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FISCAL IMPACT REPORT

SPONSOR Romero, GA ORIGINAL DATE 02/11/21 184/aHEC/aHAFC/
 LAST UPDATED 03/16/21 HB aSEC

SHORT TITLE K-5 Plus Funding & Uses SB _____

ANALYST Liu

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

| | FY21 | FY22 | FY23 | 3 Year Total Cost | Recurring or Nonrecurring | Fund Affected |
|--------------|------|-----------------------|-----------------------|-----------------------|------------------------------|---------------------------------|
| Total | | \$0.0 - \$10,000.0 | \$0.0 - \$10,000.0 | \$0.0 - \$20,000.0 | Recurring | Public Education Reform Fund |

(Parenthesis () Indicate Expenditure Decreases)

Relates to SB40, SB131
 Relates to an appropriation in the General Appropriation Act of 2021

SOURCES OF INFORMATION

LFC Files
 Legislative Education Study Committee (LESC) Files

Responses Received From
 Public Education Department (PED)

SUMMARY

Synopsis of SEC Amendment

The Senate Education Committee amendment to House Bill 184 strikes the HEC amendment, HAFC amendment, and all sections of the original bill. The amendment creates a new section of the Public School Code establishing an additional elementary instructional time (AIT) pilot project. Schools participating in the project must:

- Add 140 instructional hours for all students at an eligible elementary schools beyond the statutorily-required minimum instructional hours or instructional time provided in FY19, whichever is greater;
- Receive at least 30 percent of the preliminary unit value for each student based on prior year enrollment;
- Evaluate students through PED-approved summative and formative assessments; and
- Be high-poverty, low-performing schools that require all students in all grades to participate.

The amendment requires PED to establish reporting and evaluation requirements; report to the governor, LESL, LFC, and Legislature on findings and recommendations of the 2-year AIT

pilot, and promulgate rules for application. PED can use up to 4 percent of any appropriation made by the Legislature for the AIT pilot for administrative costs.

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee amendment to House Bill 184 changes the HEC amendment to require the addition of K-5 Plus or Extended Learning Time Programs (ELTP) instructional hours or days to occur after a school district or charter schools has provided the minimum statutorily required instructional hours or the number of instructional hours and instructional days provided in the 2018-2019 school year, whichever provides the greater number of total instructional hours.

The amendment further requires school districts operating a four-day school week in FY19 or current school districts with less than 1,000 students operating a four-day school week to add at least 150 instructional days before adding 10 ELTP instructional days or seven instructional hours per instructional day for kindergarten through sixth grade and 7.5 instructional hours per instructional day for seventh through 12th grade.

Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 184 replaces the existing ELTP statute with new provisions that require schools with ELTPs to:

- Provide schoolwide programs that are considered an extended school calendar;
- Meet minimum instructional school day and year requirements before adding new learning time;
- Add 10 instructional days or 55 instructional hours for kindergarten through sixth grade and 60 instructional hours for seventh through 12th grade;
- Provide afterschool programming that does not supplant federal programs; and
- Provide 80 noninstructional hours for school district instructional staff professional development.

For school districts that were operating a 4-day school week in FY19 or current school districts with less than 1,000 students operating a 4-day school week, the amendment allows the school district to qualify for ELTP funding by:

- Providing a 150 instructional day calendar before adding new learning time;
- Adding 10 instructional days or 6.5 instructional hours per instructional day for kindergarten through sixth grade and 7 instructional hours per instructional day for seventh through 12th grade; and
- Meeting the aforementioned requirements for ELTPs.

Synopsis of Original Bill

House Bill 184 amends the Public School Code, allowing school districts and charter schools to generate K-5 Plus Program and ELTP funding by providing additional instructional hours (rather than just additional instructional days) to the school calendar. The bill equates an instructional day to a school day with at least 5.5 instructional hours.

To qualify as a K-5 Plus program, the bill requires elementary schools operating a 5-day school

week to provide a minimum of 180 instructional days and schools operating a 4-day school week to provide a minimum of 150 instructional days before providing 25 additional instructional days (or equivalent instructional hours).

The bill prohibits elementary schools from providing both K-5 Plus and ELTP through equivalent instructional hours. In this case, the bill requires the school to first extend the calendar to 190 days or 160 days, as applicable, before allowing the addition of equivalent instructional hours through the K-5 Plus program.

The bill further changes the calculation of K-5 Plus program units in the funding formula to use prior year counts rather than a PED-selected reporting date. There is no effective date of this bill. It is assumed the effective date is 90 days following adjournment of the Legislature.

FISCAL IMPLICATIONS

The bill does not make an appropriation but changes how school districts and charter schools would qualify for K-5 Plus and ELTP funding through the public school funding formula. Expanded flexibility to design these programs using instructional hours rather than instructional days would significantly increase participation, particularly for K-5 Plus. For example, rather than requiring a school with a typical 180 instructional day calendar to add 25 additional instructional days for K-5 Plus, the school could simply add 45 minutes to each instructional day to meet the equivalent time requirement (i.e. adding 137.5 hours).

The FY21 SEG appropriation includes \$151.3 million in recurring general fund appropriations for K-5 Plus and ELTP, which provides sufficient funding for 58.7 thousand students in K-5 Plus and 143 thousand students in ELTP at the current unit value of \$4,536.75. Prior to the Covid-19 pandemic, PED initially projected FY21 participation would be 50 thousand students for K-5 Plus and 150 thousand students for ELTP. However, after PED ordered schools to close and cancel K-5 Plus programs in summer 2020, FY21 participation in K-5 Plus programs totaled 16 thousand students and participation in ELTP reached 134 thousand students.

With nearly half of the state's student population already enrolled in a K-5 Plus or ELTP program and significant projected demand for the programs prior to the pandemic, expanded flexibility provisions in this bill would likely increase participation beyond the existing funding capacity for these programs. Allowing schools to convert additional instructional days to hours would be easier to execute than extending the school year calendar, which affects timelines for community programs, contract days, and summer vacation. Given the significant funding provided by the K-5 Plus and ELTP formula factors, many districts and charters would have a significant financial incentive to count all students in both programs at the logistical cost of extending the school day by an hour or less.

This analysis assumes provisions of this bill could incentivize up to 80 percent of school districts and charter schools to fully enroll eligible students in K-5 Plus and ELTP through the use of equivalent instructional hours at the current unit value of \$4,536.75 in FY22. At 80 percent statewide participation, the program cost would be \$292.6 million, or \$141.3 million above the FY21 operating budget level. HB2/HAFCS increases the recurring general fund appropriation for K-5 Plus and ELTP to \$221.3 million (a \$70 million increase) and appropriates \$70.4 million from the public education reform fund (PERF) for various purposes, including \$50.1 million for ELTP, \$5.3 million for K-5 Plus and ELTP transportation, and \$15 million for K-12 Plus pilots.

This estimate assumes the cost is the difference between HB2/HAFCS for FY22 and the difference between the recurring appropriation and costs of full statewide participation by FY23, which would be \$62.5 million each year. The SEC amendment changes the bill's provisions to establish an AIT pilot. HB2/HAFCS/aSFC includes \$20 million from PERF for AIT pilots - \$10 million for FY22 and \$10 million for FY23. The amendment further authorizes PED to budget up to \$400 thousand of the appropriation for administrative costs related to the AIT pilot.

Increased participation in K-5 Plus and ELTP would reduce reversions to PERF, which receive unspent K-5 Plus and ELTP appropriations. PERF balances are estimated to reach \$170 million by the end of FY21 after accounting for K-5 Plus and ELTP reversions from FY20 and FY21 and PERF appropriations made for FY21 initiatives (See Attachment 2).

SIGNIFICANT ISSUES

In spite of the Covid-19 public health emergency, plaintiffs in the consolidated education sufficiency cases of *Martinez v. New Mexico* and *Yazzie v. New Mexico* continue to argue the state has a constitutional obligation to provide a uniform and sufficient education for all students. The landmark *Martinez-Yazzie* ruling ordered the state to provide schools with the resources (such as instructional materials, properly trained staff, curricular offerings, and extended learning time) necessary to give at-risk students the opportunity to be college and career ready. Additionally, the order required the state to establish an accountability system that could measure the efficacy of programs and assure that local districts were spending funds in a way that efficiently and effectively met the needs of at-risk students.

In response to findings in the *Martinez-Yazzie* lawsuit, the state invested heavily in two evidence-based programs in FY20 – the K-5 Plus extended school year initiative, which adds 25 days to the regular school calendar and ELTP, which adds 10 additional school days and requires schools to provide afterschool programming and 80 hours of teacher professional development. In FY20, 16 thousand students participated in K-5 Plus and 83 thousand students participated in ELTP (see Attachment 1).

Provisions of this bill would allow schools to add equivalent instructional hours to become eligible for K-5 Plus or ELTP funding. For K-5 Plus programs, current statute requires schools to provide 25 additional instructional days before the regular school calendar. For ELTPs, current statute requires schools calendars to be at least 190 days for schools with a 5-day school week or 160 days for schools with a 4-day school week. The HEC amendment removes the ELTP day requirement and requires schools to meet existing instructional hour requirements before adding the minimum of 10 days or equivalent minimum hours to the school calendar.

The LFC's 2018 evaluation *Instructional Time and Extended Learning Opportunities in Public Schools* found students in New Mexico received fewer instructional days than a decade ago, and the number of schools on four-day week schedules increased by over 33 percent since FY10. Programs that extend learning time, like K-3 Plus and afterschool and summer enrichment, showed promise for closing learning gaps. Further, instructional time was only as effective as the quality of instruction. Key recommendations of the report included adding 10 days to the school year, extending the school year through statewide K-5 Plus programs, lengthening school days with afterschool programs, and providing additional professional development time.

Current law requires school districts and charter schools to have a minimum of 990 instructional

hours for students in full-day kindergarten through sixth grade and 1,080 hours for seventh through 12th grade, based on 180 days with 5.5 hours for kindergarten through sixth grade and six hours for seventh through 12th grade. The 2018 evaluation found, on average, New Mexico schools provided 6.7 hours each day and 175.6 school days during the year. Given current instructional day designs (i.e. 6.7 hours) the HEC amendment could allow some schools to generate additional funding without having to add any additional instructional time (e.g. the amendment’s minimum requirement is 6.5 hours per day for 4-day school weeks). The HAFC amendment increases this minimum requirement to 7 hours per day.

Provisions of this bill may allow some K-5 Plus schools to add fewer than the equivalent of 25 instructional days using hours due to current bell schedules. For example, Albuquerque Public Schools (APS) operates some elementary schools with a traditional 5-day school week at 178 instructional days between 7:50 a.m. and 2:00 p.m. (6 hours assuming about a half hour lunch), totaling about 1,068 hours in a year. Because the bill only requires a district or charter to meet minimum instructional hours (i.e. 990 hours) before adding equivalent K-5 Plus hours (i.e. an additional 137.5 hours), these APS elementary schools would only need to add the equivalent of about 11 days (59.5 hours) to generate K-5 Plus units (which covers the cost of 25 additional days). In many cases, the HEC amendment could allow school districts and charter schools to provide less than the equivalent of 25 instructional days from current calendars and still generate funding for K-5 Plus (see Attachment 3). The HAFC amendment addresses this issue and requires school districts and charter schools to provide the additional instructional time beyond the instructional time provided in the 2018-2019 school year or minimum statutory requirements, whichever provides the greater number of total instructional hours.

Statewide adoption of K-5 Plus remains a challenge due to long-standing perceptions about school calendars. Voluntary participation in these programs could impact statewide equity of funding and programming, particularly for at-risk students. For example, the Los Alamos school district (one of the state’s highest performing districts) will implement a districtwide K-5 Plus program for all elementary students in FY21 while the Gallup school district, a *Martinez-Yazzie* lawsuit plaintiff, will not implement any K-5 Plus programming. Although the state argued PED lacked authority to enforce spending at a local level, court findings in the *Martinez-Yazzie* lawsuit opined that PED had interpreted its statutory authority too narrowly and noted the state was responsible for ensuring that all schools spent funding in a way that improved outcomes for all students.

PED notes participation in K-5 Plus has been far below expectations, and schools districts and charter schools have left significant portions of appropriations unspent. Since FY20, approximately \$200 million in unspent K-5 Plus and ELTP funds has reverted to PERF (estimated balances at the end of FY21 will be about \$170 million). School district and charter school leaders have cited various reasons for opting out of these programs, particularly K-5 Plus. Among the reasons were the inability to adhere to the cohort requirements for K-5 Plus (requiring K-3 Plus students to remain with the same teacher during the regular school year), a lack of buy-in on the part of staff, and resistance from community members who felt adding 25 school days during the summer conflicted with other community priorities. Of the 141 school districts and charter schools in the state, 40 districts and 45 charters participated in FY20. The health pandemic contributed to a precipitous drop, with only 13 districts and 18 charters choosing to participate in K-5 Plus in FY21.

Despite low uptake in K-5 Plus, PED notes school districts and charter schools have increasingly

opted in to ELTP. This is partly due to the requirement to add only 10 instructional days instead of 25 in K-5 Plus, which school districts and charters indicated was easier to accomplish and received more community support. Of the state's 141 LEAs, 27 districts and 32 charters participated in FY20. That number increased to 46 district and 51 charters participating in FY21. PED notes the flexibilities provided in these bills may alleviate some of the issues with the initial implementation of the program. Already, some school districts have used this practice to provide additional professional development for teachers and academic enrichment programming for students without having to significantly extend the length of the school year.

LESC estimates 14 school districts or charter schools operating a 4-day school week would need to add days to meet the 150 instructional day minimum provision of this bill and 68 school districts or charter schools operating a 5-day school week would need to add days to meet the 180 instructional day minimum.

PERFORMANCE IMPLICATIONS

PED notes by the end of the 2020-2021 school year, the Covid-19 pandemic will have forced New Mexico's schools to provide a mix of in-person and distance learning for more than an entire school year. Despite teachers' best efforts, most research estimates that students will be significantly behind where they would normally have been if able to attend full-time in-person school. A report from McKinsey & Company, for example, found students may lose between five and nine months of learning by the end of this school year. Students of color, the study found, may lose as many as 12 months of learning.

Two 2020 LFC evaluation reports reviewed the state's education system during the Covid-19 pandemic and found lower student engagement with remote learning, disparities in student access to educational technology, and limited assessment of student performance. The reports found middle and high school students were failing remote classes at high rates, teachers could not find or reach approximately one in five students, and social isolation posed serious mental health risk to students and families. The evaluations recommended a universal extension of the school calendar in FY22 through its existing K-5 Plus and ELTPs at an incremental cost of \$138 million to address learning lost during school closures.

K-3 Plus, the precursor to K-5 Plus, was scientifically shown to improve student performance relative to peers when programs are executed correctly. Students who participated in K-3 Plus in FY18 before entering kindergarten the same year were more likely to be at benchmark on the Istation assessment than students who did not attend K-3 Plus. One quarter, or 25 percent, of K-3 Plus students were proficient or above on Istation in the beginning of kindergarten, compared to 17 percent of students who were not in a K-3 Plus program. The benefits of K-3 Plus were even more pronounced for low-income students, where 24 percent of low-income students were at benchmark after participating in K-3 Plus compared with 12 percent of low-income students who did not participate in the program. The kindergarten readiness findings were similar to the Utah State University independent, scientific evaluation of the K-3 Plus program, published in 2015. The evaluation assessed students over four years and found students enrolled in K-3 Plus the summer prior to kindergarten were more ready for school and outperformed their peers.

Laws 2019, Chapters 206 and 207, which expanded K-3 Plus to K-5 Plus in FY20, required districts to implement the program correctly. LFC analysis shows students participating in both K-3 Plus and prekindergarten programs show improved academic achievement, with stronger gains in higher fidelity programs (i.e., high fidelity programs add at least 25 days, end no earlier

than two weeks prior to the first day of the regular school year, and keep K-3 Plus students with the same teacher during the regular school year).

ADMINISTRATIVE IMPLICATIONS

PED notes the bill may require additional administrative duties due to the variety of implementation models consisting of various combinations of additional instructional days and instructional hours schools could choose.

The SEC amendment requires PED to establish application, reporting, and evaluation procedures for the AIT pilot and study the program over a 2 year period. AIT schools would need to administer formative and summative assessments of participating students.

RELATIONSHIP

This bill relates to a \$20 million PERF appropriation for AIT programs in HB2/HAFCS/aSFC. The bill also relates to Senate Bill 40, which mandates statewide participation in K-5 Plus or ELTP in FY22, and Senate Bill 131, which excludes K-5 Plus and ELTP units from the capital improvements local-state match calculation.

TECHNICAL ISSUES

Section 1 of the bill refers to the terms “equivalent number of instructional hours” and “instructional day” for ELTP, however, the definition of these terms only apply to Section 2 of the bill for K-5 Plus programs. The sponsor may want to consider including the definitions for these terms in both sections or in a general definition section that applies to both ELTP and K-5 Plus. The HEC and HAFc amendments establish instructional hour requirements for ELTP.

The HEC amendment could allow schools operating a 4-day school week to provide fewer instructional hours than the minimum statutory requirement and still qualify for ELTP funding. At the rate of 6.5 instructional hours for 150 instructional days, the school would be providing 975 hours (less than the statutory minimum of 990 hours). While this is contrary to existing statute, by exercising this exception as written, a 4-day school week could potentially be eligible for ELTP funding without providing additional instructional time beyond existing minimums. The HAFc amendment requires school districts and charter schools to provide the additional instructional time beyond the instructional time provided in the 2018-2019 school year or minimum statutory requirements, whichever provides the greater number of total instructional hours.

Section 3 of the bill changes the calculation of K-5 Plus program units to use the average of the prior-year second and third reporting dates. Although this change would typically provide stability for budgeting purposes in normal years, given the timing of this bill the provision would require PED to use FY21 student enrollment to calculate K-5 Plus funding for FY22. Substantial enrollment declines in FY21 due to school closures would likely result in an understatement of K-5 Plus units for FY22. As such, the sponsor may want to consider delaying enactment of this provision until FY23.

OTHER SUBSTANTIVE ISSUES

The 2016 LFC evaluation *Assessing “Time-on-Task” and Efforts to Extend Learning Time* found that 32 percent of instructional time, or 62 days, at New Mexico schools was lost or used on nonacademic activities. Factors impacting instructional time included late starts, teacher and student absences, discipline, truancy, test administration, re-teaching, recess, Breakfast After the Bell, and parent-teacher conferences. While the evaluation acknowledged the importance of providing additional time for learning, the report stressed the quality of learning time (time-on-task) as the key factor for improving academic achievement.

Prior to the Covid-19 pandemic, PED initially projected FY21 participation would be 50 thousand students for K-5 Plus and 150 thousand students for ELTP. However, in light of the pandemic, PED closed schools and cancelled K-5 Plus programs in summer 2020. As a result, participation in K-5 Plus programs in FY21 remained flat at 16 thousand students, an increase of 100 students from FY20. In contrast, participation in ELTPs grew to 134 thousand students in FY21, an increase of 51 thousand students, or 62 percent. Although participation was likely spurred in part by provisions during the special session requiring schools to make up lost instructional time, nearly half of all students statewide will participate in an ELTP during FY21. Some schools are also implementing universal K-5 Plus and ELTPs to provide an extended year and longer school day for all students, given the provision allowing conversion of ELTP time into hours rather than days when done in conjunction with K-5 Plus.

For FY21, the Central, Cobre, Cuba, and Jemez Mountain school districts will implement both K-5 Plus and ELTP districtwide, providing an extended school year calendar for all students and staff. Scaling programs up allows schools to leverage economies of scale and provide additional instructional time for student enrichment, afterschool intervention, and educator professional development. Nine other school districts applied for both K-5 Plus and ELTP in FY21, generating up to \$1,858 more per student and providing upwards of 20 percent more in additional compensation for teachers.

ALTERNATIVES

PED notes there is approximately \$151 million set aside in the SEG for K-5 Plus and ELTP. The executive’s FY22 budget recommendation proposes consolidating those funds in order to pay for qualifying programs and make any remaining funds available for use on career technical education and community school initiatives.

SL/rl/al/rl/al

K-5 Plus and Extended Learning Student Participation

| District/Charter | K-5 Plus Actual Students (FY19) | K-5 Plus Students Actual (FY20) | K-5 Plus Students Budgeted (FY21) | K-5 Total ¹ Students | Percent of K-5 Total ¹ Students | ELTP Students Actual (FY20) | ELTP Students Budgeted (FY21) | K-12 Total ¹ Students | Percent of K-12 Total ¹ Students |
|------------------|---------------------------------|---------------------------------|-----------------------------------|---------------------------------|--|-----------------------------|-------------------------------|----------------------------------|---|
| ALAMOGORDO | 218 | - | - | 2,839 | 0% | - | - | 5,731 | 0% |
| ALBUQUERQUE | 3,796 | 1,688 | 1,026 | 37,134 | 3% | 6,808 | 3,256 | 77,714 | 4% |
| ANIMAS | - | - | - | 68 | 0% | - | - | 153 | 0% |
| ARTESIA | 360 | 389 | - | 1,875 | 0% | 1,785 | 480 | 3,796 | 13% |
| AZTEC | - | 29 | - | 1,162 | 0% | 381 | 2,608 | 2,608 | 100% |
| BELEN | 159 | 155 | - | 1,787 | 0% | 510 | 665 | 3,784 | 18% |
| BERNALILLO | 236 | 419 | - | 1,414 | 0% | 1,290 | 2,796 | 2,826 | 99% |
| BLOOMFIELD | 174 | 193 | 1,378 | 1,176 | 117% | 1,189 | - | 2,645 | 0% |
| CAPITAN | - | - | - | 207 | 0% | - | - | 495 | 0% |
| CARLSBAD | 322 | 469 | - | 3,530 | 0% | - | - | 6,931 | 0% |
| CARRIZOZO | 39 | 38 | - | 53 | 0% | - | 135 | 138 | 98% |
| CENTRAL CONS. | - | - | 2,325 | 2,365 | 98% | - | 5,275 | 5,393 | 98% |
| CHAMA VALLEY | 26 | 48 | - | 177 | 0% | - | 386 | 399 | 97% |
| CIMARRON | - | - | - | 173 | 0% | - | 341 | 352 | 97% |
| CLAYTON | - | - | - | 193 | 0% | 415 | 415 | 424 | 98% |
| CLOUDCROFT | - | - | - | 177 | 0% | - | - | 419 | 0% |
| CLOVIS | 268 | - | - | 3,893 | 0% | - | - | 7,779 | 0% |
| COBRE CONS. | 211 | 196 | 554 | 566 | 98% | 797 | 1,106 | 1,118 | 99% |
| CORONA | - | - | - | 33 | 0% | - | 43 | 62 | 69% |
| CUBA | 33 | 31 | 211 | 197 | 107% | 255 | 547 | 549 | 100% |
| DEMING | 1,071 | 1,742 | - | 2,366 | 0% | 3,572 | 5,046 | 5,090 | 99% |
| DES MOINES | - | - | - | 37 | 0% | - | - | 86 | 0% |
| DEXTER | 141 | 96 | 150 | 357 | 42% | - | - | 856 | 0% |
| DORA | - | - | - | 106 | 0% | - | - | 227 | 0% |
| DULCE | 88 | 91 | - | 295 | 0% | 291 | - | 578 | 0% |
| ELIDA | - | - | - | 72 | 0% | - | - | 155 | 0% |
| ESPAÑOLA | 404 | - | - | 1,609 | 0% | - | - | 3,222 | 0% |
| ESTANCIA | - | - | - | 275 | 0% | - | - | 595 | 0% |
| EUNICE | 96 | 85 | - | 378 | 0% | - | - | 810 | 0% |
| FARMINGTON | - | 169 | - | 4,933 | 0% | - | - | 11,051 | 0% |
| FLOYD | - | - | - | 108 | 0% | - | - | 203 | 0% |
| FT. SUMNER | 41 | 65 | 127 | 131 | 97% | 129 | 127 | 262 | 48% |
| GADSDEN | 1,513 | 974 | 1,250 | 5,655 | 22% | 12,684 | 5,438 | 12,679 | 43% |
| GALLUP | 880 | 1,112 | - | 4,698 | 0% | 10,665 | 10,657 | 10,720 | 99% |
| GRADY | - | - | - | 82 | 0% | - | - | 171 | 0% |
| GRANTS | 206 | 314 | - | 1,554 | 0% | - | 3,250 | 3,349 | 97% |
| HAGERMAN | 80 | 91 | - | 168 | 0% | - | - | 391 | 0% |
| HATCH | 450 | 301 | - | 535 | 0% | 188 | 400 | 1,195 | 33% |
| HOBBS | 202 | 238 | - | 5,051 | 0% | - | 10,300 | 10,304 | 100% |
| HONDO | - | - | - | 61 | 0% | - | - | 147 | 0% |
| HOUSE | - | - | - | 25 | 0% | - | - | 57 | 0% |
| JAL | - | - | - | 242 | 0% | - | 509 | 514 | 99% |
| JEMEZ MOUNTAIN | 26 | 43 | 145 | 108 | 135% | - | 258 | 208 | 124% |
| JEMEZ VALLEY | 35 | 30 | - | 106 | 0% | - | - | 262 | 0% |
| LAKE ARTHUR | - | - | - | 42 | 0% | - | 91 | 94 | 97% |
| LAS CRUCES | 2,140 | 2,733 | - | 10,959 | 0% | 10,080 | 8,035 | 23,829 | 34% |
| LAS VEGAS CITY | 132 | 114 | 664 | 668 | 99% | - | - | 1,441 | 0% |
| LOGAN | - | - | - | 100 | 0% | - | - | 337 | 0% |
| LORDSBURG | 84 | 62 | 80 | 219 | 37% | - | - | 466 | 0% |
| LOS ALAMOS | - | - | 1,875 | 1,605 | 117% | 307 | 695 | 3,670 | 19% |
| LOS LUNAS | 408 | 292 | - | 3,702 | 0% | 8,208 | 8,208 | 8,245 | 100% |
| LOVING | 98 | 28 | - | 281 | 0% | - | 619 | 622 | 99% |
| LOVINGTON | 98 | 120 | - | 1,695 | 0% | 1,596 | 3,709 | 3,713 | 100% |
| MAGDALENA | - | - | - | 131 | 0% | - | - | 300 | 0% |
| MAXWELL | 11 | - | - | 58 | 0% | - | - | 140 | 0% |
| MELROSE | - | - | - | 130 | 0% | - | - | 277 | 0% |
| MESA VISTA | - | - | - | 96 | 0% | - | - | 245 | 0% |
| MORA | 20 | - | - | 199 | 0% | - | - | 413 | 0% |
| MORIARTY | - | - | - | 1,013 | 0% | - | 2,334 | 2,290 | 102% |
| MOSQUERO | - | - | - | 32 | 0% | - | - | 81 | 0% |

K-5 Plus and Extended Learning Student Participation

| District/Charter | K-5 Plus Actual Students (FY19) | K-5 Plus Students Actual (FY20) | K-5 Plus Students Budgeted (FY21) | K-5 Total ¹ Students | Percent of K-5 Total ¹ Students | ELTP Students Actual (FY20) | ELTP Students Budgeted (FY21) | K-12 Total ¹ Students | Percent of K-12 Total ¹ Students |
|------------------------|---------------------------------|---------------------------------|-----------------------------------|---------------------------------|--|-----------------------------|-------------------------------|----------------------------------|---|
| MOUNTAINAIR | | - | - | 91 | 0% | 213 | - | 212 | 0% |
| PECOS | 76 | 91 | - | 226 | 0% | - | - | 542 | 0% |
| PENASCO | | - | - | 164 | 0% | - | 345 | 345 | 100% |
| POJOAQUE | 77 | 75 | - | 726 | 0% | 777 | 1,817 | 1,829 | 99% |
| PORTALES | | - | - | 1,228 | 0% | - | - | 2,628 | 0% |
| QUEMADO | | - | - | 68 | 0% | - | - | 163 | 0% |
| QUESTA | 38 | 27 | - | 120 | 0% | 219 | - | 269 | 0% |
| RATON | | - | - | 414 | 0% | - | 870 | 881 | 99% |
| RESERVE | | - | - | 47 | 0% | - | - | 113 | 0% |
| RIO RANCHO | | - | - | 7,668 | 0% | 2,900 | 16,866 | 17,020 | 99% |
| ROSWELL | 1,941 | 1,375 | 4,288 | 4,894 | 88% | 6,447 | 9,962 | 10,119 | 98% |
| ROY | | - | - | 38 | 0% | - | - | 58 | 0% |
| RUIDOSO | 102 | - | - | 918 | 0% | - | 250 | 1,962 | 13% |
| SAN JON | | - | - | 63 | 0% | - | - | 116 | 0% |
| SANTA FE | 839 | 975 | - | 5,996 | 0% | 4,626 | 1,426 | 12,206 | 12% |
| SANTA ROSA | | - | - | 276 | 0% | - | 608 | 613 | 99% |
| SILVER CITY CONS. | 61 | - | - | 1,200 | 0% | - | - | 2,468 | 0% |
| SOCORRO | 82 | 110 | - | 600 | 0% | 507 | 1,396 | 1,405 | 99% |
| SPRINGER | | - | - | 67 | 0% | - | 132 | 137 | 97% |
| TAOS | 189 | 43 | - | 821 | 0% | 378 | 2,056 | 2,072 | 99% |
| TATUM | | - | - | 148 | 0% | - | 337 | 359 | 94% |
| TEXICO | | - | - | 240 | 0% | - | - | 549 | 0% |
| TRUTH OR CONSEQ. | 150 | - | - | 567 | 0% | - | 1,180 | 1,197 | 99% |
| TUCUMCARI | | - | - | 446 | 0% | - | 450 | 920 | 49% |
| TULAROSA | | - | - | 425 | 0% | - | - | 857 | 0% |
| VAUGHN | | - | - | 26 | 0% | - | 52 | 54 | 97% |
| WAGON MOUND | 24 | 27 | - | 35 | 0% | - | 67 | 67 | 100% |
| WEST LAS VEGAS | 89 | 62 | - | 618 | 0% | - | - | 1,388 | 0% |
| ZUNI | | - | - | 602 | 0% | - | 1,225 | 1,233 | 99% |
| STATEWIDE ² | 18,227 | 15,967 | 16,067 | 146,078 | 11% | 82,816 | 134,042 | 321,411 | 42% |

1. Total Students are estimates based on FY21 student membership in the preliminary funding formula.

Source: PED

2. Statewide includes charter schools, which are not shown.

Participating:

| | | | | | |
|-----------|----|----|----|----|----|
| Districts | 46 | 40 | 13 | 27 | 46 |
| Charters | 51 | 45 | 18 | 32 | 51 |

Public Education Reform Fund Estimate

| Fiscal Year | FY20 | FY21 | FY21 |
|------------------------------------|----------------------|----------------------|----------------------|
| Scenario | Actual | Pre-SS Estimate | Nov. PED Estimate |
| Assumptions | | | |
| K-5 Plus Participation | 10.7% | 12.8% | 10.7% |
| ELTP Participation | 25.8% | 30.3% | 41.5% |
| Unit Value Change | 0.0% | 0.0% | -1.5% |
| K-5 Plus Students | 15,949 | 19,185 | 16,067 |
| 10-Day ELTP Students | 83,293 | 97,802 | 134,042 |
| Unit Value | \$4,602.27 | \$4,758.10 | \$4,531.74 |
| K-5 Plus Appropriation | \$119,895,900 | \$119,895,900 | \$119,895,900 |
| ELTP Appropriation | \$62,497,500 | \$71,394,100 | \$71,394,100 |
| Transportation Earmark (K-5P/ELTP) | \$7,311,600 | \$7,311,600 | \$7,262,200 |
| Less: Special Session Adjustment | \$0 | \$0 | (\$40,000,000) |
| TOTAL APPROPRIATION | \$189,705,000 | \$198,601,600 | \$158,552,200 |
| K-5 Plus Cost | \$22,020,481 | \$27,385,245 | \$21,843,280 |
| 10-Day ELTP Cost | \$42,167,056 | \$51,188,687 | \$66,818,637 |
| TOTAL COST | \$64,187,538 | \$78,573,931 | \$88,662,415 |
| Est. BOY PERF Reversion | \$0 | \$125,517,462 | \$125,517,462 |
| Sources (Reversions) | \$125,517,462 | \$120,027,669 | \$69,889,785 |
| Uses (HB1/2020 GAA) | | (\$70,515,400) | (\$24,582,300) |
| Est. EOY PERF Reversion | \$125,517,462 | \$175,029,731 | \$170,824,947 |

Appendix I. Instructional Time by LEA, SY18

School Districts

| | Type of Week | Total Instructional Days | Total Non-Instructional Days | Total Teacher Contract Days | Elementary Hours per Day | Secondary hours per Day | Total Elementary Hours | Total Secondary Hours |
|-------------------------------|--------------|--------------------------|------------------------------|-----------------------------|--------------------------|-------------------------|------------------------|-----------------------|
| Statutory Requirements | n/a | n/a | n/a | n/a | 5.5 | 6 | 990 | 1,080 |
| Alamogordo | 5-day | 176 | 8 | 184 | 5.8 | 6.2 | 1,023 | 1,097 |
| Albuquerque** | 5-day | 178 | 6 | 184 | 5.9 | 6.0 | 1,055 | 1,068 |
| Animas | 4-day | 150 | 5 | 155 | 6.7 | 7.3 | 999 | 1,088 |
| Artesia | 5-day | 180 | 2 | 182 | 6.4 | 6.3 | 1,148 | 1,139 |
| Aztec | 5-day | 180 | 5 | 185 | 6.3 | 6.4 | 1,125 | 1,154 |
| Belen | 5-day | 178 | 2 | 180 | 5.5 | 6.1 | 977 | 1,086 |
| Bernalillo* | 5-day | 176.5 | | | | | | |
| Bloomfield | 5-day | 178 | 7 | 185 | 6.8 | 7.1 | 1,212 | 1,260 |
| Capitan | 4-day | 145 | 9 | 154 | 7.4 | 7.8 | 1,072 | 1,124 |
| Carlsbad | 5-day | 179 | 6 | 185 | 6.3 | 6.7 | 1,127 | 1,192 |
| Carrizozo | 4-day | 147 | 5 | 152 | 7.8 | 7.8 | 1,146 | 1,151 |
| Central Consolidated | 5-day | 177 | 8 | 185 | 6.5 | 6.5 | 1,151 | 1,151 |
| Chama Valley | 4-day | 150 | 10 | 160 | 6.8 | 7.3 | 1,013 | 1,088 |
| Cimarron | 4-day | 151 | 9 | 160 | 7.5 | 7.5 | 1,133 | 1,133 |
| Clayton | 5-day | 168 | 13 | 181 | 6.5 | 6.5 | 1,097 | 1,097 |
| Cloudcroft | 4-day | 155 | 3 | 158 | 7.0 | 7.0 | 1,085 | 1,085 |
| Clovis | 5-day | 174 | 9 | 183 | 6.5 | 6.7 | 1,135 | 1,161 |
| Cobre Consolidated | 4-day | 154 | 11 | 165 | 6.8 | 7.3 | 1,040 | 1,117 |
| Corona | 4-day | 150 | 6 | 156 | 7.2 | 7.2 | 1,076 | 1,086 |
| Cuba | 5-day | 173 | 10 | 183 | 6.5 | 6.5 | 1,125 | 1,125 |
| Deming | 5-day | 175 | 8 | 183 | 6.0 | 6.5 | 1,048 | 1,138 |
| Des Moines* | 5-day | 167.5 | | | | | | |
| Dexter | 5-day | 177 | 5 | 182 | 6.3 | 6.3 | 1,106 | 1,106 |
| Dora | 4-day | 150 | 8 | 158 | 7.3 | 7.4 | 1,100 | 1,113 |
| Dulce | 5-day | 180 | 5 | 185 | 6.4 | 6.8 | 1,156 | 1,229 |
| Elida | 4-day | 151 | 5 | 156 | 6.7 | 7.3 | 1,017 | 1,095 |
| Española | 5-day | 179 | 7 | 186 | 5.9 | 6.4 | 1,060 | 1,142 |
| Estancia | 5-day | 178 | 5 | 183 | 6.3 | 7.6 | 1,127 | 1,358 |
| Eunice | 5-day | 179 | 5 | 184 | 6.5 | 6.5 | 1,164 | 1,164 |
| Farmington | 5-day | 171.5 | 13.5 | 185 | 6.3 | 6.7 | 1,082 | 1,142 |
| Floyd | 4-day | 151 | 8 | 159 | 7.3 | 7.4 | 1,107 | 1,120 |
| Fort Sumner | 5-day | 166 | 7 | 173 | 7.3 | 7.3 | 1,204 | 1,204 |
| Gadsden | 5-day | 174 | 9 | 183 | 6.0 | 6.5 | 1,044 | 1,131 |
| Gallup | 5-day | 178 | 6 | 184 | 6.4 | 6.8 | 1,143 | 1,204 |
| Grady | 4-day | 147 | 7 | 154 | 7.5 | 7.5 | 1,103 | 1,103 |
| Grants/Cibola | 5-day | 175 | 9 | 184 | 6.1 | 6.7 | 1,064 | 1,166 |
| Hagerman | 5-day | 179 | 5 | 184 | 6.7 | 6.7 | 1,199 | 1,199 |
| Hatch | 5-day | 176 | 7 | 183 | 6.3 | 6.5 | 1,100 | 1,144 |
| Hobbs | 5-day | 180 | 2 | 180 | 5.8 | 6.8 | 1,035 | 1,229 |
| Hondo Valley | 4-day | 144 | 3 | 147 | 7.6 | 7.6 | 1,092 | 1,092 |
| House | 4-day | 146 | 4 | 150 | 7.5 | 7.5 | 1,098 | 1,098 |
| Jal | 4-day | 152 | 11 | 163 | 7.0 | 7.3 | 1,071 | 1,114 |
| Jemez Mountain | 4-day | 156 | 10 | 166 | 7.4 | 7.4 | 1,158 | 1,158 |
| Jemez Valley | 4-day | 150 | 10 | 160 | 6.8 | 7.3 | 1,013 | 1,100 |
| Lake Arthur | 5-day | 178 | 11 | 189 | 6.6 | 6.6 | 1,171 | 1,171 |
| Las Cruces | 5-day | 176 | 7 | 183 | 6.6 | 6.9 | 1,157 | 1,212 |
| Las Vegas City | 5-day | 173 | 10 | 183 | 6.7 | 6.8 | 1,159 | 1,182 |
| Logan | 4-day | 146 | 5 | 151 | 7.5 | 7.5 | 1,095 | 1,095 |
| Lordsburg | 4-day | 152 | 11 | 163 | 7.0 | 7.2 | 1,064 | 1,090 |
| Los Alamos | 5-day | 180 | 6 | 186 | 5.7 | 6.4 | 1,031 | 1,157 |
| Los Lunas | 5-day | 176 | 6 | 182 | 6.0 | 6.5 | 1,056 | 1,144 |
| Loving | 4-day | 150 | 11 | 161 | 7.0 | 7.4 | 1,050 | 1,110 |
| Lovington | 5-day | 180 | 4 | 184 | 6.2 | 6.3 | 1,108 | 1,135 |
| Magdalena | 4-day | 145 | 4 | 149 | 7.1 | 7.1 | 1,035 | 1,027 |
| Maxwell | 4-day | 147 | 5 | 152 | 7.5 | 7.6 | 1,103 | 1,114 |
| Melrose | 4-day | 151 | 9 | 160 | 7.3 | 7.3 | 1,095 | 1,095 |
| Mesa Vista | 4-day | 150 | 10 | 160 | 7.4 | 7.4 | 1,113 | 1,113 |
| | 5-day | 180 | 5 | 185 | 6.4 | 6.5 | 1,151 | 1,170 |
| Moriarty | 5-day | 172 | 12 | 184 | 6.2 | 6.8 | 1,063 | 1,164 |
| Mosquero | 4-day | 144 | 6 | 150 | 7.5 | 7.5 | 1,080 | 1,080 |
| Mountainair | 4-day | 150 | 6 | 156 | 7.2 | 7.3 | 1,081 | 1,100 |
| Pecos | 5-day | 175 | 7 | 182 | 6.5 | 7.6 | 1,138 | 1,327 |
| Peñasco | 4-day | 150 | 11 | 161 | 6.6 | 7.2 | 990 | 1,080 |
| Pojoaque | 5-day | 177 | 6 | 183 | 6.1 | 6.6 | 1,085 | 1,168 |
| Portales | 5-day | 176 | 7 | 183 | 6.3 | 6.3 | 1,100 | 1,100 |
| Quemado | 4-day | 150 | 6 | 156 | 7.4 | 7.6 | 1,104 | 1,140 |
| Questa | 4-day | 150 | 13 | 163 | 7.0 | 7.5 | 1,050 | 1,125 |

| | | | | | | | | |
|-----------------------|-------|-----|----|-----|-----|-----|-------|-------|
| Raton | 5-day | 174 | 9 | 183 | 6.1 | 6.3 | 1,067 | 1,088 |
| Reserve | 4-day | 151 | 3 | 154 | 7.5 | 7.5 | 1,138 | 1,138 |
| Rio Rancho | 5-day | 176 | 4 | 180 | 6.5 | 6.7 | 1,144 | 1,170 |
| Roswell | 5-day | 178 | 6 | 184 | 6.5 | 6.5 | 1,157 | 1,157 |
| Roy | 4-day | 145 | 5 | 150 | 7.5 | 7.5 | 1,088 | 1,088 |
| Ruidoso | 5-day | 178 | 4 | 182 | 6.1 | 6.3 | 1,080 | 1,127 |
| San Jon | 4-day | 146 | 6 | 152 | 7.5 | 7.5 | 1,095 | 1,095 |
| Santa Fe | 5-day | 175 | 7 | 182 | 6.5 | 7.0 | 1,138 | 1,225 |
| Santa Rosa | 5-day | 169 | 8 | 177 | 6.8 | 7.0 | 1,141 | 1,183 |
| Silver Consolidated | 5-day | 178 | 5 | 183 | 5.9 | 6.3 | 1,052 | 1,113 |
| Socorro | 5-day | 176 | 8 | 184 | 6.0 | 6.4 | 1,049 | 1,129 |
| Springer | 4-day | 145 | 7 | 152 | 7.3 | 7.5 | 1,051 | 1,088 |
| Taos | 5-day | 177 | 5 | 182 | 6.4 | 6.4 | 1,125 | 1,130 |
| Tatum | 4-day | 156 | 5 | 161 | 7.3 | 7.3 | 1,131 | 1,131 |
| Texico | 4-day | 155 | 4 | 159 | 7.3 | 7.3 | 1,124 | 1,124 |
| Truth or Consequences | 5-day | 177 | 6 | 183 | 5.9 | 6.5 | 1,053 | 1,156 |
| Tucumcari | 4-day | 150 | 5 | 155 | 7.3 | 7.3 | 1,088 | 1,100 |
| Tularosa | 5-day | 178 | 5 | 183 | 6.6 | 6.3 | 1,175 | 1,127 |
| Vaughn | 4-day | 150 | 10 | 160 | 6.6 | 7.2 | 990 | 1,080 |
| Wagon Mound | 4-day | 149 | 7 | 156 | 8.1 | 8.3 | 1,204 | 1,229 |
| West Las Vegas | 5-day | 180 | 5 | 180 | 6.3 | 6.3 | 1,128 | 1,142 |
| Zuni | 5-day | 180 | 8 | 188 | 6.2 | 6.4 | 1,121 | 1,152 |

* Files missing some data

** Albuquerque school district reported total secondary hours below statutory minimums; however, all schools in the district report exceeding the minimums.

Note: Total elementary and secondary hours are total number of instructional days multiplied by average daily K-6 hours and average 7-12 hours, respectively.

Charter Schools

| | Type of Week | Total Instructional Days | Total Non-Instructional Days | Total Teacher Contract Days | Elementary Hours per Day | Secondary hours per Day | Total Elementary Hours | Total Secondary Hours |
|--|--------------|--------------------------|------------------------------|-----------------------------|--------------------------|-------------------------|------------------------|-----------------------|
| Statutory Requirements | n/a | n/a | n/a | n/a | 5.5 | 6 | 990 | 1,080 |
| 21st Century Public Academy | 5-day | 166 | 9 | 175 | 6.8 | 6.8 | 1,121 | 1,134 |
| ABQ Charter Academy | 4-day | 169 | 10 | 179 | | 8.0 | | 1,352 |
| Academy for Technology & the Classics | 5-day | 174 | 9 | 183 | | 6.5 | | 1,131 |
| Academy of Trades and Technology | 5-day | 182 | 11 | 193 | | 6.5 | | 1,183 |
| ACE Academy | 4-day | 154 | 64 | 218 | | 4.5 | | 693 |
| Albuquerque Institute for Math & Science | 5-day | 182 | 9 | 181 | 7.0 | 7.0 | 1,274 | 1,274 |
| Albuquerque School of Excellence | 5-day | 174 | 7 | 181 | 5.8 | 6.7 | 1,009 | 1,166 |
| Albuquerque Sign Language Academy | 5-day | 182 | 15 | 197 | 6.3 | 6.3 | 1,138 | 1,138 |
| Albuquerque Talent Development Academy | 4-day | 150 | 20 | 170 | | 7.3 | | 1,088 |
| Aldo Leopold Charter School | 5-day | 172 | 23 | 184 | 6.4 | 6.4 | 1,104 | 1,104 |
| Alice King Community School | 4-day | 166 | 17 | 183 | 6.5 | 6.5 | 1,079 | 1,079 |
| Alma D' Arte | 5-day | 180 | 0 | 180 | | 6.0 | | 1,080 |
| Amy Biehl High School | 5-day | 173 | 32 | 205 | | 6.3 | | 1,096 |
| Anansi Charter School | 5-day | 172 | 13 | 185 | 6.5 | 6.5 | 1,118 | 1,118 |
| Anthony Charter School | 4-day | 150 | 14 | 164 | | 7.6 | | 1,138 |
| ASK Academy | 4-day | 153 | 23 | 176 | 7.3 | 7.3 | 1,122 | 1,122 |
| Carinos de los Ninos | 5-day | 178 | 8 | 186 | 6.1 | 6.1 | 1,083 | 1,083 |
| Carlsbad/Pecos Connections Academy | 5-day | 180 | 15 | 195 | 5.5 | 6.0 | 990 | 1,080 |
| Cesar Chavez Community | 5-day | 180 | 11 | 191 | | 7.5 | | 1,350 |
| Christine Duncan's Heritage Academy | 4-day | 155 | 5 | 160 | 7.0 | 7.0 | 1,085 | 1,085 |
| Cien Aguas International School | 5-day | 180 | 15 | 195 | 6.1 | 6.1 | 1,098 | 1,098 |
| Cimarron/Moreno Valley High School | 4-day | 154 | 19 | 173 | | 7.5 | | 1,155 |
| Coral Community Charter | 5-day | 167 | 11 | 178 | 6.7 | | 1,113 | |
| Corrales International School | 5-day | 177 | 13 | 190 | 6.5 | 7.0 | 1,151 | 1,239 |
| Cottonwood Classical Prep | 5-day | 173 | 18 | 191 | 6.6 | 6.5 | 1,134 | 1,116 |
| Cottonwood Valley | 5-day | 176 | 8 | 184 | 6.3 | 6.3 | 1,100 | 1,100 |
| DEAP | 4-day | 154 | 54 | 208 | 7.3 | 7.3 | 1,117 | 1,117 |
| Deming Cesar Chavez | 4-day | 149 | 11 | 160 | | 7.3 | | 1,093 |
| Digital Arts and Technology | 5-day | 176 | 10 | 186 | | 6.6 | | 1,159 |
| Dream Dine | 5-day | 177 | 12 | 189 | 6.0 | 6.0 | 1,062 | 1,062 |
| East Mountain High School | 5-day | 180 | 4 | 184 | | 6.8 | | 1,215 |
| El Camino Real Academy | 5-day | 181 | 3 | 184 | 6.4 | 6.6 | 1,161 | 1,192 |
| Estancia Valley Classical Academy* | 5-day | 175 | | | 6.5 | 6.8 | 1,138 | 1,181 |
| Explore Academy | 5-day | 177 | 7 | 184 | | 6.3 | | 1,121 |
| Gilbert L. Sena | 5-day | 180 | 5 | 185 | | 6.0 | | 1,080 |
| Gordon Bernell | 4-day | 171 | 12 | 183 | | 7.0 | | 1,197 |
| Health Leadership High School | 5-day | 167 | 36 | 203 | | 6.5 | | 1,086 |
| Horizon Academy West | 4-day | 150 | 4 | 154 | 7.3 | | 1,088 | |

| | | | | | | | | |
|---|-------|-----|----|-----|-----|-----|-------|-------|
| J. Paul Taylor Academy | 5-day | 185 | 4 | 189 | 6.8 | 6.8 | 1,249 | 1,249 |
| Jefferson Montessori Academy | 5-day | 177 | 7 | 184 | 6.5 | 6.8 | 1,151 | 1,210 |
| La Academia de Esperanza | 5-day | 180 | 6 | 186 | 6.5 | 6.5 | 1,170 | 1,170 |
| La Academia Dolores Huerta | 5-day | 165 | 13 | 178 | 7.0 | 7.0 | 1,155 | 1,155 |
| La Promesa Early Learning | 5-day | 180 | 7 | 187 | 6.5 | 6.5 | 1,170 | 1,170 |
| La Resolana Leadership Academy | 5-day | 173 | 9 | 182 | 6.5 | 6.5 | 1,125 | 1,125 |
| La Tierra Montessori | 5-day | 170 | 12 | 182 | 6.5 | 6.5 | 1,105 | 1,105 |
| Las Montanas | 4-day | 155 | 13 | 168 | | 7.0 | | 1,085 |
| Lindrith Area Heritage School | 4-day | 150 | 10 | 160 | 7.6 | 7.7 | 1,145 | 1,150 |
| Los Puentes | 5-day | 181 | 9 | 190 | | 6.5 | | 1,177 |
| McCurdy Charter | 5-day | 170 | 16 | 186 | 6.1 | 6.5 | 1,034 | 1,105 |
| Media Arts Collaborative | 5-day | 181 | 14 | 195 | 6.1 | 6.2 | 1,101 | 1,115 |
| Middle College High School | 5-day | 175 | 9 | 184 | | 7.5 | | 1,313 |
| Mission Achievement and Success | 5-day | 182 | 15 | 197 | 7.5 | 7.5 | 1,365 | 1,365 |
| Monte del Sol | 5-day | 174 | 9 | 183 | | 6.3 | | 1,088 |
| Montessori of the Rio Grande | 5-day | 174 | 7 | 181 | 6.0 | 6.0 | 1,044 | 1,044 |
| Mosaic Academy Charter School | 5-day | 180 | 5 | 185 | 6.0 | 6.0 | 1,080 | 1,080 |
| Mountain Mahogany | 5-day | 177 | 10 | 187 | 6.2 | 6.2 | 1,092 | 1,092 |
| Native American Community Academy | 5-day | 180 | 12 | 192 | 6.5 | 6.5 | 1,170 | 1,170 |
| New Mexico Connections Academy | 5-day | 180 | 15 | 195 | 5.5 | 6.0 | 990 | 1,080 |
| New Mexico International School | 5-day | 172 | 14 | 186 | 6.3 | | 1,075 | |
| New Mexico School for the Arts | 5-day | 183 | 6 | 189 | | 6.7 | | 1,220 |
| New Mexico Virtual Academy | 5-day | 176 | 12 | 188 | 6.5 | 6.5 | 1,144 | 1,144 |
| North Valley Academy | 5-day | 177 | 4 | 181 | 6.5 | 6.5 | 1,151 | 1,151 |
| Nuestros Valores Charter School | 5-day | 175 | 10 | 185 | | 7.0 | | 1,225 |
| Public Academy for Performing Arts | 5-day | 168 | 11 | 179 | 7.3 | 7.3 | 1,232 | 1,232 |
| Red River Valley Charter School | 4-day | 150 | 10 | 160 | 7.0 | 7.5 | 1,050 | 1,125 |
| Rio Gallinas School | 5-day | 180 | 5 | 185 | 5.9 | 5.1 | 1,065 | 915 |
| Robert F Kennedy | 5-day | 184 | 9 | 193 | 6.5 | 6.5 | 1,196 | 1,196 |
| Roots & Wings Community School | 4-day | 153 | 27 | 180 | 6.5 | 6.5 | 995 | 995 |
| SAMS Academy | 5-day | 170 | 14 | 184 | | 7.0 | | 1,190 |
| San Diego Riverside | 5-day | 177 | 4 | 181 | 7.0 | 7.0 | 1,239 | 1,239 |
| Sandoval Academy of Bilingual Education | 5-day | 168 | 39 | 207 | | 6.5 | | 1,092 |
| School of Dreams Academy | 5-day | 175 | 8 | 183 | 6.5 | 6.8 | 1,138 | 1,181 |
| Sidney Gutierrez Middle School | 5-day | 178 | 6 | 184 | 6.6 | 6.6 | 1,171 | 1,171 |
| Siembra Leadership High School | 5-day | 175 | 29 | 204 | | 6.3 | | 1,097 |
| Six Directions Indigenous Schools | 5-day | 180 | 5 | 185 | 6.6 | 6.6 | 1,188 | 1,188 |
| South Valley Academy | 5-day | 178 | 18 | 196 | 6.3 | 6.3 | 1,127 | 1,127 |
| South Valley Prep | 5-day | 175 | 10 | 185 | 7.2 | 7.2 | 1,254 | 1,254 |
| Southwest Primary LC | 5-day | 170 | 14 | 184 | 7.0 | | 1,190 | |
| Southwest Secondary LC | 5-day | 170 | 14 | 184 | | 7.0 | | 1,190 |
| Student Athlete Headquarters Academy | 5-day | 178 | 12 | 190 | | 6.3 | | 1,127 |

| | | | | | | | | |
|--|-------|-----|----|-----|-----|-----|-------|-------|
| Taos Academy | 4-day | 151 | 15 | 166 | 7.3 | 7.3 | 1,107 | 1,107 |
| Taos Charter School | 5-day | 170 | 10 | 180 | 6.1 | 6.5 | 1,043 | 1,105 |
| Taos Integrated | 4-day | 147 | 40 | 187 | 6.9 | 7.6 | 1,017 | 1,115 |
| Taos International School | 5-day | 153 | 21 | 174 | 7.5 | 7.5 | 1,148 | 1,148 |
| Technology Leadership High School | 5-day | 168 | 39 | 207 | | 6.5 | | 1,092 |
| The GREAT Academy | 4-day | 161 | 18 | 179 | 6.5 | 7.5 | 1,047 | 1,208 |
| The International School at Mesa del Sol | 5-day | 173 | 15 | 188 | 5.8 | 6.5 | 995 | 1,125 |
| The MASTERS Program | 5-day | 171 | 8 | 179 | | 7.0 | | 1,197 |
| The Montessori Elementary School | 5-day | 180 | 4 | 184 | 6.6 | 7.0 | 1,183 | 1,260 |
| The New America School - Las Cruces | 4-day | 150 | 16 | 166 | | 7.5 | | 1,125 |
| The New America School - New Mexico | 4-day | 150 | 16 | 166 | | 7.5 | | 1,125 |
| Tierra Adentro | 5-day | 178 | 4 | 182 | 7.0 | 7.0 | 1,246 | 1,246 |
| Tierra Encantada | 4-day | 147 | 37 | 184 | | 7.5 | | 1,103 |
| Turquoise Trail | 5-day | 177 | 5 | 182 | 7.0 | | 1,239 | |
| Vista Grande | 5-day | 175 | 13 | 188 | | 6.5 | | 1,138 |
| Walatowa High | 5-day | 181 | 0 | 181 | | 6.4 | | 1,162 |
| William W. & Josephine Dorn | 5-day | 177 | 10 | 187 | 6.5 | | 1,151 | |

* File missing some data

Note: Blank cells indicate that charter does not have either elementary or secondary grades

Note: Total elementary and secondary hours are total number of instructional days multiplied by average daily K-6 hours and average 7-12 hours, respectively.