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November 8, 2010

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Peter B. van Moorsel

**RE: STAFF REPORT: SJM 12, STUDY SCHOOL CALENDARS WORK GROUP:  
FINAL REPORT AND RECOMMENDATIONS**

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In 2009, legislation was enacted that required, effective school year 2010-2011, that school calendars consist of 180 full instructional days for a regular school year calendar and 150 full instructional days for a variable school year, excluding release time for in-service training. As presented in testimony to the Legislative Education Study Committee (LESC) several times during the 2009 interim, these imminent requirements raised a number of issues:

- For one, there was concern that, during the budget approval process for school year 2009-2010, a number of school districts and charter schools felt compelled to change their school calendars in the current school year, a year earlier than the effective date of the 2009 legislation.
- For another, staff testimony indicated that more than half of the school districts and charter schools would be required to add instructional days in school year 2010-2011 to satisfy the requirements of the 2009 legislation.
- Staff testimony also indicated a wide range of per-day costs at the districts and charter schools surveyed.

- Finally, testimony and discussion during the interim revealed that the amended provisions to the *Public School Code* relating to the minimum hours required by grade level considered only students on a regular school-year calendar, not those on a variable school year calendar.

For these reasons, LESC-endorsed legislation was passed by the 2010 Legislature and signed by the Governor that delayed the implementation of the 2009 legislation until school year 2011-2012.

To study the effect of the delayed school calendar legislation, the 2010 Legislature also passed Senate Joint Memorial 12 (SJM 12), *Study School Calendars*, which requests that the Office of Education Accountability (OEA), in collaboration with the Public Education Department (PED), school districts, charter schools, school boards and governing bodies, teacher and employee representatives, and parent representatives to study current practices and issues related to school calendars and the length of a school day, including:

- scheduling and making up time lost due to inclement weather or pandemic illness;
- scheduling teacher planning time and professional development activities; and
- the impact of various school calendar options and scheduling practices on:
  - teachers;
  - learning time and achievement of students;
  - school operations; and
  - school district budgetary needs.

The memorial further requests that the study examine the need, if any, to amend the *Variable School Calendar Act*; and that OEA report its findings and recommendations to the LESC by October 31, 2010.

This staff report summarizes:

- the work of the SJM 12 work group;
- its findings; and
- its recommendation.

### ***The SJM 12 Work Group***

To perform the work requested in SJM 12, OEA formed a work group comprising 31 representatives of public school districts, charter schools, the business community, public education professional organizations, PED, as well as the Legislature and legislative agencies, including the LESC. The work group met four times during the 2010 interim, both in person and via teleconference, and communicated via email in between meetings to complete its work.

The work group focused on the impact of the 2009 school calendar legislation whose effective date was delayed. To perform this analysis, the work group gathered information regarding public school calendars by:

- reviewing school calendar data submitted by school districts and charter schools to PED (at its October 29 meeting, the LESC was provided with tables describing each district and charter school’s instructional calendars – see Attachment);
- conducting a survey of school district superintendents and charter school administrators; and
- soliciting position statements from public education professional organizations.

**Findings**

Based on the PED calendar data, the work group report states the average number of instructional days, professional development days, and total teacher contract length. The chart below shows that, on average, school districts and charter schools operating on 5-day and 4-day weeks both would not comply with the delayed statutory provisions requiring 180 and 150 instructional days for 5-day and 4-day weeks respectively:

**Statewide Average - Instructional and Professional Days**

	School Districts		Charter Schools	
	5-day week	4-day week	5-day week	4-day week
Instructional Days	176	149	176	149
Professional Development Days	5.6	6.1	10.5	10.2
Teacher Contract Lengths	182	156	186	164

OEA also analyzed the number of instructional hours in school district and charter school calendars, and further estimated the number of hours (and approximate number of days) by which districts and charter schools exceed the statutory minima based on the following hourly requirements pursuant to PED rule:

- Half Day K: 2.5 hrs/day \* 180 days = 450 hrs
- Full Day K: 5.5 hrs/day \* 180 days = 990 hrs
- Grades 1-6: 5.5 hrs/day \* 180 days = 990 hrs
- Grades 7-12: 6.0 hrs/day \* 180 days = 1,080 hrs

The work group report states that, on average, all districts and charter schools exceed the current requirement of 1,080 hours of instruction for secondary schools, and 990 instructional hours for elementary schools, as depicted in the chart below:

**Statewide Average – Instructional Hours (Days) over Statutory Minima**

	School Districts		Charter Schools	
	5-day week	4-day week	5-day week	4-day week
Elementary	110 (20)	91 (13)	159 (28.5)	92 (16)
Secondary	55 (9)	28 (4)	99 (16.5)	98 (16)

Of 89 school districts and 85 charter schools, 51 school districts and 37 charter schools responded to the work group’s school calendar survey pertaining to the implementation of statute requiring 180- and 150-instructional days, depending on the length of the school week. According to the respondents:

- classroom learning time would be most negatively impacted due to the implementation of the new calendar requirements;
- approximately 70 percent of respondents would face an additional cost to implement the additional days to comply with the new calendar requirements; and
- approximately 70 percent of the respondents favored repealing the new school calendar requirements.

The last point regarding the repeal of the new school calendar requirements was echoed by the statewide public education professional organizations that contributed to the work group. These respondents were also felt that the new school calendar requirements should be repealed.

### ***Recommendation***

Based on the calendar data, the survey, and the responses from the educational professional associations, the work group recommends that the 2009 amendments to the *Public School Code* requiring a minimum number of instructional days be:

- repealed, or
- indefinitely delayed until such time that further study of both the costs to districts and charter schools and the impact on student and teacher performance has been completed and the results presented to the Legislature for further consideration.

2010-2011 SCHOOL CALENDARS, GRADES K-6

District (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade				Total In-Service Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year		
	Contract	Instructional	Grade(s)	Daily Hours	Instructional Hours Over	First Instructional Day					Last Instructional Day	First Non-Instructional Day
Alamogordo	184	178	K-5	6.25	122.5	8/16/2010	5/27/2011	8/10/2010	5/9/2011	4	0	8
Albuquerque	185	181	6	6.33	136.74	8/18/2010	5/27/2011	8/16/2010	5/30/2011	4	0	2
Animas	159	151	K	7.16	91.16	8/11/2010	5/26/2011	8/9/2010	5/20/2011	2	0	0
Artesia	183	180	K	6.16	118.8	8/16/2010	5/26/2011	8/12/2010	5/13/2011	3	1	0
Aztec	185	180	K-5	5.67	30.6	8/16/2010	5/25/2010	8/11/2010	5/26/2011	5	3	1
Belén	182	180	K	5.75	45	8/10/2010	5/24/2011	8/9/2010	4/25/2010	2	1	0
Bernalillo	182	172	K	5.83	12.76	8/16/2010	5/26/2011	8/11/2010	5/30/2011	10	3	1
Bloomfield	185	180	K	6.08	104.4	8/17/2010	5/27/2011	8/12/2010	4/22/2011	5	3	0
Capitan	154	145	K-6	7	25	8/18/2010	5/27/2011	8/16/2010	5/20/2011	9	2	1
Carlsbad	185	179	K	5.92	69.68	8/11/2010	5/26/2011	8/5/2010	5/27/2011	6	4	1
Carizozo	179	176	K-6	6.75	198	8/16/2010	5/20/2011	8/9/2010	4/25/2011	3	2	0
Central Cons.	185	178	K	5.82	45.96	8/16/2010	5/25/2011	8/10/2010	5/31/2011	7	4	1
Chama	160	150	K-6	6.75	22.5	8/16/2010	5/27/2011	8/12/2010	5/30/2011	10	2	1
Cimarron	160	153	K-6	7.5	157.5	8/16/2010	5/25/2011	8/9/2010	5/27/2011	7	4	1
Clayton	184	174	K-6	7	228	8/16/2010	5/27/2011	8/9/2010	5/31/2011	10	5	2
Cloudercroft	183	177	K-6	6.25	122.5	8/16/2010	5/27/2011	8/12/2010	4/29/2011	5	2	0
Clovis	183	179	K-6	6.25	116.25	8/12/2010	5/24/2011	8/9/2010	4/22/2011	6	2.5	0
Cobre	184	179	K-6	6.08	98.32	8/12/2010	5/27/2011	8/9/2010	5/13/2011	5	3	2
Corona	156	150	K-6	7.25	97.5	8/10/2010	5/18/2011	8/9/2010	5/20/2011	6	1	1
Cuba	183	180	K	6.33	149.4	8/11/2010	5/26/2011	8/9/2010	5/30/2011	3	2	1
Deming	183	175	K-6	5.83	30.25	8/16/2010	5/26/2011	8/10/2010	5/27/2011	8	4	3
Des Moines	181	174	K-6	6.33	111.42	8/19/2010	5/26/2011	8/16/2010	5/27/2011	7	3	0
Dexter	184	177	K-6	6.25	116.25	8/16/2010	5/26/2011	8/11/2010	5/27/2011	7	3	1
Dora	160	151	K-6	7	67	8/11/2010	5/26/2011	8/5/2010	5/27/2011	9	3	1
Dulce	191	180	K-6	6.5	180	8/9/2010	5/27/2011	7/27/2010	5/30/2011	11	9	3
Elida	156	151	K	6.65	14.15	8/9/2010	5/19/2011	8/4/2010	5/23/2011	5	2	1
Espanola	186	181	K-6	5.58	19.98	8/11/2010	5/25/2011	8/9/2010	5/26/2011	5	2	1
Estancia	183	180	K-6	6.42	165.6	8/16/2010	5/26/2011	8/5/2010	5/27/2011	3	2	1
Eunice	184	177	K-6	6.5	160.5	8/16/2010	5/25/2011	8/11/2010	5/27/2011	7	3	2
Farmington	183	178	K	6.25	122.5	8/13/2010	5/24/2011	8/11/2010	5/4/2011	5	2	1
	183	178	6	6.75	29.25							

2010-2011 SCHOOL CALENDARS, GRADES K-6

District (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade			
	Contract	Instructional	Grade(s)	Daily Hours	Instructional Hours Over	
Floyd	159	151	K-4	7.25	104.75	
			5-6	7.33	116.83	
Fort Sumner	175	169	K-6	6.5	108.5	
Gadsden	183	175	K-6	6	60	
	184	184	K-3	5.5	22	
Gallup	180	180	4-6	6	90	
Grady	154	147	K-6	7.5	112.5	
Grams	184	172	K-6	6	42	
Hagerman	183	179	K-6	6.7	209.3	
Hatch Valley	183	178	K-5	6	78	
	183	178	6	6.5	167	
Hobbs	182	180	K-6	5.75	45	
Hondo	147	144	K-6	7.58	101.52	
House	149	145	K-6	7.52	100.4	
Jal	184	180	K-6	6.33	149.4	
Jemez Mountain	174	149	K-6	7.75	164.75	
Jemez Valley	181	180	K-6	6.52	183.6	
Lake Arthur	189	178	K-5	5.67	19.26	
	189	178	6	6.16	106.48	
Las Cruces	182	177	K-5	5.83	41.91	
	182	177	6	6.5	160.5	
Las Vegas City	183	180	K-6	6	90	
Logan	154	147	K-6	7.5	112.5	
	185	179	1/2 Day K	3	87	
Lordsburg	185	179	K-3	6	84.00	
	185	179	4-6	6.25	128.75	
Los Alamos	185	178	K-6	6.5	167	
Los Lunas	180	176	K-6	6.08	80.08	
	184	176	K-5	6	66	
Loving	184	176	6	6.5	154	
Lovington	185	181	K	6.25	141.25	
			1-6	6.50	186.5	
Magdalena	153	149	K	7.08	64.92	
			1-6	7.25	90.25	
Maxwell	151	147	K-6	7.33	87.51	
Meirose	183	180	K-6	6.5	180	
Mesa Vista	177	173	K-6	6.67	163.91	
	185	180	K	6.33	149.4	
Mora	185	180	1-6	6.42	165.6	
Moriarty	184	176	K-6	6.08	80.08	
Mosquero	150	144	K-6	7.5	90	
Mountainair	184	180	K	5.62	21.6	
	184	180	1-6	5.87	66.6	
Pecos	185	178	K-6	6.58	181.24	

2010-2011 SCHOOL CALENDARS, GRADES K-6

District (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade			
	Contract	Instructional	Grade(s)	Daily Hours	Instructional Hours Over	
Penasco	183	178	K-6	5.75	33.5	
Pojoaque	183	174	K-6	6.67	170.58	
Portales	184	180	K	6.5	180	
	184	180	1-6	6.64	205.2	
Quemado	154	148	K-6	7.33	94.84	
Questa	184	180	K-6	6.83	239.4	
	184	180	K	5.75	45	
	184	180	1-6	6.5	180	
Reserve	155	151	K-6	7.53	147.03	
Rio Rancho	182	177	K-5	5.77	31.29	
	184	178	6	6.38	139.26	
Roswell	184	178	K-6	6.50	167	
Roy	151	145	K-6	7.5	97.5	
			K	6	90	
Ruidoso	182	180	1-2	5.91	73.8	
			3-5	6.17	120.6	
	182	180	6	6.33	149.4	
San Jon	152	146	K-6	7.5	105	
Santa Fe	182	176	K-6	6	66	
Santa Rosa	185	180	K-5	5.92	75.6	
			6	6.2	126	
Silver Consolid.	183	177	K-6	5.92	57.84	
Socorro	185	181	K	5.92	81.52	
	185	181	1-6	6.33	155.73	
Springer	160	152	K-6	7.08	86.16	
Taos	182	177	K-6	6.50	160.5	
Tatum	161	156	K-6	7.25	141	
Texico	159	155	K-6	7.2	126	
T or C	183	175	K-6	5.92	46	
Tucumcari	155	150	K-6	7	60	
Tularosa	183	178	K-6	6.25	122.5	
Vaughn	160	150	K-6	7.16	84	
Wagon Mound	156	149	K-6	7.1	67.9	
W. Las Vegas	185	180	K-6	5.75	45	
	188	180	K-5	6	90	
Zuni	188	180	6	6.42	165.6	
5 Day Schools	182.20	176.67		6.20	110.63	
4 Day Schools	156.18	149.09		7.26	91.71	
					5.69	2.60
					6.14	2.29
					0.74	0.86
					2.36	3.00

2010-2011 SCHOOL CALENDARS, GRADES 7-12

District (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade			First Instructional Day	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total In-Service Professional Development Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year
	Contract	Instructional	Grade(s)	Daily Hours	Instructional Hours Over								
Alamogordo	184	172	7-8	6.33	8.76	8/16/2010	5/27/2011	8/10/2010	5/9/2011	12	4	0	8
	184	172	9-12	6.67	67.24								
Albuquerque	185	181	7-12	6	6	8/18/2010	5/27/2011	8/16/2010	5/30/2011	4	2	0	2
Animas	152	150	7-12	7.25	7.5	8/11/2010	5/26/2011	8/9/2010	5/20/2011	2	2	0	0
Artesia	183	180	7-12	6.33	59.4	8/16/2010	5/26/2011	8/12/2010	5/13/2011	3	2	1	0
	185	180	7-8	6.083	14.94								
Aztec	185	180	9-12	6.233	41.94	8/16/2010	5/25/2010	8/11/2010	5/26/2011	5	3	1	1
Belen	182	180	7-12	6	0	8/10/2010	5/24/2011	8/9/2010	4/25/2010	2	1	0	1
Bernalillo	182	172	7-12	6.67	67.24	8/16/2010	5/26/2011	8/11/2010	5/30/2011	10	3	1	6
Bloomfield	185	180	7-12	6.43	77.4	8/17/2010	5/27/2011	8/12/2010	4/22/2011	5	3	0	2
Capitan	154	145	7-12	7.5	7.5	8/18/2010	5/27/2011	8/16/2010	5/20/2011	9	2	1	7
	185	179	7-8	6.4	65.6								
Carlsbad			9-12		-1080	8/11/2010	5/26/2011	8/5/2010	5/27/2011	6	4	1	1
Carriazo	179	178	7-12	6.75	108	8/11/2010	5/20/2011	8/9/2010	4/25/2011	3	2	0	1
Central Cons.	185	176	7-12	6.67	107.26	8/16/2010	5/25/2011	8/10/2010	5/31/2011	7	4	1	2
Chama	160	150	7-12	7.25	7.5	8/16/2010	5/27/2011	8/12/2010	5/30/2011	10	2	1	7
Cimarron	160	153	7-12	7.5	67.5	8/16/2010	5/25/2011	8/9/2010	5/27/2011	7	4	2	1
Clayton	184	174	7-12	7	138	8/16/2010	5/27/2011	8/9/2010	5/31/2011	10	5	2	3
Cloudcroft	183	178	7-12	6.33	46.74	8/16/2010	5/27/2011	8/12/2010	4/29/2011	5	2	0	3
Clovis	183	177	7-12	6.33	40.41	8/12/2010	5/24/2011	8/9/2010	4/22/2011	6	2.5	0	4
Cobre	184	179	7-12	6.75	128.25	8/12/2010	5/27/2011	8/9/2010	5/13/2011	5	3	2	
Corona	156	150	7-12	7.25	7.5	8/10/2010	5/18/2011	8/9/2010	5/20/2011	6	1	1	4
Cuba	183	180	7-12	6.83	149.4	8/11/2010	5/26/2011	8/9/2010	5/30/2011	3	2	1	0
Deming	183	175	7-12	6.5	57.5	8/16/2010	5/26/2011	8/10/2010	5/27/2011	8	4	3	1
Des Moines	181	174	7-12	6.33	21.42	8/19/2010	5/26/2011	8/16/2010	5/27/2011	7	3	0	4
Dexter	184	177	7-12	6.25	26.25	8/16/2010	5/26/2011	8/11/2010	5/27/2011	7	3	1	3
Dora	160	151	7-12	7.42	40.42	8/11/2010	5/26/2011	8/5/2010	5/27/2011	9	3	1	5
Dulce	191	180	7-12	7	180	8/9/2010	5/27/2011	7/27/2010	5/30/2011	11	9	3	0
Elida	156	151	7-12	7.25	14.75	8/9/2010	5/19/2011	8/4/2010	5/23/2011	5	2	2	1
Espanola	186	181	7-12	6.5	96.5	8/11/2010	5/25/2011	8/9/2010	5/26/2011	5	2	1	2
Estancia	183	180	7-12	6.42	75.6	8/16/2010	5/26/2011	8/5/2010	5/27/2011	3	2	1	0
Eunice	184	177	7-12	6.5	46.34	8/16/2010	5/25/2011	8/11/2010	5/27/2011	7	3	2	2
Farmington	183	178	7-12	6.75	121.5	8/13/2010	5/24/2011	8/11/2010	5/4/2011	5	2	2	1
Floyd	159	151	7-12	7.33	26.83	8/9/2010	5/19/2011	8/5/2010	5/27/2011	8	4	1	3
Fort Sumner	175	169	7-12	7	103	8/18/2010	5/26/2011	8/16/2010	5/27/2011	6	2	1	3
Gadsden	183	175	7-12	6.5	57.5	8/4/2010	5/25/2011	8/2/2010	5/26/2011	8	2	1	4

**2010-2011 SCHOOL CALENDARS, GRADES 7-12**

District (gray shading indicates 4-day week)	Days			Hours Over Requirement by Grade			Instructional Days							Total In-Service Professional Days				Total PD Days			Total During the School Year	
	Contract	Instructional	Grade(s)	Daily Hours	Instructional Hours Over	First Instructional Day	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total In-Service Professional Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year	First Instructional Day	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total In-Service Professional Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year	
																						Instructional
Gallup	184	180	7-12	6	0	8/17/2010	5/25/2011	8/13/2010	5/27/2011	4	2	2	0	8/17/2010	5/25/2011	8/13/2010	5/27/2011	4	2	2	0	
Grady	154	147	7-12	7.5	22.5	8/23/2010	5/26/2011	8/27/2010	5/20/2011	7				8/23/2010	5/26/2011	8/27/2010	5/20/2011	7				
Grants	184	172	7-12	6.5	38	8/12/2010	5/27/2011	8/11/2010	5/13/2011	12	1	0	11	8/12/2010	5/27/2011	8/11/2010	5/13/2011	12	1	0	11	
Hagerman	183	179	7-12	6.7	119.3	8/11/2010	5/24/2011	8/9/2010	5/25/2011	4	2	1	1	8/11/2010	5/24/2011	8/9/2010	5/25/2011	4	2	1	1	
Hatch Valley	183	178	7-12	6.5	77	8/11/2010	5/25/2011	8/6/2010	5/26/2011	5	2	1	2	8/11/2010	5/25/2011	8/6/2010	5/26/2011	5	2	1	2	
Hobbs	182	180	7-12	6.83	149.4	8/17/2010	5/25/2011	8/13/2010	4/22/2011	2	2	0	0	8/17/2010	5/25/2011	8/13/2010	4/22/2011	2	2	0	0	
Hondo	147	144	7-12	7.58	11.52	8/18/2010	5/20/2011	8/16/2010	5/13/2011	3	2	0	1	8/18/2010	5/20/2011	8/16/2010	5/13/2011	3	2	0	1	
House	149	145	7-12	7.52	10.4	8/16/2010	5/19/2011	8/12/2010	5/20/2011	4	2	1	1	8/16/2010	5/19/2011	8/12/2010	5/20/2011	4	2	1	1	
Jal	184	180	7-12	6.42	75.6	8/16/2010	5/26/2011	8/12/2010	5/27/2011	4	2	2	0	8/16/2010	5/26/2011	8/12/2010	5/27/2011	4	2	2	0	
Jemez Mountain	174	149	7	7.75	74.75	8/16/2010	5/26/2011	8/11/2010	5/31/2011	10	3	2	5	8/16/2010	5/26/2011	8/11/2010	5/31/2011	10	3	2	5	
Jemez Valley	181	180	7-12	6.77	138.6	8/10/2010	5/26/2011	8/9/2010	4/29/2011	1	1	0	0	8/10/2010	5/26/2011	8/9/2010	4/29/2011	1	1	0	0	
Lake Arthur	189	178	7-12	6.16	16.48	8/9/2010	5/20/2011	8/3/2010	5/30/2011	11	4	2	5	8/9/2010	5/20/2011	8/3/2010	5/30/2011	11	4	2	5	
Las Cruces	182	177	7-12	6.5	70.5	8/16/2010	5/25/2011	8/12/2010	4/22/2011	4	2	0	2	8/16/2010	5/25/2011	8/12/2010	4/22/2011	4	2	0	2	
Las Vegas City	183	180	7-12	6.55	99	8/16/2010	5/27/2011	8/11/2010	5/30/2011	3	3	0	0	8/16/2010	5/27/2011	8/11/2010	5/30/2011	3	3	0	0	
Logan	154	147	7-12	7.5	22.5	8/16/2010	5/19/2011	8/9/2010	5/20/2011	7	4	1	2	8/16/2010	5/19/2011	8/9/2010	5/20/2011	7	4	1	2	
Lordsburg	185	179	7-12	6.33	53.07	8/11/2010	5/26/2011	9/6/2010	5/2/2011	6	2	0	4	8/11/2010	5/26/2011	9/6/2010	5/2/2011	6	2	0	4	
Los Alamos	185	178	7-8	7.37	231.86	8/19/2010	5/27/2011	8/12/2010	5/30/2011	7	4	1	2	8/19/2010	5/27/2011	8/12/2010	5/30/2011	7	4	1	2	
Los Lunas	180	176	7-12	6.5	64	8/12/2010	5/19/2011	9/6/2010	5/25/2011	4	2			8/12/2010	5/19/2011	9/6/2010	5/25/2011	4	2			
Loving	184	176	7-12	6.5	64	8/9/2010	5/25/2011	8/5/2010	5/13/2011	8	2	1	3	8/9/2010	5/25/2011	8/5/2010	5/13/2011	8	2	1	3	
Lovington	185	181	7-8	6.5	96.5									8/12/2010	5/26/2011	8/10/2010	5/30/2011	4	2	1	1	
			9	6.42	82.02																	
			10-12	6.25	51.25																	
Magdalena	153	149	7-12	7.5	37.5	8/10/2010	5/26/2011	9/6/2010	5/27/2011	4	0	0	4	8/10/2010	5/26/2011	9/6/2010	5/27/2011	4	0	0	4	
Maxwell	151	147	7-12	7.42	10.74	8/18/2010	5/26/2011	8/16/2010	5/27/2011	4	2	1	1	8/18/2010	5/26/2011	8/16/2010	5/27/2011	4	2	1	1	
Meirose	183	180	7-12	6.5	90	8/23/2010	5/31/2011	8/12/2010	6/1/2011	3	2	1	0	8/23/2010	5/31/2011	8/12/2010	6/1/2011	3	2	1	0	
Mesa Vista	177	173	7-12	6.67	73.91	8/18/2010	5/27/2011	8/16/2010	5/25/2011	4	2	0	2	8/18/2010	5/27/2011	8/16/2010	5/25/2011	4	2	0	2	
Mora	185	180	7-12	6.33	59.4	8/18/2010	5/27/2011	8/16/2010	4/25/2011	5	2	0	3	8/18/2010	5/27/2011	8/16/2010	4/25/2011	5	2	0	3	
Moriarty	184	176	7-12	6.58	78.08	8/17/2010	5/26/2011	8/12/2010	5/27/2011	8	3	1	4	8/17/2010	5/26/2011	8/12/2010	5/27/2011	8	3	1	4	
Mosquero	150	144	7-12	7.5	0	8/16/2010	5/19/2011	8/11/2010	4/20/2011	6	2	0	4	8/16/2010	5/19/2011	8/11/2010	4/20/2011	6	2	0	4	
Mountainair	184	180	7-12	6.23	41.4	8/16/2010	5/27/2011	8/9/2010	5/30/2011	4	2	0	2	8/16/2010	5/27/2011	8/9/2010	5/30/2011	4	2	0	2	
Pecos	185	178	7-12	6.67	107.26	8/12/2010	5/27/2011	8/9/2010	5/31/2011	7	3	1	3	8/12/2010	5/27/2011	8/9/2010	5/31/2011	7	3	1	3	
Penasco	183	178	7-12	6.27	36.06	8/11/2010	5/27/2011	8/9/2010	5/31/2011	5	2	1	2	8/11/2010	5/27/2011	8/9/2010	5/31/2011	5	2	1	2	
Pojoaque	183	174	7-12	6.58	64.92	8/25/2010	6/2/2011	8/20/2010	6/3/2011	9	3	1	5	8/25/2010	6/2/2011	8/20/2010	6/3/2011	9	3	1	5	
Portales	184	180	7-12	6.33	59.4	8/16/2010	5/27/2011	8/11/2010	5/30/2011	4	3	0	1	8/16/2010	5/27/2011	8/11/2010	5/30/2011	4	3	0	1	
Quemado	154	148	7-12	7.50	30	8/16/2010	5/26/2011	8/10/2010	5/20/2011	6	2	0	4	8/16/2010	5/26/2011	8/10/2010	5/20/2011	6	2	0	4	

**2010-2011 SCHOOL CALENDARS, GRADES 7-12**

District (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade			First Instructional Day	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total In-Service Professional Development Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year
	Contract	Instructional	Grade(s)	Daily Hours	Instructional Hours Over								
Questa	184	180	7-12	6.92	165.6	8/20/2010	6/3/2011	8/19/2010	5/30/2011	4	1	1	2
Raton	184	180	7-12	7	180	8/19/2010	5/26/2011	8/16/2010	5/27/2011	4	3	1	0
Reserve	155	151	7-12	7.53	57.03	8/9/2010	5/26/2011	8/2/2010	5/27/2011	4	4	0	0
Rio Rancho	182	177	7-12	6.38	49.26	8/12/2010	5/24/2011	8/9/2010	4/25/2011	5	3	0	2
Roswell	184	178	7-12	6.58	91.24	8/10/2010	5/19/2011	8/4/2010	4/22/2011	6	4	0	2
Roy	151	145	7-12	7.50	7.5	8/16/2010	5/20/2011	8/11/2010	5/19/2011	6	2	0	4
Ruidoso	182	180	7-8 9-12	6.33 6.25	59.4 45	8/16/2010	5/27/2011	8/12/2010	4/25/2011	2	2	0	1
San Jon	152	146	7-12	7.5	15	8/16/2010	5/19/2011	8/2/2010	5/20/2011	6	3	1	2
Santa Fe	182	176	7-12	6.5	64	8/23/2010	5/27/2011	8/16/2010	4/22/2011	6	5	0	1
Santa Rosa	185	180	7-12	6.2	36	8/18/2010	5/27/2011	8/16/2010	4/25/2011	5	2	0	3
Silver Consolidated	183	177	7-12	6.25	26.25	8/11/2010	5/27/2011	8/9/2010	5/13/2011	6	2	0	4
Socorro	185	181	7-12	6.33	65.73	8/11/2010	5/27/2011	8/10/2010	5/31/2011	4	1	1	2
Springer	160	152	7-12	7.33	34.16	8/17/2010	5/26/2011	8/9/2010	5/27/2011	8	3	1	4
Taos	182	177	7-12	6.42	56.34	8/16/2010	5/26/2011	8/12/2010	5/6/2011	5	2	0	3
Tatum	161	156	7-12	7.25	51	8/11/2010	5/17/2011	8/9/2010	5/18/2011	5	2	1	2
Texico	159	155	7-12	7.2	36	8/23/2010	5/24/2011	8/19/2010	5/25/2011	4	2	1	1
T or C	183	175	7-12	6.58	71.5	8/16/2010	5/27/2011	8/12/2010	4/25/2011	8	2	0	6
Tucumcari	155	150	7-12	7.5	45	8/16/2010	5/26/2011	8/11/2010	5/27/2011	5	2	1	2
Tularosa	183	178	7-8 9-12	6.58 6.33	91.24 46.74	8/13/2010	5/27/2011	8/10/2010	4/25/2011	5	3	0	2
Vaughn	160	150	7-12	7.32	18	8/11/2010	5/19/2011	8/9/2010	5/20/2011	10	2	1	7
Wagon Mound	156	149	7-12	7.27	3.23	8/16/2010	5/26/2011	8/12/2010	5/27/2011	7	2	1	4
W. Las Vegas	185	180	7-12	6.5	90	8/13/2010	5/27/2011	8/12/2010	4/25/2011	5	1	0	4
Zuni	188	181	7-12	6.06	16.86	8/12/2010	5/27/2011	8/9/2010	6/1/2011	8	3	2	4
<b>5 day week schools</b>	<b>181.91</b>	<b>176.16</b>		<b>6.54</b>	<b>55.64</b>					<b>5.69</b>	<b>2.60</b>	<b>0.74</b>	<b>2.40</b>
<b>4 day week schools</b>	<b>156.22</b>	<b>143.04</b>		<b>7.57</b>	<b>28.61</b>					<b>5.87</b>	<b>2.18</b>	<b>0.82</b>	<b>2.86</b>

2010-2011 DISTRICT CHARTER SCHOOL CALENDARS

Charter School (gray shading indicates 4-day week)	Days			Hours Over Requirement by Grade				Total In-Service Professional Development Days					Total During the School Year
	Contract	Instructional Days	Grade(s)	Daily Hours	Instructional Hours Over	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day			
Academia de Lengua y Cultura ABQ	192	181	1-6	6.5	186.5	8/9/2010	5/27/2011	8/2/2010	5/31/2011	5	1	5	5
Academy for Technology and the Classics	192	181	7-12	6.5	97	8/16/2010	5/20/2011	8/16/2010	5/31/2011	0	2	0	4
Albq. Talent Development Secondary	182	176	7-12	6.33	34.08	8/16/2010	6/2/2011	8/20/2010	5/30/2011	0	0	0	21
Alice King Comm.School	172	151	7-12	7.25	14.75	8/10/2010	6/3/2011	7/28/2010	6/7/2011	21	0	21	10
Anansi Charter School	180	159	K-6	6.50	43.5	9/1/2010	6/3/2011	8/18/2010	6/7/2011	21	9	2	1
Anthony Charter School	186	172	K-6	6.5	128	8/4/2010	5/25/2011	8/2/2010	5/30/2010	14	2	2	6
Bataan Military Academy ABQ	173	165	7-12	7.50	157.5	8/12/2010	5/27/2011	8/9/2010	4/25/2011	8	0	0	2
Career Academic Technical Academy	184	179	7-12	6.75	128.25	9/7/2010	5/24/2011	8/30/2010	5/25/2011	5	3	0	2
Carinos de los Ninos	149	146	7-12	8.25	124.5	8/12/2010	6/1/2011	8/10/2010	5/30/2011	3	3	2	0
Christine Duncan Community School	187	178	K-6	6.17	108.26	8/4/2010	5/25/2011	8/3/2010	5/26/2011	9	2	0	7
Corrales International Charter School	160	155	7-12	7	17.5	8/12/2010	5/27/2010	8/9/2010	6/1/2011	5	1	2	2
Cottonwood Valley Charter School	190	181	K-6	6.5	186.5	8/10/2010	5/26/2011	8/6/2010	4/25/2011	7	3	0	4
Deming Cesar Chavez Charter High	190	181	7-12	6.5	96.5	8/17/2010	5/26/2011	8/9/2010	5/27/2011	4	2	0	2
Digital Arts and Technology Academy	185	181	7-12	6.17	36.77	8/10/2010	5/26/2011	8/6/2010	4/25/2011	10	6	1	3
El Camino Real Charter School	188	173	7-12	6.5	44.5	8/10/2010	5/25/2011	8/6/2010	5/27/2011	7	2	2	3
Gordon Bernell Charter School	192	181	K-6	6.5	186.5	8/10/2010	5/31/2011	8/2/2010	5/30/2011	11	6	0	5
Jefferson Montessori Academy	192	181	7-12	6.5	96.5	8/10/2010	5/31/2011	8/2/2010	5/30/2011	11	6	0	5
La Academia de Esperanza	183	179	1/2 Day K	4	266.00	8/11/2010	5/26/2011	8/6/2010	5/27/2011	4	4	0	0
La Academia Dolores Huerta	183	179	K-6	7	277	8/16/2010	5/26/2011	8/12/2010	5/30/2011	6	2	0	4
La Resolana Learning Academy	186	180	K-6	7	270	8/16/2010	5/24/2011	8/12/2010	5/25/2011	6	2	1	8
Las Montanas Charter School	180	169	K-6	6.55	116.95	8/16/2010	5/24/2011	8/12/2010	5/25/2011	11	2	1	8
Learning Comm. Charter School	180	169	7-12	6.55	26.95	8/16/2010	5/20/2010	8/9/2010	5/23/2011	12	5	1	6
Lindrieth Area Heritage Charter School	180	168	6	6.5	102	8/16/2010	5/20/2010	8/9/2010	5/23/2011	8	4	2	2
Los Puentes Charter School	189	181	7-12	7	187	8/11/2010	6/8/2011	8/9/2010	5/25/2011	8	2	0	1
Middle College High School	183	181	7-12	6.33	65.73	8/10/2010	5/27/2011	8/9/2010	5/25/2011	2	1	0	1
Monte del Sol Charter School	156	148	K-6	7.67	145.16	8/19/2010	5/20/2011	8/16/2010	5/31/2011	8	2	2	4
Montessori of the Rio Grande	183	180	7-12	6.5	78.84	7/19/2010	5/26/2011	8/13/2010	4/25/2011	3	0	0	3
Moreno Valley High School	184	169	7-12	7	90	8/23/2010	5/14/2011	9/6/2010	3/18/2011	15	0	0	15
Mosaic Academy Charter	182	174	7-12	6.25	7.5	8/23/2010	5/27/2011	8/19/2010	6/1/2011	8	4	2	2
Mountain Mahogany Community School	173	153	7-12	7.16	15.48	8/16/2010	5/26/2011	8/9/2010	5/27/2011	20	5	1	14
Native American Community Academy	186	180	K-12	6.50	180	8/13/2010	5/25/2011	9/6/2010	4/22/2010	6	0	0	6
	186	180	7-12	6.50	90	8/16/2010	5/27/2011	8/12/2010	5/28/2011	5	2	0	3
	180	175	K-6	5.75	12	8/16/2010	5/27/2011	8/12/2010	6/1/2011	5	2	0	3
	193	179	1-6	6.25	128.75	8/16/2010	6/3/2011	8/9/2010	6/8/2011	14	4	5	5
			7-12	6.25	38.75								

**2010-2011 DISTRICT CHARTER SCHOOL CALENDARS**

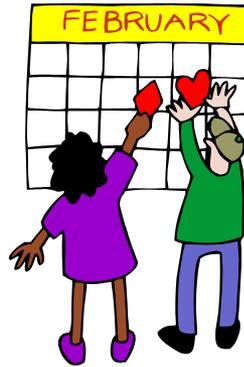
Charter School (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade			Contract	Instructional Days	Grade(s)	Daily Hours	Instructional Hours Over	First Day of School	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total In-Service Professional Development Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year
	Instructional	Non-Instructional	K-6	7-12	1-6													
Nuestros Valores Charter School	185	180	7-12	6	0	8/6/2010	5/25/2011	8/2/2010	4/25/2011	5	4	0	1					
Public Academy for Performing Arts	179	171	1-6	6.5	121.5	8/12/2010	5/19/2011	8/10/2010	4/25/2011	8	2	0	6					
Ralph J. Bunche Academy	184	180	K-6	6.16	118.8	8/10/2010	5/19/2011	8/6/2010	5/20/2011	4	2	1	1					
Red River Valley Charter	160	150	K-6	7.50	135	8/17/2010	5/25/2011	8/10/2010	6/3/2011	10	4	4	2					
Rio Gallinas School	186	171	K-6	6.5	121.5	8/24/2010	5/31/2011	8/16/2010	6/3/2011	15	6	3	6					
Robert F. Kennedy Charter School	195	180	7-12	7	180	8/5/2010	5/27/2011	8/2/2010	5/27/2011	15	3	0	12					
Roots & Wings Community School	180	131	1-6	7.2	143.2	8/23/2010	5/27/2011	8/16/2010	6/8/2011	30	5	7	27					
S.I.A. Tech (School for Integrated Academics)	221	226	7-12	7.17	540.42	7/19/2010	6/30/2011	9/3/2010	5/30/2011	4	0	0	4					
San Diego Riverside	183	176.5	K-6	7.25	289.625	8/11/2010	5/27/2011	9/6/2010	5/13/2011	6	0	0	6					
Sidney Gutierrez Middle School	184	178	1-6	6.5	167	8/10/2010	5/19/2011	8/4/2010	4/22/2011	6	4	0	2					
South Valley Academy	195	185	K-6	6.75	258.75	8/9/2010	5/27/2011	8/4/2010	5/30/2011	10	1	1	8					
Taos Municipal Charter School	182	170	K-5	6	30	8/19/2010	5/27/2011	8/12/2010	6/2/2011	12	4	3	5					
Tierra Encantada CHS	190	182	6, 7-8	6.5	115.25	8/9/2010	5/30/2011	9/3/2010	6/3/2011	8	0	3	5					
Twenty-first Century Public Academy	172	163	1-6	6.91	136.33	9/7/2010	5/27/2011	8/31/2010	6/2/2011	9	3	3	3					
Turquoise Trail Elementary School	182	176	K-6	6.17	95.92	8/23/2010	5/27/2011	9/6/2010	4/22/2010	6	0	0	6					
Vista Grande High School	190	167	9-12	6	2	8/16/2010	5/27/2011	8/9/2010	5/31/2011	15	5	5	5					
Walatowa Charter High School	186	181	7-12	6.25	51.25	8/4/2010	5/26/2011	8/2/2010	4/4/2011	5	2	0	3					

2010-2011 STATE-CHARTERED CHARTER SCHOOL CALENDARS

Charter School (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade			First Day of School	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total In-Service Professional Development Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year
	Contract	Instructional Days	Grade(s)	Daily Hours	Instructional Hours Over								
Albuquerque Institute of Math & Science	192	182	1-6	7.5	375	8/9/2010	5/27/2011	9/6/2010	5/30/2011	10	0	1	9
	192	182	7-12	7.5	285								
Albq. School of Excellence	185	180	K-6	6	90	8/16/2010	5/27/2011	8/9/2010	4/22/2011	5	4	0	1
	185	180	7-12	6	0								
Aldo Leopold Charter School	184	177	7-12	6.17	12.09	8/12/2010	5/27/2011	8/9/2010	5/31/2011	7	3	1	3
Alma d'Arte Charter High School	182	177	7-12	6.75	114.75	7/26/2010	5/27/2011	7/22/2010	6/1/2011	5	2	2	1
Amy Biehl Charter High School	205	173	7-12	6.25	1.25	7/22/2010	6/3/2011	9/6/2010	5/30/2011	32	0	0	32
	191	145	7-12	7.33	84.85								
Cesar Chavez Community School	195	181	K-6	6.75	231.75	8/11/2010	5/25/2011	8/9/2010	5/27/2011	12	7	2	3
	195	181	7	6.75	141.75	8/16/2010	6/7/2011	8/10/2010	6/10/2011	14	4	3	7
Cottonwood Classic Preparatory School	187	172	1-6	6.5	128	8/16/2010	6/3/2011	8/2/2010	5/30/2011	15	5	0	10
	187	172	7-12	6.5	38								
Creative Education Prep Institute #1	186	181	7-12	6	6	8/16/2010	5/25/2011	8/10/2010	5/27/2011	5	4	1	0
	184	148	7-12	6.67	49.14	8/13/2010	5/27/2011	8/10/2010	5/31/2011	5	3	2	0
East Mountain High School	187	180	7-12	4.58	360	8/12/2010	5/26/2011	7/1/2010	5/27/2011	7	6	1	0
	159	150	K-6	7.75	172.5	8/16/2010	5/26/2011	8/2/2010	5/31/2011	9	4	4	1
La Luz del Monte Learning Center													
La Promesa Early Learning Center	186	150	K-6	7	60	8/9/2010	5/26/2011	8/16/2010	5/31/2011	3	0	3	0
Media Arts Collaborative Charter School	195	181	7-12	6.33	65.73	8/16/2010	5/27/2011	8/2/2010	6/3/2011	14	10	0	4
	184	180	K-6	7	270	8/5/2010	5/26/2011	9/6/2010	5/2/2011	4	0	0	4
Montessori Elementary School	184	180	7-12	7	180								
	175	150	7-12	8.3	165	8/30/2010	6/21/2011	8/23/2010	6/24/2011	25	4	3	18
New Mexico School for Architecture, Construction, & Engineering (NIMACE)	210	172	7-12	6.58	51.76	7/26/2010	6/3/2011	9/6/2010	5/30/2011	38	0	0	38
NM School for the Arts	189	180	7-12	7.25	167	8/16/2010	6/3/2011	8/4/2010	6/9/2011	9	6	3	0
	190	180	K-6	6.5	180	9/7/2010	6/29/2011	8/4/2010	5/30/2011	10	5	0	5
North Valley Academy	190	180	7-12	6.5	90								

2010-2011 STATE-CHARTERED CHARTER SCHOOL CALENDARS

Charter School (gray shading indicates 4-day week)	Days		Hours Over Requirement by Grade				First Day of School	Last Instructional Day	First Non-Instructional Day	Last Non-Instructional Day	Total In-Service Professional Development Days	Total PD Days Prior to First Instructional Day	Total PD Days After Last Instructional Day	Total During the School Year
	Contract	Instructional Days	Grade(s)	Daily Hours	Instructional Hours Over									
Academy of Trades and Technology	193	181	7-12	6	6	8/11/2010	5/27/2011	8/4/2010	6/9/2010	12	5	4	3	
School of Dreams Academy	183	180	7-12	7.33	239.4	8/12/2010	5/20/2011	8/9/2010	4/25/2011	3	3	0	0	
South Valley Preparatory School	192	175	1-6	7	235	8/23/2010	5/27/2011	9/6/2010	4/22/2011	17	16		4	
	192	175	7-12		-1080									
Southwest Intermediate Learning Center	190	180	7-12	6.5	90	8/16/2010	5/26/2010	9/6/2010	5/30/2011	10	0	1	9	
Southwest Primary Learning Center	190	180	1-6	6.5	180	8/16/2010	5/26/2010	9/6/2010	5/30/2011	10	0	1	9	
Southwest Secondary Learning Center	190	155	7-12	7	5	8/16/2010	5/26/2010	9/6/2010	5/30/2011	10	0	1	9	
Taos Academy	163	151	1-6	7.33	116.83	8/16/2010	5/26/2010	8/11/2010	5/27/2011	12	3	1	8	
	163	151	7-12	7.33	26.83									
Taos Integrated School of Arts	183	178	K-6	5.92	63.76	8/23/2010	5/27/2011	8/19/2010	6/2/2011	5	2	3	0	
The ASK Academy	182	157	7-12	7.33	70.81	8/2/2010	6/8/2011	8/6/2010	6/9/2011	25	5	1	19	
The International School at Mesa del Sol	180	170	K-6	7.25	242.5	8/17/2010	5/27/2011	9/6/2010	4/26/2011	10	0	0	10	
The MASTERS Program	161	150	7-12	7.5	45	8/23/2010	5/20/2011	8/16/2010	4/22/2011	11	5	0	6	
Tierra Adentro of NM	179	176	1-6	6.5	154	8/12/2010	6/4/2011	8/9/2010	5/30/2011	3	3	0	3	
	179	176	7-12	6.5	64									
Village Academy	182	172	6	6.38	107.36	8/16/2010	5/26/2011	8/11/2010	5/30/2011	10	3	2	5	
	182	172	7-8	6.38	17.36									



# Senate Joint Memorial 12 School Calendar Study

## *Executive Summary*

Report To  
The Legislative Education Study Committee

November 2010

Prepared By  
The Office of Education Accountability  
NM Department of Finance and Administration

# ***Senate Joint Memorial 12 (SJM 12)***

*A joint memorial requesting the Office of Education Accountability to study various school calendars used or allowed in New Mexico and their effects on student learning and achievement, teachers, school operations and school district budgetary needs.*

**SJM 12** requests the Office of Education Accountability (OEA), in collaboration with the Public Education Department (PED), school districts, charter schools, school boards and governing bodies, teacher and employee representatives, and parent representatives to study the impact of various school calendar options and scheduling practices on:

- teachers,
- learning time,
- achievement of students,
- school operations, and
- district budgetary needs.

The study should also examine the need, if any, to amend the *Variable School Calendar Act*.

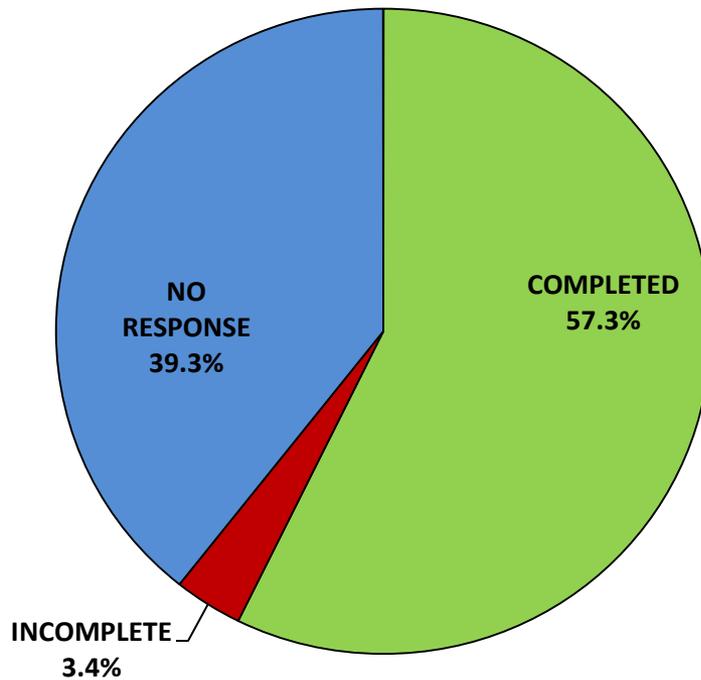
## *Context in Statute and Rule*

- HB 691aaa (Laws 2009, Chapter 276) - Increase School Year and Length of Day was passed in 2009 and amends the Public School Code to require a school year to consist of 180 full instructional days for a regular school year calendar and 150 full instructional days for a variable school year, excluding release time for in-service training.
- SFC/SB 87 & 92 (passed in 2010) delays implementation of HB 691aaa (Laws 2009, Chapter 276) until school year 2011-2012 and subsequent school years.
- Sections of the School Calendar Requirements [6.10.5 NMAC] were amended by PED on March 31, 2010. Specifically, Section 6.10.5.7 DEFINITIONS, Section 6.10.5.8 REQUIREMENTS and Section 6.10.5.9 TEMPORARY PROVISION are now aligned and in accordance with the requirements of the *Variable School Calendar Act* [[22-22-1](#) to [22-22-6](#) NMSA 1978] and Section 22-2-8.1 [NMSA 1978] of the public school code that defines the minimum length of a school year and a school day.
- The *Variable School Calendar Act* [[22-22-1](#) to [22-22-6](#) NMSA 1978] is the section of the Public School Code that defines the parameters for establishing school calendars in excess of nine months and directs the PED to develop criteria for the establishment of a variable school calendar that includes that the local school board demonstrate substantial community support for implementation of a variable school calendar.

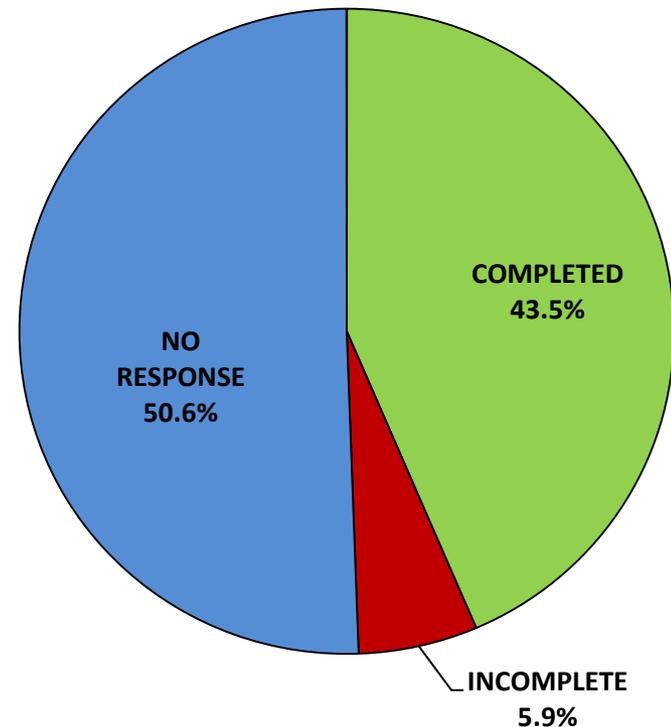
# ***SJM 12 School Calendar Survey Results***

The SJM 12 School Calendar Survey was sent electronically 89 school district superintendents and 85 charter school leaders. The total number of respondents that completed the survey included 51 school districts and 37 charter schools.

**SJM 12 School Calendar Survey Responses -  
Districts**

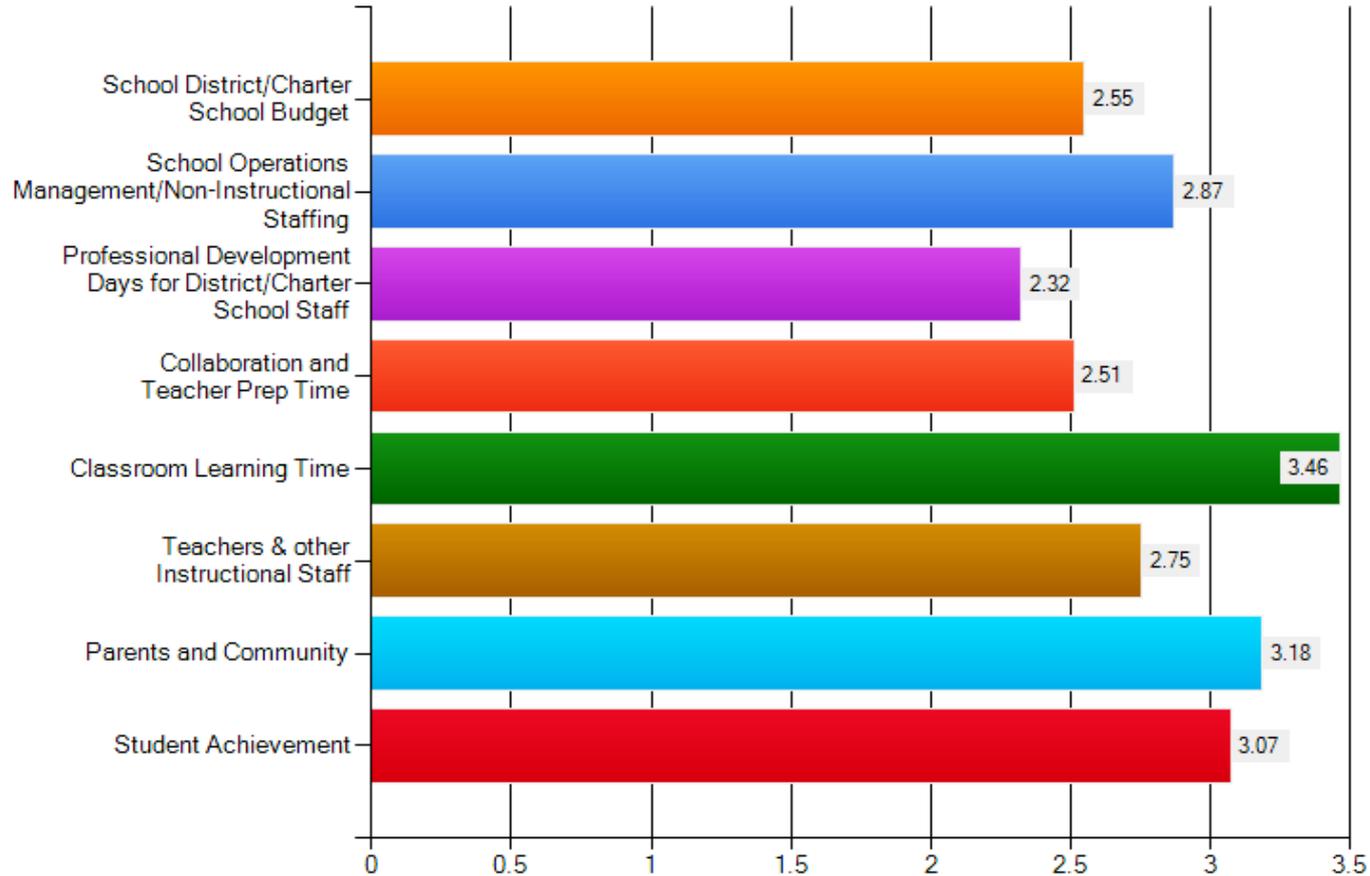


**SJM 12 School Calendar Survey Responses -  
Charter Schools**



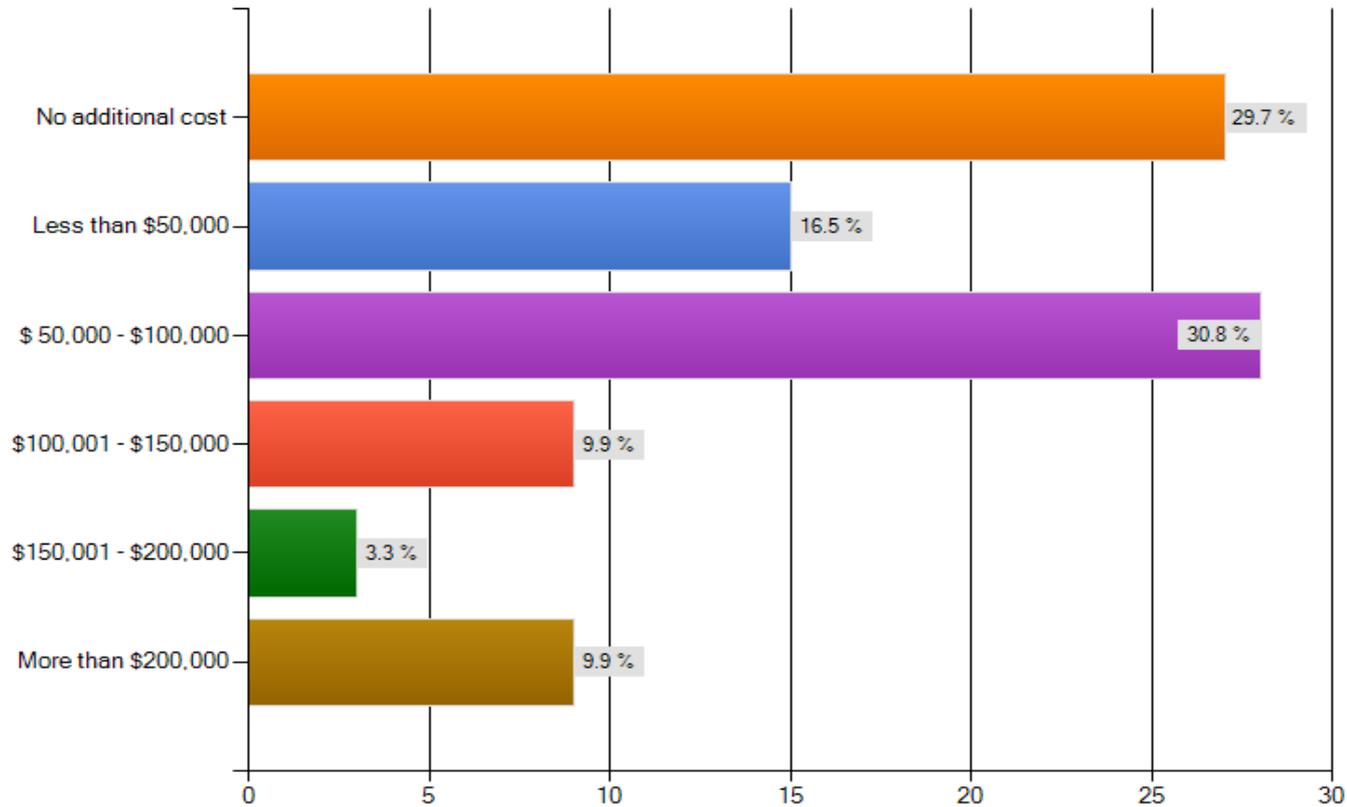
# *SJM 12 School Calendar Survey Question #1*

On a scale of 1 – 5, with 1 being the most negative/detrimental impact and 5 the most positive/beneficial impact on your district/charter school, please rate the impact of implementing SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code on:



# SJM 12 School Calendar Survey Question #2

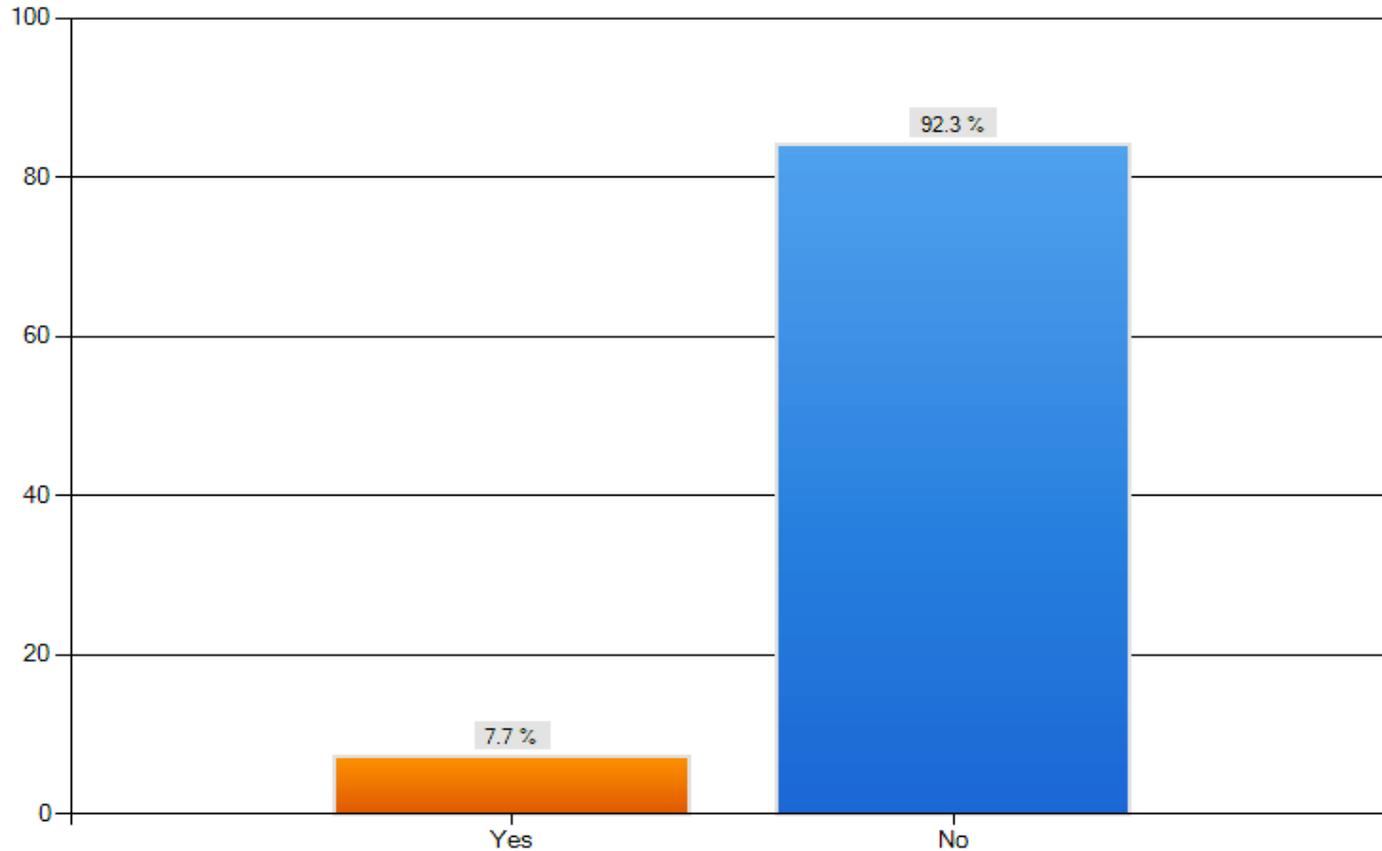
What would you project as the estimated additional cost to your district/charter school's budget to fully implement the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code for the 2011-2012 school year?



**Please Note:** 70% of survey respondents estimate that there would be additional costs to their operating budgets in order to implement the school calendar statute.

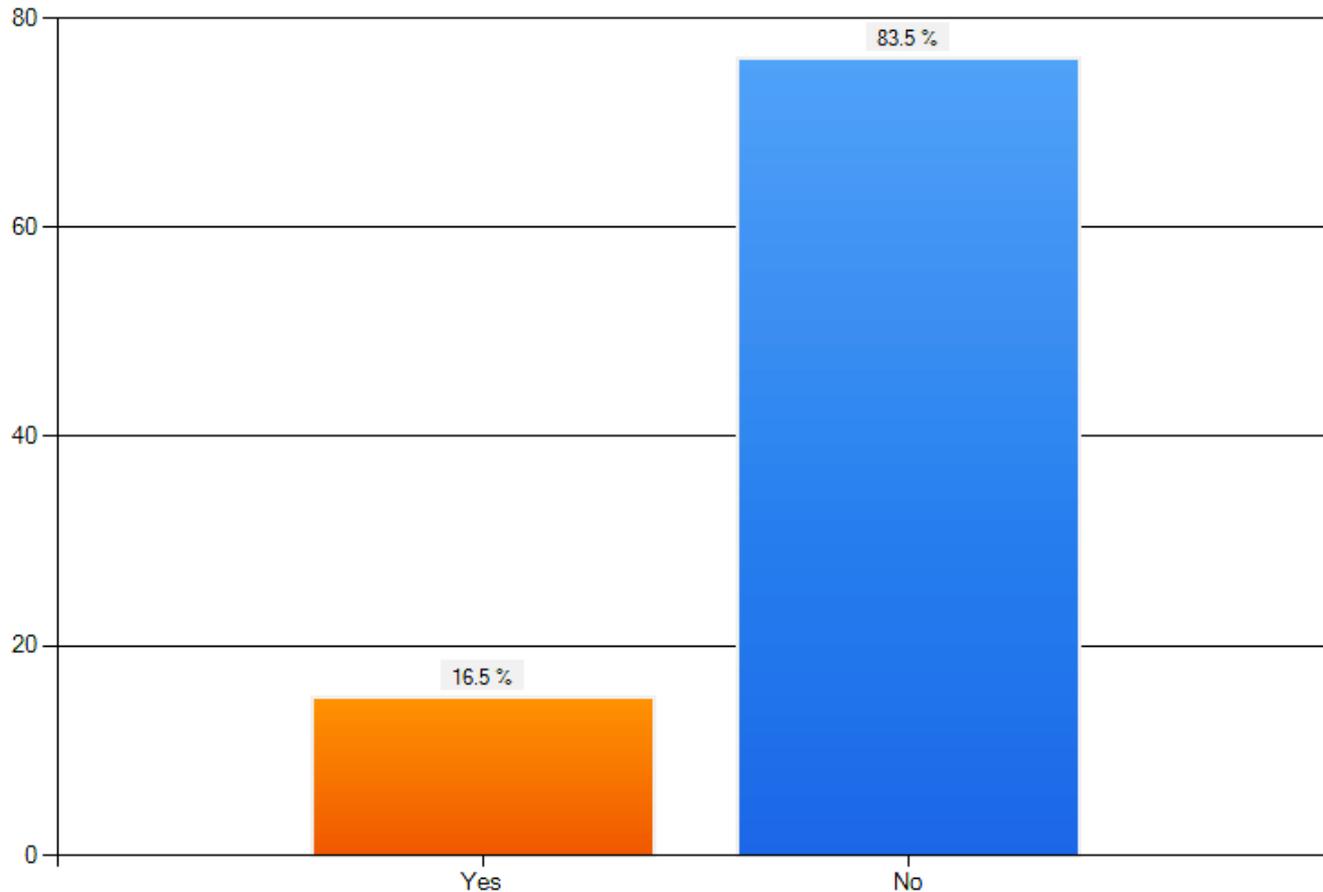
# *SJM 12 School Calendar Survey Question #3*

**Did your district/charter school have calendar problems/issues prior to the legislature amending the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code in 2009?**



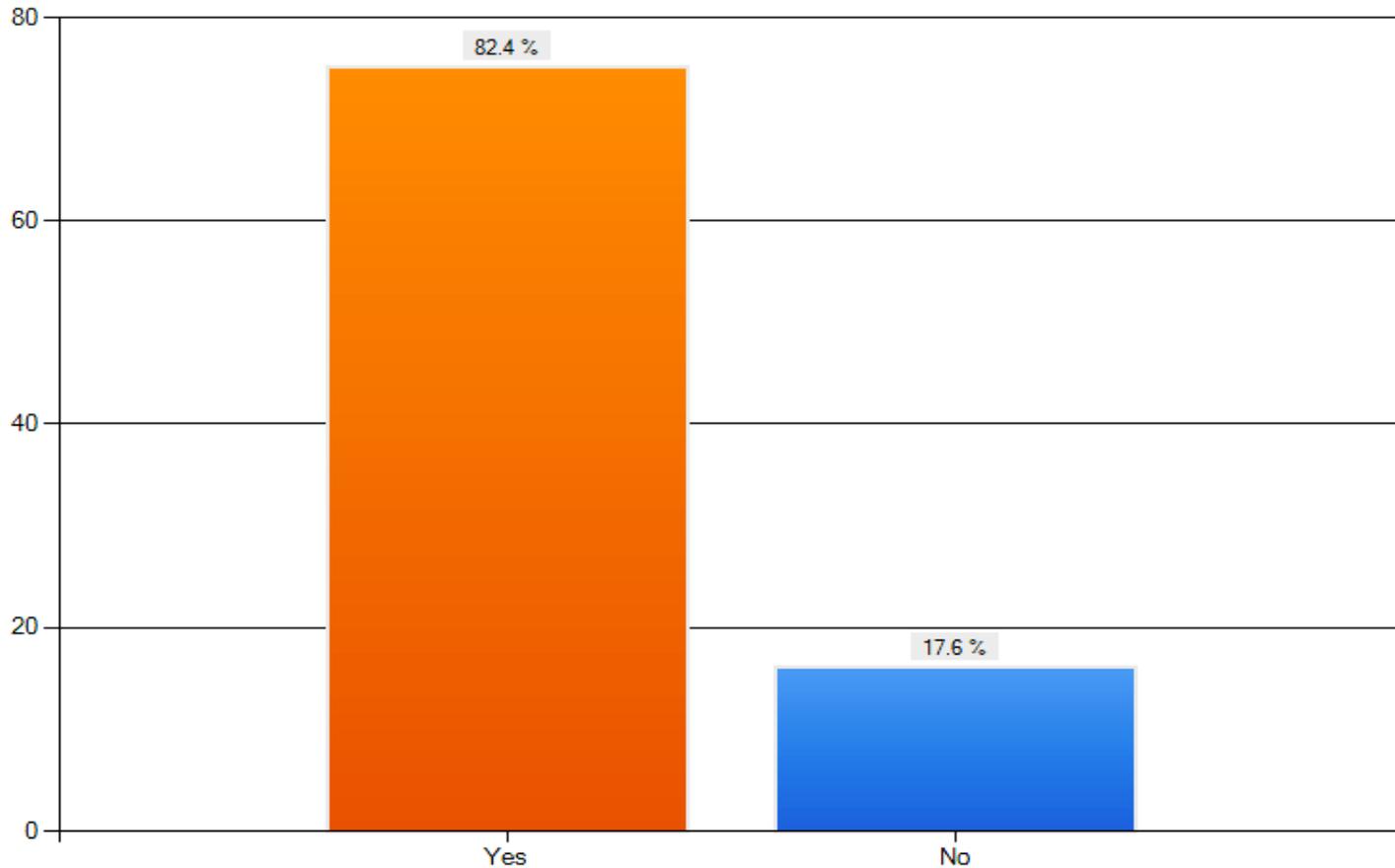
# *SJM 12 School Calendar Survey Question #4*

Have your district/charter schools' parents and/or community members indicated any problems with your school calendar in previous school years?



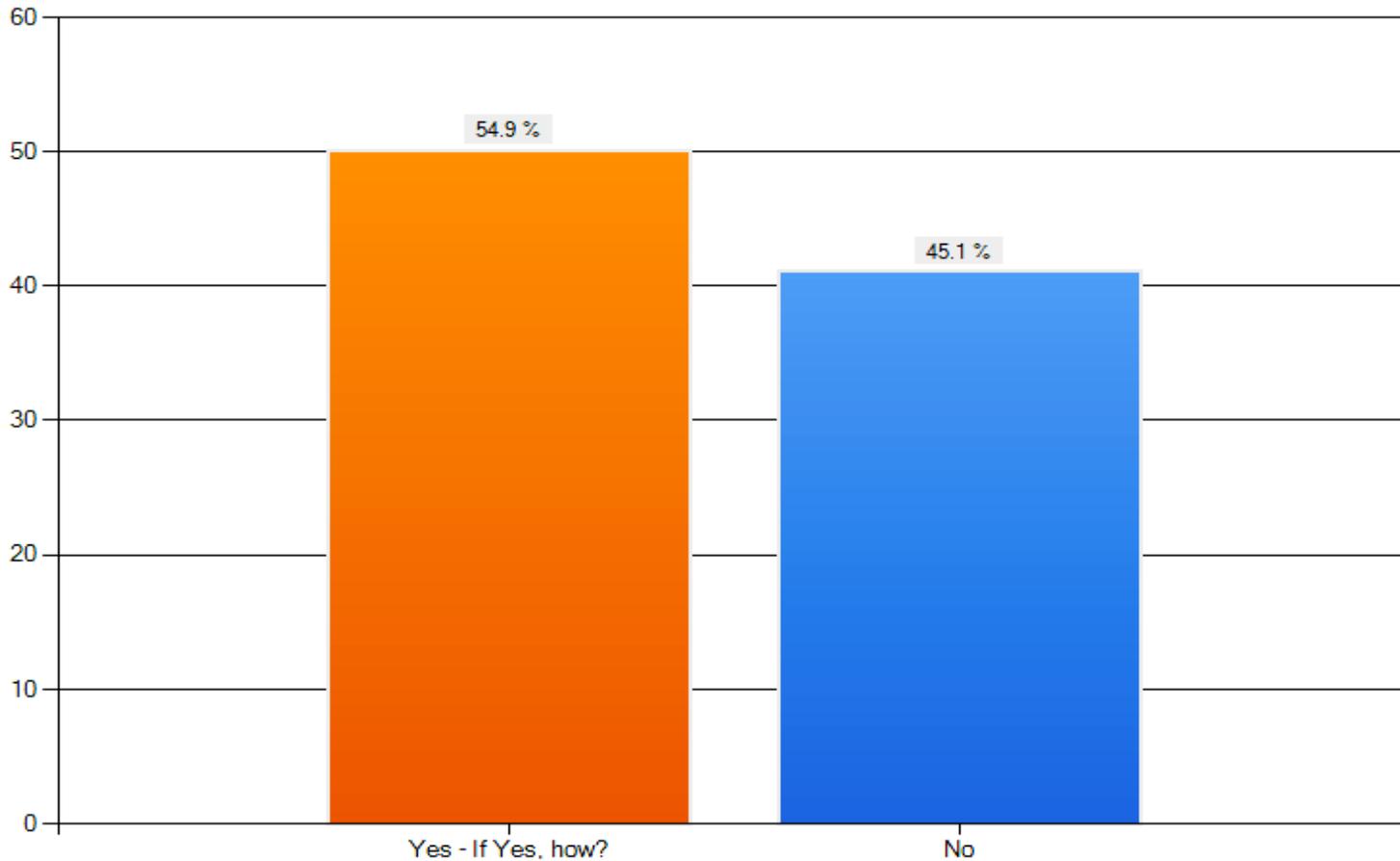
# *SJM 12 School Calendar Survey Question #5*

**Does the scheduling of Professional Development for teachers and other instructional staff have an effect on student growth and/or NMSBA results for your district/charter school?**



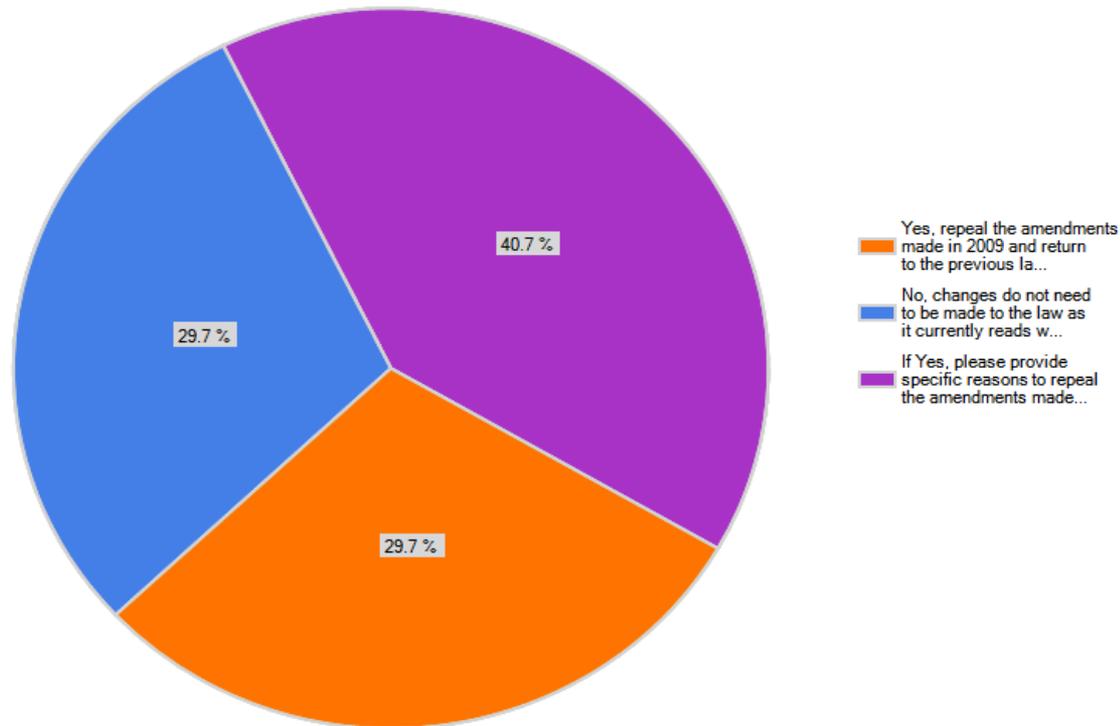
# *SJM 12 School Calendar Survey Question #6*

**Does your district/charter school document the effect of Professional Development activities on student growth and/or NMSBA results?**



# SJM 12 School Calendar Survey Question #7

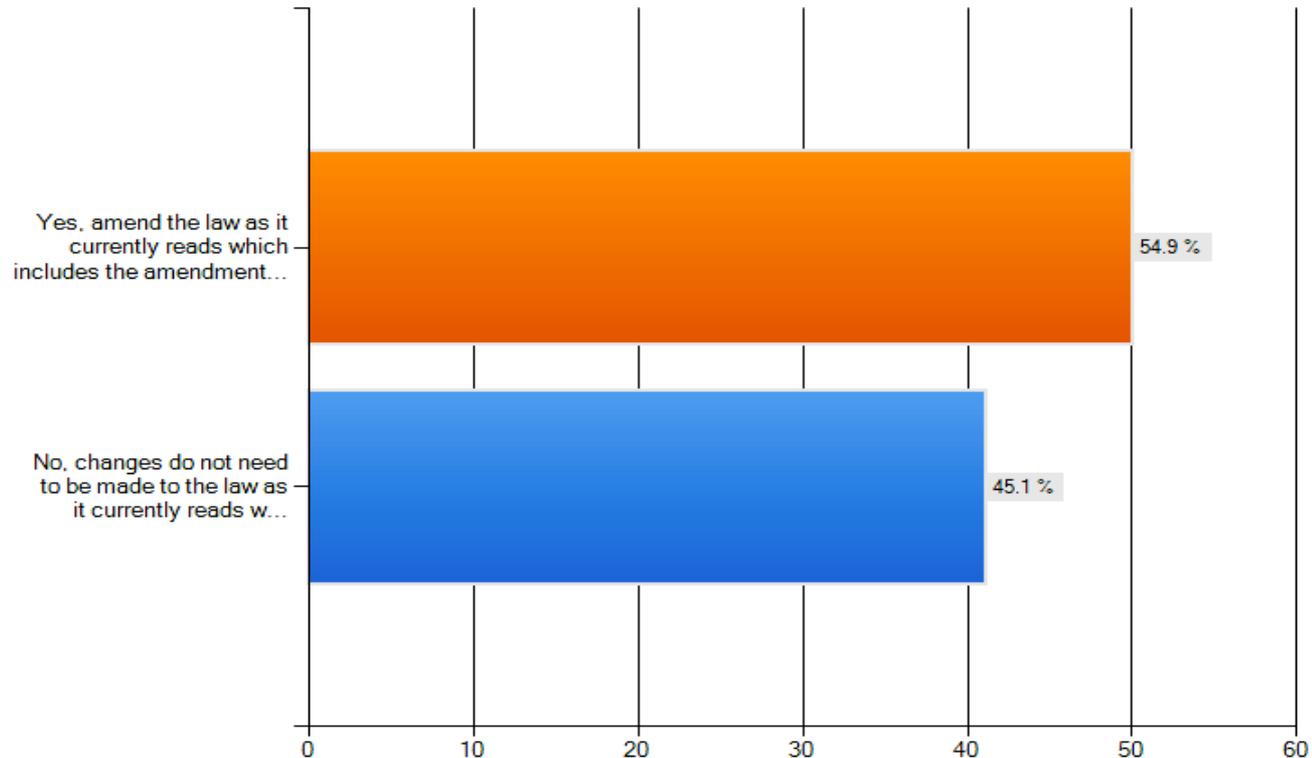
Based on your experience, is there a need to repeal the amendments made in 2009 to the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978)?



**Please Note:** 70% of survey respondents indicated their preference (with or without specific reasons) to repeal the amendments made to the school calendar statute in 2009.

# SJM 12 School Calendar Survey Question #8

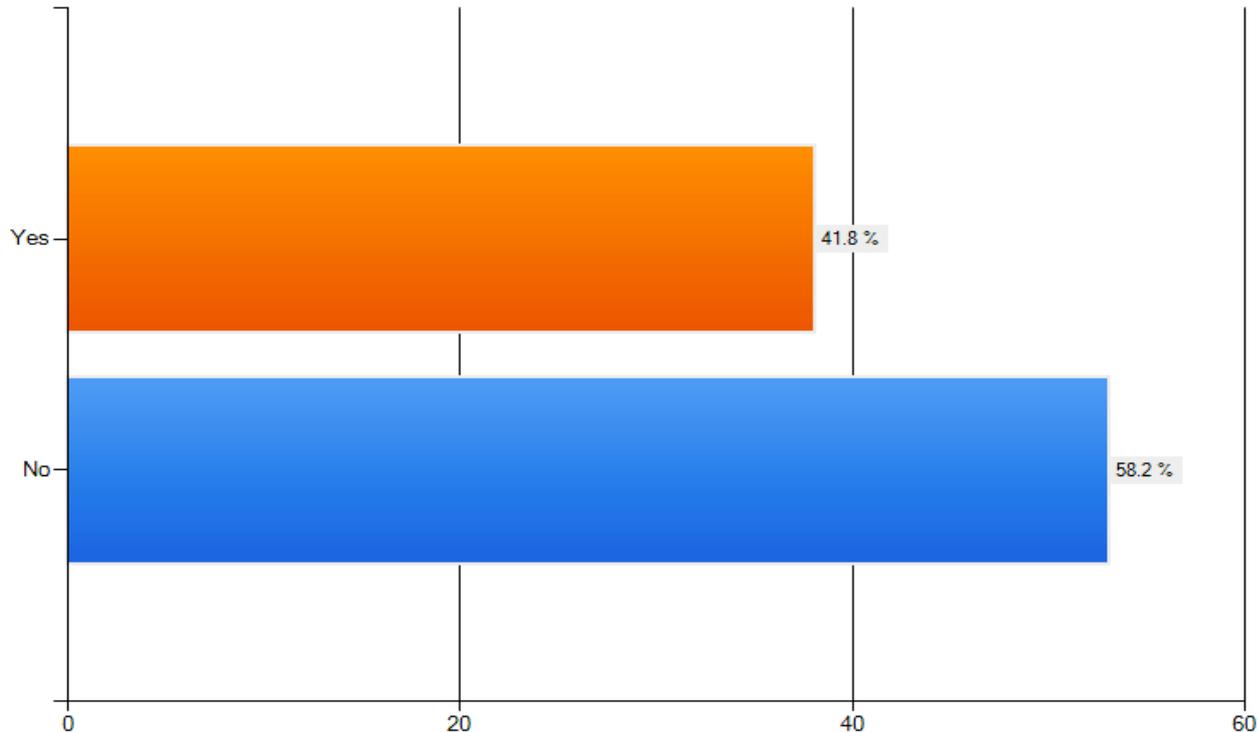
Based on your experience, is there a need to further amend the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978) which includes the amendments made in 2009?



**Please Note:** These percentages may reflect that survey respondents who favored “repeal” of the amendments in Question #7 chose to indicate “no” to amending the statute.

# SJM 12 School Calendar Survey Question #9

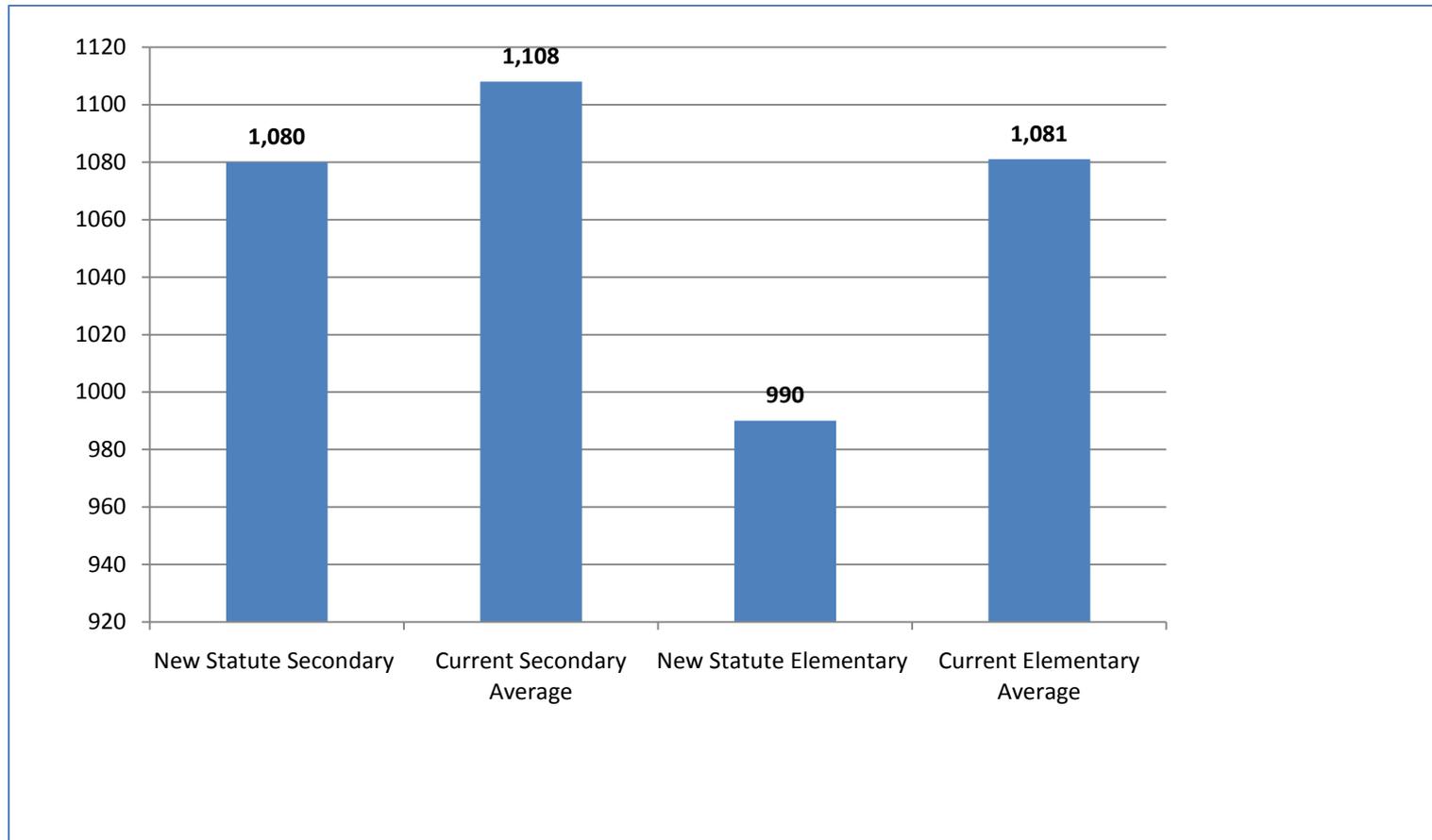
Based on your experience, is there a need to amend the VARIABLE SCHOOL CALENDAR ACT [22-22-1 to 22-22-6 NMSA 1978] of the Public School Code prior to implementation for the 2011-2012 school year?



**Please Note:** These percentages may reflect the confusion surrounding the school calendar statute that was amended in 2009 as compared to the variable school calendar statute.

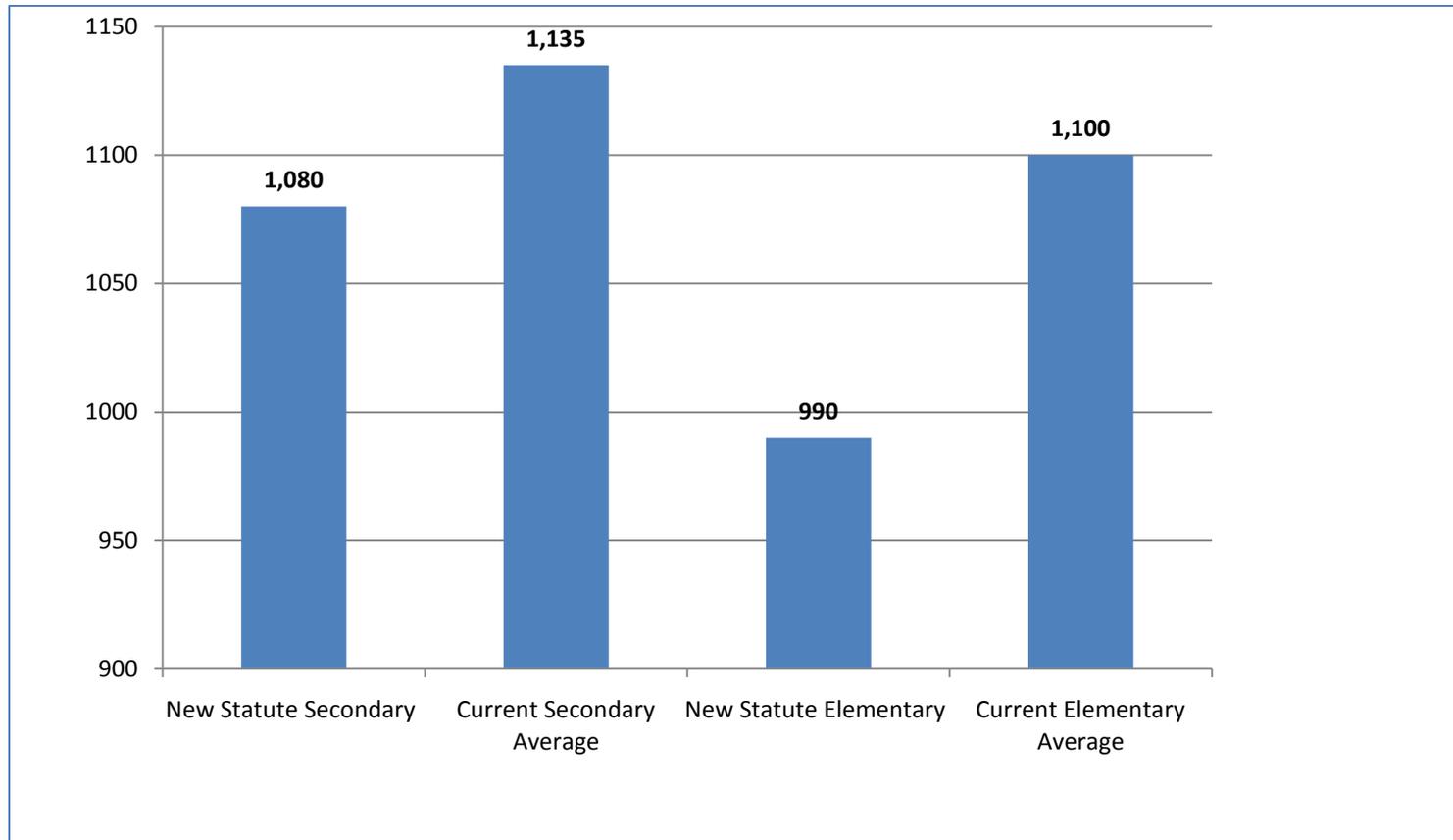
# *Graph #1: Public School Districts & Charter Schools Calendar Data SY 2010 – 2011*

**Average Instructional Hours For School Districts That Meet Four Days A Week**



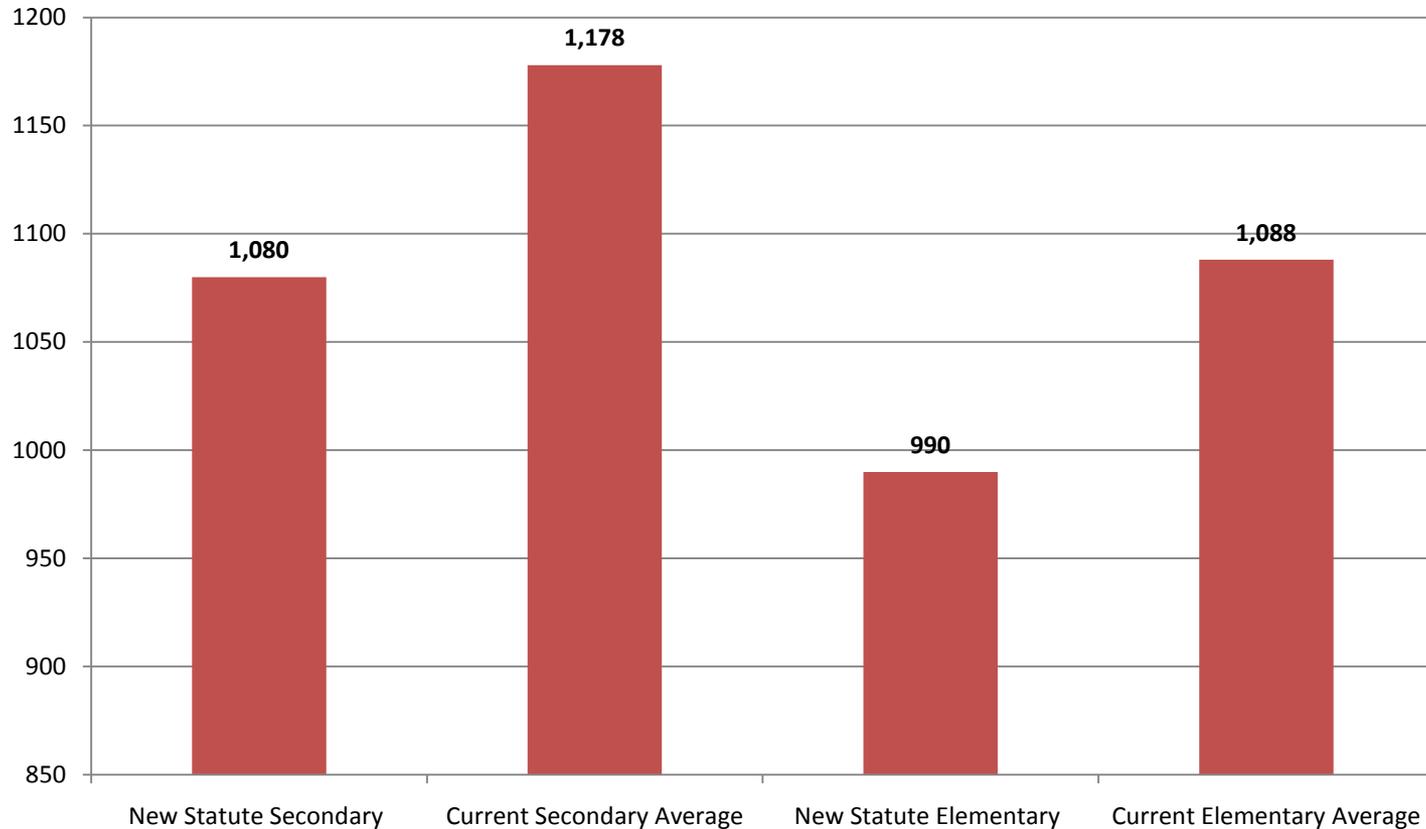
# ***Graph #2: Public School Districts & Charter Schools Calendar Data SY 2010 – 2011***

**Average Instructional Hours For School Districts That Meet Five Days A Week**



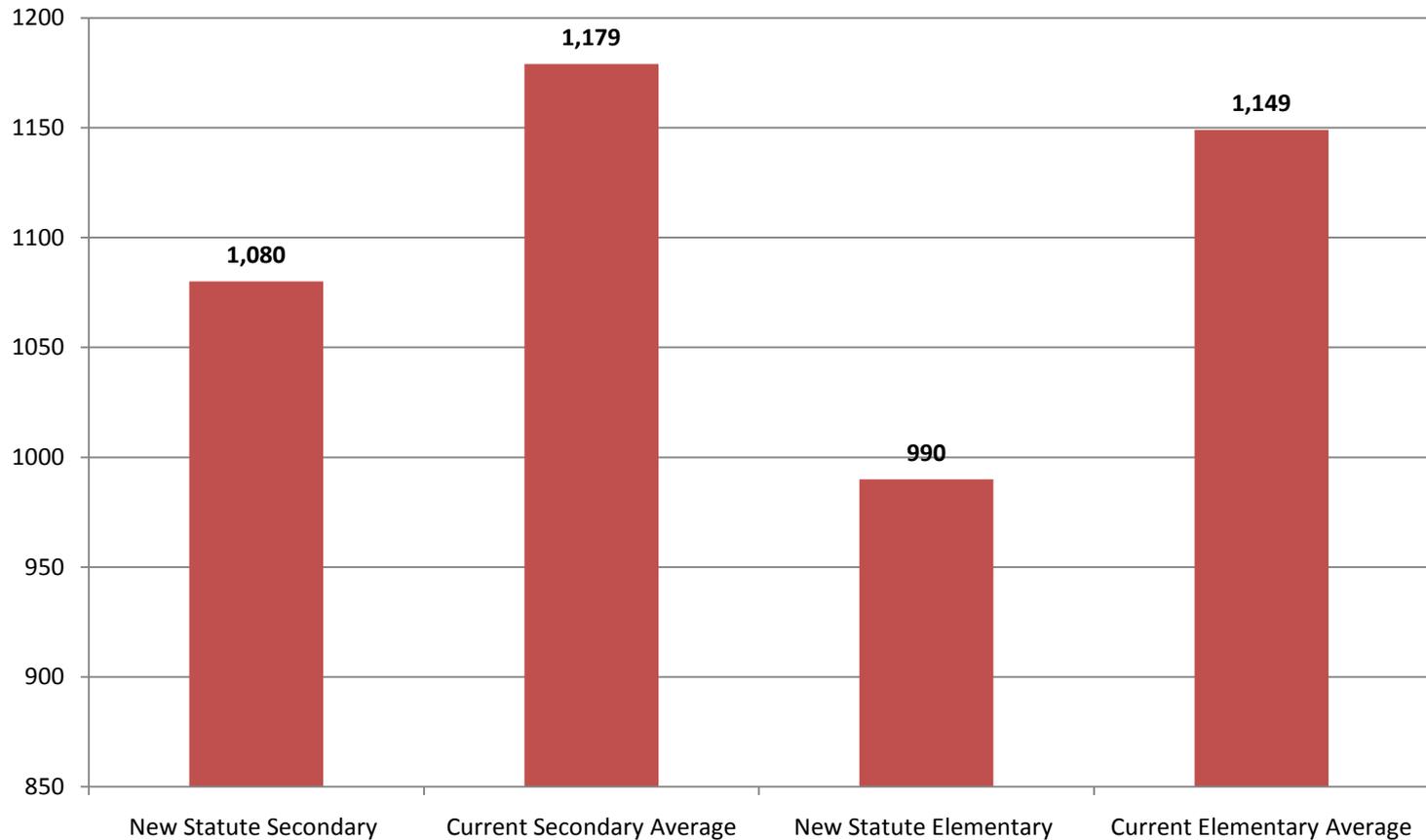
# *Graph #3: Public School Districts & Charter Schools Calendar Data SY 2010 – 2011*

**Average Instructional Hours For Charter School That Meet Four Days A Week**



# *Graph #4: Public School Districts & Charter Schools School Calendar Data SY 2010 – 2011*

**Average Instructional Hours For Charter School That Meet Five Days A Week**



# Key Findings

- **70%** of survey respondents estimate that there would be additional costs to their operating budgets in order to implement the school calendar statute. These estimates ranged from less than \$50,000 to more than \$200,000.
- **70%** of survey respondents indicated their preference (with or without specific reasons) to repeal the amendments made to the school calendar statute in 2009.
- Nearly **55%** of survey respondents indicated that they document the effect of Professional Development activities on student growth and/or NMSBA results.
- On average, all districts and charter schools exceed the current time requirement.
  - School districts on a five-day a week schools exceed the current requirement by an average of 55 hours, or 9 days, at the secondary level and 110, or 20 days, at the elementary level. Four-day-a-week school districts exceed the current requirements by 28 hours or about 4 days at the secondary level and by 91 hours, which equates to 13 days, at the elementary level.
  - Charter schools on a five-day-a-week schedule exceed the current requirement by an average of 99 hours, or 16.5 days, at the secondary level and 159, or 28.5 days, at the elementary level. Charter schools on a four-day-a-week schedule exceed the current requirements by 98 hours or about 16 days at the secondary level and by 92 hours, which equates to 16 days, at the elementary level.

## ***Key Findings (continued)***

- Currently, the average number of instructional days for both districts and charter schools across the state is 176 days for those schools that meet 5 days a week and 149 for those that meet four days a week. This means that, on average, each district that meets five days a week would have to add 4 days of instruction and those that meet 4 days a week would have to add an additional day to comply with the current school calendar statute.
- With the current average number of instructional days at 176 and the current statute requiring 180 instructional days, Professional Development days would likely be reduced from many districts and charter schools across the state.
  - The average number of Professional Development days across all school districts in the state reveals that at both the five-day-a-week and four-day-a-week schools each have an average of 5.8 days built into their calendar. Of the 5.8 days about 2.5 occur prior to the first day of instruction, 2.4 occur during the school year and .7 occurs after the last day of instruction.
  - The average number of Professional Development days across all charter schools in the state reveals that in both the five-day-a-week schools and four-day-a-week schools each have an average of 10 days built into their calendar. Of the 10 days about 3.5 occur prior to the first day of instruction, 6.5 occur during the school year and 1.8 occurs after the last day of instruction.
- The final amendment made to HB 691aaa (2009) may have created confusion as well as the apparent conflict between Section 22-2-8.7 NMSA 1978 and the Variable School Calendar Act.

# *Recommendation*

The SJM 12 School Calendar Study Work Group recognizes that educators cannot teach all the children across the state the same way, and we should not try. What works in the Albuquerque Public Schools may not work in the Aztec Municipal Schools, and for that reason we should allow districts and charter schools to make local decisions about the calendar.

The SJM 12 School Calendar Study Work Group further acknowledges that “one size does not fit all,” and while school district and charter school leaders must be held accountable for meeting instructional hour requirements, they should have the autonomy to make decisions on the structure of their own calendar and the daily schedules of their schools as long as they meet the requirements established in statute.

Therefore, based upon the responses to the SJM 12 School Calendar Study Survey and the position statements provided by statewide public education professional organizations, the SJM 12 School Calendar Study Work Group recommends that the amendments made in 2009 to the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM statute (Section 22-2-8.1 NMSA 1978) be either:

- Repealed, or
- Indefinitely delayed until such time that further study of both the costs to districts and charter schools and the impact on student and teacher performance has been completed and the results presented to the Legislature for further consideration.

# ***SJM 12 School Calendar Study Work Group***

## ***Invited Participants***

### ***Public School Districts***

Winston Brooks, Superintendent, Albuquerque Public Schools  
Raquel Reedy, Associate Superintendent, Albuquerque Public Schools

Diane Kerschen, Associate Superintendent, Albuquerque Public Schools

Carrie Robin Menapace, Policy Analyst, Albuquerque Public Schools

Kirk Carpenter, Superintendent, Aztec Municipal Schools

James Gallegos, Superintendent, Cimarron Municipal Schools

Cynthia Nava, Superintendent, Gadsden Independent Schools

Raymond Arsenault, Superintendent, Gallup-McKinley Schools

Larry Linford, Grants Coordinator, Gallup-McKinley Schools

Ted Trice, Superintendent, Grady Municipal Schools

Stan Rounds, Superintendent, Las Cruces Public Schools

Steven Sanchez, Associate Superintendent, Las Cruces Public Schools

Bill Green, Superintendent, Quemado Independent Schools

Sue Cleveland, Superintendent, Rio Rancho Public Schools

Cathy Ferris, Executive Director, Elementary Curriculum & Instruction, Rio Rancho Public Schools

R.L. Richards, Superintendent, Texico Municipal Schools

### ***Charter Schools***

Mike Vigil, Chief Executive Officer, NM Coalition for Charter Schools

Sandra Davis, Principal, Turquoise Trail Elementary School

Caryl Thomas, Principal, Cesar Chavez Community School

Mike May, Executive Director, Amy Biehl High School

### ***Business***

Larry Langley, President/CEO, NM Business Roundtable for Excellence in Education

### ***NM Public Education Department***

Susanna Murphy, Cabinet Secretary Designate

Julia Rosa Emslie, Director, Quality Assurance Bureau

Timothy Callicutt, Quality Assurance Bureau

### ***Public Education Professional Organizations***

Ellen Bernstein, President, Albuquerque Teachers Federation

Kristin Johansson, Albuquerque Teachers Federation

Joe Guillen, Executive Director, NM School Boards Association

Randy Manning, NM School Boards Association

Sharon Morgan, President, National Education Association-NM

Eduardo Holguin, Political Affairs Specialist, National Education Association-NM

Mercedes Sandoval, President, NM Parent Teacher Association

Tom Sullivan, Executive Director, NM Coalition of School Administrators

Christine Trujillo, President, American Federation of Teachers-NM

Peggy Stielow, Rio Rancho School Employees Union President, AFT-NM

### ***Other Participants***

Senator Gay G. Kernan, NM State Legislature, District 42

Rachel Gudgel, Fiscal Analyst, Legislative Finance Committee

Frances Ramírez-Maestas, Director, Legislative Education Study Committee

Peter van Moorsel, Senior Fiscal Analyst, Legislative Education Study Committee

## *Contact*

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# **SENATE JOINT MEMORIAL 12 SCHOOL CALENDAR STUDY**

**Report To  
The Legislative Education Study Committee**

**November 2010**

**Prepared By  
The Office of Education Accountability  
New Mexico Department of Finance & Administration**

## SENATE JOINT MEMORIAL 12 (SJM 12)

*A joint memorial requesting the Office of Education Accountability to study various school calendars used or allowed in New Mexico and their effects on student learning and achievement, teachers, school operations and school district budgetary needs.*

### OVERVIEW

SJM 12 requests the Office of Education Accountability (OEA), in collaboration with the Public Education Department (PED), school districts, charter schools, school boards and governing bodies, teacher and employee representatives, and parent representatives to study the impact of various school calendar options and scheduling practices on:

- teachers,
- learning time,
- achievement of students,
- school operations, and
- district budgetary needs.

The study should also examine the need, if any, to amend the *Variable School Calendar Act*.

### CONTEXT IN STATUTE AND RULE

- HB 691aaa (Laws 2009, Chapter 276) - Increase School Year and Length of Day was passed in 2009 and amends the Public School Code to require a school year to consist of 180 full instructional days for a regular school year calendar and 150 full instructional days for a variable school year, excluding release time for in-service training. In addition, the law:
  - requires that the PED not approve a budget for a school district that does not provide for a school year and school day as provided in Section 22-2-8.1 NMSA 1978 and a pupil-teacher ratio or class or teaching load as provided in Section 22-10A-20 NMSA 1978.
  - requires that time lost due to weather, in-service training or other events be made up. It allows school boards to set a longer school year; and to allow the Secretary of Education to waive the minimum length or number of school days in districts, so long as the school year is adjusted to ensure that students receive the same instructional time as other students in the state. The provisions of this act apply to the 2010-2011 and subsequent school years. The intent of the legislation is to ensure more instructional time for students.
- SFC/SB 87 & 92 (passed in 2010) delays implementation of HB 691aaa (Laws 2009, Chapter 276) until school year 2011-2012 and subsequent school years.
- Sections of the School Calendar Requirements [6.10.5 NMAC] were amended by PED on March 31, 2010. Specifically, Section 6.10.5.7 DEFINITIONS, Section 6.10.5.8 REQUIREMENTS and Section 6.10.5.9 TEMPORARY PROVISION are now aligned and in accordance with the requirements of the *Variable School Calendar Act* [22-22-1 to 22-22-6 NMSA 1978] and Section 22-2-8.1 [NMSA 1978] of the public school code that defines the minimum length of a school year and a school day.

- The *Variable School Calendar Act* [22-22-1 to 22-22-6 NMSA 1978] is the section of the Public School Code that defines the parameters for establishing school calendars in excess of nine months and directs the PED to develop criteria for the establishment of a variable school calendar that includes that the local school board demonstrate substantial community support for implementation of a variable school calendar.

As requested by SJM 12, OEA recruited and convened a work group (see Appendix A) whose membership reflected the diversity specified in the memorial. The SJM 12 School Calendar Study Work Group met in person and via conference call to guide and inform the scope and content of the study. It was determined that a survey (see Appendix B) of school districts and charter schools on the issue of school calendars should be conducted along with collecting data from PED on the current practices related to school calendars. Additionally, the work group felt it important to include the perspective of stakeholder/constituency representative organizations (e.g. School Boards Association, Parent Teacher Association, Teacher’s Unions, the Business Community, School Administrators, etc.)

### HISTORICAL TIMELINE

As researched by Legislative Council Service, the section of statute that today is Section 22-2-8.1 NMSA 1978, "School year; length of school day; minimum", was originally introduced as part of an overall education reform bill in 1986. It was drafted as a new section of law, which later became compiled as Section 22-2-8.1 NMSA 1978. The language provided for the following:

“22-2-8.1. [NEW MATIERLAL] LENGTH OF SCHOOL DAY--MINIMUM.--

A. Regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:

1. kindergarten, two and one-half hours per day or 450 hours per year;
2. grades one through six, five and one-half hours per day or 990 per year;

and

3. grades seven through twelve, six hours per day or 1,080 hours per year.

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

C. The state superintendent may waive the minimum length of school days in those districts where such minimums would create undue hardships as defined by the state board.

D. The provisions of this section shall be effective with the 1987-88 school year."

**The 1993 amendment**, effective July 1, 1993, deleted former Subsection D and made minor stylistic changes to Subsection A.

**The 2000 amendment**, effective May 17, 2000, rewrote Subsection A (1) to provide that kindergarten students in full-day programs must be in school-directed programs, exclusive of lunch, for a minimum of "five and one-half hours per day or nine hundred ninety hours per year".

**The 2003 amendment**, effective June 20, 2003, added "Except as otherwise provided in this section," at the beginning of Subsection A and inserted a new Subsection B as follows:

"B. Thirty-three hours of the full-day kindergarten program may be used for home visits by the teacher or for parent-teacher conferences. Twenty-two hours of grades one through five programs may be used for home visits by the teacher or for parent-teacher conferences."

The 2003 amendment also relettered the remaining subsections to account for the insertion of the new Subsection B.

**The 2009 amendment**, which was introduced as HB 691 by Representative Rhonda S. King at the request of the Public Education Department, became effective June 19, 2009 and added a new Subsection A to read:

"A. A school year consists of at least one hundred eighty full instructional days for a regular school year calendar, exclusive of any release time for in-service training. A school year consists of at least one hundred fifty-one full instructional days for a variable school year calendar, exclusive of any release time for in-service training. Except as provided in Subsection B of this section, days or parts of days that are lost to weather, in-service training or other events that are not school-directed programs shall be made up so that students are given a full instructional school year."

In Subsection B, the amendment deleted all references to the total number of hours per year. The amendment also added a new Subsection C as follows:

"C. The department shall provide for the length and number of school days for variable school year calendars in accordance with the Variable School Calendar Act."

The Subsection D amendment allows up to 12 hours in grades seven through 12 for home visits, parent-teacher conferences or development of next-step plans. In Subsection E, the amendment changed "state superintendent" to "secretary" and "state board" to "department" and added "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".

As HB 691 went through the legislative process, the bill was amended to add what became Subsection C, the requirement for the department to provide for the length and number of school days for variable school year calendars in accordance with the Variable School Calendar Act.

**The 2010 legislature** amended this section of the statutes to defer implementation of the requirements of HB 691 until the 2011,-2012 school year, "provided the secretary of public education shall certify that sufficient funding has been provided through the state equalization guarantee distribution to provide for one hundred eighty instructional days without eliminating professional development days for licensed employees".

**The Variable School Calendar Act** was first enacted in 1972 and compiled as Sections 77-22-L through 77-22-6 NMSA 1953. It was not amended until 1993, when SB 233, effective June 18, 1993, substituted "state board" for "state department of education" and "department"; added language to require demonstrable "substantial community support" for implementation of a variable school calendar at an open public hearing; and made minor stylistic changes.

HB 212, a comprehensive public school reform bill enacted in 2003, made several changes to the Variable School Calendar Act to simplify and clarify language in the law. Substantive changes made by HB 212 removed the requirement that the state board must hold a public hearing on a school district's proposed variable school calendar and placed primary responsibility for establishing a variable school calendar on the local board instead of the state board.

## 2010-2011 DISTRICT AND CHARTER SCHOOL CALENDAR STATEWIDE DATA

Using data submitted by districts and charter schools to PED, a close look at the 2010-2011 school year calendars used by districts and charter schools across the state reveals some very interesting information. There are five main areas of data analyzed and nineteen different subcategories looked at in relation to the school calendar. The five areas are as follows:

- Number of Days
  - Contract
  - Instruction
- Hours Over Requirement by Grade
  - Grade(s)
  - Daily Hours
  - Instructional Hours Over
- 2010-2011 Number of Designated Schools in Need of Improvement
  - Needs Improvement
  - School Improvement I
  - School Improvement II
  - Corrective Action
  - Restructuring I
  - Restructuring II
- Instructional Days
  - First Instructional Day
  - Last Instructional Day
  - First Non-Instructional Day
  - Last Non-Instructional Day
- In-service Days
  - Total In-service Professional Development Days
  - Total Professional Development Days Prior to First Day of School
  - Total Professional Development Days after Last Instructional Day
  - Total During the School Year

### ***Statutory Requirements (delayed)***

The data submitted were analyzed for all districts and charter schools in the state, including those on a four (4) day week. The current school calendar statute calls for schools to have 180 days of instruction for a minimum of 6 hours a day for secondary and 5.5 hours a day for elementary schools. Those schools on a four (4) day week must meet for a minimum of 150 days of instruction. Additionally, secondary schools must provide a minimum of 7.2 daily hours of instruction, while elementary schools must provide a minimum of 6.6 daily hours of instruction. This total equates to 1,080 of instructional time a year for the secondary schools and 990 hours of instruction for the elementary schools.

### ***Average Instructional Days***

Currently, the average number of instructional days for both districts and charter schools across the state is 176 days for those schools that meet five (5) days a week and 149 for those that meet four days a week. This means that, on average, each district that meets five days a week would have to add four (4) days of instruction and those that meet four (4) days a week would have to

add an additional day to comply with the current school calendar statute. With the addition of instructional days there would have to be a reduction in the amount of Professional Development days. Operating budgets are not increasing and may likely face further reductions. As a result, school districts that would have to add instructional days would have no choice but to make some reductions in their operating budget. The average number of Professional Development days in current teacher contracts in the school districts is 5.6 for five (5) day a week schools and 6.1 for four day a week schools. Over all contract lengths, for teaching staff, in the state are 182 days and 156 days for five and four day a week school accordingly.

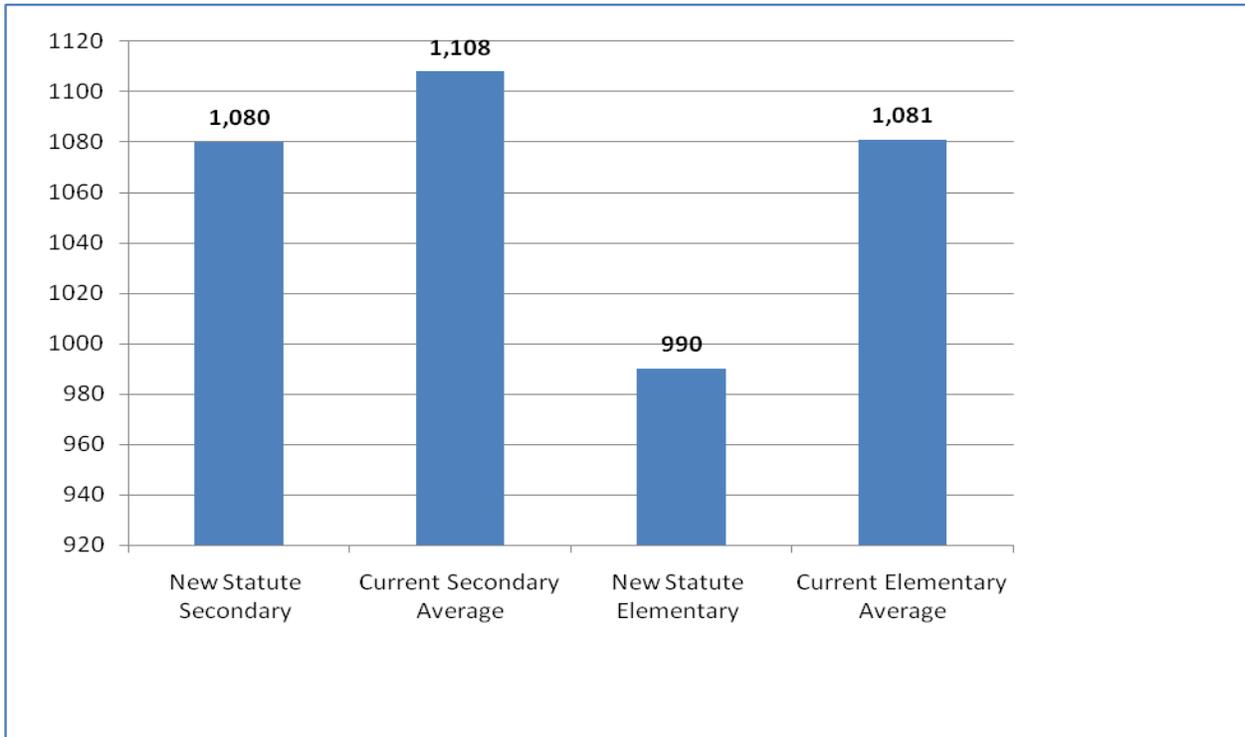
The average number of Professional Development days in current teacher contracts in the charter schools is 10.5 for five-day-a-week schools and 10.2 for four-day-a-week schools. Overall contract lengths for teaching staff in charter schools around the state the state are 186 days or those schools that meet five days a week and 164 days for those that meet four days a week.

### ***Average Instructional Time***

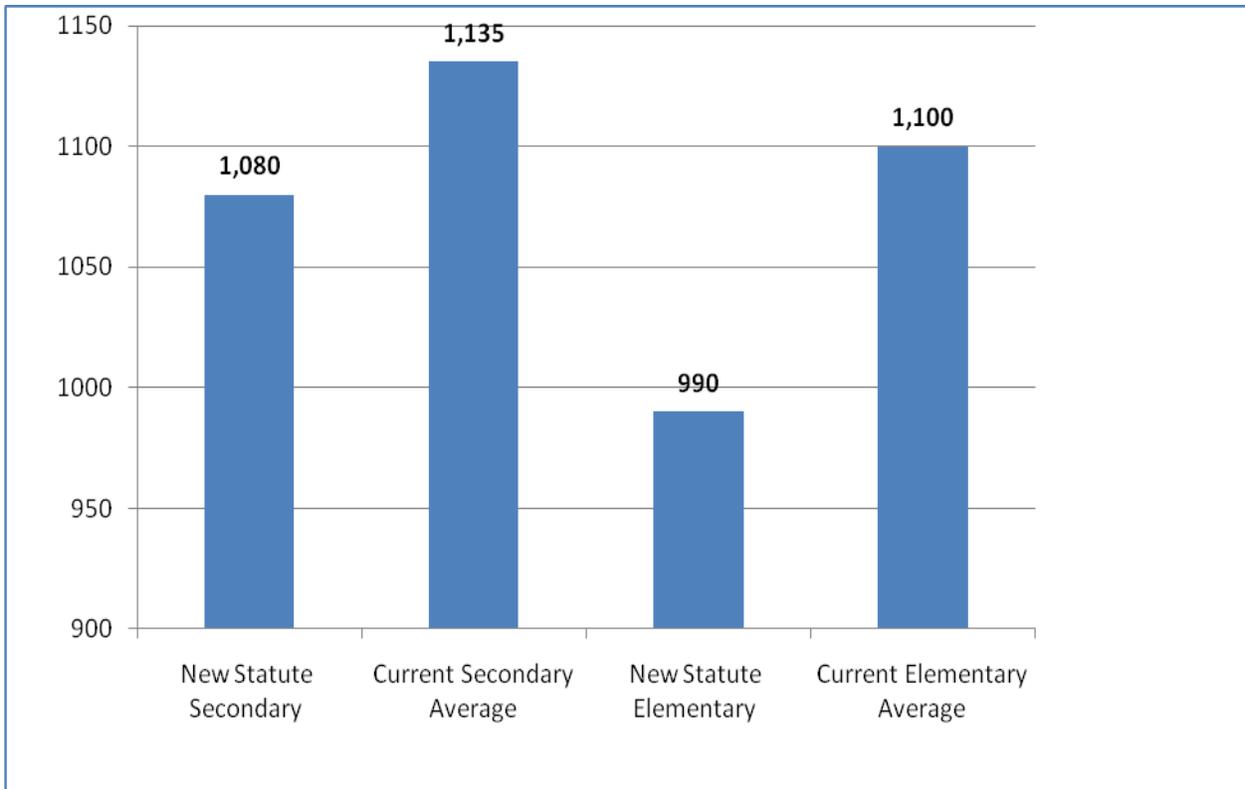
The current statute calls for 1,080 hours of instruction for secondary and 990 for elementary. On average in the state, all the districts exceed the current time requirement by a large margin. School districts on a five (5) day a week exceed the current requirement by an average of 55 hours, or nine (9) days, at the secondary level and 110, or 20 days, at the elementary level. Four day a week school districts exceed the current requirements by 28 hours or about four (4) days at the secondary level and by 91 hours, which equates to 13 days, at the elementary level.

Charter schools on a five-day-a-week schedule exceed the current requirement by an average of 99 hours, or 16.5 days, at the secondary level and 159, or 28.5 days, at the elementary level. Charter schools on a four-day-a-week schedule exceed the current requirements by 98 hours, or about 16 days, at the secondary level and by 92 hours, which equates to 16 days, at the elementary level. Consequently, the amount of instructional time far exceeds what is currently required. The other benefit accrued by allowing districts to count instructional minutes, is that it alleviates crucial decisions that come into play due to cancelling or delaying schools due to weather-related issues.

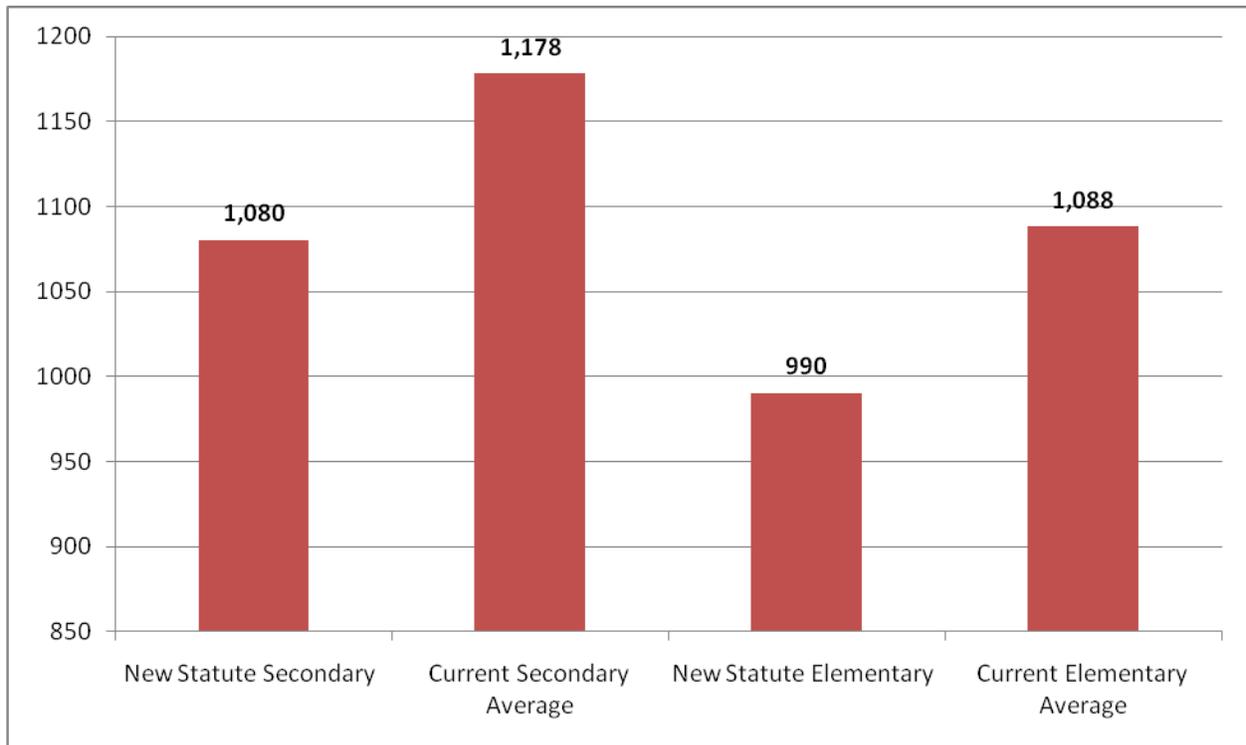
**Graph #1: Average Instructional Hours For School Districts That Meet Four Days A Week**



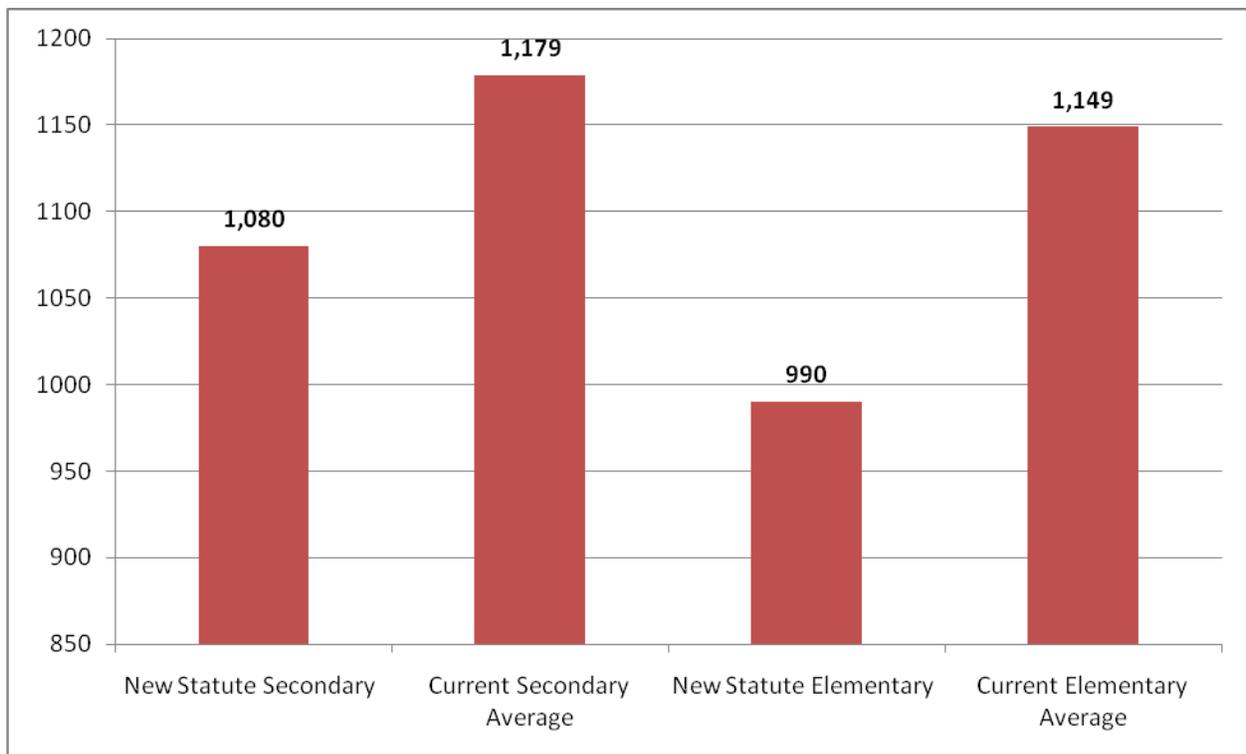
**Graph #2: Average Instructional Hours For School Districts That Meet Five Days A Week**



**Graph #3: Average Instructional Hours For Charter School That Meet Four Days A Week**



**Graph #4: Average Instructional Hours For Charter School That Meet Five Days A Week**



### ***Average Professional Development Days***

The average number of Professional Development days across all school districts in the state reveals that at schools on both five-day and four-day schedules, each have an average of 5.8 days of professional development built into their calendar. Of the 5.8 days, about 2.5 occur prior to the first day of instruction, 2.4 occur during the school year and .7 occurs after the last day of instruction. With the average number of instructional days at 176 and the current statute requiring 180 instructional days, the number of Professional Development days would likely be reduced for many districts across the state. It is critical that districts be able to maintain Professional Development days for staff.

The average number of Professional Development days across all charter schools in the state reveals that schools on both a five day and schedule have an average of 10 days built into their calendar. Of the 10 days, about 3.5 occur prior to the first day of instruction, 6.5 occur during the school year, and 1.8 occurs after the last day of instruction. With the average number of instructional days at 176 and the current statute requiring 180 instructional days, Professional Development days would likely be reduced for many charter schools across the state. It is critical that districts be able to maintain Professional Development days for staff. Improved student achievement results cannot be expected if we are not providing time for teachers to receive training.

### ***Summary Data Analysis***

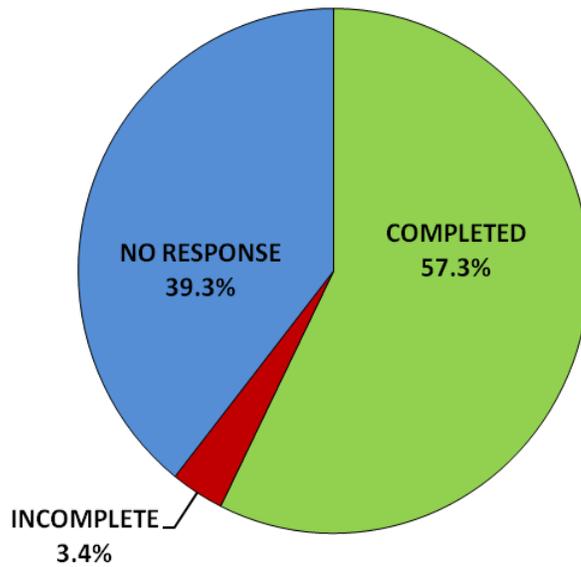
The overall average in instructional time across the state for districts and charter schools in the current 2010-2011 school year far exceeds the requirements as established by the current calendar statute. The average instructional days are below what would be required, but again when you combine the overall time of instruction and count hours there is not an issue. Professional development days vary in number but are very important. Professional Development days seem to be one of the first things cut so districts can cut operational budgets. In our current times we all know that the teacher is the number one factor that affects student achievement and now is not the time to make a cut in those days, but the current statute would force many districts to make cuts in Professional Development days without additional funding.

Further analysis of these charts indicates that there are many distinct differences among the 89 school districts and 85 charter schools, but it also clearly demonstrates that the amount of time spent in the classroom exceeds what would be required. Each district and charter school faces different challenges, implements different initiatives, has different community and cultural issues and therefore creates unique calendars based on many factors.

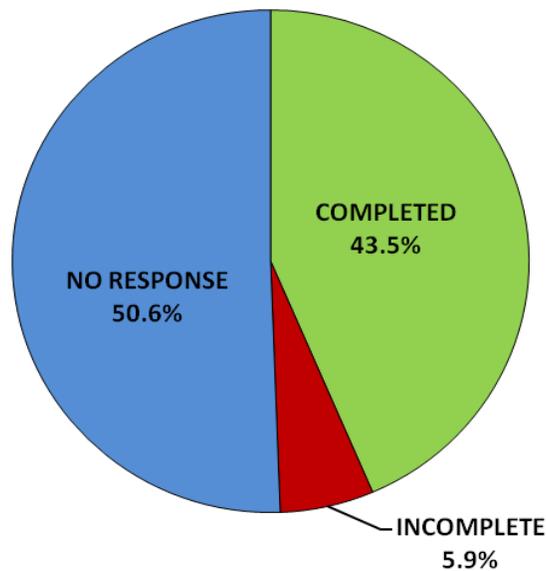
## **SJM 12 SCHOOL CALENDAR SURVEY RESULTS**

The SJM 12 School Calendar Survey was sent electronically (via SurveyMonkey) to eighty-nine (89) school district superintendents and eighty-five (85) charter school leaders. The link to respond was open from September 8–17, 2010. The total number of respondents that completed the survey included 51 school districts and 37 charter schools. The following graphs summarize the findings from the questions asked in the survey.

### SJM 12 School Calendar Survey Responses - Districts



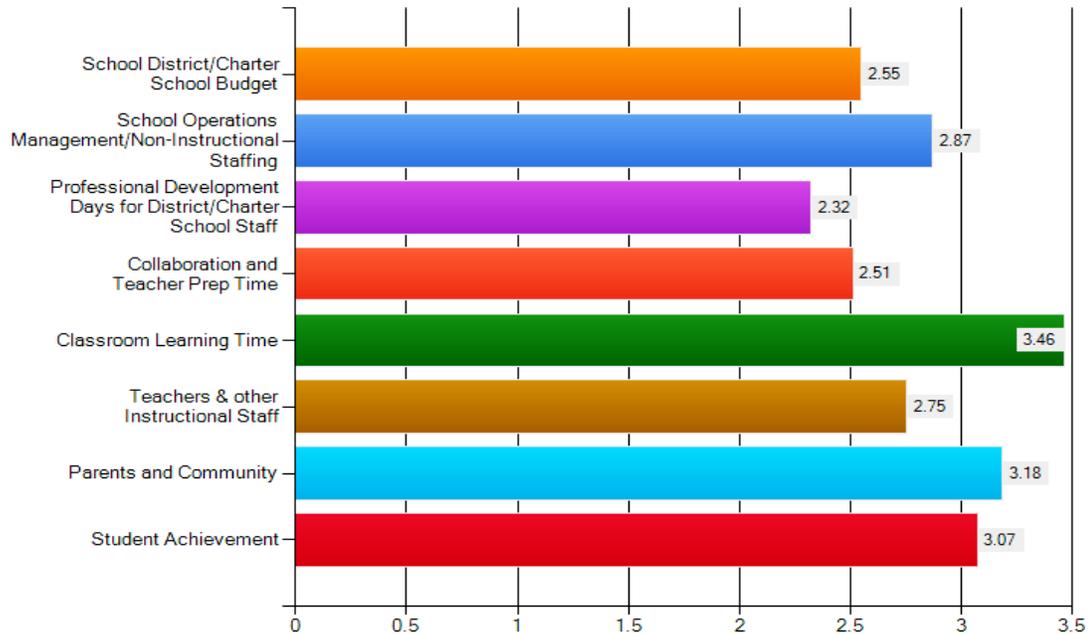
### SJM 12 School Calendar Survey Responses - Charter Schools



The SJM 12 School Calendar Survey was comprised of a total of ten (10) questions that consisted of nine (9) questions requiring a response in order to continue and one optional question. All questions included a section for comments.

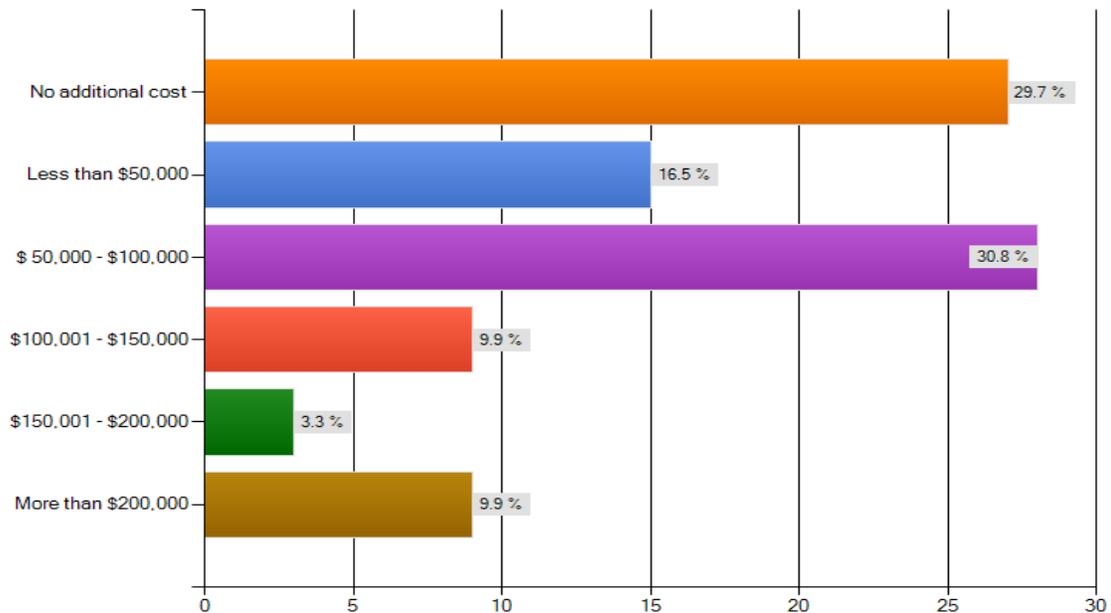
## Question #1:

On a scale of 1 – 5, with 1 being the most negative/detrimental impact and 5 the most positive/beneficial impact on your district/charter school, please rate the impact of implementing SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code on:



## Question #2

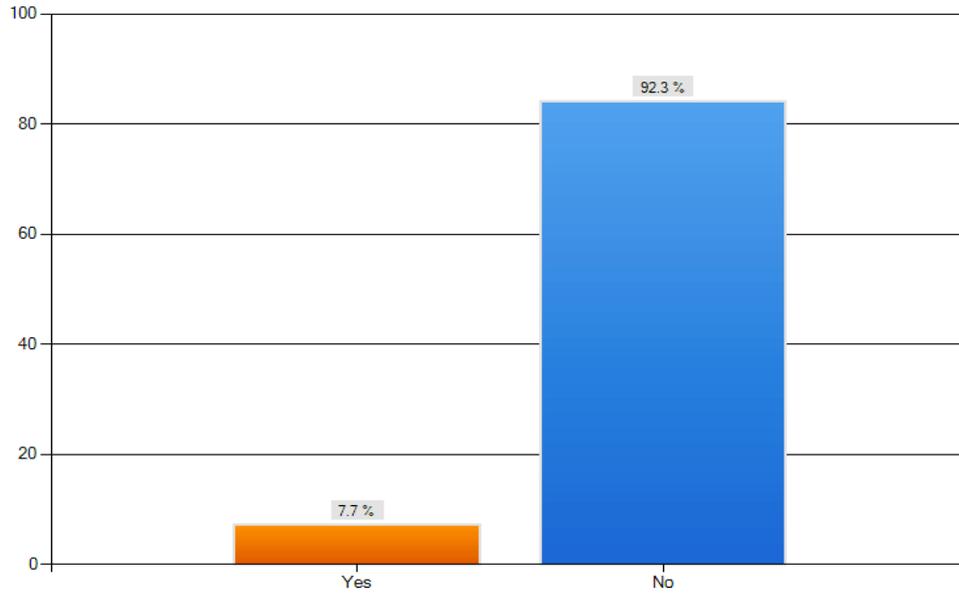
What would you project as the estimated additional cost to your district/charter school's budget to fully implement the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code for the 2011-2012 school year?



**Please Note:** 70% of survey respondents estimate that there would be additional costs to their operating budgets in order to implement the school calendar statute.

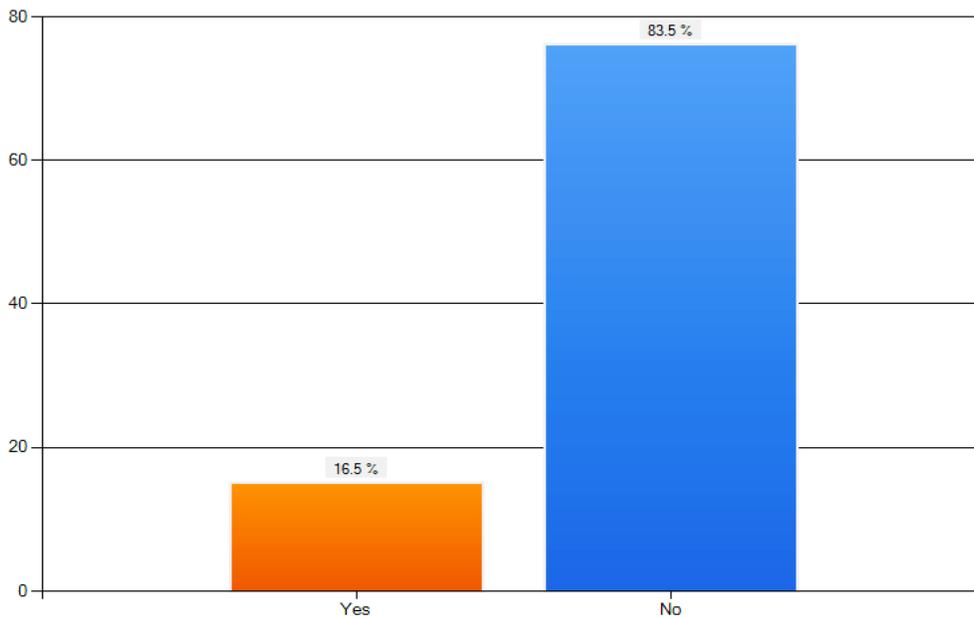
### Question #3

Did your district/charter school have calendar problems/issues prior to the legislature amending the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code in 2009?



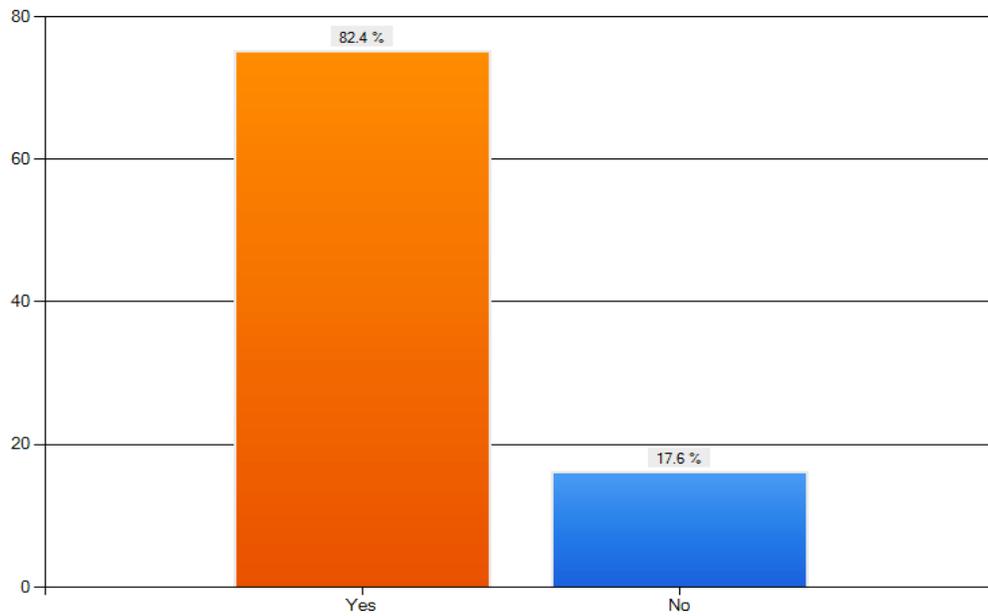
### Question #4

Have your district/charter schools' parents and/or community members indicated any problems with your school calendar in previous school years?



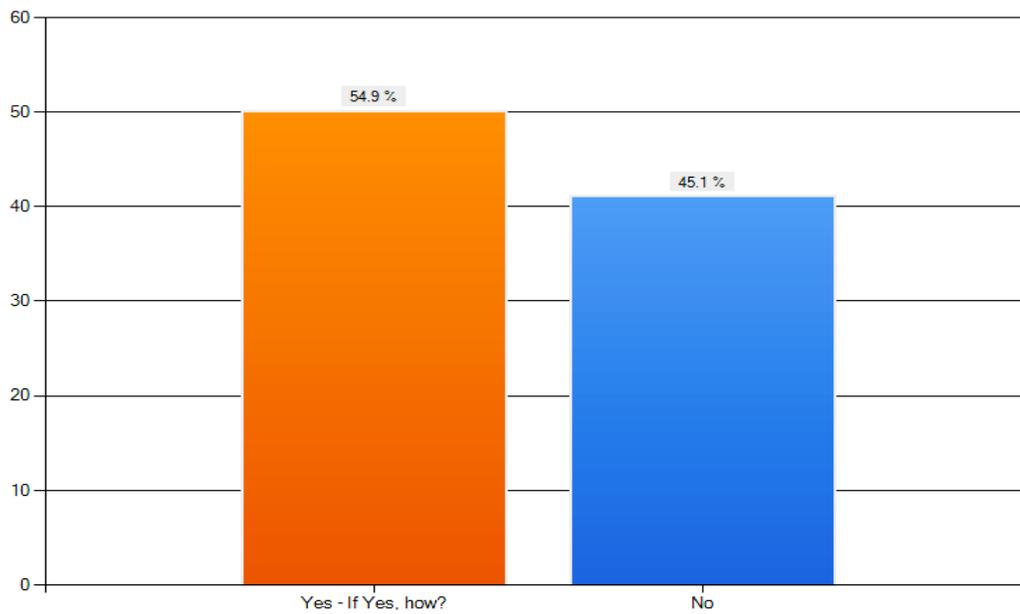
### Question #5

Does the scheduling of Professional Development for teachers and other instructional staff have an effect on student growth and/or NMSBA results for your district/charter school?



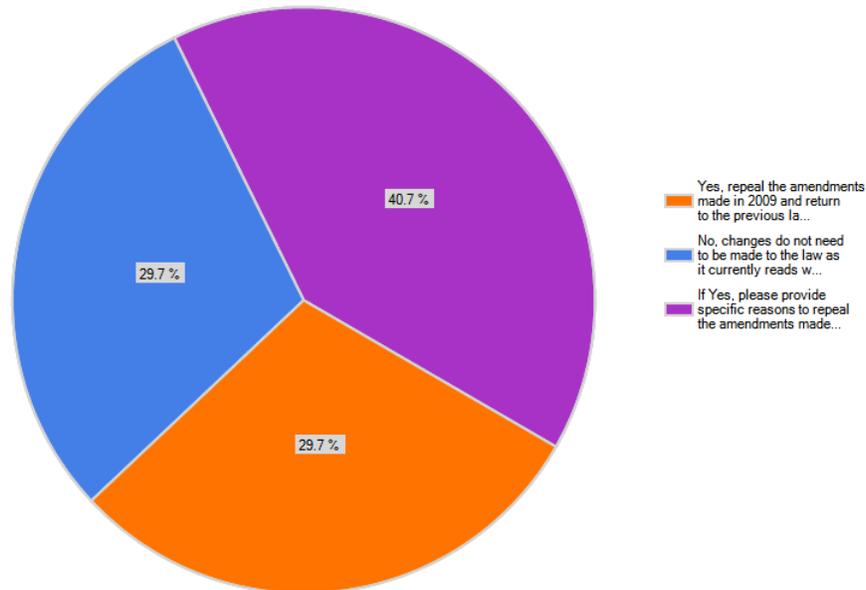
### Question #6

Does your district/charter school document the effect of Professional Development activities on student growth and/or NMSBA results?



### Question# 7

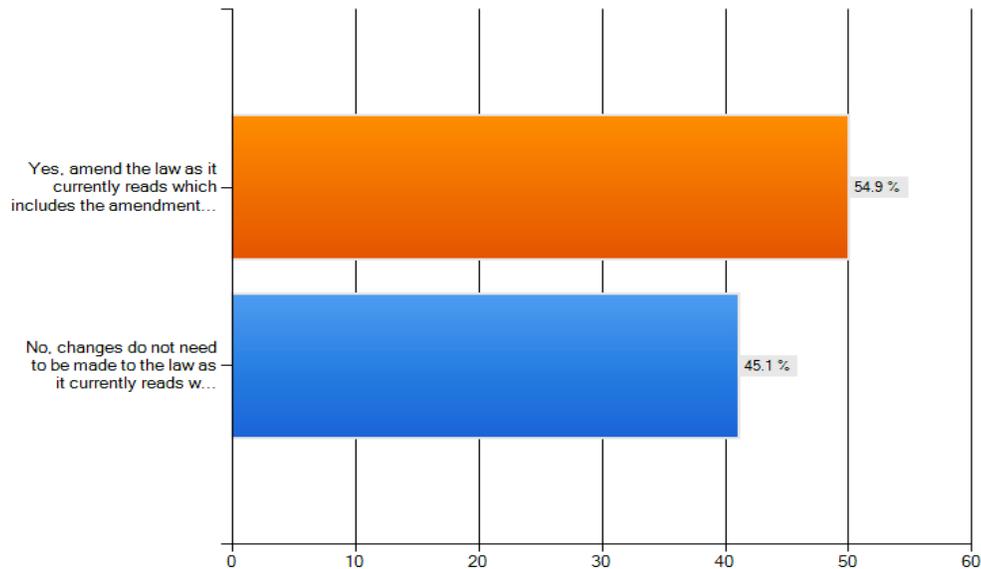
Based on your experience, is there a need to repeal the amendments made in 2009 to the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978)?



**Please Note:** 70% of survey respondents indicated their preference (with or without specific reasons) to repeal the amendments made to the school calendar statute in 2009.

### Question #8

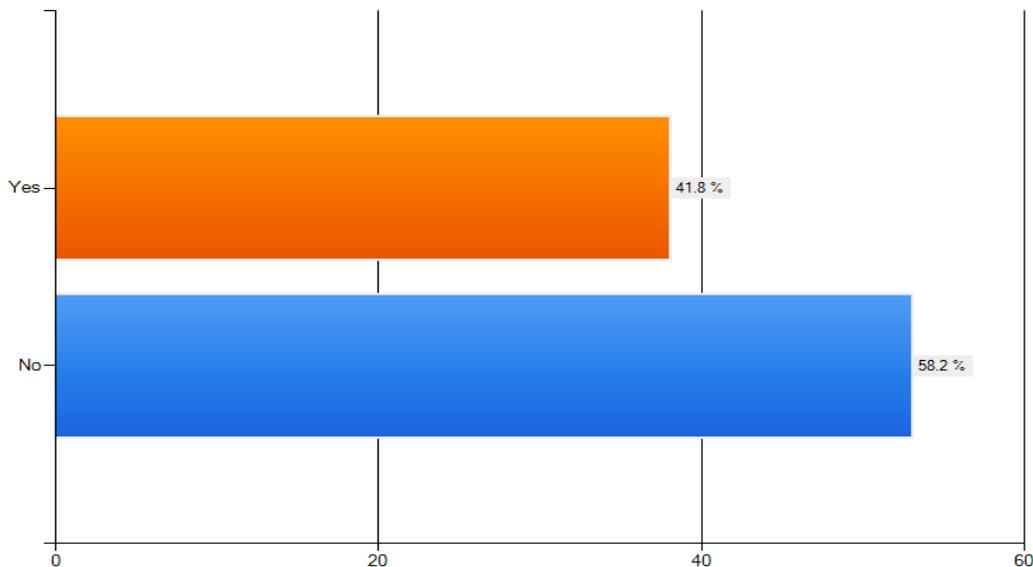
Based on your experience, is there a need to further amend the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978) which includes the amendments made in 2009?



**Please Note:** These percentages may reflect that survey respondents who favored “repeal” of the amendments in Question #7 chose to indicate “no” to amending the statute.

## Question #9

Based on your experience, is there a need to amend the VARIABLE SCHOOL CALENDAR ACT [22-22-1 to 22-22-6 NMSA 1978] of the Public School Code prior to implementation for the 2011-2012 school year?



*Please Note: These percentages may reflect the confusion surrounding the school calendar statute that was amended in 2009 as compared to the variable school calendar statute.*

## Question #10 – Optional Comments

*Please Note: The comments below appear as submitted and were not edited except to ensure the confidentiality of the respondents.*

1. The goal of any calendar is to provide maximum learning opportunities for students. As long as a school meets the instructional minutes, I do not understand why the number of days is so in question.
2. I am glad you are looking into this information to make a stronger decision. I just hope people actually take the time complete this survey.
3. Instructional time is critical if we are to improve all students' performance whether on the SBA or school assessments. Having elementary students attend school for a longer day (based on our experience) may not be as effective as having students attend for a longer school year, beyond 180. We probably need to get more serious about our education system and have student in school at least 200 days. I know this would require the LFC to analyze the impact this would have on the budget. We actually have the will to do it at our school, we do not have the funding. Thanks for the opportunity to share my thoughts.
4. I never understood the need to fix something that wasn't broken. Release time for PD is important. Make schools use the 1080 hour requirement trust them to take care of the kids in their community and let them have the local control to build their own calendar!
5. As stated twice before, the law was poorly written. Either start over or revert back to the pre 2009 law.

- 6.** Along with reviewing the school calendar changes, we need clarification on class size. One student over the required numbers per grade or class, does not generate enough revenue to hire another teacher or educational assistant. It is realistic with the three tier systems that an average salary with benefits for a certified instructor is \$70,000, and for a classified assistant \$30,000. Budgets get strained to meet these mandated class sizes. This is critical.
- 7.** the original system was not broken and we need to learn that "if it aint broke, don't fix it". change for the sake of change is wasted effort.
- 8.** different funding formula - to benefit the property poor Districts. Audit public school administration - too many districts have. Too many personnel at the central office - wasted money. Do not force districts to designate a % of money into Instruction - trust school districts to spend the money in ways that promote student success - sba results will show if success is occurring Limit mandatory testing to SBA or NCLB requirements. Separate the office of secretary of education away from the Governor's office - establish a state board of education Elected by each board region in the state and sec. of ed. will be appointed by the SBE or make the sec. of ed. an elected Position - accountability!
- 9.** We all want students to be more successful! If implemented as currently written I believe we would lose ground academically and I am sure that staff moral will take a hit. We have adjusted our calendar to have the full 180 days of instruction. We do have early release time on Wednesdays for professional collaboration. We have also eliminated professional days during the school year.
- 10.** If it's not broken, don't fix it!
- 11.** With 22-2-8.1, 22-10A-20, 22-22-1 through 22-22-6, etc.: As politicians continue to attempt to "fix" education by increasing regulation of it, local governance is eroded, along with an ever-increasing load of accountability and reporting. Huge adverse budgetary impact is experienced, and it is increasingly difficult to implement what we're really here to do - the education of the children.
- 12.** Legislative micro management will not solve NM's education dilemma. Addressing poverty effectively, putting teeth into attendance requirements, and preserving the ability of districts and charters to offer services appropriate to the varied needs of NM students would all go a long way in helping schools and students to do better.
- 13.** We already go more hours than is required, so the mandated 180 days is not a hardship. The only glitch is the number of staff days. However, because we are a small school we are able to tie in professional development and collaboration on a weekly basis. This has worked well for us. As a new school we are striving especially hard to impact the learning of the students that come to us. Additionally, we are tracking the growth and development of the students who have been with us over the last four years to ensure that they are growing.
- 14.** Local control is being taken away from school districts. Each school Board knows what is the best for their children.
- 15.** We are having success on a 4 day calendar at the present time. We had success on a 180 day calendar 5 years ago. We had success on a 172 day calendar that fit the 1080 hour rule just 3 and 4 years ago. I would like to see actual research that shows there is a difference in the number of days as long as you meet the 1080 hour rule in terms of students gaining the knowledge they

need to be successful in whatever they choose to do after graduation. We are one of the few campuses that still have two of three schools making AYP. I hate to see legislation passed that is directed at changing situations in very large schools affect small schools that are having success academically. Please realize that whether you choose 180 or 150 you are still going 1080 hours. Starting the calendar year and ending the calendar year at approx. the same time. We actually like the 4-day week and likely will stay with it for years to come. So whether we leave the law the same or revert back to language prior to 2009 we do not plan to change our current calendar. That being said, there may be some districts that feel like their school and community are better served going 170 days or so and making certain that they have the 1080 hours. Lastly, schools will likely not go to school at all when there are morning weather conditions instead of the 2 hour delay etc. I can see lots of northern schools having to make up lots of missed days due to weather when they would have delayed for one or two hours in the past.

**16.** As mentioned above, we feel it is very important to have local control of the school calendar with the flexibility of waiver days to meet the needs of the district.

**17.** The state should allow local control for the development of school calendars that complies with overall instructional minutes rather than length of day/number of days per school year.

**18.** Consider year-round school. It is working in many states and there are studies which indicate students retain more.

**19.** Encouraging effective uses of and limiting intrusions on instructional time is great and is needed. However, please keep in mind that now more than ever teachers are needing more time during the year to be able to monitor student progress by analyzing data (SBA, SCA, etc.) to inform their practice. Most research on professional development encourages teacher to collaborate through Professional Learning Communities. This is being accomplished in many districts by being creative with school scheduling but there is still a need for teachers to be able to meet at least on a monthly basis whether it by grade level district wide or vertically at the individual sites.

**20.** Please allow the districts the flexibility to meet the uniqueness of each district and community. The minimum provides the framework and allows districts to go beyond the required time in regards to hours and minutes as we have always done in our district.

**21.** Consider this discussion from another perspective--the medical profession. The doctor has 25 patients per day for 20 minutes. There is no time to learn new surgical techniques, to discuss with colleagues a medical procedure that failed, no time to write reports or call patients, and no opportunity to speak with specialists or pharmacists. There may be more available hours to see the doctor, but without the other activities being addressed, the patient's level of care has been compromised.

Without professional development, time for conferences, adequate planning time, and time for collegial collaboration, we make our teachers' jobs more difficult, if not impossible at times. There is no doubt that teachers need more time with students, but they also need time to attend to the activities that improve teaching and learning in their classrooms, schools, and district and that provide face-to face conversations with parents. Our district believes that shortchanging staff on training and planning is shortsighted. Rather than being poised to take advantage of the recovery when it does come, our schools will be even further behind the curve.

Finally, our school board members have solidly opposed additional financial cuts to schools. However, should reductions occur, they want as much flexibility as possible to deal with them. There is however, one exception. They want to go on record strongly opposing any reduction in school days. However, in the very worst case scenario, they would prefer to keep full employment and to not decimate the programs that we have built to meet state and federal (e.g., RTI) requirements. If a reduction in the number of days becomes necessary--and they sincerely hope that it will not—they believe that there could be legal implications if the state does not cut days consistently across the state.

**22.** While I recognize the value of moving those schools that have significantly lower instruction time/days to higher levels. I'm very concerned with across the board mandates that force everyone to look the same in hours and days. For charters, in particular, significant work has been invested into designing creative schedules that in many cases are delivering results. A broad brush mandate would eliminate that level of autonomy. Our trial balloon this year of increasing the length of the school day across the board has not yielded positive results so far. If the state feels it needs more control in this area, at least offer a menu of options

### **PROFESSIONAL EDUCATION ORGANIZATIONS RESPONSES TO THE SJM 12 SCHOOL CALENDAR SURVEY**

Members of the SJM 12 School Calendar Study Work Group representing business, parent organizations, professional associations and teachers unions were asked to respond to questions 7, 8 & 9 from the SJM 12 School Calendar Survey that was distributed to district superintendents and charter school leaders. Some answered each question specifically and others provided general statements on the issues presented in the questions. Their responses on behalf of their constituencies are provided below:

#### **New Mexico Coalition of School Administrators – Tom Sullivan, Executive Director**

*7. Based on your experience, is there a need to repeal the amendments made in 2009 to the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978)?*

**Yes, repeal the amendments made in 2009 and return to the previous language of the school calendar law.**

**They were ill conceived and done without any real research or local District input. Attempts to provide any were summarily ignored. In fact, the work of this committee should have been undertaken 2 years ago to determine if a problem truly existed; not after the legislation was enacted.**

**Districts have been submitting their proposed calendars with their budgets for the following year each spring for decades. It was absolutely disingenuous for the PED to suddenly feign surprise - if not outrage -that such a wide variance had developed throughout the state. The former language, with appropriate oversight and review of calendars by the PED prior to their approval with budgets, should be all that is necessary to correct any perceived problems.**

*8. Based on your experience, is there a need to further amend the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978) which includes the amendments made in 2009?*

**Not applicable based on response to #7.**

*9. Based on your experience, is there a need to amend the VARIABLE SCHOOL CALENDAR ACT [22-22-1 to 22-22-6 NMSA 1978] of the Public School Code prior to implementation for the 2011-2012 school year?*

**No, the variable school calendar language is acceptable as is.**

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### **Summary of Results of NEA-NM Survey on Impact of 180 Instructional Days Calendar – Sharon Morgan, President, NEA-NM**

Participating locals, representing more than 9,000 teachers in New Mexico:

- Las Cruces, Santa Fe, Rio Rancho, Los Lunas, Gadsden, Carlsbad, Bernalillo, Hobbs, Lovington, Loving, Belen, Deming, Clayton, Tucumcari, Espanola, T or C, Las Vegas City, Ruidoso, Wagon Mound

**On a scale of 1-5, with 1 being most negative and 5 most positive, local presidents said:**

1. **Impact on classroom learning time:** majority thought it would have no impact to negative impact at both elementary and secondary level.
2. **Impact on prep time:** mostly negative impact with **average rating of 2.1**
3. **Impact on PD time:** mostly negative, with **average rating of 1.6** for both elementary and secondary
4. **Impact on teacher collaboration time:** quite negative, with **average rating of 1.8**, with a lower rating at elementary level.
5. **Impact on student achievement:** neutral to negative, with **average rating of 2.68** at both levels.
6. Based on your professional judgment, is there a need to **repeal or amend the current law** regarding the 180 day requirement? **68% of the respondents believe the law should be repealed** and, the 32% who thought it should be amended said that it be amended to provide more paid days of PD or that the mandated instructional days be set at 175 with the rest for PD and collaboration.

**Repeatedly, teachers said that there is a negative impact on students if teachers don't have time to collaborate, set up classrooms or have professional development to implement new curriculum, mandates, etc.**

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### **New Mexico School Boards Association's preliminary position on the SJM 12 School Calendar Survey – Joe Guillen, Executive Director**

Title: Resolution calling for the repeal or permanent delay of the 2009 amendments to the School Calendar Law Section 22-2-8.1 NMSA 1978.

- *Whereas*, boards of education are accountable to students, parents, taxpayers, and employees for providing education programs and striving for adequate yearly progress; and
- *Whereas*, it is imperative that boards of education advocate for maximum local flexibility in state laws, especially when New Mexico is facing significant spending cuts of up to millions of dollars in lost revenue; and
- *Whereas*, there are many school districts in New Mexico which are experiencing difficulty in preparing for new state mandates while working diligently to meet their current fiscal obligation; and
- *Whereas*, there needs to be a sufficient system of financing the real cost of *adding* additional days of instruction to the school calendar year; and
- *Whereas*, additional unfunded costs for instructional days comes at the same time that districts will be required to *lose* flexibility in the use of a portion of the school day for critically needed professional development in effective, evidence-based, instruction.
- ***Now, Therefore, Be It Resolved*** that the NMSBA urges the Governor and State Legislature to repeal or permanently delay the 2009 amendments to the School Calendar Law Section 22-2-8.1 NMSA 1978.

#### **Albuquerque Teachers Federation – Ellen Bernstein, President**

*7. Based on your experience, is there a need to repeal the amendments made in 2009 to the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978)?*

**Yes, repeal the amendments made in 2009 and return to the previous language of the school calendar law.**

**Scheduling and creating the calendar is a local decision and the process before the 2009 amendments were made actually worked for districts. Unless the PED wants to fund additional days for professional development, they need to let us do our jobs, and we will be accountable to the PED for all instructional time.**

*8. Based on your experience, is there a need to further amend the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978) which includes the amendments made in 2009?*

**Yes, amend the law as it currently reads which includes the amendments made in 2009.**

*9. Based on your experience, is there a need to amend the VARIABLE SCHOOL CALENDAR ACT [22-22-1 to 22-22-6 NMSA 1978] of the Public School Code prior to implementation for the 2011-2012 school year?*

**No**

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**American Federation of Teachers, New Mexico Office - Christine Trujillo, President**

*7. Based on your experience, is there a need to repeal the amendments made in 2009 to the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978)?*

**Yes, repeal the amendments made in 2009 and return to the previous language of the school calendar law.**

*8. Based on your experience, is there a need to further amend the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978) which includes the amendments made in 2009?*

**Yes, amend the law as it currently reads which includes the amendments made in 2009. Various answers including workshops and other professional development and collaborate with colleagues.**

*9. Based on your experience, is there a need to amend the VARIABLE SCHOOL CALENDAR ACT [22-22-1 to 22-22-6 NMSA 1978] of the Public School Code prior to implementation for the 2011-2012 school year?*

**Yes – Responses from Elementary school teachers were that they don't get sufficient prep time. I had no responses from Secondary teachers.**

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**New Mexico Coalition for Charter Schools – Michael Vigil, Chief Executive Officer**

*7. Based on your experience, is there a need to repeal the amendments made in 2009 to the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978)?*

**Yes, the amendments should be repealed or the schools allowed to continue with the prior law until such time as the economy recovers. Schools and districts currently use the flexibility in the prior law to modify their schedules to provide for the needs of the students they serve. The flexibility allows schools and districts to provide professional development for staff and parents, to provide programmatic development and coordination, as well as other instructional benefits. In addition, the schools and districts have modified their schedules to provide for savings in utility, transportation and other costs.**

*8. Based on your experience, is there a need to further amend the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978) which includes the amendments made in 2009?*

**No**

*9. Based on your experience, is there a need to amend the VARIABLE SCHOOL CALENDAR ACT [22-22-1 to 22-22-6 NMSA 1978] of the Public School Code prior to implementation for the 2011-2012 school year?*

**No**

## KEY FINDINGS

- **70%** of survey respondents estimate that there would be additional costs to their operating budgets in order to implement the school calendar statute. These estimates ranged from less than \$50,000 to more than \$200,000.
- **70%** of survey respondents indicated their preference (with or without specific reasons) to repeal the amendments made to the school calendar statute in 2009.
- Nearly **55%** of survey respondents indicated that they document the effect of Professional Development activities on student growth and/or NMSBA results.
- On average, all districts and charter schools exceed the current time requirement.
  - School districts on a five-day a week schools exceed the current requirement by an average of 55 hours, or 9 days, at the secondary level and 110, or 20 days, at the elementary level. Four-day-a-week school districts exceed the current requirements by 28 hours or about 4 days at the secondary level and by 91 hours, which equates to 13 days, at the elementary level.
  - Charter schools on a five-day-a-week schedule exceed the current requirement by an average of 99 hours, or 16.5 days, at the secondary level and 159, or 28.5 days, at the elementary level. Charter schools on a four-day-a-week schedule exceed the current requirements by 98 hours or about 16 days at the secondary level and by 92 hours, which equates to 16 days, at the elementary level.
- Currently, the average number of instructional days for both districts and charter schools across the state is 176 days for those schools that meet 5 days a week and 149 for those that meet four days a week. This means that, on average, each district that meets five days a week would have to add 4 days of instruction and those that meet 4 days a week would have to add an additional day to comply with the current school calendar statute.
- With the current average number of instructional days at 176 and the current statute requiring 180 instructional days, Professional Development days would likely be reduced from many districts and charter schools across the state.
  - The average number of Professional Development days across all school districts in the state reveals that at both the five-day-a-week and four-day-a-week schools each have an average of 5.8 days built into their calendar. Of the 5.8 days about 2.5 occur prior to the first day of instruction, 2.4 occur during the school year and .7 occurs after the last day of instruction.
  - The average number of Professional Development days across all charter schools in the state reveals that in both the five-day-a-week schools and four-day-a-week schools each have an average of 10 days built into their calendar. Of the 10 days about 3.5 occur prior to the first day of instruction, 6.5 occur during the school year and 1.8 occurs after the last day of instruction.
- The final amendment made to HB 691aaa (2009) may have created confusion as well as the apparent conflict between Section 22-2-8.7 NMSA 1978 and the Variable School Calendar Act.

## RECOMMENDATION

The SJM 12 School Calendar Study Work Group recognizes that educators cannot teach all the children across the state the same way, and we should not try. What works in the Albuquerque Public Schools may not work in the Aztec Municipal Schools, and for that reason we should allow districts and charter schools to make local decisions about the calendar.

The SJM 12 School Calendar Study Work Group further acknowledges that “one size does not fit all,” and while school district and charter school leaders must be held accountable for meeting instructional hour requirements, they should have the autonomy to make decisions on the structure of their own calendar and the daily schedules of their schools as long as they meet the requirements established in statute.

Therefore, based upon the responses to the SJM 12 School Calendar Study Survey and the position statements provided by statewide public education professional organizations, the SJM 12 School Calendar Study Work Group recommends that the amendments made in 2009 to the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM statute (Section 22-2-8.1 NMSA 1978) be either:

- A. Repealed, or
- B. Indefinitely delayed until such time that further study of both the costs to districts and charter schools and the impact on student and teacher performance has been completed and the results presented to the Legislature for further consideration.

**APPENDIX A**  
**SJM 12 SCHOOL CALENDAR STUDY WORK GROUP**  
**INVITED PARTICIPANTS**

***Public School Districts***

Winston Brooks, Superintendent, Albuquerque Public Schools  
Raquel Reedy, Associate Superintendent, Albuquerque Public Schools  
Diane Kerschen, Associate Superintendent, Albuquerque Public Schools  
Carrie Robin Menapace, Policy Analyst, Albuquerque Public Schools  
Kirk Carpenter, Superintendent, Aztec Municipal Schools  
James Gallegos, Superintendent, Cimarron Municipal Schools  
Cynthia Nava, Superintendent, Gadsden Independent Schools  
Raymond Arsenaault, Superintendent, Gallup-McKinley Schools  
Larry Linford, Grants Coordinator, Gallup-McKinley County Schools  
Ted Trice, Superintendent, Grady Municipal Schools  
Stan Rounds, Superintendent, Las Cruces Public Schools  
Steven Sanchez, Associate Superintendent, Las Cruces Public Schools  
Bill Green, Superintendent, Quemado Independent Schools  
Sue Cleveland, Superintendent, Rio Rancho Public Schools  
Cathy Ferris, Executive Director, Elementary Curriculum & Instruction, Rio Rancho Public Schools  
R.L. Richards, Superintendent, Texico Municipal Schools

***Charter Schools***

Michael Vigil, Chief Executive Officer, New Mexico Coalition for Charter Schools  
Sandra Davis, Principal, Turquoise Trail Elementary School  
Caryl Thomas, Principal, Cesar Chavez Community School  
Mike May, Executive Director, Amy Biehl High School

***Business***

Larry Langley, President/CEO, New Mexico Business Roundtable for Excellence in Education

***Public Education Professional Organizations***

Ellen Bernstein, President, Albuquerque Teachers Federation  
Kristin Johansson, Membership & Involvement Coordinator, Albuquerque Teachers Federation  
Joe Guillen, Executive Director, New Mexico School Boards Association  
Randy Manning, Member, New Mexico School Boards Association  
Sharon Morgan, President, National Education Association-New Mexico  
Eduardo Holguin, Political Affairs Specialist, National Education Association-New Mexico  
Mercedes Sandoval, President, New Mexico Parent Teacher Association  
Tom Sullivan, Executive Director, New Mexico Coalition of School Administrators  
Christine Trujillo, President, American Federation of Teachers-New Mexico  
Peggy Stielow, Rio Rancho School Employees Union President, AFT-New Mexico

**APPENDIX A – CONTINUED**  
**SJM 12 SCHOOL CALENDAR STUDY WORK GROUP**  
**INVITED PARTICIPANTS**

***Public Education Department***

Susanna Murphy, Cabinet Secretary Designate

Julia Rosa Emslie, Director, Quality Assurance Bureau

Timothy Callicutt, Education Administrator, Quality Assurance Bureau

***Other Participants***

Senator Gay G. Kernan, New Mexico State Legislature, District 42

Rachel Gudgel, Fiscal Analyst, Legislative Finance Committee

Frances Ramírez-Maestas, Director, Legislative Education Study Committee

Peter van Moorsel, Senior Fiscal Analyst, Legislative Education Study Committee

## APPENDIX B

### SJM 12 SCHOOL CALENDAR SURVEY QUESTIONS

#### **Introduction**

Senate Joint Memorial 12 (SJM 12) passed in 2010, requests the Office of Education Accountability (OEA), in collaboration with the Public Education Department (PED), school districts, charter schools, school boards and governing bodies, teacher and employee representatives, and parent representatives to study the impact of various school calendar options and scheduling practices on teachers, learning time, achievement of students, school operations, and district budgetary needs. The study should also examine the need, if any, to amend the Variable School Calendar Act.

SJM 12 requests that OEA report its findings and recommendations to the Legislative Education Study Committee (LESC). The report is scheduled to be presented to the LESC during their November 2010 meeting in Santa Fe.

The OEA is asking that you complete the following survey about your district's or charter school's experiences in complying with the school calendar statutes.

Please respond to each question by considering the current conditions in the district or charter school in which you work.

Your responses are confidential and will not be linked in any way to your name or school district. We will analyze and present the responses as summaries.

We thank you in advance for your willingness to participate in this important study.

#### **Demographics**

Name of District/Charter School:

Name of Person Completing Survey:

Title of Person Completing Survey:

- Superintendent
- Associate Superintendent
- Associate Superintendent/Director of Human Resources
- Associate Superintendent/Director of Finance
- Associate Superintendent/Director of Curriculum Instruction
- Associate Superintendent/Director of Technology
- Associate Superintendent/Director of Transportation
- Assistant Superintendent
- Principal
- Other Title \_\_\_\_\_

## APPENDIX B – CONTINUED

### SJM 12 SCHOOL CALENDAR SURVEY QUESTIONS

**#1:** On a scale of 1 – 5, with 1 being the most negative/detrimental impact and 5 the most positive/beneficial impact on your district/charter school, please rate the impact of implementing SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code on:

- School District/Charter School Budget 1.....2.....3.....4.....5

Comments (please give specific examples):

- School Operations Management/Non-Instructional Staffing 1.....2.....3.....4.....5

Comments (please give specific examples):

- Professional Development Days for District/Charter School Staff 1...2...3...4...5

Comments (please give specific examples):

- Collaboration and Teacher Prep Time 1.....2.....3.....4.....5

Comments (please give specific examples):

- Classroom Learning Time 1.....2.....3.....4.....5

Comments (please give specific examples):

- Teachers & other Instructional Staff 1.....2.....3.....4.....5

Comments (please give specific examples):

- Parents & Community 1.....2.....3.....4.....5

Comments (please give specific examples):

- Student Achievement 1.....2.....3.....4.....5

Comments (please give specific examples):

**#2:** What would you project as the estimated additional cost to your district/charter school's budget to fully implement the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code for the 2011-2012 school year?

- No additional cost
- Less than \$50,000
- \$ 50,000 - \$100,000
- \$100,001 - \$150,000
- \$150,001 - \$200,000
- More than \$200,000

Comments (please give specific examples):

**APPENDIX B – CONTINUED**  
**SJM 12 SCHOOL CALENDAR SURVEY QUESTIONS**

**#3:** Did your district/charter school have calendar problems/issues prior to the legislature amending the SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM [Section 22-2-8.1 NMSA 1978] of the Public School Code in 2009?

- Yes
- No

Comments (please give specific examples):

**#4:** Have your district/charter schools' parents and/or community members indicated any problems with your school calendar in previous school years?

- Yes
- No

Comments (please give specific examples):

**#5:** Does the scheduling of Professional Development for teachers and other instructional staff have an effect on student growth and/or NMSBA results for your district/charter school?

- Yes
- No

Comments (please give specific examples):

**#6:** Does your district/charter school document the effect of Professional Development activities on student growth and/or NMSBA results?

- Yes
  - If Yes, how?
- No

Comments (please give specific examples):

**#7:** Based on your experience, is there a need to repeal the amendments made in 2009 to the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978)?

- Yes, repeal the amendments made in 2009 and return to the previous language of the school calendar law.
  - Please provide specific reasons to repeal the amendments made in 2009.
- No, changes do not need to be made to the law as it currently reads which includes the amendments made in 2009.

Comments (please give specific examples):

## APPENDIX B – CONTINUED

### SJM 12 SCHOOL CALENDAR SURVEY QUESTIONS

**#8:** Based on your experience, is there a need to further amend the school calendar law (SCHOOL YEAR; LENGTH OF SCHOOL DAY; MINIMUM; Section 22-2-8.1 NMSA 1978) which includes the amendments made in 2009?

- Yes, amend the law as it currently reads which includes the amendments made in 2009.
  - What specific language would you propose to amend current law to reflect the full range of appropriate school district/charter school calendar options that encourage effective uses of and limit intrusions on instructional time?
- No, changes do not need to be made to the law as it currently reads which includes the amendments made in 2009.

Comments (please give specific examples):

**#9:** Based on your experience, is there a need to amend the VARIABLE SCHOOL CALENDAR ACT [22-22-1 to 22-22-6 NMSA 1978] of the Public School Code prior to implementation for the 2011-2012 school year?

- Yes
  - If Yes, what specific language would you propose to amend current law to reflect the full range of appropriate school district/charter school calendar options that encourage effective uses of and limit intrusions on instructional time?
- No

Comments (please give specific examples):

**#10:** OPTIONAL: Do you have any comments, questions or suggestions you wish to share?