



NEW MEXICO LEGISLATIVE FINANCE COMMITTEE

Public Education Subcommittee

Student Attendance, Engagement, and Extended Learning Time

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Overview

- **Background**
 - Reform Framework and *Martinez-Yazzie*
 - Academic Performance
 - Available Learning Time
 - Student Attendance
- **Addressing Student Outcomes & COVID Slide**
 - K-5 Plus and Extended Learning Time Programs (ELTP)
 - Federal American Rescue Plan
- **Policy and Budget Considerations**



Reform Framework Informs Funding



- **High Quality Teaching and School Leadership**
 - Significant salary increases; funding for recruiting, induction programs, mentorship and ongoing evidence-based professional development
- **Extended Learning Opportunities**
 - Increased funding for services to students learning English or from low-income families; K5 Plus, longer regular school year, afterschool and enrichment programs
- **Responsive and Appropriate Curriculum**
 - Culturally and linguistically responsive curriculum and instructional material development, interim standards-based assessments, flexibility for instructional materials
- **Effective Oversight and Accountability**
 - Performance-based budgets, PED and regional supports have expanded capacity for oversight and assistance



New Mexico Education Sufficiency Lawsuit:

Martinez and Yazzie v. State of New Mexico



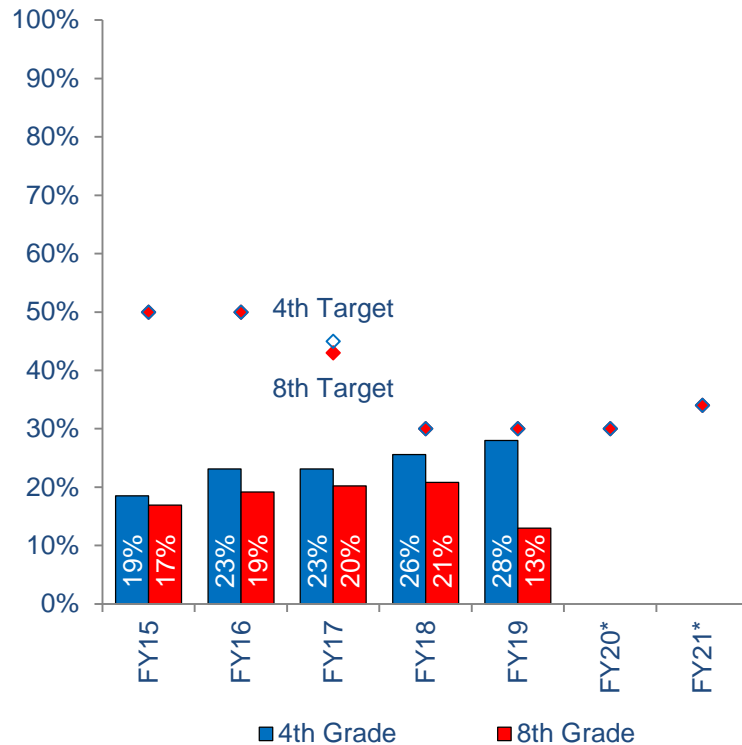
- The plaintiffs alleged that New Mexico is not meeting its constitutional obligation to provide sufficient funding and programming for at-risk public school students.
- In 2019, the District Court ruled that:
 - 1) Outputs are “dismal” and therefore...
 - 2) Inputs (funding/programming) must be insufficient; and
 - 3) Oversight over public education should be enhanced.



Academic Performance

School Closures Eroded Performance Further

Math Proficiency



*Not reported. Testing waived.
Source: PED

Reading Proficiency

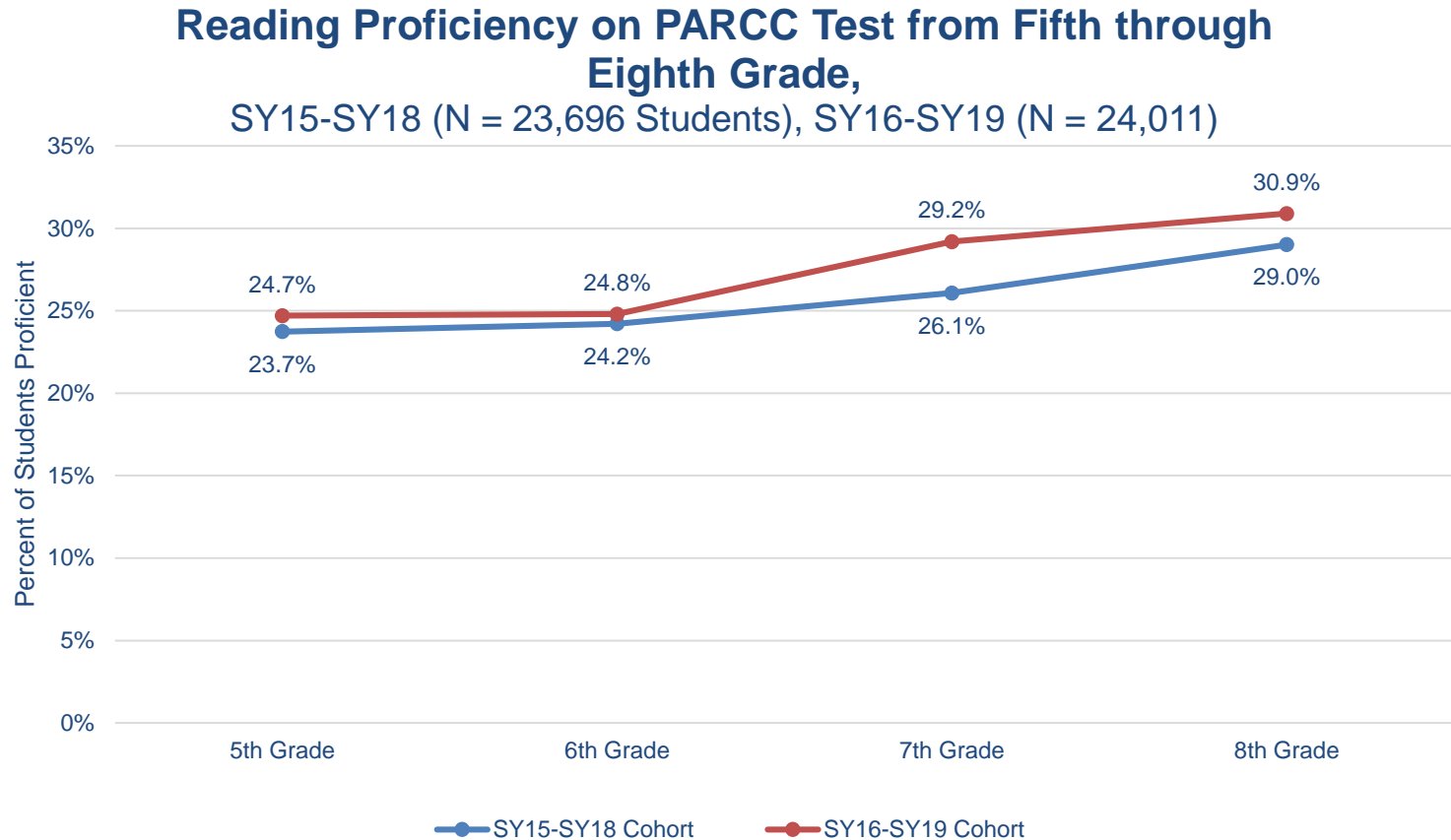


*Not reported. Testing waived.
Source: PED



Academic Performance

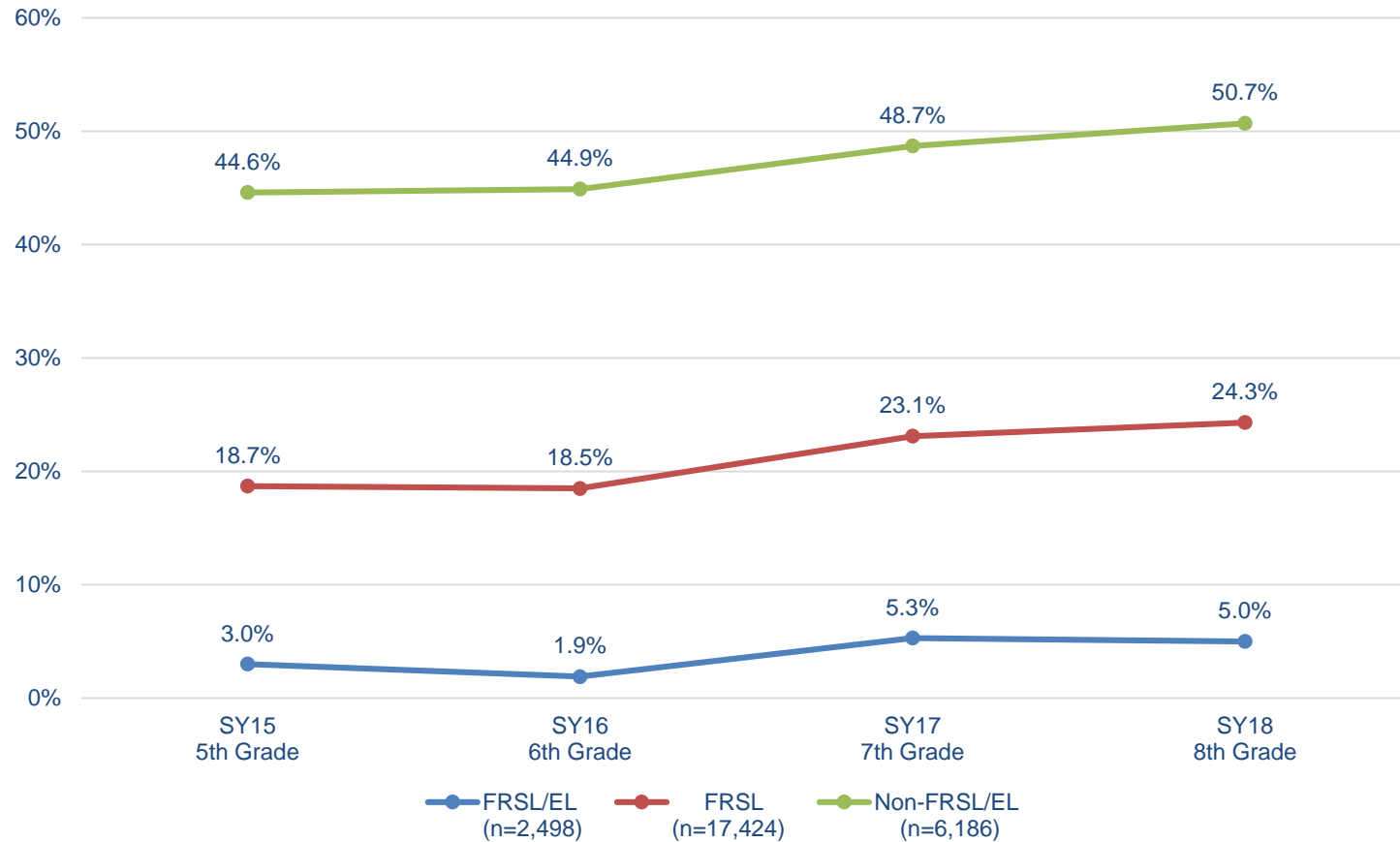
Bright Spot – Same Group of Students Make Gains Over Time



Academic Performance

...But With Wide Achievement Gaps

Percent Proficient Reading (n = 23,610)



Available Learning Time

Section 22-2-8.1 School year; length of school day; minimum.

Except as otherwise provided in this section, regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:

(1) kindergarten, for half-day programs, two and one-half hours per day or four hundred fifty hours per year or, for full-day programs, five and one-half hours per day or **nine hundred ninety hours per year**;

(2) grades one through six, five and one-half hours per day or **nine hundred ninety hours per year**; and

(3) grades seven through twelve, six hours per day or **one thousand eighty hours per year**.

B. Up to **thirty-three hours** of the full-day kindergarten program may be used for home visits by the teacher or for parent-teacher conferences. Up to **twenty-two** hours of grades one through six programs may be used for home visits by the teacher or for parent teacher conferences. Up to **twelve hours** of grades seven through twelve programs may be used to consult with parents to develop next step plans for students and for parent-teacher conferences.

C. Nothing in this section precludes a local school board from setting a school year or the length of school days in excess of the minimum requirements established by Subsection A of this section.

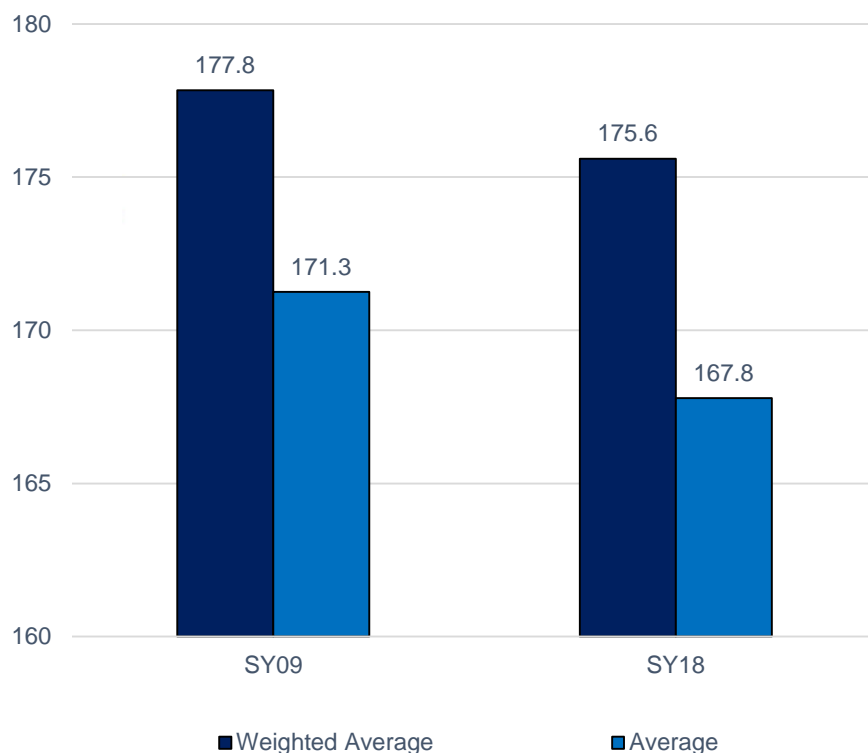
D. The secretary may waive the minimum length of school days in those school districts where such minimums would create undue hardships as defined by the department as long as the school year is adjusted to ensure that students in those school districts receive the same total instructional time as other students in the state.

E. Notwithstanding any other provision of this section, provided that instruction occurs simultaneously, time when breakfast is served or consumed pursuant to a state or federal program shall be deemed to be time in a school-directed program and is part of the instructional day.



Available Learning Time

The traditional 180 school calendar has shrunk in NM



Schools already have a longer school day and total hours exceed requirements

From a 2016 LFC Evaluation:

- Almost all districts report they exceed the statutory minimum number of hours.
- This allows for fewer days in the school calendar.
- Schools added a weighted average of 79 hours to school days – the equivalent of 14 instructional days.

Source: LFC. (2018). Program Evaluation: Instructional Time and Extended Learning Opportunities. p.16
Note: LEAs weighted average instructional days were weighted by their percent of total student membership.



Available Learning Time

Not More of the Same

Extending the school year, in particular, can help to mitigate the summer learning loss that disproportionately impacts low-income students

- 70-80% of NM Students from Low-Income Families.
- Students in New Mexico schools have an average summer break of 78 days, or over 11 weeks.
- As a result, NM students have longer summer breaks than in most top-performing school systems globally.

Benefits of Additional Learning Time

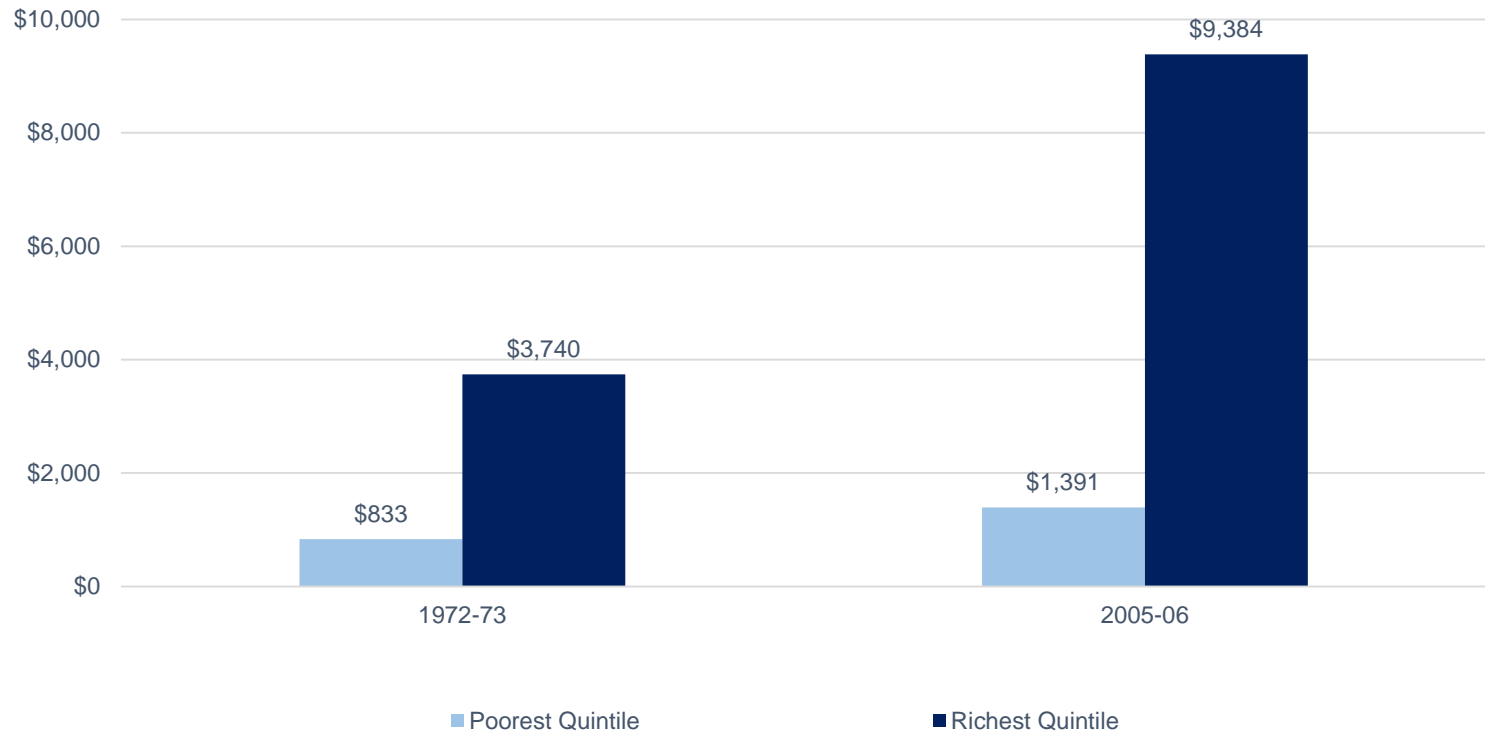
- More time **engaged** in academic classes, allowing **broader and deeper coverage of curricula** and more individualized learning support.
- More time devoted to **enrichment** classes and activities that expand students' educational experiences and **boost engagement** in school.
- More dedicated time for teacher **collaboration** and **embedded** professional development



Available Learning Time

Vast Inequalities for Enrichment – Schools Can Level the Playing Field

U.S. Family Enrichment Expenditures per Child, 2012 Dollars



Source: LFC. (2018). Program Evaluation: Instructional Time and Extended Learning Opportunities. p.10;
Duncan & Murnane (2016). Rising Inequality in Family Incomes and Children's Educational Outcomes.



Student Engagement & Time on Task

Time Needs to be Highly Engaging

Five Levels of Student Engagement

Engagement	Explanation	Classroom Observations
Authentic	Students immersed in work with clear meaning and immediate value.	Engaged classroom - Students engaged most of the time. Little passive compliance or retreatism. No rebellion. Traditional Classroom – most classrooms fall into these two categories. Classrooms are orderly and most students appear to be working. Easy to infer authentic learning is taking place.
Ritual Compliance	Class work with little or no meaning to students, but with extrinsic value to keep students engaged.	
Passive Compliance	Students see little or no meaning in class work but expend effort to avoid negative consequences.	
Retreatism	Students disengaged from class work and do not comply, but not disruptive to the learning of others.	Off-task Classroom – teachers spend most of the time dealing with discipline issues rather than engaged learning.
Rebellion	Students refuse to do assigned task, disruptive, and/or substitute alternative activities to class work.	

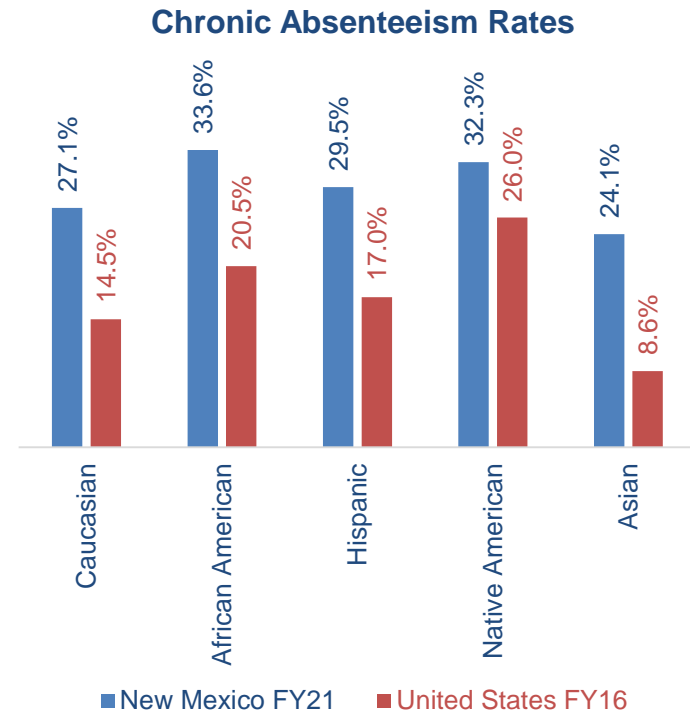
Source: Reading Horizons



Student Attendance

NM Students Miss a Lot of School

- New Mexico's FY21 **chronic absenteeism rates are higher** than the last reported national rates in FY16
- Students who are chronically absent **miss at least 15 days** of school in a year and are at serious **risk of falling behind**



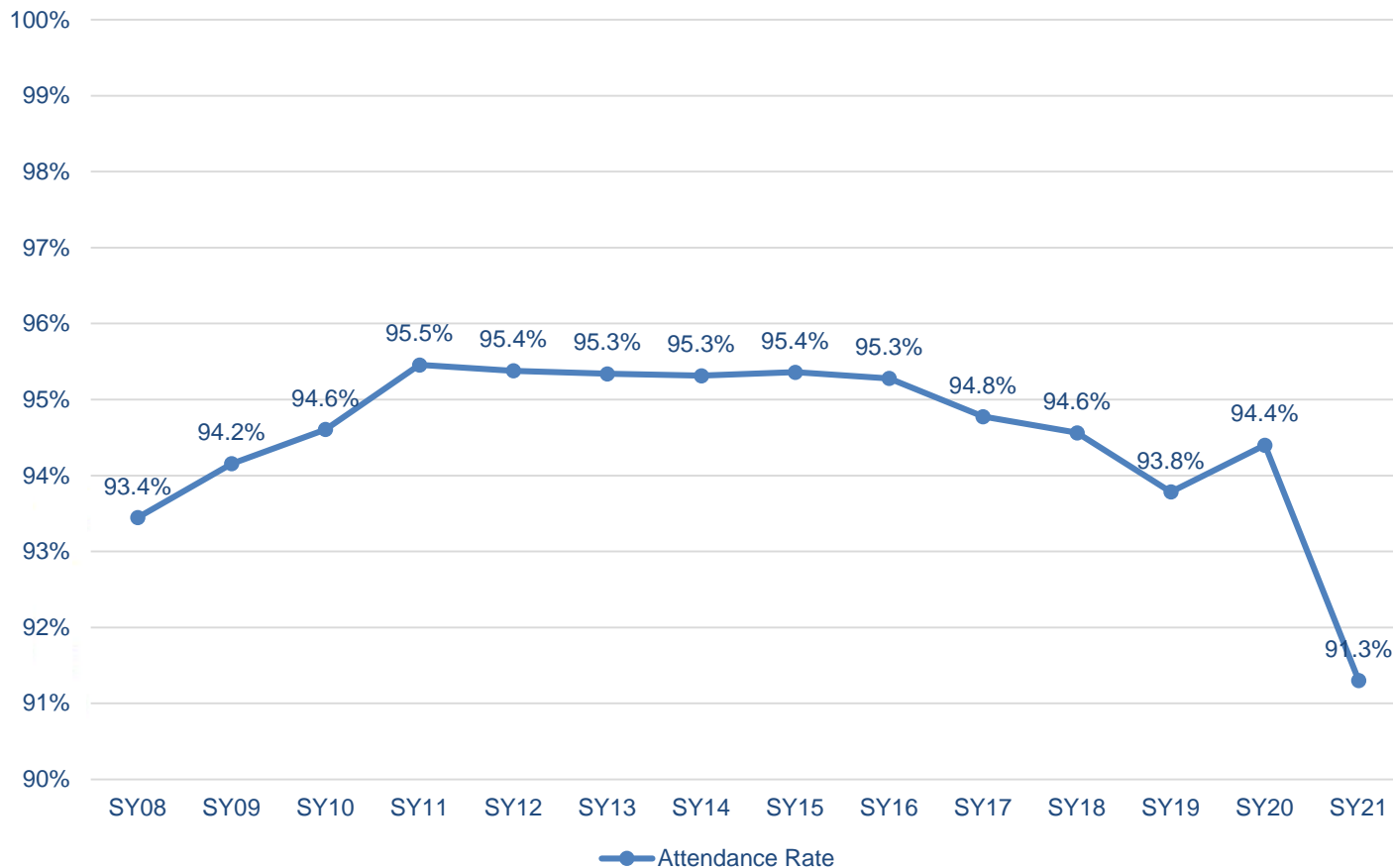
Source: PED, USDE



Student Attendance

Rates Peaked in 2011

Attendance Rate, All Grades

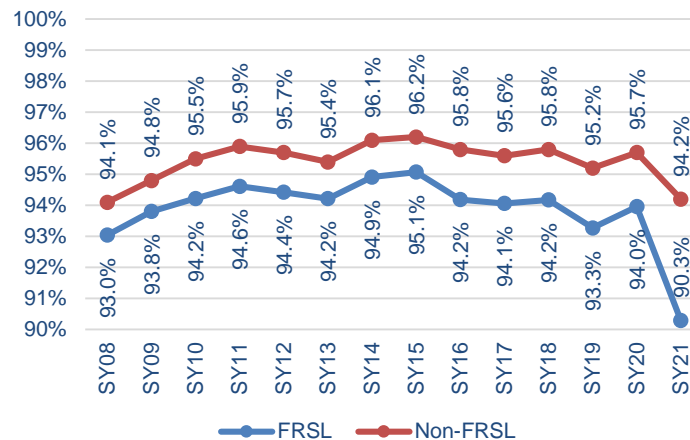


Student Attendance

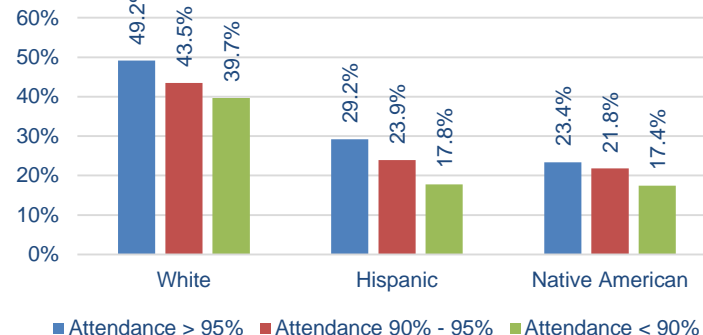
Wide Gaps in Attendance Rates, Then Covid-19

- Students from low-income families (FRSL) had **lower attendance** rates this year
- Student attendance is predictive of academic performance
- In February, PED identified 5,637 students not attending school:
 - 2,404 (42.6%) moved out of state
 - 983 (17.4%) dropped out
 - 811 (14.4%) were homeschooled
 - 359 (6.4%) enrolled in private or BIE schools

New Mexico Attendance Rate, All Grades



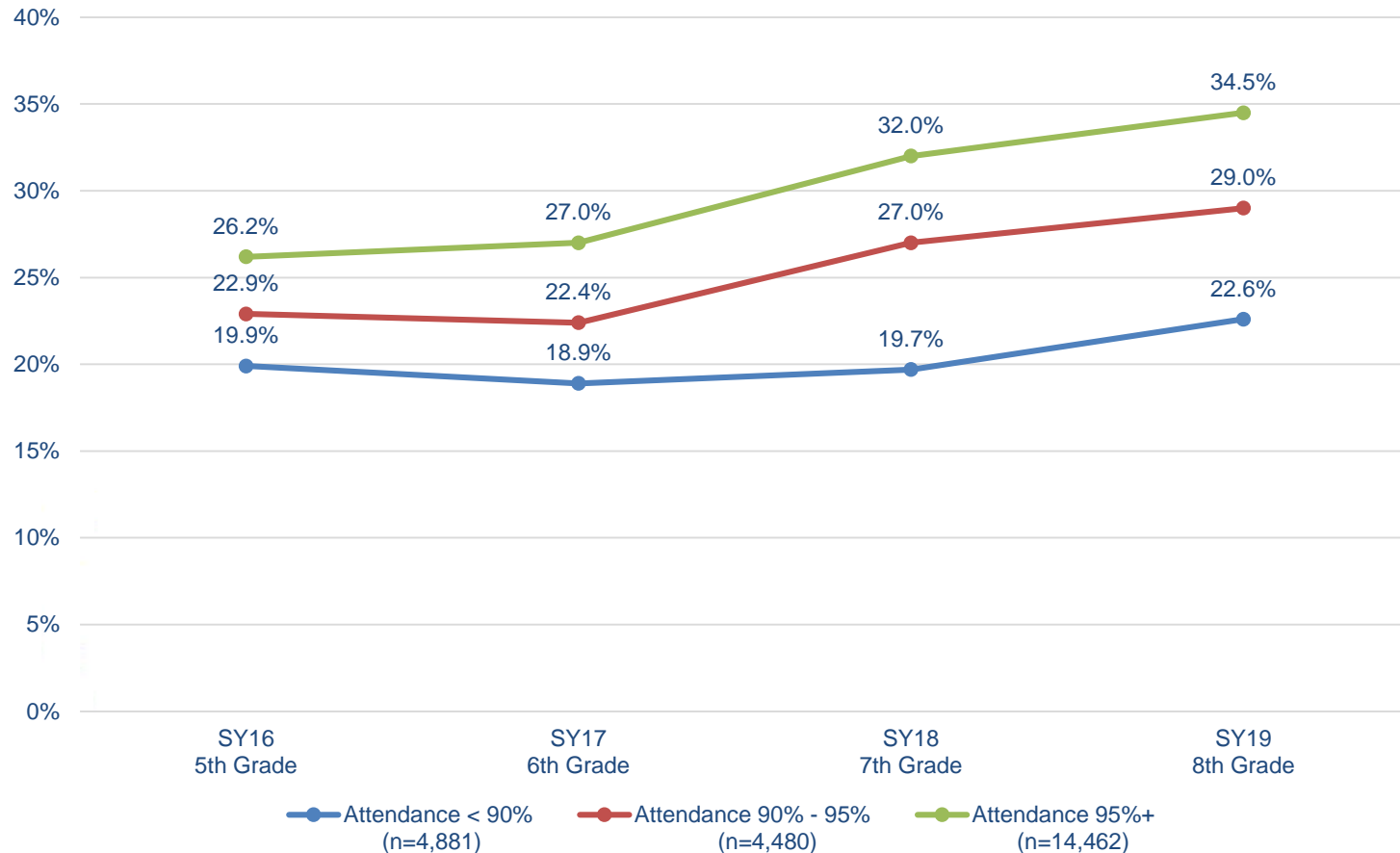
2019 New Mexico 8th Grade Reading Proficiency (n = 24,011)



Student Attendance

No Surprise – Attendance Impacts Outcomes

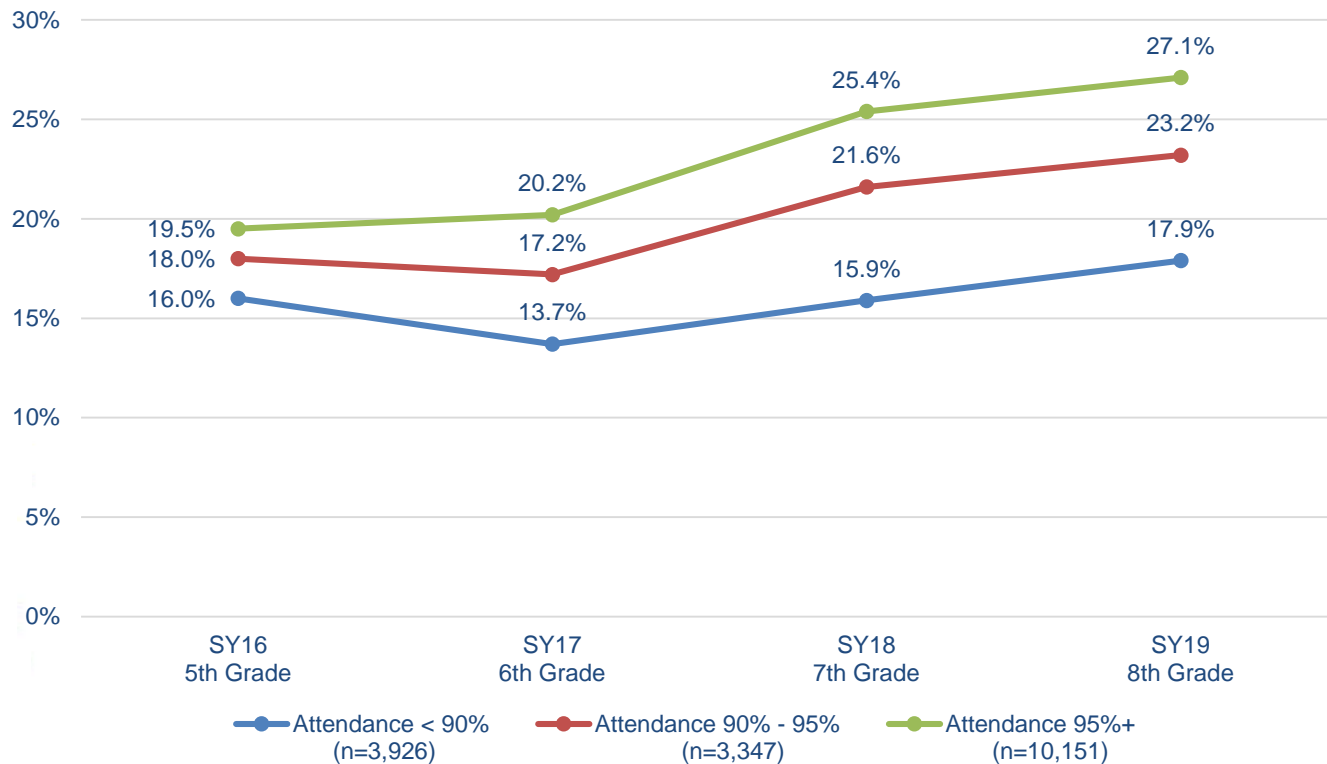
Percent Proficient Reading (n = 23,823)



Student Attendance

No Surprise – Attendance Impacts Outcomes
1 in 5 Low Income Students Missed more than 10% of School

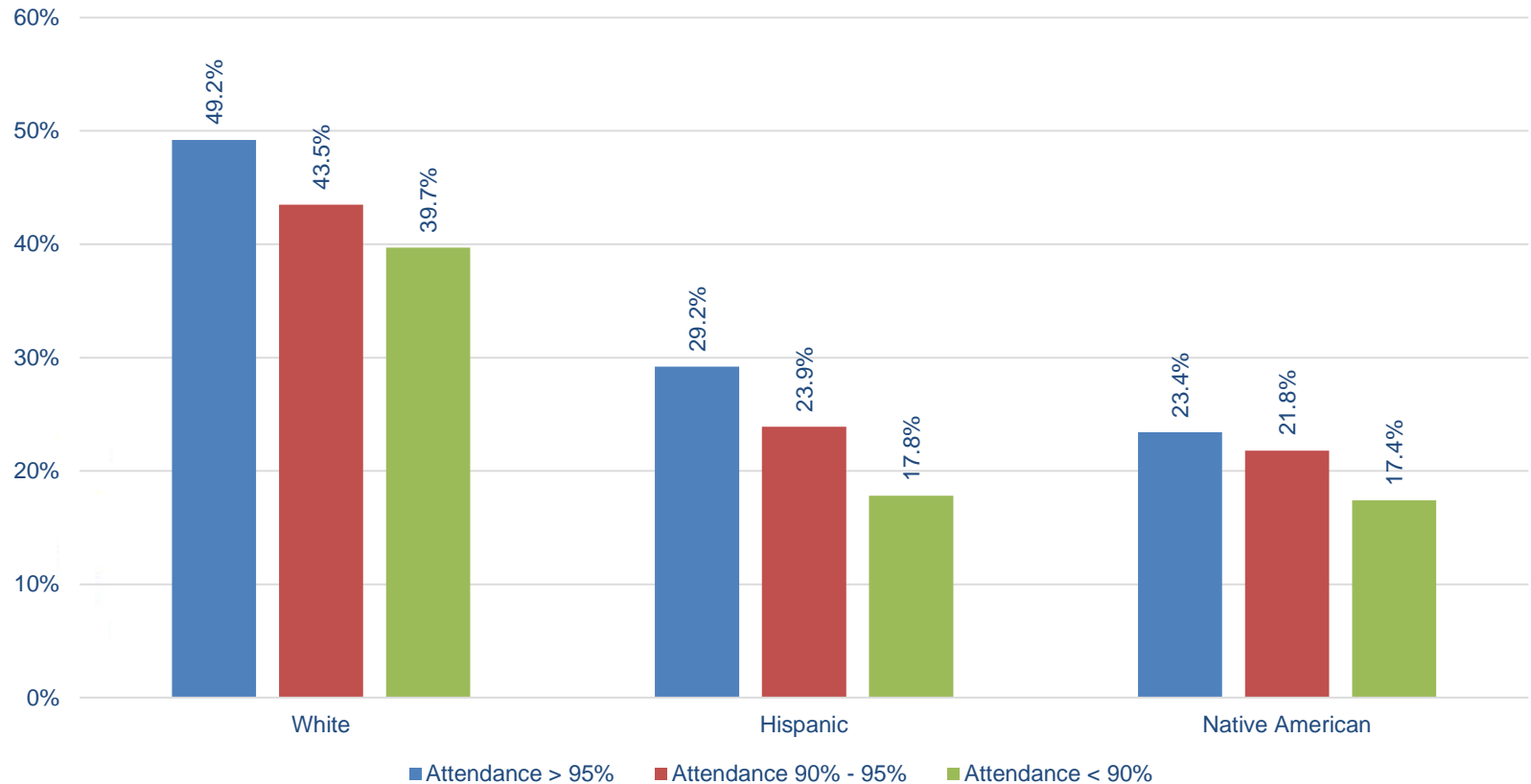
Percent Proficient Reading for FRSL Students (n = 17,424)



Student Attendance

Attendance Impacts Outcomes

2019 New Mexico 8th Grade Reading Proficiency
(n = 24,011)



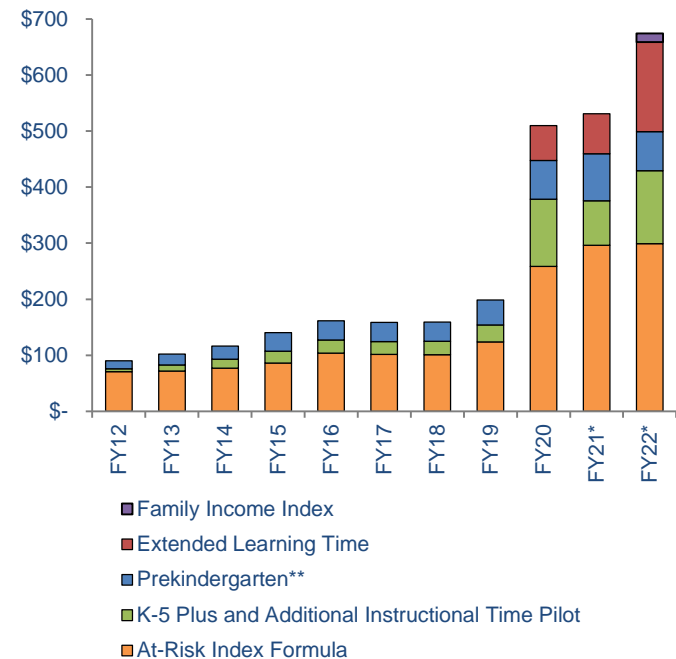
Addressing Student Outcomes

At-Risk Funding Uses

- case management, tutoring, reading interventions and after-school programs that are delivered by social workers, counselors, teachers or other professional staff;
- culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education;
- additional compensation strategies for high-need schools;
- whole school interventions, including school-based health centers and community schools;
- educational programming intended to improve career and college readiness of at-risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions; and
- services to engage and support parents and families in the education of students.

\$300 Million For These Services At Local Discretion

At-Risk Student Program Funding
(in millions)



*Budgeted appropriation

**CYFD, PED, and ECECD

Source: LFC Files



Addressing Student Outcomes

How Much At-Risk Funding Could be Available Per School?

School Size	At-Risk Formula Funds
200	\$ 276,498
400	\$ 552,995
800	\$ 1,105,991
1000	\$ 1,382,488
2000	\$ 2,764,977

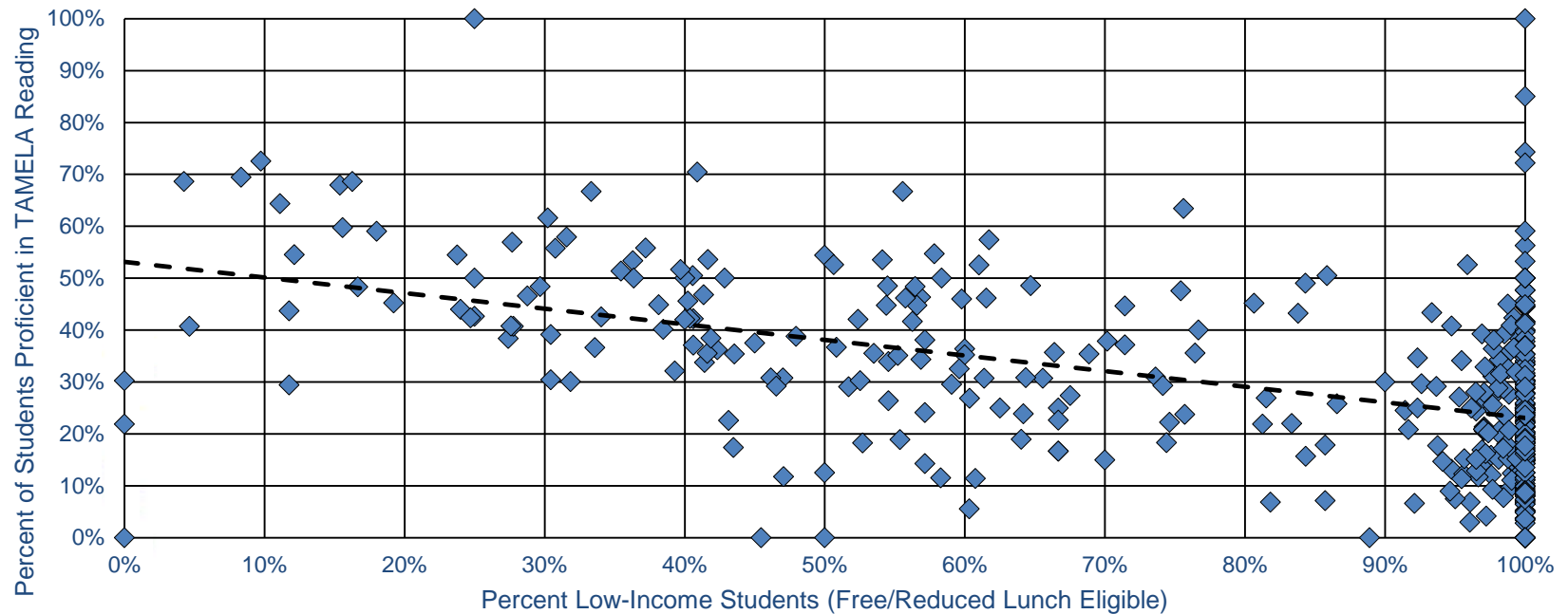
- At-Risk Formula Funding Generates about **\$1,382** per low income student
- Districts Charters have to account for funding
- But don't have to spend it on low income students/schools



Addressing Student Outcomes

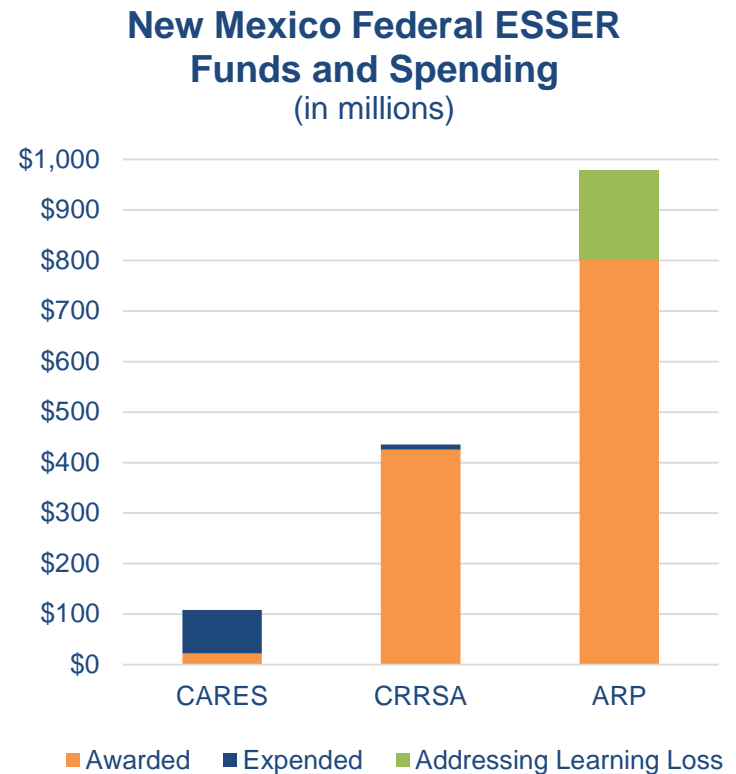
Most Elementary Schools High Poverty

Relationship between Elementary Schools' TAMELA 3rd Grade Reading Proficiency and Percent of Students with Low Income, SY19
(N = 407 New Mexico Elementary Schools)



Addressing Student Outcomes & COVID Slide

- New Mexico appropriated **\$230 million** in recurring general fund for K-5 Plus and ELTP in FY22
- Schools must spend **\$181 million**, or 20 percent, of ARP funds to address learning loss
- To date, New Mexico has spent **\$96.5 million**, or 6.3 percent, of total federal ESSER funding
 - No ARP expenditures yet



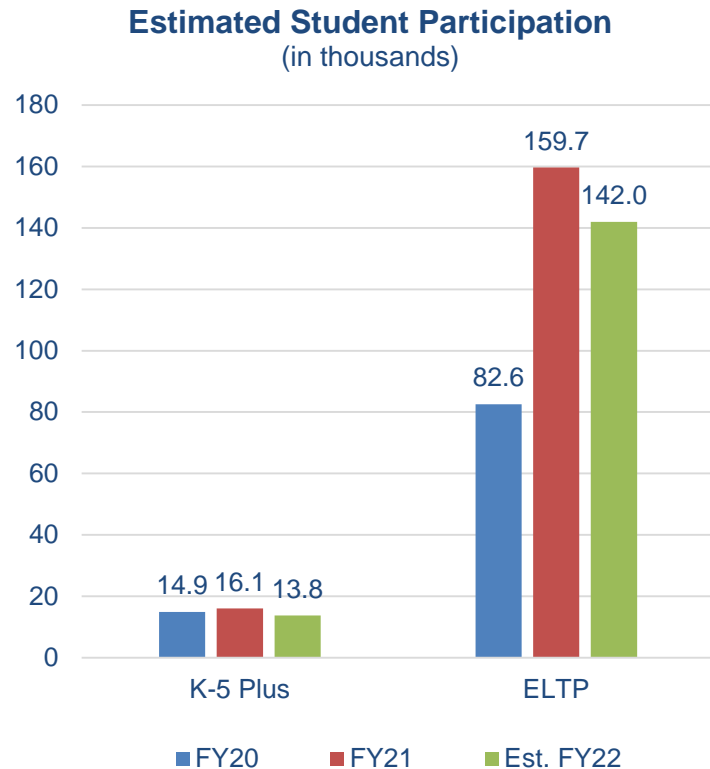
Source: USDE



Addressing Student Outcomes & COVID Slide

K-5 Plus and ELTP

- **Updated September 2021** figures:
 - **13,778** students in K-5 Plus (10 percent of eligible students)
 - **141,999** students in ELTP (52 percent of eligible students)
- **K-5 Plus 140 pilot**
 - Provides 140 hours of additional instruction (equivalent to 25 days)
 - Projected participation is **6,378** students



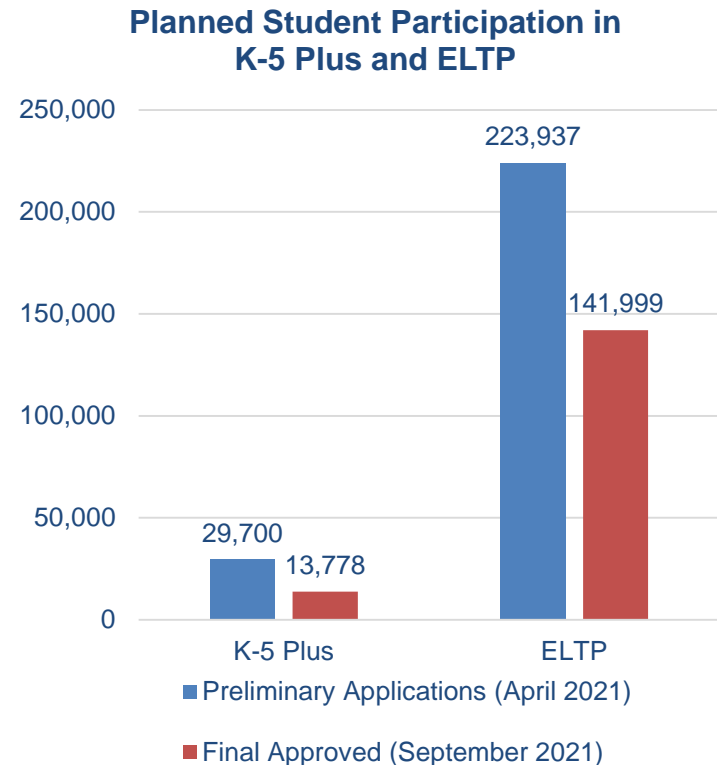
Source: PED, LFC Files



Addressing the COVID Slide

K-5 Plus and ELTP

- In April 2021:
 - **K-5 Plus:** 33 of 89 districts and 35 of 97 charters planned to participate
 - **ELTP:** 67 of 89 districts and 82 of 97 charters planned to participate
- By September 2021:
 - **K-5 Plus:** 13 of 89 districts and 8 of 97 charters enrolled students
 - **ELTP:** 45 of 89 districts and 73 of 97 charters enrolled students
- K-5 Plus adds 25 days anywhere in school elementary school calendar. Designed to be combined with ELTP
- ELTP adds 10 days (or equivalent hours for K-5 Plus schools) for any school AND funds after school, enrichment programs, and requires 80 hours of teacher professional development.
- LEAs can replace in-service days for instruction and have similar teaching contract length.



Source: PED



Policy and Budget Considerations

1. Require ELTP for all students statewide starting in FY23.

- a. Estimated Cost: \$51.6 million

2. Phase in K-5 Plus over 3 years.

- a. Provide budget authority for PED to right size funding for schools to implement an additional 15 days in FY23 (ELTP+5 days); 20 days in FY24 (ELTP+10 days); and 25 days in FY25 (25 K-5 Plus days + ELTP hours).
- b. \$95 million over multiple years – none in FY23

3. Require K-5 Plus for chronically low-performing schools

- a. \$26.2 million (K-5 Plus)
- b. Chronically low-performing schools can be based on federal TSI, CSI, and DSS designations



Policy and Budget Considerations

- 4. Increase formula factors for K-5 Plus and ELTP based on school size to ensure more robust programing**
 - a. Create larger factor weights based on school size and estimated cost increases for variable expenditures (e.g. salaries)
- 5. Phase-in K-12 Plus**
 - a. Estimated Cost: \$323.8 million (25 days for 7-12)
 - b. Use public education reform fund (PERF) for FY23 implementation
 - c. Provide flexibility for calendar reform tailored to community needs
- 6. Allow schools to phase-in days over time**
 - a. Estimated Cost: \$88.7 million (5 extra days)
 - b. Use existing K-5 Plus funding or PERF
 - c. Consider allowing customized number of additional days with a minimum threshold



Policy and Budget Considerations

7. Raise the minimum daily and total instructional hour requirement to match ELTP/K-5 Plus time

- a. Estimated Cost: \$51.6 million (60 extra hours)
- b. Current requirement: K-6: 990 hours, 7-12: 1,080 hours
- c. Adding 10 days is about 55 hours (K-6) and 60 hours (7-12)
- d. Consider raising hour requirements for elementary grades

8. Allow exemptions from the schoolwide participation requirement for students receiving programming through tribal education departments

- a. Estimated Cost: \$23.6 million (K-5 Plus), \$17.8 million (ELTP)
- b. Currently, to qualify for K-5 Plus or ELTP, all students in a school must participate



Policy and Budget Considerations

9. Earmark appropriations for PED and schools to design, plan, and promote extended year or at-risk programs

- a. Estimated Cost: \$2.3 million (1% of K-5 Plus and ELTP)
- b. Consider using PERF or federal ESSER funds
- c. PED should consider creating a statewide inventory of best practices

10. Evaluate before expanding the K-5 Plus 140 pilot

- a. Current participation rate is 91%
- b. Consider using PERF or federal ESSER funds for expansion

11. Leverage PERF to incentivize evidence-based programs

- a. Allocate PERF to schools that volunteer to report interim performance data on promising programs or initiatives
- b. Match state PERF with local at-risk funding to build program sustainability over time



Thank You

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More LFC Budget and Policy Documents can be found at:
<https://www.nmlegis.gov/Entity/LFC/Default>

