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Leveraging Learning Time in New Mexico

Increasing the amount of time students spend at school has been a key strategy in the Legislature’s response to the *Martinez-Yazzie* lawsuit. Research has shown New Mexico students can benefit from spending additional time in a classroom, especially when those students are economically disadvantaged or are learning English. The 1st Judicial District Court’s ruling in the *Martinez-Yazzie* lawsuit acknowledged the power of extending the school year, noting “it would be beneficial for all students enrolled in high poverty schools to be enrolled in the K-3 Plus program.”

Over time, New Mexico gradually expanded its learning time programs, from the Kindergarten Plus program in 2004 to the new K-12 Plus program in 2023. Research on the K-3 Plus program indicated it is effective when implemented as a true extension of the school year for young students, but after years of sustained investments in additional school time, New Mexico’s students remain far behind those in other states. Critics of K-5 Plus and the Extended Learning Time Program (ELTP) have argued policymakers should focus on also improving the *quality* of learning time, rather than just the *quantity*.

The upcoming 2023-2024 school year marks the beginning of the next phase in New Mexico’s learning time policy, creating an opportunity to begin a dedicated study of the effectiveness of additional time. Laws 2023, Chapter 19 (House Bill 130) created the K-12 plus program, increasing the minimum number of hours students are required to spend at school, creating a flexible framework for what can be considered “learning time,” and offering schools additional funding if they are in session for more than 180 days (or 155 days in school districts with four-day school weeks).

The flexibility offered to school districts and charter schools in HB130 was intended to foster innovation, with locally-designed learning time programs to meet individual students’ needs. Initial findings suggest a majority of students will likely spend more time at school in the upcoming school year, yet some school districts and charter schools have decided to *decrease* the number of school days in their calendar. An intentional study of schools’ varied approaches to learning time will help the Legislature learn more about innovative school approaches that are moving the needle for students.

Key Takeaways

For nearly two decades, New Mexico has invested hundreds of millions of dollars in increasing in student learning time.

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Research on the K-3 Plus program found it was effective, inspiring its expansion to the K-5 Plus program.

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The K-5 Plus program was unpopular among schools, resulting in unspent funds.

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The Legislature developed the K-12 Plus program to be more easily implemented than K-5 Plus while emphasizing strategies which improve the quality of instructional time.

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Early data suggests many students will add additional hours and days next year, while some will see reduced time.

Pages 7-8

Staff plan to begin a year-long evaluation of instructional time to identify strategies that help reengage students and improve outcomes.

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The History of Learning Time in New Mexico

Learning time programs have a history in New Mexico spanning nearly two decades. Since 2004, New Mexico has invested hundreds of millions of dollars to increase learning time for students, including the Kindergarten Plus, K-3 Plus, and K-5 Plus programs designed to increase the school year by 25 days for elementary grades, as well as ELTP, designed to increase the school year by 10 days at all grade levels. In 2023, the Legislature created the K-12 Plus program to simplify two decades of learning time programs in New Mexico in the form of new minimum instructional hour requirements and a funding mechanism for additional school days.

The Foundations of Learning Time: Kindergarten Plus and K-3 Plus

In FY05, the Legislature provided a modest \$100 thousand to kick off Kindergarten Plus, a program designed to provide up to four weeks of additional school time for kindergarten students. In FY06, this funding was increased to \$400 thousand, and in FY07 to \$1 million. The Kindergarten Plus program was offered in four school districts: Albuquerque, Las Cruces, Gallup, and Gadsden. The pilot was regarded as an early success, building the foundation for an extended school year program in additional school districts and grade levels.

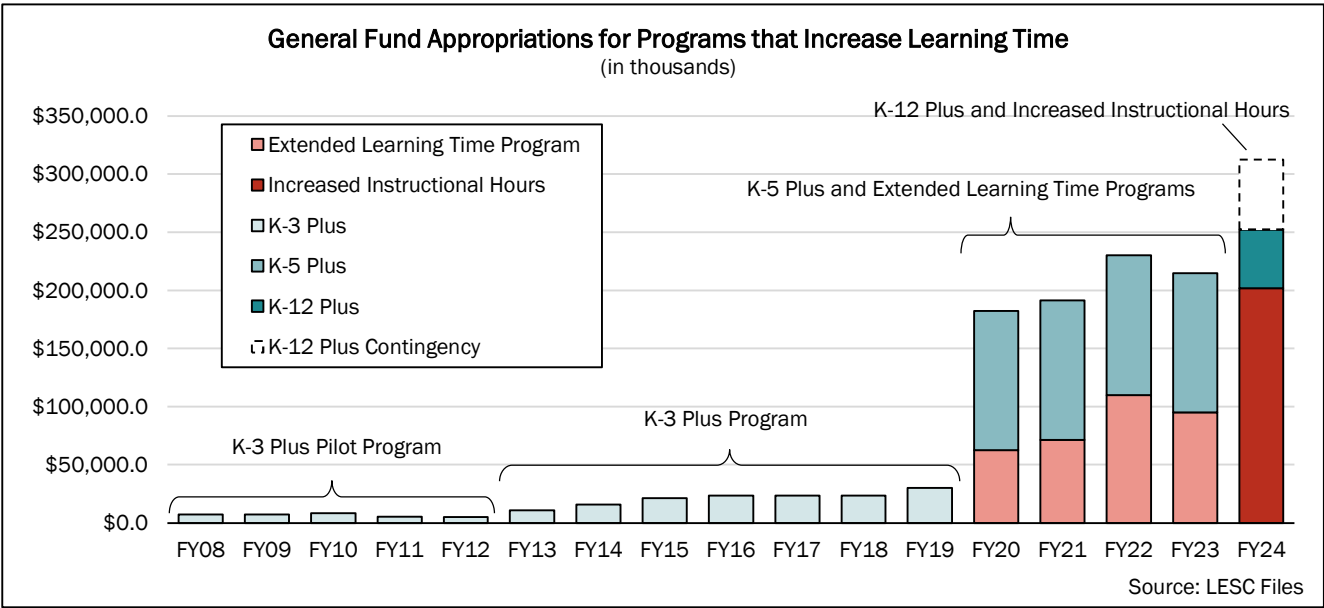
In FY08, the Legislature expanded the Kindergarten Plus program to cover first- through third-grade students, marking the beginning of the K-3 Plus program. K-3 Plus was designed to provide the lowest-performing students in high-needs schools with an additional 25 days of school. Initially, the program was primarily focused on literacy; the Public Education Department (PED) [urged schools implementing the program](#) to use “data-driven” instruction to help students catch up to grade-level reading before the beginning of third grade. From FY08 through FY12, the Legislature appropriated approximately \$5 million to \$8 million per year to the K-3 Plus pilot program, serving approximately 5,000 to 8,000 students each year.

In FY13, the Legislature increased the appropriation for the K-3 Plus program to \$11 million, transitioning the program from a pilot to a full-fledged intervention. Due to limited funding, eligibility for the K-3 Plus program was tied directly to the statewide accountability system; schools that received a “D” or “F” letter grade were eligible for awards from the K-3 Plus program. Between 2012 and 2018, the annual appropriation for K-3 Plus increased from \$11 million to \$30 million, becoming [the second largest “below-the-line” initiative](#) funded by the Legislature, second only to the public prekindergarten program.

The expansion of K-3 Plus was the result of research highlighting its effectiveness. In 2015, researchers from Utah State University [conducted a randomized control trial](#) comparing the outcomes of K-3 Plus students to a control group of demographically similar students that did not participate in the program. The researchers found that students in the K-3 Plus program were significantly more likely than their peers to be “kindergarten-ready.” However, it also found that students who participated in K-3 Plus for all four years of the program were only slightly more likely than their peers to be proficient in third grade reading, writing, and mathematics.

A randomized control trial on the K-3 Plus program found students who participated in the program were more likely to be school ready and have higher achievement than their peers.





Statewide Extended Learning: The Extended Learning Time Program and K-5 Plus

In 2018, Judge Singleton issued a landmark ruling in the *Martinez-Yazzie* consolidated lawsuit, finding that the state was not providing a sufficient education for all students, particularly economically disadvantaged students, English learners, Native American students, and students with disabilities. The court ruling found K-3 Plus was effective, but noted the limited funding available for the program did not guarantee all students access to the program. The court ordered the state to increase resources allocated to public schools to ensure students had equitable access to educational programs like K-3 Plus.

In response to the lawsuit, the Legislature made three major changes to its K-3 Plus program. First, the Legislature scaled the program to cover fourth and fifth grade students, creating the K-5 Plus program. Second, the Legislature moved the program into the state equalization guarantee (SEG), the state’s public school funding formula, ensuring that any school participating in the program generated units and additional funding. Each year from FY20 through FY23, the Legislature earmarked approximately \$120 million for K-5 Plus, an increase of 300 percent from the FY19 appropriation of \$30 million for K-3 Plus. Finally, the Legislature established new, strict programmatic requirements based on research on what made K-3 Plus effective. The legislature required that K-5 Plus must be offered school-wide, and students must be with the same teacher in K-5 Plus and into the remainder of the school year.

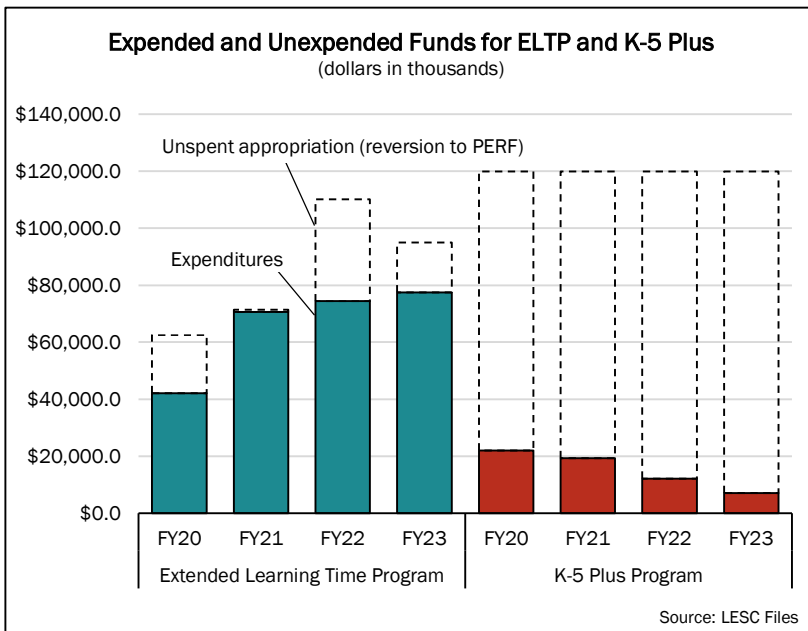
Despite significant investments in the K-5 Plus program, school districts did not participate in the program at the rate the Legislature envisioned, resulting in significant reversions of unspent funding to the public education reform fund (PERF) each year. In FY20, school districts spent \$22 million of the \$120 million appropriated for K-5 Plus. By FY23, participation had fallen even further, with only \$7 million of the \$120 million appropriation spent. School districts testified before LESC and LFC that the program’s lack of popularity was due in large part to its strict programmatic requirements, as well as the

The programmatic requirements and significant number of days added by the K-5 Plus program made it unpopular among school districts and charter schools.

significant number of days the program added. School districts had difficulty convincing teachers to teach an additional 25 days of school, even after the Legislature established lucrative salary incentives in FY23. In addition to the programmatic requirements, the Covid-19 pandemic began shortly after the K-5 Plus program became a statewide option; the pandemic created a unique set of challenges for school districts, and leaders may have placed a low priority on an additional 25 days of virtual school

The same year it established K-5 Plus, the Legislature also created its sister program, the Extended Learning Time Program (ELTP). ELTP differed from the K-5 Plus program in three key respects:

- ELTP was designed to increase the school year by 10 days, rather than 25;
- ELTP was available for all grade levels, kindergarten through 12th grade; and
- ELTP did not have the same programmatic requirements as K-5 Plus.

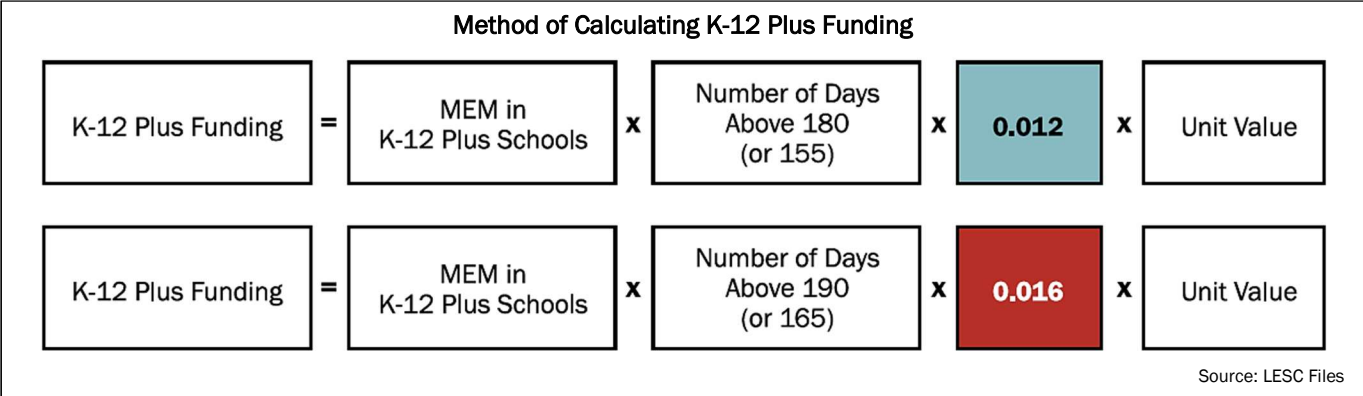


In contrast to the K-5 Plus program, ELTP quickly revealed itself as a popular program for increasing instructional time. In FY20, schools spent \$42 million of the \$62 million appropriation. By FY23, participation had increased to \$77 million of the total \$95 million appropriated to the program. The program’s popularity could be attributed to its key differences from K-5 Plus; ELTP required fewer days than K-5 Plus, the program could be adopted for all grade levels, and the new days came with programmatic flexibility, offering schools more options to design additional days that meet their local needs. This flexibility would become a staple of K-12 Plus, the next chapter in the Legislature’s learning time policy.

Universal Extended Learning: Increased Minimum Hours and K-12 Plus

Expanding upon the foundations built by K-5 Plus and ELTP, the Legislature passed and the governor enacted Laws 2023, Chapter 19 (House Bill 130) establishing the K-12 Plus program. HB130 increased the minimum hours students were required to spend at school, from 990 hours in elementary school and 1,080 hours in secondary school to 1,140 hours in every school. The law establishes that up to 60 of the minimum hours in elementary school and up to 30 of the minimum hours in secondary school may be used for professional work.

The K-12 Plus program offers additional funding for schools in two “tiers” of implementation, providing additional formula funding for “K-12 Plus days,” but allowing schools to participate in any number of days they decide at a local level. “Tier 1” of K-12 Plus includes a factor of 0.012 per student for each day over 180 days, or 155 days in four-day school districts, and “Tier 2” includes a factor of 0.016 per student for each day over 190 days, or 165 days in four-day school districts.



HB130 made several policy design choices based on research on the effectiveness of learning time policies like K-5 Plus and ELTP, as well as other effective school programs designed to improve the quality of educational time. The law was designed to emphasize four key policy pillars:

1. **Incentivize additional time with significant funding.** The Legislature appropriated a total of \$252 million to fund the provisions of HB130, \$202 million of which flows directly to school districts for additional instructional hours, and \$50 million of which supports additional K-12 Plus days. In the event that demand for K-12 Plus days exceeded the \$50 million in available funding, the Legislature also appropriated \$60 million in “contingency funding” to offset the cost of excess demand. The funding for additional school time in FY24 is greater than the combined appropriations for K-5 Plus and ELTP in years prior, and was designed to hold school districts and charter schools harmless from funding reductions caused by the repeal of those programs.
2. **Support embedded professional work time.** Research indicates educators who have time for professional work during the course of the school day are more prepared and make more effective use of the time they spend with students. The National Conference of State Legislatures’ (NCSL’s) [No Time To Lose](#) report explains how the world’s top-performing countries found success by placing the teaching profession at the center of their instructional systems. According to NCSL, teachers in high performing countries:

The K-12 Plus program was designed to learn from the lessons of K-5 Plus and ELTP and emphasize policy pillars found to be effective by national research.

“are given a lighter teaching load and more time for their own—and their colleagues’—development. In some of these countries, 30 percent to 35 percent of a teacher’s time is spent teaching students, while the rest is spent on activities such as working in teams with other teachers to develop and improve lessons, observing and critiquing classes, and working with struggling students.”

Embedding professional work in the course of a normal school day is a research-based approach to improving the quality of teacher professional development, and ultimately, the *quality of education* for New Mexico’s students. The Learning Policy Institute’s [research-based pillars of effective professional development](#) are activities that often occur during the course of a normal school day while students are in classrooms, including:

- *Collaboration*, where teachers to share ideas and collaborate in their learning, often in job-embedded contexts;
 - *Active learning*, where teachers are able to choose learning modules and material based on their interests and needs;
 - *Modeling*, where teachers observe and analyze one another, as well as their own recorded lessons;
 - *Coaching and expert support*, where teachers are observed and receive feedback from experts; and
 - *A sustained duration*, such that teachers participate in professional development regularly, sometimes weekly or even daily.
3. ***Offer flexibility to meet local needs.*** New Mexico is home to 89 school districts and about 100 charter schools, each of which is responsible for setting its own school calendar. Each school district and charter school has shaped its calendar to meet the needs of its community, resulting in a variety of instructional hours and days designed to meet local needs. For example, many rural school districts have elected to attend school for four days per week with longer school days. The K-12 Plus program honors the local needs of schools by building a flexible framework upon which schools are encouraged to innovate.
 4. ***Foster innovation to reengage students.*** HBI30 establishes an expansive definition to describe how schools may satisfy the requirements of an “instructional hour.” Rather than focus on a traditional school program, the new law allows schools to build instructional hours that include targeted interventions, student engagement and enrichment, and career technical education, provided that these opportunities are aligned with academic content and performance standards. Creating a student-centered education system is critical to improving students’ academic, social, and emotional wellbeing. According to the [Youth Risk and Resiliency Survey](#), more than 40 percent of students in ninth through 12th grade felt sad or hopeless for two or more weeks straight in 2019, so much so that they stopped doing usual activities. Moreover, enrollment in New Mexico public schools has steadily declined throughout the course of the Covid-19 pandemic; LESC analysis of absenteeism suggests [about 40 percent of New Mexico’s students were considered “chronically absent.”](#) having been absent for more than 10 percent of the school year.

Early Data At-A-Glance: K-12 Plus in the Upcoming School Year

The Public Education Department (PED) shared a dataset of school calendars for the upcoming 2023-2024 school year; LESC staff compared the new calendars to those submitted during the prior year and used the data to develop early observations about the implementation of the K-12 Plus program.

Data

The dataset of calendars for FY24, the upcoming school year, contains school days and hours for 854 schools. LESC staff were able to compare the calendars to FY23 school calendars submitted by school districts, a dataset which contains 855 schools. Conducting the analysis at the school level allows staff to compare calendars for schools that participated in ELTP and K-5 Plus last year; as a baseline, staff included days spent in ELTP and K-5 Plus in the calculation of FY23 total days. Due to data entry errors, LESC staff

omitted calendars for 15 schools, with a combined enrollment of about 3,500 students, just over 1 percent of the total student enrollment in New Mexico. Additionally, PED noted that while most calendars are considered finalized, some school calendars may be subject to minor revisions.

Preliminary Findings

Initial analysis of school calendar data finds that many school districts and charter schools are taking advantage of the flexibility offered by the K-12 Plus program to add additional school time, in the form of additional days and additional hours. However, while some schools have used the flexibility to add time, others have decided to reduce school time, either by reducing days compared with last year or reducing hours to the statutory minimum hours required.

On average, schools plan to add additional days and hours compared with last year. Most schools in New Mexico will add instructional time next year in the form of increased hours and days. Schools with five-day weeks districts plan to add one to three additional days, and schools with four-day weeks plan to add four to five additional school days. Much of the new instructional time added will occur in the elementary grades; schools will add about 93 to 98 additional hours in elementary school, and about 11 to 41 hours in secondary school. See **Attachment 1, Average Calendar Days and Hours**.

Schools on Five-Day Weeks

	FY23		FY24		Change	
	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours
Elementary	181.4	1,106	184.7	1,199	+3.3	+93
Secondary	180.8	1,192	182.4	1,203	+1.6	+11

Schools on Four-Day Weeks

	FY23		FY24		Change	
	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours
Elementary	153.9	1,084	159.4	1,182	+5.5	+98
Secondary	153.4	1,141	158.0	1,182	+4.6	+41

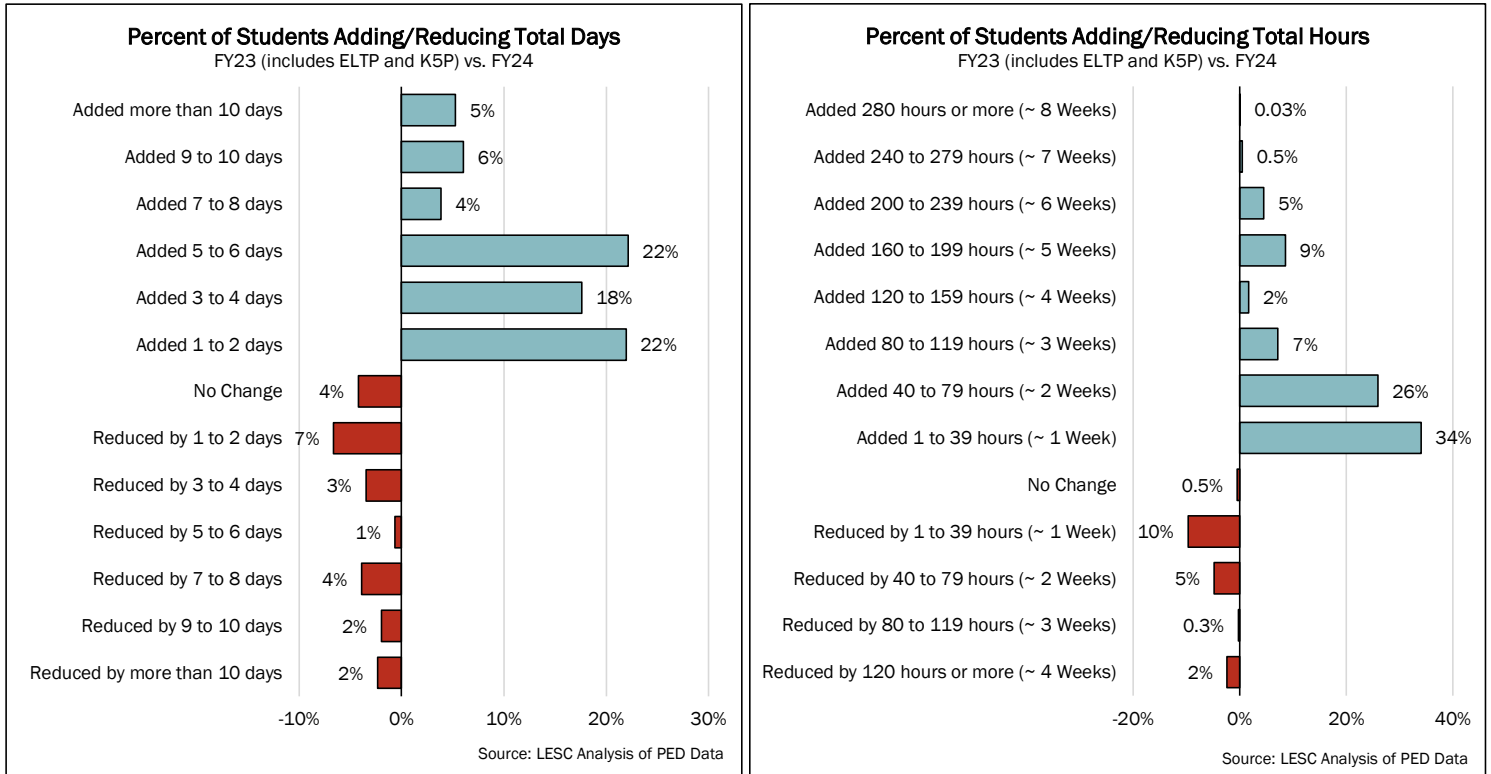
Source: LESC Analysis of PED Data

Increased flexibility has resulted in a wide variation in school calendars, for better or worse. While some school districts have taken advantage of the flexibility offered by the K-12 Plus program to add school hours and days, others have decided to reduce school time. Compared with last year as a baseline, approximately one fifth of students will attend school for an additional 1 to 2 days, one fifth for an additional 3 to 4 days, and one fifth for an additional 5 to 6 days. However, about one fifth of students will see no change or fewer days of school compared with last year.

At this point, it is unclear why some school districts have decided to decrease instructional days. For example, rather than simply reducing days to make things easier, some school districts may view a shorter school calendar as a means to recruit teachers and improve student engagement. Without student outcome data, it is difficult to conclude that a reduction in days will decrease the quality of students' education.

Sixty percent of students will see the equivalent of about one to two weeks of additional school time next year.

Regardless of whether schools decided to increase or decrease school days in FY24, all schools are required to meet the new minimum instructional hour requirements in statute. For sixty percent of students in New Mexico, the increased instructional hour minimums will result in the equivalent of up to two additional weeks of school. One fifth of students will see more than two weeks of additional time, while one fifth will see a reduction compared with last year.



K-12 Plus will create units in the SEG valued at \$115 million during its first year of implementation, exceeding the \$110 million the Legislature appropriated for the program.

K-12 Plus participation will exceed expectations. The dataset suggests a majority of schools will participate in some number of K-12 Plus days next year. Students in “Tier 1” schools, those adding up to 10 additional days of school, will generate approximately \$101.6 million in new school funding. Students in “Tier 2” schools with more than 10 additional days of school will generate an additional \$13.4 million, bringing the combined cost of K-12 Plus in its first year of implementation to \$115 million. The total cost of K-12 Plus will likely exceed the Legislature’s \$110 million appropriation for the program, which may affect the final unit value.

Framing an Evaluation of Learning Time

As New Mexico embarks on the first year of its latest learning time program, the state is poised to initiate a dedicated study of the impact of additional hours and days. By tracking variations and innovations in school calendars statewide, policymakers may be able to

learn a great deal about the conditions in which additional time can make a difference for students. Over the next year, LESC staff will conduct a carefully designed study of schools' implementation of additional learning time in an attempt to understand how additional time can improve student outcomes. An evaluation of schools' approaches to learning time can provide a basis for legislative and budgetary changes that may be necessary to ensure school districts and charter schools are implementing effective programs that improve student outcomes.

The sections below outline a theory of change and a set of evaluation questions that will be used to evaluate the effectiveness of additional school time.

Theory of Change

The upcoming evaluation of learning time should be framed based on an articulated "theory of change." In other words, if learning time is expected to change student outcomes, an evaluation should model *how* that change is expected to occur. The theory of change for learning time can be modeled as an "if/then" statement, which may list a series of inputs provided by the legislature and schools and a series of outcomes expected within schools and in students themselves.

If the Legislature...

- Increases the minimum instructional hours,
- Provides a flexible statutory framework for innovation, and
- Provides adequate funding to increase time,

...and schools...

- Have well-trained, stable, and consistent leadership, and
- Have an understanding of effective ways to increase learning time,

...then schools...

- Will increase the number of hours and days students spend at school
- Will create innovative and engaging school calendars,

...and students...

- Will attend schools at greater rates and be more engaged in their learning, and
- Will experience greater academic gains.

Evaluation Questions

The goals of an evaluation of learning time are twofold; the state has an interest in both understanding how the K-12 Plus program was implemented, and further, whether differences in implementation strategies produced differences in outcomes. To that end, LESC's study of learning time is designed to answer the following four questions:

1. How and in what ways did the K-12 Plus program increase the number of hours and days that students spend at school?
2. What are the models and strategies school districts and charter schools are using to increase learning time?
3. Are certain school calendars, models, or strategies more likely than others to improve student attendance and engagement?

4. Are certain school calendars, models, or strategies more likely than others to see greater improvements in student academic outcomes?

Evaluation Timeline

The evaluation will be conducted in two phases. The first phase will dive into the first two research questions, namely, whether the K-12 Plus program increased learning time compared with the prior year, and how the characteristics of school calendars differ statewide. The first phase of the evaluation is estimated to be complete in December 2023 and will be used as the foundation for the second phase of the evaluation.

The second phase will consider the third and fourth evaluation questions, asking whether additional time or variation in school strategies contributed to improved student outcomes, including attendance, engagement, and proficiency. The second phase of the evaluation will be based on spring 2024 assessment data, with a final evaluation complete by fall 2024. Policy and budget recommendations that result from the evaluation will be complete by the 2025 60-day legislative session.

After the initial evaluation is complete, LESC will continue to study and monitor the effects of hours and days spent in the classroom. Even if the new calendars do not result in significant gains during the first year of implementation, it is important to remember that educational investments require a sustained investment to see results. Educational researchers generally agree that states should expect to see changes in outcomes about five years after major reforms; it is imperative that the legislature sustain its investments in public education, and that schools hold high standards for the amount of time students and teachers spend learning.

Average Calendar Days and Hours
 FY23 (includes ELTP and K5 Plus) vs. FY24



	School District or Charter School	Four- or Five-Day Week	Elementary				Secondary						
			MEM	FY23	FY24	FY23	FY24	MEM	FY23	FY24	FY23		FY24
				Avg. Days	Avg. Days	Avg. Hours	Avg. Hours		Avg. Days	Avg. Days	Avg. Hours		Avg. Hours
1	ALAMOGORDO	5-Day	2,534	179.0	185.0	1,164	1,175	2,887	179.0	181.0	1,217	1,192	1
2	ALBUQUERQUE	5-Day	29,935	181.3	183.1	1,083	1,214	37,870	178.0	180.0	1,132	1,170	2
3	ANIMAS	4-Day	68	150.0	155.0	889	1,161	69	150.0	155.0	1,123	1,161	3
4	ARTESIA	5-Day	1,855	177.2	183.0	1,152	1,228	1,657	169.5	173.5	1,144	1,176	4
5	AZTEC	5-Day	1,012	180.0	169.0	1,230	1,184	1,310	180.0	163.5	1,188	1,143	5
6	BELEN	5-Day	1,719	170.5	191.0	1,066	1,140	1,824	170.5	186.5	1,151	1,182	6
7	BERNALILLO	5-Day	1,205	187.0	189.0	1,184	1,192	1,401	187.0	189.0	1,194	1,195	7
8	BLOOMFIELD	5-Day	1,201	176.0	177.0	1,076	1,195	1,202	176.0	177.0	1,135	1,190	8
9	CAPITAN	4-Day	186	145.0	159.0	1,088	1,162	272	145.0	158.5	1,124	1,166	9
10	CARLSBAD	5-Day	3,115	177.5	181.0	1,139	1,179	3,486	177.5	181.0	1,156	1,217	10
11	CARRIZOZO	4-Day	72	144.0	154.5	1,056	1,174	82	149.0	154.0	1,130	1,167	11
12	CENTRAL CONS.	5-Day	2,025	190.0	181.5	1,140	1,183	2,731	190.0	181.5	1,235	1,166	12
13	CHAMA	4-Day	161	170.0	173.0	1,148	1,173	202	160.0	169.0	1,187	1,223	13
14	CIMARRON	4-Day	132	150.0	155.0	1,125	1,196	190	150.0	152.5	1,125	1,177	14
15	CLAYTON	5-Day	176	170.0	180.0	1,169	1,211	187	170.0	176.0	1,207	1,202	15
16	CLOUDCROFT	4-Day	163	149.0	154.0	1,105	1,143	204	149.0	154.0	1,105	1,143	16
17	CLOVIS	5-Day	3,480	170.0	178.0	992	1,199	3,936	170.0	174.0	1,086	1,169	17
18	COBRE CONS.	4-Day	439	164.0	168.0	1,066	1,220	511	164.0	166.0	1,189	1,205	18
19	CORONA	4-Day	41	150.0	156.0	#DIV/0!	1,157	28	150.0	156.0	1,088	1,155	19
20	CUBA	5-Day	270	198.0	196.0	1,337	1,279	435	183.0	194.5	1,259	1,239	20
21	DEMING	5-Day	2,632	185.0	188.0	1,079	1,226	2,275	185.0	184.0	1,233	1,234	21
22	DES MOINES	5-Day	62	175.0	181.0	1,181	1,183	50	175.0	179.0	1,181	1,176	22
23	DEXTER	5-Day	344	177.0	186.0	1,151	1,226	460	177.0	181.5	1,151	1,196	23
24	DORA	4-Day	104	150.0	151.0	1,125	1,144	97	150.0	151.0	1,125	1,144	24
25	DULCE	5-Day	226	183.0	185.0	1,327	1,270	280	183.0	182.5	1,327	1,224	25
26	ELIDA	4-Day	69	151.0	152.0	1,017	1,177	83	151.0	152.0	1,084	1,147	26
27	ESPANOLA	5-Day	1,585	179.0	183.5	1,002	1,198	1,340	179.0	179.0	1,123	1,211	27
28	ESTANCIA	5-Day	112	178.0	180.0	1,142	1,158	392	178.0	180.0	1,142	1,158	28
29	EUNICE	5-Day	256	176.0	184.0	1,144	1,183	351	176.0	181.0	1,144	1,144	29
30	FARMINGTON	5-Day	4,529	175.0	176.0	1,094	1,149	6,421	175.0	168.5	1,167	1,161	30
31	FLOYD	4-Day	85	150.0	160.0	1,100	1,179	140	150.0	159.0	1,111	1,161	31
32	FT SUMNER	4-Day	106	150.0	156.0	1,013	1,170	156	150.0	152.0	1,125	1,140	32
33	GADSDEN	5-Day	6,037	180.0	184.0	1,110	1,158	5,946	180.0	180.0	1,187	1,159	33
34	GALLUP	5-Day	4,847	181.0	191.0	1,225	1,231	6,985	181.0	191.0	1,336	1,206	34
35	GRADY	4-Day	71	146.0	153.0	1,095	1,147	88	146.0	151.0	1,095	1,143	35
36	GRANTS	5-Day	1,595	193.6	183.0	1,161	1,202	1,571	185.0	178.0	1,189	1,203	36
37	HAGERMAN	5-Day	152	180.0	185.0	1,206	1,250	188	180.0	180.5	1,206	1,222	37
38	HATCH	5-Day	492	186.0	187.5	1,131	1,211	650	186.0	182.0	1,205	1,406	38
39	HOBBS	5-Day	4,373	177.5	183.0	951	1,188	5,343	177.5	183.0	1,213	1,235	39
40	HONDO	4-Day	60	145.0	152.0	932	1,140	62	145.0	152.0	1,088	1,140	40
41	HOUSE	4-Day	13	146.0	148.0	982	1,173	37	146.0	146.0	1,146	1,156	41
42	JAL	4-Day	223	150.0	158.0	1,133	1,175	269	150.0	156.0	1,133	1,178	42
43	JEMEZ MOUNTAIN	4-Day	40	170.0	162.5		1,192	137	164.0	162.5	1,240	1,254	43
44	JEMEZ VALLEY	4-Day	115	160.0	160.0	1,227	1,228	172	160.0	158.5	1,227	1,228	44
45	LAKE ARTHUR	5-Day	53	190.0	192.0	1,188	1,264	74	190.0	190.0	1,283	1,234	45
46	LAS CRUCES	5-Day	9,549	184.0	190.0	1,073	1,147	13,020	184.5	186.3	1,199	1,209	46
47	LAS VEGAS CITY	5-Day	655	180.0	188.0	1,155	1,204	550	180.0	183.5	1,168	1,189	47
48	LOGAN	4-Day	69	146.0	153.0	1,095	1,224	140	146.0	149.5	1,095	1,160	48
49	LORDSBURG	4-Day	217	150.0	157.5	1,125	1,171	194	150.0	154.0	1,125	1,141	49
50	LOS ALAMOS	5-Day	1,794	180.0	190.5	1,170	1,203	1,778	180.0	192.0	1,185	1,199	50

Average Calendar Days and Hours
 FY23 (includes ELTP and K5 Plus) vs. FY24



	School District or Charter School	Four- or Five-Day Week	Elementary				Secondary						
				FY23 Avg. Days	FY24 Avg. Days	FY23 Avg. Hours	FY24 Avg. Hours		FY23 Avg. Days	FY24 Avg. Days	FY23 Avg. Hours	FY24 Avg. Hours	
			MEM					MEM					
51	LOS LUNAS	5-Day	3,951	190.0	191.0		1,148	4,013	190.0	191.0	1,298	1,220	51
52	LOVING	4-Day	257	150.0	162.0	1,088	1,198	301	150.0	158.0	1,110	1,174	52
53	LOVINGTON	5-Day	1,608	189.0	190.5	1,203	1,257	1,624	189.0	190.5	1,181	1,230	53
54	MAGDALENA	4-Day	38	146.0	152.0	1,095	1,141	60	146.0	151.0	1,095	1,157	54
55	MAXWELL	4-Day	46	143.0	151.0	1,084	1,146	59	143.0	151.0	1,084	1,144	55
56	MELROSE	4-Day	123	151.0	160.0	1,095	1,156	137	151.0	153.0	1,095	1,140	56
57	MESA VISTA	4-Day	127	150.0	159.5	1,125	1,192	132	150.0	156.0	1,125	1,246	57
58	MORA	4-Day	188	150.0	168.0	1,088	1,227	211	158.0	168.0	1,146	1,192	58
59	MORIARTY-EDGEWOOD	5-Day	1,013	184.0	184.0	1,119	1,150	1,278	184.0	184.0	1,245	1,221	59
60	MOSQUERO	4-Day	36	144.0	149.0	1,080	1,186	48	144.0	147.0	1,080	1,165	60
61	MOUNTAINAIR	4-Day	100	152.0	158.0	966	1,167	108	152.0	152.5	1,140	1,146	61
62	PECOS	5-Day	179	179.5	189.0	1,152	1,209	284	179.5	186.5	1,167	1,218	62
63	PENASCO	4-Day	147	160.0	165.0	1,080	1,199	157	160.0	163.0	1,200	1,223	63
64	POJOAQUE	5-Day	667	174.0	183.0	1,079	1,175	898	172.0	183.0	1,135	1,187	64
65	PORTALES	5-Day	1,302	178.0	175.0	959	1,220	1,175	178.0	169.5	1,118	1,190	65
66	QUEMADO	4-Day	86	150.0	157.5	1,122	1,185	71	150.0	154.0	1,122	1,155	66
67	QUESTA	4-Day	153	150.0	156.5	990	1,215	155	150.0	153.0	1,138	1,197	67
68	RATON	5-Day	429	181.0	183.0	996	1,152	358	181.0	180.0	1,086	1,168	68
69	RESERVE	4-Day	43	151.0	160.0	1,138	1,165	40	151.0	157.0	1,138	1,143	69
70	RIO RANCHO	5-Day	7,314	186.0	190.0	1,209	1,230	9,346	186.0	190.0	1,209	1,233	70
71	ROSWELL	5-Day	1,021	189.0	194.0	1,229	1,246	942	189.0	192.5	1,229	1,252	71
72	ROY	4-Day	38	145.0	147.0	1,088	1,140	33	145.0	148.0	1,088	1,146	72
73	RUIDOSO	5-Day	790	188.0	169.0	1,206	1,147	948	188.0	168.0	1,206	1,147	73
74	SAN JON	4-Day	59	147.0	151.0	945	1,174	51	147.0	149.0	1,103	1,157	74
75	SANTA FE	5-Day	3,866	174.0	176.5	932	1,154	6,799	174.0	170.5	1,166	1,157	75
76	SANTA ROSA	4-Day	246	158.0	158.0	1,132	1,167	332	158.0	158.0	1,159	1,167	76
77	SILVER CITY	4-Day	1,125	171.8	172.8	1,076	1,158	1,091	168.3	166.0	1,140	1,153	77
78	SOCORRO	4-Day	529	175.0	169.0	1,140	1,141	680	165.0	167.0	1,174	1,175	78
79	SPRINGER	4-Day	51	145.0	158.5	1,063	1,171	53	145.0	154.5	1,090	1,149	79
80	TAOS	5-Day	667	176.0	182.0	1,139	1,186	1,052	176.0	182.0	1,144	1,168	80
81	TATUM	4-Day	105	160.0	163.0	1,160	1,170	164	160.0	161.0	1,160	1,161	81
82	TEXICO	4-Day	237	152.0	163.0	1,105	1,295	318	152.0	163.0	1,168	1,295	82
83	TRUTH OR CONS.	5-Day	550	172.0	189.0	1,015	1,228	723	172.0	189.0	1,152	1,198	83
84	TUCUMCARI	4-Day	385	150.0	157.0	1,088	1,149	489	150.0	157.0	1,105	1,149	84
85	TULAROSA	5-Day	182	175.0	183.0	1,050	1,236	362	175.0	180.0	1,113	1,206	85
86	VAUGHN	4-Day	23	160.0	159.5		1,162	21	160.0	156.0	1,160	1,170	86
87	WAGON MOUND	4-Day	38	150.0	156.0	1,125	1,248	37	150.0	156.0	1,110	1,223	87
88	WEST LAS VEGAS	5-Day	613	180.0	190.0	1,110	1,205	661	180.0	185.0	1,149	1,214	88
89	ZUNI	5-Day	449	190.0	189.0	1,093	1,191	622	190.0	186.0	1,188	1,188	89
	Charter Schools												
90	21ST CENTURY PUBLIC ACAD.	5-Day	127	167.0	170.0	1,119	1,156	263	167.0	170.0	1,119	1,156	90
91	ABQ CHARTER ACADEMY	4-Day						330	150.0	174.0		1,255	91
92	ABQ SCHOOL OF EXCELLENCE	5-Day	536	182.0	187.0	1,144	1,224	379	182.0	185.0	1,259	1,224	92
93	ABQ SIGN LANGUAGE ACADEMY	5-Day	68	201.0	182.0	1,256	1,243	57	201.0	182.0	1,256	1,213	93
94	ACAD. FOR TECH. & CLASSICS	5-Day						400	180.0	180.0	1,170	1,170	94
95	ACE LEADERSHIP HIGH	5-Day						250	190.0	190.0		1,140	95
96	ACES TECHNICAL HIGH SCHOOL	5-Day	155	190.0	197.5	1,188	1,267	120	190.0	194.0	1,207	1,237	96
97	ABQ BILINGUAL ACAD.	5-Day	276	190.0	193.0	1,283	1,303	84	190.0	192.0	1,283	1,297	97
98	ABQ COLLEGIATE CHARTER	5-Day	200	180.0	189.0	1,254	1,307						98
99	ABQ. INST OF MATH & SCI	5-Day						350		168.5		1,269	99

Average Calendar Days and Hours
 FY23 (includes ELTP and K5 Plus) vs. FY24



	School District or Charter School	Four- or Five-Day Week	Elementary				Secondary						
			MEM	FY23 Avg. Days	FY24 Avg. Days	FY23 Avg. Hours	FY24 Avg. Hours	MEM	FY23 Avg. Days	FY24 Avg. Days	FY23 Avg. Hours	FY24 Avg. Hours	
100	ABQ TALENT DEVELOPMENT	4-Day						142	164.0	166.5	1,162	1,212	100
101	ALDO LEOPOLD CHARTER	5-Day	20	182.0	188.0		1,257	162	182.0	184.0	1,196	1,225	101
102	ALICE KING COMM. SCHOOL	4-Day	320	160.0	169.0	1,040	1,143	134	160.0	170.0		1,154	102
103	ALMA D'ARTE CHARTER	5-Day						136	194.0	178.5	1,232	1,232	103
104	ALTURA PREPARATORY	5-Day	244	174.0	170.5	1,166	1,180						104
105	AMY BIEHL CHARTER HIGH	5-Day						230	183.0	183.0	1,159	1,159	105
106	ANANSI CHARTER SCHOOL	5-Day	152	182.0	186.0	1,183	1,173	45	182.0	181.0	1,213	1,179	106
107	CESAR CHAVEZ COMM. SCH.	5-Day						150	190.0	191.0		1,142	107
108	C. DUNCAN HERITAGE ACAD.	4-Day	284	175.0	182.0	1,298	1,327	83	175.0	178.5	1,308	1,327	108
109	CIEN AGUAS INTERNATIONAL	5-Day	322	180.0	177.5	1,098	1,175	100	180.0	165.0	1,098	1,168	109
110	CORAL COMM. CHARTER	5-Day	201	192.0	195.0	1,070	1,248						110
111	CORRALES INTERNATIONAL	5-Day	146	187.0	195.5		1,170	95	187.0	190.0	1,184	1,146	111
112	COTTONWOOD VALLEY	5-Day	108		175.0		1,180	62		171.0		1,193	112
113	DEAP	5-Day						50	170.0	176.0	1,275	1,320	113
114	DEMING CESAR CHAVEZ	4-Day						154	154.0	156.0	1,155	1,163	114
115	DIGITAL ARTS & TECH. ACAD.	5-Day						350	176.0	183.0	1,115	1,162	115
116	DREAM DINE CHARTER	5-Day	45	203.8	188.5	1,325	1,325						116
117	EAST MOUNTAIN HIGH	5-Day						414	190.0	187.0	1,283	1,185	117
118	EL CAMINO REAL ACAD.	5-Day	197	191.0	200.0	1,261	1,354	170	191.0	195.0	1,261	1,365	118
119	ESTANCIA VALLEY CLASSICAL	5-Day	371	175.0	182.0	1,138	1,182	256	175.0	181.0	1,175	1,225	119
120	EXPLORE ACADEMY	5-Day	475	182.0	191.0	1,092	1,203	1,041	182.0	191.0		1,208	120
121	EXPLORE ACAD. LAS CRUCES	5-Day	50	181.0	188.0		1,201	250	181.0	188.0	1,177	1,207	121
122	GILBERT L SENA CHARTER	5-Day						151	190.0	194.5	1,140	1,265	122
123	GORDON BERNELL CHARTER	4-Day						140	170.0	174.0	1,190	1,218	123
124	HEALTH LEADERSHIP HIGH	5-Day						210	177.0	185.0	1,151	1,161	124
125	HOZHO ACADEMY	5-Day						720	190.0	199.0		1,330	125
126	J PAUL TAYLOR ACADEMY	5-Day	153	190.0	193.0	1,283	1,299	46	190.0	190.0	1,283	1,283	126
127	JEFFERSON MONTESSORI	5-Day	171	189.0	189.0	1,323	1,438	108	189.0	186.0	1,386	1,449	127
128	LA ACADEMIA DE ESPERANZA	5-Day						233	180.0	186.0	1,125	1,273	128
129	LA ACAD. DOLORES HUERTA	5-Day						75	181.5	185.0	1,180	1,210	129
130	LA TIERRA MONTESSORI	5-Day	72	185.0	180.5		1,264	21	185.0	176.0	1,295	1,234	130
131	LAS MONTANAS CHARTER	4-Day						176	158.0	162.0	1,225	1,228	131
132	LOS PUENTES CHARTER	5-Day						101	180.0	184.0	1,080	1,380	132
133	MARK ARMIJO ACADEMY	5-Day						200	178.0	182.0	1,157	1,185	133
134	MCCURDY CHARTER SCHOOL	5-Day	280	173.0	175.0	1,081	1,173	262	173.0	175.0	1,192	1,226	134
135	MIDDLE COLLEGE HIGH SCH.	5-Day						140	171.0	166.0	1,265	1,270	135
136	MISSION ACH. & SUCCESS 1.0	5-Day	1,454	182.0	188.5	1,365	1,395	826	182.0	183.0	1,365	1,365	136
137	MONTE DEL SOL CHARTER	5-Day						380	173.0	176.0	1,099	1,144	137
138	MONTESSORI ELEM. SCHOOL	5-Day						440	190.0	192.0	1,140	1,184	138
139	MONTESS. OF THE RIO GRANDE	5-Day	216	182.0	185.0	1,092	1,149						139
140	MORENO VALLEY HIGH	4-Day						52		152.5		1,145	140
141	MOSAIC ACADEMY CHARTER	5-Day	139	180.0	185.0	1,170	1,194	41	180.0	184.0	1,170	1,238	141
142	MOUNTAIN MAHOG. COMM.	5-Day	134	187.0	191.0	922	1,144	93	187.0	192.0	1,262	1,196	142
143	NACA	5-Day	171	190.0	175.5		1,236	284	190.0	172.5		1,210	143
144	NEW AMERICA SCHOOL	4-Day		#DIV/0!		#DIV/0!		230	158.0	170.0	1,185	1,268	144
145	NEW AMERICA SCHOOL - LC	4-Day		#DIV/0!		#DIV/0!		170	158.0	164.0	1,185	1,193	145
146	NM ACAD. FOR MEDIA ARTS	5-Day		#DIV/0!		#DIV/0!		179	173.0	184.0	1,081	1,155	146
147	NM CONNECTIONS ACAD.	5-Day	186	180.0	189.5	1,080	1,185	1,189	180.0	184.5	1,080	1,155	147
148	NEW MEXICO INTERNATIONAL	5-Day	351	165.5	181.0	1,037	1,146	49	165.5	176.0		1,142	148
149	NM SCHOOL FOR THE ARTS	5-Day		#DIV/0!		#DIV/0!		346	183.0	187.0	1,238	1,260	149

Average Calendar Days and Hours
 FY23 (includes ELTP and K5 Plus) vs. FY24



	School District or Charter School	Four- or Five-Day Week	Elementary				Secondary						
			MEM	FY23 Avg. Days	FY24 Avg. Days	FY23 Avg. Hours	FY24 Avg. Hours	MEM	FY23 Avg. Days	FY24 Avg. Days	FY23 Avg. Hours		FY24 Avg. Hours
150	NORTH VALLEY ACADEMY	5-Day	287	187.0	166.0	1,216	1,207	55	187.0	164.0	1,262	1,177	150
151	PECOS CYBER ACADEMY	5-Day	535	180.0	193.0		1,265	693	180.0	193.0		1,305	151
152	PAPA	5-Day						435	168.0	172.0	1,232	1,250	152
153	RAICES DEL SABER XINACHTLI	5-Day	145	185.0	188.0	1,203	1,191						153
154	RED RIVER VALLEY CHARTER	4-Day	56	160.0	163.0	1,101	1,159	18	160.0	162.0	1,151	1,176	154
155	RIO GALLINAS SCHOOL	5-Day	68	175.0	190.0	1,173	1,244	12	175.0	190.0	1,173	1,247	155
156	RIO GRANDE ACAD. OF FINE ARTS	5-Day	109	205.0	205.0	1,196	1,280	35	205.0	203.0	1,196	1,218	156
157	ROBERT F. KENNEDY CHARTER	5-Day						395	190.0	193.0	1,235	1,252	157
158	ROOTS & WINGS COMMUNITY	4-Day						60	167.0	177.0	1,141	1,155	158
159	SAN DIEGO RIVERSIDE	5-Day	59	180.5	184.0		1,303	15	180.5	179.0		1,273	159
160	SANDOVAL ACAD. OF BIL. ED.	5-Day	260	188.0	191.0	1,269	1,270	20	188.0	193.0	1,269	1,273	160
161	SCHOOL OF DREAMS ACADEMY	5-Day	193	186.0	187.0	1,209	1,221	272	186.0	186.0	1,302	1,302	161
162	SIDNEY GUTIERREZ MIDDLE	5-Day	152	188.0	190.0	1,238	1,249	44	188.0	188.0	1,238	1,220	162
163	SIEMBRA LEADERSHIP HIGH	5-Day						300	179.0	194.0	1,164	1,170	163
164	SIX DIRECTIONS INDIGENOUS	4-Day						78	155.0	165.0	1,085	1,157	164
165	SOLARE COLLEGIATE CHARTER	5-Day						338	188.0	193.0	1,426	1,458	165
166	SOUTH VALLEY ACADEMY	5-Day	96	174.0	194.0		1,215	524	174.0	190.0	1,102	1,186	166
167	SOUTH VALLEY PREP	5-Day						200	185.0	184.5	1,236	1,236	167
168	SW PREP. LEARNING CENTER	5-Day						150	170.0	190.0	1,077	1,270	168
169	SW SECOND. LEARNING CENTER	5-Day						147	174.0	175.0		1,220	169
170	SW AERO. MATH. & SCI.	5-Day						300	156.0	192.0	1,092	1,320	170
171	TAOS ACADEMY	4-Day						270	161.0	176.0	1,181	1,298	171
172	TAOS INT. SCHOOL OF ARTS	4-Day	128	160.0	155.0		1,170	62	160.0	155.0	1,267	1,246	172
173	TAOS INTERNATIONAL SCHOOL	5-Day	137	181.0	185.0	1,164	1,337	38	181.0	181.0	1,358	1,307	173
174	TAOS MUNICIPAL CHARTER	5-Day	166	182.0	189.0	1,116	1,233	52	182.0	185.0	1,161	1,297	174
175	TECH. LEADERSHIP HIGH SCHOOL	5-Day						315		185.0		1,161	175
176	THE ASK ACADEMY	4-Day						620	153.0	155.5	1,122	1,156	176
177	THE GREAT ACADEMY	5-Day						120	180.0	172.0		1,141	177
178	THE INT. SCH. AT MESA DEL SOL	5-Day	201	183.0	194.0	1,190	1,217	136	183.0	192.0	1,220	1,253	178
179	THE MASTERS PROGRAM	5-Day						243	171.0	179.0		1,210	179
180	THRIVE COMMUNITY SCHOOL	5-Day						260	175.0	157.5	1,138	1,148	180
181	TIERRA ADENTRO	5-Day						250	190.0	190.0		1,235	181
182	TIERRA ENCANTADA CHARTER	4-Day						296	160.0	176.0	1,267	1,314	182
183	TURQUOISE TRAIL CHARTER	5-Day	405	190.0	183.5	1,172	1,276	158	190.0	177.0	1,251	1,246	183
184	VISTA GRANDE HIGH SCHOOL	5-Day						92	185.0	184.0	1,181	1,258	184
185	VOZ COLLEGIATE PREP.	5-Day						108	189.0	199.0	1,421	1,420	185
186	WALATOWA CHARTER HIGH	5-Day						38	192.0	199.0	1,488	1,485	186
187	W. W. J. DORN CHARTER	5-Day	68		181.0		1,141						187
School District Totals/Averages													
188	All School Districts	5-Day	117,032	181.0	184.5	1,100	1,195	144,482	180.4	182.0	1,187	1,193	188
189	All School Districts	4-Day	5,559	153.4	159.1	1,082	1,181	6,939	152.1	156.3	1,134	1,176	189
Charter School Totals/Averages													
190	All Charter Schools	5-Day	9,901	184.0	186.6	1,179	1,237	17,253	182.3	184.1	1,213	1,239	190
191	All Charter Schools	4-Day	788	163.8	167.3	1,146	1,200	3,015	160.2	166.7	1,187	1,215	191