shows some early childhood interventions successfully narrow the achievement gap. Additionally, early childhood education and programs that extend learning time were a focus of the plaintiffs in the consolidated *Martinez* and *Yazzie* education sufficiency lawsuit, which noted that quality full-day prekindergarten is necessary to compensate for the late start on learning experienced by many at-risk students – defined in the lawsuit as Native American, English learning, low-income, and special education. The court found these programs have not been funded to the extent that all at-risk children can participate. Over the last three years, the Legislature increased overall prekindergarten funding by 56 percent, expanded the K-3 Plus extended school year program – which has demonstrated success in closing the achievement gap and improving graduation rates - to include all elementary students, created a new department for early childhood education, and provided funding for programs supporting literacy acquisition.

Prenatal to 3-Year-Old Learning. Backed by a growing body of scientific research, an array of policy options exists to ensure all children reach their full potential, starting with a focus on the youngest learners. The link between healthy infant-toddler development and school readiness is well established. Research shows that healthy children with

age-appropriate development are less likely to be absent, have greater attention spans, and have fewer and less severe behavioral issues than children who experience toxic stress. All of this leads to greater academic achievement, which can be a component of closing New Mexico's achievement gap. Additionally, investing in New Mexico's earliest learners provides an economic benefit. National studies find a return on investment of up to \$6.30 for every \$1 invested in high-quality early care and health programs beginning at birth.

New Mexico's Early Childhood Education and Care System

High-quality early childhood education is a cornerstone to closing the achievement gap. Analysis of data shows most New Mexico schools provide one year of academic growth each school year. However, 80 percent of students from economically challenged backgrounds start school behind their peers and struggle to close gaps in learning. Consequently, the Legislature identified child well-being as a key strategy to improve long-term outcomes of New Mexicans. New Mexico has increased early child-

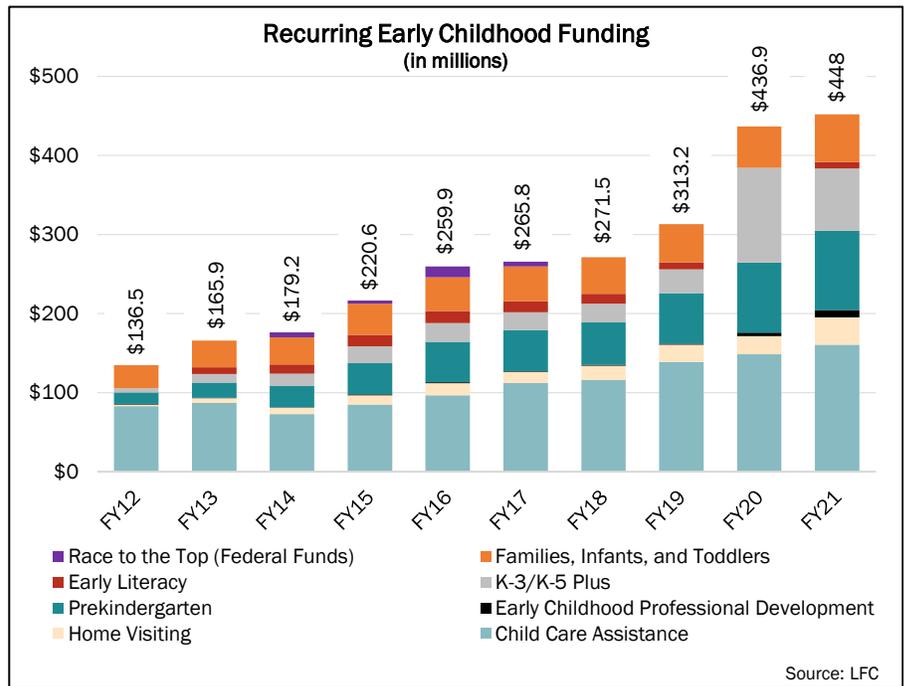
hood funding by 103 percent since FY15, expanding access to services. Childcare assistance, early prekindergarten, prekindergarten, and the parent education and support home-visiting program have been particular focuses of the Legislature for increased funding, even in years of financial constraint. Early care and education spending increased from \$136 million in FY12 to \$448 million in FY21, and these increases do not include federal funding, which allows New Mexico to serve additional children.

Federal funding supplements state general fund revenue to support subsidized child care for families with incomes below 200 percent of the federal poverty level, or \$52,400 a year for a family of four; paraprofessional home visits for new families to improve parenting skills and child health and well-being from birth to age 4; and services under the Family, Infant, and Toddler program, which provides early intervention services to families with infants and toddlers at risk of developmental delays or who have an established medical condition. New Mexico also receives federal funding for Early Head Start and Head Start; in FY20, Early Head Start and Head Start providers directly received a total of \$72.6 million in federal funds.

Operation of early childhood education and care programs historically spanned multiple state agencies, including the Children, Youth and Families Department (CYFD), the Department of Health (DOH), the Human Services Department (HSD), and the Public Education Department (PED). However, the new Early Childhood Education and Care Department (ECECD) began overseeing the state’s early childhood and care education system in FY21. Notably, other agencies will continue to play a role in this expansive system.

High-Quality Prekindergarten Programs

Research indicates high-quality prekindergarten programs are one of the most successful education reforms. These programs support early learning and development to better prepare children, especially children with risk factors, to succeed in the primary grades and reduce the achievement gaps that emerge before kindergarten. In New Mexico, students can receive publicly funded prekindergarten services through the federally-funded Head Start program or through state-funded programs administered by ECECD, which directly contracts with private providers for some programs and works with the Public Education Department on programs in public schools. In general, Head Start services are limited to families living below the federal poverty level.



Childcare Assistance is a subsidy program that helps families pay for privately provided childcare for children 3 weeks to 14-years old.

K-5 Plus is an evidence-based extended school year program focused on increasing instructional time for elementary students.

Prekindergarten is an education program for 3- and 4-year olds provided through both the public schools and private providers under contract with the state that is shown to significantly improve academic proficiency for low-income participants.

Home visiting is a voluntary parent education program that provides family support, answers child development questions, and connects parents with community resources.

Family, Infant, Toddler (FIT) is a statewide comprehensive system of early intervention services for children from birth to age 3 diagnosed with development delays, disabilities, and serious medical conditions.

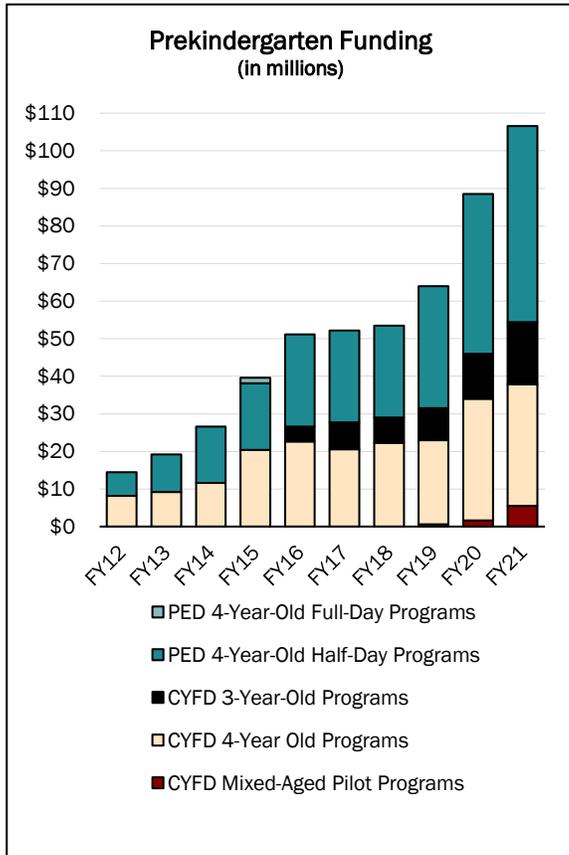
Laws 2020 Chapter 3 created an early childhood trust fund to provide a stable source of funding for early childhood programs. At the end of FY20, the trust was endowed with \$300 million. Based on the December 2019 revenue estimate, the fund had the potential to receive over \$575 million in distributions from FY21 to FY24; however, after the recent oil price collapse, this appears unlikely.

According to the National Institute for Early Education Research, New Mexico meets nine out of 10 quality prekindergarten benchmarks. The state would meet all 10 benchmarks if it required all prekindergarten teachers hold a bachelor's degree.

School Readiness. In New Mexico, many students from low-income backgrounds enter kindergarten less prepared than their more affluent peers. However, high quality prekindergarten programs have proven successful at mitigating factors contributing to the achievement gap. Students, especially those from low-income backgrounds, who attend prekindergarten programs were better prepared for kindergarten than their peers who did not attend. Legislative Finance Committee (LFC) reports find that prekindergarten participation is associated with higher levels of proficiency on third-grade PARCC tests and improved student performance through high school graduation. The findings suggest the benefits associated with participating in prekindergarten programs include

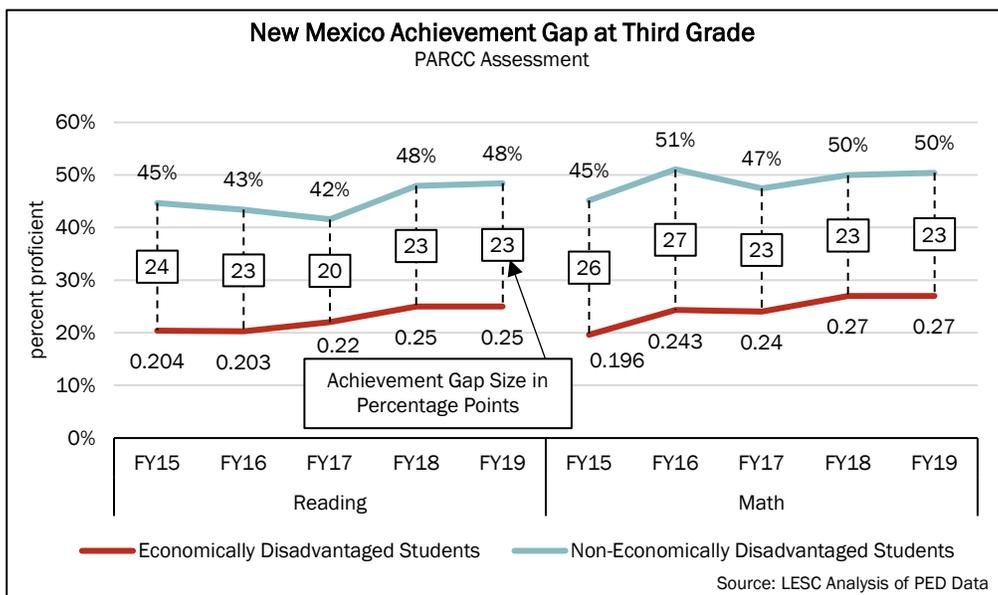
The findings suggest the benefits associated with participating in prekindergarten programs include

- An 11 percent increase in graduation rates for English learners and low-income participants;
- Improved reading and math scores from kindergarten through 11th grade;
- A 50 percent reduction in the number of students retained a grade or more;
- A higher rate of exiting from special education;
- A decrease in the negative impact of student mobility; and
- A 25 percent decrease in chronic absenteeism.



Considering the persistent achievement gap between at-risk students, as defined by the consolidated *Martinez* and *Yazzie* lawsuit, and their more affluent peers it is essential that New Mexico maximize its investment in early childhood education by focusing on program quality.

Expansion of Prekindergarten. Expansion of prekindergarten services continues to be a significant focus of the Legislature. Between FY12 and FY21, prekindergarten funding increased from \$14.5 million to \$100 million, including an increase of \$11.5 million from FY20 to FY21 at a time when funding for most programs was decreased.



LFC indicates prekindergarten funding in both FY20 and FY21 allowed the state to serve more than 80 percent of 4-year-olds – a share generally considered to be universal access – in early childhood education and care programs, defined as prekindergarten, Head Start, and highly-ranked childcare programs with top rankings in the state ranking system. In FY20, CYFD and PED

served 10,827 4-year-olds; PED granted funds to 214 public schools to serve 7,048 4-year-olds and CYFD granted funds to 101 providers to serve 3,779 4-year-olds. In FY21, CYFD granted funds to private providers to serve 3758 4-year-olds, 1,842 3-year-olds, and 499 3- and 4-year-old children in a mixed prekindergarten setting. CYFD and PED served 11,045 4-year-olds; PED grant funded 239 public schools to serve 7,287 4-year-olds.

ECECD requested \$47 million for prekindergarten funding in FY22, a decrease of 4 percent compared with the FY21 operational budget. The department anticipates the budget will fund 13,733 4-year-olds to participate in prekindergarten through public school or community based prekindergarten. See Prekindergarten Awards, [page 172](#).

Covid-19 Initial Impact on Prekindergarten. Across the country, preschools failed to provide students adequate support after shutting down in-person instruction in March due to the coronavirus pandemic, according to a National Institute for Early Education Research report. This report sought to quantify the pandemic's impact on the nation's youngest learners. As can be expected, in-person prekindergarten and high quality childcare participation plunged during the pandemic while preexisting inequities persisted with over half of in-person participation coming from students in higher income and higher education households. This study aligns with interim findings by LFC research and concerns expressed by childcare providers across the state. According to an LFC study, the youngest learners are expected to experience the greatest amount of learning loss. In New Mexico, during school closures, prekindergarten instruction was limited to 30 minutes - 7 percent of recommended instructional time - and national research indicates remote learning is especially ineffective for the youngest learners.

Preschools Open During Fall 2020. Preschool children need to interact with adults and peers to build language and social skills. Consequently, in-person preschool programs were prioritized for reopening even while most New Mexico schools remained in remote learning settings throughout fall 2020. Unlike in the spring, prekindergarten programs in public schools are required to comply with the New Mexico prekindergarten standards and provide 900 instructional hours for full-day programs. To keep students, families, and teachers safe, Covid-19-safe practices were implemented, including cohorting classes to minimize crossover among children, using outdoor spaces for learning activities, checking the health of each child daily, conducting virtual home visits, and requiring the use of face coverings except during eating or nap time.

New Mexico's Research-Based Literacy Programs

The National Assessment of Education Progress results show average reading scores have not significantly changed over the last decade. After third grade, students shift from learning to read to reading to learn. If a significant percentage of elementary students are not reading on grade level, there are serious implications for all learning.

Federal Grants Providing Literacy Support to New Mexico. PED has focused on acquisition of early literacy skills as a key strategy to close the achievement gap. The department was awarded a five-year \$40 million comprehensive literacy state development (CLSD) grant from the U.S. Department of Education. The goal of the CLSD grant is to improve the pre-literacy skills of children under 5 years and significantly increase the

According to testimony provided by LFC, New Mexico's birth rate has declined by 20 percent over the last decade. When building up services, the childcare system should be built for current population to avoid saturation. Additionally, three of every four births in New Mexico were supported by Medicaid. This provides the state opportunities to leverage Medicaid to build up the early childcare system.

During spring 2020 school closures, two-thirds of childcare facilities in New Mexico remained open. In response to the Covid-19 public health emergency and in support of childcare centers across the state, ECECD:

- Provided professional development on virtual instruction;
- Used \$29 million of federal CARES Act funds to provide personal protective equipment, incentive pay, grants for childcare center stabilization, and to cover copayments for families; and
- Administered weekly surveys to childcare providers to be responsive to their needs.

**Comprehensive Literacy State Development Grant Award
2020-2021 School Year**

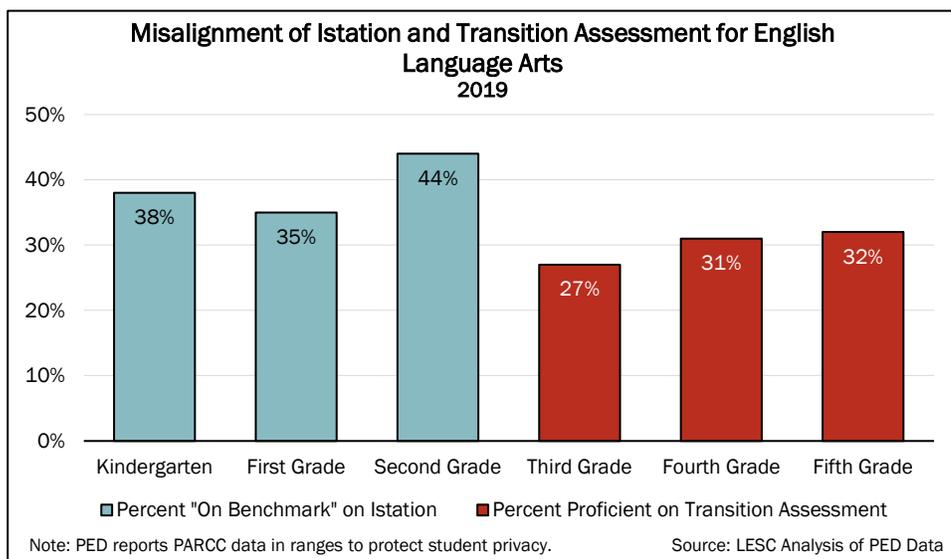
Public School District or Charter School	Award Amount
Alamogordo Public Schools	\$864,000
Albuquerque Sign Language Academy	\$500,000
Bernalillo Public Schools	\$978,300
Cobre Consolidated Schools	\$742,963
Hondo Valley Public Schools	\$124,659
Las Cruces Public Schools	\$1,933,045
Los Lunas Public Schools	\$704,136
Portales Municipal Schools	\$542,000
Santa Fe Public Schools	\$693,038
Santa Rosa Consolidated Schools/ Vaughn Municipal Schools	\$528,719
Taos Municipal Schools	\$773,650

Source: PED

percentage of elementary, middle, and high school students meeting the state’s language and literacy standards. The grant prioritizes students from traditionally disadvantaged and underserved backgrounds, including low-income students and students living in rural areas, English learners, and students with disabilities. The grant’s effectiveness is measured by the number of children reading on grade level by the end of third grade. The five-year grant started in February 2020 and will continue through June 2024.

Reading Proficiency Outcomes. Due to the Covid-19 public health emergency, academic achievement data for the 2019-2020 school year is unavailable. However, if third grade achievement data reflects trends seen in previous years, reading proficiency is likely to remain below 30 percent. In FY19, students took the New Mexico Transition Assessment of Math and English Language Arts (TAMELA), a “bridge” between the criticized PARCC assessment and new testing that was shorter than the PARCC but used comparable questions. In FY19, 27 percent of third grade students tested proficient on

the transition test in reading, compared with 29 percent of third-grade students taking the PARCC in FY18. More students scored at benchmark on Istation, a short-cycle assessment that measures foundational literacy skills, than scored proficient on TAMELA in third-grade in FY19 continuing to raise concerns about the alignment of the assessments. In FY19, 44 percent of second graders met the benchmark score on the Istation assessment, while 27 percent of third graders achieved proficiency on TAMELA.



Interventions for Students Displaying Characteristics of Dyslexia. Section 22-13-32 NMSA 1978 requires all first-grade students to be tested for dyslexia and for elementary teachers to receive dyslexia professional development. In FY21, the Legislature appropriated \$875 thousand to PED to provide dyslexia-related professional development to teachers. In response to this statutory requirement, PED contracted with the Language Essentials for Teachers of Reading and Spelling (LETRS) program to provide all first-grade teachers with the skills they need to master the fundamentals of reading instruction - phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. LETRS is aligned with evidence-based best practices on supporting students with dyslexia. During the 2020-2021 school year, PED required all first grade teachers to participate in this program. According to PED, every first-grade teacher in New Mexico received LETRS training. To expand LETRS training to kindergarten teachers in FY22, PED requested a budget of \$1.66 million, or a 48 percent increase over the FY21 appropriation. LESC recommendation mirrors this request.

Early Childhood Workforce

The early childhood educator workforce in New Mexico consists of public and private providers responsible for ensuring students are prepared to enter kindergarten. In New Mexico's bifurcated publicly funded early childcare system, the state pays relatively high reimbursement rates to private providers, but the providers pay low average wages, a mirror of the national early childhood workforce picture. Although New Mexico's public school prekindergarten teachers fare better than those with private providers, U.S. Bureau of Labor Statistics data shows the annual average wage for childcare teachers in New Mexico is \$25,510 5 percent lower than the national annual average wage of \$24,230.

Increasing Childcare Workforces Wages. Advocates argue higher wages would result in decreased turnover - currently 31 percent year - over - year- and increase quality due to staffing consistency. One of the priorities identified in ECECD's \$401 million budget request for FY22 addresses workforce pay parity. New Mexico early childhood professionals at private facilities earn significantly less income than their public sector counterparts. ECECD's budget request includes funds to increase compensation for at least 200 private sector prekindergarten teachers with equivalent teaching credentials to public school teachers.

Workforce Quality. Nationally, 75 percent of teachers in Head Start, a federal preschool program serving low-income families, have a bachelor's degree; whereas only 36 percent of New Mexico Head Start educators have a bachelor's degree. In FY21, ECECD received an appropriation of \$9.3 million for early childhood professional development. In FY20, ECECD worked with CYFD, PED, and Health and Human Services Department to develop uniform procedures for early childhood programs and their workforce.

As New Mexico prekindergarten expands to serve an increased percentage of 3- and 4-year-olds the demand for a qualified workforce will grow. Public Education Department's (PED) latest prekindergarten report notes the department is working with school districts to develop dual-credit programs so that high school students earn college credit in early childhood education. Completion of this program would allow high school graduates to enter the public school workforce as qualified educational assistants, having earned an associate's degree.

After implementing LETRS throughout the state in 2017, Mississippi has seen consistent improvement in literacy scores statewide and teacher performance. In 2019, Mississippi was the only state to increase literacy scores on the National Assessment of Education Programs.

Early Childhood Professionals in New Mexico

Program Type	Workforce
Child Care Professionals	8,958
NM Prekindergarten Teachers	1,362
Home Visitors	270
Head Start and Early Head Start	2,210
Early Intervention Professionals	808
Consultants and Coaches	54
Total Early Childhood Professionals	13,662

Source: ECECD

ECECD supports the development of early childcare professionals by providing scholarships to support the movement from professional certifications to associates and bachelor's degrees in early childhood education. According to ECECD, this scholarship program is currently supporting over 1000 participants. Childcare workers:

- Pursuing an associate's degree are eligible for 100 percent scholarship tuition and book support;
- Pursuing a bachelor's degree are eligible for 100 percent scholarship tuition and 50 percent book support; and
- Pursuing a master's or doctoral degree are eligible for 80 percent of the tuition cost.

Despite incremental improvement in high school graduation and college remediation rates alongside promising investments in career and technical education (CTE), dual-credit, and other college and career readiness strategies, too many New Mexico students continue to drop out or graduate from high school without the competencies and knowledge to be successful either in postsecondary education or in today's workplace. For students to be college and career ready, meaning that they are prepared for any work or postsecondary education experience or training they may choose, a coordinated and rigorous set of standards must be developed, aligned, and implemented with the real world of college and the workforce that awaits students at the end of high school. Yet, New Mexico lacks a clear and operationalized definition of what it means for students to be college and career ready at the end of their public education. As the U.S. Department of Education notes: Our education systems are only as strong as the expectations they hold for their students.

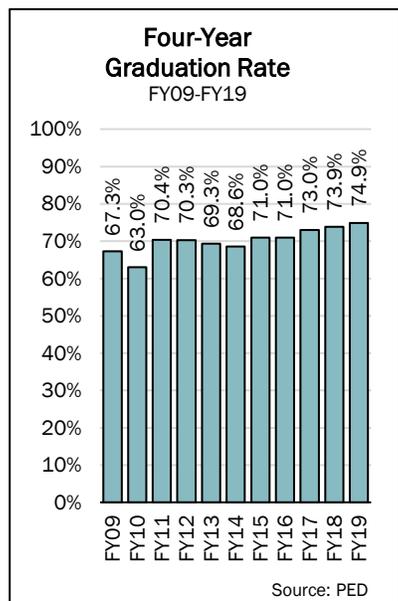
The College and Career Readiness Bureau (CCRB) at the Public Education Department (PED) provides leadership for the state's college and career readiness system, overseeing key programs such as career technical education and next step plans. CCRB states its programs are designed to "prepare students to enter the workforce with the academic and technical skills needed to compete successfully in the job market."

Although CCRB has a clear mission, the state continues to lack a specific, measurable definition of the competencies and skills required by students to become college and career ready.

Today's world demands students and workers have more than basic skills and competencies in academic subjects to succeed. A high school education is far more important now than in generations past. Academic competency in reading and math is necessary but no longer all a student needs to succeed. Higher-order abilities, such as critical thinking and the application of knowledge to solve real-work problems, is crucial. At least 60 percent of jobs today require students to have education beyond high school. While many of these do not require a four-year degree, they do require additional training and often, a certificate or industry credential. Graduating from high school college and career ready is paramount for students to be successful in the workforce.

As part of the *Martinez* and *Yazzie* education sufficiency lawsuit, the court ruled that the New Mexico Constitution requires the state to provide every student with the opportunity to receive an education that adequately prepares them to be college and career ready. The court also ruled that the state is failing to meet this obligation, citing low graduation rates, insufficient proficiency in reading and math, and high rates of college remediation.

In its efforts to improve education and serve all students adequately and fairly, New Mexico must continue to align its educational system with postsecondary and workforce expectations and develop rigorous standards that prepare students at each step of their educational journey. This can be done by making learning more meaningful and developing high school pathways that integrate college and career preparation to make high school more engaging and relevant.



High School Enrollment and Graduation

Graduating from high school remains a crucial indicator of student achievement and future job prospects. While a high school diploma can improve job opportunities and earning potential on its own, it is also a prerequisite for postsecondary education. New Mexico has gradually improved its graduation rate each year since FY10, a trend that remains true for FY19.

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Graduation Rate

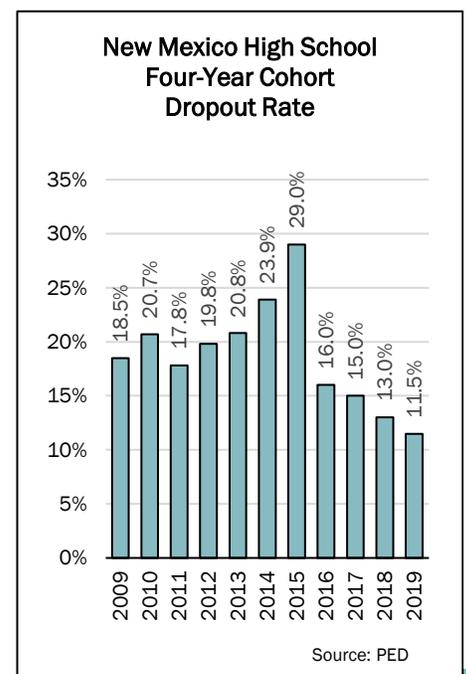
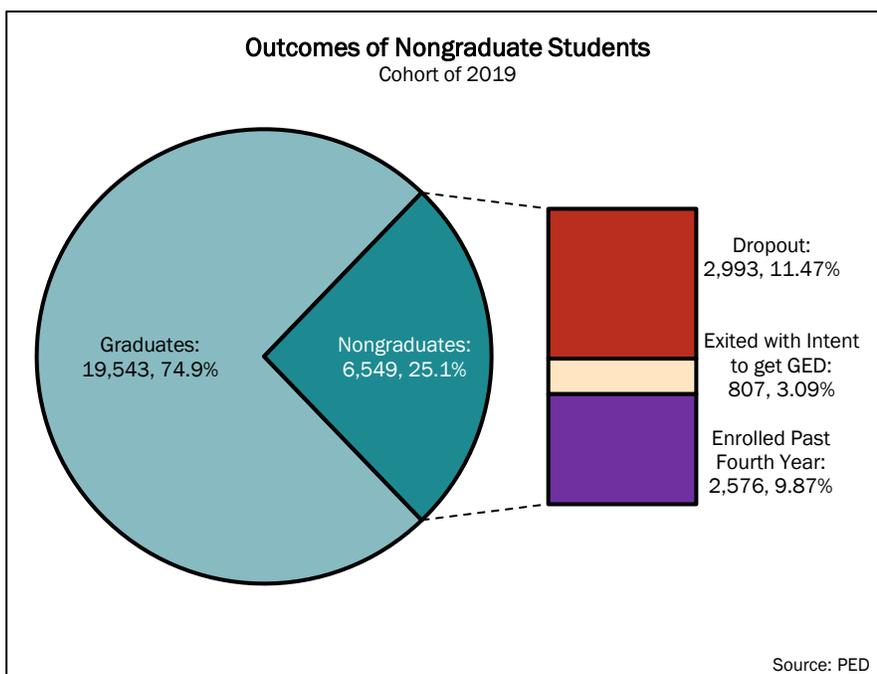
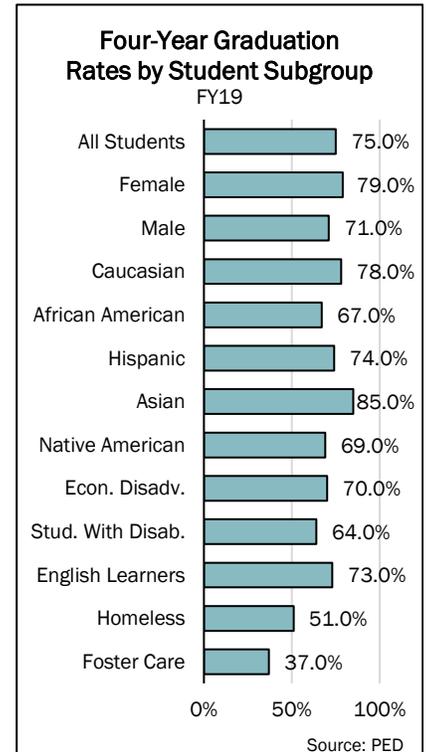
During the 2019 school year, 74.9 percent of high school students graduated. This is an increase from 73.9 percent in 2018 and represents continued improvement in the statewide graduation rate for over a decade. Still, New Mexico lags behind the national average and notable variances in graduation rates exist across student demographic groups. A state-by-state comparison from the National Center for Education Statistics shows New Mexico continues to have one of the lowest high school graduation rates in the country. The national four-year graduation rate is 85.3 percent. New Mexico students are lagging nearly 10 percentage points behind their peers nationally.

Different groups of students also experience varying outcomes. Students with disabilities in the 2019 cohort, for example, graduated at a rate of 64.6 percent. Economically disadvantaged students have a graduation rate of 69.7 percent for the same year. Because graduation data lags by one year, it may not yet reflect recent investments in improving the graduation rate across the state. Further, the Covid-19 public health crisis is likely to have an impact on graduation rates, but that impact is still unknown.

High School Dropouts

The dropout rate for high school students in the cohort of 2019 was 11.5 percent, marking the lowest percentage of high school dropouts in over a decade and following a trend of steadily decreasing the dropout rate statewide. The dropout rate in the cohort of 2018 was 13 percent, and previously, the state's dropout rate peaked at a high of 29 percent in 2015. Despite this improvement, however, New Mexico should continue its efforts to decrease the dropout rate and re-engage students who are at risk of dropping out before completing their high school education.

As the effect of the Covid-19 pandemic on graduation rates continues to be studied, it will also be important to understand if the public health crisis impacted the number of students graduating and dropping out in 2020. Data for this cohort will be available in 2021.



Postsecondary Enrollment and Graduation

Attending college or obtaining another form of postsecondary credentialing, training, or certification is increasingly important in today's job market. Following national trends, New Mexico's economy is becoming more skills-based with most jobs demanding education beyond high school. Increased educational attainment also correlates with higher earnings. Workers with bachelor's degrees increase their income by nearly \$20 thousand annually compared with workers with only high school diplomas.

The Workforce Solutions Department (WSD) reports 35.3 percent of the 2.1 million New Mexicans have an associate's degree or higher, a share of the population lower than the national average of 39.9 percent. Consideration of population, educational attainment, and workforce needs are interrelated – each impacts labor force participation and the ability to connect the state's education and workforce systems. As educational attainment increases, labor force participation rates rise, and unemployment rates fall.

WSD projects New Mexico employment statewide will increase 6.3 percent by 2028. Many of the jobs projected to grow the most will require education beyond high school. Nearly 42.1 percent of this job growth is expected to occur in the healthcare and social assistance sector alone. This includes in-demand jobs such as physical therapist aides, physical therapists, nurse practitioners, personal care aides, and home health aides.

Supporting the Well-Being of Students During the Pandemic

A United Nations policy brief released in May 2020 found the lack of social connections during school closures was a key factor in declining states of mental and emotional health for school-age children in Italy, Spain, and Great Britain. Similarly, national surveys from May and June 2020 found 29 percent of parents indicated isolation was harming their children's emotional or mental health and 30 percent of high school students reported feeling depressed. These patterns have also appeared in New Mexico. An LFC report from October 2020 found teachers, administrators, and parents reported concerning levels of depression and anxiety among students due to isolation and the challenges of remote learning.

During spring 2020 school closures and subsequent school reentry in the fall, PED directed school districts and charter schools to prioritize the safety of students and staff by emphasizing social-emotional wellness, behavioral health, and culturally responsive care. PED also prioritized continued access for students and families to school counselors and other mental health professionals, urging schools to check in at least weekly with individual students and families through telephone calls, emails, or other virtual means. The department also provided a handout on frequently asked questions that provided contact information for appropriate community partners that are providing resources, established a statewide mental health crisis hotline, and enabled access to telehealth from Medicaid-funded providers through a collaboration between the Children, Youth and Families Department and the Human Services Department.

School staff often maintained direct contact with individual students during school closures that began in spring 2020 through weekly – and sometimes daily – check-ins by a school counselor or other mental health professionals via text message and phone. In spring 2020, nearly one-quarter of school districts used community partnerships as a means to expand student and family access to mental health services. Many school districts partnered with local health clinics to provide referrals to appropriate providers or offered online tele-therapy through Theranest and similar platforms. A joint LFC and LESC survey of school districts' re-entry plans for the 2020-2021 school year showed 98 percent of school districts planned to provide either social workers or counselors to students and staff. The percentage of school districts partnering with community organizations, such as local health clinics and tribal agencies to address students' social-emotional needs, has also doubled from the spring to 48 percent, suggesting a greater awareness and ability to forge critical partnerships.

An important support for student behavioral healthcare has been the 79 school-based health centers (SBHCs) at 48 high schools, 11 middle schools, four elementary schools, and 16 combined campuses around the state. During spring 2020 school closures, SBHCs emphasized providing continuity of care and maintaining connections with students. From March to June, SBHCs made 1,924 telehealth visits. According to a November 2020 LFC study, FY21 data from the Department of Health showed all 56 centers funded by PED were offering telehealth appointments and 60 percent were offering on-site visits – an improvement from the spring, when service delivery dropped due to school closures and provider capacity for telehealth was more limited.

In November 2020, PED announced all school districts and charter schools were encouraged to allow students to use their school district-issued computers to access telehealth care and services offered by the state's SBHCs in particular. PED also directed school districts and charter schools to facilitate student access by removing technological or policy obstacles, such as preventive firewalls. In October 2020, PED, in collaboration with the Office of School and Adolescent Health received a five-year federal grant of nearly \$12 million to improve access to school-based mental health services. More than 400 behavioral health service providers will be hired in school districts and charter schools, selected based on family income, substance abuse rates, student suicide rates and student-provider ratios, with priority given to rural areas and those serving predominantly Native American populations.

College Enrollment

College enrollment is an important indicator of both educational attainment and the ability to meet state-wide workforce needs. College enrollment in New Mexico has declined for several years and is a product of student choice and population trends. An October 2020 evaluation from the Legislative Finance Committee (LFC) found that from 2015 to 2019, college enrollment in state institutions declined by 13 percent, or just over 16 thousand students, and the decline has impacted higher education institutions evenly; 53 percent of declines were at two-year colleges. The same evaluation by LFC noted current population trends suggest college enrollment will continue to decline unless institutions improve both recruitment and retention.

College Remediation and Credit Recovery

The Higher Education Department (HED) reports the statewide rate of students who must take remedial courses is just above 39 percent for New Mexico students graduating from high school during the 2017-2018 school year and enrolling as first-time freshman at a postsecondary institution in either the summer or fall of 2018. This is an increase compared with a remediation rate of 33.5 percent in 2017. Research shows students required to take even one remedial course are three times less likely to graduate from college. The high and increasing need of remedial coursework at the state's postsecondary institutions suggests misalignment between high school coursework and expectations for postsecondary competencies. Additional efforts to improve this coordination are needed. The Legislature may want to consider whether graduation requirements reflect the required skills and knowledge needed of students to be successful in college.

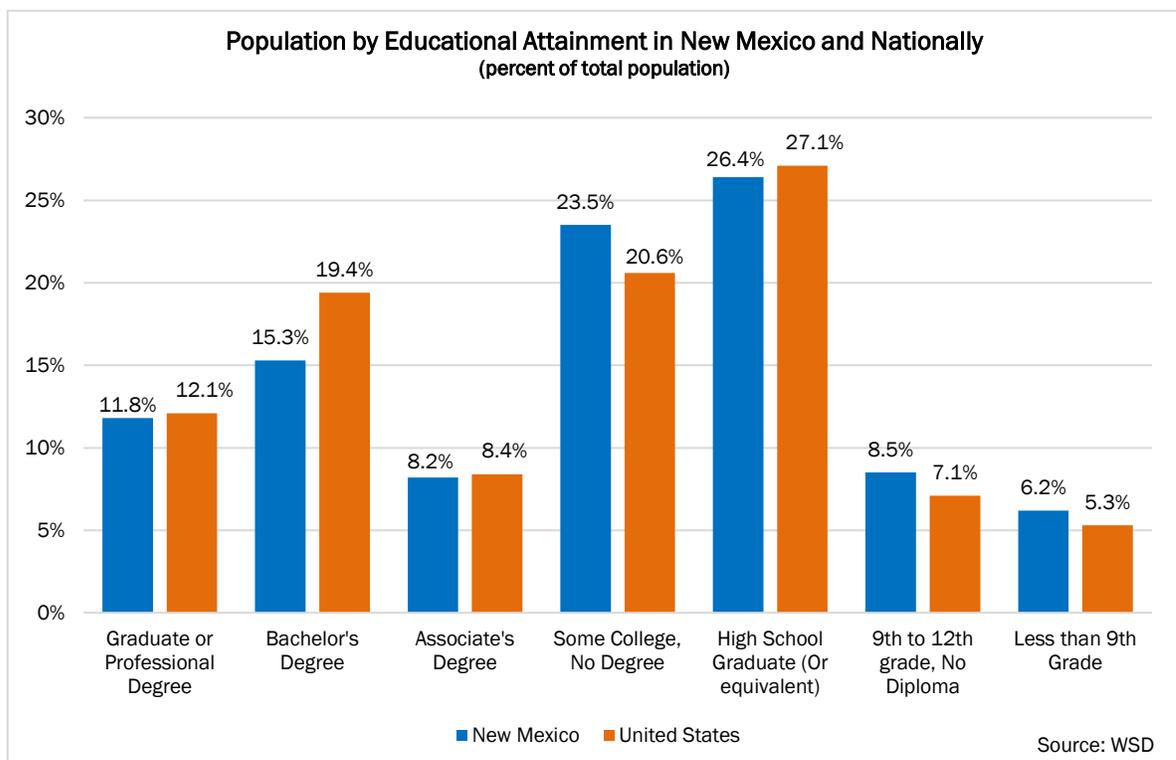
Projected Job Growth by Education Attainment 2018 to 2028

	2018	2028	Growth
No Formal Education Required	221,750	234,650	5.8%
HS Diploma or Equivalent	349,950	367,680	5.1%
Some College, No Degree	18,560	18,780	1.2%
Postsecondary, Non-Degree Award	55,380	60,130	8.6%
Associate's Degree	22,590	24,220	7.2%
Bachelor's Degree	170,310	184,070	8.1%
Master's Degree	13,580	15,500	14.1%
Doctorate/Professional Degree	23,350	25,250	8.1%
New Mexico Total	875,470	930,280	6.3%

Source: WSD

The Covid-19 public health crisis appears to have accelerated college enrollment declines. Total statewide enrollment has fallen by 9.2 percent, or just under 9,500 students. These declines were observed more heavily at two-year colleges, where 87 percent of the loss of students occurred.

LESC endorsed legislation for the 2021 legislative session that would allow LESL to study postsecondary education. This has the potential to allow for more cohesive study and evaluation of the complete public school system in New Mexico.



College Entrance Examinations

As of spring 2020, PED required all 11th grade students to take the SAT college entrance examination. Previously, students took the PARCC reading and math assessments. PED's goal is to make the SAT exam widely available, particularly to students who may have been previously deterred by its cost. The SAT is also accepted at every higher education institution in the state, suggesting SAT as an assessment requirement may remove some barriers to postsecondary enrollment. As part of this requirement, PED has made the SAT free to all students.

PSAT and SAT Participation. Thirty thousand New Mexico students took the SAT or a PSAT-related assessment in the 2019-2020 school year. The suite of assessments offered by SAT – which includes the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 – are designed to measure college readiness. In the 2020 graduating class statewide, over 3,000 students took the SAT, indicating 17 percent of students in grade 12 took the SAT.

Strategies for College and Career Readiness

PED requested \$83 thousand for a professional development program for college and career readiness. The LESC recommendation includes \$8 million for PED-sponsored professional development programs, some of which could be used to provide this professional development.

To prepare students for success, New Mexico uses a variety of strategies and programs including next step plans that are personal career and academic plans developed by each student, dual-credit courses that allow high school students to earn college credits, early college high schools that award a postsecondary certificate concurrent with a high school diploma, and career technical education (CTE). Each are crucial in helping students work toward high-quality certifications, certificates, college degrees, and other credentials beyond high school. The range of strategies also reflects investments from lawmakers, educational institutions, and businesses alike. While significant investments have been made in each of these programs and strategies, many of these remain disconnected from one another as part of a comprehensive educational system that prepares students to be college and career ready.

Next Step Plan

The next step plan is a statutorily required plan developed by each New Mexico student at the end of grade eight through grade 11, and again during a student's senior year (See Section 22-13-1.1 NMSA 1978). The purpose of the next step plan is to identify a student's postsecondary interests and align their high school education to both graduate and pursue additional goals. The next step plan is supposed to be reviewed annually and can be modified by students. It is then filed with the principal of a student's high school and is also signed by the student, their parent or guardian, and the student's guidance counselor or other appropriate school official.

While required by law and administrative rule (See 6.29.1.9 NMAC, Subsection J), it is unknown if these plans have contributed to increased academic or career goal success of high school students across the state.

Dual-Credit Program

Established in 2008, New Mexico's dual-credit program allows high school students to take college-level courses and earn simultaneous credit toward high school graduation and a postsecondary degree or certificate. Courses eligible for dual credit must be academic or career technical; remedial, developmental, and physical education courses do not qualify. In the 2018-2019 school year, 20 thousand high school students in New Mexico were enrolled in dual-credit courses. PED and the Higher Education Depart-

ment (HED) reported 48 thousand unique course enrollments among those students, indicating many students take more than one dual-credit course. Dual credit is available to all high school students, though not required. All high school students, however, must take at least one honors, Advanced Placement (AP), dual-credit, or distance learning course to graduate from high school.

The LESC staff budget recommendation includes \$5 million for instructional materials, including dual-credit materials, previously funded through an administratively burdensome reimbursement procedure.

Section 21-1-1.2 NMSA 1978 requires postsecondary institutions to waive all general fees and local education agencies to purchase instructional materials, such as books and supplies. High school students and their families must provide transportation and pay for any course-specific fees. PED disbursed a total of \$895,637 in the 2018-2019 school year for instructional materials, a 4 percent decrease from the previous year. While statute requires HED to revise procedures in its funding formula to encourage postsecondary institutions to waive tuition for these students, colleges are not statutorily required to. PED regulations, however, require tuition be waived by postsecondary institutions, contrary to statutory requirements (See Section 6.30.7 NMAC).

Across the state, 27 public postsecondary institutions offer dual-credit courses; all students in the state have the opportunity to enroll in dual-credit courses. Central New Mexico Community College (CNM) served the largest share of these students in the 2018–2019 school year, with 5,231 enrolled students. Students who take dual-credit courses have a four-year cohort graduation rate of 88 percent, notably higher than the statewide graduation rate of 74.9 percent. In the most recent annual report on dual credit, both PED and HED note the need for additional progress indicators – including enrollment, percentage of students who complete courses, grades achieved, and course delivery options – to be collected and monitored. Additionally, the report points out the need to research program quality and remediation rates, particularly in language arts and mathematics courses. While the dual-credit program is a low-cost way to support high school students in earning valuable postsecondary credit, the Legislature may want to consider additional reporting on program effectiveness.

Early College High Schools. The Early College High School (ECHS) model is a nationally utilized dual-credit (or dual-enrollment) model designed to help high school students simultaneously earn college credits or other career certifications while still in high school. The ECHS model is an evidence-based practice, developed in 2002, that has been shown to improve high school and college achievement nationwide. The ECHS model differs from standalone dual-credit offerings by combining high school and college-level coursework into single courses of study. Traditional dual-credit courses allow students to take standalone college-level courses, but these may not be part of a cohesive plan of study. In New Mexico, other characteristics of ECHS programs include small school sizes, close proximity to partner postsecondary institutions, and limited high school electives to accommodate additional dual-credit programming.

The Institute for Education Sciences at the U.S. Department of Education has studied the ECHS model and found these schools show a demonstrably positive effect on high school completion, credit accumulation, college enrollment, and college degree attainment. In December 2019, the Washington State Institute for Public Policy, a nonpartisan public research organization created by the Washington Legislature, estimated a positive benefit to cost ratio (\$17.36) for ECHSs, noting a 92 percent chance the program will produce benefits greater than its costs.

A 2019 LFC evaluation specific to New Mexico found that ECHS programs perform better than other schools in their school districts, as well as statewide averages, on some measures of student and school performance, but their student populations differ from

their district peers. On average, ECHSs have lower percentages of Native American and Hispanic students than peer schools in their school districts, as well as fewer low-income students receiving free and reduced fee lunch rates. The ECHS model, however, is costly to offer; schools receive a full allocation of formula-based state equalization guarantee funds for 11th and 12th grade students although students do not always go to the high school campus for courses.

The LFC evaluation noted additional study is needed to better understand the role of the ECHS model in producing some of the positive outcomes because correlation between the ECHS model and positive outcomes could not be established. The Legislature may want to consider additional rigorous evaluation of the ECHS model.

Career and Technical Education

Research from *No Time to Lose*, a 2016 report published by the National Conference of State Legislatures, shows career technical education (CTE) is a hallmark of high-performing education systems globally. The Johns Hopkins University Institute for Education Policy has identified similar findings, noting international CTE programs are far more robust than those in the United States, often linking educational systems to larger economic goals. Internationally, CTE is used to offer attractive careers to a broader constituency and is seen as a valuable tool to boost local and national economies. In other countries, CTE is also well-funded, academically challenging, aligned with workforce needs, and offered to a wide range of students, some who may pursue jobs immediately following high school graduation and others who may pursue additional education.

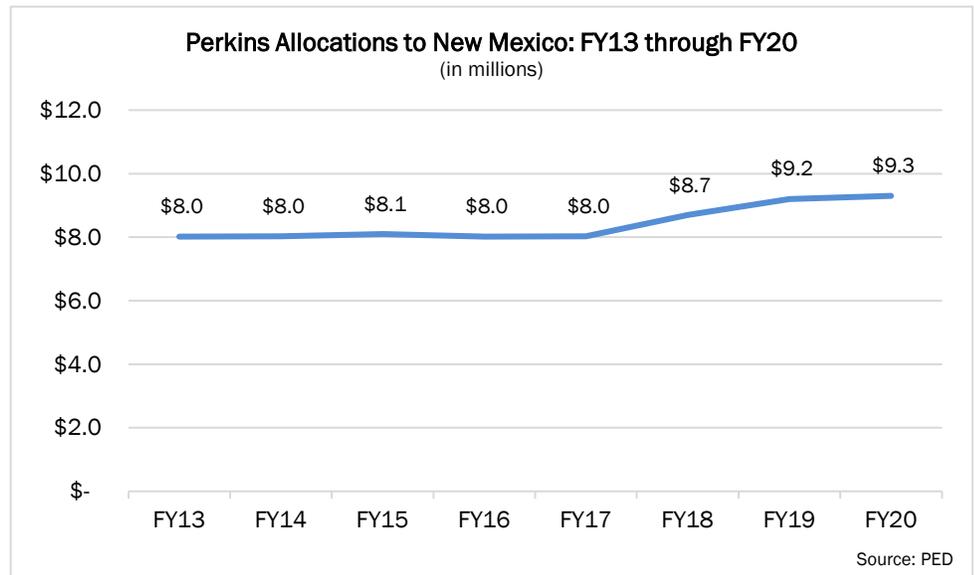
In New Mexico, many school districts and charter schools offer CTE courses and programs. Advance CTE, a nonprofit organization that represents state CTE leaders nationwide, reports over 62 thousand high school students and nearly 60 thousand college students take part in CTE courses in New Mexico. Historically, these programs have been disconnected from labor market needs and can vary greatly by region and school district, often lacking programmatic elements that make CTE programs effective.

CTE programs offer students a path to employment that does not necessarily require the completion of a four-year postsecondary degree. To be successful, CTE programs must be academically rigorous and include pathways to postsecondary training. CTE offerings in isolation or without a clear connection to the job market often fail. The National Center for College and Career (ConnectED), an organization that partners with schools and communities to offer Linked Learning, an approach to education reform that focuses on CTE instruction, has identified four crucial elements:

- ***Rigorous Academics.*** CTE is offered as a complement to traditional academic courses instead of as a replacement.
- ***Real-World Technical Skills.*** CTE programs are designed to equip students with knowledge and skills that have clear connections to the workforce and labor market.
- ***Work-Based Learning.*** Work-based learning is offered in series by school districts and charter schools, beginning with mentorship and job shadowing before eventually becoming internships and apprenticeships.
- ***Personalized Student Supports.*** Students are offered academic counseling, supplemental instruction in weak content areas, and college and career guidance.

New Mexico funding for CTE is the highest it has been in over a decade between both state and federal investments.

Funding CTE: Perkins V. The primary source of federal funding for CTE is the Carl D. Perkins Career and Technical Act (widely known as Perkins V). Perkins V is a federal education program that invests in secondary and postsecondary CTE programs nationwide. The U.S. Department of Education reports New Mexico received approximately \$9.3 million in Perkins funding in FY20. PED oversees all Perkins funding in New Mexico.



Funding CTE: Next Gen CTE Pilot.

At the state level, New Mexico also offers the Next Gen CTE Pilot, which received \$4.5 million in state funding in FY20. During the 2019 legislative session, Laws 2019, Chapter 61 (House Bill 91) and Laws 2019, Chapter 2 (House Bill 44), enacted Sections 22-1-12 and 22-1-13 NMSA 1978, which established a CTE pilot project and created a CTE fund. The bill authorizes PED to make grants to school districts and charter schools to establish CTE programs or provide professional development and training to CTE teachers. HB91 includes key criteria for effective CTE programs such as rigorous academics, relevant technical instruction, and pathways to postsecondary education. It does not include opportunities for work-based learning or student supports.

The LESC staff recommendation moves the \$2.5 million general fund appropriation for the career technical education fund to the public education reform fund, combining it with a \$2 million appropriation from that fund.

The recommendation increases appropriations for career technical education by \$500 thousand, for a total of \$5 million.

Adult Education

Prior to the 2019 legislative session, state law did not limit the age of a public school student. Education reforms enacted in 2019 established an upper age limit of 22 for all students attending public schools. In FY19, school districts and charter schools enrolled 612 adult students, with 90 percent of these students enrolled in charter schools. Any adult students still enrolled in a public school program as of the third reporting period of the 2018–2019 school year were eligible to continue to generate funding until they disenrolled, but any new adult students would not generate formula funding.

Laws 2019, Chapter 185 (Senate Bill 391), directed PED to authorize a PED-issued diploma program for adults who do not possess either a high school diploma or equivalent.

Even though most school facilities or buses were not used during 2019-2020 school closures due to the Covid-19 pandemic, policymakers continue to monitor the state's system of funding public school facilities and school transportation. In December 2020, an 11th Judicial District judge ruled on the 2013 *Zuni* capital outlay lawsuit, finding New Mexico's system of funding public school facilities fails to provide a uniform and sufficient education as required by Article XII, Section 1 of the New Mexico Constitution. The Public School Capital Outlay Act was designed to equitably distribute funding for school facilities, particularly targeting funding to areas of the state with the greatest need. However, the judge in the case ruled both that act and the Public School Capital Improvements Act have exacerbated "gross disparities" between property-wealthy and property-poor school districts, and ruled the two acts are unconstitutional. The judge's ruling did not cite specific evidence of disparities, leaving policymakers with few concrete options to address the findings and refine the capital outlay system. During the 2020 legislative session, the Legislature will undoubtedly be asked to consider changes to the system that attempt to reestablish a focus on the constitutional values of uniformity and sufficiency.

Equitable Funding for Public School Facilities

Litigant school districts in the *Zuni* capital outlay lawsuit, including *Zuni* Public Schools, Gallup-McKinley County Schools, and Grants-Cibola County Schools, reopened the lawsuit in June 2013, arguing the capital outlay system remains unfair because school

districts with large amounts of tribal land do not have the same flexibility as other school districts to raise local funds to build "outside-of-adequacy" spaces. Litigant school districts also argued the adequacy standards do not account for local needs, like providing for teacher housing in rural areas of the state, often seen as necessary incentives to recruit and retain high-quality teachers.

The Legislature approved annual appropriations for FY20 and FY21 to temporarily address issues of equity, including appropriations of \$34 million in FY20 and \$18.9 million in FY21 primarily directed toward historically Indian-impacted school districts. However, litigant school districts in the *Zuni* capital outlay lawsuit remain adamant about finding a systemic solution for capital funding equity; in recent legislative sessions, legislation has been introduced to eliminate the Impact Aid credit from the public school operational funding formula. The *Zuni* plaintiff school districts propose using federal Impact Aid funds, allocated to school districts from the federal government for the use of federal lands, as a substitute for local tax revenue. The plaintiff school districts have noted they would likely spend a large portion of Impact Aid revenue on capital needs if the state was not taking credit for 75 percent of the funds in the public school funding formula.

Responding to *Zuni*

Proceedings in the *Zuni* lawsuit resulted in a two-part trial that began in November 2016, was put on hold for nearly three years, and concluded in May 2019. While the judge's ruling did not cite specific facts on which his ruling was based, the ruling likely partially relied on outdated testimony provided nearly five years ago. If the state appeals the decision, new evidence could be presented the Legislature, PSCOC, and PSFA have worked to equalize funding through the "phase two" state and local match calculation, changes to statewide adequacy standards, and \$52 million in piecemeal appropriations.

Additionally, LESC has endorsed legislation for the 2021 legislative session that proposes to eliminate Impact Aid credits, and the Public School Capital Outlay Oversight Task Force has endorsed legislation that proposes to establish greater equity in the Public School Capital Improvements Act state match formula by eliminating from the calculation discretionary program units like those generated for K-5 Plus, extended learning time programs, bilingual and multicultural education programs, and fine arts programs.

Of \$34 million appropriated in FY20 to school districts that received Impact Aid payments in the prior year, \$24 million was appropriated for renovations to "outside-of-adequacy" spaces that are not funded through the Public School Capital Outlay Act. The Legislature also appropriated \$10 million for teacher housing. While PSCOC is authorized to fund teacher housing in the standards-based awards process, the council historically has not done so.

During the 2020 interim, LESC endorsed a bill that would eliminate the Impact Aid credit from the state equalization guarantee, the state’s pool of public school operational funding distributed through a formula, as well as credits for federal forest reserve payments and revenue from a half-mill property tax for local schools. If enacted, the bill will result in a windfall of approximately \$75.6 million in operational revenue to school districts; LESC staff recommended including an additional \$35 million to hold other school districts partially harmless for the loss of credited revenue. To account for the operational revenue that would likely be spent primarily on capital needs, the bill would also make changes to the capital outlay state and local match formula for needs-based standards- and systems-based awards.

A PSFA survey of intended uses for the FY21 Impact Aid appropriation include Wi-Fi hotspots, HVAC updates, teacher housing, greenhouses, shade structures, fields and other extracurricular spaces, and even solar panel projects.

The LESC budget recommendation for FY21 includes an appropriation of \$35 million to the state equalization guarantee distribution contingent on the enactment of a bill to eliminate the Impact Aid credit.

The Public School Capital Outlay Act “phase two” state and local match calculation is designed to equitably distribute state funding for capital projects based on the amount of revenue each school district is able to raise. The calculation estimates the amount of local revenue school districts receive from property taxes imposed on residential and nonresidential properties annually, then calculates whether that amount is adequate to replace facilities on a 45-year schedule. School districts with lower property wealth in comparison to the cost of their facilities, such as those that receive federal Impact Aid payments, receive larger contributions from the state on highly-ranked construction projects. The bill endorsed by LESC for the 2021 legislative session proposes to amend this calculation to begin considering the amount of unrestricted funding school districts choose to spend on capital outlay annually, operating under the assumption that any revenue source used for capital should count toward local wealth.

The phase two calculation, created by Laws 2018, Chapter 66 (Senate Bill 30) may not have been considered during the Zuni lawsuit. The judge in the Zuni lawsuit did not address the new calculation in his decision even though the calculation was a direct response to concerns of equity raised by the Zuni plaintiffs.

However, given the ambiguity of the judge’s ruling in the *Zuni* lawsuit, policymakers have little guidance about how to approach amending the state’s system of facility funding. Statutory changes to sections of law deemed unconstitutional by the district court may not improve equity. The judge’s ruling does not address whether PSCOC can make new awards to schools, or even continue funding projects currently in progress. If the state appeals the district court’s decision, the decision will be “stayed” until the case is heard in a higher court, allowing PSCOC and PSFA to continue to operate as normal. If the case is not appealed, the state may need to request a stay from the district court while the state develops a solution.

The Public School Capital Improvements Act and Capital Outlay Equity

Local funds raised by school districts imposing a levy under the Public School Capital Improvements Act, often called “SB9” or the “two-mill levy,” contributed to a determination by the U.S. Department of Education (USDE) that New Mexico could not take credit for Impact Aid payments in the FY20 state equalization guarantee. Because SB9 revenue can be used to fund maintenance expenditures, USDE considered it to be discretionary funding for the purposes of the Impact Aid calculation.

As pointed out by the plaintiff school districts and the 11th Judicial District court in the *Zuni* lawsuit, local SB9 revenues vary widely when considered on a per-student basis. In FY18, the year considered by USDE when ruling on the FY20 Impact Aid credit, the Jal school district received approximately \$7,500 per student in local SB9 revenue, while Gallup received approximately \$150 per student, and school districts like Questa and Reserve, where the SB9 ballot issues failed to gain approval from voters, received nothing. While state matching SB9 funds work to slightly

The Impact Aid “disparity test” gauges whether the state’s funding formula is equalized. If the difference between the 95th percentile and 5th percentile of per-student funding is less than 25 percent, federal law allows a state to take credit for Impact Aid revenues within its operational funding formula.

Local Property Taxes and Matching Funds

The Public School Capital Improvements Act, commonly called “SB9,” and the Public School Buildings Act, commonly called “HB33,” allow school districts to ask voters to approve mill levies that provide additional capital funding to school districts and charter schools for school facilities.

Public School Capital Improvements Act. The Public School Capital Improvements Act, also known as “SB9,” allows school districts to ask voters to approve a levy of up to two mills for public school buildings, grounds, maintenance of equipment, activity vehicles, computer software and hardware, and education technology improvements. PED is required to provide matching funds to all school districts that impose a levy based on the amount they generate at the local level. The state SB9 match comes out of the public school capital outlay fund and must be allocated before the council can make standards- and systems-based awards. Almost every school district in the state imposes an SB9 mill levy, generating approximately \$113 million in local funds in FY21 and requiring state matching funds of \$21 million.

Public School Buildings Act. Often called HB33, the Public School Buildings Act allows school districts to impose a levy of up to 10 mills for the same purposes as the SB9 levy. However, HB33 allows school districts can use HB33 revenue for facility maintenance software, project oversight, and expenses for personnel to administer projects. The state does not provide matching funds for HB33 levies, and as a result, HB33 is a far less popular strategy for funding school facilities. Only 15 school districts impose HB33 mill levies.

offset the disparity in local funds, the gap is far too wide for the state to make a significant dent. Analysis from LFC and LESC staff concluded the inclusion of local SB9 revenues in the FY20 disparity test accounted for more inequity than any other revenue source.

Given the vast range of local SB9 funding generated on a per-student basis, stakeholders have begun considering how the state match language in the Public School Capital Improvements Act could be amended to equitably distribute funds to school districts. One simple solution would be to restrict the allowable uses of SB9 to only account for true capital expenditures, rather than on maintenance and other quasi-operational uses. However, school districts often rely on SB9 for maintenance expenditures, and restricting SB9 would require school districts to cover those costs using their operational funds.

Another option may be to amend the state match calculation to introduce greater equity.

A bill endorsed by the Public School Capital Outlay Oversight Task Force (PSCOOTF) for the 2021 legislative session would remove certain optional funding formula units from the state match calculation. This list includes program units generated for Extended Learning Time Programs, the K-5 Plus program, elementary physical education, elementary fine arts, and bilingual and multicultural education programs, all of which do not align well with capital needs. Removing these units from the SB9 calculation may increase the equity of funding for physical spaces. However, the per-student funding disparity created by local revenues will remain wide. The 11th Judicial District court’s ruling in the *Zuni* lawsuit may require the state to equalize revenue on a per student basis, similar to the public school funding formula to create a system that is uniform and sufficient as required by the New Mexico Constitution.

Improving Statewide Facility Conditions

In FY20, PSCOC and PSFA finalized changes to the statewide adequacy standards, creating new standards for prekindergarten classrooms and clarifying language surrounding security, special education, technology, and maintenance.

The FCI and wNMCI are similar measurements of a school’s condition, but the wNMCI considers whether a facility includes sufficient “educational spaces” expected of school buildings, rather than simply physical space.

Over the two decades since the standards-based awards process was established, school conditions have improved significantly. Each year, PSFA benchmarks school facilities against statewide “adequacy standards” – the minimum characteristics schools must meet to be considered adequate for students’ education. School conditions are evaluated annually using a facility condition index (FCI) and a weighted New Mexico condition index (wNMCI), which compare the cost of building a new building with the cost of repairing the current building. A higher score on either index indicates a building is in poorer condition, and

PSCOC awards funding to schools that fall short of the adequacy standards. Earmarked supplemental severance tax bond (SSTB) revenue provides a dedicated funding source for standards- and systems-based awards.

Since the state began tracking schools’ physical condition using the FCI and the wNMCI, as well as maintenance practices using the facility maintenance assessment

report (FMAR), school conditions have dramatically improved. Between FY06 and FY18, the statewide FCI decreased from 65 percent to 34 percent, and the wNMCI decreased from 40 percent to 15 percent, indicating schools are in much better condition now than in previous years. In FY19, the council adopted changes to how the wNMCI was calculated that inflated the statewide wNMCI; FY21 scores show the state has made additional progress lowering the statewide average wNMCI from 24 percent to 21 percent since the changes were adopted, though the FCI increased from 50 percent to 52 percent.

Recognizing the state’s investments in public school facilities should be protected, the state also began tracking facility maintenance in 2011. The most recent PSFA data indicate 84 school districts and 31 charter schools have completed FMAR assessments, scoring an average of 71.4 percent. In FY20, 29 of 552 schools exhibited FMAR scores between 90 percent and 100 percent, indicating outstanding maintenance ratings that will extend the life cycle of their systems. Additionally, 82 percent of schools are using facility information management systems (FIMS) to organize maintenance projects and data, and schools are beginning to prioritize preventative maintenance to improve system lifespans.

However, the FMAR may not be providing robust information about school maintenance practices; PSCOC has raised concerns that schools may be able to manipulate their FMAR score by flooding maintenance systems with simple work orders to increase their perceived efficiency. Though tracking facility maintenance is a good first step toward improving outcomes, PSFA staff may need to audit maintenance systems and reporting practices to ensure data about facility conditions are accurate.



Proliferation of Capital Outlay Funding Programs

Over the last two decades, policymakers built a system of public school funding based on the adequacy of each individual school. The core mission of PSCOC is to establish and maintain a uniform system of public schools; however, over time, the Legislature and PSCOC shifted their attention to specialized initiatives, creating multiple programs designed to improve the adequacy of school facilities, but also thinning the funding and staffing available to meet the council’s statutory obligations.

Standards-Based Awards. Standards-based awards are large-scale awards usually made to help cover the replacement of an entire school site. During the 2020 award cycle, schools were eligible for standards-based awards if their wNMCI ranked among the highest 75 schools in the state. In FY21, the council awarded funding for seven projects in five school districts, totaling \$2.1 million in state funding, and \$800 thousand in local school district funding for the first year of the award to conduct feasibility and educational specification studies.

After determining which portions of schools should be replaced or renovated, projects that require significant out-year

Policy Issue: Facility Funding Based on Supplemental Severance Tax Bonds

Basing facility funding on supplemental severance tax bonds ensures funding is consistently available, but it also makes the public school capital outlay fund vulnerable to fluctuations in the oil and gas market. Each year, PSCOC attempts to balance outstanding projects with a list of facility replacement and renovation requests from school districts and charter schools. If revenues to the capital outlay fund are low, the council may choose to prioritize its commitments to current projects before it can make new awards. Additionally, standalone programs like the Public School Capital Improvements Act or awards for prekindergarten classrooms, rural teacher housing, and broadband Internet deficiencies can further dilute available funding, though these programs are often accompanied by legislative appropriations.

FY21 Standards-Based Awards
in thousands

School District	School	wNMCI	Average FCI	Total State Cost	Total Local Cost	Total Project Cost
Carrizozo	Carrizozo Combined School	53.0%	69.7%	\$1,018.9	\$19,191.5	\$20,210.4
Hobbs	Heizer MS	41.9%	79.5%	\$23,228.7	\$29,638.8	\$52,867.5
Gallup	Gallup HS	46.3%	58.0%	\$58,142.4	\$13,638.3	\$71,780.7
Gallup	Crownpoint HS	40.6%	75.5%	\$27,307.5	\$6,405.5	\$33,713.0
Gallup	Navajo Pine HS	37.8%	72.5%	\$18,331.5	\$4,300.0	\$22,631.5
Grants	Mesa View ES	37.5%	68.5%	\$17,960.2	\$6,310.3	\$24,270.6
Zuni	Twin Buttes HS, Zuni HS	64.5%, 48.0%	50.0%, 55.4%	\$51,974.6	\$0.0	\$51,974.6
STATEWIDE TOTAL				\$197,963.8	\$79,484.4	\$277,448.3

Source: PSFA

funding will be brought back to PSCOC for additional awards. Projects funded in the 2020 award cycle are estimated to require an estimated out-year commitment of an additional \$196 million in state funds and \$79 million in local funds. The schools receiving standards based awards in FY21 had wNMCIs ranging from 37 percent to 65 percent. See FY21 Standards Based Awards, [page 212](#)).

Systems-Based Awards. Systems awards are designed to fund relatively small projects to replace failing facility systems, like electrical or heating, ventilation, and air conditioning (HVAC) systems. Schools were eligible for a systems-based award in the 2020 award cycle if they met the following criteria:

The school was ranked in the top 300 schools in need of replacement or renovation based on the wNMCI;

- The school maintained a facility maintenance assessment score (FMAR) of at least 65 percent;
- The school district had adequate available local funding for the project;
- The school district committed to spend its funds within three years of the award; and
- The project was within the school's maximum allowable gross square footage and is not an "above-adequacy" or "outside-of-adequacy" space.

Systems projects are less costly than standards-based projects and can impact the life expectancy of facilities and reduce the average statewide wNMCI, but can become fairly burdensome to administer, especially for extremely low-cost projects. In FY21, the council made five systems-based awards totaling \$5 million in state funding and requiring \$3.7 million in local matching funds. The FY21 projects are primarily to replace school building roofing and HVAC systems.

FY21 Systems-Based Awards
(in thousands)

School District	Project	wNMCI	Average FCI	Total State Cost	Total Local Cost	Total Project Cost
Clovis	Clovis HS Roof and HVAC	37.1%	73.4%	\$967.4	\$434.6	\$1,402.0
Gallup	Tohatchi MS Roof	30.0%	62.4%	\$777.5	\$217.9	\$995.4
Hatch Valley	Hatch Valley MS Roof and HVAC	26.2%	61.8%	\$220.4	\$38.9	\$259.3
Las Cruces	Ocate HS HVAC	32.8%	63.1%	\$1,398.6	\$1,398.6	\$2,797.2
Las Cruces	Tombaugh ES Roof and HVAC	41.0%	74.1%	\$1,655.5	\$1,655.5	\$3,311.0
STATEWIDE TOTAL				\$5,019.3	\$3,745.5	\$8,764.9

Source: PSFA

Prekindergarten Classrooms. As New Mexico works to increase its investments in high-quality prekindergarten programs, it has also increased funding to ensure schools have enough space to operate prekindergarten programs. In accordance with Laws 2019, Chapter 179, prekindergarten facilities were added to the statewide adequacy standards in FY20, allowing PSCOC to make standards-based awards to fund prekindergarten classrooms at elementary schools with an existing standards-based project. PSFA has budgeted to fund the prekindergarten initiative at a level of \$5 million per year through FY24, though Section 22-24-12 NMSA 1978 grants the council flexibility to decide whether there are sufficient funds available for this program. In FY21, PSCOC made awards totaling \$5.4 million for prekindergarten facilities in Gallup, Hatch Valley, and Los Lunas.

School Security Awards. Following a fatal 2017 shooting at Aztec High School in northern New Mexico, the state made a commitment to fund up to \$10 million per year from FY19 to FY22 to improve security infrastructure at public schools. In recent years, however, requests for school security projects have fallen short of the \$10 million threshold. In FY20, PSCOC approved security projects totaling \$8.5 million, but because of decreased bonding capacity due to a decline in oil and gas revenues, PSCOC focused on large-scale construction projects and did not make any security awards in FY21. Additionally, with a focus on school security, new standards-based projects pay further attention to security during their design phase, reducing the need for standalone security projects.

The 2020 General Appropriation Act also included an appropriation to PSFA of \$1.6 million for “mobile panic buttons” in public schools. PSFA transferred the funds to PED, and the department executed a contract with Rave Mobile Safety for a mobile phone app teachers may use to contact parents and police during emergency situations.

Broadband. PSFA’s Broadband Deficiencies Correction Program (BDCP) is widely regarded as a successful initiative that has been able to connect almost every public school in the state to high-speed fiber optic cable, providing broadband Internet speeds in schools in some of the most rural and underdeveloped areas of the state. Since 2016, the state has leveraged approximately \$100 million in federal funding, with a matching investment of approximately \$10 million in state funding, toward broadband projects.

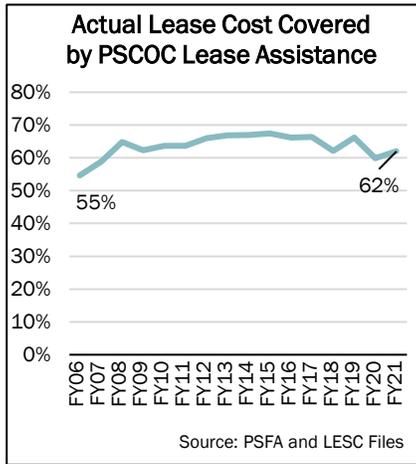
Lease Assistance Awards. While traditional facility funding is appropriate for school districts which tend to own their spaces, charter schools often engage in rental and

Policy Issue: Covid-19 and Internet Infrastructure

State and federal statutory requirements limit the use of funds from the broadband deficiencies correction program (BDCP) and the E-Rate program to projects that improve Internet access on physical school sites and libraries. While some school districts were able to improve school infrastructure to provide “parking lot WiFi” at school sites during the pandemic, BDCP funds were not leveraged to coordinate large-scale work to provide home Internet access or personal devices during the Covid-19 pandemic.

The Public Education Department (PED) and local school districts were primarily responsible for purchasing and distributing devices and Internet equipment, and did so using federal Coronavirus Aid, Relief, and Economic Security Act funds, the Governor’s Emergency Education Relief allocation, and local discretionary funds. Moreover, the Department of Information Technology (DoIT) has begun administering a grant program targeting clusters of homes without Internet access. However, as the pandemic extends into the 2021 calendar year, policymakers should consider how Internet access has become synonymous with access to a free, sufficient, uniform public education. New Mexico’s Congressional delegation has supported increased flexibility in the federal E-Rate program to allow home devices to qualify as infrastructure, and the Legislature may wish to build the same flexibility into the BDCP.

More recent federal stimulus funding will provide an additional \$400 million to school districts and charter schools, leaving sufficient funding available to address connectivity issues for FY21 and FY22. Internet service providers will also receive stimulus funding through a Federal Communications Commission grant program to connect students without Internet connectivity. Still, LESC has endorsed a bill for the 2021 legislative session that would allow the BDCP to purchase WiFi hotspots, personal devices, and even Internet subscriptions for low-income families.



lease-purchase agreements of their buildings. School districts don't often make vacant space available to charter schools, and leasing spaces large enough to operate a school is expensive. The charter school lease assistance program was established in FY05 to help charter schools cut facility costs by covering a portion of their lease. The program was designed to cover about 50 percent of the lease, but between FY08 and FY19, the actual funded amount hovered between 60 percent and 70 percent.

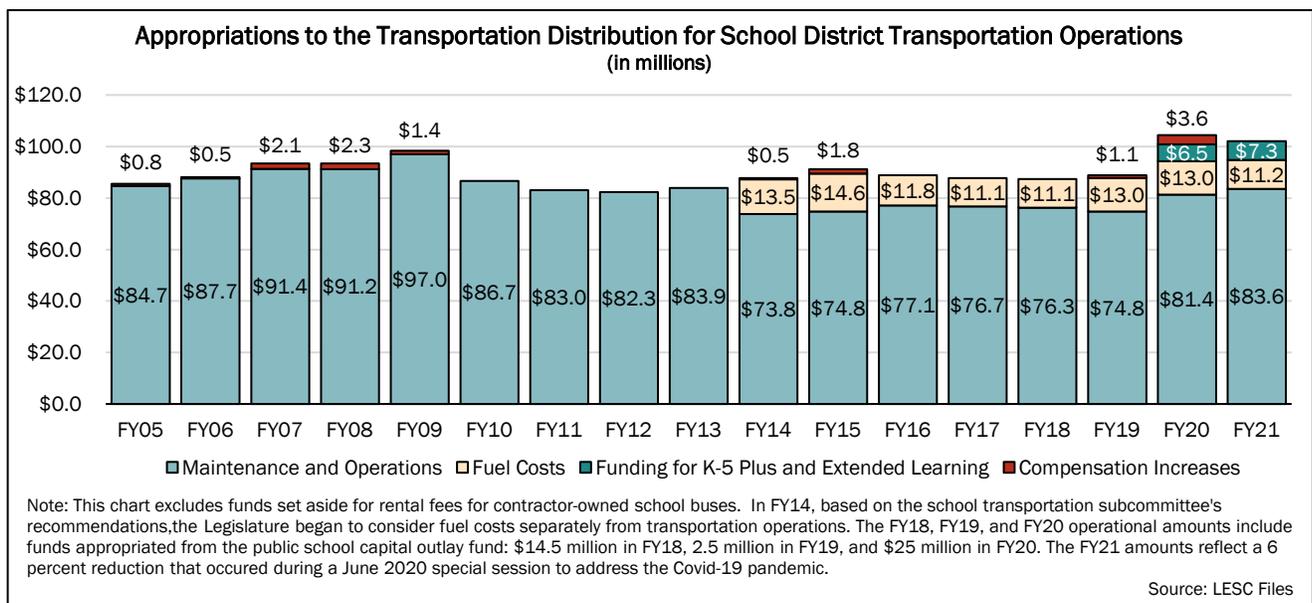
PSCOC directed PSFA to establish policies to refocus the lease assistance program on its statutory intent, limiting the number of charter schools claiming more than 50 percent of the cost of their lease, and eliminating reimbursements for land leases. Despite this, in FY21 charter schools claimed lease assistance funding of \$16.5 million, or 62 percent of charter schools' actual lease costs statewide.

In addition to a request to simplify the existing lease assistance program, charter school advocates reported during a December 2020 presentation to LESC that charter schools are also in need of long-term facility solutions. As potential solutions for charter school facility funding, Public Charter Schools of New Mexico proposed creating a "revolving loan fund" for charter school facilities, building permanent charter school facilities in a manner similar to other PSCOC-funded projects, and simplifying the lease assistance program to be based on a flat per-student rate.

Additional work is needed to ensure funding is equitable among charter schools. Funding generated by the lease assistance calculation is based on self-reported square footage and funded membership at charter schools, figures that may not have been validated in PSFA data. PSFA should do more work to ensure the accuracy of these figures, though with actual lease agreement amounts and figures on file for individual schools, a statutory limit to exactly 50 percent of lease costs could be simpler and create a more equitable and uniform system of charter school lease funding. A state-funded loan program for permanent charter school facilities or working with charter schools to identify opportunities to share spaces or resources may also be feasible.

Public School Transportation

Similar to discussions of school facilities, student transportation issues receded to the background during the Covid-19 pandemic, though many issues reviewed by LESC in previous interims persist today. Public Education Department (PED) staff noted a decrease in student transportation due to the pandemic may result in some savings in FY21 transportation expenditures. However, the pandemic has created new transportation needs, and school districts and charter schools have reported spending funds



to distribute meals, remote learning materials, and even technology infrastructure like parking lot Wi-Fi. During past legislative interims, LESC staff analyses suggested New Mexico's system of funding for public school transportation is overly complicated and less than equitable. In 2012, LESC created a public school transportation subcommittee to address these issues. However, nine years later, the state has only implemented a few of the subcommittee's recommendations, and many issues still exist, including equity of allocations among school districts and a fragmented system of school bus replacement.

Some school districts hire contractors for their school transportation programs and a portion of the money appropriated to the public school transportation distribution is set aside to cover the cost of rental fees from school bus contractors. The amount appropriated for contractor rental fees can change considerably from year-to-year because it is based on the number of school buses currently under financing by school bus contractors.

Providing Adequate Funding for Public School Transportation

Appropriations to the transportation distribution – meant to cover maintenance, operations, fuel costs, and periodically, compensation increases – have grown in recent years. While the Legislature cut school transportation funding during the economic recession, FY20 and FY21 funding to the transportation distribution returned the state to a FY09 peak. The FY21 transportation distribution was reduced by 6 percent during solvency measures due to the Covid-19 pandemic. Despite this, the total funding for FY21 school transportation operations was \$110.4 million. Of this appropriation, \$7.3 million was intended to offer transportation services to students participating in K-5 Plus and Extended Learning Time Programs.

For FY22, PED requested \$110.4 million for school transportation, flat with the FY21 funding after the June 2020 special session. The LESC budget recommendation includes \$107.1 million for school transportation, a 3 percent decrease from FY21. Much of this decrease occurs within transportation funding for K-5 Plus and Extended Learning Time Programs. The LESC recommendation reduces K-5 Plus transportation funding from \$3.7 million to \$900 thousand and ELTP transportation from \$3.6 million to \$2.4 million, consistent with actual demand for the two programs. For more information on demand for K-5 Plus and Extended Learning Time Programs, see [page 169](#) and [page 162](#).

Despite increases to transportation distribution appropriations in recent years, some school districts have reported having insufficient funding in their transportation allocations. In FY18, school districts and charter schools spent \$8.6 million in operational funding on student transportation, and in FY19, school districts budgeted \$7.8 million in operational funding for student transportation. Most operational spending on transportation occurs in a few school districts, while approximately half of New Mexico's school districts do not spend any operational funds on transportation. Little analysis has been done on how school districts are spending their transportation funding or whether these school districts could cut costs in any way. Most school districts that spend operational funding on transportation are considered by PED's formula to be "large school districts," suggesting that the distribution formula may require adjustment.

Adjusting the Public School Transportation Funding Formula

Statute provides for a formula to allocate transportation funding to school districts and state-chartered charter schools, but PED has broad discretion in setting the factors used to make those allocations. The department has defined several site characteristics which factor into the calculation of school district and state-chartered charter school transportation allocations, including the following:

- Students eligible for transportation,
- Students transported,

- Special education students,
- Number of buses in operation,
- Gross area of the school district,
- Population density (students transported divided by school district area),
- Total miles traveled, and
- Number of days in the school year.

These factors reflect data collected by the department, but depending on the school district's or state-chartered charter school's enrollment, not all factors are considered when PED calculates allocations. PED uses separate formulas for large school districts, small school districts, and state-chartered charter schools, a funding scheme that contributes to inequity on a per-student basis and large year-over-year swings at individual school districts and charter schools. For example, between FY16 and FY19, small school districts received transportation allocations that ranged from 38 cents and \$1.69 per student.

Per-Student Daily Funded Rate in PED's Transportation Funding Formula

	FY16	FY17	FY18	FY19
Large School Districts (1,000 students or more)	\$1.25	\$1.39	\$1.05	\$1.54
Small School Districts (fewer than 1,000 students) and State-Chartered Charter Schools	\$1.38	\$0.48	\$1.69	\$0.38

Source: PED

Charter School Transportation Allocations. The transportation funding formula was not designed with charter schools in mind, resulting in disproportionately large annual

For FY16, FY17, and FY18, the General Appropriation Act (GAA) contained language requiring 100 percent of charter schools' transportation distribution to revert to the transportation emergency fund. In FY16, the first year of this policy, state-chartered charter schools reverted \$621 thousand in unspent transportation funds, suggesting state-chartered charter schools were unable to spend approximately 65 percent of their total transportation allocations. State chartered charter schools reverted smaller amounts in FY17 and FY18 - \$82 thousand and \$105 thousand, respectively - because a number of charter schools responsible for large reversions in FY16 saw smaller allocations. This may have primarily been due to a statutory provision that reduces future allocations to school districts and charter schools by the amount of the prior year reversions.

reversions of unspent funds from state-chartered charter schools to the transportation emergency fund. The transportation funding formula treats state-chartered charter schools the same as small, rural school districts, despite the fact that most state-chartered charter schools are in urban or suburban locales with higher population density, shorter distances to travel, and higher quality roads. While school districts usually revert less than 1 percent of their total allocations annually, charter schools reverted 32 percent of their allocations in FY16, the first year of the 100 percent reversion policy, and about 5 percent of their allocations in FY17 and FY18.

For the 2021 legislative session, LESC has endorsed a bill to establish in statute a provision included in previous General Appropriations Acts requiring 100 percent of a state-chartered charter school's unspent transportation distribution to revert to the transportation emergency fund. The Legislature has tried similar strategies to promote equitable transportation funding in the past. In 2016, LESC and the Legislative Finance Committee (LFC) attempted to address the overfunding of charter school transportation programs by endorsing Senate Bill 198 to create two separate transportation distributions - one for school districts, and another for state-chartered charter schools. SB198, also included language requiring 100 percent of charter schools' unspent transportation allocations to revert to the transportation emergency fund. The 2016 bill did not pass.

Calculating Allocations During a Pandemic. Transportation allocations are based in large part on student ridership, which will undoubtedly create problems in a school year during which students were not physically attending school. LESC has endorsed a bill for the 2021 legislative session that, if enacted, would skip the FY21 transportation

cycle, instead calculating the FY22 transportation distribution based on FY20 student ridership and FY19 actual transportation expenditures.

Policy Leadership and Systemic Alignment

The fragmented nature of public school facility funding and transportation programs contributes to many ongoing issues throughout the system. Differences in local revenues with the statutory Capital Improvements Act has led to claims of inequity from *Zuni* lawsuit plaintiffs. Fragmented programs that pull money from the capital outlay fund dilute the funding PSCOC has available to meet its statutory obligations to make standards- and systems-based awards. Moreover, PSFA's limited capacity to manage the proliferation of new facility programs is straining the agency's resources.

PSFA engaged in a strategic planning process during the 2020 interim, during which agency staff identified a mission, vision, and goals for 2021 and beyond. The agency's commitment to supporting and partnering with school districts was evident throughout the planning process, and the agency rightfully identified its strengths in working with limited resources to effectively manage hundreds of construction projects simultaneously. However, the agency may continue to struggle to effectively communicate policy issues and recommendations, both to PSCOC and to the Legislature.

During the agency's strategic planning process, LESC staff urged PSFA to partner with LESC and with legislative agencies to meet the agency's core goals. The agency is poised to take a leadership role in capital outlay policy, though doing so will require the agency to take policy stances that may be unpopular among some stakeholders. The agency should work to clearly communicate policy issues to PSCOC. PSCOOTF will need to spend much of the 2021 legislative interim focused on an in-depth analysis of the state's system of facility funding to identify legislative solutions.

Appendix: Committee-Endorsed Legislation

Mandate K-5 Plus and Extended Learning Time Programs in FY22. The bill creates a temporary provision for FY22 requiring all elementary schools to implement a schoolwide K-5 Plus program or Extended Learning Time Program and all middle and high schools to implement schoolwide Extended Learning Time Programs. Mandatory K-5 Plus and Extended Learning Time Programs are contingent on the Public Education Department (PED), the governor, and local school boards allowing in-person learning. The temporary provision would allow schools to schedule the 25 additional days required of K-5 Plus during the school year and would not prohibit a school from claiming funding for a student who is transferred to another classroom.

Eliminate Credits for Impact Aid, Forest Reserve Payments, and Local Half-Mill Levy. The bill removes local and federal credits from the public school funding formula and adjusts the public school capital outlay state and local match calculation to consider a rolling 10-year average of operational funding budgeted for capital outlay. The bill has an effective date of July 1, 2021, contingent on the dismissal of the *Zuni* capital outlay lawsuit and the withdrawal of school districts receiving federal Impact Aid funds from the *Martinez-Yazzie* lawsuit.

Increase Employer Educational Retirement Board Contribution Rates. The bill increases the employer contribution rate for employers covered by the Educational Retirement Board by 1 percentage point per year for four years, with an anticipated cost of \$30 million per year to ERB-covered employers, mostly public schools and higher education institutions.

Revert 100 Percent of Unspent Charter School Transportation Distribution to Transportation Emergency Fund. The bill requires 100 percent of unspent state-chartered charter school transportation distributions to revert to the transportation emergency fund. The transportation funding formula was not designed with charter schools in mind, resulting in disproportionately large annual reversions from state-chartered charter schools. Between FY16 and FY18, the General Appropriation Act contained language requiring 100 percent of charter schools' transportation distribution to revert to the transportation emergency fund – the bill would establish this language in statute.

Create Enrollment Preference for the Children of Charter School Employees. The bill establishes an enrollment preference at charter schools for children whose parents are employees of the charter school. Statute allows school boards to establish an enrollment preference for children of public school employees, but this preference is not yet allowed for children whose parents work at charter schools. The enrollment policy would be effective for the 2021-2022 school year and subsequent school years.

Allow LESC to Study Higher Education. The bill allows LESC to study issues across the full public education system, including institutions of higher education. The bill continues to require LESC to make recommendations to the Legislature about the public education system and require a full report from LESC on these issues.

Expand Eligibility for Grow-Your-Own Teachers Scholarships. The bill expands the eligibility for Grow Your Own Teachers Act scholarships to allow school employees who are residents of New Mexico, authorized to work in the United States, and have worked in a public school directly with students for at least two years to apply. Since the scholarship program was created, educator preparation programs have indicated school administrators are not allowing release-time for scholarship recipients for college classes, examinations, and practice teaching, pursuant to the professional leave allowance in current law. The bill specifies the professional leave should minimally disrupt the school day and the public school may require school employees to make up hours missed during the school day.

New Mexico-Grown Fruits and Vegetables for Early Childhood Education. The bill appropriates \$100 thousand to Early Childhood Education and Care Department to purchase New Mexico-grown fruits and vegetables for child care meal programs at state-funded prekindergarten programs operated by private providers.

Appendix: Committee-Endorsed Legislation

Bilingual Multicultural Education Advisory Council. The bill elevates the state’s existing Bilingual Multicultural Education Advisory Council to a statutory level, similar to the status accorded to the advisory councils for Indian education and Hispanic education. The Bilingual Multicultural Education Advisory Council would be charged with advising PED and the governor on effective implementation of the Bilingual Multicultural Education Act in the areas of curriculum, instruction, assessment, teacher preparation and evaluation, professional development, teacher licensure, and student and family services. The bill delineates council members to serve a term of three years, beginning July 1, 2021. The bill also defines “bilingual learner” as a student whose bilingualism is emerging through the development of English and a language other than English.

Amendments to the Attendance for Success Act. The bill makes changes to the implementation dates for the Attendance for Success Act in response to state- or locally ordered school closures, including most notably delaying the requirement that all school districts and charter schools institute a tiered attendance improvement plan until the 2021-2022 school year. The bill contains an Emergency Clause stipulating a public school with at least five percent of students with a chronic absence rate or with at least five percent of one or more subgroups of students with a chronic absence rate during the prior school year develop an attendance improvement plan to be submitted to PED as part of the school’s educational plan for student success beginning in the 2022-2023 school year. The bill also changes the definition of a “student who has experienced a disruption in the student’s education” by including a state- or locally issued public health order as a fourth type of disruption in a student’s education.

Require a School Nurse at Every School District. The bill requires each public school district to employ at least one full-time school nurse and prevents PED from approving any school budget that does not provide such employment unless the department has granted the school district a waiver. The bill allows a waiver for any rural school district with less than 250 students, provided the school district demonstrates that it can effectively meet student health needs by hiring a part-time school nurse or that it is not able to hire a qualified nurse or contract with a third party for a qualified nurse because of insufficient availability of qualified nurses in the school district’s geographic vicinity. The bill does not contain an appropriation and would cost approximately \$1.1 million to hire nurses in 18 school districts.

Hold State Equalization Guarantee and Transportation Funding Harmless for Covid-Related Enrollment Changes. The bill adjusts school district and charter school allocations to the state equalization guarantee (SEG) distribution to provide that no school district or charter school would get a lower SEG distribution in FY22 than the school district or charter school had budgeted for FY21 as of January 1, 2021. To do this, the bill creates a supplemental distribution and requires the secretary of public education set the program unit value so that sufficient funds exist to make the supplemental distributions. The bill would only be effective for FY22 to address sudden and dramatic enrollment declines that have occurred at many school districts and charter schools due to the Covid-19 pandemic. The bill also proposes to base FY22 transportation allocations on student ridership on the second and third reporting dates in FY20 and actual expenditures in FY19, avoiding issues created by a lack of student riders and anomalous transportation expenditures during the Covid-19 pandemic. The bill also makes minor technical changes.

Creating the Commission on Diversity, Equity, and Excellence in Education. The bill creates the commission on diversity, equity, and excellence in education, composed of diverse stakeholders and state leaders, to develop a long-term plan to transform public education in New Mexico. To come up with a plan, the commission is required to review the findings of the consolidated *Martinez* and *Yazzie* lawsuit, study high-performing education systems in New Mexico, nationally, and internationally, and study how PED and public school systems are using annual appropriations to improve academic outcomes for all students. The commission will make recommendations to the Legislature on how to achieve equitable access to high-quality instructional settings, a diverse well-prepared educator workforce, supports outside the education system focused on early learning and social and emotional learning, and an effective coordinated governance structure within the education system.

Appendix: Committee-Endorsed Legislation

Address Educator Ethical Misconduct. The bill implements recommendations from PED’s task force on school ethical misconduct as required by, House Memorial 57 passed during the 2019 legislative session. The bill requires prospective employees, volunteers, and contractors to report their background and work history, including previous ethical or sexual misconduct, and would require former employers to share this information with prospective employers. The bill requires all school personnel at public schools to report instances of child abuse and neglect and expands the circumstances of when an official report has to be made. The bill requires school personnel, volunteers, and contractors to undergo evidence-based training on reporting of child abuse and neglect, ethical misconduct, and professional responsibilities, among other elements. The bill requires volunteers and contractors at public schools to report instances of child abuse and neglect and undergo evidence-based training in this area. The bill expands the responsibility of school boards to track reports of child abuse and neglect made by school personnel, volunteers, and contractors. The bill requires more cross-agency communication among PED, Children, Youth and Families Department, and law enforcement in regards to reports of child abuse or physical, emotional, psychological or sexual abuse by an adult other than a guardian or custodian. The bill also allows regional educational cooperatives to help local school districts investigate allegations of misconduct.

Create Assistant Secretary of Hispanic Education Positions at the Public Education Department and the Higher Education Department. The bill creates an assistant secretary of Hispanic education position at Higher Education Department (HED) and eliminates PED’s current Hispanic education liaison to create an assistant secretary of Hispanic education. The bill amends the Hispanic Education Act to require both departments to accomplish the following: create assessment and accountability structures for equitable and effective educational systems to expand opportunities for students; foster family and community engagement through collaborative decision-making and an on-site family and community engagement coordinator at each school; address the opportunity gap; provide culturally sustaining pedagogy and culturally relevant instruction; and provide for the study and development of new educational initiatives for student success. The bill adds members to the existing Hispanic Education Advisory Council, including advocates, scholars, researchers, and a minimum of two students with demonstrated commitment to equity and inclusion. The bill requires the council, PED, and HED to hold biannual statewide meetings to release and discuss the annual Hispanic education status report, which is required to include additional data on student discipline, incidences of discrimination, community engagement, and the number of Hispanic teachers, administrators, and staff members. The bill contains a \$110 thousand appropriation from the general fund to HED to hire an assistant secretary of Hispanic education.

Changing the Definition of Education Technology Infrastructure. The bill amends the definition of educational technology infrastructure within the Public School Capital Outlay Act to include physical infrastructure and services for remote learning. If enacted, the bill would allow the Public School Capital Outlay Council to make awards to school districts and charter schools for remote learning technology using a \$10 million annual amount set aside for the broadband deficiencies correction program. Historically, this program has only funded physical broadband infrastructure and construction projects at public schools.

Require High Schools to Offer Computer Science. The bill creates a new section of the Public School Code that requires all public high schools to offer a course in computer science. The bill defines computer science and requires computer science courses to be offered with a phased roll out over three years that culminates in all public high schools offering at least one computer science course. The roll out would begin in the 2022-2023 school year and end in the 2024-2025 school year. The bill includes requirements for the courses to be considered high-quality and requires each school district to submit a report to PED, beginning in 2022, that details computer science courses being offered and disaggregated demographic information about enrolled students. PED must then post this information publicly.

Appendix: Committee-Endorsed Legislation

School Employee National Board Program Units. The bill would include all licensed school employees, except administrative positions, certified by the National Board for Professional Teaching Standards (National Board) when calculating National Board certification program units in the state equalization guarantee (SEG). Currently, the SEG distributes funding to school districts and charter schools to give National Board-certified teachers a one-time salary increase that is at least the amount of money generated by the National Board certification program units. The units generated by each school district and charter school are equal to the number of National Board-certified teachers employed multiplied by a cost differential of 1.5. In FY20, National Board-certified teachers generated 1,095 units and approximately \$5 million in the SEG; the bill does not include an appropriation to fund the new units it would create.

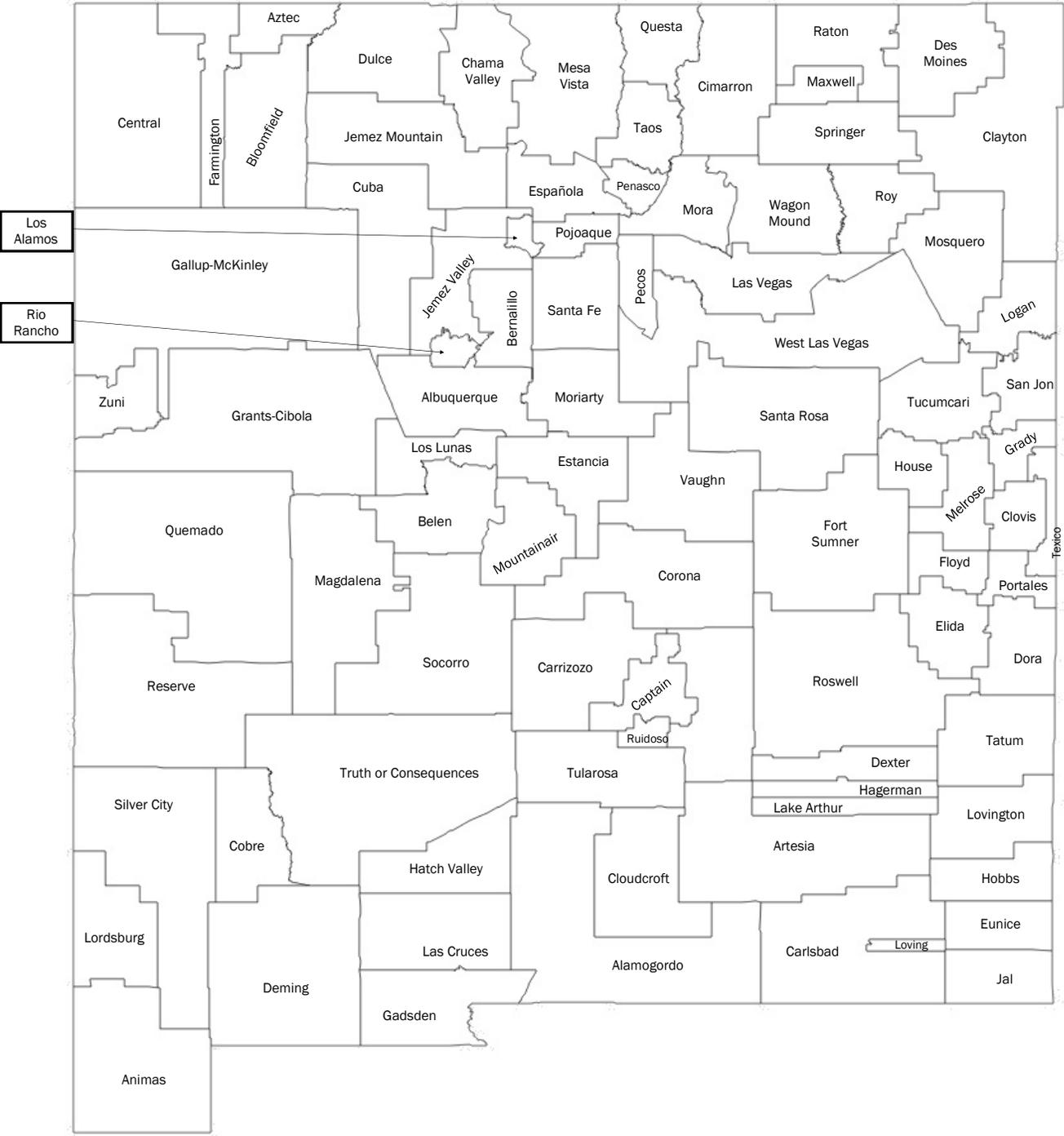
Require Ethnic Studies in Public Schools. The bill requires ethnic studies instruction for kindergarten through 12th grade students and amends high school graduation requirements, requiring students entering the ninth grade in the 2023-2024 school year to take four units in social science with one-half unit in ethnic studies. The bill also defines “ethnic studies” and creates an ethnic studies council to identify the next steps in developing ethnic studies curricula in public schools and report its findings and recommendations to LESC by July 1, 2022. The committee will expire on July 1, 2023.

Increase Fine Arts Program Unit Cost Differential. The bill increases the cost differential used to calculate program units for elementary fine arts education programs in the public school funding formula from 0.05 in FY21 to 0.054 for FY22 and subsequent fiscal years. The bill also strikes obsolete language in the Public School Finance Act, which provides for a cost differential for fine arts education program units in FY04 through FY21. The bill would create approximately 642 program units in FY22 at an estimated cost of \$2.9 million at the preliminary FY21 unit value; the bill does not contain an appropriation to fund the new units.



DATA REFERENCE GUIDE

School District Map



New Mexico Public Schools At-A-Glance

New Mexico Public Schools at a Glance

Enrollment in New Mexico Public Schools, October 2020: 310,205

Enrollment Change from October 2019: -12,824; -4.0%

Enrollment Change in: School Districts, -14,645; -4.9%; Charter Schools, 1,821; 6.7%

School District with Largest Enrollment, October 2020: Albuquerque Public Schools; 73,060

School District with Smallest Enrollment, October 2020: Vaughn Municipal Schools; 50

Charter School with Largest Enrollment, October 2020: Pecos Connections Academy; 1,956

Charter School with Smallest Enrollment, October 2020: Dream Dine; 28

Number of Charter Schools in FY21: Locally Chartered, 44; State-Chartered, 52

Percent of Students in: School Districts, 90.7%; Public Charter Schools, 9.3%

FY20 Final Unit Value (Adjusted in January 2020): \$4,602.27

FY21 Preliminary Unit Value: \$4,531.74

Change in Unit Value, FY20 Final to FY21 Preliminary: -\$70.53

Total Recurring Appropriations for Public Education in FY21 (in thousands): \$3,252,017.6

Total Percentage of State Appropriations for Public Education in FY21: 45.5%

Statewide Four-Year Graduation Rate, 2019: 74.9%

Students Proficient in Reading, 2018-2019 All Assessments (most recent): 34%

Students Proficient in Math, 2018-2019 All Assessments (most recent): 20%

Number of Advanced Placement Exams Taken, 2020: 14,723

Percent of Advanced Placement Exams Passed with a Score of 3 or Better: 43.2%

Average ACT Composite Score, 2020 - New Mexico: 19.3 United States: 20.6

Average SAT Reading and Writing Score, 2020 - New Mexico: 523 United States: 520

Average SAT Mathematics Score, 2020 - New Mexico: 511 United States: 510

College Remediation Rate, 2017: 33.5%; 2018 (most recent): 39%

Average Weighted New Mexico Condition Index (wNMCI), FY21: 52.36%

Average Facility Condition Index, FY21: 21.15%

Source: LESC Files

Student Enrollment Five-Year History

	School District or Charter School	Change in Enrollment											Percent
		FY16	FY17	FY18	FY19	FY20	FY21	FY20 to FY21	Percent	FY16 to FY21	Percent		
1	Alamogordo Public Schools	5,805	5,946	5,957	6,318	5,771	5,445	-326	5.6%	-360	-6.2%		
2	Albuquerque Public Schools	84,784	83,633	82,159	79,859	78,423	73,060	-5,363	-6.8%	-11,724	-13.8%		
3	Animas Public Schools	159	171	164	163	150	147	-4	-2.3%	-13	-7.9%		
4	Artesia Public Schools	3,924	3,900	3,817	3,823	3,787	3,714	-74	-1.9%	-211	-5.4%		
5	Aztec Municipal Schools	3,048	3,010	2,903	2,742	2,611	2,279	-332	-12.7%	-769	-25.2%		
6	Belen Consolidated Schools	4,031	3,899	3,863	3,858	3,809	3,631	-179	-4.7%	-400	-9.9%		
7	Bernalillo Public Schools	2,968	3,009	2,917	2,818	2,831	2,702	-130	-4.6%	-267	-9.0%		
8	Bloomfield Schools	3,020	2,940	2,876	2,657	2,647	2,478	-170	-6.4%	-542	-17.9%		
9	Capitan Municipal Schools	492	485	501	502	488	425	-63	-12.9%	-68	-13.7%		
10	Carlsbad Municipal Schools	6,443	6,321	6,524	6,648	6,905	6,485	-420	-6.1%	43	0.7%		
11	Carrizozo Municipal Schools	144	143	147	143	135	139	4	3.0%	-6	-3.8%		
12	Central Consolidated Schools	6,046	5,924	5,735	5,659	5,426	5,038	-388	-7.2%	-1,008	-16.7%		
13	Chama Valley Independent Schools	379	376	369	382	408	363	-45	-11.0%	-16	-4.2%		
14	Cimarron Municipal Schools	377	373	383	357	355	320	-35	-9.9%	-57	-15.1%		
15	Clayton Municipal Schools	493	467	474	453	419	386	-34	-8.0%	-107	-21.7%		
16	Cloudcroft Municipal Schools	335	313	368	385	422	368	-54	-12.8%	33	9.9%		
17	Clovis Municipal Schools	8,294	8,263	8,062	7,871	7,775	7,558	-217	-2.8%	-736	-8.9%		
18	Cobre Consolidated Schools	1,206	1,207	1,186	1,144	1,135	1,028	-107	-9.4%	-178	-14.7%		
19	Corona Municipal Schools	78	78	67	63	60	63	3	5.0%	-15	-19.2%		
20	Cuba Independent Schools	532	527	541	530	539	585	47	8.6%	53	10.0%		
21	Deming Public Schools	5,284	5,211	5,147	5,087	5,113	4,851	-262	-5.1%	-433	-8.2%		
22	Des Moines Municipal Schools	94	97	91	90	88	85	-3	-2.9%	-9	-9.1%		
23	Dexter Consolidated Schools	960	988	949	897	867	804	-63	-7.3%	-156	-16.3%		
24	Dora Municipal Schools	261	243	238	238	230	206	-24	-10.2%	-55	-21.1%		
25	Dulce Independent Schools	687	685	687	585	580	585	5	0.9%	-103	-14.9%		
26	Elda Municipal Schools	116	114	134	151	154	159	6	3.6%	44	37.7%		
27	Española Public Schools	3,777	3,687	3,555	3,418	3,262	3,045	-217	-6.7%	-732	-19.4%		
28	Estancia Municipal Schools	658	630	609	578	584	551	-34	-5.7%	-108	-16.3%		
29	Eunice Municipal Schools	779	760	781	857	812	736	-76	-9.4%	-43	-5.5%		
30	Farmington Municipal Schools	10,950	10,922	10,971	11,036	11,150	10,628	-522	-4.7%	-322	-2.9%		
31	Floyd Municipal Schools	210	204	213	222	207	200	-8	-3.6%	-10	-4.8%		
32	Fort Sumner Municipal Schools	300	299	281	300	264	253	-11	-4.0%	-47	-15.7%		
33	Gadsden Independent Schools	13,506	13,365	13,133	13,079	12,738	12,414	-324	-2.5%	-1,092	-8.1%		
34	Gallup-McKinley County Schools	11,173	11,047	11,023	10,837	10,724	11,884	1,160	10.8%	711	6.4%		
35	Grady Municipal Schools	117	128	132	152	168	169	1	0.3%	52	44.0%		
36	Grants-Cibola County Schools	3,672	3,682	3,490	3,409	3,354	3,154	-200	-5.9%	-518	-14.1%		

Student Enrollment

Student Enrollment Five-Year History

	School District or Charter School	Change in Enrollment									
		FY16	FY17	FY18	FY19	FY20	FY21	FY20 to FY21	Percent	FY16 to FY21	Percent
37	Hagerman Municipal Schools	456	426	426	425	400	382	-18	-4.5%	-74	-16.1%
38	Hatch Valley Public Schools	1,276	1,274	1,237	1,243	1,210	1,189	-21	-1.7%	-87	-6.8%
39	Hobbs Municipal Schools	9,792	9,654	9,826	10,037	10,400	9,660	-740	-7.1%	-132	-1.3%
40	Hondo Valley Public Schools	136	137	130	142	147	133	-14	-9.5%	-3	-2.2%
41	House Municipal Schools	61	59	75	57	58	58	0	0.0%	-3	-4.9%
42	Jal Public Schools	474	441	476	512	511	444	-67	-13.0%	-30	-6.3%
43	Jemez Mountain Public Schools	245	230	195	179	203	194	-9	-4.4%	-51	-20.7%
44	Jemez Valley Public Schools	317	291	284	258	256	275	20	7.6%	-42	-13.2%
45	Lake Arthur Municipal Schools	104	92	93	87	93	108	16	16.8%	5	4.3%
46	Las Cruces Public Schools	24,121	24,326	24,106	24,078	23,845	23,114	-731	-3.1%	-1,007	-4.2%
47	Las Vegas City Public Schools	1,634	1,579	1,542	1,511	1,459	1,287	-172	-11.8%	-347	-21.2%
48	Logan Municipal Schools	301	314	303	341	327	300	-27	-8.3%	-1	-0.3%
49	Lordsburg Municipal Schools	493	474	482	485	468	433	-36	-7.6%	-60	-12.2%
50	Los Alamos Public Schools	3,563	3,635	3,663	3,689	3,684	3,472	-212	-5.8%	-91	-2.5%
51	Los Lunas Public Schools	8,351	8,314	8,368	8,362	8,283	7,863	-421	-5.1%	-489	-5.8%
52	Loving Municipal Schools	577	555	533	579	611	595	-16	-2.5%	19	3.2%
53	Lovington Municipal Schools	3,745	3,612	3,533	3,641	3,714	3,455	-259	-7.0%	-290	-7.7%
54	Magdalena Municipal Schools	356	342	318	320	303	268	-35	-11.6%	-88	-24.7%
55	Maxwell Municipal Schools	109	114	113	130	138	121	-17	-12.3%	12	11.0%
56	Melrose Public Schools	210	206	227	260	275	277	2	0.7%	67	32.0%
57	Mesa Vista Consolidated Schools	317	249	243	236	240	241	1	0.4%	-76	-24.0%
58	Mora Independent Schools	431	412	422	404	414	403	-11	-2.5%	-28	-6.4%
59	Moriarty-Edgewood School District	2,524	2,477	2,408	2,374	2,286	2,135	-151	-6.6%	-389	-15.4%
60	Mosquero Municipal Schools	44	41	38	29	74	102	28	37.8%	59	134.5%
61	Mountainair Public Schools	237	219	227	210	213	214	1	0.5%	-23	-9.7%
62	Pecos Independent Schools	588	589	602	575	553	489	-64	-11.5%	-99	-16.8%
63	Peñasco Independent Schools	338	339	339	352	345	316	-29	-8.4%	-23	-6.7%
64	Pojoaque Valley Public Schools	1,895	1,926	1,979	1,911	1,848	1,752	-96	-5.2%	-143	-7.5%
65	Portales Municipal Schools	2,778	2,720	2,669	2,637	2,637	2,524	-113	-4.3%	-254	-9.1%
66	Quemado Independent Schools	123	134	147	158	157	157	1	0.3%	34	27.6%
67	Questa Independent Schools	354	368	359	332	265	268	4	1.3%	-86	-24.2%
68	Raton Public Schools	949	947	904	898	897	827	-71	-7.9%	-122	-12.9%
69	Reserve Public Schools	129	130	128	138	111	97	-14	-12.2%	-32	-24.5%
70	Rio Rancho Public Schools	16,776	16,945	17,177	17,072	17,043	16,354	-690	-4.0%	-422	-2.5%
71	Roswell Independent Schools	10,207	10,243	10,056	10,065	10,231	9,379	-852	-8.3%	-828	-8.1%
72	Roy Municipal Schools	45	48	51	47	62	52	-10	-15.4%	8	16.9%
73	Ruidoso Municipal Schools	1,962	1,985	1,987	2,021	1,987	1,761	-227	-11.4%	-202	-10.3%

Student Enrollment
Five-Year History

	School District or Charter School	Change in Enrollment									
		FY16	FY17	FY18	FY19	FY20	FY21	FY20 to FY21	Percent	FY16 to FY21	Percent
74	San Jon Municipal Schools	137	150	145	133	120	106	-15	-12.1%	-31	-22.7%
75	Santa Fe Public Schools	13,018	12,795	12,592	12,363	12,270	11,698	-572	-4.7%	-1,320	-10.1%
76	Santa Rosa Consolidated Schools	628	635	649	635	618	587	-31	-5.0%	-41	-6.5%
77	Silver Consolidated Schools	2,864	2,730	2,571	2,435	2,467	2,279	-189	-7.6%	-585	-20.4%
78	Socorro Consolidated Schools	1,573	1,553	1,493	1,446	1,411	1,342	-70	-4.9%	-232	-14.7%
79	Springer Municipal Schools	152	141	136	128	136	136	-1	-0.4%	-17	-10.9%
80	Taos Municipal Schools	2,393	2,340	2,244	2,200	2,090	2,028	-62	-2.9%	-365	-15.2%
81	Tatum Municipal Schools	362	334	315	330	348	326	-22	-6.3%	-37	-10.1%
82	Texico Municipal Schools	534	558	555	554	560	526	-34	-6.1%	-8	-1.4%
83	Truth or Consequences Municipal Schools	1,286	1,270	1,258	1,250	1,217	1,151	-66	-5.4%	-135	-10.5%
84	Tucumcari Public Schools	951	956	948	934	925	857	-68	-7.4%	-94	-9.9%
85	Tularosa Municipal Schools	920	863	843	829	858	806	-52	-6.1%	-114	-12.3%
86	Vaughn Municipal Schools	75	70	64	69	55	50	-5	-9.2%	-25	-33.6%
87	Wagon Mound Public Schools	56	60	68	60	63	75	12	19.0%	20	35.1%
88	West Las Vegas Public Schools	1,473	1,440	1,415	1,432	1,401	1,428	28	2.0%	-45	-3.0%
89	Zuni Public Schools	1,262	1,331	1,268	1,248	1,225	1,222	-4	-0.3%	-41	-3.2%
90	Subtotal School Districts	308,781	306,101	302,656	299,130	295,882	281,237	-14,645	-4.9%	-27,544	-8.9%
91	Charter Schools²										
92	Albuquerque										
93	Aces Technical Charter School ³						45				
94	Albuquerque Collegiate (K-2) ³				38	74	131	57	77.0%		
95	Albuquerque Institute of Math & Science (6-12) ³	359	357	367	355	383	382	-1	-0.3%	23	6.4%
96	Albuquerque School of Excellence (1-12) ³	313	427	558	658	689	905	216	31.3%	592	189.1%
97	Albuquerque Sign Language Academy (K-12) ³	97	97	97	95	103	111	8	7.8%	14	14.4%
98	Altura Preparatory (K-3)				61	90	184	94	104.4%		
99	ACE Leadership High School (9-12)	376	347	362	247	256	249	-7	-2.7%	-127	-33.8%
100	Albuquerque Charter Academy (9-12)	261	288	286	299	350	327	-23	-6.6%	66	25.3%
101	Albuquerque Talent Development Charter (9-12)	180	177	164	156	146	118	-28	-19.2%	-62	-34.4%
102	Alice King Community School (K-8)	333	410	449	477	480	472	-8	-1.7%	139	41.7%
103	Amy Biehl Charter High School (9-12) ³	317	301	289	303	305	277	-28	-9.2%	-40	-12.6%
104	ASK Academy (6-12) ³	366	467	513	529	554	567	13	2.3%	201	54.9%
105	Cesar Chavez Community School (9-12) ³	204	204	204	203	204	203	-1	-0.5%	-1	-0.5%
106	Christine Duncan Heritage Academy (PreK-8)	232	274	331	393	395	399	4	1.0%	167	71.8%
107	Cien Aguas International (K-8)	372	391	420	426	426	424	-2	-0.5%	52	14.0%
108	Coral Community Charter (PreK-K) ³	179	204	207	214	213	210	-4	-1.6%	31	17.0%
109	Corrales International (K-12)	261	260	250	239	260	252	-8	-3.1%	-9	-3.4%

Student Enrollment

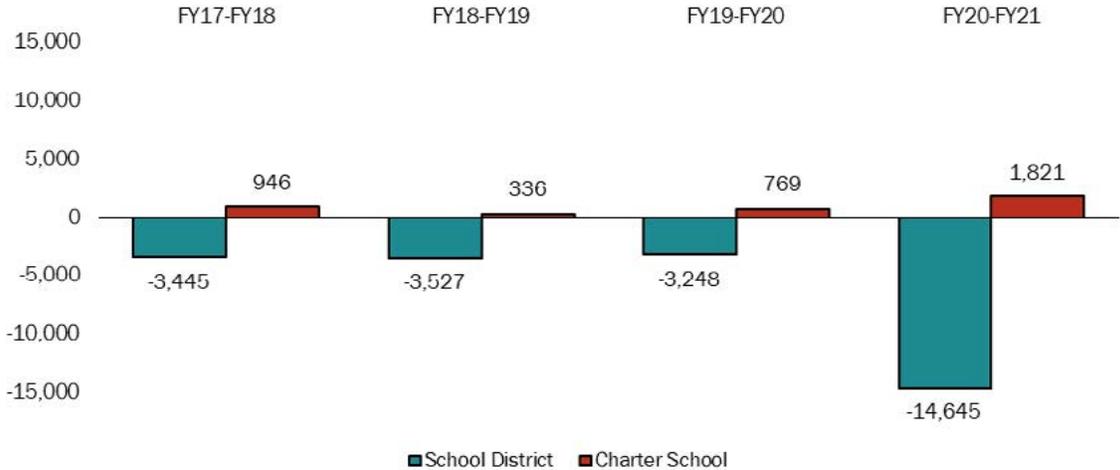
Student Enrollment Five-Year History

	School District or Charter School	Change in Enrollment									
		FY16	FY17	FY18	FY19	FY20	FY21	FY20 to FY21	Percent	FY16 to FY21	Percent
110	Cottonwood Classical Prep (6-12)	710	706	735	727	733	782	49	6.7%	72	10.1%
111	Digital Arts And Technology (9-12)	302	307	298	265	280	312	32	11.4%	10	3.3%
112	East Mountain High School (9-12)	360	362	375	364	358	372	14	3.9%	12	3.3%
113	El Camino Real Academy (K-12)	313	295	294	316	353	280	-73	-20.7%	-33	-10.5%
114	Explore Academy (6-12) ³	199	212	258	441	498	646	148	29.7%	447	224.6%
115	Gilbert L Sena Charter HS (9-12) ³	179	173	170	178	178	149	-29	-16.3%	-30	-16.8%
116	Gordon Bernell Charter (9-12)	367	395	428	426	142	158	16	11.3%	-209	-56.9%
117	GREAT Academy (6-12) ³	236	172	178	170	168	116	-52	-31.0%	-120	-50.8%
118	Health Leadership High School (9-12)	144	192	180	229	240	181	-59	-24.6%	37	25.7%
119	Horizon Academy West (PreK-5) ³	435	451	466	460	458	402	-56	-12.2%	-33	-7.6%
120	International School at Mesa Del Sol (PreK-12)	275	295	319	325	326	302	-24	-7.4%	27	9.8%
121	La Academia De Esperanza (6-12)	383	328	314	306	205	242	37	18.0%	-141	-36.8%
122	Albuquerque Bilingual Academy (PreK-8) ³	370	394	350	340	388	379	-9	-2.3%	9	2.3%
123	Los Puentes Charter (7-12)	188	189	172	146	178	133	-45	-25.3%	-55	-29.3%
124	Mark Armijo Academy (9-12)	129	138	160	174	183	179	-4	-2.2%	50	38.8%
125	Media Arts Collaborative (6-12) ³	259	259	247	254	224	189	-35	-15.6%	-70	-27.0%
126	Mission Achievement And Success (K-3, 6-12) ³	615	785	876	1,167	1,320	1,717	397	30.1%	1,102	179.2%
127	Montessori Elementary School (K-8) ³	409	420	422	432	426	433	7	1.6%	24	5.9%
128	Montessori of the Rio Grande (PreK-5)	217	216	217	216	217	216	-1	-0.5%	-1	-0.5%
129	Mountain Mahogany Community School (K-8)	203	203	188	191	197	197	0	0.0%	-6	-3.0%
130	Native American Community Academy (K-12)	394	400	432	462	475	499	24	5.1%	105	26.6%
131	New America School - Albuquerque (9-12) ³	436	328	351	281	258	213	-45	-17.4%	-223	-51.1%
132	New Mexico International School (K-4)	219	224	228	272	336	389	53	15.8%	170	77.6%
133	North Valley Academy (PreK-8) ³	461	463	475	477	458	437	-21	-4.6%	-24	-5.2%
134	Public Academy for Performing Arts (6-12)	380	380	381	424	452	449	-3	-0.7%	69	18.2%
135	Robert F. Kennedy Charter (6-12)	283	312	314	349	349	321	-28	-8.0%	38	13.4%
136	Siembra Leadership High School (9-12)		29	83	123	137	177	40	29.2%		
137	Solare Collegiate (5-6) ³					137	193	56	40.9%		
138	South Valley Academy (6-12)	592	612	622	623	622	622	0	0.0%	30	5.1%
139	South Valley Prep (6-8) ³	143	156	154	152	168	180	12	7.1%	37	25.9%
140	Southwest Aeronautics, Math, and Science (7-12) ³	273	259	263	275	267	231	-36	-13.5%	-42	-15.4%
141	Southwest Primary Learning Center (4-6) ³	102	102	193	175	195	173	-22	-11.3%	71	69.6%
142	Southwest Secondary Learning Center (7-12) ³	272	281	260	246	190	159	-31	-16.3%	-113	-41.5%
143	Technology Leadership (9-12)	79	110	167	221	221	274	53	24.0%	195	246.8%
144	Tierra Adentro (6-12) ³	270	288	279	283	273	246	-27	-9.9%	-24	-8.9%

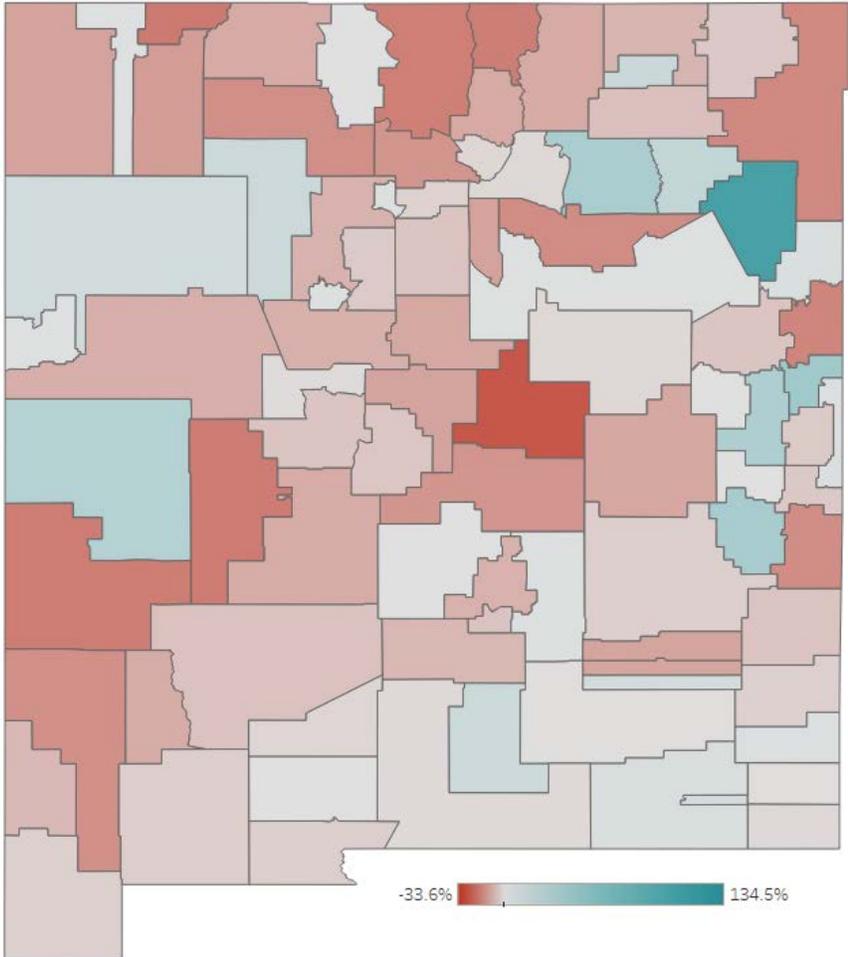
Student Enrollment
Five-Year History

	School District or Charter School	FY16	FY17	FY18	FY19	FY20	FY21	Change in Enrollment			
								FY20 to FY21	Percent	FY16 to FY21	Percent
145	Twenty-First Century (5-8)	260	253	240	294	331	351	20	6.0%	91	35.0%
146	William W Josephine Dorn Charter (K-5)	45	47	55	57	56	36	-20	-35.7%	-9	-20.0%
147	Aztec										
148	Mosaic Academy Charter (K-8)	180	180	180	180	180	179	-1	-0.6%	-1	-0.6%
149	Carlsbad										
150	Jefferson Montessori (K-12)	177	170	201	234	238	250	12	5.0%	73	41.2%
151	Pecos Connections (K-9)		296	527	893	1,265	1,956	691	54.6%		
152	Central										
153	Dream Dine (K-5)	32	26	27	18	18	28	10	55.6%	-4	-12.5%
154	Cimarron										
155	Moreno Valley High (9-12)	70	55	54	61	65	62	-3	-4.6%	-8	-11.4%
156	Deming										
157	Deming Cesar Chavez (9-12)	116	133	76	158	161	129	-32	-19.9%	13	11.2%
158	Espanola										
159	La Tierra Montessori School (K-7) ³	119	121	101	79	65	61	-4	-6.2%	-58	-48.7%
160	McCurdy Charter School (K-12) ³	521	531	544	528	543	531	-12	-2.2%	10	1.9%
161	Gallup-Mckinley County										
162	Dzit Dit Lool DEAP (6-9) ³	23	21	28	40	40	46	6	15.0%	23	100.0%
163	Hozho Academy				123	292	409	117	40.1%		
164	Middle College High (10-12)	71	98	100	91	120	140	20	16.7%	69	97.2%
165	Six Directions (6-8) ³		49	73	68	66	78	12	18.2%		
166	Jemez Valley										
167	San Diego Riverside (K-8)	93	93	91	96	93	80	-13	-14.0%	-13	-14.0%
168	Walatowa Charter High (9-12)	51	57	46	43	55	54	-1	-1.8%	3	5.9%
169	Las Cruces										
170	Alma D'Arte Charter (6-12) ³	193	189	187	162	132	135	3	2.3%	-58	-30.1%
171	J Paul Taylor Academy (K-8)	199	200	200	200	200	200	0	0.0%	1	0.5%
172	La Academia Dolores Huerta (6-8) ³	164	174	171	127	76	71	-5	-6.6%	-93	-56.7%
173	Las Montañas Charter (9-12) ³	159	162	157	166	183	158	-25	-13.7%	-1	-0.6%
174	New America School - Las Cruces (9-12) ³	332	314	299	208	197	163	-34	-17.3%	-169	-50.9%
175	Raices Del Saber Xinachtli (K-1) ³					28	61	33	117.9%		
176	Los Lunas										
177	School of Dreams Academy (K-3, 7-12) ³	377	518	471	445	456	475	19	4.2%	98	25.9%
178	Moriarty										
179	Estancia Valley Classical Academy (K-12) ³	423	460	486	562	588	597	9	1.5%	174	41.1%

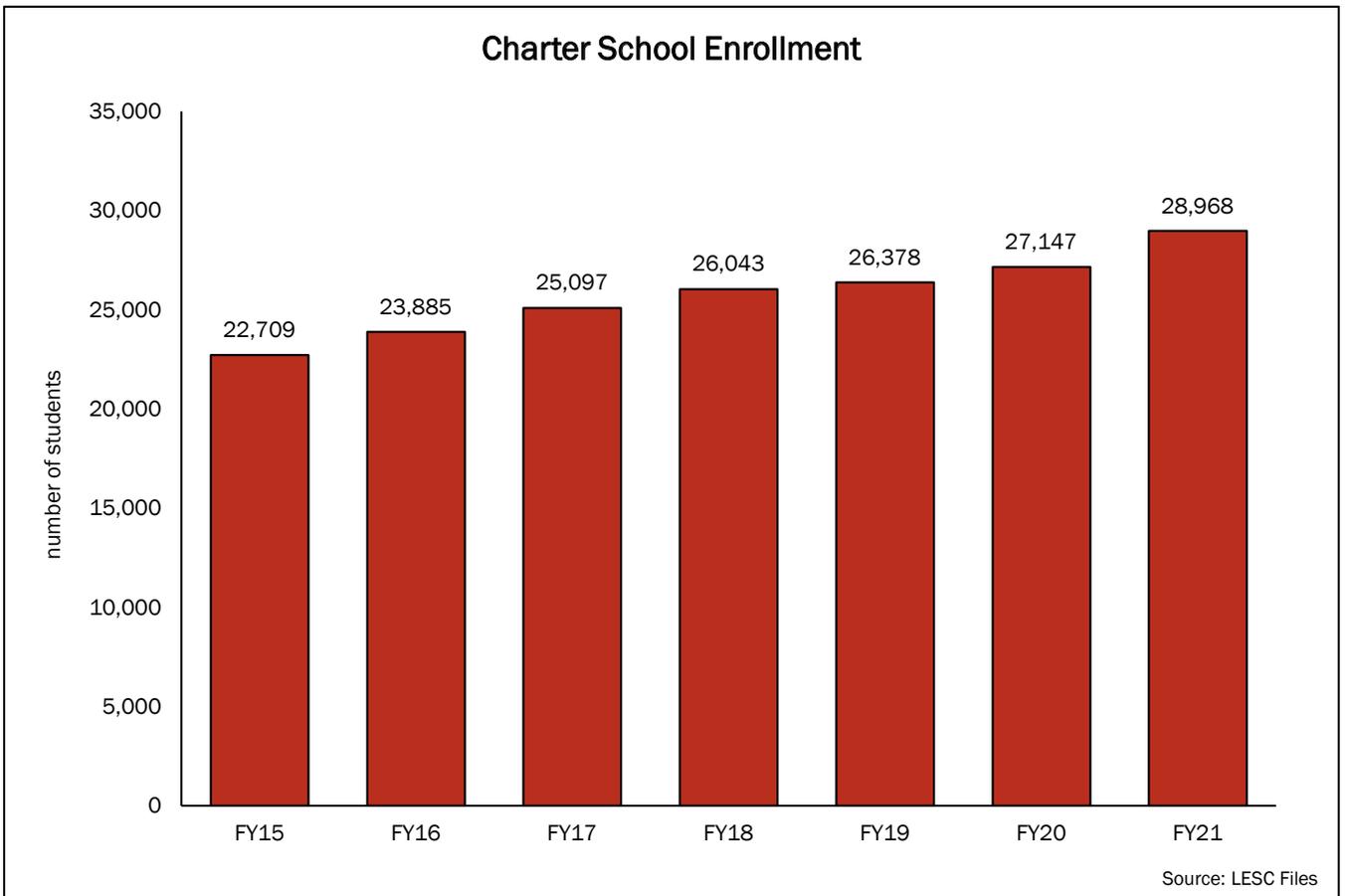
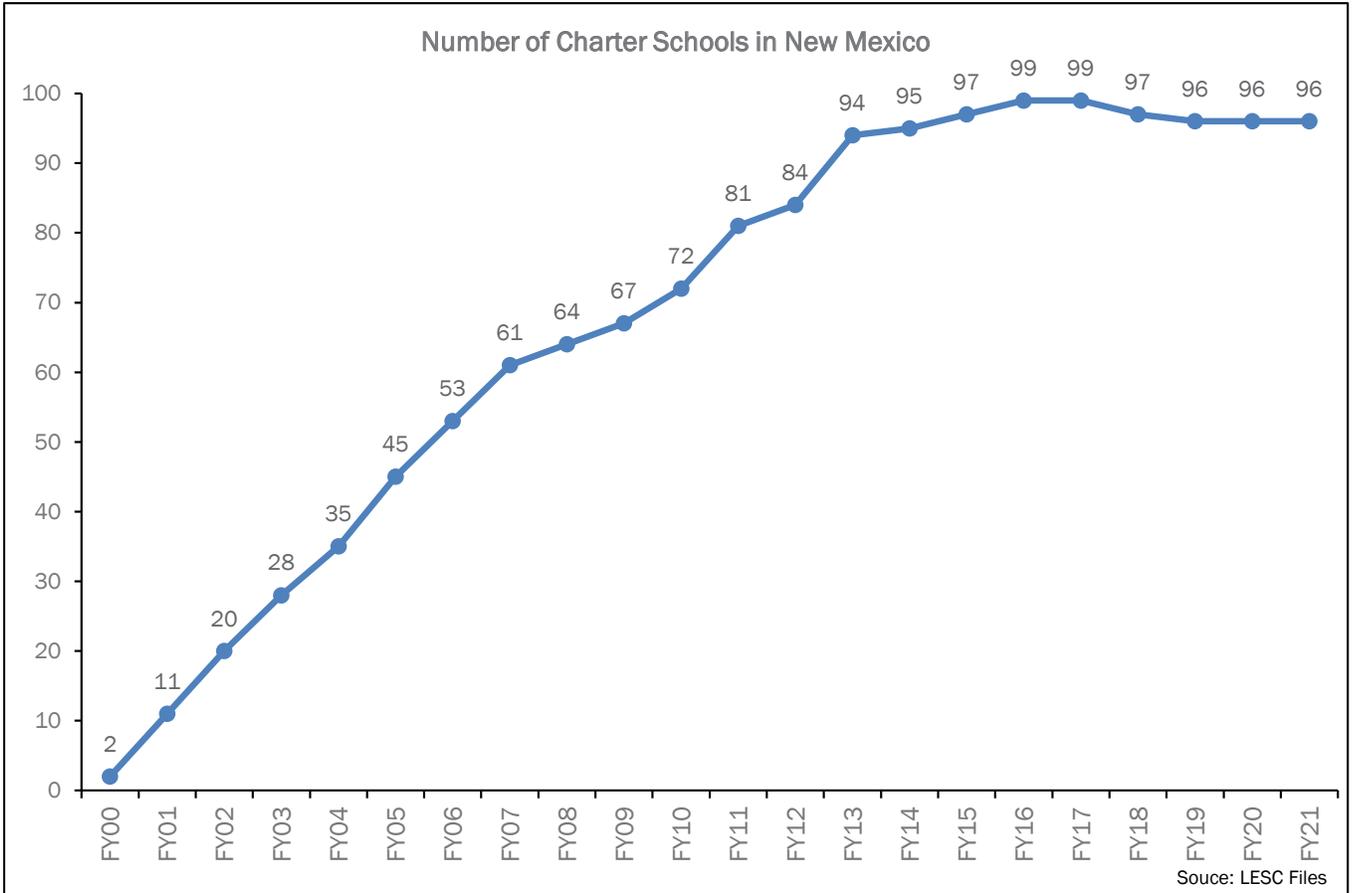
Year-Over-Year Change in Student Enrollment



Change in Student Enrollment, FY16 to FY21



Charter School Enrollment



Student Demographics by School District and State-Chartered Charter School

Student Demographics by School District and State-Chartered Charter School

2019-2020 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
1 School Districts									
2 Alamogordo Public Schools	5,869	8.0%	3.0%	46.1%	40.5%	1.5%	36.2%	18.1%	4.0%
3 Albuquerque Public Schools	88,094	3.5%	2.6%	22.6%	65.5%	5.5%	44.6%	19.2%	17.8%
4 Animas Public Schools	161	0.6%	1.2%	64.0%	31.0%	1.9%	31.0%	19.2%	7.5%
5 Artesia Public Schools	3,443	0.7%	0.3%	38.9%	59.2%	0.9%	29.2%	12.0%	6.9%
6 Aztec Municipal Schools	3,037	0.8%	0.3%	46.6%	35.7%	16.5%	33.7%	16.0%	3.8%
7 Belen Consolidated Schools	3,842	1.4%	0.1%	21.0%	75.5%	2.0%	54.8%	20.3%	10.8%
8 Bernalillo Public Schools	2,823	0.8%	0.4%	7.0%	43.6%	48.2%	55.0%	17.2%	29.2%
9 Bloomfield Schools	2,441	0.6%	0.4%	28.3%	31.5%	39.2%	36.7%	16.6%	9.9%
10 Capitan Municipal Schools	502	1.0%	0.4%	67.0%	29.3%	2.0%	7.4%	19.1%	0.8%
11 Carlsbad Municipal Schools	8,363	1.9%	0.9%	37.7%	58.1%	1.1%	18.6%	14.1%	8.8%
12 Carrizozo Municipal Schools	139	1.4%	0.7%	36.0%	62.0%	0.0%	36.0%	14.4%	0.0%
13 Central Consolidated Schools	5,387	0.2%	0.8%	5.4%	3.7%	89.9%	85.6%	16.0%	31.6%
14 Chama Valley Independent Schools	411	0.7%	0.2%	12.4%	80.3%	5.6%	32.4%	16.3%	18.7%
15 Cimarron Municipal Schools	427	2.3%	0.2%	48.7%	48.5%	0.2%	13.1%	13.1%	3.0%
16 Clayton Municipal Schools	446	0.8%	0.4%	42.4%	55.1%	1.1%	40.1%	18.2%	4.9%
17 Cloudcroft Municipal Schools	423	0.5%	1.9%	79.0%	17.7%	0.7%	22.0%	13.5%	0.5%
18 Clovis Municipal Schools	8,145	6.9%	1.1%	29.4%	61.7%	0.6%	38.0%	17.3%	12.1%
19 Cobre Consolidated Schools	1,200	0.5%	0.3%	8.5%	90.3%	0.4%	48.3%	19.0%	7.0%
20 Corona Municipal Schools	63	0.0%	0.0%	66.7%	33.3%	0.0%	23.8%	20.6%	0.0%
21 Cuba Independent Schools	570	0.2%	0.2%	4.6%	25.4%	69.7%	64.2%	16.7%	40.9%
22 Deming Public Schools	5,462	1.4%	1.7%	11.8%	84.8%	0.2%	63.7%	15.9%	39.1%
23 Des Moines Municipal Schools	92	1.1%	2.2%	68.5%	28.3%	0.0%	16.3%	12.0%	0.0%
24 Dexter Consolidated Schools	874	0.0%	0.0%	16.0%	84.0%	0.0%	39.1%	14.1%	21.5%
25 Dora Municipal Schools	244	1.6%	0.0%	68.9%	29.1%	0.0%	26.2%	17.2%	8.6%
26 Dulce Independent Schools	581	0.9%	1.5%	0.9%	4.5%	92.3%	29.9%	14.8%	17.7%
27 Elida Municipal Schools	165	1.8%	0.0%	86.1%	12.1%	0.0%	35.8%	15.2%	0.0%
28 Espanola Public Schools	3,295	0.4%	0.9%	4.0%	87.8%	6.9%	50.8%	14.7%	17.4%
29 Estancia Municipal Schools	614	2.3%	0.0%	28.9%	67.3%	1.6%	50.2%	21.0%	4.2%
30 Eunice Municipal Schools	853	1.1%	0.2%	38.5%	60.3%	0.0%	0.4%	13.2%	9.4%
31 Farmington Municipal Schools	10,943	1.2%	0.9%	30.9%	29.7%	37.2%	24.4%	13.6%	11.7%
32 Floyd Municipal Schools	214	0.9%	0.0%	34.1%	65.0%	0.0%	27.6%	19.2%	14.5%

Student Demographics

Student Demographics by School District and State-Chartered Charter School

2019-2020 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
Ft. Sumner Municipal Schools	277	1.1%	1.1%	39.7%	57.0%	1.1%	4.3%	18.8%	6.1%
Gadsden Consolidated Schools	12,818	0.5%	0.0%	2.6%	96.8%	0.1%	0.0%	15.6%	41.7%
Gallup McKinley County Schools	11,228	0.3%	1.1%	4.1%	14.3%	80.2%	8.0%	13.9%	30.4%
Grady Municipal Schools	185	1.6%	0.0%	69.2%	29.2%	0.0%	32.4%	18.9%	1.1%
Grants Cibola County Schools	3,392	0.6%	0.4%	13.8%	39.5%	45.4%	45.6%	16.6%	14.5%
Hagerman Municipal Schools	411	0.5%	0.5%	26.0%	73.0%	0.0%	20.2%	16.3%	21.4%
Hatch Valley Municipal Schools	1,236	0.0%	0.0%	3.5%	96.4%	0.1%	55.2%	9.9%	44.7%
Hobbs Municipal Schools	10,518	4.0%	0.6%	21.5%	73.3%	0.4%	31.9%	14.3%	20.7%
Hondo Valley Public Schools	145	0.1%	0.0%	13.8%	84.1%	0.2%	73.8%	17.2%	21.4%
House Municipal Schools	61	0.0%	3.3%	70.5%	22.2%	0.0%	16.4%	19.7%	0.0%
Jal Public Schools	545	0.1%	0.0%	23.5%	76.0%	0.1%	0.0%	11.6%	11.0%
Jemez Mountain Public Schools	214	0.0%	0.0%	5.6%	56.5%	37.9%	57.5%	11.7%	21.5%
Jemez Valley Public Schools	362	0.1%	0.0%	6.4%	24.3%	68.5%	43.4%	17.1%	32.9%
Lake Arthur Municipal Schools	107	0.0%	0.0%	31.8%	68.2%	0.0%	30.8%	17.8%	19.6%
Las Cruces Public Schools	24,520	2.5%	1.0%	18.6%	76.5%	0.9%	45.2%	15.8%	14.0%
Las Vegas City Public Schools	1,333	0.5%	0.8%	5.5%	92.1%	0.9%	46.0%	14.9%	10.2%
Logan Municipal Schools	352	1.4%	0.0%	63.1%	34.4%	1.1%	31.8%	10.2%	0.0%
Lordsburg Municipal Schools	482	1.0%	0.6%	15.8%	82.6%	0.0%	54.4%	15.1%	1.5%
Los Alamos Public Schools	3,743	1.2%	5.8%	57.6%	32.6%	2.6%	6.1%	19.1%	0.4%
Los Lunas Public Schools	8,517	1.0%	0.4%	22.9%	69.2%	6.4%	77.6%	13.6%	12.9%
Loving Municipal Schools	650	0.4%	0.3%	24.3%	74.3%	0.6%	27.5%	13.0%	15.1%
Lovington Municipal Schools	3,813	1.9%	0.6%	25.8%	71.3%	0.3%	23.4%	19.3%	25.5%
Magdalena Municipal Schools	321	0.6%	0.0%	18.7%	38.6%	42.1%	55.1%	20.9%	15.6%
Maxwell Municipal Schools	141	0.0%	0.0%	42.5%	57.4%	0.0%	34.8%	9.2%	0.0%
Melrose Municipal Schools	296	2.4%	0.3%	75.3%	21.9%	0.0%	23.3%	17.9%	0.0%
Mesa Vista Consolidated Schools	259	0.8%	0.0%	10.1%	86.9%	0.8%	45.2%	12.7%	17.8%
Mora Independent Schools	408	0.0%	0.0%	6.1%	93.9%	0.0%	48.8%	13.5%	8.3%
Moriarty-Edgewood School District	2,263	1.3%	0.7%	47.6%	49.3%	1.0%	39.4%	15.8%	6.4%
Mosquero Municipal Schools	91	0.0%	0.0%	73.6%	26.4%	0.0%	28.6%	10.9%	0.0%
Mountainair Public Schools	226	4.8%	0.0%	33.6%	58.8%	2.6%	68.1%	20.8%	0.0%
Pecos Independent Schools	563	0.0%	0.2%	7.3%	91.8%	0.9%	20.1%	15.9%	11.0%
Penasco Independent Schools	356	0.3%	0.0%	4.2%	83.1%	12.3%	47.2%	15.7%	3.9%

Student Demographics by School District and State-Chartered Charter School
2019-2020 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
65 Pojoaque Valley Public Schools	1,876	0.2%	0.1%	5.0%	79.5%	15.2%	36.2%	13.7%	15.9%
66 Portales Municipal Schools	2,400	3.7%	0.7%	30.9%	63.3%	1.2%	35.0%	15.6%	9.2%
67 Quemado Independent Schools	167	4.8%	0.1%	56.9%	25.1%	12.0%	32.9%	16.8%	0.0%
68 Questa Independent Schools	287	0.7%	0.0%	10.5%	84.7%	1.7%	48.1%	16.0%	6.6%
69 Raton Public Schools	920	0.6%	0.3%	30.3%	68.0%	0.7%	4.7%	17.1%	3.0%
70 Reserve Public Schools	124	0.0%	0.0%	64.5%	35.5%	0.0%	16.9%	30.7%	1.6%
71 Rio Rancho Public Schools	16,881	3.3%	1.8%	32.5%	56.7%	5.3%	24.4%	16.3%	4.7%
72 Roswell Independent Schools	10,517	2.3%	0.8%	25.5%	70.9%	0.4%	41.9%	17.7%	10.6%
73 Roy Municipal Schools	57	0.1%	0.0%	11.3%	33.9%	0.0%	4.8%	21.6%	0.0%
74 Ruidoso Municipal Schools	1,039	0.8%	1.1%	31.1%	52.4%	14.2%	41.3%	13.9%	11.1%
75 San Jon Municipal	121	3.3%	0.1%	41.3%	54.5%	0.0%	34.7%	22.3%	0.0%
76 Santa Fe Public Schools	12,762	0.9%	1.6%	15.1%	79.9%	2.1%	33.9%	14.8%	26.7%
77 Santa Rosa Consolidated Schools	626	0.0%	1.0%	5.1%	93.6%	0.3%	45.4%	14.2%	5.1%
78 Silver Consolidated Schools	2,531	1.3%	1.1%	34.1%	61.9%	1.5%	33.1%	16.0%	2.1%
79 Socorro Consolidated Schools	1,602	2.0%	1.7%	19.6%	73.1%	3.4%	56.1%	17.7%	3.3%
80 Springer Municipal Schools	132	0.0%	0.0%	22.7%	77.3%	0.0%	40.2%	13.6%	2.3%
81 Taos Municipal Schools	2,597	0.4%	0.7%	17.0%	74.7%	6.9%	47.3%	17.8%	8.9%
82 Tatum Municipal Schools	371	1.1%	0.0%	53.4%	45.0%	0.1%	17.3%	17.5%	10.2%
83 Texico Municipal Schools	562	2.5%	0.0%	51.1%	45.9%	0.4%	18.7%	11.2%	9.8%
84 Truth or Consequences Municipal	1,270	0.9%	1.5%	45.0%	51.3%	0.9%	0.0%	17.4%	9.1%
85 Tucumcari Public Schools	946	2.1%	0.6%	42.2%	54.4%	0.4%	56.3%	17.3%	5.7%
86 Tularosa Municipal Schools	859	0.9%	0.5%	27.8%	43.3%	27.1%	42.4%	17.7%	2.2%
87 Vaughn Municipal Schools	56	0.0%	0.0%	14.3%	85.7%	0.0%	73.2%	23.2%	12.5%
88 Wagon Mound Public Schools	74	0.1%	0.0%	12.5%	89.0%	0.0%	18.9%	13.5%	10.7%
89 West Las Vegas Public Schools	1,500	0.4%	0.2%	8.5%	90.5%	0.4%	56.5%	12.4%	8.3%
90 Zuni Public Schools	1,242	0.1%	0.3%	0.2%	0.4%	98.9%	88.2%	10.1%	35.3%
91 Charter Schools									
92 Albuquerque									
93 Albuquerque School of Excellence	653	4.6%	5.1%	49.0%	37.5%	3.5%	36.0%	15.0%	18.7%
94 Albuquerque Sign Language Academy	103	3.9%	1.9%	23.3%	68.0%	1.9%	37.9%	56.3%	20.4%
95 Albuquerque Institute of Math and	374	2.1%	13.6%	38.5%	43.0%	2.7%	6.7%	1.1%	1.1%
96 Altura Preparatory School	88	4.5%	17.0%	36.4%	38.6%	3.4%	33.0%	15.9%	9.1%

Student Demographics

Student Demographics by School District and State-Chartered Charter School
2019-2020 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
Amy Biehl Charter High School	296	3.7%	1.4%	32.8%	58.4%	3.4%	24.7%	24.3%	8.4%
Cesar Chavez Community School	194	5.2%	0.0%	8.8%	72.7%	13.4%	57.7%	24.2%	32.0%
Coral Community Charter	254	4.7%	1.6%	41.3%	46.1%	6.3%	24.4%	10.6%	5.1%
Explore Academy	454	3.5%	1.5%	53.3%	37.0%	4.2%	13.0%	10.8%	2.4%
Gilbert L. Sena Charter High	172	3.5%	2.9%	12.8%	71.5%	9.3%	57.6%	22.7%	13.4%
GREAT Academy	157	7.0%	1.3%	17.8%	65.6%	8.3%	10.8%	11.5%	17.8%
Horizon Academy West	490	3.3%	1.4%	11.4%	80.8%	3.1%	20.8%	12.9%	3.7%
Media Arts Collaborative Charter	214	4.2%	1.4%	48.6%	39.3%	6.5%	36.9%	32.2%	1.9%
Mission Achievement and Success	1309	3.8%	0.8%	9.3%	82.7%	3.0%	39.6%	13.4%	28.3%
Montessori Elementary School	432	2.3%	2.1%	43.5%	51.2%	0.7%	0.0%	5.3%	1.2%
New America School	230	0.4%	0.9%	1.7%	94.3%	2.6%	39.1%	12.2%	39.1%
North Valley Academy	500	0.6%	0.8%	19.6%	77.4%	1.4%	31.4%	19.8%	7.2%
Robert F. Kennedy Charter	362	0.8%	0.0%	5.5%	89.5%	0.8%	100.0%	27.1%	18.8%
South Valley Prep	173	0.6%	0.6%	1.7%	97.1%	0.0%	41.0%	26.6%	22.0%
Southwest Aero., Math, and Science	264	1.9%	3.0%	66.7%	26.9%	1.5%	17.0%	14.4%	6.1%
Southwest Preparatory Learning	192	1.0%	2.6%	79.2%	13.5%	3.6%	33.9%	16.0%	6.3%
Southwest Secondary Learning	183	1.6%	2.2%	39.9%	50.8%	5.5%	21.3%	9.3%	1.6%
Tierra Adentro	280	1.4%	0.0%	7.9%	88.2%	2.5%	40.4%	21.1%	17.9%
Central									
Dream Dine	20	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	5.0%	30.0%
Espanola									
La Tierra Montessori School	61	0.0%	0.0%	14.8%	78.7%	6.6%	57.4%	18.0%	27.9%
McCurdy Charter School	550	0.0%	0.2%	5.3%	89.5%	5.1%	30.9%	17.6%	15.6%
Gallup-McKinley									
Dzit Dit Lool DEAP	39	0.0%	0.0%	0.0%	0.0%	100.0%	56.4%	5.1%	38.5%
Hozho Academy	298	2.0%	2.7%	28.5%	22.1%	44.6%	37.6%	11.7%	16.1%
Six Directions Indigenous School	76	0.0%	0.0%	0.0%	2.6%	97.4%	42.1%	11.8%	39.5%
Jemez Valley									
Wawatowa High Charter School	56	0.0%	0.0%	0.0%	8.9%	91.1%	0.0%	8.9%	76.8%
Las Cruces									
Alma D'Arte Charter	130	3.8%	0.0%	36.9%	58.5%	0.8%	43.8%	27.7%	12.3%
J. Paul Taylor Academy	200	0.5%	1.5%	36.0%	61.0%	0.5%	22.0%	8.0%	3.5%

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2019-2020 School Year, Third Reporting Date (February)

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La Academia Dolores Huerta	82	1.2%	0.0%	0.0%	97.6%	1.2%	0.0%	17.1%	31.7%
Las Montanas Charter	177	2.3%	0.0%	4.5%	91.0%	2.3%	0.0%	28.2%	11.3%
New America School - Las Cruces	221	1.4%	0.5%	10.0%	87.8%	0.5%	52.9%	13.6%	19.0%
Los Lunas									
School of Dreams Academy	474	1.3%	0.2%	35.9%	58.6%	3.8%	48.9%	27.6%	10.1%
Moriarty									
Estancia Valley Classical Academy	587	0.0%	0.7%	68.8%	28.4%	2.0%	18.7%	8.7%	1.4%
Questa									
Red River Valley Charter School	89	0.0%	0.0%	47.2%	52.8%	0.0%	38.2%	23.6%	4.5%
Roots and Wings Community	50	0.0%	0.0%	72.0%	22.0%	6.0%	48.0%	28.0%	0.0%
Rio Rancho									
ASK Academy	533	4.3%	3.0%	46.5%	44.2%	1.9%	0.0%	9.0%	0.6%
Sandoval Academy of Bilingual	185	4.3%	0.0%	16.8%	77.3%	1.1%	37.3%	14.1%	21.1%
Santa Fe									
MASTERS Program	263	3.0%	3.8%	31.9%	58.9%	1.1%	17.5%	11.0%	6.1%
Monte Del Sol Charter	360	0.8%	3.6%	19.2%	75.3%	1.1%	21.9%	14.4%	18.9%
New Mexico Connections Academy	1083	2.3%	0.9%	35.5%	55.9%	5.4%	36.7%	16.3%	4.3%
New Mexico School For The Arts	236	4.2%	4.2%	49.2%	34.3%	8.1%	26.7%	13.1%	3.0%
Tierra Encantada Charter School	303	1.0%	0.0%	6.3%	92.4%	0.3%	0.0%	14.2%	25.1%
Turquoise Trail Charter School	620	1.5%	1.5%	23.4%	71.0%	2.3%	3.1%	15.5%	18.7%
Silver Consolidated									
Aldo Leopold Charter	170	0.6%	2.4%	62.3%	34.7%	0.0%	41.8%	20.0%	1.2%
Taos									
Taos Academy	235	2.1%	0.9%	41.7%	52.3%	3.0%	0.0%	12.3%	3.4%
Taos Integrated School of The Arts	174	4.6%	0.0%	46.0%	41.4%	9.8%	39.1%	17.2%	4.6%
Taos International School	158	0.0%	0.0%	7.6%	88.6%	3.8%	57.0%	7.6%	20.9%

Note: Locally chartered charter schools are included within school districts.

Source: LESC files

Proficiency Rates

School District Proficiency Rates

School District ¹	Reading					Math					Science				
	FY16	FY17	FY18	FY19 ²	FY20 ³	FY16	FY17	FY18	FY19	FY20 ³	FY16	FY17	FY18	FY19	FY20 ³
1 Alamogordo Public Schools	46%	46%	44%	40%		26%	27%	26%	26%		56%	56%	56%	48%	
2 Albuquerque Public Schools	37%	34%	37%	31%		21%	20%	21%	20%		45%	39%	41%	34%	
3 Animas Public Schools	52%	67%	60%	61%		32%	20%	20%	22%		58%	45%	71%	32%	
4 Artesia Public Schools	46%	47%	51%	43%		27%	26%	29%	29%		50%	54%	53%	47%	
5 Aztec Municipal Schools	37%	34%	38%	31%		21%	17%	19%	16%		45%	44%	46%	31%	
6 Belen Consolidated Schools	32%	34%	33%	29%		16%	16%	18%	19%		37%	33%	35%	30%	
7 Bernalillo Public Schools	31%	31%	32%	21%		11%	13%	11%	8%		27%	26%	26%	17%	
8 Bloomfield Schools	28%	27%	30%	26%		11%	9%	14%	13%		30%	30%	23%	24%	
9 Capitan Municipal Schools	51%	51%	52%	48%		20%	22%	23%	24%		64%	64%	61%	48%	
10 Carlsbad Municipal Schools	38%	40%	42%	34%		17%	15%	19%	17%		45%	46%	50%	42%	
11 Carrizozo Municipal Schools	34%	35%	40%	44%		10%	9%	7%	11%		46%	44%	33%	52%	
12 Central Consolidated Schools	30%	29%	34%	29%		13%	12%	14%	13%		25%	23%	26%	18%	
13 Chama Valley Independent Schools	37%	36%	37%	23%		12%	11%	11%	7%		46%	48%	41%	23%	
14 Cimarron Municipal Schools	44%	47%	45%	41%		21%	20%	23%	18%		55%	57%	60%	59%	
15 Clayton Municipal Schools	42%	46%	48%	46%		30%	34%	36%	36%		49%	32%	50%	49%	
16 Cloudcroft Municipal Schools	60%	63%	70%	52%		32%	32%	32%	29%		70%	57%	70%	53%	
17 Clovis Municipal Schools	37%	41%	41%	37%		26%	26%	27%	25%		48%	49%	53%	44%	
18 Cobre Consolidated Schools	31%	37%	43%	40%		13%	11%	14%	13%		38%	39%	41%	31%	
19 Corona Municipal Schools	62%	68%	66%	73%		42%	40%	42%	44%		86%	56%	50%	68%	
20 Cuba Independent Schools	29%	28%	25%	19%		9%	7%	6%	4%		23%	25%	27%	13%	
21 Deming Public Schools	26%	30%	31%	31%		12%	13%	15%	18%		25%	26%	27%	27%	
22 Des Moines Municipal Schools	62%	64%	71%	74%		49%	50%	56%	57%		76%	68%	72%	79%	
23 Dexter Consolidated Schools	31%	38%	35%	27%		18%	18%	19%	17%		34%	38%	29%	32%	
24 Dora Consolidated Schools	58%	56%	53%	45%		40%	39%	35%	32%		49%	63%	47%	40%	
25 Dulce Independent Schools	14%	14%	16%	13%		3%	3%	3%	2%		15%	12%	13%	9%	
26 Elida Municipal Schools	44%	48%	56%	38%		27%	29%	32%	28%		70%	58%	58%	59%	
27 Española Public Schools	29%	27%	29%	25%		11%	10%	10%	10%		25%	28%	25%	19%	
28 Estancia Municipal Schools	35%	35%	38%	33%		17%	17%	19%	15%		43%	34%	48%	34%	
29 Eunice Municipal Schools	28%	34%	31%	23%		10%	11%	12%	9%		34%	32%	28%	33%	
30 Farmington Municipal Schools	44%	46%	48%	42%		25%	25%	26%	23%		47%	44%	50%	40%	
31 Floyd Municipal Schools	40%	40%	40%	40%		19%	16%	20%	21%		35%	56%	50%	34%	
32 Fort Sumner Municipal Schools	48%	48%	60%	49%		30%	23%	30%	28%		48%	46%	63%	38%	
33 Gadsden Independent Schools	38%	40%	42%	37%		24%	24%	25%	22%		33%	33%	37%	29%	
34 Gallup-McKinley County Schools	29%	29%	33%	31%		13%	14%	15%	17%		21%	22%	24%	20%	
35 Grady Municipal Schools	64%	60%	58%	58%		27%	37%	39%	29%		78%	68%	83%	64%	
36 Grants-Cibola County Schools	35%	33%	33%	26%		14%	14%	16%	14%		34%	36%	36%	27%	
37 Hagerman Municipal Schools	34%	34%	36%	29%		20%	17%	21%	18%		36%	23%	44%	31%	
38 Hatch Valley Public Schools	39%	43%	45%	39%		17%	18%	15%	14%		33%	27%	38%	26%	
39 Hobbs Municipal Schools	36%	35%	36%	34%		15%	16%	17%	17%		34%	36%	37%	32%	
40 Hondo Valley Public Schools	29%	22%	24%	24%		16%	12%	15%	9%		33%	31%	33%	12%	
41 House Municipal Schools	36%	23%	51%	55%		31%	22%	21%	16%		58%	50%	40%	26%	
42 Jal Public Schools	23%	23%	19%	18%		7%	12%	9%	7%		25%	26%	34%	17%	
43 Jemez Mountain Public Schools	34%	30%	28%	30%		13%	8%	15%	13%		33%	21%	34%	20%	
44 Jemez Valley Public Schools	20%	20%	21%	18%		5%	5%	4%	4%		20%	22%	12%	17%	
45 Lake Arthur Municipal Schools	23%	20%	24%	26%		13%	9%	19%	18%		20%	32%	35%	50%	
46 Las Cruces Public Schools	39%	38%	39%	33%		20%	20%	21%	18%		44%	44%	45%	37%	
47 Las Vegas City Public Schools	32%	33%	35%	32%		15%	15%	17%	16%		42%	35%	38%	37%	
48 Logan Municipal Schools	54%	57%	59%	49%		33%	29%	33%	24%		58%	55%	56%	36%	
49 Lordsburg Municipal Schools	45%	45%	43%	34%		22%	19%	18%	14%		40%	44%	48%	38%	
50 Los Alamos Public Schools	61%	63%	63%	57%		53%	49%	49%	47%		79%	77%	81%	74%	
51 Los Lunas Public Schools	33%	38%	39%	35%		21%	20%	23%	20%		44%	41%	44%	34%	
52 Loving Municipal Schools	26%	34%	35%	32%		16%	15%	18%	20%		32%	46%	36%	30%	
53 Lovington Municipal Schools	38%	38%	31%	37%		22%	22%	26%	23%		35%	28%	38%	31%	

School District Proficiency Rates

School District ¹	Reading					Math					Science				
	FY16	FY17	FY18	FY19 ²	FY20 ³	FY16	FY17	FY18	FY19	FY20 ³	FY16	FY17	FY18	FY19	FY20 ³
54 Magdalena Municipal Schools	23%	21%	22%	22%		12%	7%	11%	11%		21%	37%	32%	31%	
55 Maxwell Municipal Schools	31%	46%	39%	44%		13%	14%	17%	27%		39%	43%	52%	52%	
56 Melrose Public Schools	59%	58%	63%	57%		29%	26%	27%	20%		45%	49%	61%	52%	
57 Mesa Vista Consolidated Schools	23%	31%	31%	29%		7%	7%	3%	5%		32%	37%	29%	27%	
58 Mora Independent Schools	26%	34%	31%	31%		14%	13%	14%	12%		29%	34%	24%	29%	
59 Moriarty-Edgewood Schools	39%	42%	42%	34%		20%	20%	20%	18%		48%	41%	50%	41%	
60 Mosquero Municipal Schools	30%	39%	41%	38%		12%	22%	25%	23%		50%	50%	⁴	⁴	
61 Mountainair Public Schools	36%	42%	36%	33%		10%	18%	9%	13%		35%	39%	42%	26%	
62 Pecos Independent Schools	34%	30%	34%	25%		17%	11%	11%	9%		30%	36%	27%	22%	
63 Peñasco Independent Schools	35%	30%	39%	35%		9%	10%	12%	10%		44%	41%	34%	44%	
64 Pojoaque Valley Public Schools	35%	33%	32%	28%		14%	13%	14%	10%		36%	35%	34%	30%	
65 Portales Municipal Schools	41%	41%	41%	39%		22%	21%	24%	22%		43%	45%	48%	41%	
66 Quemado Independent Schools	42%	39%	41%	35%		21%	25%	22%	16%		52%	42%	63%	39%	
67 Questa Independent Schools	35%	35%	33%	25%		11%	9%	14%	7%		39%	46%	31%	22%	
68 Raton Public Schools	36%	36%	37%	30%		18%	17%	16%	14%		42%	42%	51%	35%	
69 Reserve Independent Schools	40%	52%	46%	46%		34%	34%	26%	36%		68%	63%	57%	63%	
70 Rio Rancho Public Schools	45%	47%	47%	43%		29%	29%	31%	31%		60%	56%	60%	51%	
71 Roswell Independent Schools	38%	36%	38%	31%		21%	23%	23%	20%		41%	41%	46%	41%	
72 Roy Municipal Schools	60%	66%	65%	60%		44%	42%	63%	71%		⁴	⁴	⁴	71%	
73 Ruidoso Municipal Schools	36%	36%	40%	39%		20%	16%	20%	21%		44%	41%	43%	30%	
74 San Jon Municipal Schools	53%	50%	56%	53%		16%	26%	33%	44%		68%	78%	67%	68%	
75 Santa Fe Public Schools	34%	36%	36%	32%		17%	17%	18%	18%		37%	33%	36%	30%	
76 Santa Rosa Consolidated Schools	42%	43%	42%	32%		18%	13%	15%	16%		41%	41%	36%	31%	
77 Silver Consolidated Schools	37%	39%	44%	38%		19%	20%	21%	20%		44%	46%	51%	45%	
78 Socorro Consolidated Schools	28%	29%	29%	22%		14%	14%	14%	12%		37%	34%	33%	30%	
79 Springer Municipal Schools	43%	43%	48%	42%		6%	9%	8%	12%		42%	48%	46%	52%	
80 Taos Municipal Schools	35%	38%	38%	35%		16%	16%	18%	19%		45%	38%	41%	36%	
81 Tatum Municipal Schools	42%	45%	52%	40%		24%	27%	27%	25%		55%	67%	67%	49%	
82 Texico Municipal Schools	59%	59%	60%	60%		32%	33%	35%	41%		56%	58%	66%	61%	
83 Truth or Cons. Municipal Schools	33%	38%	39%	34%		21%	22%	24%	23%		40%	43%	51%	40%	
84 Tucumcari Public Schools	34%	38%	40%	39%		18%	14%	17%	17%		53%	45%	42%	44%	
85 Tularosa Municipal Schools	32%	36%	41%	35%		16%	20%	20%	20%		33%	33%	36%	39%	
86 Vaughn Municipal Schools	25%	22%	26%	23%		2%	5%	5%	7%		81%	21%	20%	13%	
87 Wagon Mound Public Schools	28%	38%	34%	19%		12%	19%	24%	14%		⁴	45%	40%	23%	
88 West Las Vegas Public Schools	29%	30%	31%	25%		13%	12%	14%	10%		34%	33%	39%	30%	
89 Zuni Public Schools	31%	28%	19%	12%		7%	3%	4%	4%		17%	12%	14%	8%	
STATEWIDE	37%	37%	39%	34%		20%	20%	21%	20%		43%	40%	42%	35%	

¹ School district proficiency rates include locally chartered charter schools.

Source: PED

² In FY16 through FY18, students scoring at levels 3, 4, and 5 on the Istation kindergarten through second grade literacy assessment were considered "on benchmark."

In FY19, PED changed the cut score to include only students at levels 4 and 5. Because PED includes Istation "on benchmark" scores in the statewide proficiency rate, the change in the Istation cut score contributed to a declining overall proficiency rate at many school districts.

³ Due to the Covid-19 pandemic, PED did not administer statewide standards-based assessments in the 2019-2020 school year.

⁴ PED does not report proficiency rates for small sample sizes to protect student privacy.

Proficiency Rates

State-Chartered Charter School Proficiency Rates

State-Chartered Charter School	Reading					Math					Science				
	FY16	FY17	FY18	FY19 ¹	FY20 ²	FY16	FY17	FY18	FY19 ¹	FY20 ²	FY16	FY17	FY18	FY19 ¹	FY20 ²
1 Albuquerque Collegiate Charter				85%						³					³
2 Albuquerque Inst. of Math & Sci.	83%	86%	87%	90%		77%	84%	82%	74%		95%	96%	95%	93%	
3 Albuquerque School of Excellence	32%	43%	48%	49%		35%	33%	45%	42%		47%	58%	50%	60%	
4 Albuquerque Sign Language Acad.	17%	20%	27%	19%		10%	17%	20%	14%		33%	<10%	44%	31%	
5 Aldo Leopold Charter	42%	46%	40%	50%		22%	31%	26%	22%		68%	67%	58%	76%	
6 Alma D'Arte Charter	38%	41%	27%	37%		8%	6%	6%	8%		53%	42%	49%	27%	
7 Altura Preparatory School				25%						³					³
8 Amy Biehl Charter High School	56%	52%	51%	53%		17%	14%	15%	15%		50%	66%	51%	35%	
9 ASK Academy	55%	51%	55%	53%		38%	38%	39%	30%		75%	82%	82%	77%	
10 Cesar Chavez Community School	6%	<2%	5%	9%		4%	<2%	<2%	<2%		6%	13%	8%	5%	
11 Coral Community Charter	59%	61%	60%	51%		28%	31%	34%	27%		55%	49%	52%	46%	
12 DEAP	5%	<10%	18%	11%		11%	<10%	14%	10%		9%	³	45%	³	
13 Dream Dine	³	25%	22%	<20%		³	³	<20%	³		³	³	³	³	
14 Estancia Valley Classical Academy	62%	65%	69%	52%		39%	38%	41%	39%		72%	75%	70%	68%	
15 Explore Academy	61%	62%	63%	62%		34%	37%	47%	47%		50%	69%	73%	59%	
16 Gilbert L. Sena Charter HS	28%	31%	23%	27%		7%	6%	3%	2%		24%	28%	21%	21%	
17 GREAT Academy	26%	27%	11%	22%		18%	13%	7%	7%		26%	31%	24%	23%	
18 Horizon Academy West	49%	44%	56%	47%		27%	25%	28%	42%		30%	33%	39%	52%	
19 Hozho Academy				24%					21%					45%	
20 J Paul Taylor Academy	54%	58%	56%	44%		31%	31%	28%	32%		71%	85%	78%	72%	
21 La Academia Dolores Huerta	18%	8%	8%	17%		7%	3%	2%	3%		32%	28%	27%	33%	
22 La Promesa Early Learning	33%	35%	38%	32%		10%	9%	17%	19%		18%	17%	21%	31%	
23 La Tierra Montessori School	49%	52%	55%	43%		29%	22%	20%	23%		48%	53%	26%	46%	
24 Las Montañas Charter	2%	3%	14%	26%		<2%	2%	<2%	3%		9%	<10%	8%	5%	
25 MASTERS Program	62%	58%	55%	66%		15%	16%	16%	17%		60%	47%	49%	45%	
26 McCurdy Charter School	30%	27%	29%	21%		9%	5%	8%	6%		26%	22%	23%	25%	
27 Media Arts Collaborative	53%	48%	48%	45%		17%	20%	20%	11%		60%	67%	68%	44%	
28 Mission Achievement And Success	32%	40%	42%	42%		19%	29%	33%	31%		47%	35%	30%	22%	
29 Mission Ach. And Succ. 2nd Campus				68%					³					³	
30 Monte Del Sol Charter	23%	29%	23%	27%		9%	5%	12%	16%		39%	40%	35%	31%	
31 Montessori Elementary School	34%	56%	53%	39%		33%	31%	33%	27%		62%	70%	77%	64%	
32 New America School - Albuquerque	4%	4%	8%	13%		1%	<2%	4%	<2%		17%	<10%	<5%	<5%	
33 New America School - Las Cruces	10%	11%	15%	25%		3%	<2%	<2%	4%		16%	5%	10%	13%	
34 New Mexico Connections Academy	23%	18%	20%	19%		13%	11%	10%	6%		49%	48%	37%	30%	
35 New Mexico School for the Arts	88%	79%	76%	78%		40%	41%	35%	25%		84%	75%	76%	77%	
36 North Valley Academy	37%	38%	35%	30%		15%	22%	24%	25%		42%	50%	50%	55%	
37 Red River Valley Charter School	40%	35%	27%	38%		20%	16%	15%	12%		75%	67%	24%	22%	
38 Roots & Wings Community School	18%	62%	48%	64%		24%	38%	24%	12%		42%	60%	42%	³	
39 Sandoval Academy of Bilingual Ed.	36%	67%	54%	21%		27%	36%	30%	27%		³	40%	43%	20%	
40 School of Dreams Academy	28%	42%	42%	40%		13%	15%	15%	16%		42%	41%	41%	30%	
41 Six Directions Indigenous School		21%	15%	25%			17%	9%	11%			42%	33%	18%	
42 South Valley Prep	20%	24%	34%	41%		9%	14%	16%	22%		23%	14%	38%	37%	
43 Southwest Aero., Math. and Sci.	36%	39%	32%	51%		21%	25%	23%	25%		70%	71%	68%	58%	
44 Southwest Prim. Learning Center	39%	39%	30%	27%		45%	42%	36%	27%		79%	52%	57%	44%	
45 Southwest Second. Learning Center	55%	52%	45%	57%		25%	27%	25%	18%		67%	71%	47%	53%	
46 Taos Academy	47%	57%	59%	54%		40%	36%	36%	39%		64%	63%	78%	69%	
47 Taos Integrated School of Arts	37%	35%	49%	38%		17%	20%	23%	31%		41%	53%	55%	67%	
48 Taos International School	11%	10%	21%	13%		6%	<5%	6%	6%		19%	<20%	<10%	13%	
49 Tierra Adentro	27%	27%	29%	23%		15%	9%	10%	7%		43%	45%	45%	28%	
50 Tierra Encantada Charter School	14%	9%	12%	19%		2%	3%	3%	3%		37%	23%	24%	20%	
51 Turquoise Trail Charter School	48%	53%	54%	49%		29%	32%	37%	37%		50%	49%	60%	60%	
52 Walatowa Charter High	12%	17%	13%	10%		6%	15%	10%	10%		11%	<20%	20%	20%	
STATEWIDE	37%	37%	39%	34%		20%	20%	21%	20%		43%	40%	42%	35%	

Source: PED

Note: Proficiency rates highlighted in blue indicate a school was a locally chartered charter school in a given year. Blank gray boxes indicate a school that had not yet opened in a given year.

1 In FY15 through FY18, students scoring at levels 3, 4, and 5 on the Istation kindergarten through second grade literacy assessment were considered "on benchmark." In FY19, PED changed the cut score to include only students at levels 4 and 5. Because PED includes Istation "on benchmark" scores in the statewide proficiency rate, the change to Istation cut score contributed to a declining overall proficiency rate at many charter schools with students in kindergarten through second grade

2 Due to the Covid-19 pandemic, PED did not administer statewide standards-based assessments in the 2019-2020 school year.

3 PED does not report proficiency rates for small sample sizes to protect student privacy.

School District and State-Chartered Charter School Proficiency Rates Ranked
FY19

Highest Proficiency Rates

Reading			
Rank	School District or State-Chartered Charter School	Percent Proficient	Percent Econ. Disadv.
1	Albuquerque Inst. of Math & Sci.	90%	6%
2	Albuquerque Collegiate Charter	85%	46%
3	New Mexico School for the Arts	78%	21%
4	Des Moines Municipal Schools	74%	41%
5	Corona Municipal Schools	73%	>95%
6	Mission Achievement and Success	68%	78%
7	MASTERS Program	66%	48%
8	Roots & Wings Community School	64%	73%
9	Explore Academy	62%	27%
10	Animas Public Schools	61%	62%

Source: LESC Analysis of PED Data

Math			
Rank	School District or State-Chartered Charter School	Percent Proficient	Percent Econ. Disadv.
1	Albuquerque Inst. of Math & Sci.	74%	6%
2	Roy Municipal Schools	71%	37%
3	Des Moines Municipal Schools	57%	41%
4	Los Alamos Public Schools	47%	12%
5	Explore Academy	47%	27%
6	Corona Municipal Schools	44%	>95%
7	San Jon Municipal Schools	44%	75%
8	Horizon Academy West	42%	61%
9	Albuquerque School of Excellence	42%	65%
10	Texico Municipal Schools	41%	47%

Source: LESC Analysis of PED Data

Science			
Rank	School District or State-Chartered Charter School	Percent Proficient	Percent Econ. Disadv.
1	Albuquerque Inst. of Math & Sci.	93%	6%
2	Des Moines Municipal Schools	79%	41%
3	New Mexico School for the Arts	77%	21%
4	ASK Academy	77%	6%
5	Aldo Leopold Charter	76%	61%
6	Los Alamos Public Schools	74%	12%
7	J Paul Taylor Academy	72%	39%
8	Roy Municipal Schools	71%	37%
9	Taos Academy	69%	56%
10	Corona/San Jon/Estancia (Tie)	68%	95%/75%/99%

Source: LESC Analysis of PED Data

Lowest Proficiency Rates

Reading			
Rank	School District or State-Chartered Charter School	Percent Proficient	Percent Econ. Disadv.
1	Cesar Chavez Community School	9%	>98%
2	DEAP	11%	>95%
3	Zuni Public Schools	12%	>99%
4	Dulce Independent Schools	13%	>99%
5	New America School - Albuquerque	13%	87%
6	Taos International School	13%	>98%
7	La Academia Dolores Huerta	17%	>98%
8	Jal Public Schools	18%	44%
9	Jemez Valley Public Schools	18%	82%
10	Wagon Mound Public Schools	19%	>95%

Source: LESC Analysis of PED Data

Math			
Rank	School District or State-Chartered Charter School	Percent Proficient	Percent Econ. Disadv.
1	Dulce Independent Schools	2%	>99%
2	New America School - Albuquerque	2%	87%
3	Cesar Chavez Community School	2%	>98%
4	Gilbert L Sena Charter HS	2%	>98%
5	La Academia Dolores Huerta	3%	>98%
6	Tierra Encantada Charter School	3%	4%
7	Las Montañas Charter	3%	96%
8	Cuba Independent Schools	4%	>99%
9	Jemez Valley Public Schools	4%	82%
10	Zuni Public Schools	4%	>99%

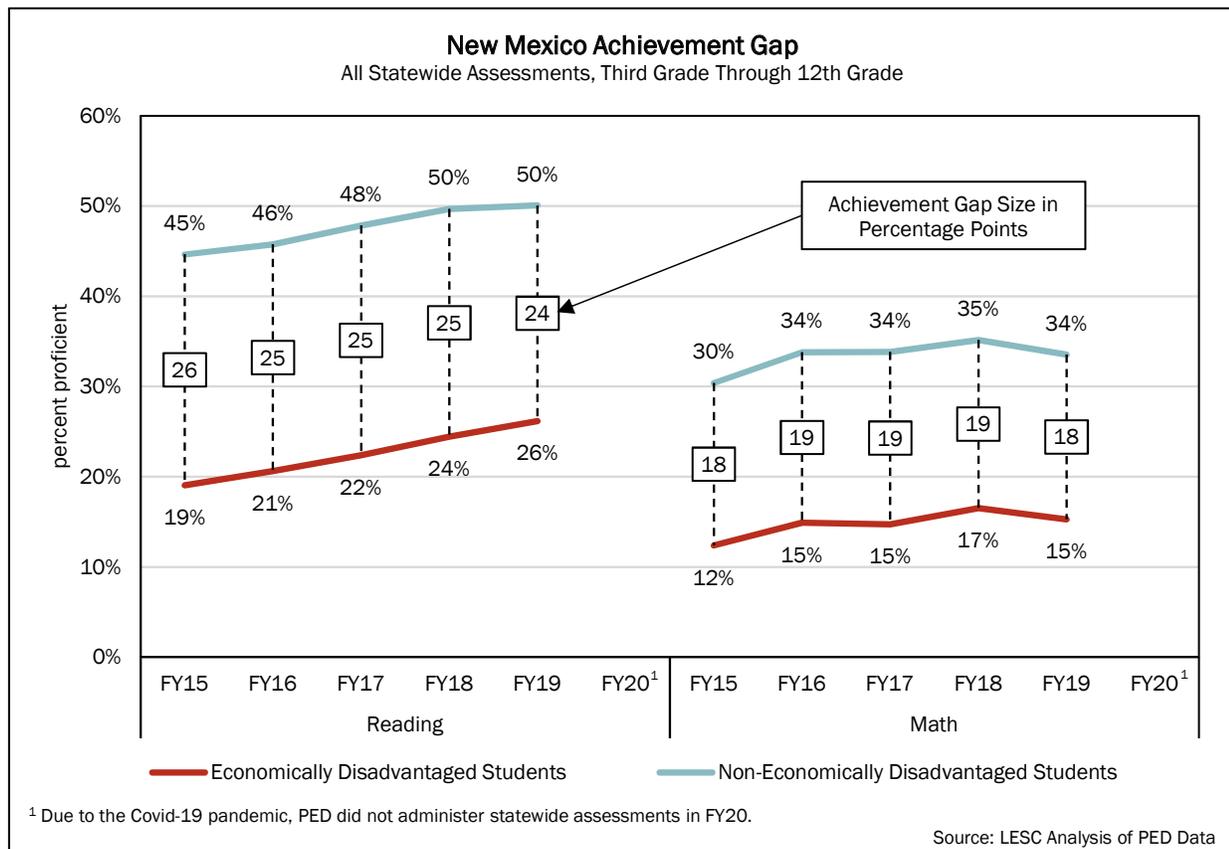
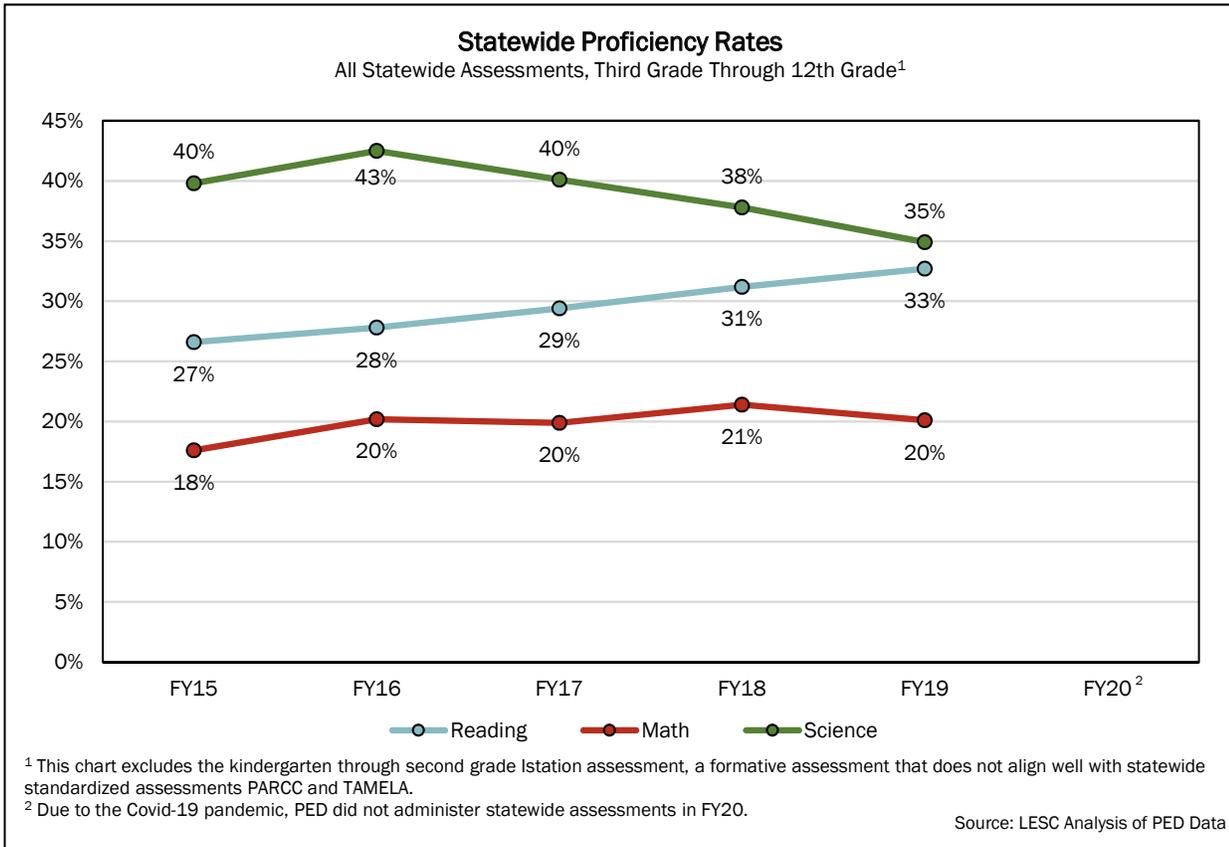
Source: LESC Analysis of PED Data

Science			
Rank	School District or State-Chartered Charter School	Percent Proficient	Percent Econ. Disadv.
1	New America School - Albuquerque	5%	87%
2	Cesar Chavez Community School	5%	>98%
3	Las Montañas Charter	5%	96%
4	Zuni Public Schools	8%	>99%
5	Dulce Independent Schools	9%	>99%
6	Hondo Valley Public Schools	12%	>98%
7	Vaughn Municipal Schools	13%	>95%
8	Cuba Independent Schools	13%	>99%
9	New America School - Las Cruces	13%	>98%
10	Taos International School	13%	>98%

Source: LESC Analysis of PED Data

Proficiency Rates

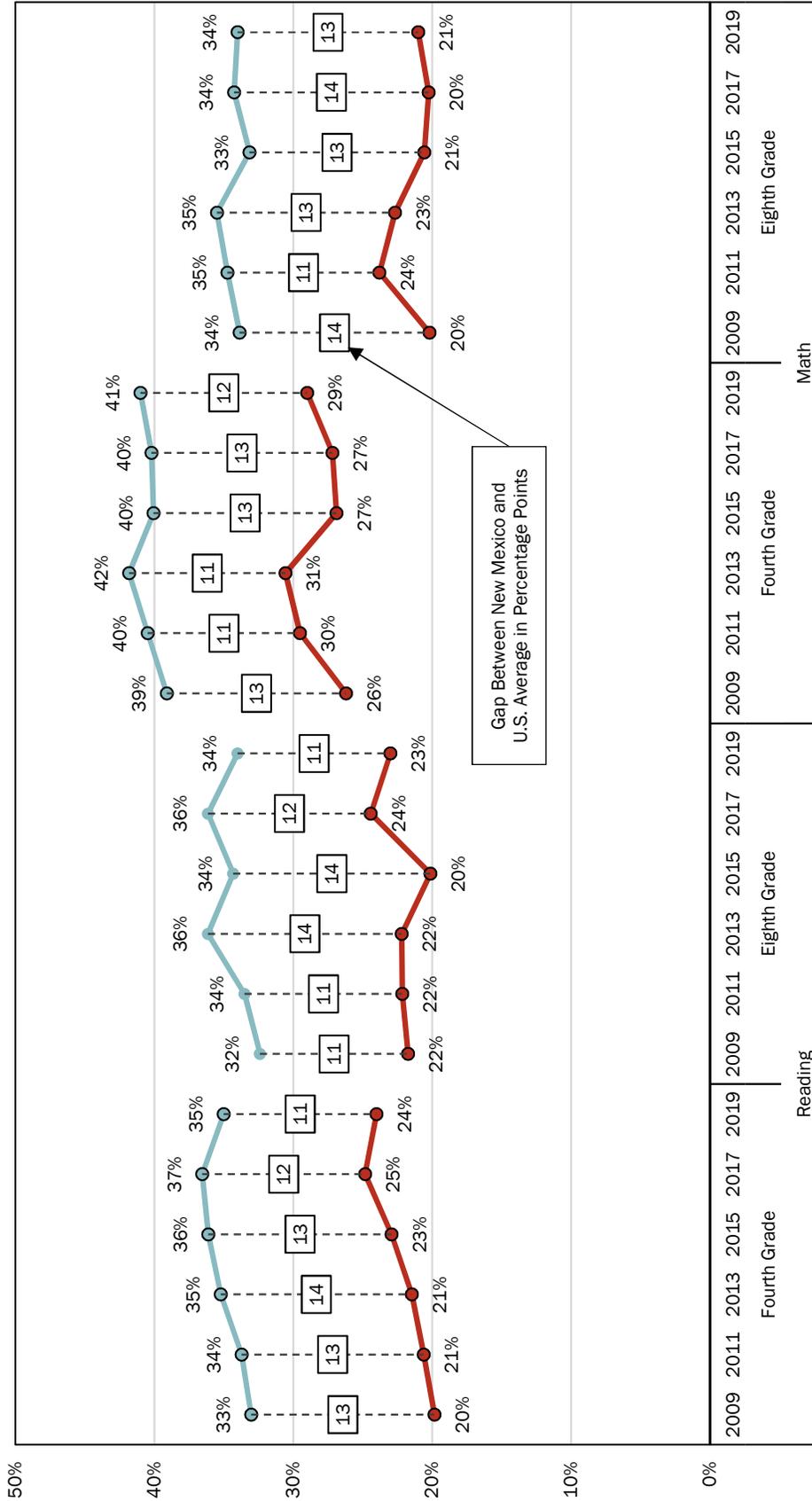
School District and Charter School Proficiency Rates



National Assessment of Education Progress Results

Percent of Students Proficient on National Assessment of Educational Progress (NAEP)

New Mexico Compared With U.S. Average



Gap Between New Mexico and U.S. Average in Percentage Points

Source: National Center for Education Statistics

School Improvement Status

School Improvement Status Summary

FY19-FY21 Cohort (FY21 Update)

School District	Total Number of Schools	Schools in Targeted Support ¹		Schools in Comprehensive Support ²		Total Schools in Support Status	
		Number	Percent	Number	Percent	Number	Percent
1 Alamogordo Public Schools	17			1	5.9%	1	5.9%
2 Albuquerque Public Schools	179	40	22.3%	36	20.1%	76	42.5%
3 Animas Public Schools	3						
4 Artesia Public Schools	11	1	9.1%			1	9.1%
5 Aztec Municipal Schools	9	1	11.1%	1	11.1%	2	22.2%
6 Belen Consolidated Schools	11			2	18.2%	2	18.2%
7 Bernalillo Public Schools	12	1	8.3%	1	8.3%	2	16.7%
8 Bloomfield Schools	7			2	28.6%	2	28.6%
9 Capitan Municipal Schools	5	1	20.0%			1	20.0%
10 Carlsbad Municipal Schools	17	3	17.6%			3	17.6%
11 Carrizozo Municipal Schools	4						
12 Central Consolidated Schools	18	3	16.7%	2	11.1%	5	27.8%
13 Chama Valley Independent Schools	4	1	25.0%			1	25.0%
14 Cimarron Municipal Schools	6						
15 Clayton Municipal Schools	4						
16 Cloudcroft Municipal Schools	5						
17 Clovis Municipal Schools	19	1	5.3%	1	5.3%	2	10.5%
18 Cobre Consolidated Schools	6	1	16.7%			1	16.7%
19 Corona Municipal Schools	2						
20 Cuba Independent Schools	4			1	25.0%	1	25.0%
21 Deming Public Schools	14	1	7.1%	1	7.1%	2	14.3%
22 Des Moines Municipal Schools	3						
23 Dexter Consolidated Schools	3	2	66.7%			2	66.7%
24 Dora Consolidated Schools	2						
25 Dulce Independent Schools	5	1	20.0%	2	40.0%	3	60.0%
26 Elida Municipal Schools	2						
27 Española Public Schools	24	1	4.2%	3	12.5%	4	16.7%
28 Estancia Municipal Schools	6	2	33.3%			2	33.3%
29 Eunice Municipal Schools	3						
30 Farmington Municipal Schools	25			1	4.0%	1	4.0%
31 Floyd Municipal Schools	3						
32 Fort Sumner Municipal Schools	3						
33 Gadsden Independent Schools	29						
34 Gallup-McKinley County Schools	39	8	20.5%	3	7.7%	11	28.2%
35 Grady Municipal Schools	3						
36 Grants-Cibola County Schools	15	1	6.7%	3	20.0%	4	26.7%
37 Hagerman Municipal Schools	3	1	33.3%			1	33.3%
38 Hatch Valley Public Schools	6	2	33.3%			2	33.3%
39 Hobbs Municipal Schools	21	2	9.5%			2	9.5%
40 Hondo Valley Public Schools	3						
41 House Municipal Schools	3			1	33.3%	1	33.3%
42 Jal Public Schools	3			1	33.3%	1	33.3%
43 Jemez Mountain Public Schools	5			2	40.0%	2	40.0%
44 Jemez Valley Public Schools	5			1	20.0%	1	20.0%
45 Lake Arthur Municipal Schools	3			1	33.3%	1	33.3%
46 Las Cruces Public Schools	46	4	8.7%	1	2.2%	5	10.9%
47 Las Vegas City Public Schools	7						
48 Logan Municipal Schools	4						
49 Lordsburg Municipal Schools	5						
50 Los Alamos Public Schools	10						
51 Los Lunas Public Schools	18	3	16.7%	1	5.6%	4	22.2%
52 Loving Municipal Schools	3						
53 Lovington Municipal Schools	12			1	8.3%	1	8.3%
54 Magdalena Municipal Schools	3	2	66.7%			2	66.7%
55 Maxwell Municipal Schools	3						

School Improvement Status

School Improvement Status Summary

FY19-FY21 Cohort (FY21 Update)

School District	Total Number of Schools	Schools in Targeted Support ¹		Schools in Comprehensive Support ²		Total Schools in Support Status	
		Number	Percent	Number	Percent	Number	Percent
56 Melrose Public Schools	3						56
57 Mesa Vista Consolidated Schools	5			1	20.0%	1	20.0%
58 Mora Independent Schools	6			1	16.7%	1	16.7%
59 Moriarty-Edgewood Schools	8						59
60 Mosquero Municipal Schools	2						60
61 Mountainair Public Schools	4						61
62 Pecos Independent Schools	3	1	33.3%	1	33.3%	2	66.7%
63 Peñasco Independent Schools	4						63
64 Pojoaque Valley Public Schools	7	2	28.6%	1	14.3%	3	42.9%
65 Portales Municipal Schools	6	1	16.7%			1	16.7%
66 Quemado Independent Schools	3						66
67 Questa Independent Schools	6	1	16.7%	1	16.7%	2	33.3%
68 Raton Public Schools	4	1	25.0%			1	25.0%
69 Reserve Independent Schools	2						69
70 Rio Rancho Public Schools	21			1	4.8%	1	4.8%
71 Roswell Independent Schools	25	2	8.0%	1	4.0%	3	12.0%
72 Roy Municipal Schools	3						72
73 Ruidoso Municipal Schools	4						73
74 San Jon Municipal Schools	3						74
75 Santa Fe Public Schools	37	4	10.8%	3	8.1%	7	18.9%
76 Santa Rosa Consolidated Schools	6	1	16.7%			1	16.7%
77 Silver Consolidated Schools	11	2	18.2%	1	9.1%	3	27.3%
78 Socorro Consolidated Schools	8			3	37.5%	3	37.5%
79 Springer Municipal Schools	4						79
80 Taos Municipal Schools	12	1	8.3%	1	8.3%	2	16.7%
81 Tatum Municipal Schools	3						81
82 Texico Municipal Schools	3						82
83 Truth or Cons. Municipal Schools	8	2	25.0%			2	25.0%
84 Tucumcari Public Schools	4						84
85 Tularosa Municipal Schools	5						85
86 Vaughn Municipal Schools	3						86
87 Wagon Mound Public Schools	2						87
88 West Las Vegas Public Schools	12	2	16.7%			2	16.7%
89 Zuni Public Schools	7			3	42.9%	3	42.9%
90 School District Totals	929	103	11.1%	87	9.4%	190	20.5%
91 State-Chartered Charter Schools	51	8	15.7%	8	15.7%	16	31.4%
92 STATEWIDE TOTAL	980	111	11.3%	95	9.7%	206	21.0%

Source: LESC Analysis of PED Data

1 Schools identified for targeted support and improvement (TSI) have one or more subgroups of students scoring below the bottom 5 percent of all Title I schools in the state. The proficiency benchmark for the FY19-FY21 cohort of schools was 26.6 percent proficient.

2 Schools identified for comprehensive support and improvement (CSI) are either in the lowest performing 5 percent of Title I schools based on overall points in FY18 school grades or had a four-year graduation rate of less than 67 percent for two of the previous three years.

School Improvement Status

List of Targeted Support and Improvement (TSI) Schools FY19-FY21 Cohort

	School District	School	Underperforming Student Subgroups ¹	
	School District Schools			
1	Albuquerque Public Schools	Adobe Acres Elementary	Students with Disabilities, English Learners	1
2	Albuquerque Public Schools	Alamosa Elementary	Students with Disabilities	2
3	Albuquerque Public Schools	Apache Elementary	Hispanic, Native American, Econ. Disadv., English Learners	3
4	Albuquerque Public Schools	Armijo Elementary	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	4
5	Albuquerque Public Schools	Atrisco Elementary	Hispanic, Econ. Disadv., English Learners	5
6	Albuquerque Public Schools	Bandelier Elementary	English Learners	6
7	Albuquerque Public Schools	Barcelona Elementary	Hispanic, Econ. Disadv., English Learners	7
8	Albuquerque Public Schools	Bel-Air Elementary	Hispanic, Econ. Disadv., English Learners	8
9	Albuquerque Public Schools	Chelwood Elementary	Students with Disabilities	9
10	Albuquerque Public Schools	Cochiti Elementary	Hispanic, English Learners	10
11	Albuquerque Public Schools	Dolores Gonzales Elementary	Students with Disabilities	11
12	Albuquerque Public Schools	Douglas Macarthur Elementary	English Learners	12
13	Albuquerque Public Schools	Duranos Elementary	English Learners	13
14	Albuquerque Public Schools	Emerson Elementary	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	14
15	Albuquerque Public Schools	Ernie Pyle Middle	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	15
16	Albuquerque Public Schools	Eugene Field Elementary	English Learners	16
17	Albuquerque Public Schools	Gov Bent Elementary	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	17
18	Albuquerque Public Schools	Harrison Middle	White, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	18
19	Albuquerque Public Schools	Hodgin Elementary	Students with Disabilities	19
20	Albuquerque Public Schools	Jefferson Middle	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	20
21	Albuquerque Public Schools	Jimmy Carter Middle	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	21
22	Albuquerque Public Schools	John Adams Middle	Native American	22
23	Albuquerque Public Schools	Kennedy Middle	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	23
24	Albuquerque Public Schools	La Mesa Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	24
25	Albuquerque Public Schools	Lavaland Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	25
26	Albuquerque Public Schools	Los Ranchos Elementary	Students with Disabilities, English Learners	26
27	Albuquerque Public Schools	Matheson Park Elementary	English Learners	27
28	Albuquerque Public Schools	Mission Avenue Elementary	Hispanic, Native American, Econ. Disadv Students with Disabilities	28
29	Albuquerque Public Schools	Montezuma Elementary	African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	29
30	Albuquerque Public Schools	Painted Sky Elementary	Students with Disabilities	30
31	Albuquerque Public Schools	Pajarito Elementary	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	31
32	Albuquerque Public Schools	Polk Middle	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	32
33	Albuquerque Public Schools	Sombra Del Monte Elementary	Students with Disabilities	33
34	Albuquerque Public Schools	Susie R. Marmon Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	34
35	Albuquerque Public Schools	Taft Middle	Students with Disabilities	35
36	Albuquerque Public Schools	Valle Vista Elementary	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	36
37	Albuquerque Public Schools	Valley High	Native American	37
38	Albuquerque Public Schools	Zia Elementary	Econ. Disadv., Students with Disabilities	38
39	Artesia Public Schools	Artesia Zia Intermediate	English Learners	39

School Improvement Status

List of Targeted Support and Improvement (TSI) Schools

FY19-FY21 Cohort

	School District	School	Underperforming Student Subgroups ¹	
40	Aztec Municipal Schools	C.V. Koogler Middle	Hispanic, Econ. Disadv., Students with Disabilities	40
41	Bernalillo Public Schools	Bernalillo Middle	Native American, English Learners	41
42	Capitan Municipal Schools	Capitan Middle	Students with Disabilities	42
43	Carlsbad Municipal Schools	Carlsbad High	African American	43
44	Carlsbad Municipal Schools	Carlsbad Intermediate	White, Hispanic, Econ. Disadv., Students with Disabilities, English Learners	44
45	Central Consolidated Schools	Kirtland Middle	Students with Disabilities, English Learners	45
46	Central Consolidated Schools	Newcomb High	Students with Disabilities	46
47	Central Consolidated Schools	Tse'Bit'Ai Middle	Native American, Econ. Disadv., Students with Disabilities, English Learners	47
48	Chama Valley Ind. Schools	Escalante Middle/High	Students with Disabilities	48
49	Clovis Municipal Schools	W D Gattis Middle	White, African American, Hispanic, Econ. Disadv., Students with Disabilities, English Learners	49
50	Cobre Consolidated Schools	Cobre High	Students with Disabilities	50
51	Deming Public Schools	Bell Elementary	Hispanic, Econ. Disadv., English Learners	51
52	Dexter Consolidated Schools	Dexter High	Students with Disabilities, English Learners	52
53	Dexter Consolidated Schools	Dexter Middle	English Learners	53
54	Dulce Independent Schools	Dulce Junior/Senior High	Students with Disabilities, English Learners	54
55	Española Public Schools	Alcalde Elementary	Students with Disabilities, English Learners	55
56	Estancia Municipal Schools	Estancia High	Students with Disabilities	56
57	Estancia Municipal Schools	Upper Elementary	English Learners	57
58	Gallup-McKinley County Schools	Crownpoint Elementary	English Learners	58
59	Gallup-McKinley County Schools	Crownpoint High	Students with Disabilities	59
60	Gallup-McKinley County Schools	Roosevelt Elementary	English Learners	60
61	Gallup-McKinley County Schools	Stagecoach Elementary	Students with Disabilities	61
62	Gallup-McKinley County Schools	Thoreau High	Students with Disabilities	62
63	Gallup-McKinley County Schools	Thoreau Middle	English Learners	63
64	Gallup-McKinley County Schools	Tohatchi Middle	English Learners	64
65	Gallup-McKinley County Schools	Twin Lakes Elementary	Native American, Econ. Disadv., English Learners	65
66	Grants-Cibola County Schools	Laguna-Acoma High	Students with Disabilities	66
67	Hagerman Municipal Schools	Hagerman Middle	English Learners	67
68	Hatch Valley Public Schools	Hatch Valley High	Students with Disabilities	68
69	Hatch Valley Public Schools	Rio Grande Elementary	Students with Disabilities	69
70	Hobbs Municipal Schools	Hobbs Freshman High	African American, Students with Disabilities	70
71	Hobbs Municipal Schools	Southern Heights Elementary	Students with Disabilities	71
72	Las Cruces Public Schools	MacArthur Elementary	Hispanic, Econ. Disadv Students with Disabilities, English Learners	72
73	Las Cruces Public Schools	Mesilla Valley Alternative	White, Hispanic, Econ. Disadv.	73
74	Las Cruces Public Schools	Sunrise Elementary	White, Hispanic, Econ. Disadv., Students with Disabilities, English Learners	74
75	Las Cruces Public Schools	Valley View Elementary	English Learners	75
76	Los Lunas Public Schools	Los Lunas Elementary	Students with Disabilities	76
77	Los Lunas Public Schools	Peralta Elementary	English Learners	77
78	Los Lunas Public Schools	Valencia Middle	Students with Disabilities	78
79	Magdalena Municipal Schools	Magdalena Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	79
80	Magdalena Municipal Schools	Magdalena High	Hispanic, Native American	80
81	Pecos Independent Schools	Pecos Middle	English Learners	81
82	Pojoaque Valley Public Schools	Pojoaque Intermediate	Students with Disabilities, English Learners	82

School Improvement Status

List of Targeted Support and Improvement (TSI) Schools

FY19-FY21 Cohort

School District	School	Underperforming Student Subgroups ¹
83 Pojoaque Valley Public Schools	Pojoaque Middle	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners
84 Portales Municipal Schools	Portales High	English Learners
85 Questa Independent Schools	Alta Vista Intermediate	Hispanic, Econ. Disadv.
86 Raton Public Schools	Raton High	English Learners
87 Roswell Independent Schools	Nancy Lopez Elementary	Students with Disabilities
88 Roswell Independent Schools	Sierra Middle	African American, English Learners
89 Santa Fe Public Schools	El Camino Real Academy	White, Hispanic, Econ. Disadv., Students with Disabilities, English Learners
90 Santa Fe Public Schools	Nina Otero Community School	Hispanic, Econ. Disadv.
91 Santa Fe Public Schools	Salazar Elementary	English Learners
92 Santa Fe Public Schools	Santa Fe High	Native American
93 Santa Rosa Consolidated Schools	Santa Rosa High	English Learners
94 Silver Consolidated Schools	La Plata Middle	Students with Disabilities
95 Silver Consolidated Schools	Silver High	Students with Disabilities
96 Taos Municipal Schools	Taos High	English Learners
97 Truth or Cons. Municipal Schools	Arrey Elementary	English Learners
98 Truth or Cons. Municipal Schools	Hot Springs High	Students with Disabilities, English Learners
99 West Las Vegas Public Schools	West Las Vegas High	Students with Disabilities
100 West Las Vegas Public Schools	West Las Vegas Middle	Students with Disabilities
Charter Schools		
101 Albuquerque Public Schools	Mount. Mahogany Comm. School	White, Hispanic, Econ. Disadv., Students with Disabilities
102 Albuquerque Public Schools	South Valley Academy	Students with Disabilities
103 Carlsbad Municipal Schools	Pecos Connections Academy	White, Econ. Disadv., Students with Disabilities
104 State Chartered Charter School	Amy Biehl Charter High	English Learners
105 State Chartered Charter School	La Academia Dolores Huerta	Hispanic, Econ. Disadv., Students with Disabilities, English Learners
106 State Chartered Charter School	La Promesa Early Learning	Students with Disabilities
107 State Chartered Charter School	McCurdy Charter School	Students with Disabilities, English Learners
108 State Chartered Charter School	New Mexico Connections Acad.	African American, Native American, Students with Disabilities, English Learners
109 State Chartered Charter School	Sage Montessori Charter School	Students with Disabilities
110 State Chartered Charter School	Taos International School	Hispanic, Econ. Disadv., English Learners
111 State Chartered Charter School	Uplift Community School	Students with Disabilities, English Learners

Source: PED

¹ Schools identified for targeted support and improvement (TSI) have one or more subgroups of students scoring below the bottom 5 percent of all Title I schools in the state. The proficiency benchmark for the FY18-FY21 cohort of schools was 26.6 percent proficient.

Most Common Underperforming Student Subgroups

FY19-FY21 Cohort

Student Subgroup	Number of Schools
Students with Disabilities	70
English Learners	68
Economically Disadvantaged	39
Hispanic	37
Native American	21
White	12
African American	10
Asian	0

Awards to Comprehensive Support and Improvement (CSI) Schools

FY19-FY21 Cohort

School District	School Name	CSI Metric ¹	FY19 CSI/MRI ² Awards		FY20 CSI Awards		FY21 CSI Awards (Prelim.)	
			Award Amount	Per Student	Award Amount	Per Student	Award Amount	Per Student
School District Schools								
1	Alamogordo Public Schools	Graduation	\$127,456	\$838.53	\$30,772	\$202.45	\$26,157	\$172.08
2	Albuquerque Public Schools	5 percent			\$105,199	\$227.70	Exited CSI Status	
3	Albuquerque Public Schools	Graduation	\$174,378	\$160.13	\$234,402	\$215.25	\$199,242	\$182.96
4	Albuquerque Public Schools	Graduation	\$125,727	\$855.29	\$38,902	\$264.64	\$33,066	\$224.94
5	Albuquerque Public Schools	5 percent			\$148,267	\$407.33	\$126,027	\$346.23
6	Albuquerque Public Schools	5 percent	\$164,734	\$453.81	\$122,776	\$338.23	\$104,360	\$287.49
7	Albuquerque Public Schools	Graduation	\$199,972	\$177.28	\$323,845	\$287.10	\$275,268	\$244.03
8	Albuquerque Public Schools	Janet Kahn School of Integrated Arts	\$179,366	\$378.41	\$146,600	\$309.28	\$124,610	\$262.89
9	Albuquerque Public Schools	Mid School					\$50,000	\$49.31
10	Albuquerque Public Schools	Mid School					\$50,000	\$99.01
11	Albuquerque Public Schools	5 percent	\$138,547	\$765.45	\$63,263	\$349.52	\$53,773	\$297.09
12	Albuquerque Public Schools	5 percent	\$760,115	\$3,654.40	\$58,822	\$282.80	\$49,999	\$240.38
13	Albuquerque Public Schools	5 percent	\$199,679	\$131.89	\$314,037	\$207.42	\$266,932	\$176.31
14	Albuquerque Public Schools	5 percent	\$199,516	\$293.84	\$222,869	\$328.23	\$189,439	\$279.00
15	Albuquerque Public Schools	5 percent	\$138,547	\$317.77	\$134,519	\$308.53	\$114,341	\$262.25
16	Albuquerque Public Schools	Graduation	\$189,538	\$389.20	\$155,173	\$318.63	\$131,897	\$270.84
17	Albuquerque Public Schools	Graduation	\$140,594	\$1,544.99	\$29,366	\$322.70	\$24,961	\$274.30
18	Albuquerque Public Schools	Graduation	\$199,972	\$128.02	\$381,938	\$244.52	\$324,647	\$207.84
19	Albuquerque Public Schools	Graduation	\$72,378	\$851.51	\$29,254	\$344.17	\$24,866	\$292.54
20	Albuquerque Public Schools	5 percent	\$199,996	\$385.35	\$161,922	\$311.99	\$137,634	\$265.19
21	Albuquerque Public Schools	5 percent	\$151,096	\$311.54	\$141,236	\$291.21	\$120,051	\$247.53
22	Albuquerque Public Schools	Graduation	\$199,740	\$117.63	\$345,663	\$203.57	\$293,814	\$173.04
23	Albuquerque Public Schools	5 percent	\$760,114	\$2,667.07			\$89,419	\$313.75
24	Albuquerque Public Schools	Graduation	\$199,679	\$444.72	\$135,176	\$301.06	\$114,900	\$255.90
25	Aztec Municipal Schools	Graduation	\$69,773	\$1,202.98	\$25,000	\$431.03	\$21,250	\$366.38
26	Belen Consolidated Schools	Graduation	\$100,000	\$97.94	\$191,549	\$187.61	\$162,816	\$159.47
27	Belen Consolidated Schools	Graduation			\$27,180	\$305.39	\$23,103	\$259.58
28	Bernalillo Public Schools	Graduation	\$300,000	\$184.50	\$201,074	\$247.32	\$170,913	\$105.11
29	Bloomfield Schools	Graduation			\$26,212	\$284.91	\$22,280	\$242.18
30	Bloomfield Schools	5 percent	\$121,000	\$292.98	\$88,023	\$213.13	\$74,819	\$181.16
31	Central Consolidated Schools	Graduation	\$140,000	\$897.44	\$25,000	\$160.26	\$21,250	\$136.22
32	Central Consolidated Schools	5 percent	\$120,000	\$594.06	\$25,000	\$123.76	\$21,250	\$105.20
33	Clovis Municipal Schools	Graduation			\$97,391	\$170.26	\$82,782	\$144.72
34	Cuba Independent Schools	Graduation	\$300,000	\$619.83	\$63,651	\$263.02	\$54,103	\$111.78
35	Dulce Independent Schools	5 percent	\$775,000	\$2,700.35	\$63,369	\$220.80	\$53,864	\$187.68
36	Dulce Independent Schools	Mid School					\$50,000	\$373.13
37	Española Public Schools	Graduation	\$247,000	\$466.92	\$25,000	\$47.26	\$21,250	\$40.17
38	Española Public Schools	5 percent	\$100,000	\$116.01	\$40,912	\$47.46	\$34,775	\$40.34
39	Española Public Schools	5 percent			\$25,000	\$105.49	\$21,250	\$89.66
40	Farmington Municipal Schools	Graduation	\$291,000	\$606.25	\$48,961	\$204.01	\$41,617	\$86.70

School Improvement Status

Awards to Comprehensive Support and Improvement (CSI) Schools

FY19-FY21 Cohort

School District	School Name	CSI Metric ¹	FY19 CSI/MRI ² Awards		FY20 CSI Awards		FY21 CSI Awards (Prelim.)	
			Award Amount	Per Student	Award Amount	Per Student	Award Amount	Per Student
41	Gallup-McKinley County Schools	Graduation			\$117,210	\$346.78	\$99,629	\$294.76
42	Gallup-McKinley County Schools	Graduation	\$120,548	\$555.52	\$66,284	\$305.45	\$56,341	\$259.64
43	Gallup-McKinley County Schools	Graduation	\$240,000	\$101.69	\$223,260	\$189.20	\$189,771	\$80.41
44	Grants-Cibola County Schools	5 percent			\$193,030	\$223.93	\$164,075	\$190.34
45	Grants-Cibola County Schools	Graduation			\$25,000	\$490.20	\$21,250	\$416.67
46	Grants-Cibola County Schools	Mid School					\$50,000	\$118.20
47	House Municipal Schools	5 percent	\$202,200	\$8,425.00	\$25,000	\$1,041.67	\$21,250	\$885.42
48	Jal Public Schools	Mid School					\$50,000	\$373.13
49	Jemez Mountain Public Schools	Graduation			\$25,000	\$806.45	\$21,250	\$685.48
50	Jemez Mountain Public Schools	Mid School					\$50,000	\$847.46
51	Jemez Valley Public Schools	Mid School					\$50,000	\$588.24
52	Las Cruces Public Schools	Graduation			\$97,144	\$313.37	\$82,572	\$266.36
53	Logan Municipal Schools	5 percent			\$25,000	\$271.74	Exited CSI Status	
54	Los Lunas Public Schools	5 percent			\$15,612	\$94.62	\$13,270	\$80.43
55	Lovington Municipal Schools	5 percent			\$25,000	\$297.62	\$21,250	\$252.98
56	Mesa Vista Consolidated Schools	Graduation			\$25,000	\$568.18	\$21,250	\$482.95
57	Mora Independent Schools	Graduation			\$25,000	\$357.14	\$21,250	\$303.57
58	Pecos Independent Schools	Graduation	\$158,445	\$960.27	\$25,000	\$151.52	\$21,250	\$128.79
59	Pojoaque Valley Public Schools	Graduation	\$84,775	\$554.08	\$28,384	\$185.52	\$24,127	\$157.69
60	Questa Independent Schools	Graduation			\$33,445	\$334.45	\$28,428	\$284.28
61	Rio Rancho Public Schools	Graduation	\$137,945	\$711.06	\$37,149	\$191.49	\$31,577	\$162.77
62	Roswell Independent Schools	Graduation			\$33,293	\$231.20	\$28,299	\$196.52
63	Santa Fe Public Schools	Graduation	\$125,652	\$3,306.63	\$25,000	\$657.89	\$21,250	\$559.21
64	Santa Fe Public Schools	5 percent	\$140,000	\$1,196.58	\$27,749	\$237.17	\$23,587	\$201.59
65	Santa Fe Public Schools	5 percent			\$141,141	\$225.46	\$119,969	\$191.64
66	Silver Consolidated Schools	5 percent			\$19,473	\$226.44	\$16,552	\$192.47
67	Socorro Consolidated Schools	Graduation	\$200,000	\$554.02	\$99,846	\$276.58	\$84,869	\$235.09
68	Socorro Consolidated Schools	Graduation			\$96,428	\$212.40	\$81,964	\$180.54
69	Socorro Consolidated Schools	Graduation			\$55,575	\$310.47	\$47,239	\$263.90
70	Zuni Public Schools	Graduation	\$199,640	\$311.45	\$203,015	\$316.72	\$172,563	\$269.21
71	Zuni Public Schools	5 percent	\$199,241	\$664.14	\$69,017	\$230.06	\$58,665	\$195.55
72	Zuni Public Schools	5 percent			\$73,586	\$271.53	\$62,548	\$230.80
Charter Schools								
73	Albuquerque Public Schools	Graduation	\$177,500	\$718.62	\$77,833	\$315.11	\$66,158	\$267.84
74	Albuquerque Public Schools	Graduation			\$53,971	\$180.51	\$45,876	\$153.43
75	Albuquerque Public Schools	Graduation	\$140,000	\$897.44	\$37,508	\$240.44	\$31,882	\$204.37
76	Albuquerque Public Schools	Graduation			\$44,893	\$169.41	\$38,159	\$144.00
77	Albuquerque Public Schools	Graduation			\$100,239	\$317.21	\$85,203	\$269.63
78	Albuquerque Public Schools	Graduation	\$100,000	\$564.97	\$45,866	\$259.13	\$38,986	\$220.26
79	Albuquerque Public Schools	5 percent	\$140,000	\$328.64	\$25,000	\$58.69	Exited CSI Status	
80	Albuquerque Public Schools	5 percent	\$300,000	\$655.02	\$35,437	\$154.75	\$30,121	\$65.77

Awards to Comprehensive Support and Improvement (CSI) Schools
FY19-FY21 Cohort

School District	School Name	CSI Metric ¹	FY19 CSI/MRI ² Awards		FY20 CSI Awards		FY21 CSI Awards (Prelim.)	
			Award Amount	Per Student	Award Amount	Per Student	Award Amount	Per Student
81	Albuquerque Public Schools	5 percent			\$73,370	\$239.77	\$62,365	\$203.81
82	Albuquerque Public Schools	5 percent	\$160,236	\$1,097.51	\$25,000	\$171.23	\$21,250	\$145.55
83	Albuquerque Public Schools	Graduation			\$44,467	\$255.56	\$37,797	\$217.23
84	Albuquerque Public Schools	5 percent			\$67,286	\$239.45	\$57,193	\$203.53
85	Albuquerque Public Schools	Graduation	\$147,125	\$421.56	\$138,806	\$397.72	\$117,985	\$338.07
86	Albuquerque Public Schools	Graduation			\$25,000	\$203.25	\$21,250	\$172.76
87	Albuquerque Public Schools	Graduation			\$40,641	\$183.89	\$34,545	\$156.31
88	Deming Public Schools	Graduation			\$42,867	\$271.31	\$36,437	\$230.61
89	State-Chartered Charter School	Graduation			\$25,000	\$47.26	\$21,250	\$40.17
90	State-Chartered Charter School	Graduation			\$63,396	\$312.29	\$53,886	\$265.45
91	State-Chartered Charter School	5 percent	\$278,020	\$837.41	\$25,000	\$150.60	\$21,250	\$64.01
92	State-Chartered Charter School	5 percent	\$166,035	\$653.68	\$38,984	\$153.48	\$33,136	\$130.46
93	State-Chartered Charter School	Graduation			\$110,198	\$241.13	\$93,668	\$204.96
94	State-Chartered Charter School	Graduation	\$199,919	\$2,939.99	\$25,000	\$367.65	\$21,250	\$312.50
95	State-Chartered Charter School	Graduation			\$35,766	\$130.06	\$30,401	\$110.55
96	State-Chartered Charter School	Graduation			\$53,070	\$188.86	\$45,109	\$160.53
97	Taos Municipal Schools	Graduation			\$25,000	\$257.73	\$21,250	\$219.07
Statewide Totals / Per Student Averages			\$10,702,198	\$422.46	\$7,432,562	\$233.10	\$6,625,178	\$177.17

Source: LESC Analysis of PED Data

1. Schools identified for comprehensive support and improvement (CSI) were either in the lowest performing 5 percent of Title I schools based on overall points in FY18 school grades or had a four-year graduation rate of less than 67 percent for two of the previous three years. In FY21, PED identified seven new middle schools for a middle school redesign pilot.

2. In FY19, Los Padillas and Whittier elementary schools in Albuquerque Public Schools and Dulce Elementary School in Dulce Independent Schools received substantial awards as "more rigorous interventions" (MRI) schools. In FY20, these schools were instead placed in the comprehensive support and improvement (CSI) status.

Note: Federal law requires PED to set aside 7 percent of federal funds awarded to school districts and state-chartered charter school under Part A of Title I of the Elementary and Secondary Education Act. These funds are used to provide school improvement grants for schools identified for comprehensive support and improvement or for targeted support and improvement.

School Calendars, 2020-2021

School District and Charter School 2020-2021 School Calendars

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year	
School Districts							
1	Alamogordo Public Schools	5-day	176	8	184	1	1
2	Albuquerque Public Schools (Traditional)	5-day	178	6	184	-	2
3	Albuquerque Public Schools (Extended)	5-day	188	6	194	-	3
4	Animas Public Schools	4-day	150	5	155	-	4
5	Artesia Public Schools	5-day	178	4	182	-	5
6	Aztec Municipal Schools (Traditional)	5-day	180	5	185	-	6
7	Belen Consolidated Schools	5-day	176	6	182	2	7
8	Bernalillo Public Schools	5-day	176	6	182	-	8
9	Bloomfield Schools	5-day	178	7	185	-	9
10	Capitan Municipal Schools	4-day	145	9	154	-	10
11	Carlsbad Municipal Schools	5-day	179	6	185	-	11
12	Carrizozo Municipal Schools	4-day	147	8	155	-	12
13	Central Consolidated Schools	5-day	175	10	185	-	13
14	Chama Valley Independent Schools	4-day	160	10	170	10	14
15	Cimarron Municipal Schools	4-day	161	10	171	10	15
16	Clayton Municipal Schools (Extended)	5-day	168	12	180	-8	16
17	Cloudcroft Municipal Schools	4-day	149	7	156	-	17
18	Clovis Municipal Schools	5-day	170	13	183	-1	18
19	Cobre Consolidated Schools	4-day	154	11	165	-	19
20	Corona Municipal Schools	4-day	150	6	156	-	20
21	Cuba Independent Schools	5-day	173	10	183	-	21
22	Deming Public Schools	5-day	175	8	184	-	22
23	Des Moines Municipal Schools	5-day	175	6	181	-	23
24	Dexter Consolidated Schools	5-day	177	5	182	-	24
25	Dora Municipal Schools	4-day	150	8	158	-	25
26	Dulce Independent Schools	5-day	171	14	185	-	26
27	Elida Municipal Schools	4-day	151	7	158	-	27
28	Española Public Schools	5-day	179	5	184	-	28
29	Estancia Municipal Schools	5-day	178	5	183	-	29
30	Eunice Municipal Schools	5-day	176	8	184	-	30
31	Farmington Municipal Schools	5-day	163	22	185	-2	31
32	Floyd Municipal Schools	4-day	151	8	159	-	32
33	Fort Sumner Municipal Schools	5-day	160	12	172	1	33
34	Gadsden Independent Schools (Extended)	5-day	180	10	190	-	34
35	Gallup-McKinley County Schools (Extended)	5-day	188	2	190	-	35
36	Grady Municipal Schools	4-day	147	6	153	1	36
37	Grants Cibola County Schools	5-day	175	9	184	-	37
38	Hagerman Municipal Schools	5-day	179	5	184	-	38
39	Hatch Valley Public Schools	5-day	175	8	183	-2	39
40	Hobbs Municipal Schools	5-day	188	2	190	9	40
41	Hondo Valley Public Schools	4-day	160	4	164	16	41
42	House Municipal Schools	4-day	146	4	150		42
43	Jal Public Schools	4-day	150	11	161	1	43
44	Jemez Mountain Public Schools	4-day	151	11	162	-	44
45	Jemez Valley Public Schools	4-day	150	11	161	-	45
46	Lake Arthur Municipal Schools	5-day	190	2	192	10	46
47	Las Cruces Public Schools	5-day	174	9	183	-2	47
48	Las Vegas City Public Schools	5-day	174	9	183	-1	48
49	Logan Municipal Schools	4-day	146	5	151	-	49
50	Lordsburg Municipal Schools	4-day	150	15	165	-2	50
51	Los Alamos Public Schools	5-day	182	8	190	-	51
52	Los Lunas Public Schools (Extended)	5-day	181	9	190	-	52

School District and Charter School 2020-2021 School Calendars

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year	
53	Loving Municipal Schools	4-day	150	11	161	-	53
54	Lovington Municipal Schools	5-day	178	6	184	-2	54
55	Magdalena Municipal Schools	4-day	142	8	150	-	55
56	Maxwell Municipal Schools	4-day	147	5	152	-	56
57	Melrose Public Schools	4-day	151	9	160	-	57
58	Mesa Vista Consolidated Schools	4-day	150	10	160	-	58
59	Mora Independent Schools	5-day	180	5	185	-	59
60	Moriarty Municipal Schools	5-day	182	9	191	7	60
61	Mosquero Municipal Schools	4-day	144	6	150	-	61
62	Mountainair Public Schools (Traditional)	4-day	152	6	158	-8	62
63	Pecos Independent Schools	5-day	173	7	180	-	63
64	Penasco Independent Schools	4-day	150	13	163	-	64
65	Pojoaque Valley Public Schools	5-day	177	6	183	-	65
66	Portales Municipal Schools	5-day	176	7	183	-	66
67	Quemado Independent Schools	4-day	150	6	156	-	67
68	Questa Independent Schools (Extended)	4-day	158	18	176	9	68
69	Raton Public Schools	5-day	174	9	183	-	69
70	Reserve Public Schools	4-day	151	3	154	-	70
71	Rio Rancho (Traditional)	5-day	176	6	182	-	71
72	Roswell Independent Schools	5-day	178	5	183	-	72
73	Roy Municipal Schools	4-day	145	4	149	-	73
74	Ruidoso Municipal Schools	5-day	177	5	182	-1	74
75	San Jon Municipal Schools	4-day	146	6	152	-	75
76	Santa Fe Public Schools (Traditional)	5-day	175	7	182	-	76
77	Santa Rosa Consolidated Schools	5-day	172	8	180	-	77
78	Silver Consolidated Schools	5-day	178	5	183	-	78
79	Socorro Consolidated Schools	5-day	191	5	196	20	79
80	Springer Municipal Schools	4-day	150	7	157	3	80
81	Taos Municipal Schools (Extended)	5-day	185	7	192	-	81
82	Tatum Municipal Schools	4-day	156	5	161	-	82
83	Texico Municipal Schools	4-day	152	4	156	-3	83
84	Truth or Consequences Municipal Schools	5-day	172	6	178	-1	84
85	Tucumcari Public Schools	4-day	150	5	155	-	85
86	Tularosa Municipal Schools	5-day	178	5	183	-	86
87	Vaughn Municipal Schools	4-day	150	10	160	-	87
88	Wagon Mound Public Schools	4-day	150	6	156	-	88
89	West Las Vegas Public Schools	5-day	180	5	185	-	89
90	Zuni Public Schools	5-day	190	11	201	10	90
91	Charter Schools						91
92	Albuquerque						92
93	ACE Leadership High School	5-day	180	28	208	8	93
94	ACE Leadership High School	5-day	180	28	208	8	94
95	ACES Technical Charter School	5-day	185	15	200	-	
96	Albuquerque Charter Academy	4-day	159	10	169	-	96
97	Albuquerque Collegiate Charter (Extended)	5-day	180	16	180	21	97
98	Albuquerque Institute for Math and Science	5-day	182	9	191	-	98
99	Albuquerque School of Excellence	5-day	170	12	182	-2	99
100	Albuquerque Sign Language Academy	5-day	200	11	211	-4	100
101	Albuquerque Talent Development	4-day	150	20	170	-	101
102	Alice King Community School	4-day	166	20	186	-	102
103	Amy Biehl Charter High School (Extended)	5-day	183	20	203	10	103
104	Cesar Chavez Community School	5-day	180	11	191	-	104
105	Christine Duncan's Heritage Academy	4-day	180	10	190	25	105

School Calendars, 2020-2021

School District and Charter School 2020-2021 School Calendars

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year		
106	Cien Aguas International	5-day	180	15	195	-	106	
107	Coral Community Charter (Extended)	5-day	167	10	177	-	107	
108	Corrales International School (Extended)	5-day	No Data Provided					108
109	Cottonwood Classical Prep	5-day	177	11	188	-1	109	
110	Digital Arts & Technology Academy	5-day	176	10	186	-	110	
111	East Mountain High School	5-day	170	14	184	-10	111	
112	El Camino Real Academy (Extended)	5-day	181	3	184	-10	112	
113	Explore Academy	5-day	189	1	190	18	113	
114	Gilbert L Sena Charter High School	5-day	184	7	191	4	114	
115	Gordon Bernell Charter School	4-day	170	12	182	-4	115	
116	GREAT Academy	4-day	161	18	179	-	116	
117	Health Leadership High School (Extended)	5-day	177	32	209	10	117	
118	Horizon Academy West	4-day	150	4	154	-	118	
119	International School at Mesa del Dol (Extended)	5-day	183	10	193	10	119	
120	La Academia de Esperanza	5-day	180	6	186	-	120	
121	La Promesa Early Learning	5-day	No Data Provided					121
122	Los Puentes	5-day	181	16	197	1	122	
123	Mark Armijo Academy	5-day	177	8	185	11	123	
124	Media Arts Collaborative	5-day	176	9	185	2	124	
125	Mission Achievement and Success	5-day	182	15	197	-	125	
126	Montessori Elementary School	5-day	180	4	184	-	126	
127	Montessori of the Rio Grande	5-day	172	8	180	-1	127	
128	Mountain Mahogany Community School	5-day	177	10	187	-	128	
129	Native American Community Academy	5-day	185	6	191	4	129	
130	New America School - Albuquerque	4-day	150	16	166	-	130	
131	New Mexico International School	5-day	182	9	191	16	131	
132	North Valley Academy	5-day	179	8	184	2	132	
133	Public Academy for Performing Arts (PAPA)	5-day	168	11	179	-	133	
134	Robert F. Kennedy Charter School (Extended)	5-day	178	10	188	-2	134	
135	Siembra Leadership High School	5-day	168	28	196	-7	135	
136	Solare Collegiate (Extended)	5-day	188	17	205	-	136	
137	South Valley Academy	5-day	178	16	194	-	137	
138	South Valley Prep	5-day	175	10	185	-	138	
139	Southwest Aero., Math, and Science ¹	5-day	157	32	188	1.5	139	
140	Southwest Preparatory Learning Center	5-day	170	14	184	-	140	
141	Southwest Secondary Learning Center	5-day	171	14	185	1	141	
142	Technology Leadership	5-day	177	25	202	10	142	
143	Tierra Adentro	5-day	178	4	182	-	143	
144	Twenty-First Century Public Academy	5-day	167	9	176	2	144	
145	William W. & Josephine Dorn	5-day	177	10	187	-	145	
146	Aztec						146	
147	Mosaic Academy Charter	5-day	179	6	185	-	147	
148	Carlsbad						148	
149	Jefferson Montessori Academy	5-day	181	6	187	6	149	
150	Pecos Connections Academy	5-day	180	15	195	-	150	
151	Central						151	
152	Dream Dine' Charter School	5-day	190	11	201	10	152	
153	Cimarron						153	
154	Moreno Valley High School	4-day	151	20	171	-	154	
155	Deming						155	
156	Deming Cesar Chavez Charter High	4-day	142	10	152	1	156	
157	Española						157	
158	La Tierra Montessori School	5-day	170	14	184	-	158	

School District and Charter School 2020-2021 School Calendars

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year		
159	McCurdy Charter School	5-day	173	10	183	4	159	
160	Gallup-McKinley County							160
161	Dzit Dit Lool DEAP	5-day	153	35	188	-	161	
162	Hozho Academy (Extended)	5-day	188	16	204	15	162	
163	Middle College High School (Extended)	5-day	179	14	193	1	163	
164	Six Directions Indigenous School	5-day	180	10	190	-	164	
165	Jemez Valley							165
166	San Diego Riverside (Extended)	5-day	170	7	177	1	166	
167	Walatowa Charter High School	5-day	178	3	181	-	167	
168	Las Cruces							168
169	Alma D'Arte Charter	5-day	No Data Provided				169	
170	J Paul Taylor Academy	5-day	183	6	189	-	170	
171	La Academia Dolores Huerta	5-day	172	12	184	2	171	
172	Las Montañas Charter	4-day	150	13	163	-	172	
173	New America School - Las Cruces	4-day	No Data Provided				173	
174	Raíces Del Saber Xinachtli Community School	5-day	174	10	184	-9	174	
175	Los Lunas							175
176	School of Dreams Academy (Extended)	5-day	186	7	193	10	176	
177	Moriarty							177
178	Estancia Valley Classical Academy	5-day	175	7	182	-	178	
179	Questa							179
180	Red River Valley Charter School	4-day	151	9	160	1	180	
181	Roots And Wings Community School (Extended)	4-day	165	22	187	-	181	
182	Rio Rancho							182
183	ASK Academy	4-day	153	25	178	-	183	
184	Sandoval Academy Of Bilingual Education	5-day	178	6	184	2	184	
185	Roswell							185
186	Sidney Gutierrez Middle School	5-day	178	6	184	-	186	
187	Santa Fe							187
188	Academy for Tech. and the Classics (Extended)	5-day	184	10	194	2	188	
189	MASTERS Program	5-day	171	8	179	-	189	
190	Monte Del Sol Charter	5-day	175	7	182	3	190	
191	New Mexico Connections Academy	5-day	180	15	195	-	191	
192	New Mexico School For The Arts	5-day	183	7	190	-	192	
193	Tierra Encantada Charter School	4-day	149	36	185	3	193	
194	Turquoise Trail Charter School (Extended)	5-day	188	10	198	-	194	
195	Silver City							195
196	Aldo Leopold Charter (Extended)	5-day	172	12	184	-1	196	
197	Socorro							197
198	Cottonwood Valley Charter School	5-day	181	9	190	-	198	
199	Taos							199
200	Anansi Charter School	5-day	172	13	185	-	200	
201	Taos Academy (Extended)	4-day	151	15	166	-10	201	
202	Taos Integrated School of the Arts	4-day	144	40	184	1	202	
203	Taos International School	5-day	156	10	166	-7	203	
204	Taos Municipal Charter School	5-day	170	10	180	-	204	
205	Vista Grande High School	5-day	175	12	187	1	205	
206	West Las Vegas							206
207	Rio Gallinas School	5-day	175	10	185	-5	207	

⁴School has half days on Fridays.

Source: LESC Files

Note: Some school districts have extended learning time programs for only some students. These schools have both a "traditional" calendar, which does not include any extended learning time program days, or "extended" calendars, which include additional instructional days.

Advanced Placement

Most Popular Advanced Placement Exams in New Mexico

Subject	FY19		FY20	
	Tests	Pass Rate	Tests	Pass Rate
English Language and Composition	2,813	31%	2,542	42%
United States History	2,037	28%	1,793	35%
English Literature and Composition	1,757	27%	1,700	39%
World History	1,570	28%	1,324	33%
United States Government and Politics	1,264	27%	1,155	30%
Spanish Language and Culture	1,165	86%	782	87%
Calculus AB	836	35%	824	44%
Biology	653	48%	499	56%
Psychology	506	50%	500	54%
Statistics	485	25%	433	23%
Physics 1	450	28%	508	33%
Chemistry	398	25%	316	23%
Spanish Literature and Culture	311	49%	288	56%
Human Geography	310	40%	316	58%
Environmental Science	301	26%	222	42%

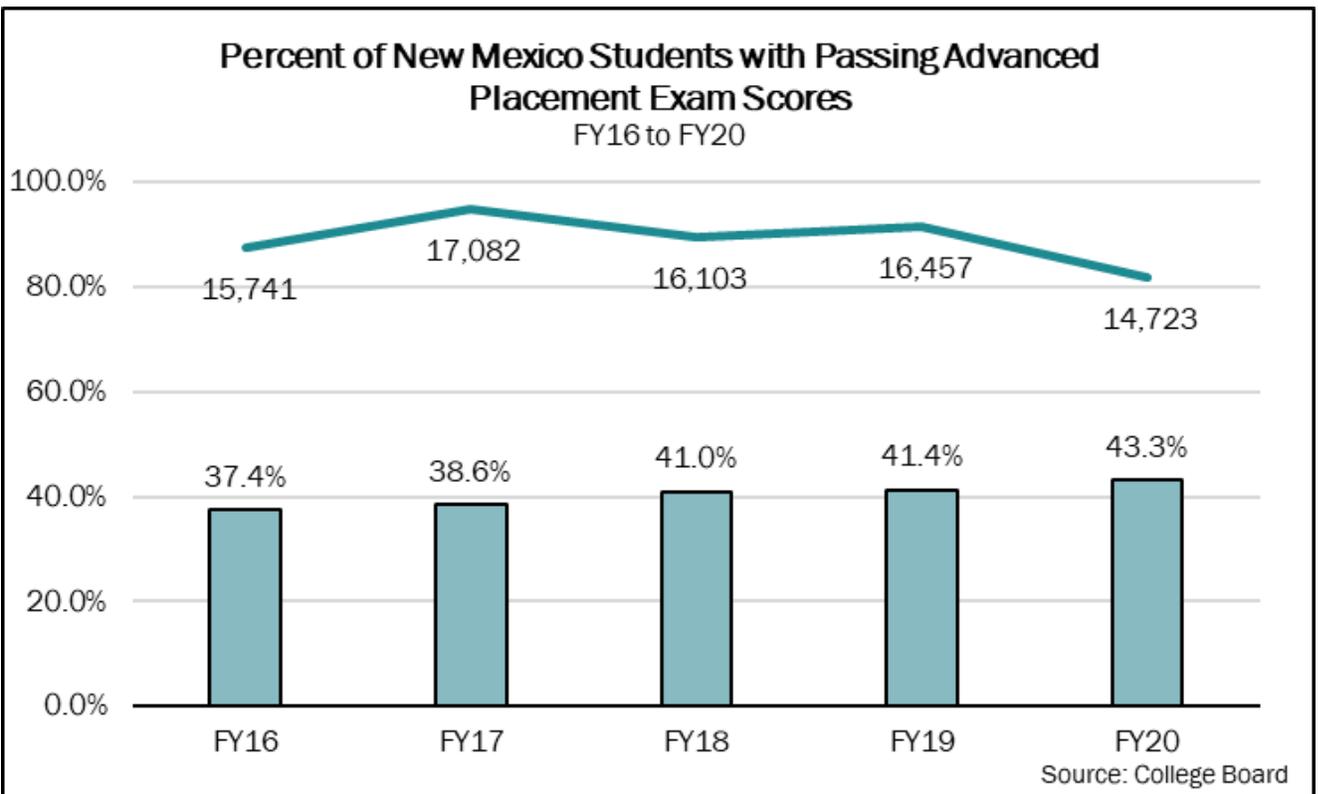
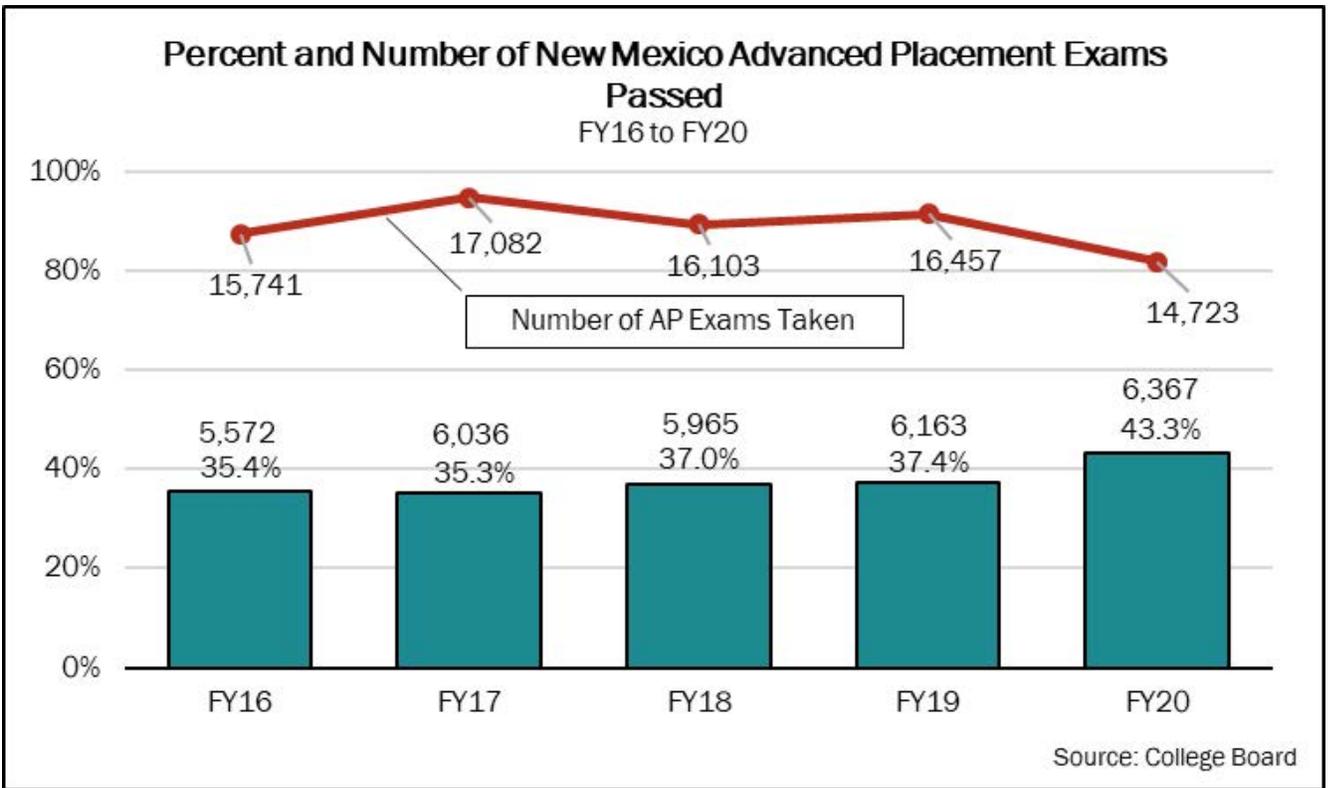
Source: College Board

New Mexico Advanced Placement Scores

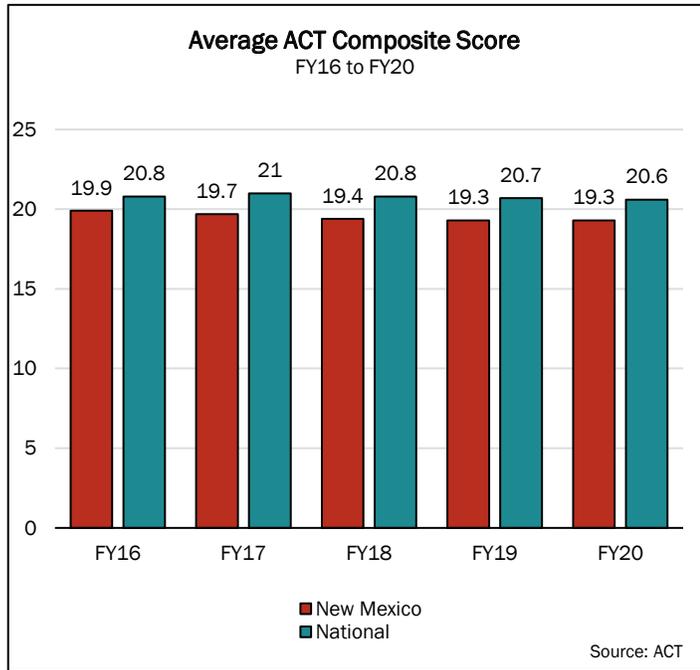
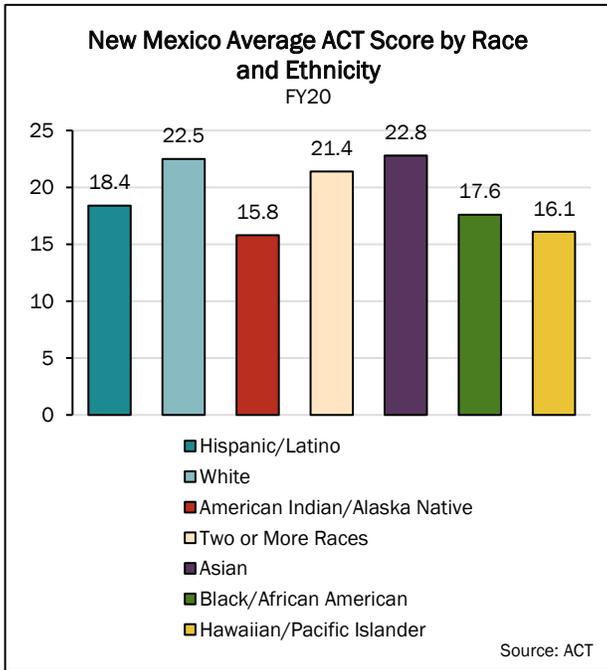
By Race and Ethnicity

Race or Ethnicity	FY19			FY20		
	Number of Tests	Tests Passed	Percent Passed	Number of Tests	Tests Passed	Percent Passed
American Indian/Alaska Native	650	74	11.4%	623	122	19.6%
Asian	744	430	57.8%	753	471	62.5%
Black	159	41	25.8%	223	88	39.5%
Hispanic/Latino	9,428	2,833	30.0%	3,993	1,423	35.6%
White	4,820	2,497	51.8%	5,069	2,654	52.4%
Native Hawaiian/Pacific Islander	14	4	28.6%	17	3	17.6%
Two or More Races	510	239	46.9%	328	185	56.4%
No Response	132	45	34.1%	3,717	1,421	38.2%
Total	16,457	6,163	37.4%	14,723	6,367	43.2%

Source: College Board



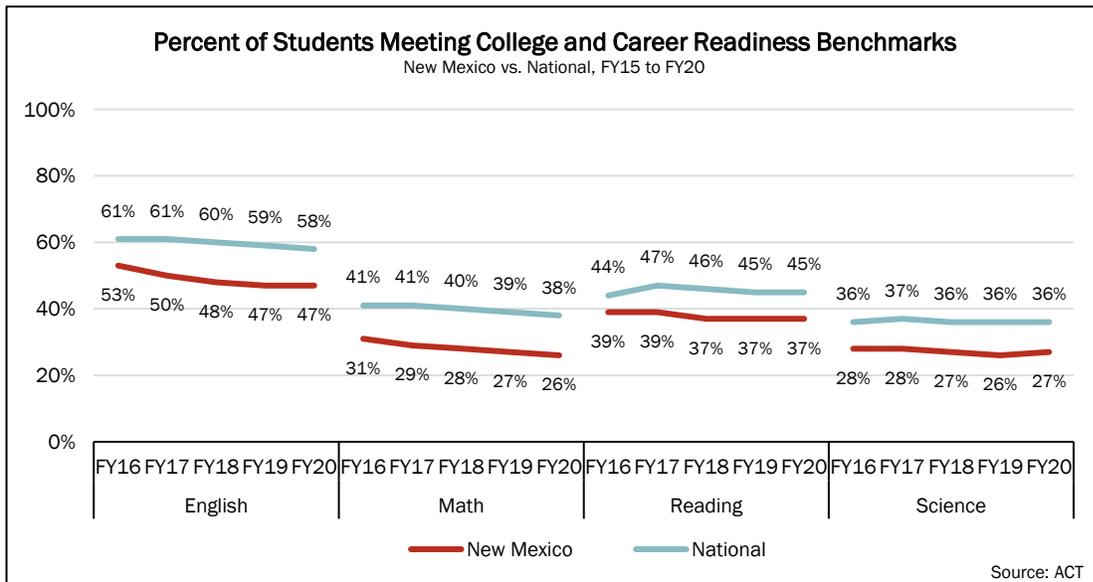
ACT Exams



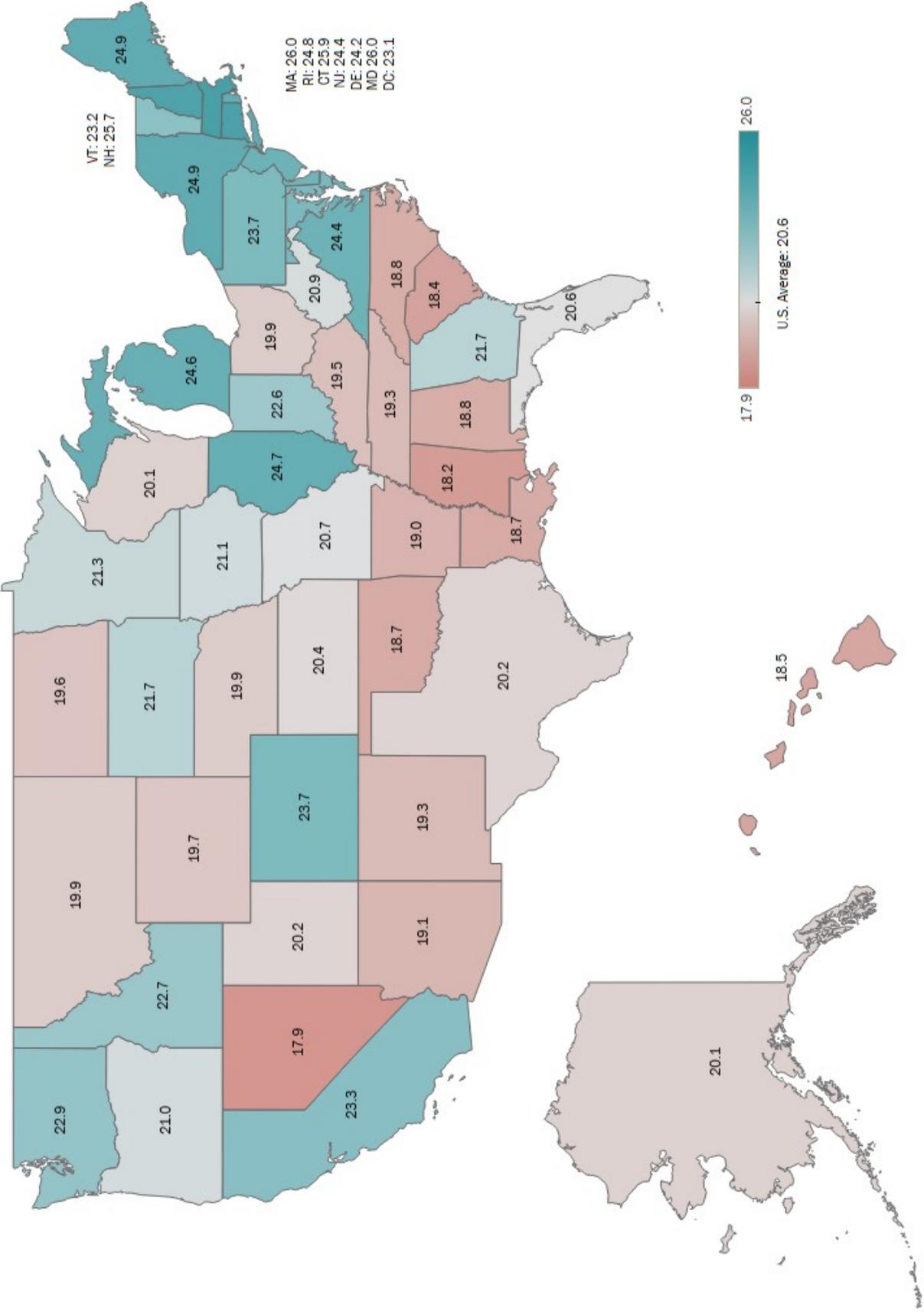
New Mexico Average ACT Score by Race and Ethnicity FY17 to FY20

	FY18	FY19	FY20	Percent of Tests
Hispanic/Latino	18.6	18.5	18.4	55
White	22.4	22.1	22.5	23
American Indian/Alaska Native	16.3	16.2	15.8	10
Two or More Races	21.5	21.4	21.4	3
Asian	22.7	22.2	22.8	2
Black/African American	18.4	19.1	17.6	1
Hawaiian/Pacific Islander	19.7	16.1	16.1	0

Source: ACT

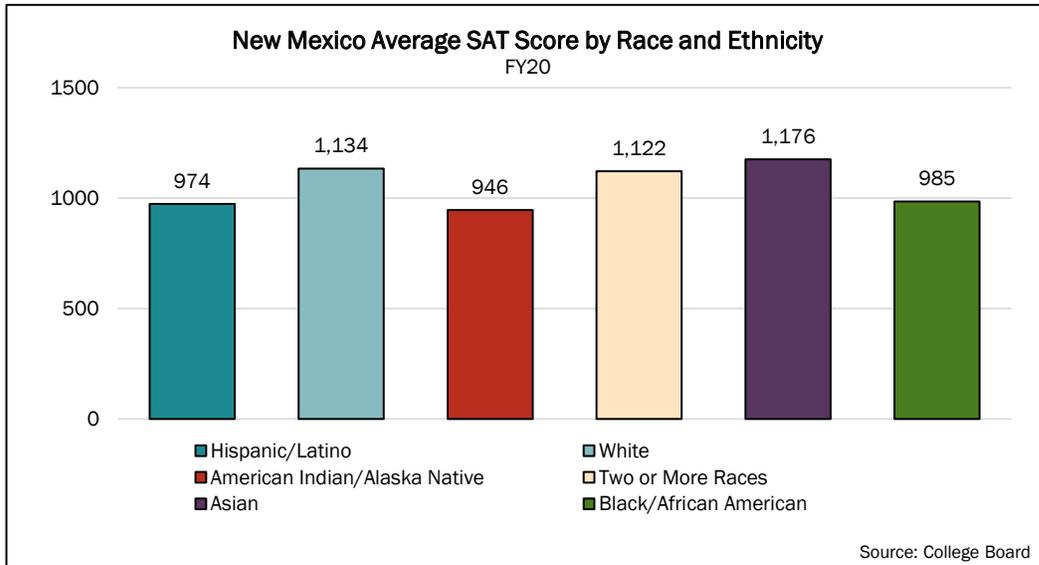


Average Composite ACT Score by State
FY20



Source: College Board

SAT Exams

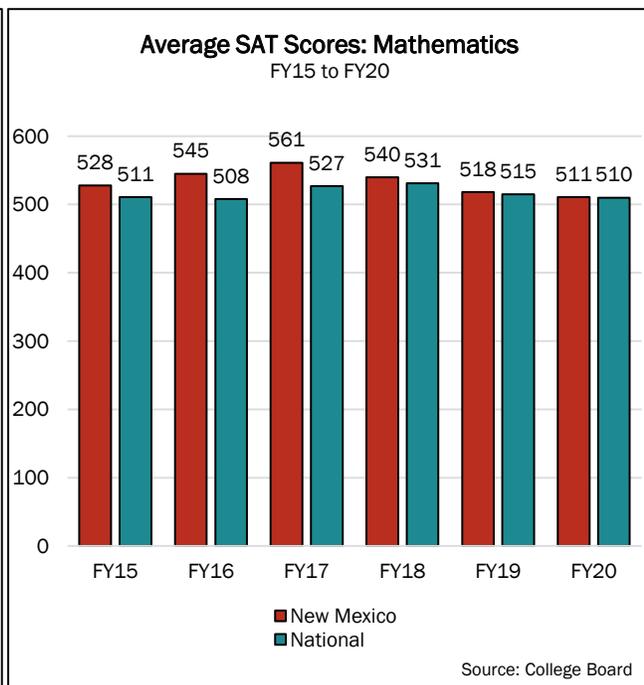
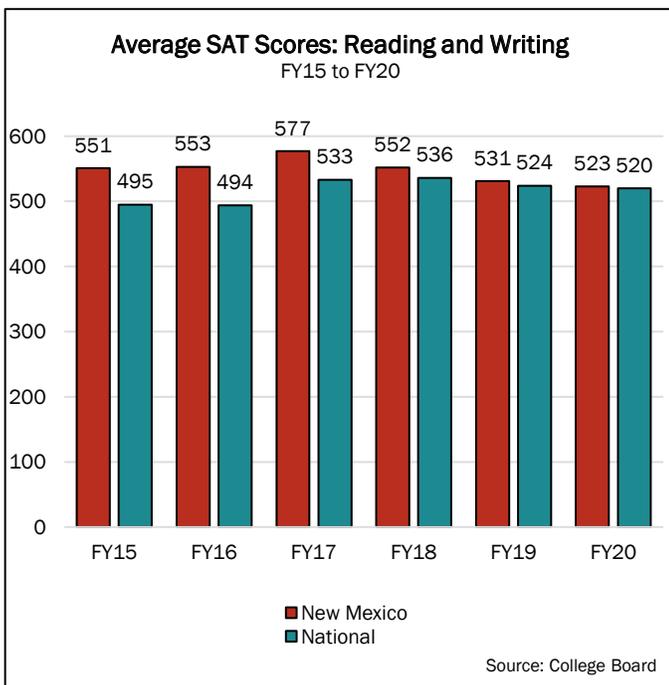


New Mexico Average SAT Score by Race and Ethnicity

FY20

	FY18	FY19	FY20
Hispanic/Latino	1029	996	974
White	1163	1127	1134
American Indian/Alaska Native	986	950	946
Two or More Races	1173	1119	1122
Asian	1219	1184	1176
Black/African American	1019	985	985

Source: College Board



Graduation Rates, FY15-FY20

Graduation Rates, FY15-FY19

	School District	School	FY15	FY16	FY17	FY18	FY19	
	School Districts							
1	Alamogordo Public Schools	Academy Del Sol Alternative	30.5%	39.0%	49.9%	74.5%	46.8%	1
2	Alamogordo Public Schools	Alamogordo High School	74.5%	74.0%	78.8%	81.1%	82.2%	2
3	Alamogordo Public Schools	Districtwide	68.8%	71.0%	76.1%	80.5%	79.2%	3
4	Albuquerque Public Schools	Albuquerque High School	66.9%	70.0%	70.1%	72.8%	76.6%	4
5	Albuquerque Public Schools	Atrisco Heritage Academy High School	60.5%	70.0%	70.8%	70.8%	71.3%	5
6	Albuquerque Public Schools	Cibola High School	72.1%	75.0%	78.1%	82.4%	79.4%	6
7	Albuquerque Public Schools	College And Career High School	92.9%	90.0%	97.4%	97.1%	98.5%	7
8	Albuquerque Public Schools	Continuation School	18.1%		19.4%	13.5%	*	8
9	Albuquerque Public Schools	Del Norte High School	52.4%	55.0%	58.6%	57.9%	56.9%	9
10	Albuquerque Public Schools	Early College Academy	85.9%	84.0%	90.6%	89.9%	93.0%	10
11	Albuquerque Public Schools	Ecademy Virtual High School	17.6%	23.0%	25.0%	22.1%	36.9%	11
12	Albuquerque Public Schools	Eldorado High School	73.5%	78.0%	78.8%	79.7%	82.8%	12
13	Albuquerque Public Schools	Freedom High School	41.2%	49.0%	47.0%	37.8%	*	13
14	Albuquerque Public Schools	Highland High	49.2%	58.0%	54.1%	59.4%	55.0%	14
15	Albuquerque Public Schools	La Cueva High School	81.4%	85.0%	87.4%	88.5%	84.9%	15
16	Albuquerque Public Schools	Manzano High School	62.6%	71.0%	75.8%	72.0%	72.2%	16
17	Albuquerque Public Schools	New Futures School	25.5%	29.0%	32.2%	30.0%	*	17
18	Albuquerque Public Schools	Nex Gen Academy	64.2%	70.0%	83.9%	95.5%	88.0%	18
19	Albuquerque Public Schools	Rio Grande High School	58.7%	66.0%	61.0%	61.0%	63.1%	19
20	Albuquerque Public Schools	Sandia High School	76.3%	74.0%	79.1%	77.3%	79.6%	20
21	Albuquerque Public Schools	School on Wheels	30.7%	48.0%	20.8%	50.3%	*	21
22	Albuquerque Public Schools	Valley High School	65.0%	67.0%	75.2%	67.6%	72.8%	22
23	Albuquerque Public Schools	Volcano Vista High School	75.3%	80.0%	84.7%	82.3%	84.1%	23
24	Albuquerque Public Schools	West Mesa High School	59.1%	67.0%	63.8%	67.9%	69.1%	24
25	Albuquerque Public Schools	Districtwide	61.7%	66.0%	67.9%	69.6%	70.1%	25
26	Animas Public Schools	Animas High School	98.0%	80.0%	94.4%	98.5%	95.9%	26
27	Animas Public Schools	Districtwide	98.0%	80.0%	94.4%	98.5%	95.9%	27
28	Artesia Public Schools	Artesia High School	74.5%	82.0%	86.5%	83.7%	89.1%	28
30	Artesia Public Schools	Districtwide	68.3%	77.0%	82.9%	75.7%	89.1%	30
31	Aztec Municipal Schools	Aztec High School	78.7%	69.0%	69.5%	77.8%	76.0%	31
32	Aztec Municipal Schools	Vista Nueva High School	45.7%	55.0%	37.7%	59.8%	70.9%	32
33	Aztec Municipal Schools	Districtwide	76.8%	68.0%	68.0%	76.9%	75.6%	33
34	Belen Consolidated Schools	Belen High School	73.8%	66.0%	71.4%	72.0%	79.2%	34
35	Belen Consolidated Schools	Belen Infinity High School	24.7%	26.0%	43.1%	57.1%	41.4%	35
36	Belen Consolidated Schools	Districtwide	72.0%	64.0%	68.9%	71.1%	75.5%	36
37	Bernalillo Public Schools	Bernalillo High School	68.1%	65.0%	56.9%	63.2%	59.8%	37
38	Bernalillo Public Schools	Districtwide	68.1%	65.0%	56.8%	63.2%	59.8%	38
39	Bloomfield Schools	Bloomfield High School	70.4%	72.0%	71.1%	80.3%	81.6%	39
40	Bloomfield Schools	Charlie Y. Brown Alternative	28.3%	43.0%	28.6%	37.8%	44.7%	40
41	Bloomfield Schools	Districtwide	65.9%	69.0%	65.6%	75.2%	76.6%	41
42	Capitan Municipal Schools	Capitan High School	82.2%	81.0%	87.5%	84.6%	75.9%	42
43	Capitan Municipal Schools	Districtwide	82.2%	81.0%	87.5%	84.6%	75.9%	43
44	Carlsbad Municipal Schools	Carlsbad Early College High School				95.3%	85.9%	44
45	Carlsbad Municipal Schools	Carlsbad High School	63.7%	76.0%	69.7%	66.1%	74.9%	45
46	Carlsbad Municipal Schools	Districtwide	62.9%	75.0%	69.0%	69.5%	76.7%	46
47	Carrizozo Municipal Schools	Carrizozo High School	94.2%	80.0%	77.2%	84.0%	87.6%	47
48	Carrizozo Municipal Schools	Districtwide	94.3%	80.0%	77.2%	83.1%	87.6%	48
49	Central Consolidated Schools	Career Prep Alternative	29.3%	11.0%	22.1%	13.7%	*	49
50	Central Consolidated Schools	Central High School	77.4%	76.0%	73.0%	74.5%	78.4%	50
51	Central Consolidated Schools	Newcomb High School	72.2%	61.0%	65.9%	70.1%	80.8%	51
52	Central Consolidated Schools	Shiprock High School	72.6%	64.0%	71.3%	68.2%	76.1%	52
53	Central Consolidated Schools	Districtwide	71.7%	63.0%	67.5%	63.6%	72.2%	53

Graduation Rates, FY15-FY20

Graduation Rates, FY15-FY19

School District	School	FY15	FY16	FY17	FY18	FY19
54 Chama Valley Independent Schools	Escalante Middle School/High School	98.0%	81.0%	88.3%	93.1%	94.3%
55 Chama Valley Independent Schools	Districtwide	98.0%	80.0%	88.3%	93.1%	94.3%
56 Cimarron Municipal Schools	Cimarron High School	84.8%	66.0%	76.5%	84.6%	84.4%
57 Cimarron Municipal Schools	Districtwide	76.9%	65.0%	79.2%	81.2%	71.0%
58 Clayton Municipal Schools	Clayton High School	95.6%	90.0%	79.2%	74.1%	*
59 Clayton Municipal Schools	Districtwide	95.6%	90.0%	79.2%	74.1%	*
60 Cloudcroft Municipal Schools	Cloudcroft High School	94.8%	90.0%	90.7%	91.6%	97.1%
61 Cloudcroft Municipal Schools	Districtwide	94.8%	90.0%	90.7%	91.6%	97.1%
62 Clovis Municipal Schools	Clovis High School	79.5%	76.0%	81.2%	85.6%	83.0%
63 Clovis Municipal Schools	Clovis High Freshman Academy	71.1%	56.0%	68.4%	76.1%	70.3%
64 Clovis Municipal Schools	Districtwide	77.4%	70.0%	77.9%	83.0%	79.6%
65 Cobre Consolidated Schools	Cobre High School	92.3%	92.0%	94.1%	87.7%	87.1%
66 Cobre Consolidated Schools	Districtwide	92.3%	92.0%	94.1%	87.7%	87.1%
67 Cuba Independent Schools	Cuba High School	58.6%	74.0%	61.6%	78.8%	83.8%
68 Cuba Independent Schools	Districtwide	58.6%	74.0%	62.3%	70.4%	83.8%
69 Deming Public Schools	Deming High School	72.8%	78.0%	71.4%	75.3%	72.1%
70 Deming Public Schools	Districtwide	66.3%	71.0%	67.0%	71.2%	70.4%
71 Dexter Consolidated Schools	Dexter High School	68.2%	72.0%	76.2%	83.2%	82.4%
72 Dexter Consolidated Schools	Districtwide	68.2%	72.0%	76.2%	83.2%	82.4%
73 Dora Municipal Schools	Dora High School	77.6%	90.0%	100.0%	90.1%	100.0%
74 Dora Municipal Schools	Districtwide	77.6%	90.0%	100.0%	90.1%	100.0%
75 Dulce Independent Schools	Dulce High School	72.3%	77.0%	83.7%	77.5%	70.3%
76 Dulce Independent Schools	Districtwide	72.3%	77.0%	83.7%	77.5%	70.3%
77 Elida Municipal Schools	Elida High School	81.0%	80.0%	100.0%	92.6%	100.0%
78 Elida Municipal Schools	Districtwide	81.0%	80.0%	100.0%	92.6%	100.0%
79 Española Public Schools	Española Valley High School	61.7%	64.0%	66.5%	71.0%	63.0%
80 Española Public Schools	Districtwide	61.7%	64.0%	65.5%	71.0%	63.0%
81 Estancia Municipal Schools	Estancia High School	72.9%	83.0%	86.0%	83.5%	87.4%
82 Estancia Municipal Schools	Districtwide	69.8%	81.0%	80.1%	83.4%	86.8%
83 Eunice Municipal Schools	Eunice High School	69.7%	79.0%	84.0%	81.5%	85.6%
84 Eunice Municipal Schools	Districtwide	69.7%	79.0%	84.0%	81.5%	85.6%
85 Farmington Municipal Schools	Farmington High School	73.6%	72.0%	67.9%	83.6%	87.6%
86 Farmington Municipal Schools	Piedra Vista High School	80.2%	80.0%	75.1%	79.8%	85.3%
87 Farmington Municipal Schools	Rocinante High School	35.1%	48.0%	38.5%	48.1%	45.6%
88 Farmington Municipal Schools	Districtwide	71.7%	71.0%	66.2%	74.7%	79.8%
89 Floyd Municipal Schools	Floyd High School	92.1%	80.0%	87.8%	87.7%	96.4%
90 Floyd Municipal Schools	Districtwide	92.1%	80.0%	87.8%	87.7%	96.4%
91 Fort Sumner Municipal Schools	Fort Sumner High School	90.3%	77.0%	88.1%	97.0%	93.7%
92 Fort Sumner Municipal Schools	Districtwide	90.3%	77.0%	88.1%	97.0%	93.7%
93 Gadsden Independent Schools	Alta Vista Early College High School				92.8%	100.0%
94 Gadsden Independent Schools	Chaparral High School	74.7%	86.0%	76.7%	80.3%	78.9%
95 Gadsden Independent Schools	Gadsden High School	82.2%	88.0%	88.3%	81.3%	85.3%
96 Gadsden Independent Schools	Santa Teresa High School	87.7%	87.0%	81.1%	85.6%	87.9%
97 Gadsden Independent Schools	Districtwide	80.7%	86.0%	81.7%	81.8%	84.0%
98 Gallup-McKinley County Schools	Crownpoint High School	68.4%	70.0%	68.3%	77.8%	76.2%
99 Gallup-McKinley County Schools	Gallup Central Alternative	26.5%	24.0%	26.4%	45.9%	32.6%
100 Gallup-McKinley County Schools	Gallup High School	69.0%	65.0%	65.7%	73.9%	86.2%
101 Gallup-McKinley County Schools	Miyamura High School	65.6%	67.0%	69.1%	80.9%	82.3%
102 Gallup-McKinley County Schools	Navajo Pine High School	65.0%	67.0%	57.1%	55.0%	65.2%
103 Gallup-McKinley County Schools	Ramah High School	77.2%	80.0%	76.0%	66.9%	77.4%
104 Gallup-McKinley County Schools	Thoreau High School	74.5%	63.0%	71.4%	66.3%	73.6%
105 Gallup-McKinley County Schools	Tohatchi High School	72.4%	78.0%	85.7%	78.7%	71.4%
106 Gallup-McKinley County Schools	Tse'Yi'Gai High School	80.1%	90.0%	69.7%	67.2%	73.4%

Graduation Rates, FY15-FY19

	School District	School	FY15	FY16	FY17	FY18	FY19	
107	Gallup-McKinley County Schools	Districtwide	66.6%	65.0%	67.2%	73.1%	76.5%	107
108	Grady Municipal Schools	Grady High School	96.0%	80.0%	98.4%	99.3%	*	108
109	Grady Municipal Schools	Districtwide	96.0%	80.0%	98.4%	99.3%	*	109
110	Grants-Cibola County Schools	Grants High School	66.0%	67.0%	65.8%	59.3%	70.5%	110
111	Grants-Cibola County Schools	Laguna-Acoma High School	74.1%	78.0%	75.3%	73.7%	56.6%	111
112	Grants-Cibola County Schools	Districtwide	67.5%	70.0%	68.6%	62.4%	67.4%	112
113	Hagerman Municipal Schools	Hagerman High School	76.1%	78.0%	82.9%	82.4%	66.1%	113
114	Hagerman Municipal Schools	Districtwide	76.1%	78.0%	82.9%	82.4%	66.1%	114
115	Hatch Valley Public Schools	Hatch Valley High School	67.5%	74.0%	67.6%	76.5%	75.0%	115
116	Hatch Valley Public Schools	Districtwide	67.4%	74.0%	67.6%	76.5%	75.0%	116
117	Hobbs Municipal Schools	Hobbs Freshman High School	74.0%	78.0%	80.9%	85.3%	78.7%	117
118	Hobbs Municipal Schools	Hobbs High School	88.5%	90.0%	88.1%	90.3%	87.0%	118
119	Hobbs Municipal Schools	Districtwide	84.8%	87.0%	86.1%	88.9%	84.9%	119
120	Hondo Valley Public Schools	Hondo High School	80.2%	75.0%	81.0%	96.3%	*	120
121	Hondo Valley Public Schools	Districtwide	80.2%	75.0%	81.0%	96.3%	*	121
122	House Municipal Schools	House High School	77.8%	57.0%	50.8%	82.9%	*	122
123	House Municipal Schools	Districtwide	59.9%	51.0%	41.3%	73.9%	*	123
124	Jal Public Schools	Jal High School	77.1%	85.0%	91.3%	96.5%	76.8%	124
125	Jal Public Schools	Districtwide	77.1%	85.0%	91.3%	96.5%	76.8%	125
126	Jemez Mountain Public Schools	Coronado High School	92.8%	80.0%	95.0%	96.6%	*	126
127	Jemez Mountain Public Schools	Districtwide	92.8%	80.0%	95.0%	96.6%	*	127
128	Jemez Valley Public Schools	Jemez Valley High School	90.1%	88.0%	59.5%	74.7%	77.6%	128
129	Jemez Valley Public Schools	Districtwide	90.1%	88.0%	59.5%	74.7%	77.6%	129
131	Las Cruces Public Schools	Arrowhead Park Medical Academy				97.7%	97.4%	131
132	Las Cruces Public Schools	Centennial High School	69.7%	83.0%	86.9%	88.2%	89.1%	132
133	Las Cruces Public Schools	Las Cruces High School	74.8%	79.0%	87.6%	85.5%	84.6%	133
134	Las Cruces Public Schools	Mayfield High School	77.6%	72.0%	86.8%	88.8%	82.8%	134
135	Las Cruces Public Schools	Ocate High School	76.1%	86.0%	85.6%	87.5%	85.1%	135
136	Las Cruces Public Schools	Rio Grande Preparatory Institute	42.6%		69.5%	67.5%	63.6%	136
137	Las Cruces Public Schools	Districtwide	74.5%	80.0%	85.5%	86.2%	84.5%	137
138	Las Vegas City Public Schools	Robertson High School	67.2%	68.0%	72.9%	74.5%	82.0%	138
139	Las Vegas City Public Schools	Districtwide	67.2%	68.0%	72.6%	74.5%	82.0%	139
140	Logan Municipal Schools	Logan High School	61.5%	65.0%	62.1%	68.5%	77.1%	140
141	Logan Municipal Schools	Districtwide	61.5%	65.0%	62.1%	68.5%	70.5%	141
142	Lordsburg Municipal Schools	Lordsburg High School	60.7%	72.0%	82.2%	56.8%	81.4%	142
143	Lordsburg Municipal Schools	Districtwide	60.7%	72.0%	82.2%	56.8%	81.4%	143
144	Los Alamos Public Schools	Los Alamos High School	87.7%	83.0%	86.6%	89.5%	91.4%	144
145	Los Alamos Public Schools	Districtwide	87.4%	83.0%	86.6%	89.4%	91.4%	145
146	Los Lunas Public Schools	Century Alternative High School	25.3%	37.0%	34.8%	35.9%	37.3%	146
147	Los Lunas Public Schools	Los Lunas High School	74.4%	80.0%	80.1%	73.5%	78.2%	147
148	Los Lunas Public Schools	Valencia High School	85.9%	85.0%	78.1%	79.4%	84.0%	148
149	Los Lunas Public Schools	Districtwide	75.7%	81.0%	76.3%	73.9%	78.1%	149
150	Loving Municipal Schools	Loving High School	88.7%	83.0%	84.9%	86.9%	85.0%	150
151	Loving Municipal Schools	Districtwide	88.7%	82.0%	84.9%	86.9%	85.0%	151
152	Lovington Municipal Schools	Lovington Freshman Academy	70.0%	72.0%	73.8%	77.0%	72.4%	152
153	Lovington Municipal Schools	Lovington High School	88.3%	92.0%	93.5%	90.9%	86.3%	153
154	Lovington Municipal Schools	New Hope Alternative High School	52.6%	26.0%	40.8%	51.1%	*	154
155	Lovington Municipal Schools	Districtwide	76.2%	79.0%	81.0%	82.8%	74.5%	155
157	Magdalena Municipal Schools	Magdalena High School	84.0%	83.0%	89.3%	79.9%	76.4%	157
158	Magdalena Municipal Schools	Districtwide	84.0%	83.0%	89.3%	79.9%	76.4%	158
159	Melrose Public Schools	Melrose High School	83.5%	80.0%	79.7%	100.0%	*	159
160	Melrose Public Schools	Districtwide	83.5%	80.0%	79.7%	100.0%	*	160
161	Mesa Vista Consolidated Schools	Mesa Vista High School	91.8%	74.0%	80.8%	67.1%	90.6%	161

Graduation Rates, FY15-FY20

Graduation Rates, FY15-FY19

School District	School	FY15	FY16	FY17	FY18	FY19
Mesa Vista Consolidated Schools	Districtwide	91.4%	74.0%	81.0%	67.1%	90.6%
Mora Independent Schools	Mora High School	76.5%	85.0%	73.1%	90.3%	87.1%
Mora Independent Schools	Districtwide	76.5%	85.0%	73.1%	90.4%	87.1%
Moriarty-Edgewood School District	Moriarty High School	69.5%	79.0%	77.6%	73.6%	76.6%
Moriarty-Edgewood School District	Districtwide	69.5%	79.0%	77.6%	73.6%	76.6%
Mountainair Public Schools	Mountainair High School	71.8%	69.0%	60.7%	81.2%	85.6%
Mountainair Public Schools	Districtwide	71.8%	69.0%	60.7%	81.2%	85.6%
Pecos Independent Schools	Pecos High School	62.6%	57.0%	79.5%	86.0%	89.9%
Pecos Independent Schools	Districtwide	62.6%	57.0%	79.3%	86.0%	89.9%
Peñasco Independent Schools	Peñasco High School	80.3%	90.0%	79.1%	70.2%	75.7%
Peñasco Independent Schools	Districtwide	80.3%	90.0%	79.1%	70.2%	75.7%
Pojoaque Valley Public Schools	Pojoaque High School	76.9%	75.0%	77.8%	83.5%	76.6%
Pojoaque Valley Public Schools	Districtwide	76.9%	75.0%	77.8%	83.4%	76.6%
Portales Municipal Schools	Portales High School	81.7%	74.0%	77.2%	65.2%	75.9%
Portales Municipal Schools	Districtwide	81.6%	74.0%	77.2%	65.2%	75.9%
Quemado Independent Schools	Quemado High School	92.1%	80.0%	89.7%	79.2%	64.0%
Quemado Independent Schools	Districtwide	92.1%	80.0%	89.7%	79.2%	64.0%
Questa Independent Schools	Questa High School	79.1%	88.0%	76.2%	77.4%	71.5%
Questa Independent Schools	Districtwide	79.1%	88.0%	76.2%	77.4%	71.5%
Raton Public Schools	Raton High School	69.4%	69.0%	77.9%	67.0%	79.4%
Raton Public Schools	Districtwide	69.4%	69.0%	77.9%	67.5%	79.4%
Reserve Independent Schools	Reserve High School	54.3%		80.5%	93.9%	*
Reserve Independent Schools	Districtwide	54.3%		80.5%	93.9%	*
Rio Rancho Public Schools	Independence High School	27.7%	29.0%	27.4%	36.4%	55.6%
Rio Rancho Public Schools	Rio Rancho Cyber Academy	83.9%	85.0%	72.2%	80.9%	91.0%
Rio Rancho Public Schools	Rio Rancho High School	82.9%	85.0%	81.9%	85.9%	89.8%
Rio Rancho Public Schools	V Sue Cleveland High School	86.2%	87.0%	86.5%	88.6%	89.9%
Rio Rancho Public Schools	Districtwide	82.7%	84.0%	82.0%	85.4%	88.9%
Roswell Independent Schools	Goddard High School	72.9%	77.0%	65.2%	74.4%	81.0%
Roswell Independent Schools	Roswell High School	71.6%	68.0%	68.6%	67.2%	69.8%
Roswell Independent Schools	University High School	20.5%	34.0%	32.6%	37.2%	30.2%
Roswell Independent Schools	Districtwide	68.3%	69.0%	65.8%	68.5%	73.1%
Ruidoso Municipal Schools	Ruidoso High School	70.1%	87.0%	81.6%	83.5%	84.7%
Ruidoso Municipal Schools	Districtwide	69.9%	86.0%	81.2%	83.4%	84.7%
San Jon Municipal Schools	San Jon High School	84.4%			89.7%	*
San Jon Municipal Schools	Districtwide	84.4%			89.7%	*
Santa Fe Public Schools	Academy at Larragoite	42.5%	51.0%	59.9%	38.1%	*
Santa Fe Public Schools	Capital High School	66.4%	72.0%	70.4%	72.6%	78.1%
Santa Fe Public Schools	Santa Fe Engage	2.0%			4.1%	*
Santa Fe Public Schools	Santa Fe High School	69.9%	73.0%	67.7%	75.3%	76.7%
Santa Fe Public Schools	Districtwide	66.8%	71.0%	68.9%	73.0%	78.1%
Santa Rosa Consolidated Schools	Santa Rosa High School	78.0%	95.0%	88.4%	89.0%	94.1%
Santa Rosa Consolidated Schools	Districtwide	76.2%	95.0%	88.4%	89.0%	94.1%
Silver Consolidated Schools	Cliff High School	76.9%	91.0%	89.2%	92.1%	92.9%
Silver Consolidated Schools	Opportunity High School	90.2%	58.0%	77.6%	59.8%	*
Silver Consolidated Schools	Silver High School	87.2%	83.0%	84.1%	80.2%	82.6%
Silver Consolidated Schools	Districtwide	86.3%	81.0%	83.8%	78.8%	83.0%
Socorro Consolidated Schools	Socorro High School	61.3%	65.0%	63.8%	72.9%	65.2%
Socorro Consolidated Schools	Districtwide	61.3%	65.0%	63.7%	71.6%	65.2%
Springer Municipal Schools	Springer High School	93.9%		100.0%	100.0%	*
Springer Municipal Schools	Districtwide	93.9%		100.0%	100.0%	*
Taos Municipal Schools	Taos High School	62.3%	77.0%	68.7%	75.4%	75.0%
Taos Municipal Schools	Districtwide	59.8%	74.0%	68.3%	72.3%	71.7%

Graduation Rates, FY15-FY19

School District	School	FY15	FY16	FY17	FY18	FY19
Tatum Municipal Schools	Tatum High School	80.3%	90.0%	96.0%	81.4%	100.0%
Tatum Municipal Schools	Districtwide	80.3%	90.0%	96.0%	81.4%	100.0%
Texico Municipal Schools	Texico High School	97.8%	95.0%	73.1%	93.0%	94.9%
Texico Municipal Schools	Districtwide	97.8%	95.0%	73.1%	93.0%	94.9%
Truth or Conseq. Municipal Schools	Hot Springs High School	64.0%	82.0%	85.3%	81.8%	74.7%
Truth or Conseq. Municipal Schools	Districtwide	63.3%	82.0%	85.3%	82.0%	74.7%
Tucumcari Public Schools	Tucumcari High School	62.8%	79.0%	78.2%	84.1%	79.0%
Tucumcari Public Schools	Districtwide	60.3%	79.0%	77.8%	84.1%	79.0%
Tularosa Municipal Schools	Tularosa High School	81.1%	70.0%	64.1%	69.1%	74.6%
Tularosa Municipal Schools	Districtwide	81.1%	70.0%	64.1%	69.1%	74.6%
West Las Vegas Public Schools	West Las Vegas Family Partnership	44.8%	42.0%	7.0%	31.4%	*
West Las Vegas Public Schools	West Las Vegas High School	72.4%	75.0%	78.6%	76.5%	78.9%
West Las Vegas Public Schools	Districtwide	68.6%	70.0%	72.4%	73.1%	69.4%
Zuni Public Schools	Twin Buttes Cyber Academy	13.3%	28.0%	22.6%	68.3%	*
Zuni Public Schools	Zuni High School	71.6%	66.0%	61.4%	74.6%	79.3%
Zuni Public Schools	Districtwide	64.6%	61.0%	55.0%	73.2%	71.7%
Charter Schools						
Albuquerque						
State-Chartered Charter School	ACE Leadership High School	20.0%	28.0%	20.5%	23.1%	*
Albuquerque Public Schools	Albuquerque Charter Academy	37.0%	35.0%	27.9%	32.9%	34.3%
State-Chartered Charter School	Albuquerque Institute of Math & Science	93.5%	90.0%	94.4%	93.6%	97.0%
State-Chartered Charter School	Albuquerque School of Excellence	93.6%		91.8%	87.1%	71.0%
State-Chartered Charter School	Albuquerque Sign Language Academy					*
Albuquerque Public Schools	Albuquerque Talent Development Charter	43.5%	44.0%	61.1%	55.2%	65.1%
State-Chartered Charter School	Amy Biehl Charter High School	64.7%	69.0%	81.4%	73.8%	78.2%
State-Chartered Charter School	Cesar Chavez Community School	31.4%	36.0%	38.5%	38.0%	25.4%
Albuquerque Public Schools	Corrales International	72.4%		90.6%	92.7%	94.1%
State-Chartered Charter School	Cottonwood Classical Prep	87.2%	72.0%	93.2%	96.2%	100.0%
Albuquerque Public Schools	Digital Arts And Technology	66.2%	57.0%	66.3%	65.9%	73.9%
Albuquerque Public Schools	East Mountain High School	90.2%	90.0%	93.4%	91.4%	88.7%
Albuquerque Public Schools	El Camino Real Academy	54.2%	70.0%	76.4%	81.9%	85.3%
State-Chartered Charter School	Explore Academy				64.0%	64.2%
State-Chartered Charter School	Gilbert L Sena Charter High School	26.9%	39.0%	36.4%	46.5%	28.9%
Albuquerque Public Schools	Gordon Bernell Charter	15.9%	10.0%	8.7%	14.9%	12.1%
State-Chartered Charter School	GREAT Academy	14.0%	22.0%	30.8%	32.6%	*
State-Chartered Charter School	Health Leadership High School	7.5%	20.0%	31.2%	42.8%	60.5%
Albuquerque Public Schools	La Academia De Esperanza	6.4%	11.0%	18.7%	22.4%	28.4%
Albuquerque Public Schools	Los Puentes Charter	12.5%	26.0%	23.3%	25.6%	31.5%
State-Chartered Charter School	Media Arts Collaborative Charter	43.0%	36.0%	56.4%	62.2%	70.9%
State-Chartered Charter School	Mission Achievement And Success				86.4%	83.6%
Albuquerque Public Schools	Native American Community Academy	66.6%	70.0%	72.4%	73.7%	68.9%
State-Chartered Charter School	New America School - Albuquerque	21.3%	22.0%	18.4%	20.2%	*
Albuquerque Public Schools	Mark Armijo Academy	33.4%	62.0%	44.9%	43.1%	47.9%
Albuquerque Public Schools	Public Academy for Performing Arts	93.1%	90.0%	92.3%	96.8%	92.5%
Albuquerque Public Schools	Robert F. Kennedy Charter	5.2%	25.0%	7.6%	15.9%	24.1%
Albuquerque Public Schools	South Valley Academy	85.6%	85.0%	86.6%	82.3%	81.7%
State-Chartered Charter School	SW Aeronautics, Mathematics, and Science	49.1%	58.0%	80.9%	82.8%	78.3%
State-Chartered Charter School	Southwest Secondary Learning Center	90.7%	79.0%	72.0%	67.9%	58.3%
Albuquerque Public Schools	Technology Leadership					*
State-Chartered Charter School	Tierra Adentro	59.7%	77.0%	84.4%	71.2%	76.4%
Carlsbad						
Carlsbad Municipal Schools	Jefferson Montessori	61.7%	80.0%	56.8%	86.9%	*
Cimarron						

Graduation Rates, FY15-FY20

Graduation Rates, FY15-FY19

School District	School	FY15	FY16	FY17	FY18	FY19
274 Cimarron Municipal Schools	Moreno Valley High School	72.1%	65.0%	83.1%	77.8%	76.5%
Deming						
276 Deming Public Schools	Deming Cesar Chavez Charter	17.3%	23.0%	24.2%	33.8%	49.4%
Española						
278 State-Chartered Charter School	McCurdy Charter School	67.5%	74.0%	63.0%	71.2%	81.4%
Farmington						
280 Farmington Municipal Schools	New Mexico Virtual Academy	38.6%	43.0%	39.6%	38.9%	48.8%
Gallup-McKinley						
282 Gallup-McKinley County Schools	Middle College High School	92.7%	79.0%	92.1%	98.9%	*
Jemez Valley						
284 State-Chartered Charter School	Walatowa Charter High	87.0%	80.0%	80.5%	84.2%	*
Las Cruces						
286 State-Chartered Charter School	Alma D'Arte Charter	64.8%	73.0%	60.0%	68.9%	67.1%
287 State-Chartered Charter School	Las Montañas Charter	37.7%	28.0%	31.8%	32.4%	48.5%
288 State-Chartered Charter School	New America School - Las Cruces	33.8%	34.0%	28.3%	43.4%	36.5%
Los Lunas						
290 State-Chartered Charter School	School of Dreams Academy	65.1%	64.0%	66.6%	74.7%	59.0%
Moriarty						
292 State-Chartered Charter School	Estancia Valley Classical Academy	50.5%	73.0%	95.7%	90.0%	80.3%
Rio Rancho						
294 State-Chartered Charter School	ASK Academy	50.3%	81.0%	71.2%	83.0%	77.6%
Santa Fe						
296 Santa Fe Public Schools	Academy for Technology and the Classics	75.1%	84.0%	96.4%	87.6%	94.6%
297 State-Chartered Charter School	New Mexico Connections Academy	42.2%	48.0%	40.5%	41.4%	39.9%
298 State-Chartered Charter School	MASTERS Program	78.1%	74.0%	76.9%	81.8%	84.2%
299 State-Chartered Charter School	Monte Del Sol Charter	82.1%	74.0%	71.9%	74.5%	78.9%
300 State-Chartered Charter School	New Mexico School for the Arts	88.7%	95.0%	96.2%	98.1%	94.3%
301 State-Chartered Charter School	Tierra Encantada Charter School	51.8%	50.0%	70.0%	86.2%	77.8%
Silver City						
303 State-Chartered Charter School	Aldo Leopold Charter	76.2%	59.0%	67.4%	78.6%	94.2%
Taos						
305 State-Chartered Charter School	Taos Academy	84.2%	79.0%	94.3%	92.3%	99.6%
306 Taos Municipal Schools	Vista Grande High School	56.2%	63.0%	78.4%	67.7%	53.0%
307 Statewide		68.6%	71.0%	71.1%	73.9%	74.9%

*Rates are masked (left blank) for groups with fewer than 10 student records.

Source: PED

25 Schools With Most Dropouts

Top 25 Schools Producing the Greatest Number of Dropouts

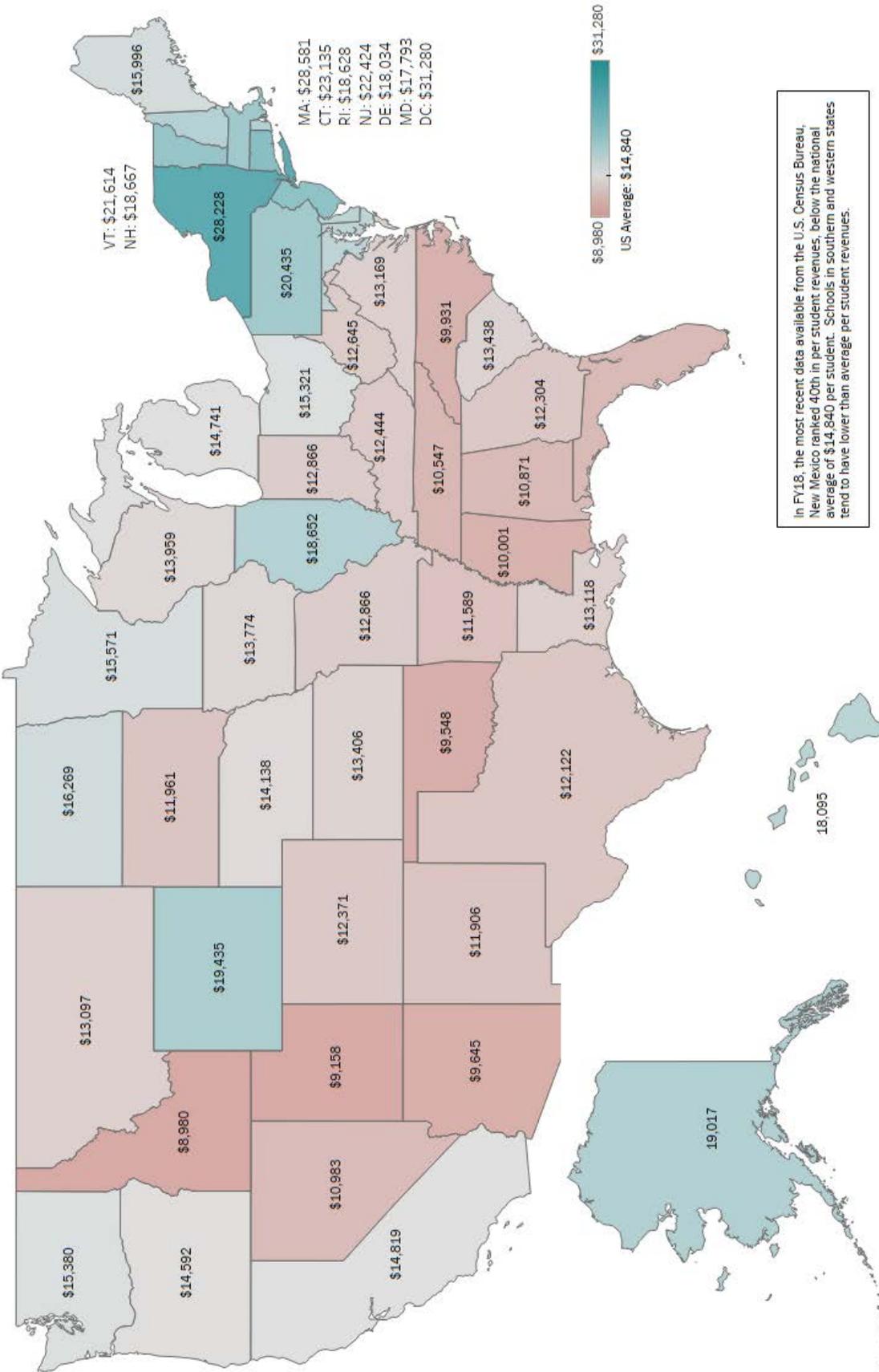
Cohort of 2019*

	School Name	School District/ Charter Authorizer	Number of Dropouts	Percent Dropouts	Percent of Statewide	
1	Gordon Bernell Charter	Albuquerque Public Schools	139	63%	5%	1
2	La Academia de Esperanza	Albuquerque Public Schools	95	50%	3%	2
3	Del Norte High School	Albuquerque Public Schools	65	15%	2%	3
4	Highland High School	Albuquerque Public Schools	64	16%	2%	4
5	Gallup Central Alternative	Gallup McKinley County School	64	51%	2%	5
6	Clovis High School	Clovis Municipal Schools	63	12%	2%	6
7	Robert F. Kennedy Charter	Albuquerque Public Schools	61	46%	2%	7
8	Atrisco Heritage Academy High School	Albuquerque Public Schools	59	9%	2%	8
9	Rio Grande High School	Albuquerque Public Schools	58	13%	2%	9
10	Deming High School	Deming Public Schools	57	16%	2%	10
11	Roswell High School	Roswell Independent Schools	56	18%	2%	11
12	Hobbs Freshman High School	Hobbs Municipal Schools	54	9%	2%	12
13	Los Puentes Charter	Albuquerque Public Schools	52	51%	2%	13
14	Rio Grande Preparatory Institute	Las Cruces Public Schools	52	23%	2%	14
15	Albuquerque Charter Academy	Albuquerque Public Schools	51	36%	2%	15
16	Las Cruces High School	Las Cruces Public Schools	50	11%	2%	16
17	Manzano High School	Albuquerque Public Schools	48	11%	2%	17
18	Goddard High School	Roswell Independent Schools	48	14%	2%	18
19	Carlsbad High School	Carlsbad Municipal Schools	47	12%	2%	19
20	Espanola Valley High School	Espanola Public Schools	41	15%	1%	20
21	Capital High School	Santa Fe Public Schools	40	10%	1%	21
22	Albuquerque High School	Albuquerque Public Schools	36	8%	1%	22
23	West Mesa High School	Albuquerque Public Schools	35	8%	1%	23
24	Aztec High School	Aztec Municipal Schools	35	15%	1%	24
25	Eldorado High School	Albuquerque Public Schools	34	6%	1%	25
26	Total		1404		47%	26

* PED names cohorts according to students' expected fourth year of high school. Cohort of 2020 data was unavailable at time of publication.

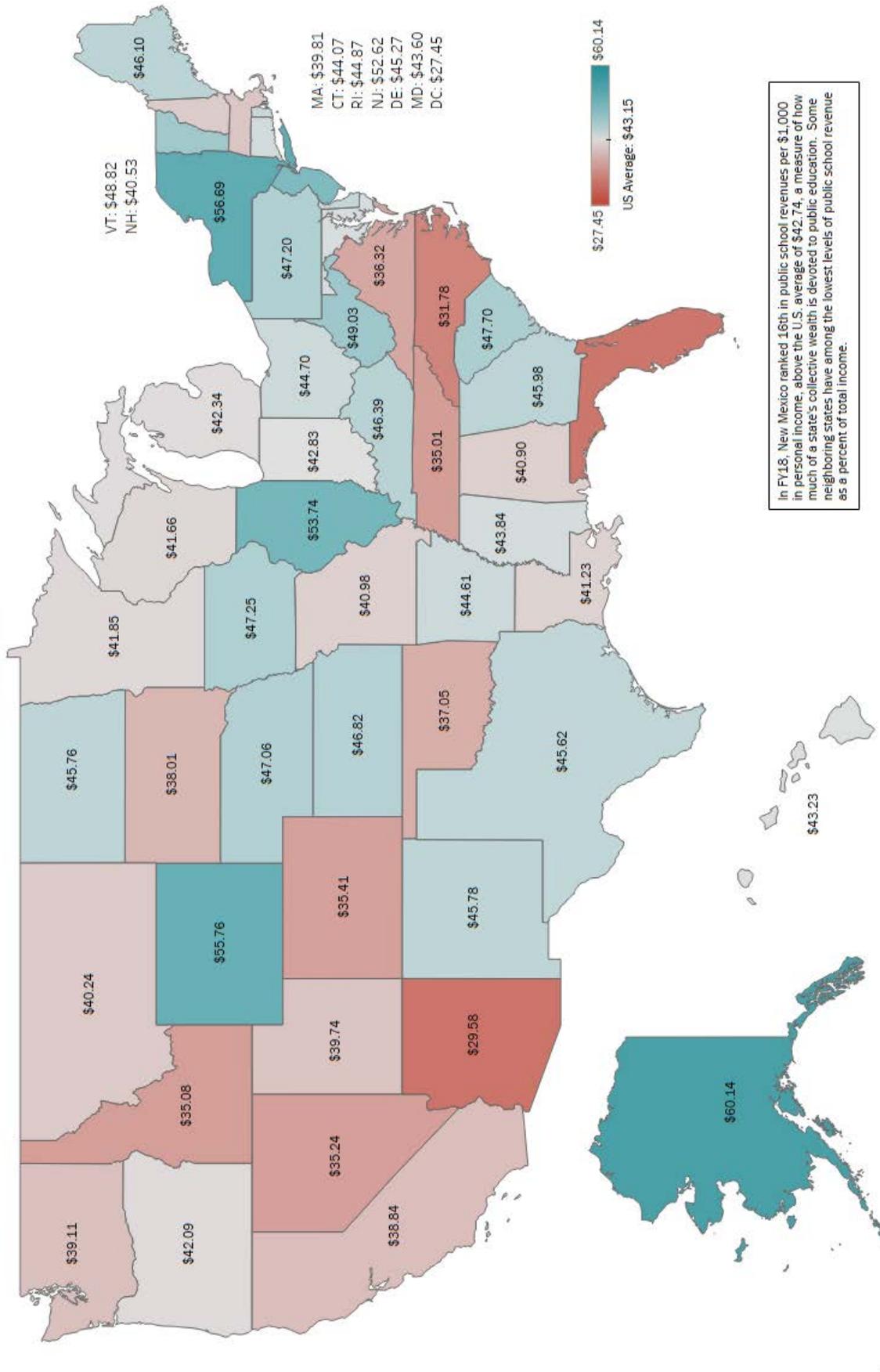
Public School Revenue

Public School Revenue Per Student, FY18
All Revenue Sources



Source: U.S. Census Bureau, Annual Survey of School System Finances, Fiscal Year 2019 (May 2020)

Public School Revenue Per \$1,000 in Personal Income, FY18
All Revenue Sources



Source: U.S. Census Bureau, Annual Survey of School System Finances, Fiscal Year 2018 (May 2020)

Recurring General Fund Appropriations for Public Schools

Recurring General Fund Appropriations¹

(in thousands)

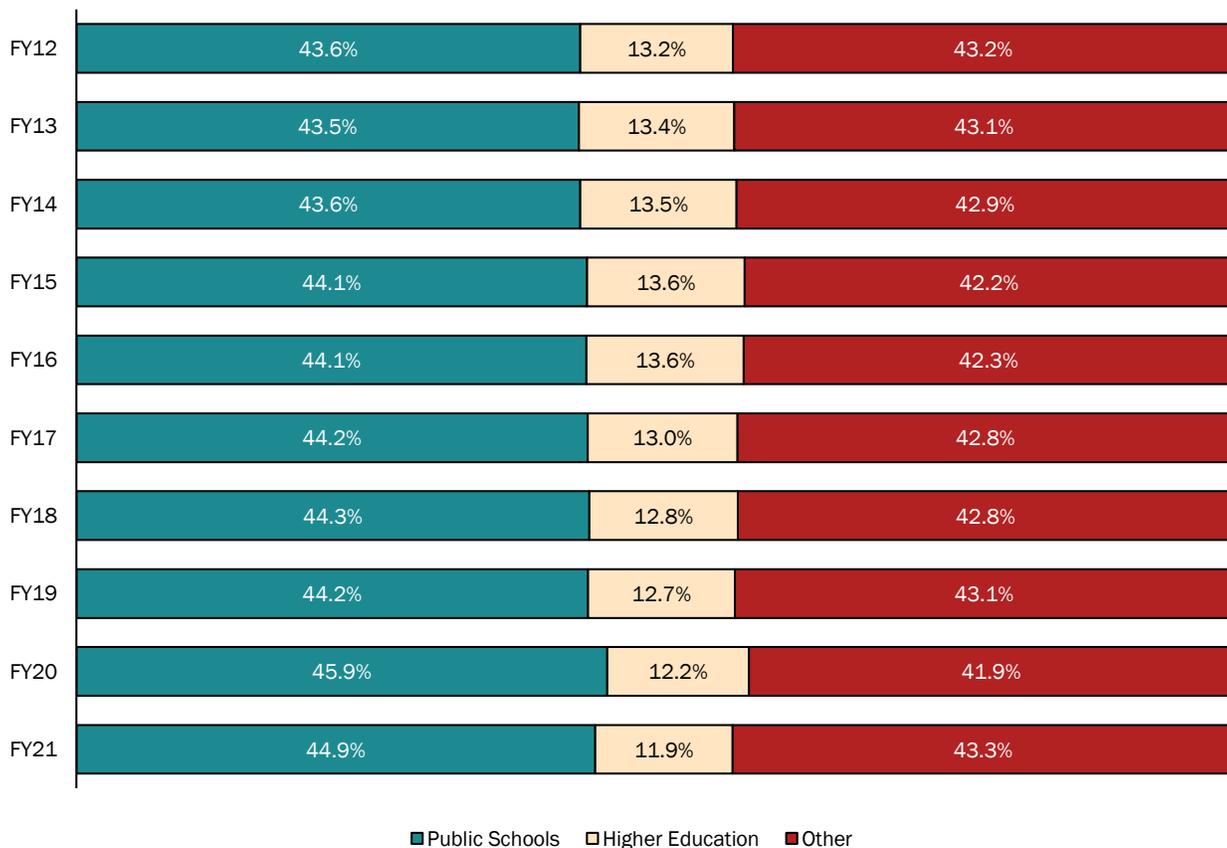
Year	Public Schools	Higher Education	Total Education	Total General Fund
FY12	\$2,366,012.0	\$716,565.3	\$3,082,577.3	\$5,431,388.6
FY13	\$2,455,341.4	\$757,716.6	\$3,213,058.0	\$5,650,139.2
FY14	\$2,567,549.5	\$796,028.3	\$3,363,577.8	\$5,893,578.1
FY15	\$2,715,469.6	\$838,606.8	\$3,554,076.4	\$6,151,134.6
FY16	\$2,735,613.3	\$843,428.2	\$3,579,041.5	\$6,204,334.3
FY17	\$2,682,429.5	\$786,866.8	\$3,469,296.3	\$6,070,229.1
FY18	\$2,695,524.5	\$779,345.1	\$3,474,869.6	\$6,077,955.6
FY19	\$2,801,153.0	\$803,478.4	\$3,604,631.4	\$6,332,267.1
FY20	\$3,252,017.6	\$867,043.6	\$4,119,061.2	\$7,085,292.5
FY21 ²	\$3,418,340.8	\$905,553.4	\$4,323,894.2	\$7,621,425.1

Source: LESC Files

¹This table includes only recurring general fund appropriations and excludes all other revenue sources, which in some cases supplant recurring general fund appropriations, including public school capital outlay fund revenue in FY17 through FY20, or "House Bill 2 Junior" appropriations in FY20.

²Beginning in FY21, appropriations for prekindergarten programs in public schools moved from the Public Education Department to the Early Childhood Education and Care Department. As a result, FY21 funding is not included in the public schools column, but is included in FY20 and earlier years. Adding \$48.7 million in public school prekindergarten would increase the share to 45.5 percent.

Share of Recurring General Fund Appropriations



Source: LESC Files

Recurring General Fund Appropriations for Public Schools

Recurring General Fund Appropriations for Public Education

(in thousands)

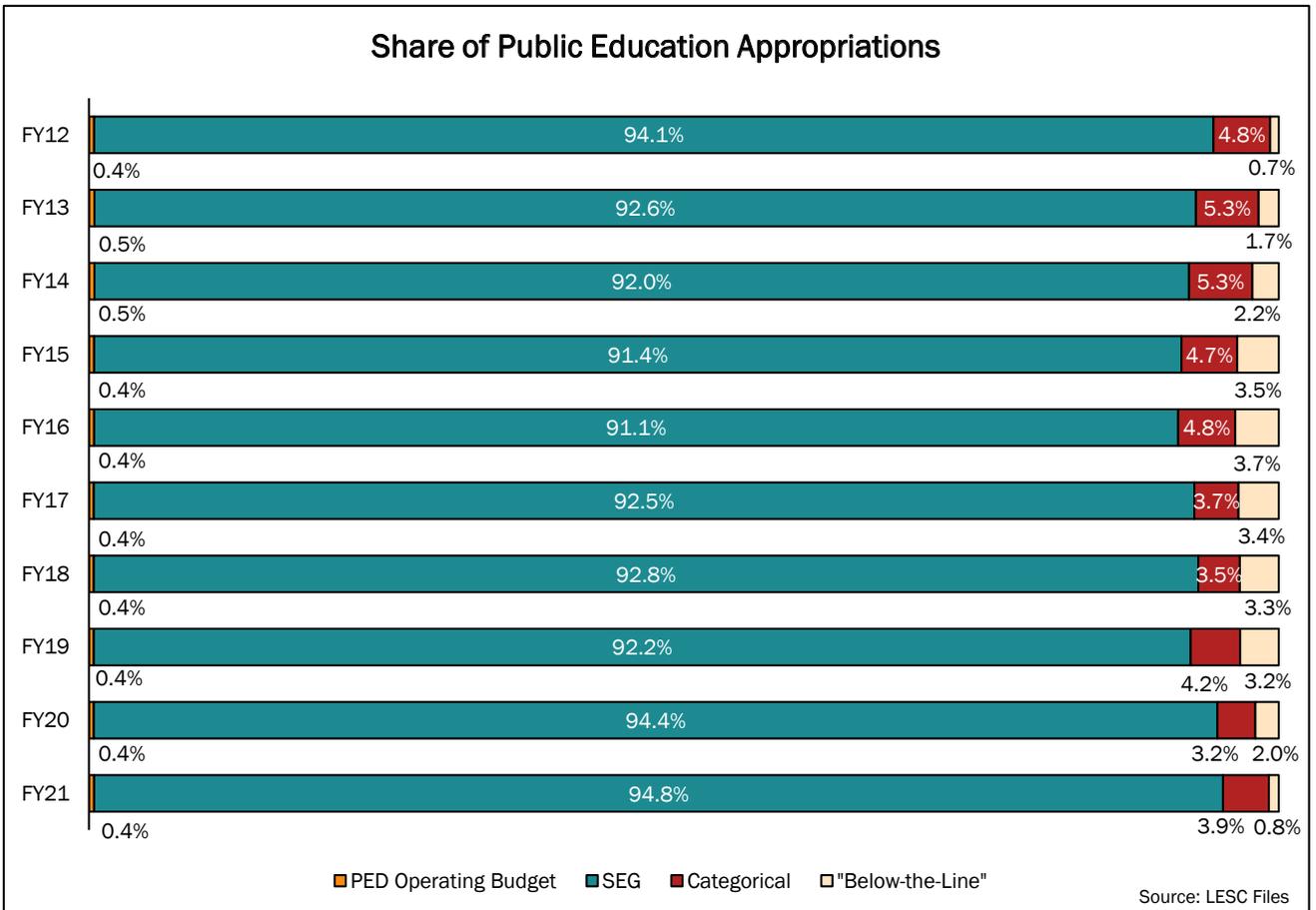
Year	PED Operating Budget	State Equalization Guarantee Distribution ²	Categorical Appropriations	Special or "Below-the-Line" Programs ²
FY12	\$10,534.2	\$2,225,491.4	\$112,930.6	\$17,055.8
FY13	\$11,711.9	\$2,273,588.9	\$129,179.4	\$41,833.5
FY14	\$11,786.1	\$2,361,895.8	\$136,845.9	\$57,022.3
FY15	\$11,969.2	\$2,481,311.0	\$127,066.6	\$95,122.8
FY16	\$11,879.7	\$2,492,525.8	\$130,790.1	\$100,417.7
FY17 ¹	\$11,065.3	\$2,481,192.4	\$99,040.1	\$91,131.7
FY18 ¹	\$11,065.3	\$2,501,808.7	\$94,465.5	\$88,185.0
FY19 ¹	\$11,246.6	\$2,582,377.6	\$116,628.9	\$90,900.0
FY20 ¹	\$13,246.6	\$3,068,803.4	\$102,928.5	\$64,389.0
FY21 ³	\$14,322.2	\$3,046,463.4	\$124,176.7	\$26,946.1

Source: LESC Files

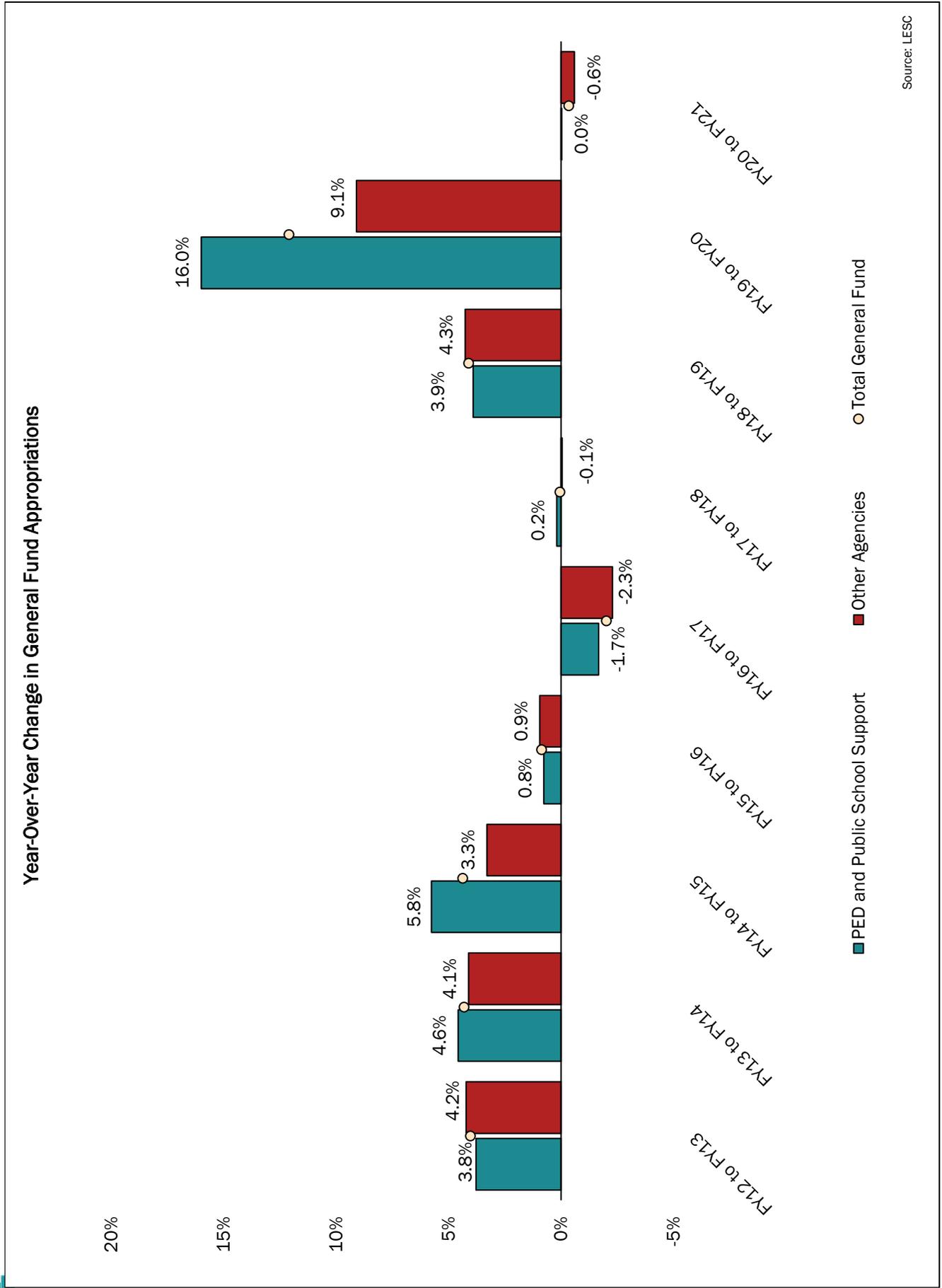
¹In FY17 through FY20, the categorical appropriations column does not include public school capital outlay fund revenue appropriated for transportation and instructional materials.

²The special or "below-the-line" programs column include K-3 Plus program appropriations in FY12 through FY19. Beginning in FY20, the K-5 Plus program was funded through the state equalization guarantee distribution.

³Beginning in FY21, appropriations for prekindergarten are made to the Early Childhood Education and Care Department and are not included in this table. In FY20, appropriations for prekindergarten in the special or "below-the-line" programs column totaled \$39 million.



Recurring General Fund Appropriations for Public Schools



Recurring General Fund Appropriations for Public Schools

Public School Support and Related Appropriations for FY22 (in thousands of dollars)

School Year 2020-2021 Preliminary Unit Value = \$4,531.74 School Year 2019-2020 Final Unit Value = \$4,602.27		FY21 OpBud	FY22 PED Request	FY22 LESC Recommendation
1	PROGRAM COST	\$3,137,303.4	\$3,069,463.4	\$3,069,463.4
2	UNIT CHANGES			
3	Increase At-Risk Index (Multiplier for FY20: 0.25; FY21: 0.30)	\$50,152.10		
4	Extended Learning Time Program Units (190 Days, After School Programs, and 80 Hours of Professional Development)	\$8,896.6	(\$71,394.1)	
5	K-5 Plus Program Units	(\$40,000.0)	(\$79,895.9)	
6	Consolidate K-5 Plus and Extended Learning Time and Authorize Funds for Community Schools and Career Technical Education		\$151,290.0 ³	
7	Enrollment Growth		\$23,242.8	
8	Net Program Unit Changes	(\$10,287.0)		(\$4,579.0) ⁴
9	UNIT VALUE CHANGES			
10	Instructional Materials			\$5,000.0
11	Insurance	\$11,567.6	\$20,846.8	\$13,755.4 ⁵
12	Fixed Costs	\$4,764.9	\$4,681.5	\$4,681.5
13	Mentorship, Professional Development, and Induction Programs	\$11,000.0		
14	Early Literacy and Reading Support Programs	\$8,000.0		
15	Minimum Wage Increase (January 2021: \$10.50; January 2022: \$11.50)	\$1,100.0		\$1,999.6
16	Compensation Increase for Teachers (LESC: 1.5 percent)			\$22,450.6
17	Compensation Increase for Other Employees (LESC: 1.5 percent)			\$12,668.4
18	Eliminate Impact Aid Credit	(\$67,000.0)		
19	Offset Loss of Impact Aid Credit	\$31,000.0	\$35,000.0	\$35,000.0
20	SEG 1 Percent Sanding	(\$32,373.2)		
21	Nonrecurring Education Stimulus Swap	(\$44,661.0)	\$44,661.0	\$44,661.0
22	SUBTOTAL PROGRAM COST	\$3,069,463.4	\$3,197,895.5	\$3,205,100.9
23	Dollar Change Over Prior Year Appropriation	(\$67,840.0)	\$128,432.1	\$135,637.5
24	Percent Change	-2.2%	3.9%	4.4%
25	LESS PROJECTED CREDITS (FY20 Actual Credits of \$75.6 million)	(\$16,000.0)	(\$16,667.5)	
26	LESS OTHER STATE FUNDS (From Driver's License Fees)	(\$7,000.0)	(\$7,000.0)	(\$7,000.0)
27	STATE EQUALIZATION GUARANTEE	\$3,046,463.4	\$3,174,228.0	\$3,198,100.9
28	Dollar Change Over Prior Year Appropriation	(\$22,340.0)	\$127,764.6	\$151,637.5
29	Percent Change	-0.7%	4.2%	5.0%
30	CATEGORICAL PUBLIC SCHOOL SUPPORT			
31	Transportation			
32	Maintenance and Operations	\$86,664.8	\$83,624.6	\$83,624.6
33	Fuel	\$13,108.8	\$11,191.0	\$11,191.0
34	Rental Fees (Contractor-Owned Buses)	\$7,119.7	\$8,327.9	\$8,327.9
35	Transportation for Extended Learning Time Programs	\$3,707.3	\$3,577.2	\$2,409.7
36	Transportation for K-5 Plus Programs	\$3,818.9	\$3,684.9	\$899.2
37	Compensation Increase for Transportation (LESC: 1.5 percent)			\$603.8
38	Categorical 6% Sanding (Half Transportation; Half Other)	(\$4,013.9)		
39	SUBTOTAL TRANSPORTATION	\$110,405.6	\$110,405.6	\$107,056.2
40	Out-of-State Tuition	\$285.0	\$315.0	\$315.0
41	Emergency Supplemental	\$1,000.0	\$1,000.0	\$3,000.0
42	Standards-Based Assessments	\$7,236.0	\$7,236.0	\$7,236.0
43	Indian Education Fund	\$5,250.0	\$5,250.0	\$5,250.0
44	TOTAL CATEGORICAL	\$124,176.6	\$124,206.6	\$122,857.2
45	TOTAL PUBLIC SCHOOL SUPPORT	\$3,170,640.0	\$3,298,434.6	\$3,320,958.1
46	Dollar Change Over Prior Year Appropriation	(\$1,091.9)	\$127,794.6	\$149,226.2
47	Percent Change	0.0%	4.0%	4.7%
48	Related Requests: Recurring			
49	Regional Education Cooperatives	\$1,034.0	\$1,034.0	\$1,034.0
50	Indigenous, Multilingual, Multicultural, and Special Education	\$4,567.8	\$4,567.8	\$4,567.8
51	Culturally and Linguistically Relevant Curriculum and Instruction		\$2,000.0	
52	GRADS – Teen Parent Interventions	\$415.3 ¹	\$415.3 ¹	\$415.3 ¹
53	Community School Initiatives	\$3,322.0	\$3,322.0	
54	Career Technical Education Fund (Laws 2019, Ch. 61)	\$2,491.5	\$2,491.5	
55	MESA Programs	\$62.4	\$62.4	
56	College and Career Readiness	\$83.1	\$83.1	
57	Accountability and Regional Support Systems		\$1,000.0	
58	Principal Professional Development	\$2,491.5	\$2,491.5	\$2,491.5
59	Teacher Professional Development Fund (with language)			\$8,095.0
60	Early Literacy and Reading Support	\$1,661.0	\$1,661.0	⁶
61	Teacher Professional Development Programs	\$2,869.5	\$2,869.5	
62	STEAM Initiative (Science, Technology, Engineering, Arts, and Math)	\$4,152.6	\$2,152.6	⁶

Recurring General Fund Appropriations for Public Schools

Public School Support and Related Appropriations for FY22 (in thousands of dollars)

School Year 2020-2021 Preliminary Unit Value = \$4,531.74 School Year 2019-2020 Final Unit Value = \$4,602.27		FY21 OpBud	FY22 PED Request	FY22 LESC Recommendation
63	Advanced Placement Test Fee Waivers and Training	\$1,245.8	\$1,245.8	6
64	Teaching Pathways Coordinator	\$41.5	\$41.5	
65	Teacher Professional Development for Computer Science	\$166.1	\$166.1	6
66	Student Nutrition and Wellness			\$1,800.0
67	Breakfast for Elementary Students	\$1,328.8	\$1,328.8	7
68	New Mexico Grown Fruits and Vegetables	\$332.2	\$332.2	7
69	School Lunch Copayments	\$539.8	\$539.8	7
70	Feminine Hygiene Products	\$141.2	\$141.2	7
71	TOTAL RELATED APPROPRIATIONS: RECURRING	\$26,946.1	\$27,946.1	\$18,403.6
72	Dollar Change Over Prior Year Appropriation	\$105.1	\$1,000.0	(\$8,437.4)
73	Percent Change	0.4%	3.7%	-31.4%
74	SUBTOTAL PUBLIC EDUCATION FUNDING	\$3,197,586.1	\$3,326,380.7	\$3,339,361.7
75	Dollar Change Over Prior Year Appropriation	(\$986.8)	\$128,794.6	\$140,788.8
76	Percent Change	0.0%	4.0%	4.4%
77	PUBLIC EDUCATION DEPARTMENT	\$14,364.5	\$13,648.4	\$14,364.5
78	Dollar Change Over Prior Year Appropriation	\$745.7	(\$716.1)	\$0.0
79	Percent Change	5.5%	-5.0%	0.0%
80	GRAND TOTAL - SECTION 4 PUBLIC SCHOOL APPROPRIATIONS	\$3,211,950.6	\$3,340,029.1	\$3,353,726.2
81	Dollar Change Over Prior Year Appropriation	(\$40,067.0)	\$128,078.5	\$141,775.6
82	Percent Change	-1.2%	4.0%	4.4%
83	SECTION 5 AND 7 APPROPRIATIONS: NONRECURRING GENERAL FUND OR PUBLIC EDUCATION REFORM FUND			
84	FROM THE PUBLIC EDUCATION REFORM FUND			
85	Accountability and Regional Support Systems	\$1,000.0		
86	Martinez-Yazzie Regional Accountability and Technical Support		\$8,000.0	
87	Career Technical Education Fund (Laws 2019, Ch. 61)	\$2,000.0		\$5,000.0
88	Community Schools Fund			\$4,950.0
89	Culturally and Linguistically Appropriate Instructional Materials and Curricula	\$9,000.0		8
90	Family Income Index		\$55,887.1	
91	Educator Recruitment		\$1,500.0	
92	Cyber Security and Data Systems Upgrade	\$500.0	\$500.0	
93	Early Literacy Summer Professional Development	\$875.0		
94	School Budget Transparency Website	\$3,000.0		
95	Educator Evaluation System	\$1,000.0		
96	National Board Certification Scholarship Fund	\$500.0		8
97	Grow Your Own Teachers Fund	\$500.0		8
98	Statewide Special Education Convening	\$750.0		
99	Teacher Residency Fund	\$1,000.0		\$3,000.0
100	Alternative Licensure Mentorship			\$1,100.0
101	Panic Buttons in Public Schools (to Public School Facilities Authority)	\$1,500.0		
102	Pandemic Remediation		\$95,339.7	
103	Extended Learning Time Program (Section 4 Other State Funds Appropriation)			\$13,400.0
104	K-5 Plus Programs (Section 4 Other State Funds Appropriation)			\$125,900.0
105	Transportation for K-5 Plus Programs (Section 4 Other State Funds Appropriation)			\$2,265.9
106	Transportation for Extended Learning Time Programs (Section 4 Other State Funds Appropriation)			\$3,034.7
107	Tribal Remedy Framework		\$10,000.0	\$2,000.0 ⁹
108	PED IT Systems (Section 7)	\$2,957.3		\$1,938.6
109	Subtotal: Public Education Reform Fund	\$24,582.3	\$171,226.8	\$162,589.2
110	FROM THE GENERAL FUND			
111	Emergency Supplemental Funding for School Districts		\$3,000.0	
112	Sufficiency Lawsuit Fees	\$750.0	\$1,250.0	\$1,250.0
113	Biliteracy Framework Study	\$100.0		
114	Potential FY20 Impact Aid Liability		\$59,992.3	
115	Potential FY21 Impact Aid Liability		\$38,800.0	
116	Panic Buttons in Public Schools (to Public School Facilities Authority)	\$95.0		
117	Insurance Claims (to Public Schools Insurance Authority)	\$8,000.0		
118	Teacher Preparation Affordability Fund (to the Higher Education Department)			10
119	PED IT Systems (Section 7)		\$1,938.6	
120	FROM THE PUBLIC SCHOOL CAPITAL OUTLAY FUND			

Recurring General Fund Appropriations for Public Schools

Public School Support and Related Appropriations for FY22 (in thousands of dollars)

School Year 2020-2021 Preliminary Unit Value = \$4,531.74 School Year 2019-2020 Final Unit Value = \$4,602.27		FY21 OpBud	FY22 PED Request	FY22 LESC Recommendation
121	Maintenance, Repair, and Infrastructure Projects in Impact Aid Areas (to PSFA)	\$18,867.0		
122	OTHER NONRECURRING APPROPRIATIONS			
123	School Bus Replacement	\$8,989.0	\$6,894.0	\$6,894.0
124	School Bus Cameras (from the general fund)	\$252.4	\$180.0	
125	Alternative School Bus Fueling or Charging Infrastructure (VW settlement)	\$200.0		
126	TRANSFERS			
127	State-Support Reserve Fund			\$28,800.0
128	TOTAL - NONRECURRING APPROPRIATIONS	\$85,418.0	\$283,281.7	\$199,533.2

Source: LESC

¹The GAA of 2020, PED recommendation, and LESC recommendation include \$200 thousand in temporary assistance for needy families (TANF) funds.

²The GAA of 2020 included \$1 million from the public education reform fund.

³The PED request indicated this appropriation will require GAA language identifying uses and providing flexibility for programs in FY22 and may require statutory changes.

⁴The net program unit change for the LESC recommendation accounts for changes in the number of size adjustment program units pursuant to Laws 2019, Chapters 206 and 207.

⁵The LESC recommendation includes sufficient funds for a 7 percent increase to health insurance premiums and no increase for risk insurance premiums.

⁶The LESC recommendation included language earmarking a portion of the appropriation to the teacher professional development fund for this purpose.

⁷The LESC recommendation included language noting the appropriation for student nutrition and wellness is for this purpose.

⁸The LESC recommendation reauthorizes unexpended funds from FY21 for use in FY22 for the same purpose.

⁹The LESC recommendation includes language directing PED to develop and implement culturally relevant instructional materials and curricula, support bilingual education and language programs, and recruit and prepare Native American teachers and prioritizes funds to school districts and charter schools that receive Impact Aid and provide matching funds to partner with tribe, RECs or higher education institution for these purposes.

¹⁰The LESC recommendation includes an appropriation of \$5 million in teacher preparation affordability fund balance for FY22.

Public School Funding Formula

Program Cost, Program Units, Credits, and the State Equalization Guarantee

10 Year History

Fiscal Year	Program Cost	Program Units	Unit Value	Credits ¹	State Equalization Guarantee (SEG)	Percent Change in SEG
FY11	\$2,343,371,247	631,267	\$3,712.17 ³	\$77,002,957	\$2,265,292,797	-2.2%
FY12	\$2,293,182,700	637,195	\$3,598.87	\$73,939,407	\$2,218,939,680	-2.0%
FY13	\$2,332,550,969	634,960	\$3,673.54	\$70,731,647	\$2,261,467,112	1.9%
FY14	\$2,413,763,965	632,281	\$3,817.55	\$61,818,035	\$2,351,604,561	4.0%
FY15	\$2,539,357,150	633,509	\$4,007.75	\$72,283,546	\$2,466,803,382	4.9%
FY16	\$2,548,349,273	632,698	\$4,027.75	\$63,861,243	\$2,484,379,058	0.7%
FY17	\$2,510,837,233	630,922	\$3,979.63 ⁴	\$64,998,362	\$2,402,198,647 ⁴	-3.3%
FY18	\$2,573,613,042	625,331	\$4,115.60	\$77,577,748	\$2,493,202,893	3.8%
FY19	\$2,646,337,435	631,458	\$4,190.85	\$84,100,559	\$2,558,650,066	2.6%
FY20	\$3,020,795,909	656,371	\$4,602.27	\$82,251,185	\$2,935,530,736	14.7%
FY21 ⁵	\$3,005,622,351	663,238	\$4,531.74	\$73,238,944	\$2,929,107,520	-0.2%

Source: LESC Files

¹Funding formula credits include 75 percent of revenue from three sources: federal Impact Aid, federal forest reserve payments, and the local half mill levy.

²For FY10, the unit value included \$334.59 from the federal *American Recovery and Reinvestment Act of 2009* (ARRA).

³For FY11, the unit value included \$37.85 from the ARRA and \$101.98 in federal education jobs fund revenue.

⁴Laws 2016 (2nd S.S.), Chapter 6 directed the secretary of public education to set the FY17 final unit value 1.5 percent lower than the FY17 preliminary unit value of \$4,040.24.

⁵Reported amounts for FY21 are based on budgeted amounts and will likely increase when PED sets the final program unit value and reports actual funding formula credits.

Public School Funding Formula

State Equalization Guarantee Computation, FY22				
	<u>Grade Level/Program Membership</u>		<u>Times</u>	<u>Cost Differential = Units</u>
Basic Program Units	Kindergarten & Three- and Four-Year-Old DD	FTE MEM	×	1.44
	Grade 1	MEM	×	1.20
	Grades 2-3	MEM	×	1.18
	Grades 4-6	MEM	×	1.045
	Grades 7-12	MEM	×	1.25
				SUM OF UNITS
Staffing Cost Multiplier	Staffing Cost Multiplier: 25 percent T&E Index (years of experience and academic degree)			= TOTAL PROGRAM UNITS
	75 percent TCI (years of experience and licensure level)		→ Times Value from 1.000 to 1.500	= ADJUSTED PROGRAM UNITS
	PLUS			
Special Education Units	<u>Special Education</u>			
	Related Services (Ancillary)	FTE STAFF	×	25.00
	A/B Level Service Add-on	MEM	×	0.70
	C Level Service Add-on	MEM	×	1.00
	D Level Service Add-on	MEM	×	2.00
	3- and 4-Year-Old DD Program Add-on	MEM	×	2.00
Special Program Units	<u>Bilingual Education</u>	FTE MEM	×	0.50
	<u>Fine Arts Education</u>	FTE MEM	×	0.05
	<u>Elementary Physical Education</u>	MEM	×	0.06
	<u>K-5 Plus Programs</u>	MEM	×	0.30
	<u>Extended Learning Time Programs</u>	MEM	×	0.11
Size Units				Elementary/Jr. High Size Units
				Senior High Size Units
				District Size Units
				Micro District Size Units
				Rural Population Units
	Percentage of ((Title I + English Learners + Student Mobility) * 0.3) * Total MEM			At-Risk Units
	Enrollment Growth Units			
Add-on Units	National Board for Professional Teaching Standards Units			
	Charter School Activities Units			
	Home School Activities and Program Units			
				= TOTAL UNITS
				+ Save Harmless Units
				= GRAND TOTAL PROGRAM UNITS
	Grand Total × Unit Value = Program Cost			
	- 75% Noncategorical Revenue Credits			
	- Utility Conservation Program Contract Payments			
	- 90% of the Certified Amount (<i>Energy Efficiency and Renewable Energy Bonding Act</i>)			
	= STATE EQUALIZATION GUARANTEE			

Source: LESC

Public School Funding Formula

Student Membership and Program Units: 10 Year History

School Year	Student Membership	Basic Program Units	Special Education Units	Special Program Units ¹	T & E Units	Size Units	At-Risk Units	Enrollment Growth Units	Add-On Units ²	Grand Total
2010-2011	327,561	394,554	111,665	21,691	52,830	25,176	19,856	4,694	802	631,267
2011-2012	330,414	397,944	113,073	21,894	54,397	25,427	19,602	3,926	933	637,195
2012-2013 ³	331,365	399,095	110,002	21,774	53,727	25,892	19,067	4,386	1,017	634,960
2013-2014	330,635	398,363	109,414	21,822	50,246	25,930	20,126	5,297	1,084	632,282
2014-2015 ^{4,5}	331,187	399,107	109,490	21,646	47,313	27,520	21,424	6,032	1,079	633,612
2015-2016	331,955	399,881	110,201	21,383	43,963	27,853	25,667	3,991	1,252	634,190
2016-2017	331,370	398,657	110,524	21,313	42,286	27,567	25,518	3,835	1,222	630,922
2017-2018	329,039	395,619	109,527	20,777	40,995	27,905	24,559	4,618	1,331	625,331
2018-2019 ⁵	326,739	392,720	111,873	20,664	42,169	27,706	29,502	5,461	1,364	631,458
2019-2020 ⁵	323,050	388,183	113,228	33,993	31,839	26,983	55,378	5,363	1,404	656,370
2020-2021 ⁵	321,411	386,551	114,099	39,292	30,126	26,142	65,314	5,129	1,169	667,821

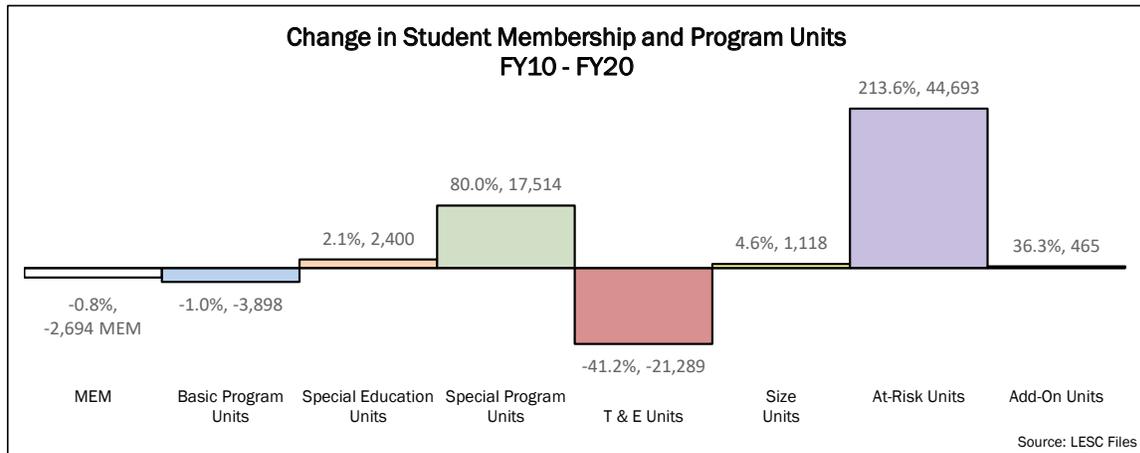
¹Special program units include units for bilingual multicultural education, elementary fine arts, elementary physical education, K-5 Plus, and Extended Learning Time Programs. Source: LESC Files

²Add-on units include program units for national board certified teachers, charter school activities, home school students taking academic courses at a school district, home school students participating in school district sponsored activities, and save harmless program units.

³Beginning with FY13, 3- and 4-year olds who required speech-only services were counted as A/B special education students and generated 0.7 program units.

⁴Beginning with FY15, school districts with fewer than 200 MEM generate additional size adjustment program units, and school districts generate program units for home school students taking academic courses from a school district.

⁵Increases in special program units and at-risk program units in FY15, FY19, FY20, and FY21 are the result of legislative changes to the funding formula, which increased the number of at-risk program units to provide more money for services for at-risk students, moved the K-5 Plus program to the funding formula, and created the Extended Learning Time Program.



Value of Program Units

(in thousands)

School Year	Student Membership	Basic Program Units	Special Education Units	Special Program Units	T & E Units	Size Units	At-Risk Units	Enrollment Growth Units	Add-On Units	Program Cost
2009-2010 ¹	324.1	\$ 1,480,834	\$ 423,635	\$ 82,597	\$ 194,997	\$ 94,908	\$ 78,208	\$ 23,325	\$ 2,670	\$ 2,381,174
2010-2011 ²	327.6	\$ 1,464,651	\$ 414,519	\$ 80,520	\$ 196,114	\$ 93,456	\$ 73,708	\$ 17,426	\$ 2,978	\$ 2,343,371
2011-2012	330.4	\$ 1,432,149	\$ 406,934	\$ 78,794	\$ 195,768	\$ 91,508	\$ 70,544	\$ 14,128	\$ 3,356	\$ 2,293,183
2012-2013	331.4	\$ 1,466,093	\$ 404,095	\$ 79,987	\$ 197,367	\$ 95,115	\$ 70,043	\$ 16,113	\$ 3,737	\$ 2,332,551
2013-2014	330.6	\$ 1,520,771	\$ 417,693	\$ 83,307	\$ 191,817	\$ 98,989	\$ 76,832	\$ 20,222	\$ 4,138	\$ 2,413,768
2014-2015	331.2	\$ 1,599,522	\$ 438,808	\$ 86,753	\$ 189,619	\$ 110,294	\$ 85,864	\$ 24,174	\$ 4,323	\$ 2,539,357
2015-2016	332.0	\$ 1,614,621	\$ 444,962	\$ 86,338	\$ 177,510	\$ 112,462	\$ 103,635	\$ 16,115	\$ 5,057	\$ 2,560,699
2016-2017	331.4	\$ 1,586,507	\$ 439,844	\$ 84,819	\$ 168,283	\$ 109,708	\$ 101,553	\$ 15,261	\$ 4,862	\$ 2,510,837
2017-2018	329.0	\$ 1,574,417	\$ 435,877	\$ 82,685	\$ 163,143	\$ 111,050	\$ 97,737	\$ 18,378	\$ 5,297	\$ 2,488,585
2018-2019	326.7	\$ 1,645,829	\$ 468,842	\$ 86,601	\$ 176,724	\$ 116,110	\$ 123,638	\$ 22,886	\$ 5,716	\$ 2,646,344
2018-2019	323.0	\$ 1,786,522	\$ 521,104	\$ 156,445	\$ 146,532	\$ 124,184	\$ 254,863	\$ 24,680	\$ 6,460	\$ 3,020,790
2020-2021	321.4	\$ 1,751,747	\$ 517,066	\$ 178,061	\$ 136,521	\$ 118,470	\$ 295,986	\$ 23,243	\$ 5,296	\$ 3,026,390

¹For FY10, program cost included \$210 million in federal American Recovery and Reinvestment Act (ARRA) funds.

Source: LESC Files

²For FY11, program cost included \$88.3 million in federal ARRA and education jobs fund revenue.

Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value		Change From Initial to Final Unit Value	
			Dollars	Percent	Dollars	Percent
1975		\$616.50				
1976		\$703.00	\$86.50	14.0%		
1977		\$800.00	\$97.00	13.8%		
1978		\$905.00	\$105.00	13.1%		
1979		\$1,020.00	\$115.00	12.7%		
1980		\$1,145.00	\$125.00	12.3%		
1981		\$1,250.00	\$105.00	9.2%		
1982		\$1,405.00	\$155.00	12.4%		
1983 ¹	\$1,540.00	\$1,511.33	\$106.33	7.6%	(\$28.67)	-1.9%
1984		\$1,486.00	(\$25.33)	-1.7%		
1985		\$1,583.50	\$97.50	6.6%		
1986 ²	\$1,608.00	\$1,618.87	\$35.37	2.2%	\$10.87	0.7%
1987		\$1,612.51	(\$6.36)	-0.4%		
1988		\$1,689.00	\$76.49	4.7%		
1989		\$1,737.78	\$48.78	2.9%		
1990		\$1,811.51	\$73.73	4.2%		
1991		\$1,883.74	\$72.23	4.0%		
1992		\$1,866.00	(\$17.74)	-0.9%		
1993 ³	\$1,851.73	\$1,867.96	\$1.96	0.1%	\$16.23	0.9%
1994	\$1,927.27	\$1,935.99	\$68.03	3.6%	\$8.72	0.5%
1995	\$2,015.70	\$2,029.00	\$93.01	4.8%	\$13.30	0.7%
1996	\$2,113.00	\$2,113.00	\$84.00	4.1%	\$0.00	0.0%
1997	\$2,125.83	\$2,149.11	\$36.11	1.7%	\$23.28	1.1%
1998	\$2,175.00	\$2,175.00	\$25.89	1.2%	\$0.00	0.0%
1999	\$2,322.00	\$2,344.09	\$169.09	7.8%	\$22.09	1.0%
2000 ⁴	\$2,460.00	\$2,460.00	\$115.91	4.9%	\$0.00	0.0%
2001	\$2,632.32	\$2,647.56	\$187.56	7.6%	\$15.24	0.6%
2002	\$2,868.72	\$2,871.01	\$223.45	8.4%	\$2.29	0.1%
2003	\$2,896.01	\$2,889.89	\$18.88	0.7%	(\$6.12)	-0.2%
2004	\$2,977.23	\$2,976.20	\$86.31	3.0%	(\$1.03)	-0.0%
2005	\$3,035.15	\$3,068.70	\$92.50	3.1%	\$33.55	1.1%
2006	\$3,165.02	\$3,198.01	\$129.31	4.2%	\$32.99	1.0%
2007 ⁵	\$3,444.35	\$3,446.44	\$248.43	7.8%	\$2.09	0.1%
2008	\$3,645.77	\$3,674.26	\$227.82	6.6%	\$28.49	0.8%
2009 ⁶	\$3,892.47	\$3,871.79	\$197.53	5.4%	(\$20.68)	-0.5%
2010	\$3,862.79 ⁷	\$3,792.65 ⁸	(\$79.14)	-2.0%	(\$70.14)	-1.8%
2011	\$3,712.45 ⁹	\$3,712.17 ¹⁰	(\$80.48)	-2.1%	(\$0.28)	-0.0%
2012	\$3,585.97	\$3,598.87	(\$113.30)	-3.1%	\$12.90	0.4%
2013	\$3,668.18	\$3,673.54	\$74.67	2.1%	\$5.36	0.1%
2014	\$3,817.55	\$3,817.55	\$144.01	3.9%	\$0.00	0.0%

Public School Funding Formula

Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value		Change From Initial to Final Unit Value	
			Dollars	Percent	Dollars	Percent
41 2015	\$4,005.75	\$4,007.75	\$190.20	5.0%	\$2.00	0.0%
42 2016	\$4,027.75	\$4,037.75	\$30.00	0.7%	\$10.00	0.2%
43 2017	\$4,040.24	\$3,979.63 ¹¹	(\$58.12)	-1.4%	(\$60.61)	-1.5%
44 2018	\$4,053.55	\$4,115.60 ¹²	\$135.97	3.4%	\$62.05	1.5%
45 2019	\$4,159.23	\$4,190.85	\$75.25	1.8%	\$31.62	0.8%
46 2020	\$4,565.41	\$4,602.27	\$411.42	9.8%	\$36.86	0.8%
2021	\$4,531.74		(\$4,602.27)	-100.0%		

Source: LESC Files

¹The 1982-1983 general fund appropriation was reduced by 2 percent.

²The final unit value includes \$10.87 due to the half mill levy redistribution (Laws 1985, Chapter 15).

³The "floating" unit value went into effect.

⁴The basis for funding changed to use the prior-year average membership on the 40th, 80th, and 120th school days.

⁵The basis for funding changed to the prior-year average membership on the 80th and 120th school days.

⁶The 2009 solvency measures resulted in a \$20.68 decrease in the FY09 unit value.

⁷The FY10 preliminary unit value included \$256.39 in federal *American Recovery and Reinvestment Act of 2009* (ARRA) funding.

⁸The FY10 final unit value included \$334.59 in ARRA funding.

⁹The FY11 preliminary unit value included \$37.70 in ARRA funding.

¹⁰The FY11 final unit value included \$37.85 in ARRA funding and \$101.98 in federal education jobs funding.

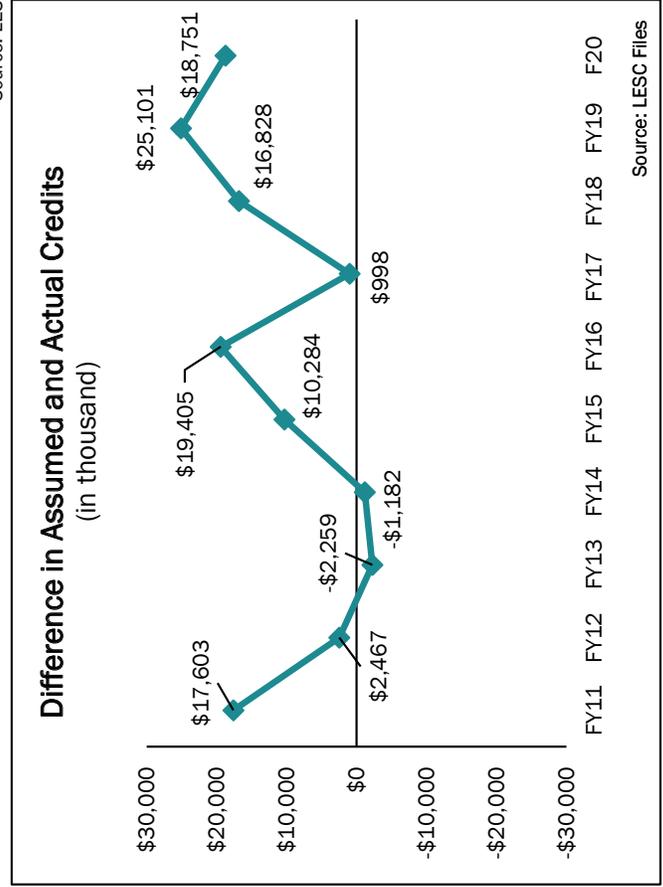
¹¹Laws 2016 (2nd S.S.), Chapter 6 directed the secretary of public education to set the final FY17 unit value 1.5 percent lower than the preliminary FY17 unit value.

¹²The FY18 final unit value included June distributions to meet federal special education maintenance of effort requirements and to reduce reversions to the general fund.

75 Percent Credits for Local and Federal Revenues

	Half Mill	Impact Aid	Forest Reserve	Total	Total Assumed in Budget	Difference
FY10	\$12,768,424	\$60,271,578	\$5,869,876	\$78,909,878	\$64,400,000	\$14,509,878
FY11	\$14,227,401	\$57,117,047	\$5,658,509	\$77,002,957	\$59,400,000	\$17,602,957
FY12	\$14,045,410	\$52,723,165	\$4,134,252	\$70,902,827	\$68,436,000	\$2,466,827
FY13	\$13,816,911	\$49,324,907	\$3,598,835	\$66,740,653	\$69,000,000	-\$2,259,347
FY14	\$15,232,544	\$43,242,029	\$3,343,462	\$61,818,035	\$63,000,000	-\$1,181,965
FY15	\$15,227,490	\$56,810,717	\$245,338	\$72,283,546	\$62,000,000	\$10,283,546
FY16	\$14,810,345	\$54,315,844	\$6,279,302 ¹	\$75,405,491	\$56,000,000	\$19,405,491
FY17	\$15,027,303	\$49,700,238	\$270,821	\$64,998,362	\$64,000,000	\$998,362
FY18	\$16,000,397	\$58,684,641	\$2,892,711	\$77,577,748	\$60,750,000	\$16,827,748
FY19	\$17,182,241	\$63,495,129	\$3,423,188	\$84,100,559	\$59,000,000	\$25,100,559
F20	\$18,963,105	\$59,992,240	\$3,295,840	\$82,251,185	\$63,500,000	\$18,751,185
FY21 ²					\$16,667,500	

Source: LESC Files



Source: LESC Files

¹The FY16 federal forest reserve credit covers two years of payments. The funding formula takes credit for payments received between June 1 and May 31. In June 2015, school districts received \$3.5 million in federal forest reserve payments and between July 2015 and May 2016, school districts received \$4.9 million in federal forest reserve payments.

²The Legislature did not assume a funding formula credit for federal Impact Aid payments in FY21 due to an FY20 determination from the U.S. Department of Education; however, the state has since received permission to take credit in FY21. Actual FY21 funding formula credits will be available in July 2021.

Federal Impact Aid

State Equalization Guarantee Credits for Operational Impact Aid

School District or Charter School	FY16	FY17	FY18	FY19	FY20
1 Alamogordo Public Schools	\$569,828	\$366,294	\$634,291	\$734,306	\$522,667
2 Albuquerque Public Schools	\$87,986	\$75,465	\$91,363	\$140,769	\$61,125
3 Bernalillo Public Schools	\$2,670,779	\$2,701,412	\$3,238,132	\$3,649,632	\$3,401,672
4 Bloomfield Schools	\$441,633	\$245,047	\$511,438	\$665,095	\$423,446
5 Central Consolidated Schools	\$17,063,326	\$13,817,117	\$17,133,038	\$18,132,411	\$16,415,476
6 Clovis Municipal Schools	\$64,979	\$68,601	\$169,886	\$284,731	\$220,691
7 Cuba Independent Schools	\$628,553	\$721,030	\$818,039	\$1,124,646	\$1,026,438
8 Dulce Independent Schools	\$2,323,460	\$2,223,760	\$2,583,366	\$3,122,036	\$2,544,328
10 Española Public Schools	\$160,164	\$74,921	\$75,951	\$39,319	\$2,532
11 Farmington Municipal Schools	\$4,833				
12 Gallup-McKinley County Schools	\$21,360,305	\$20,093,183	\$21,952,011	\$22,092,495	\$24,218,026
13 Grants-Cibola County Schools	\$1,293,151	\$2,035,989	\$2,525,192	\$2,916,867	\$1,922,737
14 Jemez Mountain Public Schools	\$172,997	\$178,778	\$182,391	\$151,794	\$94,565
15 Jemez Valley Public Schools	\$860,772	\$841,703	\$795,739	\$1,037,223	\$1,009,873
16 Las Cruces Public Schools					
17 Los Alamos Public Schools	\$169,355	\$248,068	\$297,870	\$381,489	\$327,498
18 Los Lunas Public Schools	\$111,647	\$129,695	\$167,418	\$219,830	\$167,144
19 Magdalena Municipal Schools	\$332,145	\$294,337	\$347,794	\$403,807	\$418,218
20 Maxwell Municipal Schools	\$264	\$373	\$390	\$391	\$280
21 McCurdy Charter School			\$61,652	\$45,472	\$33,162
23 Peñasco Independent Schools	\$25,673	\$9,739	\$22,246	\$23,633	\$26,685
24 Pojoaque Valley Public Schools	\$783,933	\$769,306	\$868,087	\$1,608,761	\$1,249,963
25 Portales Municipal Schools	\$6,720	\$5,492	\$4,979	\$1,493	\$0
26 Raton Public Schools	\$2,691	\$10,186	\$10,164	\$13,355	\$10,167
27 Ruidoso Municipal Schools	\$307,099	\$198,589	\$228,790	\$177,521	\$78,294
28 Southwest Aero., Math, and Science			\$3,887	\$4,035	\$4,802
30 Southwest Preparatory Learning Center			\$5,785	\$4,001	\$5,726
31 Southwest Secondary Learning Center			\$3,656	\$3,882	\$5,363
32 Taos Municipal Schools	\$22,584	\$21,204	\$31,779	\$44,282	\$37,952
33 Tularosa Municipal Schools	\$270,878	\$257,557	\$265,662	\$294,509	\$142,625
34 Walatowa Charter High School			\$172,019	\$198,489	\$167,591
35 Zuni Public Schools	\$4,580,090	\$4,312,392	\$5,481,628	\$5,978,855	\$5,362,795
36 Statewide Total	\$54,315,844	\$49,700,238	\$58,684,641	\$63,495,129	\$59,901,842

Source: LESC Files

Federal Impact Aid Payments, FY20

School District or Charter School	Operational	Amount of Credit	Indian Education	Special Education	Construction	Hold Harmless	Total
1 Alamogordo Public Schools	\$617,672	\$463,254		\$110,565			\$728,237 ¹
2 Albuquerque Public Schools	\$81,501	\$61,125	\$1,560	\$17,763			\$100,824 ²
3 Bernalillo Public Schools	\$4,137,884	\$3,103,413	\$1,031,998	\$132,300			\$5,302,181 ³
4 Bloomfield Schools	\$564,595	\$423,446	\$788,512	\$83,239			\$1,436,347 ⁴
5 Central Consolidated Schools	\$21,887,302	\$16,415,476	\$5,471,825	\$699,943	\$29,840		\$28,088,909 ⁵
6 Clovis Municipal Schools	\$294,254	\$220,691		\$75,811			\$370,065 ⁶
7 Cuba Independent Schools	\$1,368,585	\$1,026,438	\$340,289	\$56,030	\$2,026		\$1,766,930 ⁷
8 Dulce Independent Schools	\$3,392,437	\$2,544,328	\$848,109	\$96,133	\$4,853		\$4,341,532 ⁸
9 Española Public Schools	\$3,376	\$844	\$844	\$405		\$135,491	\$140,116 ⁹
10 Farmington Public Schools	\$120,531	\$90,399	\$30,133	\$58,590			\$209,254 ¹⁰
11 Gallup-McKinley County Schools	\$29,762,998	\$7,440,750	\$7,410,606	\$912,578			\$38,086,182 ¹¹
12 Grants-Cibola County Schools	\$2,563,649	\$1,922,737	\$640,912	\$172,012			\$3,376,573 ¹²
13 Jemez Mountain Public Schools	\$126,086	\$94,565	\$31,462	\$5,536		\$74,564	\$237,648 ¹³
14 Jemez Valley Public Schools	\$1,346,497	\$1,009,873	\$336,624	\$37,939			\$1,721,060 ¹⁴
15 Los Alamos Public Schools	\$436,664	\$327,498	\$38,250				\$474,914 ¹⁵
16 Los Lunas Public Schools	\$222,859	\$167,144	\$55,715	\$59,136			\$337,710 ¹⁶
17 Magdalena Municipal Schools	\$557,624	\$418,218	\$135,283	\$38,343			\$731,250 ¹⁷
18 Maxwell Municipal Schools	\$374	\$280					\$374 ¹⁸
19 McCurdy Charter School	\$44,216	\$33,162	\$361	\$541			\$45,118 ¹⁹
20 Peñasco Independent Schools	\$32,998	\$24,749	\$9,516	\$4,725			\$47,240 ²⁰
21 Pojoaque Valley Public Schools	\$1,666,617	\$1,249,963	\$404,113	\$78,784			\$2,149,513 ²¹
22 Raton Public Schools	\$13,556	\$10,167					\$13,556 ²²
23 Ruidoso Municipal Schools	\$104,393	\$78,294	\$3,952	\$4,730			\$113,074 ²³
24 Southwest Preparatory	\$7,635	\$5,726					\$7,635 ²⁴
25 Southwest Secondary	\$7,150	\$5,363					\$7,150 ²⁵
26 Taos Municipal Schools	\$50,602	\$37,952	\$12,170	\$18,497			\$81,269 ²⁶
27 Tularosa Municipal Schools	\$190,167	\$142,625	\$43,485	\$29,029			\$262,680 ²⁷
28 Walatowa Charter High School	\$223,454	\$167,591	\$55,863	\$4,726			\$284,043 ²⁸
29 Zuni Public Schools	\$7,150,394	\$5,362,795	\$1,784,573	\$170,122	\$9,865		\$9,114,953 ²⁹
31 Statewide Total	\$76,976,069	\$42,848,865	\$19,476,154	\$2,867,475	\$46,584	\$210,054	\$99,576,337³¹

Source: LESC Files

Emergency Supplemental Appropriations

Emergency Supplemental (Operational) and Out-of-State Tuition Distributions

FY12 through FY21¹

School District	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY12 to FY21
1 Aztec							\$120,000				\$120,000
2 Belen						\$169,803					\$169,803
3 Bloomfield								\$75,000			\$75,000
4 Carrizozo	\$99,550	\$265,000	\$233,000			\$62,563					\$660,113
5 Chama Valley	\$372,420	\$507,122	\$426,000	\$589,000	\$330,850	\$641,079	\$605,000	\$500,000			\$3,971,471
6 Cimarron		\$157,702	\$210,000								\$367,702
7 Corona	\$518,060	\$513,500	\$698,700	\$156,800	\$228,750	\$281,008	\$205,000	\$385,000	\$517,039	\$131,415	\$3,635,272
8 Des Moines	\$575,000	\$600,000	\$362,000	\$203,000	\$64,550	\$61,882	\$156,000	\$58,000	\$72,544	\$36,228	\$2,189,204
9 Elida	\$50,000	\$97,588	\$238,250								\$385,838
10 Ft. Sumner	\$265,000	\$123,000	\$208,000								\$596,000
11 Grady	\$495,000	\$559,688	\$444,000	\$171,000	\$193,930	\$98,991	\$50,000	\$30,000			\$2,042,609
12 Hondo Valley	\$237,100	\$203,284	\$273,744		\$99,920	\$166,734	\$130,000	\$80,000			\$1,190,782
13 House	\$175,000	\$259,945	\$518,000			\$230,321	\$83,000		\$196,528	\$127,260	\$1,590,054
14 Lake Arthur	\$812,000	\$555,470	\$284,542	\$45,000	\$115,000	\$144,938					\$1,956,950
15 Las Vegas City		\$750,000	\$300,000	\$200,000							\$1,250,000
16 Lordsburg						\$234,750					\$234,750
17 Magdalena					\$22,120						\$22,120
18 Maxwell	\$500,000	\$461,000	\$450,000	\$178,000	\$176,550	\$420,779	\$343,000	\$165,700	\$125,303	\$47,349	\$2,867,681
19 Melrose	\$135,000	\$252,794	\$374,000	\$381,000	\$385,700	\$480,574	\$304,000	\$310,500			\$2,623,568
20 Mesa Vista	\$185,000	\$68,000	\$225,000	\$237,000	\$275,000		\$215,822	\$142,500	\$113,000	\$150,000	\$1,611,322
21 Moriarty							\$293,000				\$293,000
22 Mosquero	\$501,800	\$335,000	\$627,000	\$75,000	\$75,000			\$204,600			\$1,818,400
23 Mountainair								\$147,560	\$158,500		\$306,060
24 Quedado	\$140,000	\$170,473	\$268,951	\$625,000	\$363,820	\$328,872	\$329,000	\$250,000	\$129,260	\$51,062	\$2,656,438
25 Questa					\$567,720	\$77,512	\$51,000				\$696,232
26 Raton				\$150,000	\$150,000	\$352,126					\$652,126
27 Reserve	\$121,000	\$275,389	\$315,000	\$481,000	\$113,550	\$448,462	\$250,000	\$71,700			\$2,076,101
28 Rio Rancho							\$188,400				\$188,400
29 Roy	\$1,142,554		\$760,981					\$162,700	\$94,967	\$82,938	\$2,244,140
30 San Jon			\$200,000								\$200,000
31 Socorro		\$300,000									\$300,000
32 Springer		\$146,000	\$153,016								\$299,016
33 Vaughn	\$516,600	\$327,000	\$415,421	\$176,500							\$1,435,521
34 Wagon Mound	\$525,000	\$748,000	\$830,000	\$348,000	\$366,900	\$442,925	\$550,000	\$285,000	\$518,359	\$218,318	\$4,832,502
35 West Las Vegas	\$395,040	\$609,000	\$200,000								\$1,204,040
36 Statewide Total	\$7,761,124	\$8,284,955	\$9,015,605	\$4,016,300	\$3,529,360	\$4,643,320	\$3,873,222	\$2,868,260	\$1,925,500	\$844,570	\$46,642,216

¹Beginning in FY15, school districts with fewer than 200 students were eligible to generate additional program units, reducing some need for emergency supplemental funding.

Out-of-State Tuition

SCHOOL DISTRICT	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY12 to FY21
37 Alamogordo	\$39,084	\$22,464	\$27,352	\$22,464	\$22,464	\$32,669	\$34,064	\$34,914	\$40,193	\$40,193	\$310,861
38 Lordsburg	\$263,347	\$240,580	\$247,091	\$245,464	\$303,954	\$267,331	\$265,936	\$250,089	\$259,808	\$278,563	\$2,622,163
39 Statewide Total	\$302,431	\$263,044	\$269,443	\$267,928	\$326,418	\$300,000	\$300,000	\$285,003	\$300,001	\$318,756	\$2,933,024

¹FY21 data is budgeted.

Source: PED and LESC Files

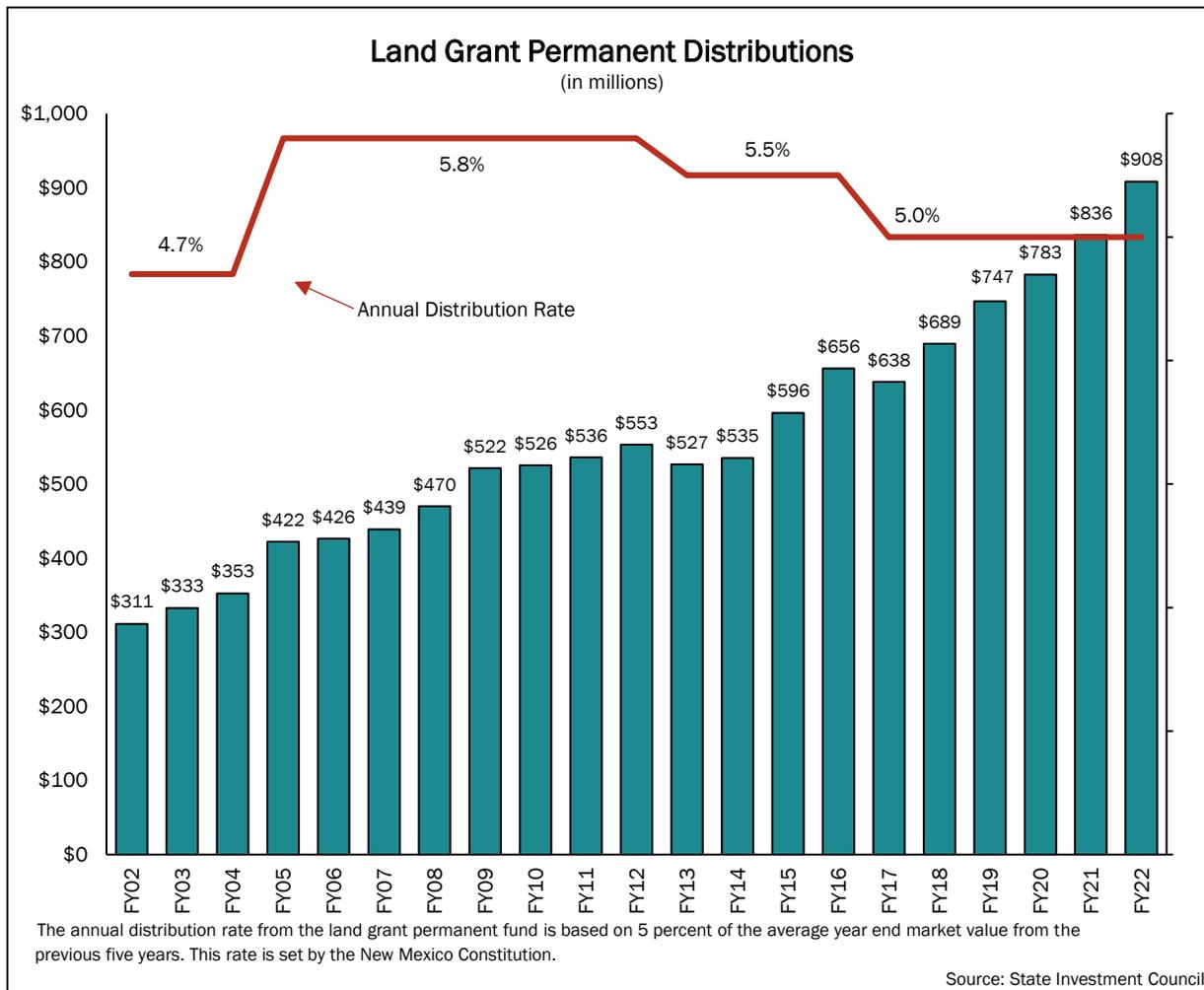
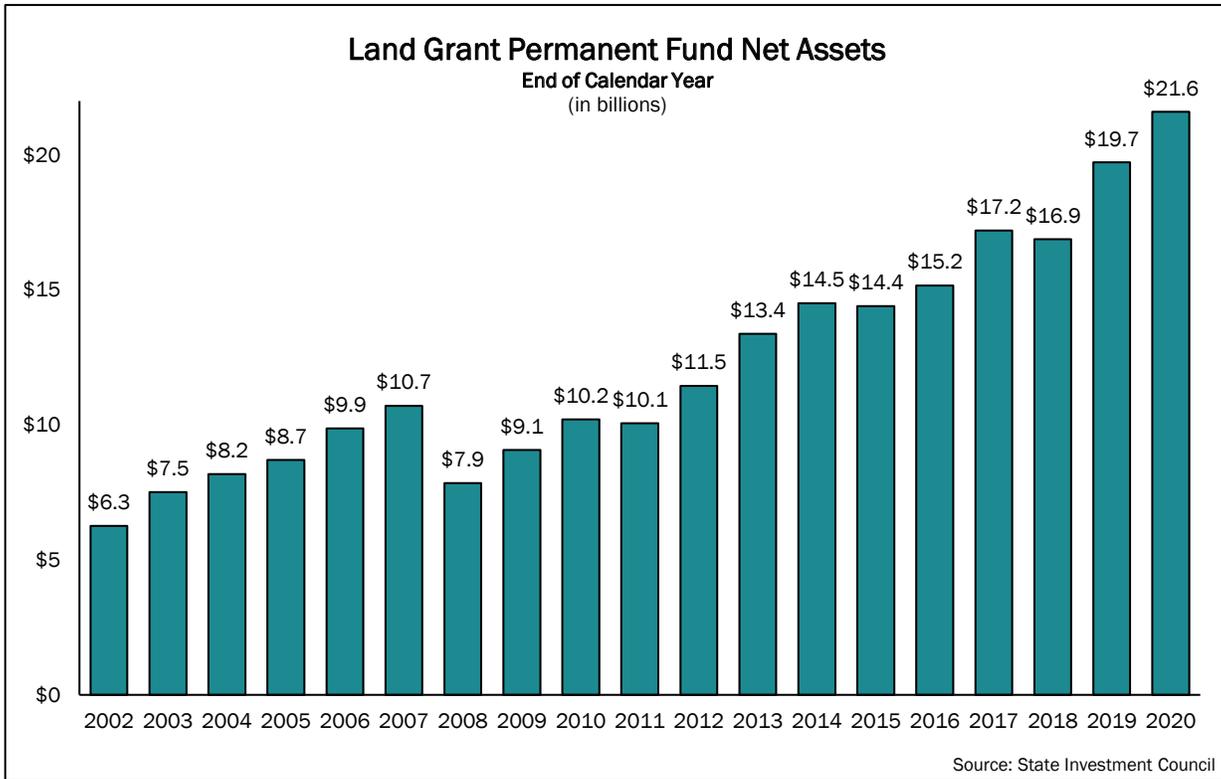
Land Grant Permanent Fund

Land Grant Permanent Fund Fund Balance and Income Distribution Summary for the Fiscal Year Ended June 30, 2020 (Unaudited)

Institution	July 1, 2019 Beginning Balance	Percent of Fund	Income Distribution	Land Transfer	Capital Gain or Loss	Unrealized Gain or Loss	Income Earnings	Book Value Ending Balance June 30, 2020
Common Schools	\$15,990,437,460	85.7%	(\$673,464,814)	\$1,010,151,511	\$316,055,132	(\$288,940,770)	(\$5,327,889)	\$16,348,910,630
University of New Mexico	\$233,187,609	1.2%	(\$9,629,655)	\$4,295,652	\$4,520,854	(\$4,069,875)	(\$78,906)	\$228,225,679
UNM Saline Lands	\$8,131,956	0.0%	(\$334,269)	\$63,127	\$156,910	(\$140,174)	(\$2,765)	\$7,874,786
New Mexico State University	\$72,651,971	0.4%	(\$2,979,813)	\$234,104	\$1,398,916	(\$1,248,919)	(\$24,717)	\$70,031,543
Western New Mexico University	\$4,297,377	0.0%	(\$176,626)	\$33,256	\$82,917	(\$74,115)	(\$1,460)	\$4,161,349
New Mexico Highland University	\$4,275,744	0.0%	(\$175,740)	\$33,256	\$82,501	(\$73,744)	(\$1,453)	\$4,140,564
Northern New Mexico College	\$3,486,199	0.0%	(\$143,412)	\$33,342	\$67,324	(\$60,218)	(\$1,184)	\$3,382,051
Eastern New Mexico University	\$13,308,938	0.1%	(\$545,434)	\$25,534	\$256,078	(\$228,823)	(\$4,529)	\$12,811,764
New Mexico Inst. of Mining and Tech.	\$32,962,985	0.2%	(\$1,354,464)	\$241,092	\$635,871	(\$568,696)	(\$11,194)	\$31,905,595
New Mexico Military Institute	\$551,854,458	3.0%	(\$22,850,357)	\$12,857,544	\$10,725,966	(\$9,665,579)	(\$186,437)	\$542,735,595
New Mexico Boys School	\$924,748	0.0%	(\$37,866)	\$0	\$17,777	(\$15,845)	(\$315)	\$888,500
DHI Miners Hospital	\$152,641,150	0.8%	(\$6,269,788)	\$986,603	\$2,943,472	(\$2,631,543)	(\$51,857)	\$147,618,036
New Mexico State Hospital	\$62,475,029	0.3%	(\$2,627,217)	\$3,301,247	\$1,233,507	(\$1,135,120)	(\$20,856)	\$63,226,591
New Mexico State Penitentiary	\$333,340,992	1.8%	(\$13,784,276)	\$7,501,638	\$6,472,086	(\$5,837,969)	(\$112,622)	\$327,579,849
New Mexico School for the Deaf	\$330,017,341	1.8%	(\$13,636,919)	\$6,308,678	\$6,401,328	(\$5,751,076)	(\$111,716)	\$323,227,635
School for the Visually Handicapped	\$329,353,305	1.8%	(\$13,609,784)	\$6,311,213	\$6,388,588	(\$5,739,728)	(\$111,491)	\$322,592,102
Charitable, Penal, and Reform	\$135,318,988	0.7%	(\$5,556,064)	\$748,178	\$2,608,315	(\$2,330,162)	(\$45,999)	\$130,743,255
Water Reservoir	\$169,898,862	0.9%	(\$6,968,762)	\$594,158	\$3,271,619	(\$2,919,530)	(\$57,788)	\$163,818,559
Improve Rio Grande	\$37,930,847	0.2%	(\$1,556,192)	\$151,469	\$730,598	(\$652,657)	(\$12,897)	\$36,591,169
Public Buildings Capital Inc.	\$201,289,793	1.1%	(\$8,538,920)	\$18,516,557	\$4,008,408	(\$3,654,289)	(\$66,070)	\$211,555,480
Carrie Tingley Hospital	\$233,165	0.0%	(\$9,547)	\$0	\$4,482	(\$3,995)	(\$79)	\$224,026
	\$18,668,018,918	100.0%	(\$784,249,920)	\$1,072,388,159	\$368,062,650	(\$335,742,827)	(\$6,232,222)	\$18,982,244,759

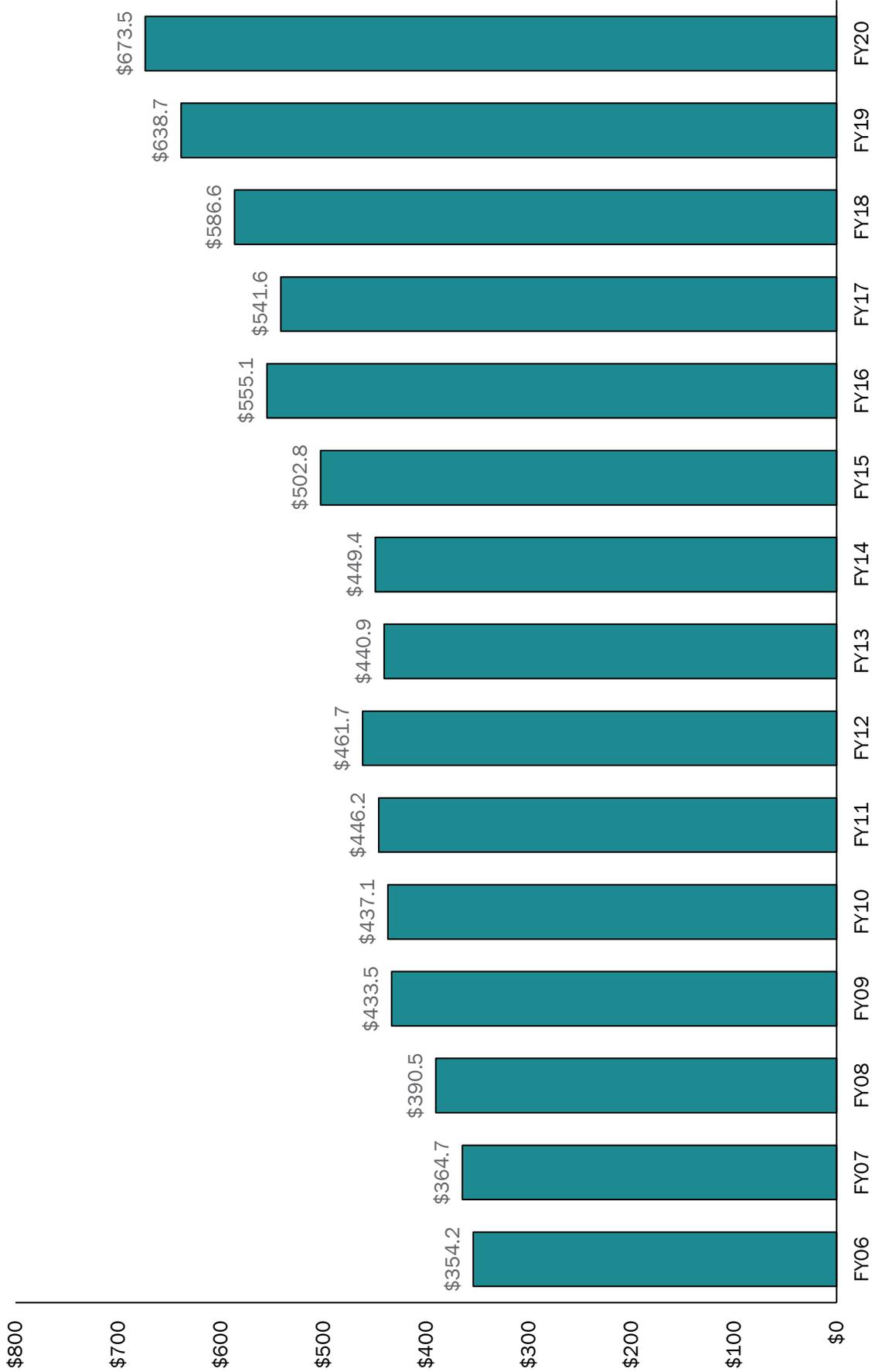
Source: State Investment Council

Land Grant Permanent Fund



Land Grant Permanent Fund: Distributions for Public Schools (Unaudited)

FY06 to FY20
(in millions)



Source: LFC

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Budgeted Cash June 30, 2020	FY20 Program Cost	Percent of FY20 Program Cost	Change in Budgeted Cash FY19-FY20	Change in Percent Cash FY19-FY20
1 School Districts									
2 Alamogordo Public Schools	\$3,241,515	8.0%	\$4,849,688	11.0%	\$4,493,792	\$46,761,926	9.6%	(\$355,896)	-1.4%
3 Albuquerque Public Schools	\$44,009,697	7.0%	\$48,478,832	7.7%	\$53,838,352	\$722,233,992	7.5%	\$5,359,520	-0.3%
4 Animas Public Schools	\$198,066	8.7%	\$230,601	10.5%	\$392,458	\$2,382,793	16.5%	\$161,857	6.0%
5 Artesia Public Schools	\$2,793,955	10.0%	\$2,277,050	8.5%	\$3,487,062	\$32,406,014	10.8%	\$1,210,042	2.3%
6 Aztec Municipal Schools	\$1,833,956	8.7%	\$2,337,723	11.2%	\$2,237,553	\$22,799,056	9.8%	(\$100,170)	-1.4%
7 Belen Consolidated Schools	\$550,533	1.9%	\$651,369	2.3%	\$820,218	\$34,680,387	2.4%	\$168,849	0.1%
8 Bernalillo Public Schools	\$3,082,210	13.1%	\$2,873,214	12.3%	\$5,208,586	\$28,955,840	18.0%	\$2,335,372	5.7%
9 Bloomfield Schools	\$3,855,769	18.0%	\$6,179,248	28.3%	\$7,435,487	\$23,629,071	31.5%	\$1,256,239	3.2%
10 Capitan Municipal Schools	\$584,527	12.8%	\$835,463	17.8%	\$1,179,081	\$5,315,815	22.2%	\$343,618	4.4%
11 Carlsbad Municipal Schools	\$4,279,096	8.2%	\$4,581,331	8.5%	\$5,320,812	\$62,252,867	8.5%	\$739,481	0.1%
12 Carrizozo Municipal Schools	\$93,775	4.8%	\$234,924	11.1%	\$231,070	\$2,449,913	9.4%	(\$3,854)	-1.7%
13 Central Consolidated Schools	\$10,164,592	22.6%	\$7,324,146	16.7%	\$10,626,844	\$51,804,297	20.5%	\$3,302,698	3.8%
14 Chama Valley Independent Schools	\$128,305	3.1%	\$39,146	1.0%	\$232,226	\$5,267,744	4.4%	\$193,080	3.4%
15 Cimarron Municipal Schools	\$239,067	5.8%	\$176,638	4.6%	\$207,374	\$4,516,258	4.6%	\$30,736	-0.0%
16 Clayton Municipal Schools	\$547,643	11.7%	\$534,957	11.3%	\$627,055	\$5,447,583	11.5%	\$92,098	0.2%
17 Cloudcroft Municipal Schools	\$573,803	14.4%	\$424,030	10.5%	\$678,754	\$4,938,530	13.7%	\$254,724	3.3%
18 Clovis Municipal Schools	\$9,320,797	16.0%	\$10,138,394	17.2%	\$10,325,831	\$66,436,273	15.5%	\$187,437	-1.7%
19 Cobre Consolidated Schools	\$349,234	2.9%	\$117,267	1.0%	\$27,581	\$13,782,091	0.2%	(\$89,686)	-0.8%
20 Corona Municipal Schools	\$0	0.0%	\$14,905	1.4%	\$188,746	\$1,564,486	12.1%	\$173,841	10.7%
21 Cuba Independent Schools	\$829,736	13.4%	\$411,223	6.6%	\$13,414	\$7,555,068	0.2%	(\$397,809)	-6.4%
22 Deming Public Schools	\$3,447,755	9.0%	\$3,040,650	7.7%	\$4,486,074	\$50,737,726	8.8%	\$1,445,424	5.2%
23 Des Moines Municipal Schools	\$88,471	5.8%	\$89,910	6.0%	\$193,933	\$1,732,138	11.2%	\$104,023	2.2%
24 Dexter Consolidated Schools	\$701,445	8.5%	\$1,678,228	20.3%	\$1,100,023	\$8,826,348	12.5%	(\$578,205)	-7.9%
25 Dora Municipal Schools	\$357,957	13.7%	\$491,145	18.5%	\$549,209	\$2,937,638	18.7%	\$58,064	0.2%
26 Dulce Independent Schools	\$1,652,635	26.5%	\$1,625,207	24.0%	\$1,688,653	\$7,328,181	23.0%	\$63,446	-0.9%
27 Elida Municipal Schools	\$117,204	6.4%	\$188,785	9.6%	\$18,013	\$2,371,062	0.8%	(\$170,772)	-8.9%
28 Espanola Public Schools	\$2,608,233	8.9%	\$1,783,290	5.9%	\$1,185,980	\$32,025,209	3.7%	(\$597,310)	-2.2%
29 Estancia Municipal Schools	\$1,392,853	22.0%	\$1,410,088	21.2%	\$1,104,723	\$7,362,095	15.0%	(\$305,365)	-6.2%
30 Eunice Municipal Schools	\$1,260,143	19.9%	\$2,030,348	28.1%	\$2,742,301	\$8,119,090	33.8%	\$711,953	5.7%
31 Farmington Municipal Schools	\$6,554,429	8.7%	\$3,847,514	5.0%	\$300,346	\$90,253,571	0.3%	(\$3,547,168)	-4.6%
32 Floyd Municipal Schools	\$123,947	5.1%	\$202,844	8.1%	\$298,855	\$2,907,917	10.3%	\$96,011	2.2%
33 Fort Sumner Municipal Schools	\$203,154	6.5%	\$274,073	8.9%	\$268,257	\$3,540,802	7.6%	(\$5,816)	-1.3%
34 Gadsden Independent Schools	\$16,691,675	16.5%	\$20,592,458	19.7%	\$27,196,574	\$128,036,633	21.2%	\$6,604,116	1.5%
35 Gallup-McKinley County Schools	\$19,776,805	23.3%	\$11,093,121	12.6%	\$13,339,603	\$108,208,453	12.3%	\$2,246,482	-0.3%
36 Grady Municipal Schools	\$107,342	6.0%	\$76,590	3.9%	\$131,209	\$2,268,997	5.8%	\$54,619	1.9%
37 Grants-Cibola County Schools	\$6,180,557	21.6%	\$8,000,000	28.1%	\$5,222,764	\$31,902,448	16.4%	(\$2,777,236)	-11.7%
38 Hagerman Municipal Schools	\$271,442	6.3%	\$312,216	6.9%	\$718,278	\$5,308,429	13.5%	\$406,062	6.6%
39 Hatch Valley Public Schools	\$539,518	5.6%	\$515,027	5.3%	\$747,529	\$11,613,248	6.4%	\$232,502	1.1%
40 Hobbs Municipal Schools	\$4,945,028	7.3%	\$9,234,962	12.8%	\$12,179,081	\$86,995,150	14.0%	\$2,944,119	1.2%

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Budgeted Cash June 30, 2020	FY20 Program Cost	Percent of FY20 Program Cost	Change In Budgeted Cash FY19-FY20	Change in Percent Cash FY19-FY20
41 Hondo Valley Public Schools	\$98,928	5.0%	\$104,891	5.1%	\$19,869	\$2,473,913	0.8%	(\$85,002)	-4.3%
42 House Municipal Schools	\$116,700	7.5%	\$144,546	9.5%	\$206,330	\$1,575,035	13.1%	\$61,784	3.6%
43 Jal Public Schools	\$386,853	9.6%	\$748,562	17.8%	\$1,069,147	\$5,040,811	21.2%	\$320,585	3.4%
44 Jemez Mountain Public Schools	\$701,333	25.8%	\$656,406	26.9%	\$236,231	\$3,045,451	7.8%	(\$420,175)	-19.2%
45 Jemez Valley Public Schools	\$563,568	17.5%	\$866,862	27.0%	\$689,845	\$3,417,448	20.2%	(\$177,017)	-6.8%
46 Lake Arthur Municipal Schools	\$143,785	8.5%	\$182,637	10.4%	\$227,024	\$1,916,938	11.8%	\$44,387	1.5%
47 Las Cruces Public Schools	\$10,519,630	5.8%	\$17,276,840	9.4%	\$25,488,246	\$215,493,952	11.8%	\$8,211,406	2.4%
48 Las Vegas City Public Schools	\$1,014,711	7.3%	\$1,450,803	10.8%	\$1,040,795	\$14,620,616	7.1%	(\$410,008)	-3.7%
49 Logan Municipal Schools	\$495,224	14.9%	\$761,792	20.6%	\$875,331	\$3,673,449	23.8%	\$113,539	3.2%
50 Lordsburg Municipal Schools	\$291,857	6.2%	\$447,378	10.0%	\$408,569	\$5,421,198	7.5%	(\$38,809)	-2.5%
51 Los Alamos Public Schools	\$1,916,926	6.9%	\$1,776,431	6.1%	\$1,378,721	\$31,570,928	4.4%	(\$397,710)	-1.8%
52 Los Lunas Public Schools	\$4,844,611	8.6%	\$5,325,693	8.8%	\$5,505,600	\$73,074,963	7.5%	\$179,907	-1.3%
53 Loving Municipal Schools	\$492,214	9.4%	\$976,023	17.8%	\$1,435,398	\$6,432,436	22.3%	\$459,375	4.5%
54 Loving Municipal Schools	\$2,181,142	7.5%	\$3,726,093	11.6%	\$4,949,350	\$36,396,997	13.6%	\$1,223,257	2.0%
55 Magdalena Municipal Schools	\$606,971	16.1%	\$626,000	17.0%	\$719,662	\$4,285,712	16.8%	\$93,662	-0.2%
56 Maxwell Municipal Schools	\$59,327	3.6%	\$117,782	6.6%	\$119,370	\$2,138,399	5.6%	\$1,588	-1.0%
57 Melrose Public Schools	\$121,534	5.4%	\$197,264	7.8%	\$373,133	\$2,997,560	12.4%	\$175,869	4.7%
58 Mesa Vista Consolidated Schools	\$10,000	0.4%	\$43,632	2.8%	\$209,977	\$3,582,936	5.9%	\$166,345	3.1%
59 Mora Independent Schools	\$721,193	16.3%	\$585,964	13.3%	\$469,220	\$4,853,264	9.7%	(\$116,744)	-3.6%
60 Moriarty-Edgewood School District	\$493,906	2.7%	\$1,086,865	6.2%	\$1,569,846	\$20,188,750	7.8%	\$482,981	1.6%
61 Mosquero Municipal Schools	\$85,687	7.0%	\$98,675	8.8%	\$91,509	\$1,623,326	5.6%	(\$7,166)	-3.2%
62 Mountainair Public Schools	\$88,271	3.1%	\$101,861	3.7%	\$10,132	\$3,322,452	0.3%	(\$91,729)	-3.4%
63 Pecos Independent Schools	\$630,609	11.2%	\$638,333	11.2%	\$1,005,780	\$6,258,139	16.1%	\$367,447	4.9%
64 Pecos Independent Schools	\$226,810	6.4%	\$306,709	8.2%	\$355,285	\$4,194,780	8.5%	\$48,576	0.3%
65 Pojsaque Valley Public Schools	\$0	0.0%	\$345	0.0%	\$960,296	\$16,503,565	5.8%	\$959,951	5.8%
66 Portales Municipal Schools	\$1,393,126	6.6%	\$1,972,426	9.2%	\$2,334,892	\$24,779,584	9.4%	\$362,466	0.3%
67 Quemado Independent Schools	\$223,847	10.7%	\$257,779	11.9%	\$307,813	\$2,503,230	12.3%	\$50,034	0.4%
68 Questa Independent Schools	\$60,092	1.4%	\$56,853	1.3%	\$123,011	\$4,577,818	2.7%	\$66,158	1.4%
69 Raton Public Schools	\$581,142	7.9%	\$983,159	13.4%	\$1,866,088	\$9,353,387	22.3%	\$882,929	9.0%
70 Reserve Public Schools	\$63,961	3.2%	\$221,449	10.7%	\$393,877	\$2,344,019	16.8%	\$172,428	6.1%
71 Rio Rancho Public Schools	\$8,572,745	6.8%	\$14,000,000	10.8%	\$16,819,158	\$146,379,614	11.5%	\$2,819,158	0.7%
72 Roswell Independent Schools	\$313,806	0.4%	\$974,405	1.4%	\$2,664,117	\$91,254,923	2.9%	\$1,689,712	1.5%
73 Roy Municipal Schools	\$49,610	4.1%	\$68,896	5.7%	\$98,549	\$1,495,540	6.6%	\$29,653	0.9%
74 Ruidoso Municipal Schools	\$4,144,932	28.5%	\$4,493,638	29.9%	\$4,221,997	\$16,780,972	25.2%	(\$271,641)	-4.4%
75 San Jon Municipal Schools	\$182,665	9.7%	\$234,397	12.0%	\$313,131	\$2,136,070	14.7%	\$78,734	2.6%
76 Santa Fe Public Schools	\$5,569,537	5.7%	\$6,618,911	6.8%	\$4,316,825	\$111,948,653	3.9%	(\$2,302,086)	-2.9%
77 Santa Rosa Consolidated Schools	\$587,373	9.7%	\$535,408	9.0%	\$869,340	\$6,901,440	12.6%	\$333,932	3.6%
78 Silver Consolidated Schools	\$274,311	1.2%	\$675,239	3.3%	\$388,772	\$22,977,238	1.7%	(\$286,467)	-1.6%
79 Socorro Consolidated Schools	\$1,370,764	11.4%	\$1,576,682	13.3%	\$1,368,927	\$13,736,497	10.0%	(\$207,755)	-3.3%
80 Springer Municipal Schools	\$272,406	13.5%	\$167,000	8.5%	\$270,874	\$2,333,273	11.6%	\$103,874	3.1%

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Budgeted Cash June 30, 2020	FY20 Program Cost	Percent of FY20 Program Cost	Change in Budgeted Cash FY19-FY20	Change in Percent Cash FY19-FY20
81 Taos Municipal Schools	\$2,189,979	12.2%	\$2,734,021	15.3%	\$1,756,447	\$19,773,303	8.9%	(\$977,574)	-6.4%
82 Tatum Municipal Schools	\$290,122	8.3%	\$356,530	9.6%	\$390,906	\$4,114,641	9.5%	\$34,376	-0.3%
83 Textico Municipal Schools	\$497,126	9.5%	\$490,432	9.5%	\$468,612	\$5,758,590	8.1%	(\$21,820)	-1.4%
84 Truth or Consequences Municipal Schools	\$1,617,821	15.6%	\$2,018,243	18.8%	\$2,400,122	\$11,949,384	20.1%	\$381,879	1.3%
85 Tucumcari Public Schools	\$1,394,764	16.4%	\$2,006,239	23.3%	\$2,443,840	\$9,312,127	26.2%	\$437,601	3.0%
86 Tulareosa Municipal Schools	\$960,760	12.5%	\$564,141	7.4%	\$828,721	\$9,329,528	8.9%	\$264,580	1.5%
87 Vaughn Municipal Schools	\$220,224	13.4%	\$119,876	8.1%	\$241,710	\$1,761,740	13.7%	\$121,834	5.6%
88 Wagon Mound Public Schools	\$59,824	4.0%	\$68,813	4.8%	\$161,879	\$1,678,342	9.6%	\$93,066	4.9%
89 West Las Vegas Public Schools	\$1,787,324	14.3%	\$1,683,914	13.5%	\$2,520,139	\$15,034,074	16.8%	\$836,225	3.2%
90 Zuni Public Schools	\$1,165,375	10.4%	\$1,040,588	9.2%	\$1,276,301	\$12,480,091	10.2%	\$235,713	1.0%
91 Charter Schools									
92 Albuquerque									
93 ACE Leadership High School	\$585,430	18.5%	\$970,700	32.2%	\$999,288	\$3,093,315	32.3%	\$28,588	0.1%
94 Albuquerque Bilingual Academy	\$470,785	15.6%	\$41,859	1.6%	\$395,659	\$3,798,815	10.4%	\$353,800	8.9%
95 Albuquerque Charter Academy	\$295,943	11.5%	\$285,000	10.6%	\$470,000	\$3,375,475	13.9%	\$185,000	3.3%
96 Albuquerque Collegiate			\$5,433	1.3%	\$22,743	\$781,967	2.9%	\$17,310	1.6%
97 Albuquerque Institute of Math & Science	\$1,388,999	44.6%	\$1,384,336	44.1%	\$1,435,000	\$3,259,194	44.0%	\$50,664	-0.0%
98 Albuquerque School of Excellence	\$189,944	5.4%	\$397,136	9.9%	\$347,573	\$4,697,542	7.4%	(\$49,563)	-2.5%
99 Albuquerque Sign Language Academy	\$600,000	27.9%	\$967,925	45.3%	\$1,111,167	\$2,340,664	47.5%	\$143,242	2.2%
100 Albuquerque Talent Development Charter	\$194,000	11.5%	\$200,885	11.3%	\$225,000	\$1,848,842	12.2%	\$24,115	0.8%
101 Alice King Community School	\$10,000	0.3%	\$20,000	0.6%	\$50,000	\$3,973,660	1.3%	\$30,000	0.7%
102 Altura Preparatory School			\$9,130	1.6%	\$5,000	\$87,949	0.6%	(\$4,130)	-1.0%
103 Amy Biehl Charter High School	\$519,434	15.4%	\$0	0.0%	\$597,233	\$3,428,024	17.4%	\$597,233	17.4%
104 Cesar Chavez Community School	\$638,136	30.7%	\$684,987	31.4%	\$726,880	\$2,344,811	31.0%	\$41,893	-0.4%
105 Christine Duncan Heritage Academy	\$403,524	14.9%	\$879,547	26.7%	\$724,793	\$3,799,685	19.1%	(\$154,754)	-7.6%
106 Cien Agues International	\$21,204	0.7%	\$31,596	0.9%	\$200,040	\$3,781,915	5.3%	\$168,444	4.4%
107 Coral Community Charter	\$18,362	1.4%	\$31,313	2.2%	\$169,356	\$1,950,925	8.7%	\$138,043	6.5%
108 Corrales International	\$215,211	8.6%	\$377,735	15.4%	\$627,426	\$2,950,354	21.3%	\$249,691	5.9%
109 Cottonwood Classical Prep	\$51,926	1.1%	\$21,868	0.5%	\$200,000	\$5,654,823	3.5%	\$178,132	3.1%
110 Digital Arts And Technology	\$172,040	6.6%	\$340,856	13.5%	\$320,160	\$2,716,587	11.8%	(\$20,696)	-1.7%
111 East Mountain High School	\$450,000	15.1%	\$450,000	15.1%	\$503,144	\$3,314,592	15.2%	\$53,144	0.1%
112 El Camino Real Academy	\$2,825	0.1%	\$105,177	3.7%	\$75,652	\$3,364,563	2.2%	(\$29,525)	-1.5%
113 Explore Academy	\$30,000	1.3%	\$50,000	1.3%	\$280,464	\$4,137,698	6.8%	\$230,464	5.5%
114 Gilbert L Sena Charter HS	\$150,000	7.9%	\$150,000	7.5%	\$150,000	\$2,053,602	7.3%	\$0	-0.2%
115 Gordon Bernell Charter	\$400,000	12.5%	\$650,000	21.3%	\$1,000,000	\$3,343,480	29.9%	\$350,000	8.6%
116 GREAT Academy	\$280,667	17.3%	\$288,797	16.4%	\$342,441	\$1,871,173	18.3%	\$53,644	1.9%
117 Health Leadership High School	\$500,432	23.9%	\$1,383,017	59.9%	\$1,668,443	\$2,723,159	61.3%	\$285,426	1.4%
118 Horizon Academy West	\$299,999	10.0%	\$400,000	13.1%	\$400,000	\$3,572,517	11.2%	\$0	-2.0%
119 International School at Mesa Del Sol	\$291,007	11.0%	\$294,111	11.1%	\$275,000	\$3,065,972	9.0%	(\$19,111)	-2.2%
120 La Academia De Esperanza	\$476,852	11.6%	\$658,755	16.2%	\$1,759,388	\$4,102,003	42.9%	\$1,100,633	26.7%

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Budgeted Cash June 30, 2020	FY20 Program Cost	Percent of FY20 Program Cost	Change in Budgeted Cash FY19-FY20	Change in Percent Cash FY19-FY20
121 Los Puentes Charter	\$419,328	19.8%	\$339,148	17.1%	\$414,000	\$2,120,174	19.5%	\$74,852	2.4%
122 Mark Armijo Academy	\$150,000	8.7%	\$200,000	10.3%	\$75,000	\$2,155,542	3.5%	(\$125,000)	-6.9%
123 Media Arts Collaborative	\$175,000	7.7%	\$192,800	7.6%	\$450,000	\$2,834,428	15.9%	\$257,200	8.3%
124 Mission Achievement And Success	\$400,000	7.0%	\$300,000	3.4%	\$120,000	\$10,390,973	1.2%	(\$180,000)	-2.2%
125 Montessori Elementary School	\$40,700	1.7%	\$1,000	0.0%	\$10,000	\$2,946,810	0.3%	\$9,000	0.3%
126 Montessori of the Rio Grande	\$82,000	5.7%	\$108,637	7.0%	\$87,000	\$1,793,275	4.9%	(\$21,637)	-2.2%
127 Mountain Mahogany Community School	\$74,021	4.5%	\$75,128	4.8%	\$80,930	\$1,936,377	4.2%	\$5,802	-0.6%
128 Native American Community Academy	\$9,133	0.3%	\$10,000	0.3%	\$358,297	\$4,111,479	8.7%	\$348,297	8.4%
129 New America School - Albuquerque	\$492,260	20.1%	\$461,002	18.4%	\$535,148	\$2,597,954	20.6%	\$74,146	2.2%
130 New Mexico International School	\$391,690	25.3%	\$423,688	21.5%	\$475,743	\$2,794,770	17.0%	\$52,055	-4.5%
131 North Valley Academy	\$344,562	10.7%	\$472,903	14.4%	\$1,163,015	\$4,259,613	27.3%	\$690,112	12.9%
132 Public Academy for Performing Arts	\$30,000	1.1%	\$10,000	0.3%	\$150,000	\$3,519,816	4.3%	\$140,000	3.9%
133 Robert F. Kennedy Charter	\$46,760	1.5%	\$113,737	3.3%	\$57,203	\$3,745,166	1.5%	(\$56,534)	-1.8%
134 Sjembra Leadership High School	\$381,661	36.1%	\$483,908	35.2%	\$261,206	\$1,644,773	15.9%	(\$222,702)	-19.3%
135 Solare Collegiate			\$97,337		\$0	\$1,283,964	0.0%	(\$97,337)	0.0%
136 South Valley Academy	\$825,836	17.3%	\$1,075,819	21.4%	\$1,335,029	\$6,019,502	22.2%	\$259,210	0.8%
137 South Valley Prep	\$34,000	2.8%	\$81,734	6.1%	\$64,341	\$1,565,798	4.1%	(\$17,393)	-2.0%
138 Southwest Aeronautics, Math, and Science	\$368,938	16.7%	\$196,597	7.8%	\$500,378	\$2,638,201	19.0%	\$303,781	11.2%
139 Southwest Preparatory Learning Center	\$206,981	13.1%	\$151,438	11.0%	\$373,776	\$1,750,450	21.4%	\$222,338	10.4%
140 Southwest Secondary Learning Center	\$1,016,303	40.7%	\$1,611,522	66.4%	\$1,950,000	\$2,331,312	83.6%	\$338,478	17.3%
141 Technology Leadership	\$873,362	46.2%	\$1,183,114	51.2%	\$1,495,372	\$2,449,600	61.0%	\$312,258	9.9%
142 Tierra Adentro	\$350,000	12.8%	\$472,204	16.6%	\$500,000	\$3,025,040	16.5%	\$27,796	-0.1%
143 Twenty-First Century	\$22,876	1.3%	\$99,121	4.1%	\$152,320	\$2,789,261	5.5%	\$53,199	1.3%
144 William W. Josephine Dom Charter	\$30,000	5.2%	\$37,597	6.4%	\$54,117	\$752,411	7.2%	\$16,520	0.8%
Aztec									
145 Mosaic Academy Charter	\$243,745	18.3%	\$316,496	22.7%	\$291,777	\$1,536,141	19.0%	\$72,751	4.4%
Carlisbad									
147 Jefferson Montessori	\$159,829	8.4%	\$457,525	20.7%	\$376,053	\$2,274,258	16.5%	\$297,696	12.4%
148 Pecos Connections	\$189,000	4.7%	\$348,000	5.3%	\$615,021	\$10,411,241	5.9%	\$159,000	0.6%
Central									
150 Dream Dine	\$185,491	59.6%	\$132,212	53.3%	\$79,261	\$202,146	39.2%	(\$53,279)	-6.3%
Cimarron									
151 Moreno Valley High	\$82,261	12.0%	\$37,761	5.0%	\$43,672	\$909,017	4.8%	(\$44,500)	-7.0%
Deming									
152 Deming Cesar Chavez	\$400,924	23.2%	\$333,343	19.8%	\$567,265	\$1,750,874	32.4%	(\$67,581)	-3.4%
Espanola									
153 La Tierra Montessori School	\$138,866	12.7%	\$256,004	24.4%	\$189,953	\$834,387	22.8%	\$117,138	11.7%
154 McCurdy Charter School	\$51,402	2.4%	\$529,413	14.3%	\$250,480	\$4,235,764	5.9%	\$448,011	11.9%
Gallup-McKinley									
155 Dzit Dit Lool DEAP	\$16,923	6.1%	\$1,042	0.3%	\$15,433	\$529,924	2.9%	(\$15,881)	-5.9%

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Budgeted Cash June 30, 2020	FY20 Program Cost	Percent of FY20 Program Cost	Change in Budgeted Cash FY19-FY20	Change in Percent Cash FY19-FY20
161 Hozho Academy			\$6,913	0.7%	\$37,614	\$3,103,283	1.2%	\$6,913	0.7%
162 Middle College High	\$646,550	49.3%	\$711,667	53.1%	\$744,000	\$1,614,191	46.1%	\$65,117	3.8%
163 Six Directions	\$200,000	24.0%	\$140,000	20.8%	\$140,000	\$825,141	17.0%	(\$60,000)	-3.2%
164 Jemez Valley									
165 San Diego Riverside	\$101,854	11.2%	\$7,000	0.8%	\$10,787	\$1,068,693	1.0%	(\$94,854)	-10.4%
166 Waiatowa Charter High	\$1,836,523	253.4%	\$1,677,800	280.8%	\$1,732,192	\$756,355	229.0%	(\$158,723)	27.4%
167 Las Cruces									
168 Alms D'Arte Charter	\$95,000	4.8%	\$274,391	14.1%	\$150,168	\$1,753,552	8.6%	\$179,391	9.3%
169 J Paul Taylor Academy	\$122,885	9.1%	\$117,471	7.9%	\$191,359	\$1,647,852	11.6%	(\$5,414)	-1.2%
170 La Academia Dolores Huerta	\$180,000	13.1%	\$235,192	17.5%	\$189,210	\$1,243,750	15.2%	\$55,192	4.5%
171 Las Montañas Charter	\$91,986	5.2%	\$18,666	0.9%	\$235,355	\$2,380,023	9.9%	(\$73,320)	-4.3%
172 New America School - Las Cruces	\$486,525	22.4%	\$485,262	21.4%	\$459,859	\$2,130,672	21.6%	(\$1,263)	-1.0%
173 Raices del Saber Xinachtli					\$3,055	\$326,954	0.9%	\$0	0.0%
174 Los Lunas									
175 School of Dreams Academy	\$36,000	1.0%	\$72,000	2.0%		\$4,873,624	0.0%	\$36,000	1.0%
176 Moriarty									
177 Estancia Valley Classical Academy	\$50,622	1.8%	\$51,545	1.5%	\$103,152	\$4,099,191	2.5%	\$923	-0.4%
178 Roswell									
179 Sidney Gutierrez Middle	\$220,294	32.2%	\$242,789	34.2%	\$61,495	\$734,909	8.4%	\$22,495	2.1%
180 Questa									
181 Red River Valley Charter School	\$97,471	12.7%	\$41,019	5.4%	\$190,683	\$945,932	20.2%	(\$56,452)	-7.3%
182 Roots & Wings Community	\$50,711	11.0%	\$30,434	6.3%	\$91,984	\$607,693	15.1%	(\$20,277)	-4.7%
183 Rio Rancho									
184 ASK Academy	\$97,895	2.8%	\$163,995	4.4%	\$300,000	\$4,468,629	6.7%	\$66,100	1.6%
185 Sandoval Academy of Bilingual Education	\$0	0.0%	\$50,000	4.0%	\$200,000	\$1,628,983	12.3%	\$50,000	4.0%
186 Santa Fe									
187 Academy for Technology and the Classics	\$68,998	2.4%	\$640,749	22.3%	\$622,399	\$3,124,108	19.9%	\$571,751	19.9%
188 New Mexico Connections Academy	\$365,102	3.0%	\$1,959,656	15.8%	\$2,330,000	\$8,941,842	26.1%	\$1,594,554	12.9%
189 MASTERS Program	\$695,986	35.4%	\$947,045	44.1%	\$1,404,351	\$2,699,461	52.0%	\$251,059	8.7%
190 Monte Del Sol Charter	\$100,000	3.4%	\$686,022	20.1%	\$421,780	\$3,467,990	12.2%	\$586,022	16.7%
191 New Mexico School for the Arts	\$329,163	15.1%	\$279,226	12.3%	\$292,803	\$2,618,291	11.2%	(\$49,937)	-2.8%
192 Tierra Encantada Charter School	\$184,273	7.2%	\$110,000	4.2%	\$265,513	\$3,127,813	8.5%	(\$74,273)	-3.1%
193 Turquoise Trail Charter School	\$164,034	4.9%	\$371,716	9.6%	\$703,879	\$5,331,242	13.2%	\$207,682	4.7%
194 Silver City									
195 Aldo Leopold Charter	\$190,395	10.1%	\$242,972	11.4%	\$470,385	\$2,237,407	21.0%	\$52,577	1.3%
196 Socorro									
197 Cottonwood Valley Charter	\$110,000	8.4%	\$160,000	11.5%	\$215,000	\$1,625,282	13.2%	\$50,000	3.1%
198 Taos									
199 Anansi Charter School	\$74,060	4.9%	\$6,262	0.4%	\$111,622	\$1,815,669	6.1%	(\$67,798)	-4.5%
200 Taos Academy	\$334,430	15.7%	\$202,159	9.8%	\$238,366	\$2,555,323	9.3%	(\$132,271)	-5.9%
201 Taos Integrated School of Arts	\$13,222	1.1%	\$5,342	0.4%	\$32,730	\$1,487,665	2.2%	(\$7,880)	-0.7%

School District and Charter School Cash Balances

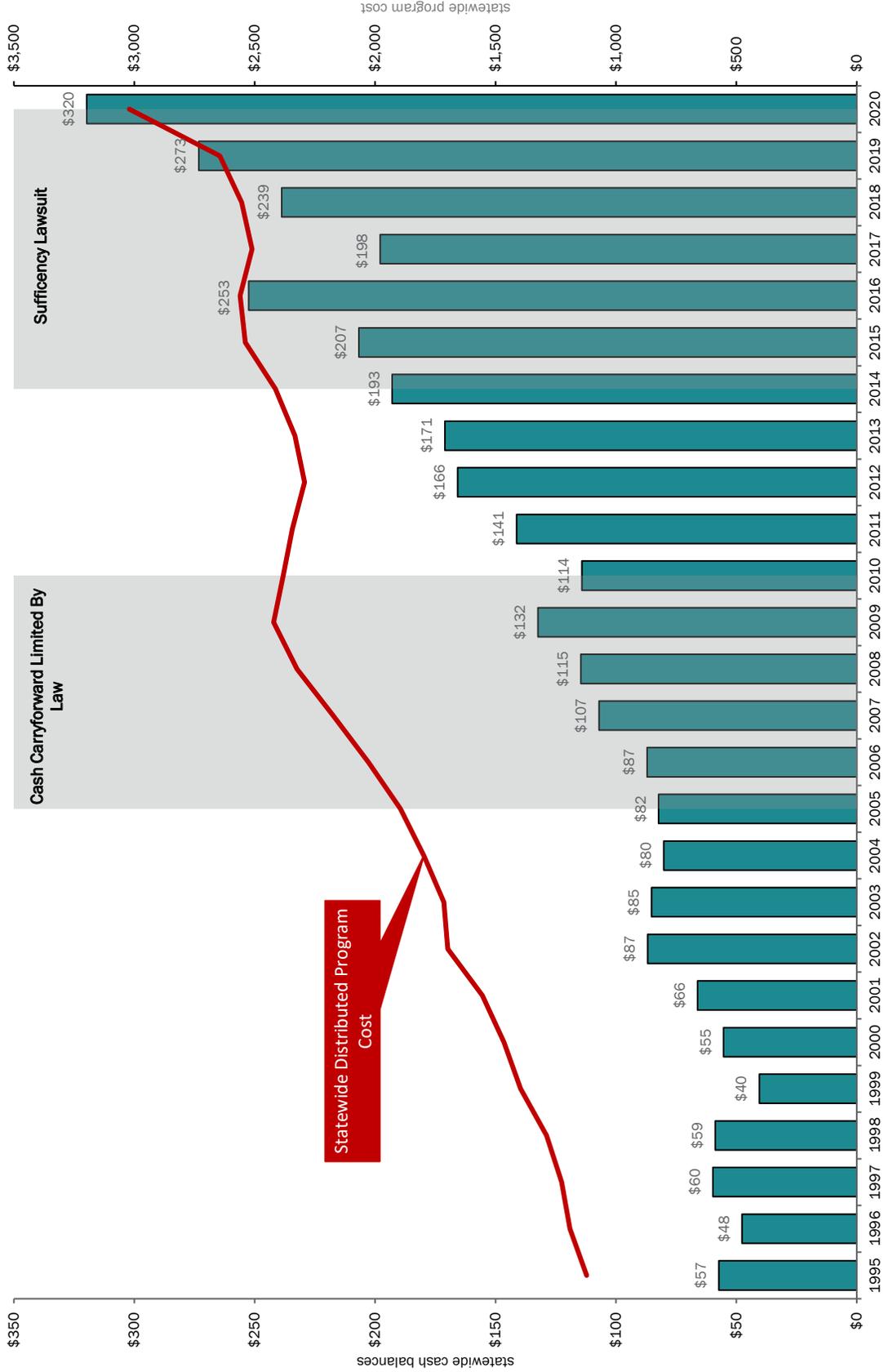
School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Budgeted Cash June 30, 2020	FY20 Program Cost	Percent of FY20 Program Cost	Change in Budgeted Cash FY19-FY20	Change in Percent Cash FY19-FY20
202 Taos International School	\$76,423	4.4%	\$9,841	0.6%	\$1,000	\$1,600,172	0.1%	(\$66,582)	-3.8%
203 Taos Municipal Charter	\$100	0.0%	\$30,609	1.9%	\$19,834	\$1,848,327	1.1%	\$30,509	1.9%
204 Vista Grande High School	\$84,852	8.0%	\$196,283	16.6%	\$177,275	\$1,200,433	14.8%	\$111,431	8.5%
205 West Las Vegas									
206 Rio Gallinas School	\$204,541	25.4%	\$0	0.0%	\$132,316	\$910,090	14.5%	(\$204,541)	-25.4%
207 Charter Schools Closed Prior to FY21	\$152,104		\$52,035			\$223,360			
208 STATEWIDE TOTAL	\$238,734,866	9.3%	\$273,280,485	10.3%	\$319,758,241	\$3,020,795,909	10.6%	\$34,545,619	0.3%

Source: LESC Files

School District and Charter School Cash Balances

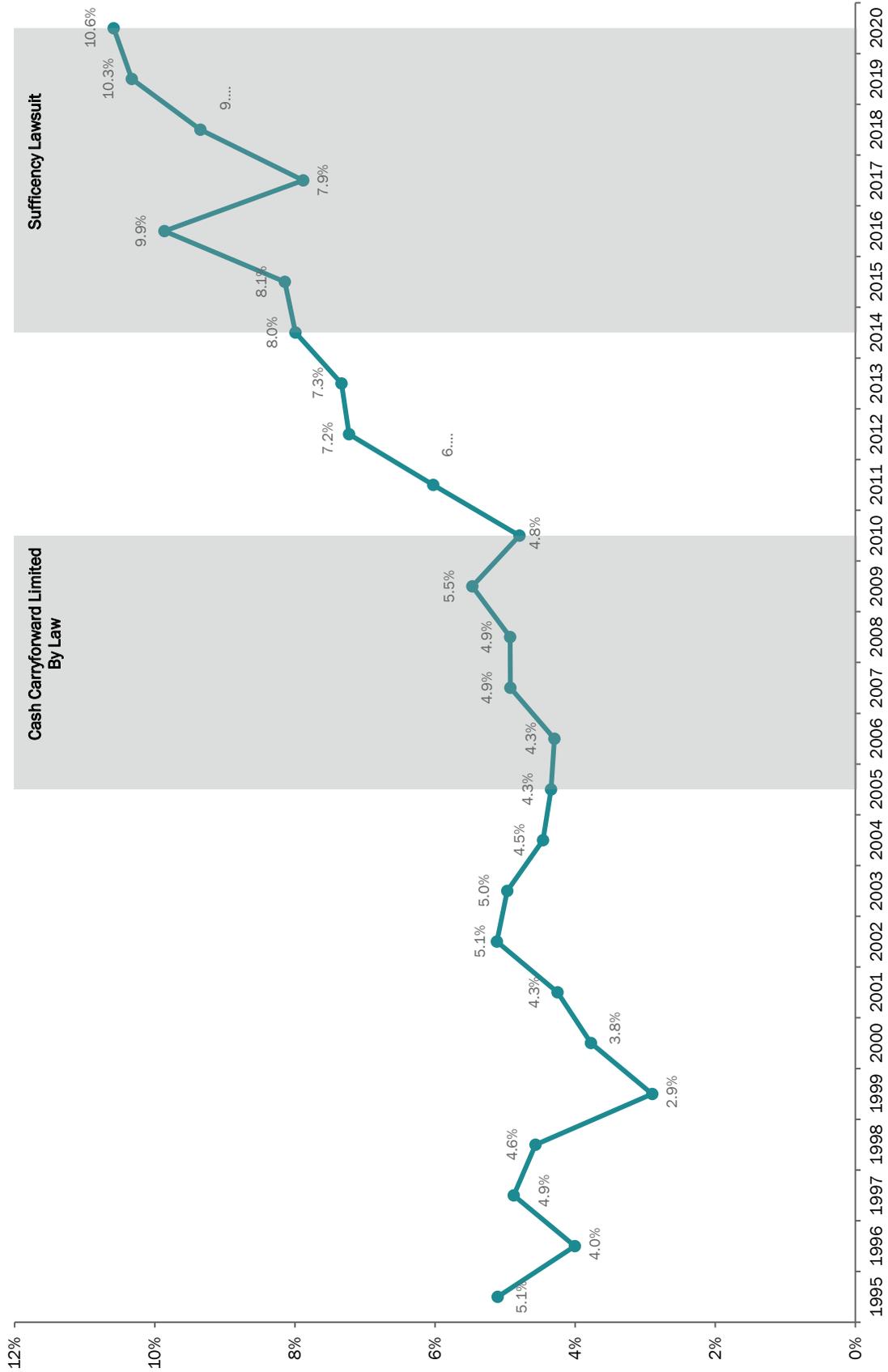
Statewide Year-End Cash Balances and Program Cost
(in millions)



Reported cash balances are based on the amount budgeted by school districts and charter schools and do not reflect the actual amount of audited year-end cash.

Source: LESC Files

Statewide Year-End Cash Balances as a Percent of Program Cost



Reported cash balances are based on the amount budgeted by school districts and charter schools and do not reflect the actual amount of audited year-end cash.

Source: LESC Files

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY20

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
1	School Districts					
2	Alamogordo Public Schools	58.0%	12.4%	6.4%	23.2%	
3	Albuquerque Public Schools	66.2%	12.9%	5.8%	15.1%	Less than 0.05%
4	Animas Public Schools	52.5%	5.6%	5.3%	36.6%	
5	Artesia Public Schools	67.0%	9.9%	8.2%	14.9%	
6	Aztec Municipal Schools	61.0%	11.5%	8.6%	18.9%	
7	Belen Consolidated Schools	58.1%	10.5%	6.2%	25.2%	
8	Bernalillo Public Schools	57.7%	13.0%	6.9%	22.5%	
9	Bloomfield Schools	59.5%	10.5%	9.1%	20.9%	
10	Capitan Municipal Schools	61.6%	11.8%	5.6%	21.0%	
11	Carlsbad Municipal Schools	62.4%	12.8%	7.2%	17.6%	
12	Carrizozo Municipal Schools	55.2%	11.9%	6.7%	26.1%	
13	Central Consolidated Schools	57.7%	11.9%	7.7%	22.8%	
14	Chama Valley Ind. Schools	51.2%	11.5%	9.4%	27.9%	
15	Cimarron Municipal Schools	59.8%	12.3%	5.6%	22.2%	
16	Clayton Municipal Schools	56.4%	13.1%	6.6%	23.9%	
17	Cloudcroft Municipal Schools	56.4%	9.0%	6.9%	27.8%	
18	Clovis Municipal Schools	61.4%	14.6%	5.6%	18.0%	0.5%
19	Cobre Consolidated Schools	53.7%	17.1%	7.3%	22.0%	
20	Corona Municipal Schools	59.8%	10.9%	3.8%	25.5%	
21	Cuba Independent Schools	47.6%	13.1%	8.5%	30.8%	
22	Deming Public Schools	62.8%	10.8%	6.5%	19.9%	
23	Des Moines Municipal Schools	57.0%	3.9%	5.8%	33.4%	
24	Dexter Consolidated Schools	54.0%	11.1%	6.8%	28.1%	
25	Dora Consolidated Schools	57.7%	10.4%	5.7%	26.3%	
26	Dulce Independent Schools	49.1%	11.2%	7.4%	32.3%	
27	Elida Municipal Schools	66.4%	7.3%	6.9%	19.4%	
28	Española Public Schools	53.4%	15.3%	6.4%	24.9%	Less than 0.05%
29	Estancia Municipal Schools	52.1%	12.9%	7.1%	27.8%	
30	Eunice Municipal Schools	63.5%	10.1%	5.0%	21.4%	
31	Farmington Municipal Schools	64.1%	14.9%	6.2%	14.9%	
32	Floyd Municipal Schools	62.2%	11.0%	2.0%	24.8%	
33	Fort Sumner Municipal Schools	62.4%	9.2%	6.0%	22.5%	

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY20

School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
34 Gadsden Independent Schools	63.9%	12.6%	6.4%	17.0%	0.1%
35 Gallup-McKinley County Schools	60.6%	11.4%	7.1%	20.3%	0.7%
36 Grady Municipal Schools	64.0%	2.5%	5.1%	28.4%	
37 Grants-Cibola County Schools	58.8%	14.5%	4.4%	22.2%	
38 Hagerman Municipal Schools	57.5%	11.6%	7.6%	23.4%	
39 Hatch Valley Public Schools	57.2%	13.5%	6.7%	22.6%	
40 Hobbs Municipal Schools	67.9%	13.3%	6.0%	12.7%	
41 Hondo Valley Public Schools	55.5%	13.6%	4.1%	26.7%	
42 House Municipal Schools	64.7%	5.0%	1.5%	28.8%	
43 Jal Public Schools	53.4%	6.5%	6.9%	33.2%	
44 Jemez Mountain Public Schools	41.4%	7.2%	9.1%	42.2%	
45 Jemez Valley Public Schools	44.6%	10.4%	8.2%	36.9%	
46 Lake Arthur Municipal Schools	48.5%	14.1%	5.8%	31.7%	
47 Las Cruces Public Schools	64.4%	11.6%	6.8%	17.2%	Less than 0.05%
48 Las Vegas City Public Schools	51.7%	10.7%	8.6%	29.1%	
49 Logan Municipal Schools	61.6%	10.5%	3.3%	24.7%	
50 Lordsburg Municipal Schools	49.8%	11.8%	10.5%	28.0%	
51 Los Alamos Public Schools	62.7%	14.9%	5.2%	17.2%	
52 Los Lunas Public Schools	57.9%	13.7%	8.1%	20.3%	
53 Loving Municipal Schools	61.5%	11.7%	8.1%	18.7%	
54 Lovington Municipal Schools	59.8%	14.1%	7.6%	18.2%	0.4%
55 Magdalena Municipal Schools	48.8%	14.6%	7.2%	29.4%	
56 Maxwell Municipal Schools	54.8%	11.2%	6.2%	27.7%	
57 Melrose Public Schools	58.0%	10.1%	7.1%	24.7%	
58 Mesa Vista Consolidated	41.5%	7.1%	13.0%	38.4%	
59 Mora Independent Schools	50.1%	9.2%	8.7%	30.3%	1.8%
60 Moriarty Municipal Schools	60.7%	11.9%	5.8%	21.6%	
61 Mosquero Municipal Schools	43.0%	11.3%		37.3%	8.5%
62 Mountainair Public Schools	52.4%	13.4%	9.7%	24.4%	
63 Pecos Independent Schools	51.4%	10.7%	7.6%	29.4%	0.8%
64 Peñasco Independent Schools	43.1%	13.7%	8.0%	35.1%	
65 Pojoaque Valley Public Schools	52.5%	15.3%	8.7%	23.5%	
66 Portales Municipal Schools	62.8%	11.7%	9.1%	16.4%	

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY20

School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
67 Quemado Independent Schools	61.2%	4.5%	7.5%	26.8%	
68 Questa Independent Schools	50.5%	13.2%	8.1%	28.1%	
69 Raton Public Schools	65.4%	10.2%	6.6%	17.7%	
70 Reserve Public Schools	53.2%	6.9%	9.3%	30.6%	
71 Rio Rancho Public Schools	59.2%	11.6%	5.6%	21.9%	1.7%
72 Roswell Independent Schools	63.0%	11.6%	8.1%	17.3%	
73 Roy Municipal Schools	61.8%	3.5%		34.7%	
74 Ruidoso Municipal Schools	60.7%	11.8%	6.7%	20.8%	
75 San Jon Municipal Schools	54.3%	6.4%		36.6%	2.6%
76 Santa Fe Public Schools	65.4%	14.6%	6.5%	13.5%	
77 Santa Rosa Consolidated	55.5%	11.6%	9.4%	23.5%	
78 Silver Consolidated Schools	59.7%	14.8%	7.0%	18.5%	
79 Socorro Consolidated Schools	52.2%	15.0%	7.9%	24.9%	
80 Springer Municipal Schools	51.4%	12.1%	3.6%	32.9%	
81 Taos Municipal Schools	61.4%	11.3%	6.0%	21.3%	
82 Tatum Municipal Schools	58.2%	7.0%	8.2%	26.6%	
83 Texico Municipal Schools	61.1%	8.5%	5.8%	21.4%	3.1%
84 Truth or Conseq. Schools	66.7%	4.4%	6.8%	22.1%	
85 Tucumcari Public Schools	61.7%	7.9%	6.5%	23.9%	
86 Tularosa Municipal Schools	58.9%	15.3%	7.0%	18.8%	
87 Vaughn Municipal Schools	48.3%	10.5%	9.7%	31.5%	
88 Wagon Mound Public Schools	52.3%	6.4%	8.1%	33.3%	
89 West Las Vegas Public Schools	54.3%	12.8%	6.8%	26.2%	
90 Zuni Public Schools	57.2%	7.3%	6.4%	29.0%	
91 School District Average	62.6%	12.5%	6.5%	18.3%	0.2%
92 Charter Schools					
93 Albuquerque					
94 ACE Leadership High School	32.5%	10.8%	2.5%	24.5%	29.8%
95 Albuquerque Bilingual Academy	57.3%	4.6%	4.3%	33.8%	
96 Albuquerque Charter Academy	52.1%	9.9%	12.6%	24.1%	1.3%
97 Albuquerque Collegiate	39.6%	7.0%	9.6%	43.8%	
98 Albuquerque Institute of Math & Science	54.9%	11.8%	7.3%	26.1%	
99 Albuquerque School of Excellence	81.2%	2.4%	2.5%	13.9%	

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY20

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
100	Albuquerque Sign Language Academy	48.7%	24.5%	8.0%	18.8%	
101	Albuquerque Talent Development	46.9%	7.5%	10.2%	35.4%	
102	Alice King Community School	81.3%	4.0%	3.6%	11.2%	
103	Altura Preparatory	41.5%	2.1%	16.6%	39.8%	
104	Amy Biehl Charter High School	54.5%	18.9%	6.9%	19.6%	
105	Cesar Chavez Community School	43.0%	18.7%	5.0%	33.4%	
106	Christine Duncan Heritage	62.7%	8.6%	7.6%	21.1%	
107	Cien Aguas International	66.9%	9.6%	5.8%	17.8%	
108	Coral Community Charter	63.0%	4.0%	6.0%	27.0%	
109	Corrales International School	66.1%	8.9%	1.5%	23.5%	
110	Cottonwood Classical Prep	73.9%	7.0%	3.9%	15.2%	
111	Digital Arts and Tech Acad.	51.0%	7.4%	13.8%	27.8%	
112	East Mountain High School	60.9%	11.0%	3.5%	24.6%	
113	El Camino Real Academy	54.8%	15.1%		25.3%	
114	Explore Academy	61.9%	6.5%	8.6%	23.0%	
115	Gilbert L. Sena Charter	50.0%	11.0%	4.9%	34.0%	
116	Gordon Bernell Charter	55.4%	22.0%	5.4%	17.2%	
117	GREAT Academy	38.0%	7.5%	0.7%	53.8%	
118	Health Leadership High School	33.9%	19.8%	3.4%	36.4%	
119	Horizon Academy West	66.2%	7.1%	3.0%	22.1%	
120	Int'l School at Mesa Del Sol	62.7%	14.0%	2.3%	21.0%	
121	La Academia De Esperanza	62.3%	11.6%	0.1%	26.0%	
122	Los Puentes Charter	39.2%	28.7%	4.8%	27.3%	
123	Mark Armijo Academy	56.5%	16.5%	6.0%	21.1%	
124	Media Arts Collaborative	59.9%	15.6%	3.7%	20.8%	
125	Mission Achievement & Success	59.8%	8.5%	8.0%	23.8%	
126	Montessori Elementary School	62.3%	8.4%		29.3%	
127	Montessori of the Rio Grande	68.8%	5.5%	4.1%	21.6%	
128	Mountain Mahogany Community	63.1%	21.6%		15.3%	
129	Native American Community	57.8%	9.8%	11.1%	21.3%	
130	New America - Albuquerque	34.2%	11.1%	7.0%	47.7%	
131	New Mexico International	61.2%	5.2%	6.2%	24.8%	2.7%
132	North Valley Academy	73.1%	4.9%	1.7%	20.3%	

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY20

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
133	Public Acad. Performing Arts	67.3%	6.4%	8.2%	18.2%	
134	Robert F. Kennedy	54.6%	15.1%	6.3%	24.1%	
135	Siembra Leadership High School	33.4%	26.0%	8.2%	32.4%	
136	Solare Collegiate Charter School	53.4%	12.6%	2.0%	32.0%	
137	South Valley Academy	68.6%	12.4%	3.9%	15.1%	
138	South Valley Preparatory	56.1%	5.5%	8.6%	29.7%	
139	Southwest Aero., Math, and Science	47.0%	11.4%	11.8%	29.8%	
140	Southwest Preparatory	53.4%	4.2%	3.8%	38.5%	
141	Southwest Secondary	44.7%	3.9%	6.8%	44.6%	
142	Technology Leadership	41.4%	24.6%		34.0%	
143	Tierra Adentro	60.0%	8.8%	2.1%	29.1%	
144	Twenty-First Century Acad.	61.6%	7.6%		30.2%	0.5%
145	William & Josephine Dorn	49.2%	7.0%	6.1%	37.7%	
146	Aztec					
147	Mosaic Academy Charter	63.6%	8.6%	6.4%	21.3%	
148	Carlsbad					
149	Jefferson Montessori Academy	63.5%	6.7%	2.9%	27.0%	
150	Pecos Connections Academy	79.9%	11.4%	2.1%	6.6%	
151	Central					
152	Dream Diné Charter School	48.1%	1.8%	1.1%	49.1%	
153	Cimarron					
154	Moreno Valley High School	65.7%	8.2%		26.1%	
155	Deming					
156	Deming Cesar Chavez	46.9%	13.1%	9.4%	30.6%	
157	Espanola					
158	La Tierra Montessori School	46.5%	8.3%	6.0%	39.2%	
159	McCurdy Charter School	60.0%	6.3%	6.1%	27.6%	
160	Gallup-McKinley County					
161	Dził Dít'hoóí (DEAP)	25.0%	6.6%	11.7%	56.8%	
162	Hozho Academy	48.2%	10.1%	4.4%	37.3%	
163	Middle College High School	45.2%	14.7%	4.4%	35.8%	
164	Six Directions Indigenous	43.6%	2.1%	0.1%	54.2%	
165	Jemez Mountain					

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY20

School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
166 Lindrih Area Heritage	38.4%	2.1%	1.3%	58.2%	166
Jemez Valley					
167 San Diego Riverside	63.7%	1.8%	6.2%	28.3%	167
168 Wawatowa Charter High School	37.7%	0.4%	9.9%	46.3%	168
Las Cruces					
169 Alma D'Arte Charter High	58.5%	10.2%	2.1%	29.3%	169
170 J Paul Taylor Academy	64.7%	4.1%	3.4%	27.7%	170
171 La Academia Dolores Huerta	46.7%	6.4%	2.4%	44.5%	171
172 Las Montañas Charter	65.1%	5.2%	0.7%	29.0%	172
173 New America - Las Cruces	35.2%	6.9%	9.2%	48.7%	173
Los Lunas					
174 School of Dreams Academy	50.7%	9.1%	10.4%	29.8%	174
Moriarty					
175 Estancia Valley Classical	63.5%	4.5%	4.5%	27.5%	175
Questa					
176 Red River Valley Charter	53.5%	7.8%	6.9%	31.8%	176
177 Roots & Wings Community School	50.5%	4.0%	4.8%	40.7%	177
Rio Rancho					
178 ASK Academy	61.3%	9.2%	7.8%	21.7%	178
179 Sandoval Acad. Bilingual Ed.	55.5%	8.3%	5.1%	31.1%	179
Roswell					
180 Sidney Gutierrez Middle	62.4%	0.1%	5.8%	31.7%	180
Santa Fe					
181 Academy for Tech. and Classics	67.5%	7.9%	4.3%	20.4%	181
182 MASTERS Program	60.9%	12.5%	0.8%	25.8%	182
183 Monte Del Sol Charter	64.9%	9.6%	1.4%	23.2%	183
184 New Mexico Connections Academy	80.1%	8.4%	5.3%	5.9%	184
185 New Mexico School for the Arts	48.3%	18.1%	4.5%	29.1%	185
186 Tierra Encantada Charter	48.2%	12.9%	4.8%	34.1%	186
187 Turquoise Trail Charter School	62.5%	10.5%	5.3%	21.7%	187
Silver City					
188 Aldo Leopold Charter School	64.3%	8.9%	7.4%	19.4%	188
Socorro					
189					189
190					190
191					191
192					192
193					193
194					194
195					195
196					196
197					197

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY20

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
198	Cottonwood Valley Charter	71.9%	1.2%	3.7%	23.1%	
199	Taos					
200	Anansi Charter School	74.1%	2.2%	5.5%	18.3%	
201	Taos Academy	61.0%	7.9%	5.1%	25.3%	0.7%
202	Taos Integrated School of Arts	66.9%	2.8%	2.8%	27.5%	
203	Taos International School	62.8%	1.7%	4.2%	31.3%	
204	Taos Municipal Charter	68.5%	6.8%	5.8%	18.9%	
205	Vista Grande High School	51.7%	6.3%	2.2%	39.7%	
206	West Las Vegas					
207	Rio Gallinas School	53.7%	10.6%	2.7%	33.0%	
208	Charter School Average	60.2%	9.7%	5.0%	24.5%	0.7%
209	Statewide Average	62.4%	12.2%	6.4%	18.8%	0.2%

Source: LESC Files

¹The instructional and student support column includes expenditures in the student support services function (2100) and the instructional support services function (2200).

²The central services, administration, and operations column includes expenditures for the following functions: general administration support services (2300), central services (2500), operation and maintenance of plant (2600), student transportation (2700), other support services (2900), food service operations (3100), and community services operations (3300).

Extended Learning Time Programs

School Districts and Charter Schools Participating in Extended Learning Time Programs

School District or Charter School	Budgeted Participants in FY21 ¹	FY21 Estimated K-12 Students ²	Percent of Students Not Participating	
School Districts				
1 Alamogordo Public Schools	-	5730	100.0%	1
2 Albuquerque Public Schools	3,256	77,714	95.8%	2
3 Animas Public Schools	-	152	100.0%	3
4 Artesia Public Schools	480	3,796	87.4%	4
5 Aztec Municipal Schools	2,607	2,607	0.0%	5
6 Belen Consolidated Schools	665	3,783	82.4%	6
7 Bernalillo Public Schools	2,796	2,826	1.1%	7
8 Bloomfield Schools	-	2,645	100.0%	8
9 Capitan Municipal Schools	-	495	100.0%	9
10 Carlsbad Municipal Schools	-	6,931	100.0%	10
11 Carrizozo Municipal Schools	135	137	1.8%	11
12 Central Consolidated Schools	5,275	5,393	2.2%	12
13 Chama Valley Independent Schools	386	399	3.1%	13
14 Cimarron Municipal Schools	341	352	3.0%	14
15 Clayton Municipal Schools	415	424	2.0%	15
16 Cloudcroft Municipal Schools	-	419	100.0%	16
17 Clovis Municipal Schools	-	7,779	100.0%	17
18 Cobre Consolidated Schools	1,105	1,118	1.1%	18
19 Corona Municipal Schools	43	65	33.3%	19
20 Cuba Independent Schools	547	549	0.4%	20
21 Deming Public Schools	5,045	5,090	0.9%	21
22 Des Moines Municipal Schools	-	86	100.0%	22
23 Dexter Consolidated Schools	-	856	100.0%	23
24 Dora Consolidated Schools	-	227	100.0%	24
25 Dulce Independent Schools	-	578	100.0%	25
26 Elida Municipal Schools	-	155	100.0%	26
27 Española Public Schools	-	3,222	100.0%	27
28 Estancia Municipal Schools	-	595	100.0%	28
29 Eunice Municipal Schools	-	810	100.0%	29
30 Farmington Municipal Schools	-	11,051	100.0%	30
31 Floyd Municipal Schools	-	204	100.0%	31
32 Fort Sumner Municipal Schools	127	262	51.5%	32
33 Gadsden Independent Schools	5,438	12,679	57.1%	33
34 Gallup-McKinley County Schools	10,657	10,702	0.4%	34
35 Grady Municipal Schools	-	171	100.0%	35
36 Grants-Cibola County Schools	3,250	3,349	3.0%	36
37 Hagerman Municipal Schools	-	391	100.0%	37
38 Hatch Valley Public Schools	400	1,195	66.5%	38
39 Hobbs Municipal Schools	10,300	10,303	0.0%	39
40 Hondo Valley Public Schools	-	147	100.0%	40
41 House Municipal Schools	-	57	100.0%	41
42 Jal Public Schools	509	514	1.0%	42
43 Jemez Mountain Public Schools	-	208	100.0%	43
44 Jemez Valley Public Schools	257	261	1.5%	44
45 Lake Arthur Municipal Schools	91	94	2.7%	45
46 Las Cruces Public Schools	8,035	23,828	66.3%	46

Extended Learning Time Programs

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted Participants in FY21 ¹	FY21 Estimated K-12 Students ²	Percent of Students Not Participating	
47	Las Vegas City Public Schools	-	1,441	100.0%	47
48	Logan Municipal Schools	-	337	100.0%	48
49	Lordsburg Municipal Schools	-	466	100.0%	49
50	Los Alamos Public Schools	695	3,670	81.1%	50
51	Los Lunas Public Schools	8,208	8,245	0.4%	51
52	Loving Municipal Schools	619	622	0.5%	52
53	Lovington Municipal Schools	3,709	3,712	0.1%	53
54	Magdalena Municipal Schools	-	299	100.0%	54
55	Maxwell Municipal Schools	-	140	100.0%	55
56	Melrose Public Schools	-	277	100.0%	56
57	Mesa Vista Consolidated	-	245	100.0%	57
58	Mora Independent Schools	-	413	100.0%	58
59	Moriarty Municipal Schools	2,334	2,289	0.0%	59
60	Mosquero Municipal Schools	-	81	100.0%	60
61	Mountainair Public Schools	110	212	48.1%	61
62	Pecos Independent Schools	-	542	100.0%	62
63	Peñasco Independent Schools	345	345	0.0%	63
64	Pojoaque Valley Public Schools	1,817	1,828	0.6%	64
65	Portales Municipal Schools	-	2,627	100.0%	65
66	Quemado Independent Schools	-	163	100.0%	66
67	Questa Independent Schools	-	269	100.0%	67
68	Raton Public Schools	870	880	1.1%	68
69	Reserve Public Schools	-	113	100.0%	69
70	Rio Rancho Public Schools	16,865	17,020	0.9%	70
71	Roswell Independent Schools	9,962	10,119	1.6%	71
72	Roy Municipal Schools	-	58	100.0%	72
73	Ruidoso Municipal Schools	250	1,961	87.3%	73
74	San Jon Municipal Schools	-	116	100.0%	74
75	Santa Fe Public Schools	1,426	12,206	88.3%	75
76	Santa Rosa Consolidated	607	613	1.0%	76
77	Silver Consolidated Schools	-	2,468	100.0%	77
78	Socorro Consolidated Schools	1,396	1,405	0.6%	78
79	Springer Municipal Schools	132	137	3.3%	79
80	Taos Municipal Schools	2,055	2,072	0.8%	80
81	Tatum Municipal Schools	337	359	6.0%	81
82	Texico Municipal Schools	-	549	100.0%	82
83	Truth or Consequences Municipal Schools	1,179	1,197	1.5%	83
84	Tucumcari Public Schools	450	920	51.1%	84
85	Tularosa Municipal Schools	-	857	100.0%	85
86	Vaughn Municipal Schools	52	54	2.8%	86
87	Wagon Mound Public Schools	66	67	0.8%	87
88	West Las Vegas Public Schools	-	1,388	100.0%	88
89	Zuni Public Schools	1,225	1,233	0.6%	89
90	Charter Schools				90
91	Albuquerque				91
92	ACE Leadership High School	-	125	100.0%	92

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted Participants in FY21¹	FY21 Estimated K-12 Students²	Percent of Students Not Participating	
93	Albuquerque Charter Academy	328	328	0.0%	93
94	Albuquerque Collegiate	140	74	0.0%	94
95	Albuquerque Institute of Math & Science	-	377	100.0%	95
96	Albuquerque School of Excellence	926	663	0.0%	96
97	Albuquerque Sign Language Academy	103	103	0.0%	97
98	Albuquerque Talent Development	130	152	14.5%	98
99	Alice King Community School	474	474	0.0%	99
100	Altura Preparatory	-	89	100.0%	100
101	Amy Biehl Charter High School	297	298	0.3%	101
102	Cesar Chavez Community School	141	198	28.8%	102
103	Christine Duncan Heritage	397	407	2.3%	103
104	Cien Aguas International	425	425	0.0%	104
105	Coral Community Charter	213	217	1.6%	105
106	Corrales International School	260	261	0.4%	106
107	Cottonwood Classical Prep	725	725	0.0%	107
108	Digital Arts and Tech Academy	282	282	0.0%	108
109	East Mountain High School	370	358	0.0%	109
110	El Camino Real Academy	334	334	0.0%	110
111	Explore Academy	600	398	0.0%	111
112	Gilbert L. Sena Charter	178	170	0.0%	112
113	Gordon Bernell Charter	134	187	28.3%	113
114	GREAT Academy	-	157	100.0%	114
115	Health Leadership High School	212	220	3.6%	115
116	Horizon Academy West	-	455	100.0%	116
117	Int'l School at Mesa Del Sol	322	323	0.3%	117
118	La Academia De Esperanza	-	224	100.0%	118
119	La Promesa	-	344	100.0%	119
120	Los Puentes Charter	-	177	100.0%	120
121	Mark Armijo Academy	75	192	60.9%	121
122	Media Arts Collaborative	-	217	100.0%	122
123	Mission Achievement & Success	-	1,299	100.0%	123
124	Montessori Elementary School	429	429	0.0%	124
125	Montessori of the Rio Grande	216	217	0.5%	125
126	Mountain Mahogany Community	195	195	0.0%	126
127	Native American Community	477	471	0.0%	127
128	New America - Albuquerque	258	238	0.0%	128
129	New Mexico International	334	269	0.0%	129
130	North Valley Academy	458	458	0.0%	130
131	Public Acad. Performing Arts	-	426	100.0%	131
132	Robert F. Kennedy	-	348	100.0%	132
133	Siembra Leadership High School	149	149	0.0%	133
134	Solare Collegiate	195	135	0.0%	134
135	South Valley Academy	-	614	100.0%	135
136	South Valley Preparatory	-	171	100.0%	136
137	Southwest Aero., Math, and Science	-	269	100.0%	137
138	Southwest Preparatory	-	193	100.0%	138

Extended Learning Time Programs

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted Participants in FY21 ¹	FY21 Estimated K-12 Students ²	Percent of Students Not Participating	
139	Southwest Secondary	186	186	0.0%	139
140	Technology Leadership	249	249	0.0%	140
141	Tierra Adentro	278	278	0.0%	141
142	Twenty-First Century Acad.	380	295	0.0%	142
143	William & Josephine Dorn	54	54	0.0%	143
144	Aztec				144
145	Mosaic Academy Charter	180	180	0.0%	145
146	Carlsbad				146
147	Jefferson Montessori Academy	-	234	100.0%	147
148	Pecos Connections Academy	-	928	100.0%	148
149	Central				149
150	Dream Diné Charter School	-	17	100.0%	150
151	Cimarron				151
152	Moreno Valley High School	61	62	1.6%	152
153	Deming				153
154	Deming Cesar Chavez	158	158	0.0%	154
155	Espanola				155
156	La Tierra Montessori School	59	62	4.8%	156
157	McCurdy Charter School	548	548	0.0%	157
158	Gallup-McKinley County				158
159	Dził Dít'ooí (DEAP)	-	40	100.0%	159
160	Hozho Academy	414	295	0.0%	160
161	Middle College High School	120	120	0.0%	161
162	Six Directions Indigenous	73	73	0.0%	162
163	Jemez Mountain				163
164	Lindrith Area Heritage	-	18	100.0%	164
165	Jemez Valley Public Schools				165
166	San Diego Riverside	-	95	100.0%	166
167	Walatowa Charter High School	-	45	100.0%	167
168	Las Cruces				168
169	Alma D'Arte Charter High	128	128	0.0%	169
170	J Paul Taylor Academy	200	200	0.0%	170
171	La Academia Dolores Huerta	120	81	0.0%	171
172	Las Montañas Charter	120	174	31.0%	172
173	New America - Las Cruces	175	199	11.8%	173
174	Raíces del Saber Xinachtli Community School	60	31	0.0%	174
175	Los Lunas				175
176	School of Dreams Academy	429	452	5.0%	176
177	Moriarty				177
178	Estancia Valley Classical	-	554	100.0%	178
179	Questa				179
180	Red River Valley Charter	76	84	9.0%	180
181	Roots & Wings Community School	50	50	0.0%	181
182	Rio Rancho				182
183	ASK Academy	-	539	100.00%	183
184	Sandoval Acad. Bilingual Ed.	-	183	100.00%	184
185	Roswell				185

School Districts and Charter Schools Participating in Extended Learning Time Programs

	School District or Charter School	Budgeted Participants in FY21 ¹	FY21 Estimated K-12 Students ²	Percent of Students Not Participating	
186	Sidney Gutierrez Middle	-	66	100.00%	186
187	Santa Fe				187
188	Academy for Tech. and Classics	-	383	100.0%	188
189	MASTERS Program	-	261	100.0%	189
190	Monte Del Sol Charter	-	359	100.0%	190
191	New Mexico Connections Academy	-	1,083	100.0%	191
192	New Mexico School for the Arts	-	240	100.0%	192
193	Tierra Encantada Charter	305	305	0.0%	193
194	Turquoise Trail Charter School	662	585	0.0%	194
195	Silver City				195
196	Aldo Leopold Charter School	173	171	0.0%	196
197	Socorro				197
198	Cottonwood Valley Charter	170	170	0.0%	198
199	Taos				199
200	Anansi Charter School	30	194	84.5%	200
201	Taos Academy	235	235	0.0%	201
202	Taos Integrated School of Arts	184	173	0.0%	202
203	Taos International School	182	159	0.0%	203
204	Taos Municipal Charter	-	213	100.0%	204
205	Vista Grande High School	24	94	74.3%	205
206	West Las Vegas				206
207	Rio Gallinas School	-	69	100.0%	207
208	Statewide	134,041	321,410	58.3%	208

Source: LESC Files

¹Budgeted Participants in FY21 is equal to the number of students budgeted to participate in an Extended Learning Time Program in the 2020-2021 by each school district and charter school

²The FY21 estimated K-12 students is equal to the average number of students on the second and third reporting dates of FY20.

Community School Grants

Community Schools Act Grant Recipients

School Name	FY20	FY21
School Districts		
Albuquerque Public Schools		
Duranés Elementary School	\$50,000	\$150,000
Eugene Field Elementary School		\$150,000
Governor Bent Elementary School	\$50,000	\$150,000
Hawthorne Elementary School	\$150,000	\$150,000
Los Padillas Elementary School	\$150,000	\$150,000
Manzano Mesa Elementary School	\$139,200	\$150,000
Rudolfo Anaya Elementary School		\$150,000
Cimarron Municipal Schools		
Eagle Nest School	\$49,500	\$150,000
Cuba Independent Schools		
Cuba High School		\$50,000
Cuba Middle School		\$50,000
Cuba Elementary School	\$50,000	\$50,000
Espanola Public Schools		
Carlos Vigil Middle School	\$50,000	\$150,000
Hobbs Municipal Schools		
Southern Heights Elementary School	\$50,000	
Lake Arthur Municipal Schools		
Lake Arthur High School	\$15,000	\$50,000
Lake Arthur Middle School	\$15,000	\$50,000
Lake Arthur Elementary School	\$15,000	\$50,000
Las Cruces Public Schools		
Lynn Community Middle School	\$150,000	\$150,000
MacArthur Elementary School	\$50,000	\$150,000
Penasco Independent School District		
Penasco Elementary School	\$50,000	\$150,000
Roswell Independent School District		
Sierra Middle School	\$50,000	
University High School	\$50,000	
Santa Fe Public Schools		
Cesar Chavez Elementary School	\$150,000	\$150,000
Santa Fe High School	\$50,000	\$150,000
Santa Rosa Consolidated Schools		
Santa Rosa High School	\$50,000	\$150,000
Taos Municipal Schools		
Enos Garcia Elementary School	\$50,000	\$150,000
Vista Grande High School	\$50,000	\$150,000
Truth or Consequences Municipal Schools		
Arrey Elementary School	\$50,000	\$150,000
Hot Springs High School	\$50,000	

Community Schools Act Grant Recipients

School Name	FY20	FY21
Charter Schools		
Albuquerque Public Schools		
Mountain Mahogany Community School	\$30,000	\$150,000
Native American Community Academy	\$50,000	\$150,000
Robert F Kennedy Charter School	\$150,000	\$150,000
South Valley Preparatory School		\$150,000
Central Consolidated		
Dream Dine Charter	\$50,000	
Gallup-McKinley County Schools		
DEAP	\$50,000	
Las Cruces Public Schools		
Raices Del Saber Xinachtli Community School	\$50,000	\$150,000
Silver City Consolidated Schools		
Aldo Leopold Charter School	\$22,000	
Taos Municipal Schools		
Taos International School	\$13,900	\$150,000
Statewide Total	\$2,000,000	\$3,900,000

Source: LESC Files

K-5 Plus Participation

K-5 Plus Participation by School District and Charter School

School District or Charter School	K-5 Plus Participants in Summer 2019	K-5 Plus Participants in Summer 2020	FY21 Estimated Elementary School Students ¹	Percent of Eligible Students Not Participating
School Districts				
1 Alamogordo Public Schools ³	-	-	2,839	100.0%
2 Albuquerque Public Schools ¹	2,076	1,493	39,584	96.2%
3 Animas Public Schools	-	-	68	100.0%
4 Artesia Public Schools ³	389	-	1,874	100.0%
5 Aztec Municipal Schools ¹	29	-	1,287	100.0%
6 Belen Consolidated Schools	155	-	1,787	100.0%
7 Bernalillo Public Schools	419	-	1,414	100.0%
8 Bloomfield Schools ³	193	1,378	1,176	0.0%
9 Capitan Municipal Schools	-	-	207	100.0%
10 Carlsbad Municipal Schools ¹	469	-	4,120	100.0%
11 Carrizozo Municipal Schools ³	38	-	53	100.0%
12 Central Consolidated Schools ¹		2,324	2,384	2.5%
13 Chama Valley Independent Schools	48	-	177	100.0%
14 Cimarron Municipal Schools		-	173	100.0%
15 Clayton Municipal Schools		-	193	100.0%
16 Cloudcroft Municipal Schools		-	177	100.0%
17 Clovis Municipal Schools ³		-	3,893	100.0%
18 Cobre Consolidated Schools ³	196	553	566	2.2%
19 Corona Municipal Schools	-		33	100.0%
20 Cuba Independent Schools	31	211	197	0.0%
21 Deming Public Schools ³	1,742	-	2,366	100.0%
22 Des Moines Municipal Schools	-	-	37	100.0%
23 Dexter Consolidated Schools ³	96	150	357	58.0%
24 Dora Municipal Schools	-	-	106	100.0%
25 Dulce Independent Schools ³	91	-	295	100.0%
26 Elida Municipal Schools	-	-	72	100.0%
27 Española Public Schools ³	-	-	1,609	100.0%
28 Estancia Municipal Schools	-	-	275	100.0%
29 Eunice Municipal Schools ³	85	-	378	100.0%
30 Farmington Municipal Schools	169	-	4,933	100.0%
31 Floyd Municipal Schools	-	-	108	100.0%
32 Fort Sumner Municipal Schools	65	127	132	3.8%
33 Gadsden Independent Schools ³	974	1,250	5,655	77.9%
34 Gallup-McKinley County Schools ³	1,112	-	4,698	100.0%
35 Grady Municipal Schools	-	-	82	100.0%
36 Grants Cibola County Schools	314	-	1,554	100.0%
37 Hagerman Municipal Schools ³	91	-	168	100.0%
38 Hatch Valley Public Schools ³	301	-	535	100.0%
39 Hobbs Municipal Schools ³	238	-	5,051	100.0%
40 Hondo Valley Public Schools	-	-	61	100.0%
41 House Municipal Schools	-	-	25	100.0%
42 Jal Public Schools	-	-	242	100.0%
43 Jemez Mountain Public Schools ¹	43	145	108	0.0%
44 Jemez Valley Public Schools ¹	55	-	154	100.0%

K-5 Plus Participation by School District and Charter School

	School District or Charter School	K-5 Plus Participants in Summer 2019	K-5 Plus Participants in Summer 2020	FY21 Estimated Elementary School Students ¹	Percent of Eligible Students Not Participating	
45	Lake Arthur Municipal Schools	-	-	42	100.0%	45
46	Las Cruces Public Schools ³	2,733	-	10,959	100.0%	46
47	Las Vegas City Public Schools ³	114	664	668	0.7%	47
48	Logan Municipal Schools	-	-	100	100.0%	48
49	Lordsburg Municipal Schools	62	80	219	63.5%	49
50	Los Alamos Public Schools	-	1,875	1,605	0.0%	50
51	Los Lunas Public Schools	292	-	3,702	100.0%	51
52	Loving Municipal Schools	28	-	281	100.0%	52
53	Lovington Municipal Schools ³	120	-	1,695	100.0%	53
54	Magdalena Municipal Schools	-	-	131	100.0%	54
55	Maxwell Municipal Schools	-	-	58	100.0%	55
56	Melrose Public Schools	-	-	130	100.0%	56
57	Mesa Vista Consolidated Schools	-	-	96	100.0%	57
58	Mora Independent Schools	-	-	199	100.0%	58
59	Moriarty Municipal Schools	-	-	1,013	100.0%	59
60	Mosquero Municipal Schools	-	-	32	100.0%	60
61	Mountainair Public Schools	-	-	91	100.0%	61
62	Pecos Independent Schools ³	91	-	226	100.0%	62
63	Penasco Independent Schools	-	-	164	100.0%	63
64	Pojoaque Valley Public Schools	75	-	726	100.0%	64
65	Portales Municipal Schools	-	-	1,228	100.0%	65
66	Quemado Independent Schools	-	-	68	100.0%	66
67	Questa Independent Schools	27	-	120	100.0%	67
68	Raton Public Schools	-	-	414	100.0%	68
69	Reserve Public Schools	-	-	47	100.0%	69
70	Rio Rancho Public Schools	-	-	7,668	100.0%	70
71	Roswell Independent Schools ³	1,375	4,288	4,894	12.4%	71
72	Roy Municipal Schools	-	-	38	100.0%	72
73	Ruidoso Municipal Schools	-	-	918	100.0%	73
74	San Jon Municipal Schools	-	-	63	100.0%	74
75	Santa Fe Public Schools	975	-	5,996	100.0%	75
76	Santa Rosa Consolidated Schools	-	-	276	100.0%	76
77	Silver Consolidated Schools	-	-	1,200	100.0%	77
78	Socorro Consolidated Schools ^{1,3}	110	-	716	100.0%	78
79	Springer Municipal Schools	-	-	67	100.0%	79
80	Taos Municipal Schools ¹	43	-	1,087	100.0%	80
81	Tatum Municipal Schools	-	-	148	100.0%	81
82	Texico Municipal Schools	-	-	239	100.0%	82
83	Truth or Consequences Municipal Schools ³	-	-	567	100.0%	83
84	Tucumari Public Schools	-	-	446	100.0%	84
85	Tularosa Municipal Schools	-	-	425	100.0%	85
86	Vaughn Municipal Schools	-	-	26	100.0%	86
87	Wagon Mound Public Schools ³	27	-	35	100.0%	87
88	West Las Vegas Public Schools ¹	62	-	669	100.0%	88
89	Zuni Public Schools	-	-	602	100.0%	89
90	State-Chartered Charter Schools					90

K-5 Plus Participation

K-5 Plus Participation by School District and Charter School

School District or Charter School	K-5 Plus Participants in Summer 2019	K-5 Plus Participants in Summer 2020	FY21 Estimated Elementary School Students ¹	Percent of Eligible Students Not Participating
Albuquerque				
Albuquerque Bilingual Academy		412	273	0.0%
Albuquerque Collegiate	-	-	74	100.0%
Albuquerque School of Excellence	-	-	274	100.0%
Albuquerque Sign Language Academy	-	-	56	100.0%
Altura Preparatory	-	-	89	100.0%
Horizon Academy West	-	-	454	100.0%
Mission Achievement & Success	-	1,117	613	0.0%
Montessori Elementary School	-	-	319	100.0%
## North Valley Academy ³	88	-	330	100.0%
## Solare Collegiate	-	-	63	100.0%
## Southwest Preparatory	-	-	49	100.0%
Española				
## La Tierra Montessori School	-		56	100.0%
## McCurdy Charter School	-		242	100.0%
Gallup-McKinley County				
## Hozho Academy			267	100.0%
Las Cruces				
## J Paul Taylor Academy			130	100.0%
## Raíces del Saber Xinachtli Community School			31	100.0%
Los Lunas				
## School of Dreams Academy			164	100.0%
Moriarty				
## Estancia Valley Classical			312	100.0%
Questa Independent Schools				
## Red River Valley Charter			59	100.0%
## Roots & Wings Community School			32	100.0%
Rio Rancho				
## Sandoval Acad. Bilingual Ed.			157	100.0%
Santa Fe				
## New Mexico Connections Academy			52	100.0%
## Turquoise Trail Charter School ³	-		414	100.0%
Taos				
## Taos Academy	-		16	100.0%
## Taos Integrated School of Arts	-		113	100.0%
## Taos International School	61	-	114	100.0%
## Statewide Total	15,702	16,066	146,037	89.0%

Source: LESC files

¹Locally chartered charter schools are included with the school district that authorized the charter school.

²For FY21, the estimated number of K-5 students is equal to the average number of K-5 students on the second and third reporting date of FY20. For school districts and charter schools with population decreases this will understate the percentage of K-5 students, while for growing school districts and charter schools it will overstate participation. However, it is the most recent enrollment information reported by PED. Updated enrollment figures for the current year are typically made available by

³These school districts or charter schools had K-5 pilots in FY19.

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
School Districts									
Alamogordo Public Schools	2	7	131		131	\$917,000	\$73,077		\$990,077
Buena Vista Elementary									
Desert Start Elementary									
Heights Elementary									
High Rolls Mountain Park Elementary									
Holloman Elementary		1	31		31				
La Luz Elementary									
North Preschool		6	100		100				
Oregon Elementary									
Sierra Elementary									
Yucca Elementary									
Albuquerque Public Schools	52	71	1252		1252	\$8,764,000		\$170,000	\$8,934,000
A. Montoya Elementary		2	36		36				
Adobe Acres Elementary		1	18		18				
Alameda Elementary		2	36		36				
Alamosa Elementary		1	18		18				
Alvarado Elementary		1	18		18				
Apache Elementary		1	18		18				
Armijo Elementary		1	18		18				
Arroyo Del Oso Elementary									
Atrisco Elementary		1	18		18				
Barcelona Elementary		1	18		18				
Bel-Air Elementary		1	18		18				
Bellehaven Elementary		1	18		18				
Carlos Rey Elementary		2	36		36				
Chaparral Elementary									
Chelwood Elementary									
Cochiti Elementary		1	18		18				
Collet Park Elementary		2	36		36				
Comanche Elementary		1	18		18				
Dolores Gonzales Elementary		1	18		18				
Douglas MacArthur Elementary		1	14		14				

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
34 Duranes Elementary		1	18		18				
35 East San Jose Elementary		1	18		18				
36 Edmund G Ross Elementary		1	18		18				
37 El Camino Real Academy									
38 Eldorado High School Prekindergarten		1	18		18				
39 Emerson Elementary		1	18		18				
40 Eubank Elementary									
41 Eugene Field Elementary		1	18		18				
42 Governor Bent Elementary		1	18		18				
43 Griegos Elementary									
44 Hawthorne Elementary		1	18		18				
45 Helen Cordero Primary		4	70		70				
46 Hodgkin Elementary									
47 Inez Elementary									
48 Janet Kahn School of Integrated Arts		1	18		18				
49 Kirtland Elementary		1	14		14				
50 Kit Carson Elementary		2	36		36				
51 La Luz Elementary									
52 La Mesa Elementary		1	18		18				
53 Lavaland Elementary		2	36		36				
54 Lew Wallace Elementary									
55 Longfellow Elementary									
56 Los Padillas Elementary		2	30		30				
57 Los Ranchos Elementary		1	18		18				
58 Lowell Elementary									
59 Manzano High School Prekindergarten		1	18		18				
60 Manzano Mesa Elementary									
61 Marie M Hughes Elementary									
62 Mark Twain Elementary									
63 Mary Ann Binford Elementary		1	18		18				
64 Matheson Park Elementary		1	18		18				
65 Mc Collum Elementary									
66 Mission Elementary		1	18		18				

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
67 Mitchell Elementary									
68 Montezuma Elementary									
69 Mountain View Elementary		1	18		18				
70 Navajo Elementary		1	18		18				
71 Onate Elementary									
72 Painted Sky Elementary		1	18		18				
73 Pajarito Elementary		2	36		36				
74 Reginald Chavez Elementary									
75 Rudolfo Anaya Elementary		3	50		50				
76 George I Sanchez Community School									
77 Sierra Vista Elementary		2	32		32				
78 Sombra Del Monte Elementary									
79 Susie R. Marmon Elementary		1	18		18				
80 Tomasita Elementary									
81 Valle Vista Elementary		2	36		36				
82 Ventana Ranch Elementary		2	36		36				
83 Wherry Elementary		1	18		18				
84 Whittier Elementary		2	36		36				
85 Ziz Elementary									
86 Zuni Elementary		1	18		18				
87 Animas Public Schools	1	1	10	10	10	\$70,000			\$70,000
88 Animas Elementary		1	10		10				
89 Artesia Public Schools	0								
90 Central Elementary									
91 Grand Heights Early Childhood									
92 Hermosa Elementary									
93 Roselawn Elementary									
94 Yeso Elementary									
95 Yucca Elementary									
96 Aztec Public Schools	2	4	80	80	80	\$280,000	\$25,000		\$305,000
97 Lydia Rippey Elementary School		2	40	40	40				
98 McCoy Elementary School		2	40	40	40				
99 Park Avenue Elementary									

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
100 Belen Public Schools	2	2	45	30	15	\$105,000	\$14,400		\$224,400
Central Elementary									
101 Dennis Chavez Elementary									
102 Gil Sanchez Elementary									
103 Jaramillo Elementary									
104 La Merced Elementary									
105 La Promesa Elementary	1	1	15		15				
106 Rio Grande Elementary	1	1	30	30					
107 The Family School									
108 Bernalillo Public Schools	3	7	125		125	\$875,000	\$60,000		\$935,000
109 Algodones Elementary		1	20		20				
110 Bernalillo Elementary									
111 Cochiti Elementary		1	20		20				
112 San Domingo Elementary									
113 La Escuelita ECC @ Carroll Elementary		5	85		85				
114 WD Carroll Elementary									
115 Bloomfield Schools	1	6	118		118	\$826,000	\$29,231		\$855,231
116 Blanco Elementary									
117 Bloomfield Early Childhood Center		6	118		118				
118 Central Primary									
119 Naaba Ani Elementary									
120 Capitan Municipal Schools	0								
121 Capitan Elementary									
122 Carlsbad Municipal Schools	1	14	270	270		\$945,000	\$73,597		\$1,018,597
123 Craft Elementary									
124 Desert Willow Elementary									
125 ECE Center									
126 Joe Stanley Smith Elementary									
127 Hillcrest Preschool	14		270	270					
128 Carrizozo Municipal Schools	0								
129 Carrizozo Elementary									
130 Central Consolidated Schools	7	12	231		213	\$1,617,000	\$125,712		\$1,742,712
131 Eva B. Stokely Elementary		1	20		20				
132									

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
133 Kirtland EC Center		4	80		80				133
134 Mesa Elementary		2	31		31				134
135 Naschitti Elementary		1	20		20				135
136 Newcomb Elementary		1	20		20				136
137 Nizhoni Elementary		2	40		40				137
138 Ojo Amarillo Elementary		1	20		20				138
139 Chama Valley Independent Schools	2	2	20	20		\$70,000			\$70,000 139
140 Chama Elementary		1	10	10					140
141 Tierra Amarilla Elementary		1	10	10					141
142 Cimarron Municipal Schools	2	2	20		20	\$140,000			\$140,000 142
143 Cimarron Elementary School		1	10		10				143
144 Eagle Nest Elementary		1	10		10				144
145 Clayton Municipal Schools	1	2	26		26	\$182,000	\$30,941		\$212,941 145
146 Alvis Elementary									146
147 Clayton Elementary		2	26		26				147
148 Kiser Elementary									148
149 Cloudcroft Municipal Schools	0								149
150 Cloudcroft Elementary									150
151 Clovis Municipal Schools	11	11	300	300		\$1,050,000			\$1,050,000 151
152 Arts Academy Bella Vista		1	35		35				152
153 Cameo Elementary		1	18		18				153
154 Highland Elementary		1	18		18				154
155 James Bickley Elementary		1	18		18				155
156 La Casita Elementary		1	18		18				156
157 Lockwood Elementary		1	18		18				157
158 Los Niños Early Childhood		1	35		35				158
159 Mesa Elementary		1	35		35				159
160 Parkview Elementary		1	35		35				160
161 Sandia Elementary		1	35		35				161
162 Zia Elementary		1	35		35				162
163 Cobre Consolidated Schools	4	5	72		72	\$504,000	\$85,000		\$589,000 163
164 Bayard Elementary		1	17		17				164
165 Central Elementary		2	28		28				165

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
166 Hurley Elementary		1	17		17				
167 San Lorenzo Elementary		1	10		10				
168 Corona Municipal Schools	0								
169 Corona Elementary									
170 Cuba Independent Schools	1	2	32		32	\$224,000	\$25,000		\$249,000
171 Cuba Elementary		2	32		32				
172 Deming Public Schools	6	12	205		205	\$1,435,000	\$4,256		\$1,439,256
173 Bataan Elementary		2	35		35				
174 Bell Elementary		2	34		34				
175 Chaparral Elementary		1	17		17				
176 Columbus Elementary		2	34		34				
177 Deming Cesar Chavez									
178 My Little School		3	51		51				
179 Memorial Elementary									
180 Ruben S. Torres Elementary		2	34		34				
181 Des Moines Municipal Schools	1	1	10		10	\$70,000	\$4,910		\$74,910
182 Des Moines Elementary		1	10		10				
183 Dexter Consolidated Schools	1	1	20		20	\$140,000	\$10,000		\$150,000
184 Dexter Elementary		1	20		20				
185 Dora Municipal Schools¹	1	1	13		13	\$91,000	\$6,819 ²		\$97,819
186 Dora Elementary		1	13	13					
187 Dulce Independent Schools	1	1	10		10	\$70,000			\$70,000
188 Dulce Elementary		1	10		10				
189 Elida Municipal Schools¹	1	1	10	10		\$35,000			\$35,000
190 Elida Elementary		1	10	10					
191 Española Public Schools	3	3	52		52	\$364,000	\$55,000		\$419,000
192 Abiquiu Elementary									
193 Alcalde Elementary		1	17		17				
194 Chimayo Elementary									
195 Dixon Elementary									
196 Eutimio Salazar Elementary									
197 ETS-Fairview Elementary		1	17		17				
198 Hernandez Elementary									

Prekindergarten Awards FY21

	School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
199	Los Ninos Kindergarten Center		1	18		18				
200	San Juan Elementary									
201	Tony Quintana Elementary									
202	Velarde Elementary									
203	Estancia Municipal Schools	1	1	15		15	\$105,000			\$105,000
204	Estancia Elementary School		1	15		15				
205	Vanstone Elementary									
206	Eunice Municipal Schools¹	1	1	40	40		\$140,000		\$20,250 ³	\$160,250
207	Mettie Jordan Elementary		1	40	40					
208	Farmington Municipal Schools	2	7	224	224		\$784,000	\$50,000		\$834,000
209	Animas Elementary									
210	Apache Elementary									
211	Bluffview Elementary									
212	Esperanza Elementary									
213	McCormick Elementary									
214	McKinley Elementary									
215	Mesa Verde Elementary									
216	Northeast Elementary									
217	Farmington Preschool West		5	160	160					
218	Farmington Preschool East		2	64	64					
219	Floyd Municipal Schools¹	1	1	14		14	\$98,000			\$98,000
220	Floyd Elementary		1	12	12					
221	Fort Sumner Municipal Schools¹	1	1	15	15		\$52,500			\$52,500
222	Fort Sumner Elementary		1	15	15					
223	Gadsden Independent Schools	9	25	460		460	\$3,220,000	\$160,000	\$85,000	\$3,465,000
224	On-Track PreK at Anthony (Central)		6	100		100				
225	Berino Elementary									
226	On-Track PreK at Chaparral (East)		4	80		80				
227	Desert Trail Elementary		1	20		20				
228	Gadsden Elementary									
229	On-Track PreK at La Mesa (North)		4	100		100				
230	La Union Elementary									
231	Loma Linda Elementary									

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
232 Mesquite Elementary									232
233 North Valley Elementary									233
234 Riverside Elementary		1	20		20				234
235 Santa Teresa Elementary		1	15		15				235
236 On-Track PreK at Sunland Park (GAC)		1	20		20				236
237 Sunland Park Elementary		1	20		20				237
238 Sunrise Elementary									238
239 Vado Elementary									239
240 Yucca Heights Elementary									240
241 Gallup-McKinley County Schools	17	17	269		269	\$1,883,000			\$1,883,000 241
242 Catherine A. Miller Elementary		1	16		16				242
243 Chee Dodge Elementary		1	16		16				243
244 Crownpoint Elementary		1	16		16				244
245 David Skeet Elementary		1	16		16				245
246 Del Norte Elementary		1	15		15				246
247 Indian Hills Elementary		2	32		32				247
248 Jefferson Elementary		1	15		15				248
249 Lincoln Elementary		1	16		16				249
250 Navajo Elementary		1	16		16				250
251 Ramah Elementary		1	16		17				251
252 Red Rock Elementary		1	16		16				252
253 Rocky View Elementary		1	16		16				253
254 Roosevelt Elementary									254
255 Stagecoach Elementary		1	16		16				255
256 Thoreau Elementary		1	16		16				256
257 Tobe Turpen Elementary		1	15		15				257
258 Tohatchi Elementary		1	16		16				258
259 Twin Lakes Elementary		1	16		16				259
260 Grady Municipal Schools*	1	1	10		10	\$70,000			\$70,000 260
261 Grady Elementary		1	10		10				261
262 Grants-Cibola County Schools	3	6	85		85	\$595,000			\$595,000 262
263 Bluewater Elementary									263
264 Cubero Elementary									264

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
Mesa View Elementary		2	25		25				265
Milan Elementary		2	30		30				266
Mount Taylor Elementary		2	30		30				267
San Rafael Elementary									268
Seboyeta Elementary									269
Hagerman Municipal Schools	1	1	20		20	\$140,000	\$7,607		\$147,607 270
Hagerman Elementary		1	20		20				271
Hatch Valley Public Schools	1	2	45		45	\$315,000	\$32,463		\$347,463 272
Garfield Elementary		2	45		45				273
Hatch Valley Elementary									274
Rio Grande Elementary									275
Hobbs Municipal Schools¹	5	11	166	77	89	\$623,000		\$85,000 ³	\$977,500 276
Booker T. Washington Elementary		2	40	30					277
Edison Elementary		2	37	17	20				278
Jefferson Elementary		2	30	20	10				279
Murray Elementary									280
Southern Heights Elementary		3	30	10	20				281
Will Rogers Elementary		2	29	10	19				282
Hondo Valley Public Schools	0								283
Hondo Elementary									284
Jal Public Schools¹	1	2	30	10	20	\$140,000			\$175,000 285
Jal Elementary		2	30	10	20				286
Jemez Mountain Public Schools	0								287
Gallina Elementary									288
Lybrook Elementary									289
Jemez Valley Public Schools	1	1	15		15	\$105,000	\$5,000		\$110,000 290
Jemez Valley Elementary		1	15		15				291
San Diego Riverside									292
Lake Arthur Municipal Schools	1	1	10		10	\$70,000			\$70,000 293
Lake Arthur Elementary		1	10		10				294
Las Cruces Public Schools	7	17	240		240	\$1,680,000		\$85,000	\$1,765,000 295
Booker T. Washington Elementary		2	8		8				296
Central Elementary									297

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
298 Cesar Chavez Elementary		2	21		21				
299 Columbia Elementary									
300 Conlee Elementary									
301 Desert Hills Elementary		1	18		18				
302 Dona Ana Elementary		1	18		18				
303 East Picacho Elementary									
304 Fairacres Elementary									
305 Hermosa Heights Elementary									
306 Highland Elementary		1	18		18				
307 Hillrise Elementary		1	18		18				
308 Jornada Elementary		3	53		53				
309 Loma Heights Elementary									
310 Mac Arthur Elementary									
311 Mesilla Elementary		1	18		18				
312 Mesilla Park Elementary									
313 Monte Vista Elementary									
314 Sunrise Elementary									
315 Tombaugh Elementary		1	18		18				
316 University Hills Elementary									
317 Valley View Elementary		2	22		22				
318 Las Vegas City Public Schools	0								
319 Los Ninos Elementary									
320 LVCS Early Childhood									
321 Mike Sena Elementary									
322 Sierra Vista Elementary									
323 Logan Municipal Schools ¹	1	1	15	15	15	\$52,500			\$52,500
324 Logan Elementary		1	15	15	15				
325 Lordsburg Municipal Schools	1	2	30		30	\$210,000	\$14,000		\$224,000
326 Central Elementary									
327 R.V. Traylor Elementary		2	30		30				
328 Los Alamos Public Schools	2	4	80	0	80	\$560,000	\$30,000		\$590,000
329 Mountain Elementary		2	40		40				
330 Pinon Elementary		2	40		40				

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
331 Los Lunas Public Schools	10	10	192		192	\$1,344,000	\$190,000		\$1,534,000
332 Ann Parish Elementary		1	17		17				
333 Bosque Farms Elementary		1	20		20				
334 Desert View Elementary		1	17		17				
335 Katherine Gallegos Elementary		1	20		20				
336 Los Lunas Elementary		1	20		20				
337 Peralta Elementary		1	18		18				
338 Raymond Gabaldon Elementary		1	20		20				
339 Sundance Elementary		1	20		20				
340 Tome' Elementary		1	20		20				
341 Valencia Elementary		1	20		20				
342 Loving Municipal Schools	1	2	30		30	\$210,000			\$210,000
343 Loving Elementary		2	30		30				
344 Lovington Municipal Schools	0								
345 Ben Alexander Elementary									
346 Jefferson Elementary									
347 Lea Elementary									
348 Lilano Elementary									
349 Yarbro Elementary									
350 Magdalena Municipal Schools	1	1	13	13		\$45,500	\$10,874		\$56,374
351 Magdalena Elementary		1	13	13					
352 Maxwell Municipal Schools	0								
353 Maxwell Elementary									
354 Meirose Public Schools ¹	1	1	12	12		\$42,000			\$42,000
355 Meirose Elementary		1	12	12					
356 Mesa Vista Consolidated Schools	1	1	15		15				\$105,000
357 El Rito Elementary		1	15		15				
358 Ojo Caliente Elementary									
359 Mora Independent Schools	1	1	20		20	\$140,000	\$14,400		\$154,400
360 Holman Elementary									
361 Mora Elementary									
362 Moriarty-Edgewood Schools	1	5	55		55	\$385,000	\$31,089		\$416,089
363 Moriarty Elementary									

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
Route 66 Elementary									
MESD Early Childhood Center		5	55		55				
Mosquero Municipal Schools	1	1	12	12	12	\$42,000	\$3,937		\$45,937
Mosquero		1	12	12	12				
Mountainair Public Schools	1	1	10	10	10	\$35,000			\$35,000
Mountainair Elementary		1	10	10	10				
Pecos Independent Schools	1	2	30		30	\$210,000	\$6,000		\$216,000
Pecos Elementary		2	30		30				
Peñasco Independent Schools	1	1	15	15	15	\$105,000			\$105,000
Peñasco Elementary		1	15	15	15				
Pojoaque Valley Schools	1	3	50		50	\$350,000			\$350,000
Pablo Roybal Elementary		3	50		50				
Portales Municipal Schools	1	4	101	101	101	\$353,500	\$20,000		\$373,500
Brown Early Childhood Center		4	101	101	101				
James Elementary									
Lindsey-Steiner Elementary									
Quemado Independent Schools	1	1	10		10	\$70,000			\$70,000
Datil Elementary									
Questa Independent Schools	1	1	14	14	14	\$98,000			\$98,000
Alta Vista Elementary		1	14	14	14				
Raton Public Schools	0								
Longfellow Elementary									
Reserve Independent Schools	1	1	10	10	10	\$70,000			\$70,000
Reserve Elementary		1	10	10	10				
Rio Rancho Public Schools	1	16	410	410	410	\$1,435,000	\$80,447	\$85,000	\$1,600,447
Cielo Azul Elementary									
Colinas Del Norte Elementary									
Ernest Stapleton Elementary									
Maggie Cordova Elementary School									
Martin King Jr Elementary									
Puesta Del Sol Elementary									
Rio Rancho Elementary									
Shining Stars Preschool		16	410	410	410				

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
397 Vista Grande Elementary									397
398 Roswell Independent Schools	11	20	400	400	400	\$2,800,000	\$40,000	\$85,000	\$2,925,000
399 Berendo Elementary		2	40	40	40				399
400 Del Norte Elementary									400
401 East Grand Plains Elementary		1	20	20	20				401
402 El Capitan Elementary		1	20	20	20				402
403 Military Heights Elementary		1	20	20	20				403
404 Missouri Avenue Elementary		1	20	20	20				404
405 Monterrey Elementary									405
406 Nancy Lopez Elementary		1	20	20	20				406
407 Parkview Early Literacy		8	180	180	180				407
408 Pecos Elementary		2	40	40	40				408
409 Sunset Elementary		1	20	20	20				409
410 Valley View Elementary		1	20	20	20				410
411 Washington Avenue Elementary		1	20	20	20				411
412 Roy Municipal Schools	0								412
413 Roy Elementary									413
414 Ruidoso Municipal Schools	1	3	60	60	60	\$420,000	\$25,192		\$445,192
415 Sierra Vista (Nob Hill Early Childhood)		3	60	60	60				415
416 White Mountain Elementary									416
417 San Jon Municipal Schools¹	1	1	10	10	10	\$70,000			\$70,000
418 San Jon Elementary		1	10	10	10				418
419 Santa Fe Public Schools	14	20	360	360	360	\$2,520,000		\$85,000	\$2,605,000
420 Amy Biehl Community School									420
421 Aspen Community Magnet School		1	20	20	20				421
422 Atalaya Elementary		1	18	18	18				422
423 Cesar Chavez Elementary		2	34	34	34				423
424 Chaparral Elementary									424
425 EJ Martinez Elementary		1	18	18	18				425
426 El Camino Real Elementary		2	36	36	36				426
427 Francis X Nava Elementary		1	18	18	18				427
428 Gonzales Elementary									428
429 Kearney Elementary		1	18	18	18				429

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
430	Nina Ortero Community School	2	36		36				
431	Nye Early Childhood Center	2	36		36				
432	Pinon Elementary	2	36		36				
433	Ramirez Thomas Elementary	2	36		36				
434	Salazar Elementary	1	18		18				
435	Sweeney Elementary	1	18		18				
436	Tesuque Elementary	1	18		18				
437	Santa Rosa Consolidated Schools	1	18		18	\$126,000			\$126,000
438	Rita A. Marquez Elementary								
439	Santa Rosa Elementary	1	18		18				
440	Silver Consolidated Schools	1	70		70	\$490,000			\$490,000
441	Cliff Elementary								
442	G.W. Stout Elementary								
443	Harrison Schmitt Elementary								
444	Jose Barrios Elementary								
445	Sixth Street Elementary								
446	Silver Scholars Academy Preschool	6	70		70				
447	Socorro Consolidated Schools	1	40		40	\$280,000	\$7,669		\$287,669
448	Midway Elementary								
449	Parkview Elementary	2	40		40				
450	San Antonio Elementary								
451	Springer Municipal Schools	0							
452	Forrester Elementary								
453	Wilferth Elementary								
454	Taos Municipal Schools	2	70		70	\$490,000			\$490,000
455	Arroyo Del Norte Elementary								
456	Enos Garcia Elementary	3	39		39				
457	Rancho de Taos Elementary	3	31		31				
458	Tatum Municipal Schools¹	1	10	10		\$35,000			\$35,000
459	Tatum Elementary			10					
460	Texico Municipal Schools¹	1	35		35	\$245,000			\$245,000
461	Texico Elementary			15					
462	Truth or Conseq. Municipal Schools	2	52		52	\$364,000			\$364,000

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
463 Arrey Elementary		1	12		12				463
464 Sierra Elementary									464
465 T or C Elementary		2	40		40				465
466 Tucumcari Public Schools¹	1	1	20	20		\$70,000	\$16,616 ²		\$86,616 466
467 Tucumcari Elementary		1	20	20					467
468 Tularosa Municipal Schools	0								468
469 Tularosa Elementary									469
470 Vaughn Municipal Schools	1	1	10	10		\$35,000			\$35,000 470
471 Vaughn Elementary		1	10	10					471
472 Wagon Mound Public Schools	1	1	10		10	\$70,000			\$70,000 472
473 Wagon Mound Elementary		1	10		10				473
474 West Las Vegas Schools	2	3	50		50	\$350,000			\$350,000 474
475 Don Cecilio Martinez Elementary									475
476 Luis E. Armijo Elementary		2	40		40				476
477 Rio Gallinas School									477
478 Tony Sema Jr. Elementary									478
479 Union Elementary									479
480 Valley Elementary		1	10		10				480
481 Zuni Public Schools	1	1	14		14	\$98,000			\$98,000 481
482 Shiwi Tsana Elementary		1	14		14				482
483 School District Total	231	394	7,063	1,689	5,356	\$43,015,000	\$1,368,236	\$700,250	\$45,597,987 483
Charter Schools									
484 Albuquerque School of Excellence									484
485 Albuquerque Sign Language Academy									485
486 Aldo Leopold Charter									486
487 Alma D'Arte Charter									487
488 Cesar Chavez Community School									488
489 Christine Duncan Heritage Academy		2	36		36	\$252,000			\$252,000 490
490 Coral Community Charter		2	36		36	\$252,000			\$252,000 491
491 Cottonwood Valley Charter									492
492 Dream Diné Charter School									493
493 Dził Dít'fool DEAP									494
494 Estancia Valley Classical Academy									495

Prekindergarten Awards

Prekindergarten Awards FY21

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
496 Explore Academy									
497 Horizon Academy West Charter	1	1	40	40		\$140,000			\$140,000
498 International School at Mesa Del Sol	1	1	16		16	\$112,000			\$112,000
499 J Paul Taylor Academy									
500 La Academia Dolores Huerta									
501 La Promesa (Alb. Bilingual Academy)	1	2	34		34	\$238,000			\$238,000
502 La Tierra Montessori School									
503 Mission Achievement and Success	1	2	40		40	\$280,000			\$280,000
504 McCurdy Charter School									
505 Montessori Elementary School									
506 Mosaic Academy Charter									
507 North Valley Academy Charter	1	2	40		40	\$280,000			\$280,000
508 Red River Valley Charter School	1	1	10		10	\$70,000	\$5,000		\$75,000
509 Roots & Wings Community School									
510 Sandoval Academy of Bilingual Education									
511 School of Dreams Academy	1	1	20		20	\$140,000			\$140,000
512 Southwest Primary Learning Center									
513 Taos Integrated School of the Arts									
514 Taos International School									
515 Turquoise Trail Charter School	1	2	40		40	\$280,000			\$280,000
Charter School Total	8	16	312	40	272	\$2,044,000	\$5,000	\$0	\$2,049,000
Statewide Total	239	404	7,287	1,729	5,558	\$38,906,000	\$1,373,238	\$680,000	\$47,010,738

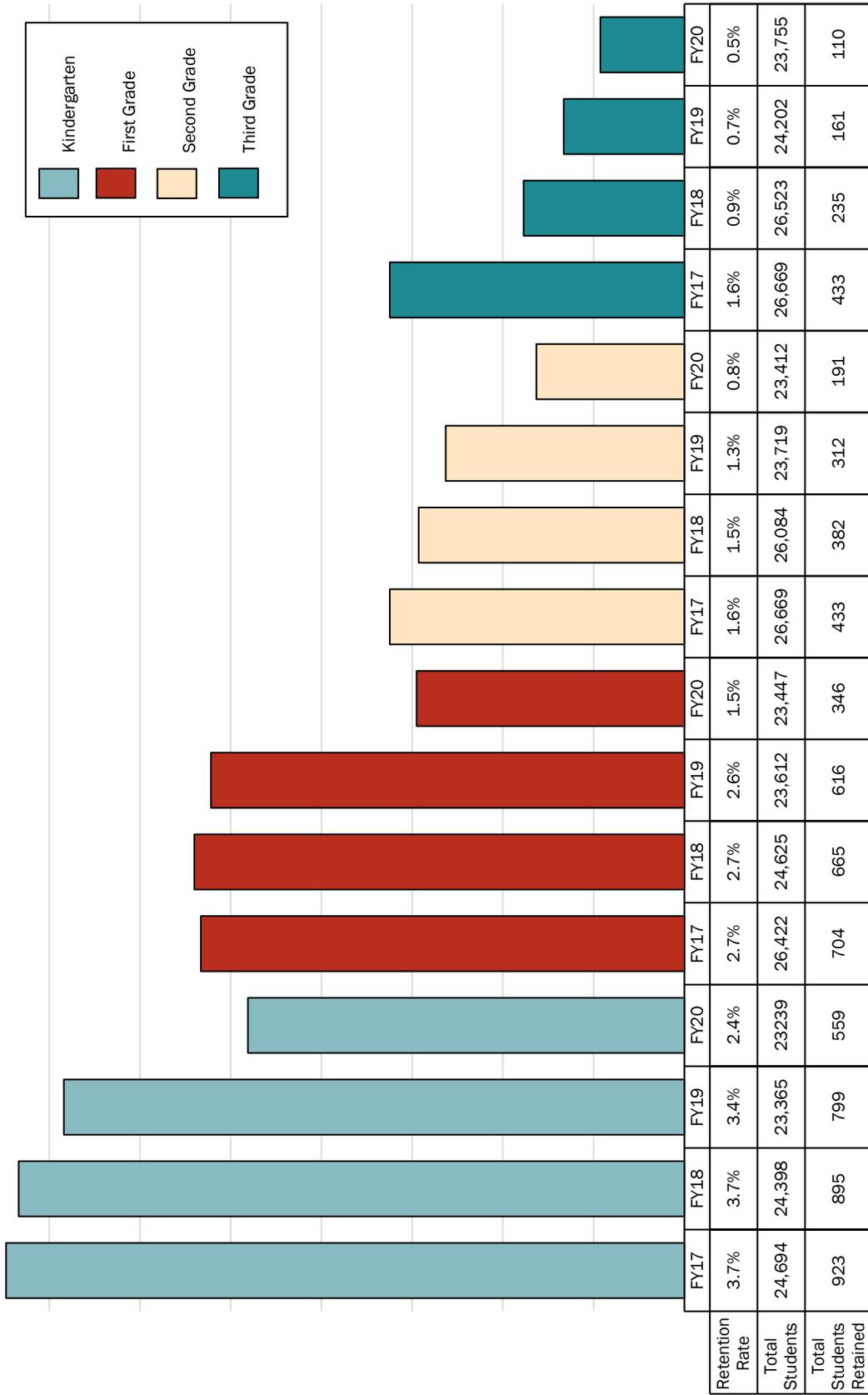
¹Prekindergarten programs in the school district are operated through a regional education cooperative.

²Transportation awards for school districts served by regional education cooperatives were estimated based on the number of students at each school.

³District-based coaching awards for school districts served by regional education cooperatives were estimated based on the total number of school districts served by the regional education cooperative.

Kindergarten Through Third Grade Retention Rates

Rate of Students Retained in Kindergarten Through Third Grade (FY17 to FY20)



Source: PED

Teacher Salaries

Budgeted Teachers' Salaries, FY21

	School District or Charter School	Budgeted FTE	Budgeted Salaries	Average Salary
1	SCHOOL DISTRICTS			
2	Alamogordo Public Schools	343	\$18,128,982	\$52,793
3	Albuquerque Public Schools	5,677	\$288,186,337	\$50,763
4	Animas Public Schools	12	\$601,556	\$51,023
5	Artesia Public Schools	252	\$14,247,487	\$56,457
6	Aztec Municipal Schools	195	\$9,625,762	\$49,363
7	Belen Consolidated Schools	259	\$12,852,668	\$49,567
8	Bernalillo Public Schools	178	\$9,608,295	\$53,903
9	Bloomfield Schools	183	\$10,002,016	\$54,728
10	Capitan Municipal Schools	38	\$1,973,580	\$51,936
11	Carlsbad Municipal Schools	396	\$24,343,700	\$61,451
12	Carrizozo Municipal Schools	16	\$831,161	\$53,417
13	Central Consolidated Schools	460	\$22,274,433	\$48,475
14	Chama Valley Independent Schools	34	\$1,821,388	\$54,192
15	Cimarron Municipal Schools	35	\$1,804,409	\$51,393
16	Clayton Municipal Schools	35	\$1,773,326	\$51,193
17	Cloudcroft Municipal Schools	32	\$1,636,568	\$51,464
18	Clovis Municipal Schools	490	\$27,478,966	\$56,132
19	Cobre Consolidated Schools	78	\$4,006,792	\$51,501
20	Corona Municipal Schools	13	\$733,922	\$57,789
21	Cuba Independent Schools	42	\$2,716,125	\$64,670
22	Deming Public Schools	312	\$19,340,313	\$62,088
23	Des Moines Municipal Schools	13	\$715,165	\$54,593
24	Dexter Consolidated Schools	52	\$3,154,686	\$61,078
25	Dora Municipal Schools	19	\$1,144,605	\$60,242
26	Dulce Independent Schools	49	\$3,149,696	\$64,477
27	Elida Municipal Schools	18	\$949,667	\$52,584
28	Española Public Schools	213	\$11,506,913	\$54,117
29	Estancia Municipal Schools	42	\$2,770,937	\$66,641
30	Eunice Municipal Schools	57	\$2,993,583	\$52,871
31	Farmington Municipal Schools	622	\$34,857,654	\$56,009
32	Floyd Municipal Schools	20	\$1,144,102	\$56,920
33	Fort Sumner Municipal Schools	28	\$1,395,001	\$50,727
34	Gadsden Independent Schools	874	\$53,787,634	\$61,546
35	Gallup McKinley County Schools	713	\$38,958,691	\$54,605
36	Grady Municipal Schools	19	\$899,870	\$47,891
37	Grants Cibola County Schools	215	\$13,021,085	\$60,704
38	Hagerman Municipal Schools	33	\$1,828,082	\$54,749
39	Hatch Valley Public Schools	75	\$3,952,038	\$52,976
40	Hobbs Municipal Schools	531	\$35,528,749	\$66,859
41	Hondo Valley Public Schools	15	\$857,213	\$55,954
42	House Municipal Schools	14	\$771,792	\$55,128
43	Jal Public Schools	34	\$2,023,511	\$59,515
44	Jemez Mountain Public Schools	14	\$813,153	\$56,274

Budgeted Teachers' Salaries, FY21

	School District or Charter School	Budgeted FTE	Budgeted Salaries	Average Salary
45	Jemez Valley Public Schools	20	\$1,135,715	\$57,886
46	Lake Arthur Municipal Schools	13	\$696,418	\$53,571
47	Las Cruces Public Schools	1,497	\$79,738,800	\$53,269
48	Las Vegas City Public Schools	92	\$5,113,243	\$55,398
49	Logan Municipal Schools	25	\$1,458,638	\$59,512
50	Lordsburg Municipal Schools	30	\$1,683,578	\$55,254
51	Los Alamos Public Schools	254	\$15,053,412	\$59,371
52	Los Lunas Public Schools	315	\$25,374,037	\$80,489
53	Loving Municipal Schools	45	\$2,755,699	\$60,832
54	Lovington Municipal Schools	208	\$14,457,294	\$69,566
55	Magdalena Municipal Schools	25	\$1,346,789	\$54,240
56	Maxwell Municipal Schools	13	\$768,413	\$57,645
57	Melrose Public Schools	19	\$1,113,492	\$57,874
58	Mesa Vista Consolidated Schools	15	\$811,301	\$54,087
59	Mora Independent Schools	32	\$1,674,322	\$51,917
60	Moriarty Municipal Schools	151	\$8,022,984	\$53,196
61	Mosquero Municipal Schools	11	\$592,528	\$54,311
62	Mountainair Public Schools	21	\$990,803	\$46,408
63	Pecos Independent Schools	38	\$1,926,240	\$50,717
64	Penasco Independent Schools	23	\$1,263,441	\$54,109
65	Pojoaque Valley Public Schools	96	\$4,946,566	\$51,769
66	Portales Municipal Schools	176	\$9,532,843	\$54,044
67	Quemado Independent Schools	19	\$970,915	\$50,073
68	Questa Independent Schools	22	\$1,111,002	\$50,708
69	Raton Public Schools	63	\$3,616,929	\$57,567
70	Reserve Public Schools	15	\$763,007	\$50,530
71	Rio Rancho Public Schools	1,061	\$58,745,029	\$55,355
72	Roswell Independent Schools	570	\$39,642,678	\$69,610
73	Roy Municipal Schools	11	\$610,475	\$54,948
74	Ruidoso Municipal Schools	122	\$6,991,944	\$57,311
75	San Jon Municipal Schools	13	\$733,284	\$55,552
76	Santa Fe Public Schools	968	\$44,099,539	\$45,563
77	Santa Rosa Consolidated Schools	53	\$2,564,061	\$48,324
78	Silver Consolidated Schools	154	\$8,606,140	\$56,066
79	Socorro Consolidated Schools	92	\$4,545,353	\$49,336
80	Springer Municipal Schools	15	\$762,523	\$52,515
81	Taos Municipal Schools	128	\$7,061,985	\$55,056
82	Tatum Municipal Schools	26	\$1,844,555	\$70,403
83	Texico Municipal Schools	36	\$2,367,994	\$65,705
84	Truth or Consequences Municipal Schools	88	\$5,162,591	\$58,666
85	Tucumcari Public Schools	64	\$3,596,849	\$56,148
86	Tularosa Municipal Schools	61	\$3,677,875	\$59,930
87	Vaughn Municipal Schools	8	\$435,977	\$53,824
88	Wagon Mound Public Schools	13	\$667,351	\$52,178

Teacher Salaries

Budgeted Teachers' Salaries, FY21

	School District or Charter School	Budgeted FTE	Budgeted Salaries	Average Salary		
89	West Las Vegas Public Schools	100	\$5,321,156	\$53,105	89	
90	Zuni Public Schools	94	\$5,517,223	\$58,694	90	
91	CHARTER SCHOOLS					91
92	Albuquerque					92
93	ACE Leadership High School	11	\$653,735	\$62,260	93	
94	Aces Technical Charter School	6	\$327,624	\$53,709	94	
95	Albuquerque Bilingual Academy	29	\$1,564,813	\$54,906	95	
96	Albuquerque Charter Academy	13	\$992,083	\$76,314	96	
97	Albuquerque Collegiate	8	\$392,759	\$49,095	97	
98	Albuquerque Institute for Math and Science (AIMS)	20	\$1,199,028	\$59,505	98	
99	Albuquerque School of Excellence	62	\$3,324,666	\$53,537	99	
100	Albuquerque Sign Language Academy	11	\$606,620	\$54,114	100	
101	Albuquerque Talent Development Secondary Charter	9	\$488,378	\$53,375	101	
102	Alice King Community School	35	\$1,982,166	\$56,747	102	
103	Altura Preparatory	8	\$481,487	\$59,296	103	
104	Amy Biehl Charter High School	20	\$1,036,844	\$50,701	104	
105	Cesar Chavez Community School	10	\$581,893	\$57,329	105	
106	Christine Duncan's Heritage Academy	27	\$1,431,249	\$53,009	106	
107	Cien Aguas International	26	\$1,509,895	\$56,999	107	
108	Coral Community Charter	10	\$507,205	\$52,560	108	
109	Corrales International School	20	\$1,147,411	\$57,428	109	
110	Cottonwood Classical Preparatory School	51	\$2,612,677	\$51,059	110	
111	Digital Arts & Technology Academy	22	\$1,147,357	\$52,153	111	
112	East Mountain High School	24	\$1,479,071	\$60,742	112	
113	El Camino Real Academy	18	\$918,294	\$51,881	113	
114	Explore Academy	47	\$2,460,213	\$52,345	114	
115	Gilbert L Sena Charter High School	12	\$660,872	\$56,006	115	
116	Gordon Bernell Charter School	11	\$758,359	\$67,711	116	
117	GREAT Academy	6	\$314,210	\$52,368	117	
118	Health Leadership High School	8	\$510,311	\$61,557	118	
119	Horizon Academy West	26	\$1,475,371	\$56,745	119	
120	International School at Mesa del Dol	28	\$1,546,120	\$54,730	120	
121	La Academia de Esperanza	20	\$1,166,893	\$57,624	121	
122	Los Puentes Charter School	11	\$616,682	\$56,318	122	
123	Media Arts Collaborative Charter	19	\$1,104,041	\$58,788	123	
124	Mission Achievement And Success	104	\$5,486,834	\$52,946	124	
125	Montessori Elementary School	20	\$1,142,324	\$58,581	125	
126	Montessori of the Rio Grande	13	\$849,059	\$65,312	126	
127	Mountain Mahogany Community School	15	\$759,724	\$50,648	127	
128	Native American Community Academy	30	\$1,561,848	\$52,062	128	
129	New America School - Albuquerque	12	\$623,626	\$49,970	129	
130	New Mexico International School	23	\$1,357,500	\$60,066	130	
131	North Valley Academy	34	\$1,883,426	\$55,723	131	
132	Public Academy for Performing Arts (PAPA)	31	\$1,672,085	\$54,715	132	

Budgeted Teachers' Salaries, FY21

	School District or Charter School	Budgeted FTE	Budgeted Salaries	Average Salary	
133	Robert F. Kennedy Charter School	20	\$1,019,565	\$51,913	133
134	Siembra Leadership High School	6	\$413,317	\$72,512	134
135	South Valley Academy	48	\$2,629,874	\$54,415	135
136	South Valley Prep	12	\$691,912	\$57,659	136
137	Southwest Aeronautics, Mathematics, and Science Academy	14	\$807,064	\$57,854	137
138	Southwest Preparatory Learning Center	10	\$525,875	\$53,388	138
139	Southwest Secondary Learning Center	10	\$512,351	\$53,370	139
140	Technology Leadership	10	\$775,518	\$76,406	140
141	Tierra Adentro	21	\$1,220,483	\$58,480	141
142	Twenty-First Century Public Academy	24	\$1,339,611	\$55,356	142
143	William W. & Josephine Dorn Community Charter	100	\$5,321,156	\$53,105	143
144	Aztec				144
145	Mosaic Academy Charter	12	\$678,543	\$55,847	145
146	Carlsbad				146
147	Jefferson Montessori Academy	18	\$789,256	\$42,755	147
148	Pecos Connections Academy	60	\$3,455,946	\$57,599	148
149	Central				149
150	Dream Dine' Charter School	2	\$109,031	\$54,516	150
151	Cimarron				151
152	Moreno Valley High School	8	\$381,504	\$46,020	152
153	Deming				153
154	Deming Cesar Chavez Charter High	5	\$280,000	\$56,000	154
155	Española				155
156	La Tierra Montessori School	4	\$201,718	\$48,028	156
157	McCurdy Charter School	33	\$1,677,073	\$50,820	157
158	Gallup-McKinley County				158
159	Dzit Dit'ooí (DEAP)	3	\$164,708	\$52,123	159
160	Hozho Academy	23	\$1,026,937	\$44,150	160
161	Middle College High School	4	\$306,888	\$73,594	161
162	Six Directions Indigenous School	6	\$312,245	\$51,954	162
163	Jemez Valley				163
164	San Diego Riverside	9	\$479,525	\$52,579	164
165	Walatowa Charter High School	3	\$148,072	\$50,884	165
166	Las Cruces				166
167	Alma D'Arte Charter High School	11	\$656,054	\$58,058	167
168	J Paul Taylor Academy	14	\$748,687	\$53,287	168
169	La Academia Dolores Huerta	7	\$304,870	\$43,553	169
170	Las Montañas Charter	15	\$845,357	\$54,893	170
171	New America School - Las Cruces	9	\$431,330	\$48,904	171

Teacher Salaries

Budgeted Teachers' Salaries, FY21

	School District or Charter School	Budgeted FTE	Budgeted Salaries	Average Salary	
172	Los Lunas				172
173	School of Dreams Academy	26	\$1,521,279	\$59,425	173
174	Moriarty				174
175	Estancia Valley Classical Academy	34	\$1,886,521	\$55,242	175
176	Roswell				176
177	Sidney Gutierrez Middle	11	\$717,669	\$65,243	177
178	Questa				178
179	Red River Valley Charter School	6	\$348,574	\$58,096	179
180	Roots And Wings Community School	4	\$223,021	\$56,461	180
181	Rio Rancho				181
182	ASK Academy	36	\$1,842,415	\$51,392	182
183	Sandoval Academy of Bilingual Education	14	\$706,271	\$49,772	183
184	Santa Fe				184
185	Academy for Technology and the Classics	26	\$1,826,452	\$70,985	185
186	MASTERS Program	12	\$804,524	\$67,044	186
187	Monte Del Sol Charter	26	\$1,445,756	\$54,972	187
188	New Mexico Connections Academy	56	\$3,335,405	\$60,097	188
189	New Mexico School for the Arts	17	\$932,233	\$54,644	189
190	Tierra Encantada Charter School	20	\$1,179,624	\$58,110	190
191	Turquoise Trail Charter School	40	\$2,174,172	\$53,990	191
192	Silver City				192
193	Aldo Leopold Charter School	17	\$901,959	\$54,172	193
194	Socorro				194
195	Cottonwood Valley Charter	11	\$659,194	\$58,336	195
196	Taos				196
197	Anansi Charter School	17	\$772,740	\$46,691	197
198	Taos Academy	15	\$823,118	\$53,519	198
199	Taos Integrated School of the Arts	11	\$611,230	\$57,663	199
200	Taos International School	12	\$672,566	\$54,239	200
201	Taos Municipal Charter	15	\$875,986	\$59,108	201
202	Vista Grande High School	6	\$341,538	\$53,955	202
203	West Las Vegas				203
204	Rio Gallinas School of Ecology and the Arts	6	\$283,998	\$51,636	204
205	STATEWIDE	21,533	\$1,183,560,072	\$55,874	205

Source: OBMS

* The salaries presented in this table were provided by the school districts and charter schools with their FY21 operating budgets. Average salaries are based on estimated contracts for an average 9.5 month contract.

Educator Health Insurance Rates

Public Schools Insurance Authority Health Insurance Premiums

Monthly Premiums, Plan Year Beginning January 2021

		Single	Two Party	Family
Blue Cross High Option	Employee	\$306.30	\$582.52	\$778.02
	Employer	\$459.44	\$873.78	\$1,167.04
	Total	\$765.74	\$1,456.30	\$1,945.06

Blue Cross Low Option	Employee	\$223.18	\$424.46	\$566.94
	Employer	\$334.76	\$636.68	\$850.40
	Total	\$557.94	\$1,061.14	\$1,417.34

Blue Cross EPO Option	Employee	\$275.66	\$524.26	\$700.22
	Employer	\$413.50	\$786.38	\$1,050.32
	Total	\$689.16	\$1,310.64	\$1,750.54

Presbyterian High Option	Employee	\$247.70	\$520.12	\$693.56
	Employer	\$371.54	\$780.18	\$1,040.32
	Total	\$619.24	\$1,300.30	\$1,733.88

Presbyterian Low Option	Employee	\$180.50	\$379.00	\$505.36
	Employer	\$270.76	\$568.50	\$758.02
	Total	\$451.26	\$947.50	\$1,263.38

Cigna High Option	Employee	\$292.48	\$564.58	\$756.74
	Employer	\$438.70	\$846.88	\$1,135.10
	Total	\$731.18	\$1,411.46	\$1,891.84

Cigna Low Option	Employee	\$214.10	\$413.30	\$553.96
	Employer	\$321.16	\$619.94	\$830.94
	Total	\$535.26	\$1,033.24	\$1,384.90

Source: NMPSIA

Reported premiums are for employees earning more than \$25 thousand. For employees earning less than \$25 thousand, the employer pays a larger share of the premium.

Albuquerque Public Schools Health Insurance Premiums

Bi-Monthly Premiums, Plan Year Beginning January 2021

		Single	Two Party	Family
Blue Cross	Employee	\$102.95	\$205.90	\$277.97
	Employer	\$154.42	\$308.85	\$416.95
	Total	\$257.37	\$514.75	\$694.92

True Health NM	Employee	\$108.10	\$216.20	\$291.87
	Employer	\$162.15	\$324.30	\$437.80
	Total	\$270.25	\$540.50	\$729.67

Presbyterian	Employee	\$108.10	\$216.20	\$291.87
	Employer	\$162.15	\$324.30	\$437.80
	Total	\$270.25	\$540.50	\$729.67

Cigna	Employee	\$106.04	\$212.08	\$286.31
	Employer	\$159.06	\$318.12	\$429.46
	Total	\$265.10	\$530.20	\$715.77

Source: APS

Reported premiums are for employees earning more than \$45 thousand. For employees earning less than \$45 thousand, the employer pays a larger share of the premium.

Note: A previous version of this table inaccurately label these premium rates at monthly, rather than bi-monthly premiums. The title has been corrected.

CAPITAL OUTLAY FUNDING

Public school capital outlay financing is both a local and state responsibility in the state of New Mexico. School districts can generate state revenues through two statutory measures. One measure is through direct legislative appropriations, which provides funding for specific needs. The second is through a standards based process under the Public School Capital Outlay Act. Locally, districts can generate capital outlay revenues from the sale of bonds, direct levies, earnings from investments, rents, sales of real property and equipment, as well as other miscellaneous sources.

The Public School Capital Outlay Act: The funding mechanism was established to ensure that through a standards based process for all school districts, the physical condition and capacity, educational suitability and technology infrastructure of all public school facilities in New Mexico meet an adequate level statewide. This process uses a statewide assessment database which ranks the condition of every school building relative to the statewide adequacy standards. The schools with the greatest facilities needs will be addressed first according to the New Mexico Condition Index (NMCI). The database will operate as an objective prioritizing and ranking tool to assist the Public School Capital Outlay Council (PSCOC) in allocating funds to school districts. The standards based process also requires school districts which receive awards to provide a local match that will be determined by the state match distribution formula.

For allocation cycles beginning after September 1, 2003 the following provisions apply:

1. All districts are eligible to apply regardless of percentage of indebtedness;
2. Funding must be determined by using the statewide adequacy standards and the PSCOC must apply the standards to charter schools to the same extent;
3. The PSCOC must establish criteria to be used in public school capital outlay projects that receive grant assistance from Public School Capital Outlay Act;
4. No more than 10% of the combined total grants in a funding cycle shall be used for retrofitting existing facilities for technology infrastructure;
5. A formula will be used to determine the percentage participation of the state and the districts in the standards-based capital outlay process for projects approved by the council and must be funded within available resources in accordance with the funding formula;
6. Capital outlay grant awards made by the PSCOC will be reduced by a percentage of direct appropriations for capital outlay projects received by a school district. The amount of the reduction will be determined by the state-local match formula, and will equal the direct legislative appropriation percentage amount for the school district multiplied by the amount of the direct appropriations for individual school projects;
 - A) An appropriation is deemed to be accepted, for projects appropriated prior to 2010, unless written notification to reject the appropriation is received by DFA & PED;
 - B) The total offset should exclude any appropriation previously made to the subject school district that is reauthorized for expenditure by another recipient;
 - C) The total shall exclude one-half of the amount of any appropriation made or reauthorized after January 1, 2007 if the purpose of the appropriation or reauthorization is to fund, in whole or in part, a capital outlay project that, when prioritized by the council pursuant to this section either in the immediately preceding funding cycle or in the current funding cycle, ranked in the top 150 projects statewide;
 - D) The total shall exclude the proportionate share of any appropriation made or reauthorized after January 1, 2008 for a capital project that will be jointly used by a governmental entity

Capital Outlay Funding

other than the subject school district. Pursuant to criteria adopted by rule of the council and based upon the proposed use of the capital project, the council shall determine the proportionate share to be used by the governmental entity and excluded from the total;

- E) Unless the grant award is made to the state-chartered charter school or unless the appropriation was previously used to calculate a reduction pursuant to this paragraph, the total shall exclude appropriations made after January 1, 2007 for non-operating purposes of a specific state-chartered charter school, regardless of whether the charter school is a state-chartered charter school at the time of the appropriation or later opts to become a state-chartered charter school;
7. "Subject school district," means the school district that has submitted the application for funding in which the approved PSCOC project will be located;
 8. In those instances in which a school district has used all of its local resources, the PSCOC may fund up to the total amount of the project;
 9. No application for grant assistance from the fund will be approved unless the PSCOC determines that:
 - A) The capital outlay project is needed and is included in the school districts five-year facilities plan among its top priorities;
 - B) The school district has used its resources in a prudent manner;
 - C) The school district has provided insurance for building of the district according to provisions of section 13-5-3 NMSA 1978;
 - D) The district has submitted a five-year facilities plan that has been approved by the PSCOC pursuant to section 22-24-5.3 NMSA 1978 and the capital needs of charter schools located in the district as well as projections for enrollment and facilities needed in order to maintain a full-day kindergarten are included;
 - E) The district is willing and able to pay any portion of the project that is not funded with grant assistance from the fund;
 - F) The application includes charter schools or the district has shown that charter schools meet the statewide adequacy standards; and
 - G) The district has agreed, in writing, any reporting requirements imposed by the PSCOC pursuant to sections 22-24-5.1 NMSA 1978.

The fund may be expended annually by the PSCOC for grants to school districts for the purpose of making lease payments for classroom facilities, including facilities leased by charter schools. The grant shall not exceed the annual lease payments owed for leasing classroom space for schools, including charter schools, in the district; or seven hundred dollars (\$700) multiplied by the number of membership using the leased classroom facilities; provided that, in fiscal year 2009 and in each subsequent fiscal year, the amount shall be adjusted by the percentage increase between the penultimate calendar year and the immediately preceding calendar year of the consumer price index for the United States.

All of the provisions of the Public School Capital Outlay Act [22-24-1 NMSA 1978] apply to an application by a state-chartered charter school for grant assistance for a capital project except:

1. The portion of the cost of the project to be paid from the fund shall be calculated pursuant to Paragraph (5) of Subsection B of Section 22-24-5 NMSA 1978 using data from the school district in which the state-chartered charter school is located;

2. In calculating a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978, the amount to be used in Subparagraph (a) of that paragraph shall equal the total of all legislative appropriations made after January 1, 2007 for non-operating expenses either directly to the charter school or to another governmental entity for the purpose of passing the money through directly to the charter school, regardless of whether the charter school was a state-chartered charter school at the time of the appropriation or later opted to become a state-chartered charter school, except that the total shall not include any such appropriation if, before the charter school became a state-chartered charter school, the appropriation was previously used to calculate a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978; and
3. The amount to be used in Subsection B of that paragraph shall equal the total of all federal money received by the charter school for non-operating purposes pursuant to Title XIV of the American Recovery and Reinvestment Act of 2009, regardless of whether the charter school was a state-chartered charter school at the time of receiving the federal money or later opted to become a state-chartered charter school, except that the total shall not include any such federal money if, before the charter school became a state-chartered charter school, the money was previously used to calculate a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978; and
4. If the council determines that the state-chartered charter school does not have the resources to pay all or a portion of the total cost of the capital outlay project that is not funded with grant assistance from the fund, to the extent that money is available in the charter school capital outlay fund, the council shall make an award from that fund for the remaining amount necessary to pay for the project. The council may establish, by rule, a procedure for determining the amount of resources available to the charter school and the amount needed from the charter school capital outlay fund.

Supplemental Severance Tax Bonds: Supplemental Severance Tax Bonds (SSTB) are bonds issued by the State Board of Finance and paid for by revenue derived from taxes levied upon the natural resource products severed and saved from the soil and other sources as the New Mexico State Legislature may from time to time deem necessary. This authorization does not require legislative reauthorization and may be considered a dedicated funding stream for public school capital outlay.

The Public School Capital Improvements Act: Commonly referred to as SB-9 or the “two-mill levy,” this funding mechanism allows districts to ask local voters to approve a property levy of up to two mills for a maximum of six years. “Capital Improvements” means expenditures, including payments made with respect to lease-purchase arrangements as defined in the Educational Technology Equipment Act [6-15A- 1 through 6-15A-16 NMSA 1978] or the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978] but excluding any other debt service expenses, for:

1. Erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings;
2. Purchasing or improving public school grounds;
3. Maintenance of public school buildings or public school grounds, including the purchasing or repairing of maintenance equipment, participating in the facility information management system as required by the Public School Capital Outlay Act [22-24-1 NMSA 1978] and including payments under contract with regional education cooperatives for maintenance support services and expenditures for technical training and certification for maintenance and facilities management personnel, but excluding salary expenses of school district employees;
4. Purchasing activity vehicles for transporting students to extracurricular activities; and

Capital Outlay Funding

5. Purchasing computer software and hardware for student use in public school classrooms.
6. Purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning and administrative resources and which may also include:
 - a. Satellite, copper and fiber-optic transmission; computer and network connections devices; digital communication equipment, including voice, video and data equipment; servers; switches; portable media devices, such as discs and drives to contain data for electronic storage and playback; and the purchase or lease of software licenses or other technologies and services, maintenance, equipment and computer infrastructure information, techniques and tools used to implement technology in schools and related facilities;
 - b. Improvements, alterations and modifications to, or expansions of, existing buildings or tangible personal property necessary or advisable to house or otherwise accommodate any of the tools listed in this paragraph.

An individual school district may only use SB-9 funds for any or all of these purposes as stated in the school district's individual resolution. The Public School Capital Improvements Act contains provisions that provide a school district with a minimum level of funding. This minimum level of funding or "program guarantee" is calculated by multiplying a school district's 40th day total program units by the matching dollar amount (currently \$82.94 through fiscal year 2017) and in each subsequent fiscal year equal the amount for the previous year adjusted by the percentage increase between the next preceding year and the preceding calendar year of the consumer price index for the United States, all items, as published by the US Department of Labor.

If the local revenue generated by the two-mill levy is less than the program guarantee, the state funds the difference in the form of "matching" funds. State matching funds have some restrictions as to their use. For fiscal year 2013 the amount of state "matching" funds shall not be less than an amount currently equal to \$6.44 and in each subsequent fiscal year equal the amount for the previous year adjusted by the percentage increase between the next preceding year and the preceding calendar year of the consumer price index for the United States, all items, as published by the US Department of Labor.

On or after July 1, 2009, a resolution submitted to the qualified electors pursuant to Subsection A of 22- 25-3 NMSA 1978 shall include capital improvements funding for a locally chartered or state-chartered charter school located within the school district if;

1. The charter school timely provides the necessary information to the school district for inclusion in the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used.

Direct Legislative Appropriations: Direct Legislative Appropriations for capital outlay project funding are targeted for specific projects within the school district. Specific legislators sponsor these projects. Projects funded from these specific appropriations have become more sparsely used in recent years due to the shortfall. These allocations are funded by the general fund or from the proceeds of the sale of severance tax bonds.

Local General Obligation Bonds: Local school districts may issue general obligation bonds for the purpose of erecting, remodeling, making additions to and furnishing school buildings, or purchasing or improving school grounds, providing matching funds for capital outlay projects funded pursuant to the Public School Capital Outlay Act, or any combination of these purposes. In addition, a school district may also use bond proceeds to purchase computer equipment and software for student use in public school classrooms. The issuance of these bonds is subject to the provisions of Article 9, Section 11 of the Constitution of New Mexico. Prior to the issuance of bonds, several steps must be taken. One of these is the submission of PED form 995-10/89 to the School Budget Planning Unit at

the Public Education Department to determine exactly how much bonding capacity remains. This must be accomplished prior to the election. Another step is the actual submission of the question to the voters by the local school board. Upon successful election results, the local school board may, subject to the approval of the Attorney General, proceed to issue the bonds. There are restrictions: (1) the district's ability to sell bonds is limited to 6% of its assessed valuation; (2) there is a four year period in which the bonds may be sold from a particular approved resolution (6-15-9 NMSA 1978).

This is only a summary of information associated with the issuance of school district general obligation bonds. Each school district should consult with their financial advisor for more specific information regarding elections and the issuance of local general obligation bonds.

NOTE: The tax rate associated with this type of funding is likely to fluctuate every year due to the timing of principal and interest payments as well as changes in assessed valuations.

The Public School Buildings Act: This Act, commonly referred to as HB-33, allows districts to impose a tax not to exceed 10-mills for a maximum of six years on the net taxable value of property upon approval of qualified voters. "Capital Improvements" means expenditures, including payments made with respect to lease-purchase arrangements as defined in the Education Technology Equipment Act [6- 15A-1 through 6-15A-16 NMSA 1978] but excluding any other debt service expenses, for:

1. Erecting, remodeling, making additions to, providing equipment for or furnishing public school buildings;
2. Payments made pursuant to a financing agreement entered into by a school district or a charter school for the leasing of a building or other real property with an option to purchase for a price that is reduced according to payments made;
3. Purchasing or improving public school grounds;
4. Purchasing activity vehicles for transporting students to and from extracurricular activities, provided that this authorization for expenditure does not apply to school districts with a student MEM greater than sixty thousand; or
5. Administering the projects undertaken pursuant to items 1 and 3 of this section, including expenditures for facility maintenance software, project management software, project oversight and district personnel specifically related to administration of projects funded by the Public School Buildings Act; provided that expenditures pursuant to this subsection shall not exceed five percent of the total project costs.

There are limitations and restrictions associated with this act: (1) the authorized tax rate made under the Public Buildings Act, when added to the tax rates for servicing the debt of the school district and the rate authorized under the Public School Capital Improvements Act, cannot exceed 15-mills. If it does exceed 15-mills, the rate authorized under the Public School Buildings Act will be adjusted downward to compensate; and (2) the revenues generated from the Public School Buildings Act are only to be used for specific capital improvements (as defined above). This funding mechanism is most useful for districts with high-assessed valuation and low bonded indebtedness.

After July 1, 2007, a resolution submitted to the qualifying electors pursuant to Subsection A of 22-26-3 NMSA 1978 shall include capital improvements funding for a locally chartered or state-chartered charter school located within the school district if;

2. The charter school timely provides the necessary information to the school district for inclusion on the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used; and

Capital Outlay Funding

3. The capital improvements are included in the five-year facilities plan:
 - a. of the school district, if the charter school is a locally chartered charter school; or
 - b. of the charter school, if the charter school is a state-chartered charter school.

The Public School Lease Purchase Act: The purpose of the Public School Lease Purchase Act is to implement the provisions of Article 9, Section 11 of the constitution of New Mexico, which declares that a financing agreement entered into by a school district or a charter school for leasing of a building or other real property with an option to purchase for a price that is reduced according to the payments made by the school district or charter school pursuant to the financing agreement is not a debt if:

1. There is no legal obligation for the school district or charter school to continue the lease from year to year or to purchase the real property;
2. The agreement provides that the lease shall be terminated if sufficient money is not available to meet the current lease payments.

A school district may apply any legally available funds to the payments due on or any prepayment premium payable in connection with lease purchase arrangements as they become due, including any combination of:

1. money from the school district's general fund;
2. investment income actually received from investments;
3. proceeds from taxes imposed to pay school district general obligation bonds or taxes imposed pursuant to the Public School Capital Improvements Act [22-25-1 NMSA 1978], the Public School Buildings Act [22-26-1 NMSA 1978] or the Educational Technology Equipment Act [6-15A-1 NMSA 1978];
4. loans, grants or lease payments received from the public school capital outlay council pursuant to the Public School Capital Outlay Act [22-24-1 NMSA 1978];
5. state distributions to the school district pursuant to the Public School Improvements Act;
6. fees or assessments received by the school district;
7. proceeds from the sale of real property and rental income received from the rental or leasing of school district property;
8. grants from the federal government as assistance to those areas affected by federal activity authorized in accordance with Title 20 of the United States Code, commonly known as "PL 874 funds" or "impact aid";
9. revenues from the tax authorized pursuant to Sections 8 through 12 [22-26A-8 through 22-26A-12 NMSA 1978] of the Public School Lease Purchase Act, if proposed by the local school board and approved by the voters; and
10. legislative appropriations.

A local school board has the option of adopting a resolution to submit to the qualified electors of the school district the question of whether a property tax should be imposed upon the net taxable value of property allocated to the school district under the Property Tax Code [7-35-1 NMSA 1978] for the purpose of making payments under a specific lease purchase arrangement. The tax rate shall not exceed the rate specified in the resolution. A locally chartered or state-chartered charter school may also enter into a lease purchase arrangement provided that a governing body of a charter school

shall not propose a tax or conduct an election. However, a charter school may receive revenue from a tax proposed by the local school board for the district in which the charter school is located and approved by the voters.

Educational Technology Equipment Act: Enacted in 1997, the Educational Technology Equipment Act provides a statutory basis for the implementation of a constitutional amendment approved by voters in the 1996 general election. Passage of the amendment allows school districts to create debt without submitting the question to voters to enter into a lease-purchase agreement to acquire educational technology equipment. Such debt is, however, subject to the Constitutional limitation that no school district shall become indebted in an amount exceeding 6% of the assessed valuation of the taxable property within the school district. The combination of outstanding bonds and lease-purchase principal cannot exceed this limit. If a district is already at this limit, it cannot enter into one of these agreements. A school district should consult with their bond attorney or bond advisor prior to entering into one of these arrangements. The purpose is to acquire tools used in the educational process that constitute learning resources.

Public Building Energy Efficiency and Water Conservation Act: This act is a self-funded program that allows a school district to perform energy efficiency capital improvements. Through these improvements, energy and operational costs are reduced. The district pays for the program with these savings. The amount of money required to pay the provider is taken from a school district's state equalization guarantee and transferred to the public school utility conservation fund, which the school district uses to make these payments. These contracts may not exceed 10 years.

Impact Aid Funds: The federal government provides certain funds to school districts in lieu of local property taxes for children residing on federal lands or children having parents working on federal property. A school district is eligible to receive these funds if at least three percent of its average daily attendance (ADA), with a minimum of 400 ADA, are federally connected. Formerly called P.L. 874 funds, these Impact Aid funds are now produced through provisions of Title 20, Section 7703 (b), USC.

School districts in New Mexico receive substantial Impact Aid payments because of the large numbers of federal military installations, Indian lands, federal public domain, and national forest lands within their boundaries.

The federal government allocates these Impact Aid funds directly to school districts on the basis of an average per capita cost of education, calculated on either a state or national basis, whichever is larger. The state takes credit for 75% of all Impact Aid revenues flowing to local districts (except for special education and Indian set-aside funds) when calculating the state equalization guarantee.

Forest Reserve Funds: Twenty-two New Mexico counties receive Forest Reserve funds. These counties receive 25% of the net receipts from operations (primarily timber sales) within their respective reserve areas. Distributions are divided equally between the County Road Fund and the school district. The state takes credit for 75% of the Forest Reserve funds in calculating the state equalization guarantee.

Department of Energy: Los Alamos Public Schools receives funds from the Department of Energy in lieu of property taxes on federal property located within the district.

Department of Defense: The Clovis and Alamogordo school districts receive funds from the Department of Defense for an increase in district membership related to the presence of military personnel within their respective districts.

Miscellaneous Sources: Funds for capital outlay needs also come from other sources such as donations, earnings from investments, rents, sales of real property and equipment. The Legislature also appropriates limited funds for capital outlay emergencies to the Public Education Department for distribution to public school districts as needed.

Capital Outlay Offsets

HOW DIRECT LEGISLATIVE APPROPRIATIONS OFFSET A SCHOOL DISTRICT'S PSCOC AWARD FUNDING—A SIMPLE OVERVIEW

AN EXAMPLE:

The Public School Capital Outlay Offset for Direct Appropriations can be confusing. Here's a simple, practical explanation.

What It Is

The law says that the PSCOC must “reduce any grant amounts awarded to a school district by a **percent** of all direct non-operational legislative appropriations for schools in that district that have been accepted, including educational technology and re-authorizations of previous appropriations.”¹

Changes in 2007

A change in 2007 now allows a 50% reduction in the offset amount if the legislative appropriations are for a project for schools in the current or previous year's top 150 NMCI ranking.

How It Works

The *percent reduction* mentioned in the law is each school district's local match percent for PSCOC award funding.

The offset applies to all PSCOC award allocations after January 2003, including funds appropriated through another government entity which pass directly to the school district.

The offset applies to the *district*, so if one school in a district receives a direct appropriation, other projects in the district that receive PSCOC award funding will be subject to an offset.

Offset amounts not used in the current year apply to future PSCOC grant amounts. The law gives districts the right to reject a direct appropriation because of the effect of the offset. For example, a school district receives a direct legislative appropriation for a specific purpose. The effect of the offset would cause the district to accordingly receive reduced PSCOC award

Legislative appropriation to a school	\$1,000
PSCOC award to that school's district	\$2,000
That district's local match percent	40%
Initial offset reduction in district's PSCOC award allocation--(\$1,000 x 40%)	\$400
50% reduction, NMCI top 150	(\$200)
District's net PSCOC award amount	
--(\$2,000 - \$400)	\$1,600
If NMCI top 150 (\$2,000-\$200)	\$1,800
Total funds received by district	
--(\$1,000 + \$1,600)	\$2,600
If NMCI top 150 (\$1,000+\$1,800)	\$2,800

funding for what it considers a higher priority need, and it chooses to reject the appropriation.

Fiscal Effects

The most significant effect of the offset is not to reduce total funds that the district receives², but instead to potentially reduce funds available for higher priority needs, in the event that the direct appropriation was for a lower-priority project than projects for which the district had applied for PSCOC award funding. In this case, the higher priority projects would have funding levels reduced by the amount of the offset.

Why An Offset?

The Legislature enacted the offset as one of a number of initiatives taken in 2003 to better equalize state funding of capital requests across all of New Mexico's school districts. The 2002 report of the Special Master appointed as a result of the Zuni law-suit specifically highlighted “*the dis-equalizing effect of direct legislative appropriations to individual schools for capital outlay purposes.*” The offset was enacted to mitigate this concern.

¹ Section 22-24-5.B(6) NMSA 1978

² The post-offset net amount of a direct appropriation will always be revenue positive for the district, given current local match percentages.

Bonding Indebtedness

School District Bonding Indebtedness Percentages

School District	2019 Initial Land Valuation	Bonding Capacity (6 percent of valuation)	Bonds Outstanding on 12/31/19	Available Capacity	Bonding Indebtedness Percentage	FY19 MEM	Assessed Valuation Per MEM	Date District Passed SB9 Mill Levy
1 ALAMOGORDO	\$ 854,651,628	\$ 51,279,098	\$ 28,615,000	\$ 22,664,098	55.8%	5,828.50	\$ 146,633	4/9/2019
2 ALBUQUERQUE	\$ 17,313,114,053	\$ 1,038,786,843	\$ 627,740,000	\$ 411,046,843	60.4%	95,402.25	\$ 181,475	11/5/2019
3 ANIMAS	\$ 38,006,154	\$ 2,280,369		\$ 2,280,369	0.0%	164.50	\$ 231,040	2/7/2019
4 ARTESIA	\$ 1,875,422,089	\$ 112,525,325		\$ 112,525,325	0.0%	3,828.25	\$ 489,890	2/6/2018
5 AZTEC	\$ 644,465,668	\$ 38,667,940	\$ 27,500,000	\$ 11,167,940	71.1%	2,873.75	\$ 224,259	11/5/2019
6 BELÉN	\$ 642,257,042	\$ 38,535,423	\$ 36,920,000	\$ 1,615,423	95.8%	3,854.00	\$ 166,647	2/7/2017
7 BERNALILLO	\$ 654,659,175	\$ 39,279,551	\$ 34,485,000	\$ 4,794,551	87.8%	2,797.50	\$ 334,016	11/5/2019
8 BLOOMFIELD	\$ 826,762,978	\$ 49,605,779	\$ 34,920,000	\$ 14,685,779	70.4%	2,636.00	\$ 313,643	11/5/2019
9 CAPITAN	\$ 442,339,630	\$ 26,540,378	\$ 3,920,000	\$ 22,620,378	14.8%	501.00	\$ 882,913	2/3/2015
10 CARLSBAD	\$ 4,182,835,771	\$ 250,970,146	\$ 44,280,000	\$ 206,690,146	17.6%	7,841.50	\$ 533,423	5/7/2019
11 CARRIZO	\$ 72,198,568	\$ 4,331,914	\$ 3,155,000	\$ 1,176,914	72.8%	143.25	\$ 504,004	4/9/2019
12 CENTRAL	\$ 831,043,441	\$ 49,862,606	\$ 34,505,000	\$ 15,357,606	69.2%	5,656.75	\$ 146,912	2/5/2019
13 CHAMA	\$ 149,320,616	\$ 8,959,237	\$ 7,830,000	\$ 1,129,237	87.4%	391.00	\$ 381,894	2/7/2017
14 CIMARRON	\$ 432,700,310	\$ 25,962,019	\$ 6,310,000	\$ 19,652,019	24.3%	416.25	\$ 1,039,520	2/3/2015
15 CLAYTON	\$ 136,380,352	\$ 8,182,821	\$ 6,900,000	\$ 1,282,821	84.3%	441.50	\$ 308,902	2/7/2017
16 CLOUDCROFT	\$ 212,902,152	\$ 12,774,129	\$ 6,015,000	\$ 6,759,129	47.1%	398.50	\$ 534,259	11/5/2019
17 CLOVIS	\$ 850,055,947	\$ 51,003,357	\$ 47,315,000	\$ 3,688,357	92.8%	7,815.75	\$ 108,762	2/7/2017
18 COBRE	\$ 228,893,203	\$ 13,733,592	\$ 7,185,000	\$ 6,548,592	52.3%	1,146.50	\$ 199,645	2/3/2015
19 CORONA	\$ 55,901,076	\$ 3,354,065	\$ 325,000	\$ 3,029,065	9.7%	64.50	\$ 866,683	11/5/2019
20 CUBA	\$ 143,285,329	\$ 8,597,120	\$ 3,765,000	\$ 4,832,120	43.8%	517.50	\$ 276,880	2/5/2019
21 DEMING	\$ 611,725,058	\$ 36,703,503	\$ 26,320,000	\$ 10,383,503	71.7%	5,244.75	\$ 116,636	11/5/2019
22 DES MOINES	\$ 38,775,236	\$ 2,326,514	\$ 191,000	\$ 2,135,514	8.2%	89.00	\$ 435,677	2/7/2017
23 DEXTER	\$ 81,672,414	\$ 4,900,345	\$ 5,130,000	(\$ 229,655)	104.7%	889.25	\$ 91,844	2/2/2016
24 DORA	\$ 29,215,932	\$ 1,752,956	\$ 1,125,000	\$ 627,956	64.2%	233.25	\$ 125,256	2/7/2017
25 DULCE	\$ 367,413,773	\$ 22,044,826	\$ 22,460,000	(\$ 415,174)	101.9%	593.75	\$ 618,802	2/5/2019
26 ELIDA	\$ 29,233,141	\$ 1,753,988		\$ 1,753,988	0.0%	158.75	\$ 184,146	2/3/2015
27 ESPANOLA	\$ 605,156,224	\$ 36,309,373	\$ 21,325,000	\$ 14,984,373	58.7%	3,983.25	\$ 151,925	11/5/2019
28 ESTANCIA	\$ 120,312,339	\$ 7,218,740	\$ 3,700,000	\$ 3,518,740	51.3%	569.50	\$ 211,260	4/12/2016
29 EUNICE	\$ 1,000,941,391	\$ 60,056,483	\$ 17,520,000	\$ 42,536,483	29.2%	835.50	\$ 1,198,015	2/2/2016
30 FARMINGTON	\$ 1,511,826,001	\$ 90,709,560	\$ 89,415,000	\$ 1,294,560	98.6%	10,963.75	\$ 137,893	2/6/2018
31 FLOYD	\$ 14,184,826	\$ 851,090		\$ 851,090	0.0%	225.50	\$ 62,904	2/3/2015
32 FORT SUMNER	\$ 93,632,516	\$ 5,617,951	\$ 2,285,000	\$ 3,332,951	40.7%	290.75	\$ 322,038	2/5/2019
33 GADSDEN	\$ 1,016,188,751	\$ 60,971,325	\$ 44,955,000	\$ 16,016,325	73.7%	13,002.75	\$ 78,152	2/6/2018
34 GALLUP	\$ 808,993,843	\$ 48,539,631	\$ 47,055,000	\$ 1,484,631	96.9%	11,210.00	\$ 72,167	2/6/2018
35 GRADY	\$ 10,413,922	\$ 624,835	\$ 414,000	\$ 210,835	66.3%	150.00	\$ 69,426	2/7/2017
36 GRANTS	\$ 349,518,478	\$ 20,971,109	\$ 12,934,000	\$ 8,037,109	61.7%	3,369.75	\$ 103,722	2/2/2016
37 HAGERMAN	\$ 37,911,653	\$ 2,274,699	\$ 750,000	\$ 1,524,699	33.0%	421.00	\$ 90,051	2/5/2019
38 HATCH	\$ 84,032,309	\$ 5,041,939	\$ 4,485,000	\$ 556,939	89.0%	1,209.75	\$ 69,463	2/5/2019
39 HOBBS	\$ 1,873,795,957	\$ 112,427,757	\$ 48,940,000	\$ 63,487,757	43.5%	9,979.00	\$ 187,774	2/3/2015
40 HONDO	\$ 36,859,331	\$ 2,211,560	\$ 1,235,000	\$ 976,560	55.8%	140.00	\$ 263,281	2/7/2017
41 HOUSE	\$ 16,655,712	\$ 999,343	\$ 230,000	\$ 769,343	23.0%	60.25	\$ 276,443	2/7/2017
42 JAL	\$ 3,282,170,263	\$ 196,930,216	\$ 43,280,000	\$ 153,650,216	22.0%	505.50	\$ 6,492,918	2/7/2017
43 JEMEZ MOUNTAIN	\$ 222,780,700	\$ 13,366,842		\$ 13,366,842	0.0%	199.00	\$ 1,119,501	2/3/2015
44 JEMEZ VALLEY	\$ 107,768,998	\$ 6,466,140	\$ 4,105,000	\$ 2,361,140	63.5%	395.25	\$ 272,660	2/5/2019

Bonding Indebtedness

School District	2019 Initial Land Valuation	Bonding Capacity (6 percent of valuation)	Bonds Outstanding on 12/31/19	Available Capacity	Bonding Indebtedness Percentage	FY19 MEM	Assessed Valuation Per MEM	Date District Passed SB9 Mill Levy
45 LAKE ARTHUR	\$ 57,539,122	\$ 3,452,347	\$ 3,610,000	(\$ 157,653)	104.6%	84.00	\$ 684,990	2/7/2017
46 LAS CRUCES	\$ 3,546,985,899	\$ 212,819,154	\$ 125,185,000	\$ 87,634,154	58.8%	24,811.75	\$ 142,956	2/2/2016
47 LAS VEGAS CITY	\$ 293,494,488	\$ 17,609,669	\$ 12,975,000	\$ 4,634,669	73.7%	1,506.25	\$ 194,851	2/7/2017
48 LAS VEGAS WEST	\$ 206,176,146	\$ 12,370,569	\$ 9,390,000	\$ 2,980,569	75.9%	1,501.00	\$ 137,359	2/5/2019
49 LOGAN	\$ 72,451,216	\$ 4,347,073	\$ 2,210,000	\$ 2,137,073	50.8%	318.50	\$ 227,476	5/16/2017
50 LORDSBURG	\$ 141,080,285	\$ 8,464,817	\$ 7,015,000	\$ 1,449,817	82.9%	484.00	\$ 291,488	3/5/2019
51 LOS ALAMOS	\$ 793,533,630	\$ 47,612,018	\$ 31,280,000	\$ 16,332,018	65.7%	3,689.25	\$ 215,093	No Election
52 LOS LUNAS	\$ 929,730,521	\$ 55,783,831	\$ 48,300,000	\$ 7,483,831	86.6%	8,738.00	\$ 106,401	2/6/2018
53 LOVING	\$ 449,096,321	\$ 26,945,779	\$ 3,034,000	\$ 23,911,779	11.3%	587.50	\$ 784,419	6/11/2019
54 LOVINGTON	\$ 710,402,950	\$ 42,624,177	\$ 39,780,000	\$ 2,844,177	93.3%	3,640.00	\$ 195,166	2/5/2019
55 MAGDALENA	\$ 31,773,965	\$ 1,906,438	\$ 1,220,000	\$ 686,438	64.0%	316.50	\$ 100,392	2/7/2017
56 MAXWELL	\$ 22,599,470	\$ 1,355,968	\$ 57,000	\$ 1,298,968	4.2%	136.00	\$ 166,173	2/5/2019
57 MELROSE	\$ 36,608,838	\$ 2,196,530	\$ 550,000	\$ 1,646,530	25.0%	260.75	\$ 140,398	2/7/2017
58 MESA VISTA	\$ 84,821,130	\$ 5,089,268	\$ 4,280,000	\$ 809,268	84.1%	238.00	\$ 356,391	11/5/2019
59 MORA	\$ 103,749,238	\$ 6,224,954		\$ 6,224,954	0.0%	405.75	\$ 255,697	Failed
60 MORIARTY	\$ 577,201,588	\$ 34,632,095	\$ 28,925,000	\$ 5,707,095	83.5%	2,923.50	\$ 197,435	2/3/2015
61 MOSQUERO	\$ 75,575,725	\$ 4,534,544	\$ 4,872,000	(\$ 337,456)	107.4%	28.25	\$ 2,675,247	2/2/2016
62 MOUNTAINAIR	\$ 70,386,939	\$ 4,223,216	\$ 2,680,000	\$ 1,543,216	63.5%	214.00	\$ 328,911	2/2/2016
63 PECOS	\$ 141,410,922	\$ 8,484,655	\$ 4,375,000	\$ 4,109,655	51.6%	575.50	\$ 245,718	2/7/2017
64 PENASCO	\$ 58,553,756	\$ 3,513,225	\$ 1,470,000	\$ 2,043,225	41.8%	347.75	\$ 168,379	2/5/2019
65 POJOAQUE	\$ 179,173,209	\$ 10,750,393	\$ 5,860,000	\$ 4,890,393	54.5%	1,907.00	\$ 93,956	11/5/2019
66 PORTALES	\$ 310,124,403	\$ 18,607,464	\$ 12,040,000	\$ 6,567,464	64.7%	2,636.50	\$ 117,627	2/7/2017
67 QUEMADO	\$ 93,359,313	\$ 5,601,559	\$ 425,000	\$ 5,176,559	7.6%	162.50	\$ 574,519	2/7/2017
68 QUESTA	\$ 213,036,481	\$ 12,782,189	\$ 4,860,000	\$ 7,922,189	38.0%	453.75	\$ 469,502	Failed
69 RATON	\$ 158,433,951	\$ 9,506,037	\$ 687,000	\$ 8,819,037	7.2%	893.25	\$ 177,368	2/7/2017
70 RESERVE	\$ 45,638,811	\$ 2,738,329	\$ 1,690,000	\$ 1,048,329	61.7%	133.00	\$ 343,149	Failed
71 RIO RANCHO	\$ 2,397,578,329	\$ 143,854,700	\$ 121,135,000	\$ 22,719,700	84.2%	17,621.75	\$ 136,058	2/6/2018
72 ROSWELL	\$ 1,093,569,899	\$ 65,614,194	\$ 39,135,000	\$ 26,479,194	59.6%	10,142.50	\$ 107,821	2/5/2019
73 ROY	\$ 8,904,840	\$ 534,290	\$ 423,000	\$ 111,290	79.2%	48.50	\$ 183,605	2/2/2016
74 RUIDOSO	\$ 737,283,544	\$ 44,237,013	\$ 36,915,000	\$ 7,322,013	83.4%	2,002.25	\$ 368,228	2/5/2019
75 SAN JON	\$ 16,153,862	\$ 969,232	\$ 30,000	\$ 939,232	3.1%	128.50	\$ 125,711	2/7/2017
76 SANTA FE	\$ 6,912,676,153	\$ 414,760,569	\$ 212,500,000	\$ 202,260,569	51.2%	15,354.25	\$ 450,213	2/6/2018
77 SANTA ROSA	\$ 124,695,378	\$ 7,481,723	\$ 2,925,000	\$ 4,556,723	39.1%	631.25	\$ 197,537	2/5/2019
78 SILVER CITY	\$ 584,107,883	\$ 35,046,473	\$ 5,000,000	\$ 30,046,473	14.3%	2,608.25	\$ 223,946	5/14/2019
79 SOCORRO	\$ 188,970,297	\$ 11,338,218	\$ 11,229,000	\$ 109,218	99.0%	1,592.75	\$ 118,644	2/6/2018
80 SPRINGER	\$ 44,159,520	\$ 2,649,571	\$ 289,000	\$ 2,360,571	10.9%	130.00	\$ 339,689	2/2/2016
81 TAOS	\$ 1,206,798,719	\$ 72,407,923	\$ 28,374,000	\$ 44,033,923	39.2%	3,172.25	\$ 380,424	2/5/2019
82 TATUM	\$ 200,192,622	\$ 12,011,557	\$ 2,575,000	\$ 9,436,557	21.4%	330.50	\$ 605,727	2/5/2019
83 TEXICO	\$ 86,943,177	\$ 5,216,591	\$ 3,640,000	\$ 1,576,591	69.8%	554.25	\$ 156,866	2/5/2019
84 TRUTH OR CONS.	\$ 316,778,014	\$ 19,006,681	\$ 12,625,000	\$ 6,381,681	66.4%	1,241.50	\$ 255,157	2/7/2017
85 TUCUMCARI	\$ 132,051,743	\$ 7,923,105	\$ 4,490,000	\$ 3,433,105	56.7%	928.00	\$ 142,297	2/5/2019
86 TULAROSA	\$ 104,597,608	\$ 6,275,856	\$ 4,340,000	\$ 1,935,856	69.2%	824.25	\$ 126,900	2/3/2015
87 VAUGHN	\$ 97,490,607	\$ 5,849,436	\$ 2,390,000	\$ 3,459,436	40.9%	70.50	\$ 1,382,845	2/3/2015
88 WAGON MOUND	\$ 33,514,128	\$ 2,010,848	\$ 800,000	\$ 1,210,848	39.8%	55.50	\$ 603,858	11/5/2019
89 ZUNI	\$ 2,463,001	\$ 147,780		\$ 147,780	0.0%	1,233.75	\$ 1,996	2/6/2018
STATEWIDE	\$ 66,630,241,591	\$ 3,997,814,495	\$ 2,205,124,000	\$ 1,792,690,495	55%	323,100.75	\$ 206,221.25	

Source: PED

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33)
Status After 2020 Elections

School District	SB9 ¹				HB33 ²					
	Successful Election Date	Next Election	Mills	Lease Purchase Payments	Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Admin
1 Alamogordo Public Schools	4/9/2019	2025	2.000	YES	4/10/2018	2024	1.400	YES	YES	YES
2 Albuquerque Public Schools	11/5/2019	2025	2.000		2/2/2016	2022 ³	3.838		YES	YES
3 Albuquerque Public Schools					2/2/2016	2022 ³	4.344		YES	YES
4 Animas Public Schools	2/7/2017	2023	2.000	YES						
5 Artesia Public Schools	2/6/2018	2024	2.000	YES	2/2/2016	2022	5.000	YES	YES	YES
6 Aztec Municipal Schools	11/5/2019	2025	1.886	YES						
7 Belen Consolidated Schools	2/7/2017	2023	2.000	YES						
8 Bernalillo Public Schools	11/5/2019	2025	2.000	YES						
9 Bloomfield Schools	11/5/2019	2025	2.000							
10 Capitan Municipal Schools	2/3/2015	2021	2.000	YES						
11 Carlsbad Municipal Schools	5/7/2019	2025	2.000		2/2/2016	2022 ⁴	1.796		YES	YES
12 Carlsbad Municipal Schools					2/2/2016	2022 ⁴	1.987		YES	YES
13 Carrizozo Municipal Schools	4/9/2019	2025	2.000	YES						
14 Central Consolidated Schools	2/5/2019	2025	2.000	YES						
15 Chama Valley Independent Schools	2/7/2017	2023	2.000	YES						
16 Cimarron Municipal Schools	2/3/2015	2021	2.000	YES						
17 Clayton Municipal Schools	2/7/2017	2023	2.000	YES						
18 Cloudcroft Municipal Schools	11/5/2019	2025	2.000	YES						
19 Clovis Municipal Schools	2/7/2017	2023	2.000	YES						
20 Cobre Consolidated Schools	2/3/2015	2021	2.000							
21 Corona Municipal Schools	11/5/2019	2025	2.000	YES						
22 Cuba Independent Schools	2/5/2019	2025	2.000	YES						
23 Deming Public Schools	11/5/2019	2025	2.000							
24 Des Moines Municipal Schools	2/7/2017	2023	2.000	YES						
25 Dexter Consolidated Schools	2/2/2016	2022	2.000	YES						
26 Dora Municipal Schools	2/7/2017	2023	2.000	YES						
27 Dulce Independent Schools	2/5/2019	2025	2.000	YES	2/5/2019	2024	2.000	YES	YES	YES
28 Elida Municipal Schools	2/3/2015	2021	2.000	YES						
29 Española Public Schools	11/5/2019	2025	2.000							
30 Estancia Municipal Schools	4/12/2016	2022	2.000	YES						
31 Eunice Municipal Schools	2/2/2016	2022	2.000	YES	2/2/2016	2022	2.000	YES	YES	YES
32 Farmington Municipal Schools	2/6/2018	2024	2.000		2/6/2018	2024 ⁵	0.500		YES	YES
33 Floyd Municipal Schools	2/3/2015	2021	2.000	YES						
34 Fort Sumner Municipal Schools	2/5/2019	2025	2.000	YES						
35 Gadsden Independent Schools	2/6/2018	2024	2.000	YES						
36 Gallup McKinley County Schools	2/2/2016	2022	2.000	YES						
37 Grady Municipal Schools	2/7/2017	2023	2.000	YES						

SB9 and HB33 Status

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33)
Status After 2020 Elections

School District	SB9 ¹				HB33 ²					
	Successful Election Date	Next Election	Mills	Lease Purchase Payments	Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Admin
38 Grants Cibola County Schools	2/2/2016	2021	2.000	YES						
39 Hagerman Municipal Schools	2/5/2019	2025	2.000	YES						
40 Hatch Valley Public Schools	2/5/2019	2025	2.000	YES						
41 Hobbs Municipal Schools	2/3/2015	2021	2.000	YES	2/3/2015	2021	4.000	YES	YES	YES
42 Hondo Valley Public Schools	2/7/2017	2023	2.000	YES						
43 House Municipal Schools	2/7/2017	2023	2.000	YES						
44 Jal Public Schools	2/7/2017	2023	2.000							
45 Jemez Mountain Public Schools	2/3/2015	2021	2.000	YES						
46 Jemez Valley Public Schools	2/5/2019	2024	2.000	YES						
47 Lake Arthur Municipal Schools	2/7/2017	2023	2.000	YES						
48 Las Cruces Public Schools	2/2/2016	2022	2.000	YES	11/5/2019	2025	3.000	YES	YES	YES
49 Las Vegas City Public Schools	2/7/2017	2023	2.000	YES						
50 Logan Municipal Schools	5/16/2017	2023	2.000	YES						
51 Lordsburg Municipal Schools	3/5/2019	2025	2.000	YES						
52 Los Alamos Public Schools	No Election	2021								
53 Los Lunas Public Schools	2/6/2018	2024	2.000		1/26/2016	2022	3.246	YES	YES	YES
54 Loving Municipal Schools	2/5/2013	2019	2.000		2/6/2018	2024	3.000	YES	YES	YES
55 Lovington Municipal Schools	2/3/2015	2019	2.000							
56 Magdalena Municipal Schools	2/7/2017	2023	2.000	YES	2/7/2017	2023	2.000	YES	YES	YES
57 Maxwell Municipal Schools	2/5/2019	2025	2.000	YES						
58 Meirose Public Schools	2/7/2017	2023	2.000	YES						
59 Mesa Vista Consolidated Schools	11/5/2019	2024	2.000							
60 Mora Independent Schools	11/5/2019	2025	2.000	YES						
61 Moriarty Municipal Schools	2/3/2015	2021	2.000	YES						
62 Mosquero Municipal Schools	2/2/2016	2022	2.000							
63 Mountair Public Schools	2/2/2016	2022	2.000							
64 Pecos Independent Schools	2/7/2017	2023	2.000	YES						
65 Penasco Independent Schools	2/5/2019	2025	2.000	YES						
66 Pojoaque Valley Public Schools	11/5/2019	2025	2.000	YES						
67 Portales Municipal Schools	2/7/2017	2023	2.000	YES	11/5/2019	2025	1.25	YES	YES	YES
68 Quemado Independent Schools	2/7/2017	2023	2.000	YES						
69 Questa Independent Schools	FAILED	2021								
70 Raton Public Schools	2/7/2017	2023	2.000	YES						
71 Reserve Public Schools	FAILED	2021								
72 Rio Rancho Public Schools	2/6/2018	2024	2.000	YES						
73 Roswell Independent Schools	2/5/2019	2025	2.000							
74 Roy Municipal Schools	2/2/2016	2022	2.000	YES						

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33)
Status After 2020 Elections

School District	SB9 ¹				HB33 ²					
	Successful Election Date	Next Election	Mills	Lease Purchase Payments	Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Admin
75 Ruidoso Municipal Schools	2/5/2019	2025	2.000							
76 San Jon Municipal Schools	2/7/2017	2023	2.000	YES						
77 Santa Fe Public Schools	2/6/2018	2024	2.000		2/3/2015	2021	1.500	YES	YES	YES
78 Santa Rosa Consolidated Schools	2/5/2019	2025	2.000	YES						
79 Silver Consolidated Schools	5/14/2019	2025	2.000	YES	2/7/2017	2023	1.500	YES	YES	YES
80 Socorro Consolidated Schools	2/6/2018	2024	2.000	YES						
81 Springer Municipal Schools	2/2/2016	2022	2.000	YES						
82 Taos Municipal Schools	2/5/2019	2025	2.000	YES						
83 Tatum Municipal Schools	2/5/2019	2025	2.000	YES						
84 Texico Municipal Schools	2/5/2019	2025	2.000	YES						
85 Truth or Conseq. Municipal Schools	2/7/2017	2023	2.000	YES						
86 Tucumcari Public Schools	2/5/2019	2025	2.000	YES						
87 Tularosa Municipal Schools	2/3/2015	2021	2.000	YES						
88 Vaughn Municipal Schools	2/3/2015	2021	2.000	YES	2/5/2019	2025	0.65	YES	YES	YES
89 Wagon Mound Public Schools	11/5/2019	2025	2.000							
90 West Las Vegas Public Schools	2/5/2019	2025	2.000	YES						
91 Zuni Public Schools	2/6/2018	2024	2.000	YES						

Source: PED

¹All school districts with an SB9 mill levy are authorized to use funds for erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings; purchasing or improving public school grounds; maintaining or installing education technology buildings or public school grounds; purchasing activity vehicles for transporting students to extracurricular school activities; purchasing computer software and hardware for student use in public school classrooms; purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning or administrative resources.

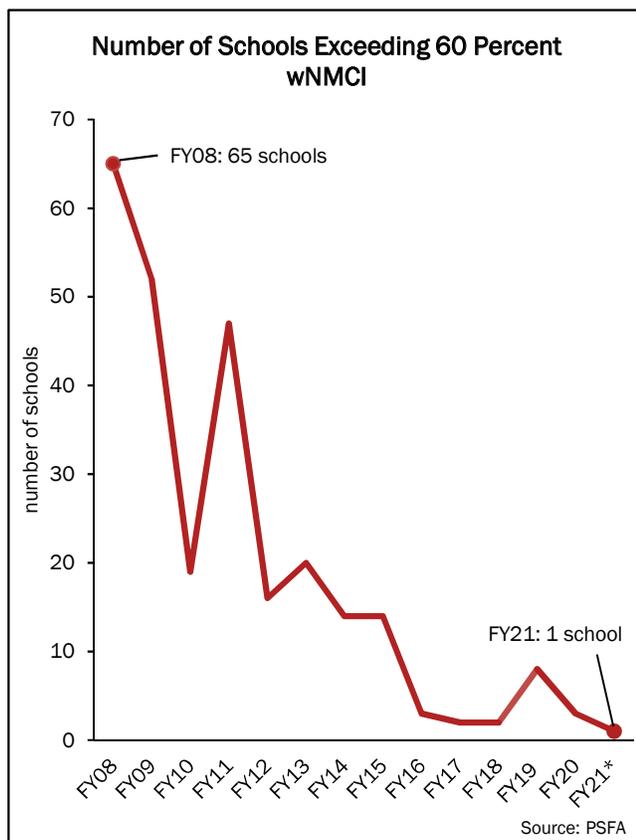
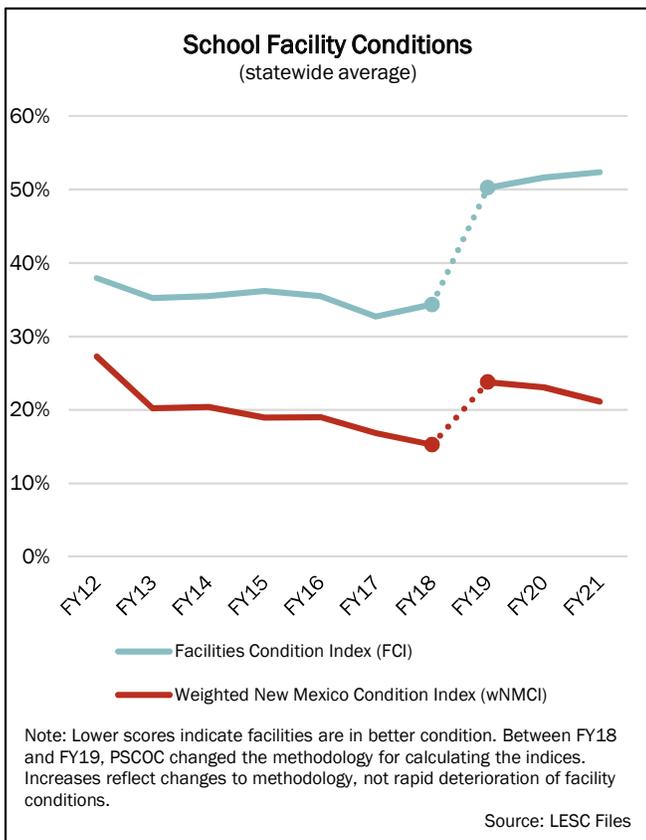
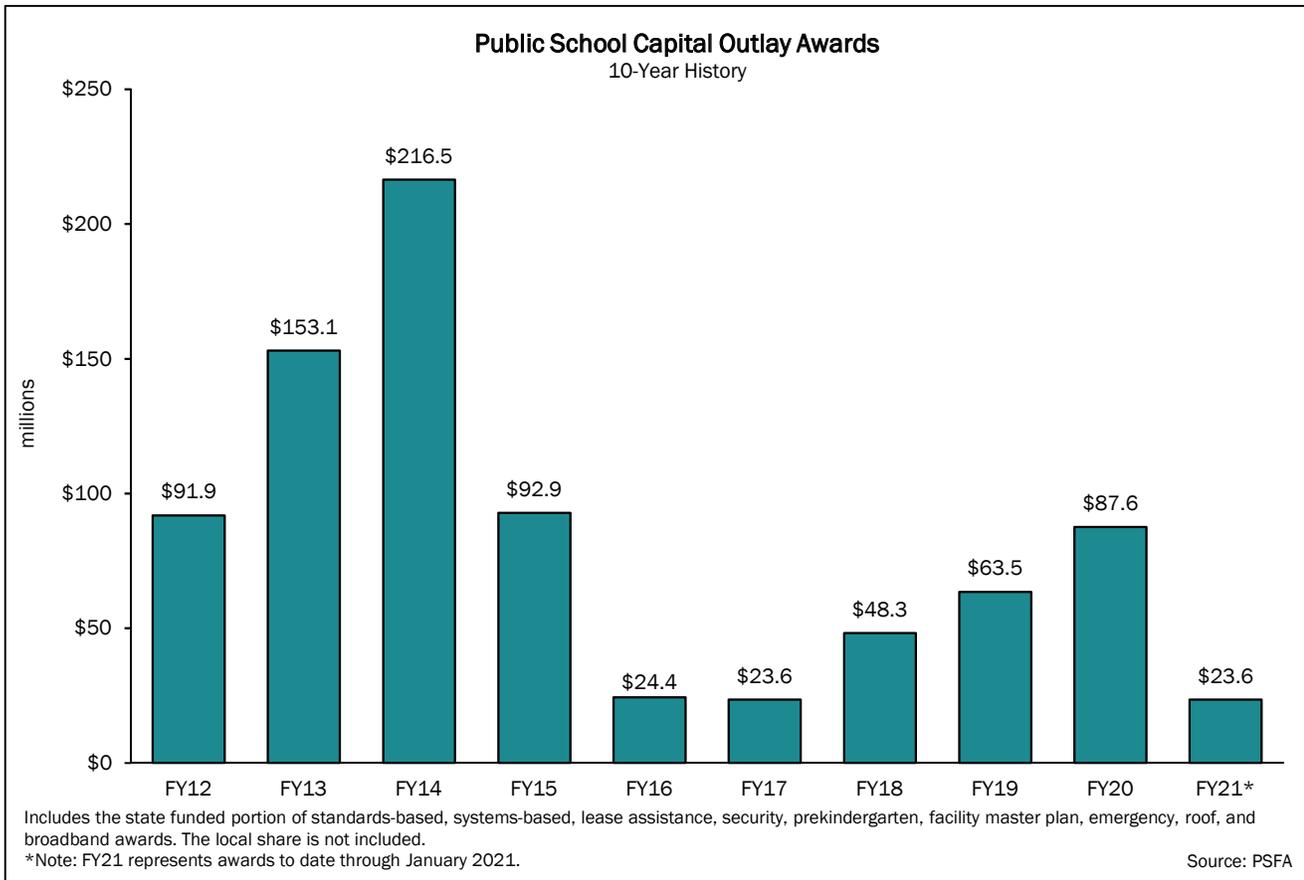
²All school districts with an HB33 mill levy are authorized to use funds for erecting, remodeling, making additions to, providing equipment for, or furnishing public buildings; payments made pursuant to a financing agreement entered into by a school district or charter school for the leasing of a building or other real property with an option to purchase for a price that is reduced according to payments made; purchasing or improving public school grounds; purchasing activity vehicles for transporting students to extracurricular activities, provided that this authorization does not apply to school districts with a student MEM greater than 60 thousand; project administration; purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning or administrative resources.

³Albuquerque Public Schools has a tax rate of \$3.838 per each \$1,000 for residential property value and a tax rate of \$4.344 per each \$1,000 for non-residential property value.

⁴Carlsbad Municipal Schools has a tax rate of \$1.796 per each \$1,000 for residential property value and a tax rate of \$1.987 per each \$1,000 for non-residential property value.

⁵Farmington Public Schools passed a tax rate of \$2.25 per each \$1,000 for residential property and non-residential property value in February 2018; however, the school district passed a resolution in 2019 requesting that the rate be lowered to .5 for calendar year 2019.

PSCOC History



Standards-Based Awards

PSCOC Standards-Based Awards by School District, FY21

School District (School Site)	2020-2021 w/NIMCI	2020-2021 FCI	FMAR	Award Language	Estimated Project Cost	Local Match %	State Match %	Offset	Estimated Total Local Match After Offsets	Estimated Total State Match After Offsets
Zuni (Twin Buttes HS, Zuni HS)	64.5%, 48.0%	50.0%, 55.4%	59.2%, 55.0%	Planning phase funding to complete a feasibility study to determine options to renovate or replace the existing high school buildings, with demolition of excess square footage, including a cost/benefit and building systems analysis, followed by a campus master plan and educational specification for the new grades 6-12 campus on the high school site, including new teacher housing units. Campus master plan will define the phasing strategy for the design and construction phases, including a sequencing plan to move students as the work progresses and an outline scope of work for each design and construction phase. Upon completion, the district may return to the PSCOC for the next out-of-cycle funding phase to include approval of the design enrollment, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total estimated project cost. PSCOC may make an award to fund a functional phase of a project without committing to funding future phases of proposed projects. The Council shall reevaluate each phase of a project and the capacity of the Public School Capital Outlay Fund before making an award for a subsequent phase of a project.	\$51,974,571	0%	100%		\$0	\$51,974,571
Carrizozo (Combined School)	53.0%	69.7%	No FMAR Score	Planning phase funding to complete a feasibility study to determine options to renovate or replace the existing school buildings on the combined campus, with demolition of excess square footage, including a building systems analysis, followed by a campus master plan and educational specification for the new grades Pre-K-12 campus. Upon completion, the district may return to the PSCOC for the next out-of-cycle funding phase to include approval of the design enrollment, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total estimated project cost. PSCOC may make an award to fund a functional phase of a project without committing to funding future phases of proposed projects. The Council shall reevaluate each phase of a project and the capacity of the Public School Capital Outlay Fund before making an award for a subsequent phase of a project.	\$20,210,393	94%	6%	\$198,182	\$19,394,133	\$816,260
Gallup-McKinley (Gallup HS)	46.3%	56.0%	17.2%	Planning phase funding to complete a structural investigation and feasibility study to determine options to renovate or replace the existing high school buildings, with demolition of excess square footage, including a cost/benefit analysis to stabilize the buildings and a building systems analysis, followed by a campus master plan and educational specification for the school, grades 9-12. Campus master plan will define the phasing strategy for the design and construction phases, including a sequencing plan to move students as the work progresses and an outline scope of work for each design and construction phase. Upon completion, the district may return to the PSCOC for the next out-of-cycle funding phase to include approval of the design enrollment, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total project cost estimate. PSCOC may make an award to fund a functional phase of a project without committing to funding future phases of proposed projects. The Council shall reevaluate each phase of a project and the capacity of the Public School Capital Outlay Fund before making an award for a subsequent phase of a project.	\$71,780,729	19%	81%		\$13,638,339	\$58,142,390
Hobbs (Heizer MS)	42.0%	79.5%	88.2%	Planning funding to complete Phase I planning to include district-wide enrollment and boundary study, updated 5-year middle school enrollment projections and student location/geocode analysis. Based on the results of this initial Phase I planning work, the district may return to PSCOC for approval of the project scope for a new middle school campus and/or renovations to Heizer MS. Phase II planning work for a new middle school will include educational specifications. Upon completion of the planning phase, the district may return to the PSCOC for the next out-of-cycle design funding phase to include approval of enrollment for the new middle school, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total project cost estimate. PSCOC may make an award to fund a functional phase of a project without committing to funding future phases of proposed projects. The Council shall reevaluate each phase of a project and the capacity of the Public School Capital Outlay Fund before making an award for a subsequent phase of a project.	\$52,867,500	56%	44%	\$200,160	\$29,805,960	\$23,061,540
Gallup-McKinley (Crownpoint HS)	40.6%	75.5%	59.0%	Planning phase funding to complete a comprehensive campus master plan and educational specification to include Crownpoint middle and high schools, to maximize utilization of the school facilities, including sharing of spaces. The campus master plan will define the final configuration of the grades 6-12 campus, including construction phases and site elements. Upon completion, the district may return to the PSCOC for the next out-of-cycle funding phase to include approval of the design enrollment, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total estimated project cost. PSCOC may make an award to fund a functional phase of a project without committing to funding future phases of proposed projects. The Council shall reevaluate each phase of a project and the capacity of the Public School Capital Outlay Fund before making an award for a subsequent phase of a project.	\$33,712,963	19%	81%		\$6,405,463	\$27,307,500
Gallup-McKinley (Navajo Pine HS)	37.8%	72.5%	56.0%	Planning phase funding to complete a comprehensive campus master plan and educational specification to include Navajo middle and high schools, to maximize utilization of the school facilities, including sharing of spaces. The campus master plan will define the final configuration of the grades 6-12 campus, including construction phases and site elements. Upon completion, the district may return to the PSCOC for the next out-of-cycle funding phase to include approval of the design enrollment, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total estimated project cost. PSCOC may make an award to fund a functional phase of a project without committing to funding future phases of proposed projects. The Council shall reevaluate each phase of a project and the capacity of the Public School Capital Outlay Fund before making an award for a subsequent phase of a project.	\$22,631,511	19%	81%		\$4,299,987	\$18,331,524
Grants (Mesa View ES)	37.5%	68.5%	72.2%	Planning and design phase funding for the replacement of the existing facility to the maximum gross square footage pursuant to the Adequacy Planning Guide, for a design enrollment of 474 students, grades Pre-K-5. PSCOC may make an award to fund a functional phase of a project without committing to funding future phases of proposed projects. The Council shall reevaluate each phase of a project and the capacity of the Public School Capital Outlay Fund before making an award for a subsequent phase of a project.	\$24,270,571	26%	74%		\$6,310,348	\$17,960,223
TOTAL					\$277,448,238			\$396,342	\$79,854,230	\$197,594,008

Source: PSFA

Systems-Based Awards

PSCOC Systems-Based Awards by School District, FY21

School District (School Site)	2020-2021 wNIMCI	2020-2021 FCI	FMAR	Award Language	Estimated Project Cost	Local Match %	State Match %	Offset	Total Local Match After Offsets	Total State Match After Offsets
1. Las Cruces (Tombaugh ES)	41.0%	74.1%	77.0%	Design phase funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 73,929 gross square feet. Systems eligible for state funding are limited to: Roof and HVAC, as identified in the district's application. Costs for any work that may be required for other associated building systems will be the sole responsibility of the district. Upon completion of the design phase, the district may return to the PSCOC for the next out-of-cycle funding phase to include an update to the total estimated project cost.	\$3,310,965	50%	50%		\$1,655,483	\$1,655,483
2. Clovis (Clovis HS)	37.1%	73.4%	70.5%	Design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 15,455 gross square feet (partial campus). Systems eligible for state funding are limited to: Roof and HVAC, as identified in the district's application. Prior to receiving an award, the district shall submit a written commitment to replace the remainder of the roofing adjacent to this work area at its own cost. Costs for any work that may be required for other associated building systems will be the sole responsibility of the district.	\$1,401,966	31%	69%		\$434,609	\$967,357
3. Las Cruces (Onate HS)	32.8%	63.1%	79.9%	Design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 33,400 gross square feet (partial campus). Systems eligible for state funding are limited to: HVAC, as identified in the district's application. Costs for any work that may be required for other associated building systems will be the sole responsibility of the district. Upon completion of the design phase, the district may return to the PSCOC for the next out-of-cycle funding phase to include an update to the total estimated project cost.	\$2,797,237	50%	50%		\$1,398,619	\$1,398,619
4. Gallup-McKinley (Tohatch MS)	30.0%	62.4%	80.5%	Design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 34,839 gross square feet (partial campus). Systems eligible for state funding are limited to: Roof, as identified in the district's application. Costs for any work that may be required for other associated building systems will be the sole responsibility of the district.	\$995,400	19%	81%	\$28,800	\$217,926	\$777,474
5. Hatch Valley (Hatch Valley MS)	26.2%	61.8%	70.1%	Design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 10,061 gross square feet. Systems eligible for state funding are limited to: Roof and HVAC, as identified in the district's application. Costs for any work that may be required for other associated building systems will be the sole responsibility of the district.	\$259,290	15%	85%		\$38,894	\$220,397
TOTAL					\$8,764,858			\$28,800	\$3,745,530	\$5,019,328

11 Source: PSFA

State and Federal E-Rate Awards

Federal, State, and District Share of E-Rate Projects

School District or Charter School	Category	FY19			FY20			FY21 YTD			
		E-Rate Share	State Share	District Share	E-Rate Share	State Share	District Share	E-Rate Share	State Share	District Share	
School Districts											
1 Alamogordo Public Schools	Category 2				\$545,860	\$84,608	\$51,857				
2 Albuquerque Public Schools	Category 1				\$87,348	\$9,705	\$0				
3 Albuquerque Public Schools	Category 2	\$2,971,426	\$407,700	\$335,156	\$2,483,592	\$335,689	\$285,208	\$1,377,960	\$155,021	\$189,470	
4 Animas Public Schools	Category 2	\$8,182	\$736	\$1,309							
5 Bernalillo Public Schools	Category 2	\$57,463	\$4,158	\$5,983	\$14,358	\$1,039	\$1,495				
6 Carlsbad Municipal Schools	Category 2	\$435,685	\$13,071	\$95,851	\$241,946	\$12,443	\$91,248				
7 Carrizozo Municipal Schools	Category 2	\$22,272	\$393	\$3,537							
8 Central Consolidated Schools	Category 2				\$459,466	\$50,271	\$30,811				
9 Clayton Municipal Schools	Category 2				\$13,320	\$366	\$2,964	\$15,758	\$433	\$3,506	
10 Clovis Municipal Schools	Category 2	\$227,194	\$33,879	\$22,919	\$151,773	\$27,699	\$10,245				
11 Cuba Independent Schools	Category 2	\$42,725	\$5,875	\$4,807							
12 Deming Public Schools	Category 2	\$49,000	\$5,966	\$2,681							
13 Des Moines Municipal Schools	Category 2							\$3,171	\$190	\$1,169	
14 Dexter Consolidated Schools	Category 2	\$17,697	\$1,373	\$1,750							
15 Dulce Independent Schools	Category 2				\$28,661	\$506	\$4,552				
16 Farmington Municipal Schools	Category 2	\$354,555	\$38,474	\$24,095				\$106,016	\$15,107	\$11,397	
17 Gadsden Independent Schools	Category 2	\$531,011	\$78,715	\$14,993				\$59,002	\$8,434	\$1,978	
18 Gallup-McKinley County Schools	Category 1				\$4,128,923	\$217,312	\$0				
19 Gallup-McKinley County Schools	Category 2	\$339,696	\$47,957	\$11,989	\$376,673	\$53,177	\$13,294	\$226,062	\$31,915	\$7,979	
20 Grants-Cibola County Schools	Category 1				\$535,360	\$28,177	\$0				
21 Grants-Cibola County Schools	Category 2							\$158,949	\$4,049	\$24,001	
22 Hagerman Municipal Schools	Category 2	\$22,534	\$3,022	\$954							
23 Hatch Valley Public Schools	Category 1				\$1,412,025	\$74,317	\$0				
24 Hatch Valley Public Schools	Category 2	\$30,447	\$4,513	\$860				\$18,611	\$2,726	\$558	
25 Hobbs Municipal Schools	Category 2	\$88,918	\$12,893	\$9,336	\$31,722	\$4,600	\$3,331	\$319,943	\$41,593	\$38,393	
26 Jal Public Schools	Category 2				\$15,172	\$379	\$3,414				
27 Jemez Mountain Public Schools	Category 2	\$17,543	\$254	\$2,841				\$7,689	\$109	\$1,248	
28 Jemez Valley Public Schools	Category 2							\$7,689	\$475	\$882	
29 Lake Arthur Municipal Schools	Category 2				\$13,839	\$244	\$2,198				
30 Las Cruces Public Schools	Category 2				\$1,337,779	\$175,134	\$98,869				
31 Las Vegas City Public Schools	Category 2	\$85,705	\$8,016	\$7,108	\$15,684	\$1,467	\$1,301				
32 Los Alamos Public Schools	Category 2	\$12,741	\$5,988	\$6,753							
33 Los Lunas Public Schools	Category 2							\$199,696	\$34,947	\$14,977	
34 Lovington Municipal Schools	Category 2				\$230,026	\$26,397	\$31,110				
35 Maxwell Municipal Schools	Category 2				\$4,870	\$1,623	\$1,623	\$3,215	\$323	\$244	

State and Federal E-Rate Awards

School District or Charter School	Category	FY19			FY20			FY21 YTD		
		E-Rate Share	State Share	District Share	E-Rate Share	State Share	District Share	E-Rate Share	State Share	District Share
36 Mora Independent Schools	Category 2				\$5,049	\$285	\$606	\$11,683	\$639	\$1,423
37 Moriarty-Edgewood School District	Category 2	\$44,490	\$3,769	\$4,083						
38 Mosquero Municipal Schools	Category 2							\$19,197	\$384	\$4,415
39 Pecos Independent Schools	Category 2				\$61,075	\$3,988	\$6,790			
40 Pojoaque Valley Public Schools	Category 2	\$154,294	\$29,316	\$9,258				\$5,426	\$1,017	\$339
41 Portales Municipal Schools	Category 2							\$159,644	\$27,539	\$12,372
42 Raton Public Schools	Category 2	\$7,335	\$593	\$701	\$16,910	\$921	\$2,063	\$14,706	\$1,298	\$1,298
43 Rio Rancho Public Schools	Category 2	\$286,483	\$127,963	\$63,026	\$69,775	\$31,166	\$15,351	\$833,607	\$315,384	\$240,354
44 Roswell Independent Schools	Category 2							\$40,990	\$6,968	\$3,279
45 Santa Fe Public Schools	Category 2	\$97,854	\$2,446	\$22,017	\$52,127	\$1,303	\$11,728			
46 Santa Rosa Consolidated Schools	Category 2	\$44,152	\$4,207	\$3,584	\$24,176	\$2,304	\$1,963			
47 Silver Consolidated Schools	Category 2	\$82,499	\$8,456	\$12,169				\$76,324	\$6,297	\$12,784
48 Socorro Consolidated Schools	Category 2	\$13,733	\$1,745	\$679	\$97,844	\$12,432	\$4,835	\$13,678	\$1,714	\$700
49 Springer Municipal Schools	Category 2							\$27,579	\$1,119	\$3,748
50 Taos Municipal Schools	Category 2				\$8,227	\$116	\$1,336			
51 Truth or Consequences Municipal Schools	Category 1				\$2,500,615	\$131,611	\$0	\$300,755	\$15,829	\$0
52 Truth or Consequences Municipal Schools	Category 2							\$94,385	\$3,831	\$12,825
53 Tucuman Public Schools	Category 2				\$80,357	\$9,359	\$4,821			
54 Tularosa Municipal Schools	Category 2				\$70,074	\$8,780	\$3,586	\$31,348	\$3,762	\$1,770
55 Wagon Mound Public Schools	Category 2	\$16,290	\$287	\$2,587						
56 West Las Vegas Public Schools	Category 2				\$86,497	\$10,227	\$5,037	\$59,936	\$7,087	\$3,490
57 Zuni Public Schools	Category 1				\$1,128,334	\$59,386	\$0			
58 Zuni Public Schools	Category 2				\$159,372	\$25,374	\$2,751			
59 Charter Schools										
60 Any Biehl High School	Category 2	\$27,700	\$3,809	\$3,116	\$4,024	\$553	\$453			
61 Academy for Technology and the Classics	Category 2	\$4,683	\$201	\$1,806						
62 ACE Leadership High School	Category 2							\$38,802	\$4,365	\$5,335
63 Albuquerque Charter Academy	Category 2							\$18,176	\$2,045	\$2,499
64 Albuquerque Collegiate Charter School	Category 2				\$7,704	\$748	\$612			
65 Albuquerque School of Excellence	Category 2				\$39,018	\$4,943	\$4,812			
66 Albuquerque Sign Language Academy	Category 2							\$13,741	\$1,546	\$1,889
67 Albuquerque Talent Dev. Secondary Charter	Category 2				\$967	\$94	\$77	\$14,900	\$1,676	\$2,049
68 Alice King Community School	Category 2							\$41,888	\$18,850	\$23,039
69 ASK Academy	Category 2							\$16,245	\$14,133	\$10,234
70 Cesar Chavez Community School	Category 2							\$15,034	\$1,194	\$1,459
71 Christine Duncan Heritage Academy	Category 2							\$61,173	\$6,882	\$8,411
72 Cien Aguas International School	Category 2							\$59,709	\$6,426	\$8,501
73 Coral Community Charter School	Category 2							\$21,836	\$6,551	\$8,006

State and Federal E-Rate Awards

School District or Charter School	Category	FY19			FY20			FY21 YTD			
		E-Rate Share	State Share	District Share	E-Rate Share	State Share	District Share	E-Rate Share	State Share	District Share	
74 Cottonwood Classical Preparatory School	Category 2				\$1,216	\$1,003	\$821	\$11,365	\$446	\$2,395	74
75 DEAP School	Category 2							\$6,908	\$975	\$244	75
76 Digital Arts and Technology Academy	Category 2	\$36,351	\$3,783	\$5,305				\$41,661	\$12,405	\$15,370	76
77 East Mountain High School	Category 2				\$28,539	\$2,770	\$2,266	\$16,922	\$1,344	\$1,642	78
78 El Camino Real Academy	Category 2				\$5,895	\$3,242	\$2,653	\$4,030	\$1,813	\$2,216	79
79 Explore Academy	Category 2							\$6,488	\$4,380	\$5,353	80
80 Gordon Bernell Charter School	Category 2	\$4,068	\$395	\$323				\$5,929	\$667	\$815	81
81 Health Leadership High School	Category 2							\$31,651	\$6,330	\$1,583	82
82 Hozho Academy Charter School	Category 2							\$38,547	\$7,434	\$9,086	83
83 International School at Mesa Del Sol	Category 2							\$21,885	\$8,316	\$6,274	84
84 J. Paul Taylor Academy	Category 2							\$15,305	\$1,530	\$13,774	85
85 Jefferson Montessori Academy	Category 2							\$6,494	\$653	\$493	86
86 Las Montanas Charter School	Category 2							\$4,638	\$522	\$638	87
87 Los Puentes High School	Category 2							\$6,423	\$851	\$755	88
88 McCurdy Charter School	Category 2							\$13,622	\$4,670	\$1,168	89
89 Middle College High School	Category 2							\$32,602	\$3,668	\$4,483	90
90 Mission Achievement and Success	Category 2	\$29,181	\$1,485	\$3,665	\$26,511	\$2,573	\$2,105	\$16,818	\$1,892	\$2,312	91
91 Monte Del Sol Charter School	Category 2										92
92 Mountain Mahogany Community School	Category 2				\$17,440	\$2,398	\$1,962	\$23,586	\$2,372	\$1,790	93
93 New America School - Las Cruces	Category 2				\$33,978	\$4,672	\$3,822				94
94 New Mexico International School	Category 2							\$65,652	\$7,386	\$9,027	95
95 North Valley Academy	Category 2							\$8,791	\$884	\$667	96
96 Raices Del Saber	Category 2	\$9,356	\$1,106	\$545				\$2,745	\$291	\$194	97
97 Rio Gallinas School	Category 2							\$9,431	\$133	\$1,531	98
98 San Diego Riverside School	Category 2							\$26,016	\$3,772	\$2,732	99
99 Sandoval Academy of Bilingual Education	Category 2							\$10,486	\$1,783	\$839	100
100 Sidney Gutierrez Charter School	Category 2							\$5,963	\$842	\$210	101
101 Six Directions Indigenous School	Category 2							\$9,988	\$1,124	\$1,373	102
102 Solare Collegiate Charter School	Category 2										103
103 South Valley Preparatory Academy	Category 2				\$8,622	\$837	\$685				104
104 Southwest Aero., Math., and Sci. Academy	Category 2	\$12,873	\$4,720	\$3,862				\$6,231	\$1,869	\$2,285	105
105 Southwest Secondary Learning Center	Category 2	\$30,470	\$10,898	\$9,416							106
106 Technology Leadership High School	Category 2							\$32,845	\$3,695	\$4,516	107
107 The Great Academy	Category 2				\$8,448	\$3,098	\$2,534				108
108 Tierra Adentro of New Mexico	Category 2	\$42,725	\$5,875	\$4,807				\$10,940	\$1,231	\$1,504	109
109 Walatowa High Charter School	Category 2	\$7,769	\$548	\$823							110
STATEWIDE		\$6,267,100	\$884,585	\$704,693	\$16,671,191	\$1,429,336	\$717,190	\$4,988,484	\$835,135	\$761,292	

Source: PSFA

State and School District Share of Capital Outlay Projects

State/Local Match Calculation

	2019-2020		2020-2021		Change in Local Match	
	Local Match (District Share)	State Match (State Share)	Local Match (District Share)	State Match (State Share)		
1 Alamogordo Public Schools	40%	60%	43%	57%	4%	1
2 Albuquerque Public Schools	55%	45%	64%	36%	9%	2
3 Animas Public Schools	59%	41%	57%	43%	-2%	3
4 Artesia Public Schools	92%	8%	94%	6%	2%	4
5 Aztec Municipal Schools	63%	37%	71%	29%	8%	5
6 Belen Consolidated Schools	49%	51%	52%	48%	4%	6
7 Bernalillo Public Schools	67%	33%	74%	26%	6%	7
8 Bloomfield Schools	76%	24%	82%	18%	6%	8
9 Capitan Municipal Schools	92%	8%	94%	6%	2%	9
10 Carlsbad Municipal Schools	90%	10%	93%	7%	2%	10
11 Carrizozo Municipal Schools	92%	8%	94%	6%	2%	11
12 Central Consolidated Schools	40%	60%	41%	59%	1%	12
13 Chama Valley Independent Schools	92%	8%	94%	6%	2%	13
14 Cimarron Municipal Schools	92%	8%	94%	6%	2%	14
15 Clayton Municipal Schools	89%	11%	89%	11%	0%	15
16 Cloudcroft Municipal Schools	92%	8%	94%	6%	2%	16
17 Clovis Municipal Schools	32%	68%	31%	69%	-1%	17
18 Cobre Consolidated Schools	65%	35%	64%	36%	-1%	18
19 Corona Municipal Schools	92%	8%	94%	6%	2%	19
20 Cuba Independent Schools	69%	31%	75%	25%	6%	20
21 Deming Public Schools	33%	67%	34%	66%	1%	21
22 Des Moines Municipal Schools	86%	14%	84%	16%	-2%	22
23 Dexter Consolidated Schools	24%	76%	22%	78%	-2%	23
24 Dora Municipal Schools	29%	71%	28%	72%	0%	24
25 Dulce Independent Schools	92%	8%	94%	6%	2%	25
26 Elida Municipal Schools	48%	52%	41%	59%	-7%	26
27 Española Public Schools	47%	53%	55%	45%	9%	27
28 Estancia Municipal Schools	56%	44%	52%	48%	-4%	28
29 Eunice Municipal Schools	92%	8%	94%	6%	2%	29
30 Farmington Municipal Schools	43%	57%	48%	52%	5%	30
31 Floyd Municipal Schools	20%	80%	17%	83%	-3%	31
32 Fort Sumner Municipal Schools	85%	15%	90%	10%	6%	32
33 Gadsden Independent Schools	19%	81%	24%	76%	5%	33
34 Gallup-McKinley County Schools	20%	80%	19%	81%	-1%	34
35 Grady Municipal Schools	16%	84%	12%	88%	-4%	35
36 Grants Cibola County Schools	25%	75%	26%	74%	1%	36
37 Hagerman Municipal Schools	24%	76%	23%	77%	-1%	37
38 Hatch Valley Public Schools	17%	83%	15%	85%	-2%	38
39 Hobbs Municipal Schools	48%	52%	56%	44%	8%	39
40 Hondo Valley Public Schools	73%	27%	64%	36%	-9%	40
41 House Municipal Schools	56%	44%	50%	50%	-6%	41
42 Jal Public Schools	92%	8%	94%	6%	2%	42
43 Jemez Mountain Public Schools	92%	8%	94%	6%	2%	43
44 Jemez Valley Public Schools	65%	35%	64%	36%	-1%	44
45 Lake Arthur Municipal Schools	92%	8%	94%	6%	2%	45
46 Las Cruces Public Schools	43%	57%	50%	50%	7%	46
47 Las Vegas City Public Schools	52%	48%	53%	47%	1%	47
48 Logan Municipal Schools	61%	39%	64%	36%	4%	48
49 Lordsburg Municipal Schools	76%	24%	84%	16%	8%	49
50 Los Alamos Public Schools	61%	39%	67%	33%	7%	50
51 Los Lunas Public Schools	30%	70%	37%	63%	7%	51

State and School District Share of Capital Outlay Projects

State/Local Match Calculation

	School District	2019-2020		2020-2021		Change in Local Match	
		Local Match (District Share)	State Match (State Share)	Local Match (District Share)	State Match (State Share)		
52	Loving Municipal Schools	87%	13%	90%	10%	3%	52
53	Lovington Municipal Schools	57%	43%	59%	41%	2%	53
54	Magdalena Municipal Schools	24%	76%	23%	77%	-1%	54
55	Maxwell Municipal Schools	43%	57%	38%	62%	-5%	55
56	Melrose Public Schools	37%	63%	33%	67%	-4%	56
57	Mesa Vista Consolidated Schools	87%	13%	83%	17%	-4%	57
58	Mora Independent Schools	69%	31%	66%	34%	-3%	58
59	Moriarty Municipal Schools	61%	39%	56%	44%	-6%	59
60	Mosquero Municipal Schools	92%	8%	94%	6%	2%	60
61	Mountainair Public Schools	87%	13%	82%	18%	-4%	61
62	Pecos Independent Schools	69%	31%	69%	31%	0%	62
63	Penasco Independent Schools	43%	57%	40%	60%	-3%	63
64	Pojoaque Valley Public Schools	25%	75%	27%	73%	1%	64
65	Portales Municipal Schools	31%	69%	34%	66%	3%	65
66	Quemado Independent Schools	92%	8%	94%	6%	2%	66
67	Questa Independent Schools	92%	8%	94%	6%	2%	67
68	Raton Public Schools	50%	50%	50%	50%	0%	68
69	Reserve Public Schools	91%	9%	94%	6%	3%	69
70	Rio Rancho Public Schools	42%	58%	51%	49%	10%	70
71	Roswell Independent Schools	32%	68%	34%	66%	2%	71
72	Roy Municipal Schools	44%	56%	32%	68%	-12%	72
73	Ruidoso Municipal Schools	92%	8%	93%	7%	1%	73
74	San Jon Municipal Schools	30%	70%	27%	73%	-2%	74
75	Santa Fe Public Schools	92%	8%	94%	6%	2%	75
76	Santa Rosa Consolidated Schools	46%	54%	47%	53%	1%	76
77	Silver Consolidated Schools	67%	33%	74%	26%	7%	77
78	Socorro Consolidated Schools	29%	71%	29%	71%	0%	78
79	Springer Municipal Schools	77%	23%	72%	28%	-5%	79
80	Taos Municipal Schools	92%	8%	94%	6%	2%	80
81	Tatum Municipal Schools	86%	14%	90%	10%	5%	81
82	Texico Municipal Schools	44%	56%	42%	58%	-1%	82
83	Truth or Consequences Municipal Schools	77%	23%	80%	20%	3%	83
84	Tucumcari Public Schools	35%	65%	37%	63%	2%	84
85	Tularosa Municipal Schools	32%	68%	30%	70%	-2%	85
86	Vaughn Municipal Schools	92%	8%	94%	6%	2%	86
87	Wagon Mound Public Schools	87%	13%	90%	10%	3%	87
88	West Las Vegas Public Schools	33%	67%	32%	68%	-1%	88
89	Zuni Public Schools	0%	100%	0%	100%	0%	89

Note: Charter schools receive the match for the school district in which they are physically located.

Source: PSFA

FMAR

Facility Maintenance Assessment Report (FMAR) 2017 - 2020 Average by School District

School District	2017 Average	2018 Average	2019 Average	2020 Average
1 Alamogordo	81.0%	79.0%	74.4%	78.4%
2 Albuquerque	70.9%	73.4%	63.4%	77.1%
3 Animas		74.8%		
4 Artesia			73.0%	72.7%
5 Aztec		93.2%	95.2%	79.8%
6 Belen	89.6%	78.5%	82.1%	78.0%
7 Bernalillo	78.9%		59.6%	65.1%
8 Bloomfield		64.3%	82.0%	86.7%
9 Capitan	63.5%			
10 Carlsbad				71.9%
11 Carrizozo				
12 Central	80.9%	85.5%	82.1%	85.8%
13 Chama		63.0%	54.4%	
14 Cimarron	58.5%	68.5%		
15 Clayton	82.5%	59.4%		
16 Cloudcroft		61.0%		65.6%
17 Clovis	89.0%	95.5%	87.1%	82.9%
18 Cobre			53.5%	73.7%
19 Corona		55.2%		
20 Cuba		86.0%	79.8%	
21 Deming	75.7%	79.3%		
22 Des Moines		78.3%	72.1%	
23 Dexter	70.9%			78.3%
24 Dora	69.5%			
25 Dulce	63.3%		49.0%	
26 Elida				
27 Española	47.3%	53.0%	53.7%	65.0%
28 Estancia	70.2%	62.9%	58.6%	
29 Eunice	71.8%			66.6%
30 Farmington	91.9%	84.7%		86.7%
31 Floyd				
32 Fort Sumner		64.3%		
33 Gadsden	79.4%	71.7%	85.5%	79.1%
34 Gallup	49.3%	48.0%	48.0%	70.1%
35 Grady	62.1%			
36 Grants	75.8%		80.3%	
37 Hagerman				
38 Hatch	67.4%	69.4%		70.1%
39 Hobbs	78.2%		88.1%	86.3%
40 Hondo		76.6%		
41 House		53.7%		
42 Jal				69.4%
43 Jemez Mountain	57.0%			55.7%
44 Jemez Valley	66.1%		64.0%	
45 Lake Arthur			68.2%	
46 Las Cruces	75.6%	73.2%	75.6%	77.3%
47 Las Vegas City	59.1%		70.4%	83.8%
48 Logan	72.2%			
49 Lordsburg	72.4%	67.9%		
50 Los Alamos	71.1%		82.0%	86.4%
51 Los Lunas	73.2%	84.3%		84.8%
52 Loving			67.8%	
53 Lovington	89.9%		95.8%	84.0%
54 Magdalena		82.7%		
55 Maxwell	76.7%			

School District	2017 Average	2018 Average	2019 Average	2019 Average
56 Melrose				
57 Mesa Vista	81.2%			68.9%
58 Mora	57.8%	49.0%		
59 Moriarty		80.2%	82.2%	77.2%
60 Mosquero			45.4%	
61 Mountainair				
62 Pecos	57.4%			
63 Peñasco	68.5%			
64 Pojoaque	79.5%	64.8%		63.6%
65 Portales		70.9%	80.2%	82.4%
66 Quemado	72.4%			
67 Questa		71.4%		
68 Raton	57.0%			77.3%
69 Reserve			74.3%	
70 Rio Rancho	77.6%			74.6%
71 Roswell	84.2%	86.3%	77.9%	85.0%
72 Roy			68.0%	
73 Ruidoso				68.2%
74 San Jon			84.8%	
75 Santa Fe	72.6%	67.1%	66.9%	73.3%
76 Santa Rosa	72.6%			86.5%
77 Silver	70.4%	68.9%		
78 Socorro	80.6%	80.3%		
79 Springer		56.1%		63.7%
80 Taos	67.7%	61.8%		
81 Tatum			71.7%	
82 Texico				
83 Truth or Conseq.	80.7%	66.1%		
84 Tucumcari	90.6%			
85 Tularosa			67.0%	62.4%
86 Vaughn		53.8%		
87 Wagon Mound		68.0%		
88 West Las Vegas		71.4%		
89 Zuni				59.2%
90 STATEWIDE	72.8%	70.5%	72.0%	72.4%

Source: PSFA

In an effort to extend the life cycle of facilities, the facilities maintenance assessment report (FMAR) calculates a percentage to indicate a school district's effort to to maintain their public schools. PSFA has established 70 percent as a satisfactory rating. PSFA established the current FMAR process in 2011 with a five-year baseline study. Blank cells indicate PSFA has not updated the FMAR.

Lease Assistance

FY21 Lease Assistance Awards

A	B	C	D	E	F	G	H	I	J	K	L		
Charter School	Building Ownership Type	Actual Lease Paid by School	Actual Sq. Ft. of Leased Space	Cost of Lease Per Sq. Ft. (C/D)	FY20 MEM	Sq. Ft. Per MEM	Total Sq. Ft. Eligible for Lease Assist. ¹	Perc. of Space Eligible for Lease Assist. (F/D)	Lease Assistance Funding Based on Eligible Sq. Ft. (C * G)	Maximum Allowable Lease Assistance (D * \$747.29)	FINAL LEASE ASSISTANCE (Lowest of H or I) ²	Lease Award Based On	Share of Lease Covered by Lease Assist.
1 Albuquerque Public Schools													
2	Albuquerque Charter Academy	\$166,273	17,068	\$9.74	328	52	11,192	66%	\$109,034	\$245,111	\$109,034	Sq. Ft.	66%
3	ACE Leadership High School	\$438,888	23,190	\$18.93	257	90	15,392	66%	\$291,301	\$192,054	\$192,054	MEM	44%
4	ACES Technical Charter School	\$88,500	16,543	\$5.35	125	132	8,935	54%	\$47,797	\$93,411	\$47,797	Sq. Ft.	54%
5	Albuquerque Bilingual Academy	\$585,000	45,501	\$12.86	384	119	40,954	90%	\$526,544	\$286,773	\$286,773	MEM	49%
6	Albuquerque Collegiate	\$231,667	14,114	\$16.41	74	191	11,052	78%	\$181,407	\$55,299	\$55,299	MEM	24%
7	Alb Institute for Math & Science	\$464,668	28,020	\$16.58	378	74	22,216	79%	\$368,416	\$282,102	\$282,102	MEM	61%
8	Albuquerque School of Excellence	\$670,169	44,164	\$15.17	663	67	35,570	81%	\$539,756	\$495,453	\$495,453	MEM	74%
9	Albuquerque Talent Development Academy	\$264,000	16,708	\$15.80	152	110	16,514	99%	\$260,941	\$113,588	\$113,588	MEM	43%
10	Alice King Community School	\$519,329	50,908	\$10.20	474	107	40,337	79%	\$411,489	\$354,215	\$354,215	MEM	68%
11	Altura Preparatory School	\$204,630	21,696	\$9.43	89	244	7,837	36%	\$73,912	\$66,509	\$66,509	MEM	33%
12	Amy Biehl High School (Main Building)	\$220,841	39,264	\$5.62	298	132	31,596	80%	\$177,712	\$222,692	\$177,712	Sq. Ft.	80%
13	Amy Biehl High School (Simms Building)	\$24,720	3,420	\$7.23	298	11	3,314	97%	\$23,957	\$222,692	\$23,957	Sq. Ft.	97%
14	Cesar Chavez Community School	\$419,302	26,987	\$15.54	199	136	23,808	88%	\$369,905	\$148,337	\$148,337	MEM	35%
15	Christine Duncan's Heritage Academy	\$420,000	34,580	\$12.15	406	85	31,263	90%	\$379,711	\$303,587	\$303,587	MEM	72%
16	Cien Aguas International School	\$464,399	28,334	\$16.39	425	67	23,089	81%	\$378,426	\$317,598	\$317,598	MEM	68%
17	Coral Community Charter School	\$137,387	18,880	\$7.28	217	87	15,348	81%	\$111,683	\$161,788	\$111,683	Sq. Ft.	81%
18	Corrales International School	\$378,480	23,418	\$16.16	261	90	19,868	85%	\$321,102	\$195,043	\$195,043	MEM	52%
19	Cottonwood Classical Preparatory School	\$881,018	47,141	\$18.69	725	65	35,805	76%	\$669,159	\$541,785	\$541,785	MEM	61%
20	Digital Arts and Technology Academy	\$209,204	50,436	\$4.15	283	179	36,667	73%	\$152,091	\$211,109	\$152,091	Sq. Ft.	73%
21	East Mountain High School	\$392,200	43,784	\$8.96	358	122	35,579	81%	\$318,704	\$267,156	\$267,156	MEM	68%
22	El Camino Real Academy	\$702,649	66,121	\$10.63	334	198	49,594	75%	\$527,017	\$249,595	\$249,595	MEM	36%
23	Explore Academy	\$823,202	35,700	\$23.06	465	77	27,256	76%	\$628,497	\$347,490	\$347,490	MEM	42%
24	Gilbert L. Sena Charter HS	\$228,000	14,110	\$16.16	170	83	11,256	80%	\$181,888	\$126,666	\$126,666	MEM	56%
25	Gordon Bernell Charter School	\$168,319	5,950	\$28.29	188	32	4,465	75%	\$126,319	\$140,117	\$126,319	Sq. Ft.	75%
26	Health Leadership High School	\$225,600	16,124	\$13.99	220	73	13,186	82%	\$184,491	\$164,030	\$164,030	MEM	73%
27	Horizon Academy West	\$480,285	42,347	\$11.34	454	93	36,262	86%	\$411,272	\$339,456	\$339,456	MEM	71%
28	La Academia de Esperanza	\$311,060	21,246	\$14.64	224	95	20,176	95%	\$295,388	\$167,393	\$167,393	MEM	54%
29	Los Puentes Charter School	\$170,874	21,173	\$8.07	177	120	17,819	84%	\$143,810	\$132,270	\$132,270	MEM	77%
30	Mark Armijo Academy	\$131,001	9,715	\$13.48	192	51	7,602	78%	\$102,509	\$143,480	\$102,509	Sq. Ft.	78%
31	Media Arts Collaborative Charter (Main)	\$104,314	12,208	\$8.54	217	56	8,780	72%	\$75,024				31
32	Media Arts Collaborative Charter (Nob Hill)	\$101,233	11,015	\$9.19	217	51	9,519	86%	\$87,486	\$161,788	\$161,788	MEM	79%

Lease Assistance

A	B	C	D	E	D	E	F	G	H	I	J	K	L
Charter School	Building Ownership Type	Actual Lease Paid by School	Actual Sq. Ft. of Leased Space	Cost of Lease Per Sq. Ft. (C/D)	FY20 MEM	Sq. Ft. Per MEM	Total Sq. Ft. Eligible for Lease Assist. 1	Perc. of Space Eligible for Lease Assist. (F/D)	Lease Assistance Funding Based on Eligible Sq. Ft. (C * G)	Maximum Allowable Lease Assistance (D * \$747.29)	FINAL LEASE ASSISTANCE (Lowest of H or I) 2	Lease Award Based On	Share of Lease Covered by Lease Assist.
33	Mission Achievement and Success 1.0	\$873,950	70,548	\$12.39	1,039	68	55,832	79%	\$691,645	\$776,434	\$691,645	Sq. Ft.	79%
34	Mission Achievement and Success 2.0	\$329,280	16,748	\$19.66	240	70	13,240	79%	\$260,302	\$179,350	\$179,350	MEM	54%
35	Montessori of the Rio Grande	\$162,162	27,997	\$5.79	217	129	22,520	80%	\$130,437	\$162,162	\$162,162	MEM	100%
36	Mountain Mahogany Community School	\$105,996	16,114	\$6.58	195	83	16,114	100%	\$105,996	\$145,348	\$105,996	Sq. Ft.	100%
37	Native American Comm. Academy (Main)	\$399,231	38,178	\$10.46	300	127	28,675	75%	\$299,859		\$224,187	MEM	48%
38	Native American Comm. Academy (Auxiliary)	\$66,465	4,463	\$14.89	300	15	3,881	87%	\$57,795		\$127,787	MEM	46%
39	Native American Comm. Academy (CNM)	\$279,561	37,647	\$7.43	171	220	28,688	76%	\$213,031		\$249,595	MEM	50%
40	New Mexico International School	\$495,506	66,076	\$7.50	334	198	41,400	63%	\$310,460				
41	North Valley Academy (Art Space)	\$45,315	3,200	\$14.16	458	7	3,120	98%	\$44,182				
42	North Valley Academy (Main)	\$413,690	40,496	\$10.22	458	88	40,252	99%	\$411,198		\$342,446	MEM	75%
43	Public Academy for Performing Arts	\$333,665	46,709	\$7.14	447	105	35,403	76%	\$252,903	\$333,665	\$333,665	MEM	100%
44	Robert F. Kennedy Charter HS	\$212,978	63,173	\$3.37	285	222	51,609	82%	\$173,991	\$212,978	\$212,978	MEM	100%
45	Robert F. Kennedy Charter MS	\$47,079	7,313	\$6.44	63	116	7,070	97%	\$45,514	\$47,079	\$47,079	MEM	100%
46	Stembra Leadership HS	\$180,000	7,166	\$25.12	150	48	7,166	100%	\$180,000	\$111,720	\$111,720	MEM	62%
47	Solare Collegiate Charter School	\$404,412	8,984	\$45.01	135	67	7,005	78%	\$315,328	\$100,884	\$100,884	MEM	25%
48	South Valley Academy	\$459,210	66,507	\$6.90	615	108	60,006	90%	\$414,320	\$459,210	\$459,210	MEM	100%
49	Southwest Aero., Math., and Sci. Academy	\$229,549	41,393	\$5.55	269	154	34,171	83%	\$189,498	\$200,647	\$189,498	Sq. Ft.	83%
50	Southwest Preparatory Learning Center	\$213,395	25,739	\$8.29	193	134	23,841	93%	\$197,662	\$143,853	\$143,853	MEM	67%
51	Southwest Secondary Learning Center	\$317,899	17,159	\$18.53	186	92	17,045	99%	\$315,783	\$138,996	\$138,996	MEM	44%
52	Technology Leadership High School	\$191,604	12,000	\$15.97	249	48	8,963	75%	\$142,951	\$185,702	\$142,951	Sq. Ft.	75%
53	The Albuquerque Sign Language Academy	\$76,971	9,701	\$7.93	103	94	7,450	77%	\$59,112	\$76,971	\$76,971	MEM	100%
54	The GREAT Academy	\$234,287	15,033	\$15.58	158	95	7,869	52%	\$122,632	\$117,698	\$117,698	MEM	50%
55	The Montessori Elementary School	\$686,664	33,924	\$20.24	429	79	24,430	72%	\$494,498	\$320,587	\$320,587	MEM	47%
56	The New America School - NM	\$365,378	25,439	\$14.36	239	107	22,578	89%	\$324,281	\$178,229	\$178,229	MEM	49%
57	Tierra Adentro of New Mexico	\$308,400	18,875	\$16.34	278	68	15,462	82%	\$252,635	\$207,747	\$207,747	MEM	67%
58	21st Century Public Academy	\$550,062	52,374	\$10.50	329	159	33,877	65%	\$355,792	\$245,858	\$245,858	MEM	45%
59	William W. & Josephine Dorn Community	\$39,600	5,770	\$6.86	54	108	5,664	98%	\$38,875	\$39,980	\$38,875	Sq. Ft.	98%
60	Aztec Municipal Schools												
61	Mosaic Academy Charter School (Gym)	\$6,000	10,420	\$0.58	180	58	10,420	100%	\$6,000	\$134,512	\$6,000	Sq. Ft.	100%
62	Mosaic Academy Charter School (Portables)	\$62,434	7,520	\$8.30	180	42	7,520	100%	\$62,434	\$134,512	\$62,434	Sq. Ft.	100%
63	Carlsbad Municipal Schools												
64	Jefferson Montessori Academy	\$182,712	30,706	\$5.95	245	126	21,729	71%	\$129,298	\$182,712	\$182,712	MEM	100%
65	Cimarron Municipal Schools												
66	Moreno Valley High School	\$57,000	20,432	\$2.79	61	335	16,246	80%	\$45,323	\$45,585	\$45,323	Sq. Ft.	80%

Lease Assistance

A	B	C	D	E	F	G	H	I	J	K	L		
Charter School	Building Ownership Type	Actual Lease Paid by School	Actual Sq. Ft. of Leased Space	Cost of Lease Per Sq. Ft. (C/D)	FY20 MEM	Sq. Ft. Per MEM	Total Sq. Ft. Eligible for Lease Assist. (F/D)	Perc. of Space Eligible for Lease Assist. (F/D)	Lease Assistance Funding Based on Eligible Sq. Ft. (C * G)	Maximum Allowable Lease Assistance (D * \$747.29)	FINAL LEASE ASSISTANCE (Lowest of H or I) ²	Lease Award Based On	Share of Lease Covered by Lease Assist.
67 Espanola Public Schools													
68	La Tierra Montessori	\$46,332	14,482	\$3.20	62	234	11,060	76%	\$35,385	\$46,332	\$46,332	MEM	100%
69	McCurdy Charter School	\$492,660	73,617	\$6.69	548	134	53,672	73%	\$359,181	\$409,141	\$359,181	Sq. Ft.	73%
70 Gallup-McKinley County Schools													
71	DEAP School	\$37,987	2,880	\$13.19	40	73	2,634	91%	\$34,746	\$29,518	\$29,518	MEM	78%
72	Hozho Academy	\$166,536	11,456	\$14.54	238	48	8,950	78%	\$130,100	\$177,855	\$130,100	Sq. Ft.	78%
73	Hozho Academy	\$388,500	6,642	\$58.49	57	118	6,139	92%	\$359,073	\$42,222	\$42,222	MEM	11%
74	Middle College High School	\$26,969	5,301	\$5.09	120	44	5,301	100%	\$26,969	\$89,675	\$26,969	Sq. Ft.	100%
75	Six Directions Indigenous School	\$120,000	14,931	\$8.04	73	206	13,629	91%	\$109,638	\$54,179	\$54,179	MEM	45%
76 Jemez Valley Public Schools													
77	San Diego Riverside Charter School	\$45,482	16,586	\$2.74	88	188	13,926	84%	\$38,188	\$65,762	\$38,188	Sq. Ft.	84%
78	Walatowa High Charter School	\$41,475	13,062	\$3.18	56	235	13,062	100%	\$41,475	\$41,475	\$41,475	MEM	100%
79 Las Cruces Public Schools													
80	Alma d'arte Charter HS	\$95,279	47,308	\$2.01	128	371	37,032	78%	\$74,584	\$95,279	\$95,279	MEM	100%
81	J. Paul Taylor Academy	\$149,458	23,017	\$6.49	200	115	20,424	89%	\$132,621	\$149,458	\$149,458	MEM	100%
82	La Academia Dolores Huerta	\$60,530	21,832	\$2.77	81	270	14,962	69%	\$41,484	\$60,530	\$60,530	MEM	100%
83	Las Montanas Charter High School	\$297,836	30,409	\$9.79	175	174	17,445	57%	\$170,865	\$130,402	\$130,402	MEM	44%
84	Raices del Saber Xinachtli Com. School	\$52,367	4,885	\$10.72	31	160	3,872	79%	\$41,509	\$22,792	\$22,792	MEM	44%
85	The New America School - Las Cruces	\$396,000	24,366	\$16.25	199	123	18,171	75%	\$295,323	\$148,337	\$148,337	MEM	37%
86 Moriarty-Edgewood Public Schools													
87	Estancia Valley Classical Academy	\$956,025	57,710	\$16.57	590	98	49,725	86%	\$823,740	\$440,527	\$440,527	MEM	46%
88 Questa Independent Schools													
89	Red River Valley Charter	\$62,399	14,766	\$4.23	84	177	11,846	80%	\$50,057	\$62,399	\$62,399	MEM	100%
90	Roots & Wings Community School	\$42,739	4,464	\$9.57	50	89	3,650	82%	\$34,949	\$37,365	\$34,949	Sq. Ft.	82%
91 Rio Rancho Public Schools													
92	Sandoval Academy of Bilingual Education	\$235,500	23,964	\$9.83	183	131	20,435	85%	\$200,815	\$136,380	\$136,380	MEM	58%
93	The ASK Academy	\$534,903	38,724	\$13.81	438	88	30,678	79%	\$423,762	\$327,313	\$327,313	MEM	61%
94	The ASK Academy (Auxiliary)	\$101,846	5,622	\$18.12	100	56	5,314	95%	\$96,259	\$74,729	\$74,729	MEM	73%
95 Roswell Independent Schools													
96	Early College High School	\$175,000	10,464	\$16.72	171	61	6,649	64%	\$111,191	\$127,787	\$111,191	Sq. Ft.	64%
97	Sidney Gutierrez (Middle School)	\$37,572	20,185	\$1.86	67	301	16,223	80%	\$30,198	\$50,068	\$30,198	Sq. Ft.	80%
98	Sidney Gutierrez (Elementary School)	\$123,000	11,520	\$10.68	130	89	9,132	79%	\$97,503	\$97,148	\$97,148	MEM	79%
99 Santa Fe Public Schools													
##	Monte Del Sol Charter School	\$253,752	31,661	\$8.01	359	88	28,855	91%	\$231,260	\$268,277	\$231,260	Sq. Ft.	91%

Lease Assistance

A	B	C	D	E	F	G	H	I	J	K	L		
Charter School	Building Ownership Type	Actual Lease Paid by School	Actual Sq. Ft. of Leased Space	Cost of Lease Per Sq. Ft. (C/D)	FY20 MEM	Sq. Ft. Per MEM	Total Sq. Ft. Eligible for Lease Assist. ¹	Perc. of Space Eligible for Lease Assist. (F/D)	Lease Assistance Funding Based on Eligible Sq. Ft. (C * G)	Maximum Allowable Lease Assistance (D * \$747.29)	FINAL LEASE ASSISTANCE (Lowest of H or I) ²	Lease Award Based On	Share of Lease Covered by Lease Assist.
##	New Mexico School for the Arts	\$259,104	69,306	\$3.74	240	289	46,157	67%	\$172,560	\$179,350	\$172,560	Sq. Ft.	67%
##	The Academy for Technology & the Classics	\$276,000	47,900	\$5.76	375	128	35,406	74%	\$204,008	\$279,860	\$204,008	Sq. Ft.	74%
##	The MASTERS Program	\$117,363	7,488	\$15.67	261	29	7,455	100%	\$116,846	\$195,043	\$116,846	Sq. Ft.	100%
##	Tierra Encantada Charter High School	\$270,000	25,911	\$10.42	305	85	18,253	70%	\$190,200	\$227,550	\$190,200	Sq. Ft.	70%
##	Turquoise Trail Charter School	\$309,004	75,731	\$4.08	414	183	56,618	75%	\$231,016	\$309,004	\$309,004	MEM	100%
##	Silver Consolidated Schools												
##	Aldo Leopold Charter School	\$120,000	12,909	\$9.30	171	76	9,643	75%	\$89,639	\$127,413	\$89,639	Sq. Ft.	75%
##	Socorro Consolidated Schools												
##	Cottonwood Valley Charter School	\$121,275	12,123	\$10.00	170	71	12,123	100%	\$121,275	\$127,039	\$127,039	MEM	105%
##	Taos Municipal Schools												
##	Anansi Charter School	\$192,291	17,808	\$10.80	196	91	16,231	91%	\$175,265	\$146,469	\$146,469	MEM	76%
##	Taos Academy Charter School	\$180,536	27,120	\$6.66	235	115	27,120	100%	\$180,536	\$175,613	\$175,613	MEM	97%
##	Taos Integrated School of the Arts	\$199,320	13,062	\$15.26	173	76	11,052	85%	\$168,644	\$128,908	\$128,908	MEM	65%
##	Taos International Charter School	\$291,564	24,416	\$11.94	159	154	19,703	81%	\$235,278	\$118,445	\$118,445	MEM	41%
##	Taos Charter School	\$142,100	9,973	\$14.25	212	47	8,868	89%	\$126,360	\$158,052	\$126,360	Sq. Ft.	89%
##	Vista Grande High School	\$65,014	11,906	\$5.46	87	137	7,821	66%	\$42,708	\$65,014	\$65,014	MEM	100%
##	West Las Vegas Public Schools												
##	Rio Gallinas School	\$40,000	17,899	\$2.23	72	249	15,950	89%	\$35,645	\$53,805	\$35,645	Sq. Ft.	89%
##	STATEWIDE TOTALS/AVERAGES (93 Schools)											62%	
##		\$26,481,387	2,601,075	\$10.18	25,131	104	2,066,670	79%	\$21,201,238	\$18,051,537	\$16,532,532		

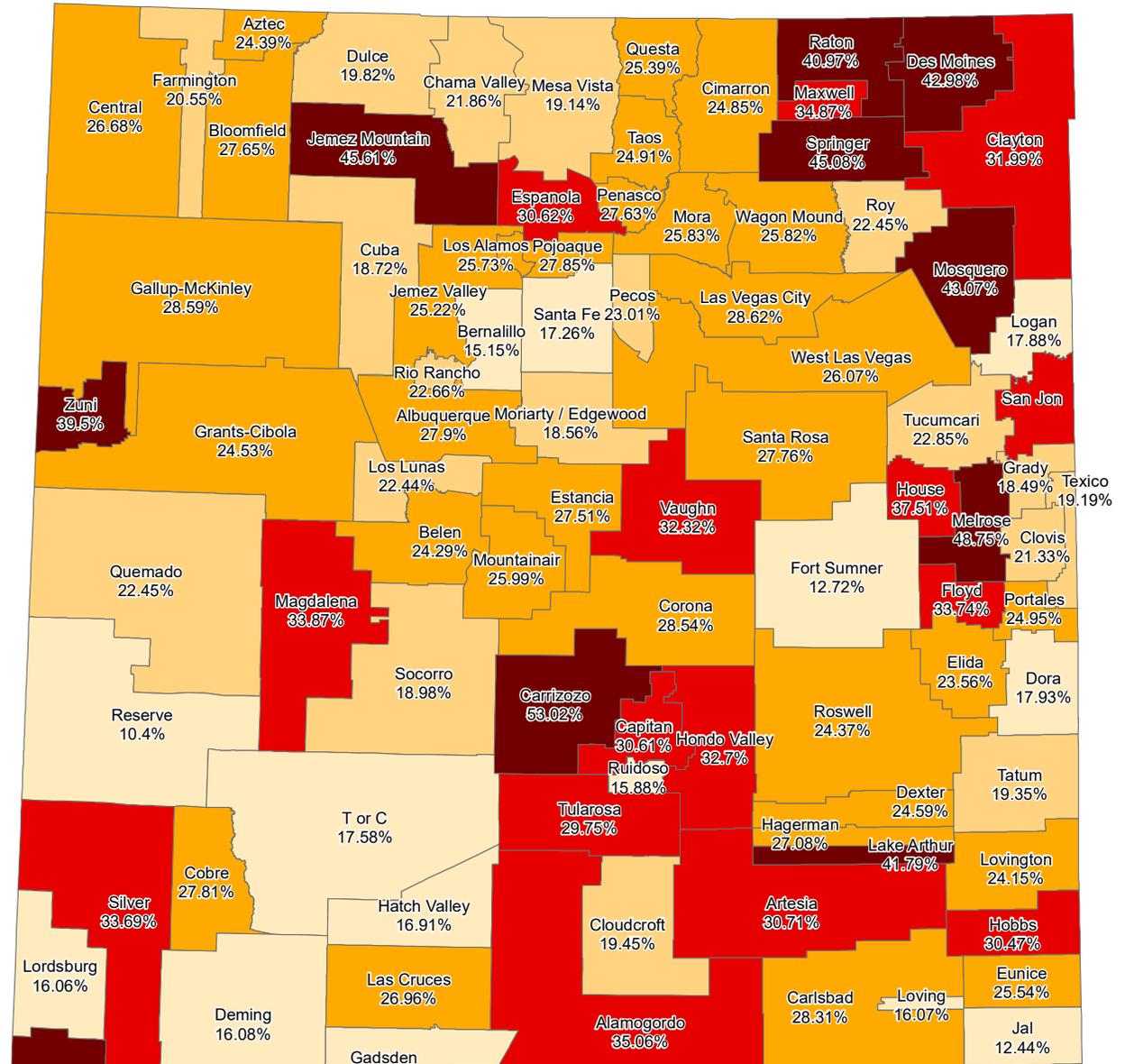
Source: PSFA

1. Square footage eligible for lease assistance funding is calculated by taking the gross square footage of classroom space and adding 150 sq. ft. plus 1.5 sq. ft. per MEM of administration space. This total is multiplied by 1.2 to add a 20 percent tare to find the total eligible square footage. Schools cannot be eligible for more than the physical square footage of the school.

2. Charter schools highlighted in blue are leasing school district-owned facilities. The lease agreements for these facilities require the lease assistance amount be calculated using the per-MEM calculation.



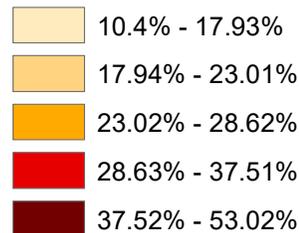
District Average wNMCI 2021 - 2022



Statewide Average wNMCI: 23.40%
 Statewide Average Cumulative FCI: 53.84%

wNMCI 2021-2022

Average of District School Facilities



Created 1/19/21
 By AM
 Sources: NMPSFA

