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New Mexico 21st Century Community Learning Centers: Summary of 2021-2022 GPRA Measures

Prepared for the New Mexico Public Education Department

Prepared by
New Mexico Statistical Analysis Center Staff

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New Mexico Statistical Analysis Center, Kristine Denman, Director

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Executive Summary

The Nita M. Lowey 21st Century Learning Community Centers (21st CCLC) program is an afterschool program funded by the Department of Education. The program provides funding to community learning centers to establish or expand activities during non-school hours that primarily benefit students in high-poverty, lower-performing schools to meet academic achievement standards (Office of Elementary & Secondary Education, 2023). Each year, 21st CCLC grant recipients must report the results of Government Performance and Results Act (GPRA) performance indicators to the Department of Education. The Department uses these results to evaluate program progress and Congress uses them to determine continued government funding of the program (U.S. Department of Education, 2021).

The GPRA Measures

There are currently five GPRA measures, but New Mexico has data for only three of those measures: GPRA 2, 3 and 5. GPRA 2 measures the percentage of students in grades 7-8 and 10-12 with improved academic achievement as measured by an increase in GPA from below a 3.0, GPRA 3 measures the percentage of students in grades 1-12 who improved their attendance from below 90%, and GPRA 5 summarizes the percentage of students in grades 1-5 with improved engagement in learning as reported by their teacher. GPRA 5 is a summary of three survey items measuring different types of learning engagement.

Purpose of Current Report

The current report summarizes these GPRA measures at the state, grantee, and site levels using data from New Mexico's 21 APR and EZReports systems which stores data on New Mexico Afterschool programs.

Key Findings

Students who participated in the 21st CCLC afterschool programs in the 2021-2022 school year exhibited improvement in all three areas. The greatest gains occurred for GPRA 5. Within each GPRA, the level of improvement varies by grantee and site.

GPRA 2: Improved Educational Attainment

- Statewide, 39% of students who participated in the 21st CCLC in 2021-2022 had a prior year GPA of less than 3.0. Of those, nearly 30% showed an improvement in their GPA.
- The proportion of students whose GPA improved increased with an increasing number of attendance hours except among those attending for 270 hours or more.
 - 22% of students who attended 15 hours or less had an improved GPA; this increased to 47% among those attending 180 to 269 hours.
 - A large decrease occurred for those attending 270 hours or more, with just 17% of students reported as having an improved GPA.
- The percentage of students who had a prior year GPA of less than 3.0 and the percentage who improved varies by grantee and site.
 - The percent of students with a prior year GPA of less than 3.0 varies by grantee from 9% to 54%; some sites within grantees did not have any students eligible to improve
 - Improved GPA varied by grantee and site from 0% to 100%.

GPRA 3: Improved Attendance

- Statewide, 77% of students who participated in the 21st CCLC during the school year had a prior year attendance rate of 90% or less. Of those, 29% had an improved attendance rate during the 2021-2022 school year.
- There was no clear relationship between improved attendance and number of hours attended.
 - Improvement in attendance varied slightly by number of hours attended from 26% to 33%, with those attending less than 15 hours showing the greatest improvement and the lowest among those attending 15-44 hours.
- The percentage of students who had a prior year attendance of 90% or less, and the percent who improved varies by grantee and site.
 - The proportion of students with a prior year's attendance of 90% or less (eligible to improve) varied from 15% to 93% by grantee.
 - The percentage of students with an improvement in school attendance among those eligible varied by grantee, from a low of 6% to a high of 37%. Most grantees reported improved attendance of 20% to 37%.
 - Several sites reported that none of the students for whom they were reporting needed to improve their attendance. Among those who did have students eligible to improve, the number ranged from 1 to 333.
 - Improvement in attendance varied greatly by site, ranging from 0% to 100%.

GPRA 5: Improved Engagement in Learning

- Overall improvement in engagement in learning
 - Statewide, teachers reported that 88% of students who participated in the 21st CCLC exhibited improved engagement in learning.
 - The proportion of students whose engagement in learning improved increased with the number of attendance hours until the last grouping: those attending for 270 hours or more. The differences, though were minor, varying from 87% to 90% increase.
 - There were slight differences in teacher reported improved learning engagement by summer attendance, gender identity, and grade level
 - Teachers rated students who attended the 21st CCLC in the summer slightly higher than those who attended during the school year; however, the difference was only 2%.
 - Teachers reported greater improvement for students identifying as female compared to those identifying as male, ranging from 3% to 4% higher.
 - Although the measure reflects improved engagement in learning for students in grades 1 to 5, teachers included some 6th grade students.
 - Teachers of 6th grade students rated improved engagement in learning lower than students in other grade levels: 59% overall compared to 82%-84%.
 - Compared to the other GPRA measures, there was much less variation by grantees but notable variation by site.
 - The proportion of students with improved learning engagement ranged from 72% to 94% by grantee.
 - By site, the overall percent of reported improvement varied from 14% to 100%.

- This low was an anomaly; most sites reported improvement of 80% or higher.
- This GPRA is comprised of three items. The percentage of students who improved or did not need to improve varied somewhat by survey question. At the state level:
 - Teachers rated improvement in participation highest
 - Teachers rated 84% as either improved (63%) or did not need to improve (21%).
 - Teachers reported that 81% of students' attentiveness in class and motivation to learn either improved (67%) or did not need to improve (14%).

Introduction

The Nita M. Lowey 21st Century Learning Community Centers (21st CCLC) program is an afterschool program funded by the Department of Education. The program provides funding to community learning centers to establish or expand activities that primarily benefit students in high-poverty, lower-performing schools to meet academic achievement standards (Office of Elementary & Secondary Education, 2023). The centers provide a range of services to students in Kindergarten through 12th grade before and after school, as well as during summer break. Students receive tutoring and other services, programs and activities. Centers also involve families to help them engage with their students' educational development. New Mexico is one of the states that receives grant funding to offer the program. New Mexico currently has nine grantees and 126 sites.

Each year, 21st CCLC grant recipients must report the results of Government Performance and Results Act (GPRA) performance indicators to the Department of Education. The Department uses these results to evaluate program progress and Congress uses them to determine continued government funding of the program (U.S. Department of Education, 2021). This year, there were changes to the GPRA measures collected to improve accuracy of measurements. This includes asking new questions, measuring attendance in hours rather than days, and including all students in reported outcomes rather than just regular attendees (USDOE, 2022).

There are currently five GPRA measures. These include: 1) improved academic achievement as measured by state assessments in reading and language arts; 2) improved academic achievement as measured by an increase in GPA from below a 3.0; 3) improved attendance; 4) improved behavior; and 5) improved engagement in learning as reported by their teacher. The purpose of this report is to summarize these GPRA measures at the state, grantee, and site levels. This year, the state did not have data for GPRA 1 (improved academic achievement as measured by state math and language assessments) or GPRA 4 (improved behavior as measured by a decrease in in-school suspensions). Thus, this report summarizes the remaining three GPRA measures.

Methods

The data for GRPA 2 and GPRA 3 reported here was generated from the EZReports 21 APR query in the EZReports New Mexico Afterschool 2021-2022 system. The data was pulled between 4/21/2023 and 5/3/2023. The 21APR query includes data from multiple cohorts: 2020 4-year, 2021 5-year, and 2016 4-year. The data are in summary format, aggregated to the cohort, grantee and site reported by attendance hours. NMSAC staff entered the data into SPSS for analyses. The NMSAC staff also downloaded the state-level GPRA data from 21APR, the federal government's computer system that houses GPRA data for each state. These data are aggregated to the state level by attendance hours, and therefore do not allow analyses at the grantee and site level. Thus, this report uses data from EZReports. Note that the summary data were identical.

In addition to the EZReports 21 APR query, staff from the PED generated a report for GPRA 5 from the Report Wizard in the EZReports New Mexico Afterschool 2021-2022 system. This de-identified dataset includes teachers' survey responses for each student. These data differ from the 21 APR query in several ways. First, these data are reported at the individual student level rather than aggregated. Second, these data include all three engagement questions: improvement in participation, attention, and motivation. Conversely, the 21 APR data query only provides a summary measure indicating whether

any improvement occurred. Besides number of hours attended, the data include the number of hours and days attended during the summer and academic year; grade level; and gender. As such, the data allows us to ensure that only students who fit the definition are included in the results, and allow for expanded data analysis. This is not the case for the other two GPRA measures.

Notably, the number of students for whom data is included in the student-level data using the Report Wizard varies somewhat from aggregated data using the 21 APR query. It is unknown why this is the case. Despite this, the overall percent improved is largely consistent for GPRA 5. Thus, we are including data from the student level data only for this GPRA measure. The discrepancies are detailed in Appendix A.

NMPED staff also exported a file with de-identified student level for GPRA 3 (attendance data). The data differed greatly from the aggregated data generated from the 21 APR query in EZReports. Due to those discrepancies, the current report summarizes the data generated by the 21 APR Reports query. Appendix A describes the differences between these two datasets in detail.

Some sites were excluded from the analyses presented in the main body of the report because they were not listed as sites for the 2021-2022 school year. Thus, these sites are not included in the statewide or grantee level calculations. The data for these sites, though, is provided in Appendix C.

Operationalization of GPRA Measures

This report summarizes the results from three of the five GPRA measures. They are operationalized as follows as described in EZReports.

GPRA 2. Academic Achievement–GPA: Percentage of students in grades 7-8 and 10-12 attending 21st CCLC during the school year and summer with a prior year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

EZReports includes ELA and Math grades for the prior academic year and the current academic year. EZReports computes the GPA from the student’s report card grades uploaded into the system. Thus, GPA includes only ELA and math. Not all students who attended the 21st CCLC would be “eligible” to improve; only those with a GPA of less than 3.0 are included in this measure.

GPRA 3. School Day Attendance: Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and summer who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

EZReports calculates improved attendance based on the prior years’ attendance rate and attendance rate for the current year. Like GPRA 2, only some students are “eligible” to improve: those whose prior year attendance was less than 90%.

GPRA 5. Engagement in Learning: Percentage of students in grades 1-5 participating in school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

The survey in EZReports asks classroom teachers to include all students in grades 1-5 who attended at least one hour during the academic year. The definition of “engagement” reflects the description in the Glossary of Education Reform, produced by the Great Schools Partnership. Engagement includes “the degree of attention, curiosity, interest, optimism, and passion that students show when they are

learning or being taught, which extends to the level of motivation they have to learn and progress in their education” ([Student Engagement Definition \(edglossary.org\)](https://edglossary.org)).

The summary measure (engagement in learning) is constructed from three survey questions. Teachers are asked to report the extent to which students demonstrated improvement in three areas: participating in class, being attentive in class, and coming to school motivated to learn. The summary score is computed as “improved” if a positive response (slight to significant improvement) is recorded, or if a case is reported as “did not need to improve.” If these conditions are not met, the engagement score is scored as “not improved.” Unlike GPRA 2 and 3, all students could potentially improve.

Known Data Limitations

There are some important data limitations. First, the data here reflect the data already summarized by the EZReports system with the exception of GPRA 5. The evaluators do not have access to the original, raw data so cannot verify the accuracy of the data generated by EZReports. We did observe some discrepancies across data pulls, as noted previously. These are illustrated in Appendix A. Relatedly, since the data are aggregated, we cannot determine whether all students within each site should have been included in the report. For instance, GPRA 2 is limited to students who participated in 21st CCLC during the academic year. We excluded sites that offer only summer programs, but some sites that offer programming year-round likely include students who participated during the summer only. It is unknown whether those students are excluded from the summary data, though comparison from GPRA 5 data suggest they are not. Third, with respect to improved GPA (GPRA 2), at least one school district uses a 4-point proficiency scale. A representative from this district expressed concern that the proportion of students exhibiting improved GPA may be lower than it should be because only students who master the material would show improvement. Fourth, there may be factors that explain or contribute to different rates of improvement beyond what is available here. Finally, the data include only students who participated in the 21st CCLC. Therefore, it is unknown whether an improvement observed here differ for students who did not participate in the 21st CCLC.

Results

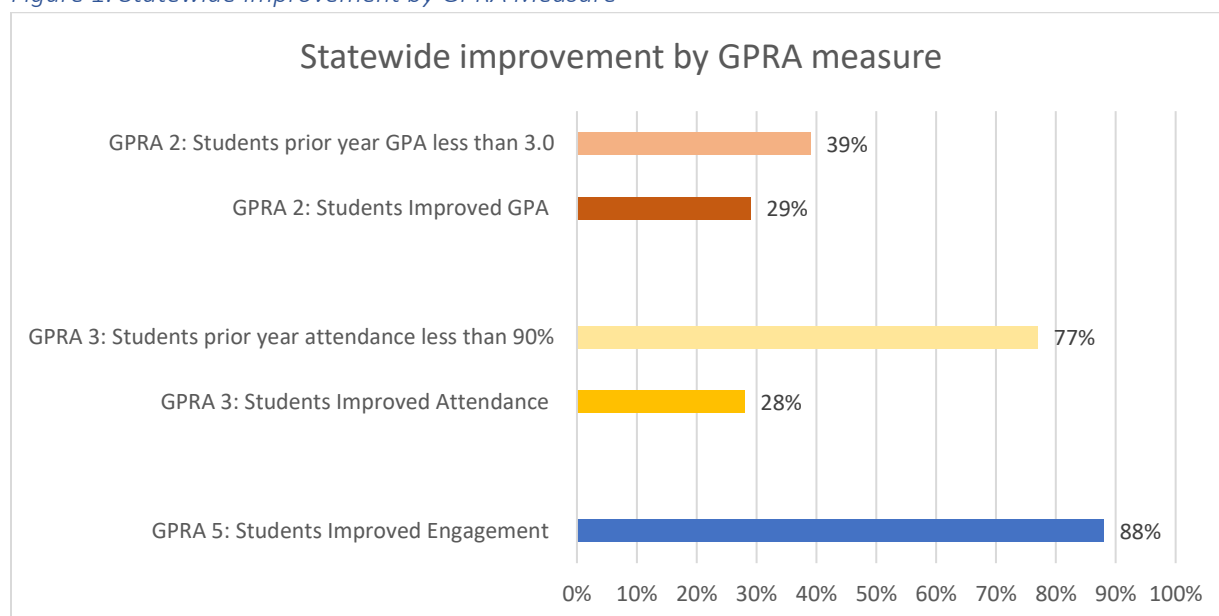
Section I: Summary of GPRAs at State Level

Among the students who participated in the 21st CCLC during the summer and/or academic year, 39% had a GPA of less than 3.0 the prior year. Of these, nearly 30% of students who participated in the 21st CCLC demonstrated an improved GPA in the 2021-2022 school year.

According to the 21 APR report, the majority of students (77%) who participated in the 21st CCLC had an attendance rate of less than 90% in the 2020-2021 school year. Of those, 28% exhibited improvement in the 2021-2022 school year.

Finally, teachers reported that among all students in grades 1 to 5 who participated in the 21st CCLC during the summer and/or academic year, 88% exhibited improved engagement in learning. These results are displayed in Figure 1 below.

Figure 1. Statewide Improvement by GPRAs Measure



Data are reported for students who attend the 21st CCLC for at least one hour. Figure 2 below illustrates the proportion of students who demonstrated improvement in each of the GPRAs measures by the number of hours attended as grouped by EZReports.

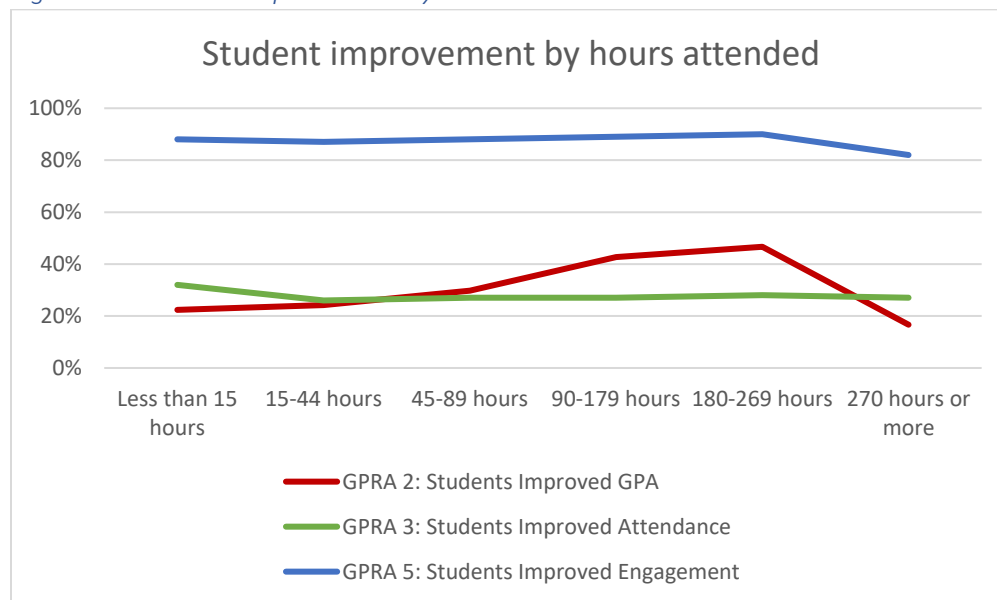
The percentage of students with a demonstrated improvement in GPA (GPRAs 2) varied by the number of hours they attended. Generally, as the number of hours in attendance increased, the percentage of students whose GPA improved also increased. There was a notable decline in this percentage, however, among students who attended 270 hours or more. This may be due to the very small number of students in this group. Just 18 students who attended for 270 hours or more had a prior year GPA of 3.0 or less; 3 of those students (29%) experienced an increase in their GPA. It is noteworthy that this group

had the greatest proportion of students with a GPA of less than 3.0 in the prior year. See Table B.1 in Appendix B for additional details.

The proportion of students with a demonstrated improvement in school attendance was similar regardless of the number of hours students participated in 21st CCLC. Those attending less than 15 hours demonstrated the highest improvement rate at 33% followed by those who attended 270 hours or more, at 30%. Attendance by the remaining hour bands ranged from 26% to 29%. Table B.2 in Appendix B provides more details.

Finally, like GPRA 2, the proportion of students whose reported engagement (GPRA 5) increased with the number of hours attended until the last grouping of hours. The increase, though, is minor, ranging from a low of 87% for those who attended fewer than 15 hours to a high of 90% for those who attended 180-269 hours. The drop off at 270 hours or more, like GPRA 2, includes a much smaller number of students (see Table B.3 in Appendix B for details).

Figure 2. Statewide Improvement by GPRA Measure and Attendance Hours

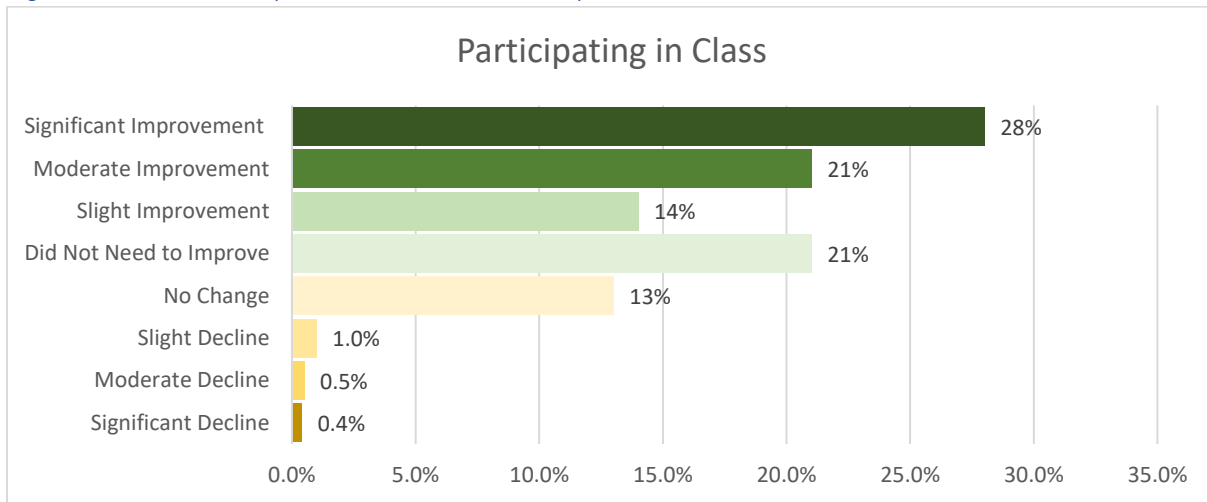


The data for GPRA 5 includes additional information not available for the other two GPRA measures. Thus, the remainder of this section includes additional analyses for this measure.

The three items that comprise the GPRA 5 summary measure ask the students’ teachers to rate each 1st to 5th grade student participating in the 21st CCLC the extent to which their participation in class, school attendance, and behavior has improved over the year. Figures 3,4, and5 summarize the teachers’ responses.

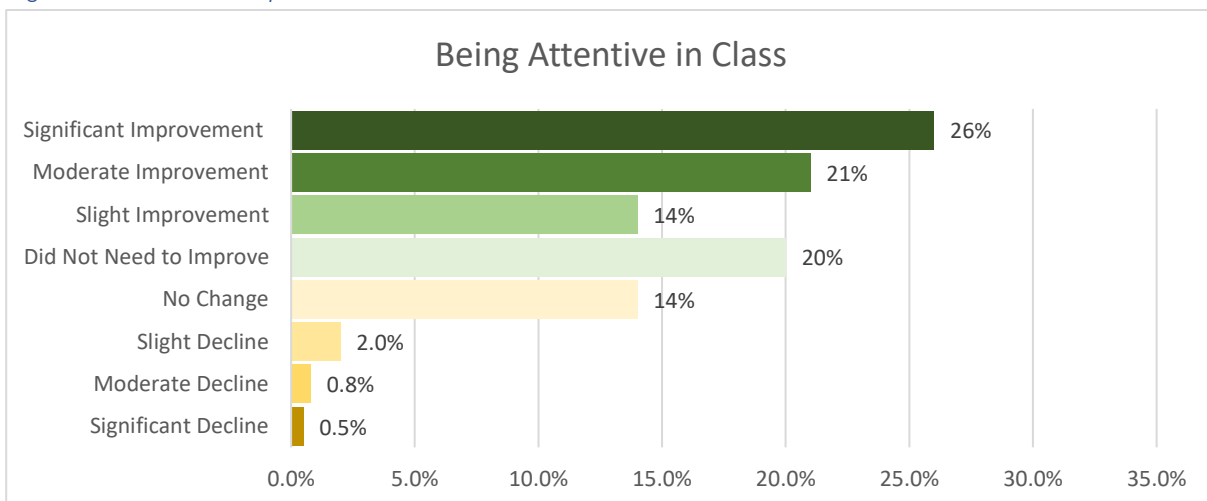
Most commonly, teachers assessed students’ participation in class as having significantly improved (28%), followed by moderate improvement and did not need to improve (both 21%). Teachers reported that 14% of the students exhibited slight improvement. Together, this indicates 84% of students either did not need to improve or improved; this is the highest rate of the three survey items. Very few teachers reported a decline in class participation; overall, teachers reported that just over 2% of students’ class participation declined slightly to significantly, while 13% exhibited no change.

Figure 3. Statewide Improvement in Class Participation



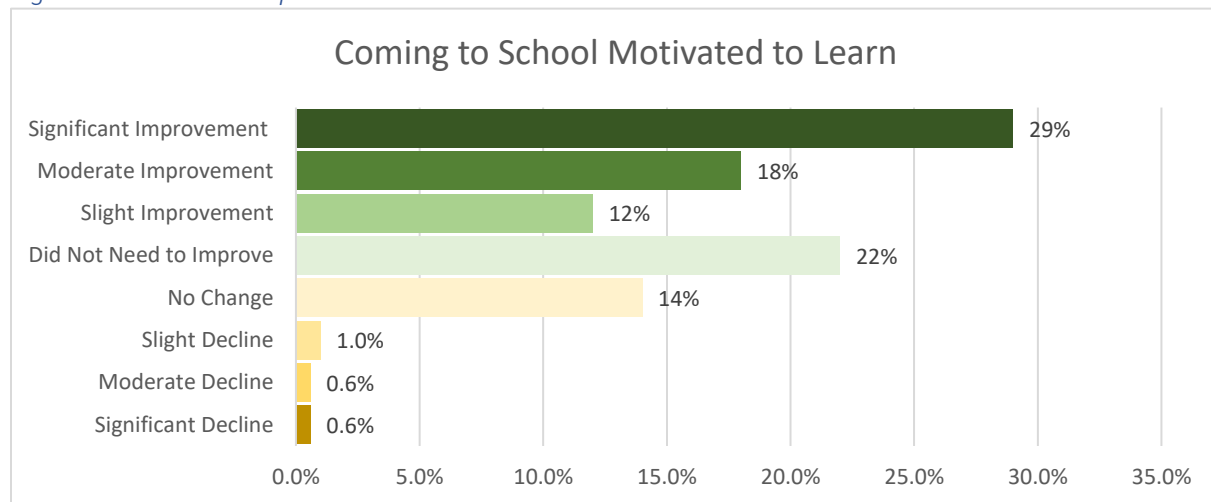
Teachers' responses to whether students' attentiveness in class improved largely mirrored those for participation. Overall, teachers reported that 81% of students either did not need to improve or improved their level of attention over the school year. Teachers most often reported that students' attentiveness in class significantly improved (26%), followed by moderate improvement (21%), and did not need to improve (20%). Teachers reported that 15% of students were slightly more attentive. Teachers reported that a small percentage of students' attentiveness declined, with 2% exhibiting a slight decline, and less than 1% each exhibiting a moderate (.8%) or significant (.5%) decline.

Figure 4. Statewide Improvement in Attentiveness in Class



The final survey item asked teachers to rate whether students who participated in the 21st CCLC were coming to school more motivated to learn. Teachers rated 29% of students as having improved significantly, while 22% did not need to improve. Teachers reported that 18% of students exhibited moderate improvement and 12% improved slightly. Thus, overall, 81% improved or did not need to improve their motivation. Among the remaining, teachers indicated that 14% exhibited no change. Teachers reported that 3% of students exhibited a decline in motivation, with 1.8% rated as having slightly declined, .6% moderately declined and .6% significantly declined.

Figure 5. Statewide Improvement in Motivation to Learn



The following figures display overall improved engagement in learning by whether the student attended the program during the academic year, gender identity, and grade level. These are available only for this GPRA measure as the data for this measure was at the student level, rather than aggregated (see the “Methods” section for details).

Teachers reported that students who attended the 21st CCLC during the summer only had slightly higher levels of student engagement. Specifically, teachers reported that 86% of students who engaged in the program in the summer had improved classroom participation compared to 84% who participated during the academic year. Similarly, teachers reported 84% of students who participated during the summer only had improved attentiveness compared to 82% of those who participated during the academic year. Teachers reported the same proportions for motivation to learn. Overall, students who participated during the summer exhibited an 89% improvement in learning compared to 87% improvement among those who participated during the academic year.

Figure 6. Statewide Improvement in Learning Engagement (GPRA 5) by When Student Attended

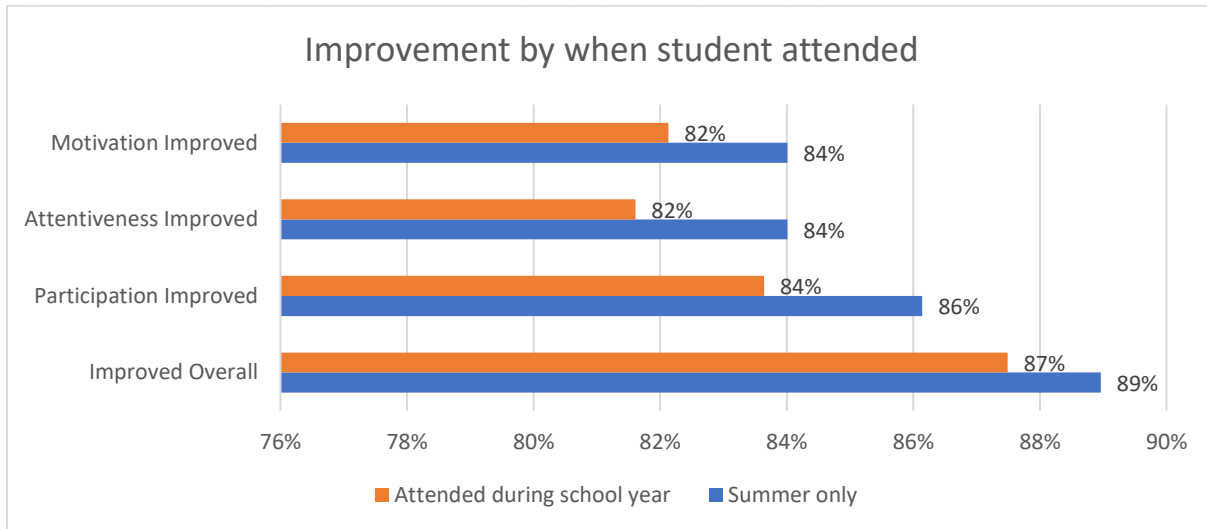
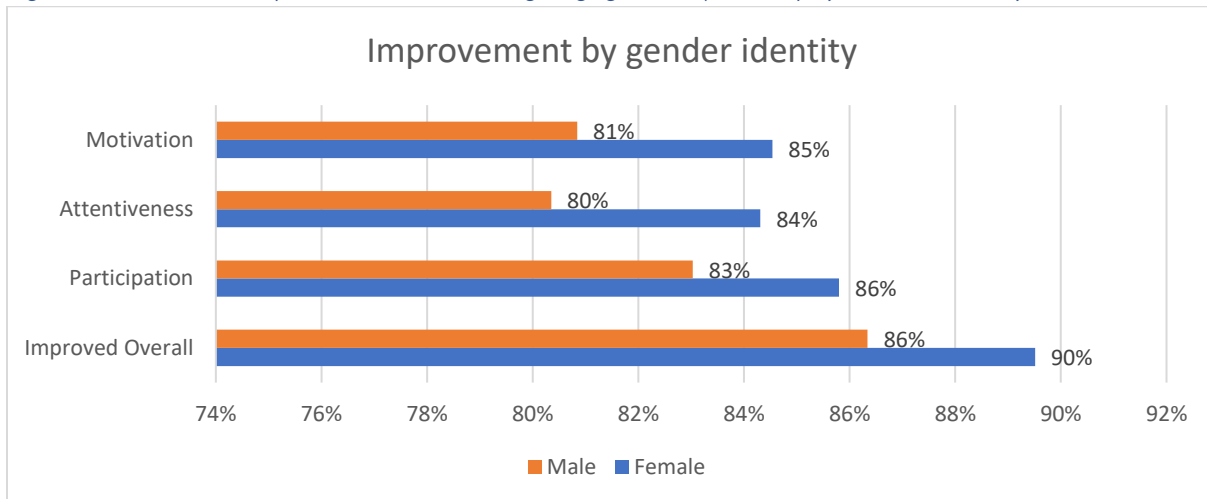


Figure 7 summarizes improved engagement in learning by gender identity. Note that there were a handful of students who did not identify as male or female; these students are not included in the graph below. Among the remaining students, teachers reported that students identifying as female had higher rates of engagement in learning overall compared to males (90% vs. 86%) as well as by each measure. Specifically, teachers reported a greater proportion of females showed improved participation in class (86% females vs. 83% males), attentiveness (84% vs. 80%) and motivation to learn (85% vs. 81%). Regardless, teachers reported the vast majority of students improved.

Figure 7. Statewide Improvement in Learning Engagement (GPRA 5) by Gender Identity

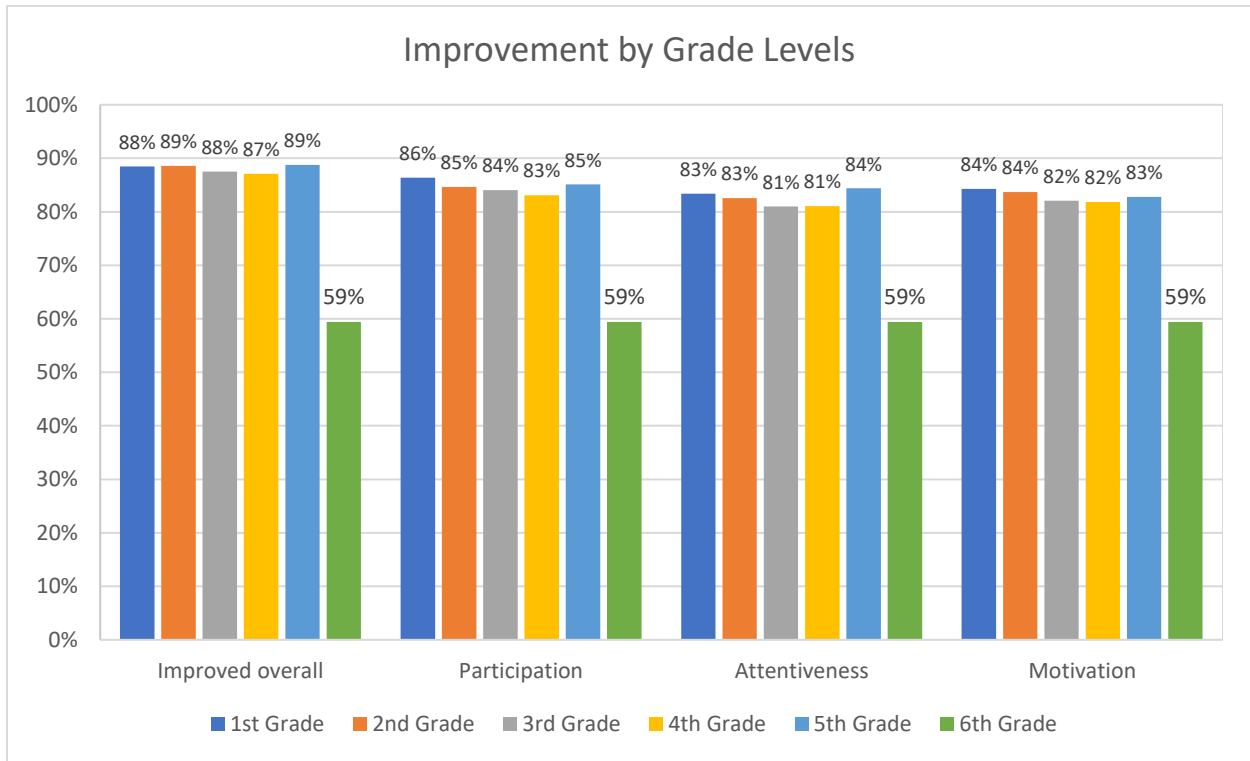


*other gender identity excluded as n is less than 5

The final graph in this section displays differences in educational engagement by grade level. This measure is specific to grades 1 to 5, though teachers reported on a handful of students in grade 6. These students attended (a school/schools) that include 6th graders as part of the elementary school and therefore were included in the analyses.

There were few notable differences by grade level with the exception of the few 6th grade students included here. Teachers reported a much lower level of engagement overall (59%) and by each measure (59%) for 6th grade students compared to those in grades 1-5, which were in the 80th percentile.

Figure 8. Statewide Improvement in Learning Engagement (GPRA 5) by Grade Level



Section 2. Summary of GPRAs at Grantee and Site Levels

The remainder of this report provides more detailed information about the three GPRAs reported here. Each section begins by comparing the GPRAs results by grantee, followed by details by site within each grantee.

Section 2.A. GPRAs 2: Grantee Level Results

GPRAs 2 measures improvement in math and English GPA. Overall, 29% of K-12 students who participated in the 21st CCLC and had a GPA of less than 3.0 the prior academic year showed an improvement in their GPA by the end of the year. This varied by grantee, however, ranging from 0% improvement to 100% improvement.

Figure 9. Improved GPA (GPRAs 2) by Grantee

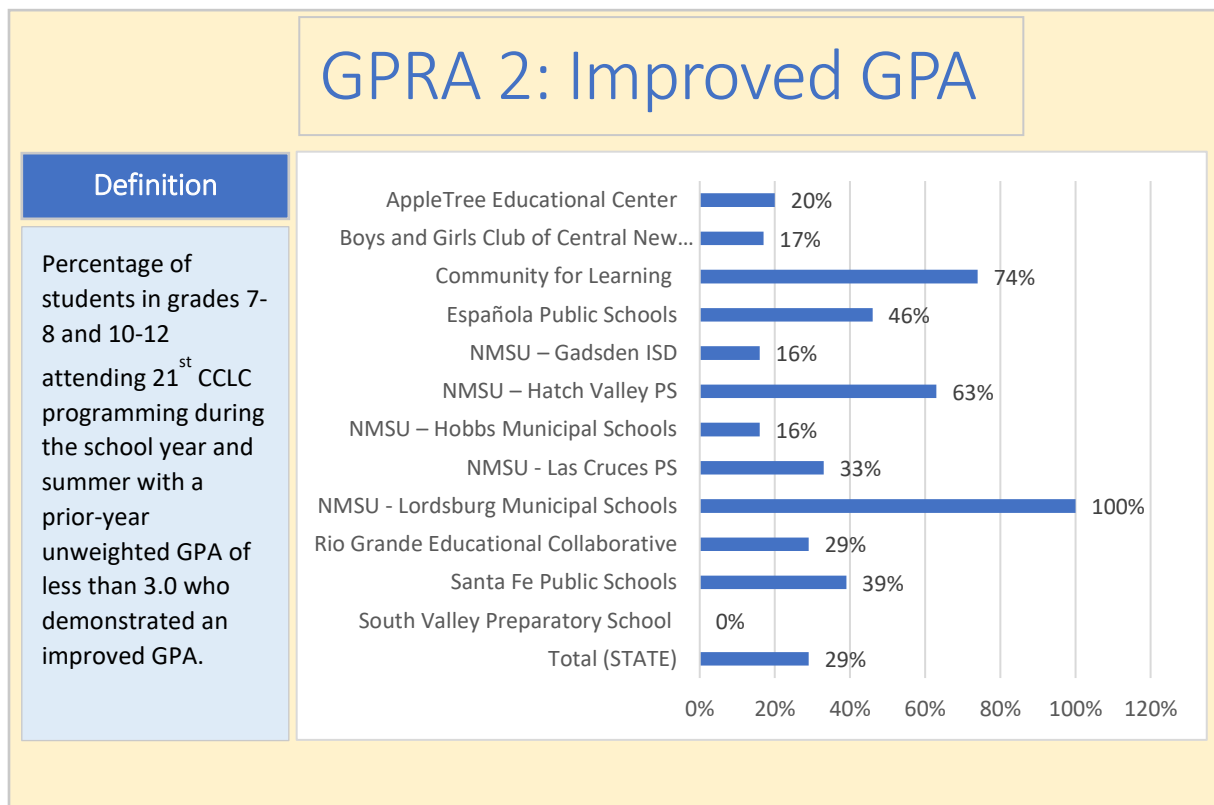


Table 1 below provides more detail regarding those who had a prior year GPA of less than 3.0 and improved by the end of the 2021-2022 school year. The proportion of students who had a prior year GPA of less than 3.0 varied by grantee, from a low of 9% (AppleTree Educational Center) to a high of 54% (NMSU- Hobbs). As can be seen in the table below, some grantees reported very few students who were “eligible” to improve. This likely accounts for at least some of the wide variation in GPA improvement rates across grantees.

Table 1. Improvement in GPA (GPRA 2) by Grantee

Grantee	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
AppleTree Educational Center	108	10	9%	2	20%
Boys & Girls Club of Central New Mexico	328	88	27%	15	17%
Community for Learning	69	31	45%	23	74%
Española Public Schools	351	134	38%	62	46%
NMSU–Gadsden ISD	485	200	41%	32	16%
NMSU–Hatch Valley PS	100	35	35%	22	63%
NMSU–Hobbs Municipal Schools	280	151	54%	24	16%
NMSU - Las Cruces PS	40	12	30%	4	33%
NMSU–Lordsburg Municipal Schools	27	5	19%	5	100%
Rio Grande Educational Collaborative	129	65	50%	19	29%
Santa Fe Public Schools	279	119	43%	46	39%
South Valley Preparatory School	40	17	43%	0	0%
Total (Statewide)	2236	867	39%	254	29%

Section 2.B. GPRA 2: Site Level Results

Just one site from the AppleTree Educational Center met the parameters for inclusion for GPRA 2: The Club. As displayed in Table 2, among the 9% of students eligible to improve at the school under this grantee, there was a 20% improvement in overall GPA.

Table 2. Improvement in GPA (GPRA 2) by AppleTree Educational Center Sites

Improved GPA					
Grantee: AppleTree Educational Center					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
The Club	108	10	9%	2	20%
Total	108	10	9%	2	20%

Six sites from the Boys & Girls Club of Central New Mexico reported data for GPRA 2. Both the proportion of students who had a prior year GPA of 3.0 or less and the percent improved varied by school. Just 5% of students at Washington Middle School had a prior year GPA of 3.0 or less; one of these students (50%) improved. Harrison Middle School had the greatest proportion (56%) of students who were eligible to improve, and the second highest improvement rate at 32%. Wilson Middle School, where nearly half of the students (46%) had a prior year GPA of less than 3.0 reported the lowest percent improvement at 0%.

Table 3. Improvement in GPA (GPRA 2) by Boys & Girls Club of Central New Mexico Sites

Improved GPA					
Grantee: Boys & Girls Club of Central New Mexico					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Grant Middle School	58	9	16%	2	22%
Harrison Middle School	34	19	56%	6	32%
Highland High School	85	29	34%	6	21%
Jimmy Carter Middle School	86	17	20%	0	0%
Washington Middle School	39	2	5%	1	50%
Wilson Middle School	26	12	46%	0	0%
Total	328	88	27%	15	17%

The Community for Learning included two schools: Albuquerque Sign Language Academy and McKinley Middle School. Only 4 students (22%) at the Albuquerque Sign Language Academy were recorded as eligible to improve; all four did improve. At McKinley High School 70% of the 53% of students who had a prior year GPA of less than 3.0 improved their GPA in the 2021-2022 school year. Results are illustrated in Table 5 below.

Table 4. Improvement in GPA (GPRA 2) by Community for Learning Sites

Improved GPA					
Grantee: Community for Learning					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Albuquerque Sign Language Academy	18	4	22%	4	100%
McKinley Middle School	51	27	53%	19	70%
Total	69	31	45%	23	74%

Just one site from Española Public Schools had data for GPRA 2. Table 6 illustrates that among the 38% of students eligible to improve at the Carlos Vigil Middle School, 46% displayed an improvement in overall GPA.

Table 5. Improvement in GPA (GPRA 2) by Española Public Schools Sites

Improved GPA					
Grantee: Española Public Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Carlos Vigil Middle School	351	134	38%	62	46%
Total	351	134	38%	62	46%

Table 7 summarizes the results for GPRA 2 for NMSU- Gadsden ISD. Among these sites, Gadsden Middle School had the greatest percent improvement in student GPA at 36% with a total of 36 students (26%) eligible to improve. While 25% of students at Chaparral High School had a prior year GPA of less than 3.0; none of them improved their GPA. Chaparral Middle school had the greatest percent eligible to improve at 59% and the second lowest percent improvement at 8%.

Table 6. Improvement in GPA (GPRA 2) by NMSU- Gadsden ISD Sites

Improved GPA Grantee: NMSU- Gadsden ISD					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Chaparral High School	104	26	25%	0	0%
Chaparral Middle School	130	77	59%	6	8%
Gadsden Middle School	136	36	26%	13	36%
Santa Teresa Middle School	115	61	53%	13	21%
Total	485	200	41%	32	16%

NMSU-Hatch Valley Public Schools includes two sites. Both reported a similar number of students, but the percent eligible to improve was greater in Hatch Valley Middle School (47%) than Hatch Valley High School (25%). A notable proportion of these students had an improved GPA, with 67% at Hatch Valley Middle School and 57% at Hatch Valley High School.

Table 7. Improvement in GPA (GPRA 2) by NMSU- Hatch Valley PS Sites

Improved GPA Grantee: NMSU- Hatch Valley PS					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Hatch Valley HS	55	14	25%	8	57%
Hatch Valley MS	45	21	47%	14	67%
Total	100	35	35%	22	63%

All three sites at NMSU-Hobbs Municipal schools had a notable number of students recorded as eligible to improve their GPA, ranging from 47-59% of the total number reported. Houston Middle School had the greatest percentage of students with an improved GPA at 36%, followed by Heizer Middle school at 13%. Highland Middle school had the lowest percent improvement at 6%.

Table 8. Improvement in GPA (GPRA 2) by NMSU- Hobbs Municipal Schools Sites

Improved GPA					
Grantee: NMSU- Hobbs Municipal Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Heizer Middle School	116	68	59%	9	13%
Highland Middle School	94	50	53%	3	6%
Houston Middle School	70	33	47%	12	36%
Total	280	151	54%	24	16%

Lynn Middle School, a site at NMSU-Las Cruces Public schools included 30% of students eligible to improve their GPA. Of these, 33% (n=4) displayed an improvement in overall GPA.

Table 9. Improvement in GPA (GPRA 2) by NMSU-Las Cruces PS Sites

Improved GPA					
Grantee: NMSU-Las Cruces PS					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Lynn Middle School	40	12	30%	4	33%
Total	40	12	30%	4	33%

Out of the two sites at NMSU-Lordsburg Municipal Schools, Central Elementary/ Dugan-Tarango MS reported the greatest percent GPA improvement at 100%. However, only 5 students (19%) were eligible to improve. Only one student had data from Lordsburg High School and that student's GPA was 3.0 or higher in 2020-2021, and therefore, was not eligible to improve.

Table 10. Improvement in GPA (GPRA 2) by Lordsburg Municipal Schools Sites

Improved GPA					
Grantee: NMSU- Lordsburg Municipal Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Central Elementary/Dugan-Tarango MS	26	5	19%	5	100%
Lordsburg High School	1	0	0%	N/A	N/A
Total	27	5	19%	5	100%

As illustrated in Table 11, there were seven sites under the Rio Grande Educational Collaborative who reported GPA data. Among these, Christine Duncan Charter School reported the greatest percent of student eligible to improve at 67% and School of Dreams at Mesa del Sol (0%) had the least.

Among the schools that had students eligible to improve, Mountain Mahogany Charter School reported the greatest percent of students with improved GPA at 73%. This is followed by North Valley Academy Charter School at 60% and Christine Duncan Charter School at 57%. No improvement was recorded for the remaining schools.

Table 11. Improvement in GPA (GPRA 2) by Rio Grande Educational Collaborative Sites

Improved GPA					
Grantee: Rio Grande Educational Collaborative					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Christine Duncan Charter School	21	14	67%	8	57%
Mountain Mahogany Charter School	21	11	52%	8	73%
North Valley Academy Charter School	11	5	45%	3	60%
Sarracino MS	29	16	55%	0	0%
School of Dreams at Mesa Del Sol	2	0	0%	N/A	N/A
Solare Collegiate Charter School	34	11	32%	0	0%
The International School at Mesa Del Sol	11	8	73%	0	0%
Total	129	65	50%	19	29%

Out of all Santa Fe Public Schools included for GPRA2, El Camino Real Community School had the greatest percent GPA improvement at 100%, however, they also had the second lowest number of student eligible to improve (9) and a relatively low percent eligible to improve (33%). Aspen Community School, with 47% of students eligible to improve, had the next highest percent GPA improvement at 73%. Gonzales Community School had the lowest improvement rate; none of the 8 students eligible showed any improvement. This was followed by Ortiz Middle School that had 7% (n=1) 14 (78%) students eligible to improve.

Table 12. Improvement in GPA (GPRA 2) by Santa Fe Public Schools Sites

Improved GPA Grantee: Santa Fe Public Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Aspen Community Schools	47	22	47%	16	73%
El Camino Real Community School	27	9	33%	9	100%
Gonzales Community School	25	8	32%	0	0%
Milagro Middle School	69	11	16%	3	27%
Nina Otero Community School	93	55	59%	17	31%
Ortiz Middle School	18	14	78%	1	7%
Total	279	119	43%	46	39%

Finally, as Table 13 illustrates, among the 43% of students eligible to improve their GPA at South Valley Preparatory School, none improved.

Table 13. Improvement in GPA (GPRA 2) by South Valley Preparatory School Sites

Improved GPA Grantee: South Valley Preparatory School					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
South Valley Preparatory School	40	17	43%	0	0%
Total	40	17	43%	0	0%

Section 2.C. GPRA 3: Grantee Level Results

GPRA 3 summarizes the proportion of students with improved attendance among those whose school attendance in the 2020-2021 academic year was at or below 90%. South Valley Preparatory School and NMSU- Gadsden ISD had the greatest percentage of students (37%) who exhibited improved attendance. NMSU-Las Cruces (6%) had the lowest proportion of students who had improved attendance. Overall, among students eligible to improve, 28% of those who attended the 21st CCLC exhibited improved attendance in the 2021-2022 school year.

Figure 10. Improved Attendance (GPRA 3) by Grantee

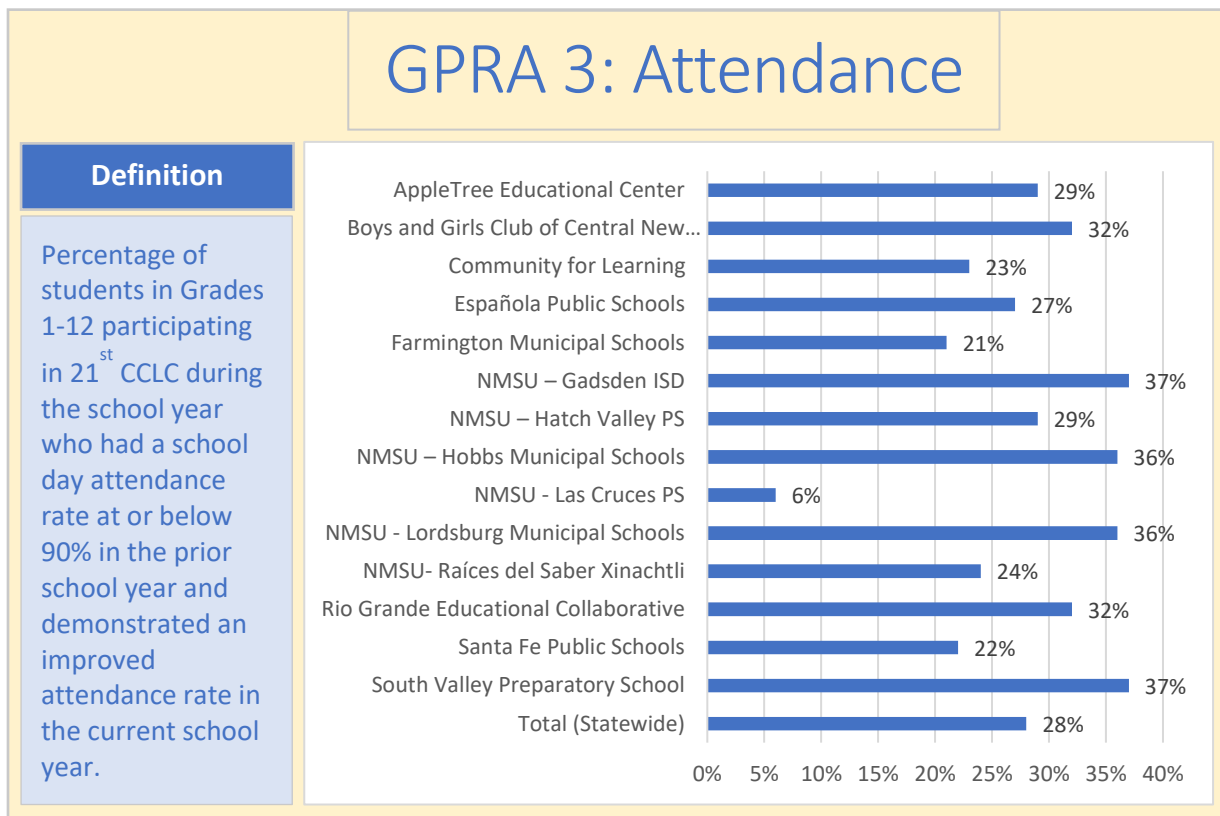


Table 14 summarizes the number and percentage of students whose attendance rate was at or below 90% in the 2020-2021 academic year and their improvement. The proportion of students who were eligible to improve their attendance rates was 77% across the state but this varied dramatically across grantees. Just 15% of the students who attended the Boys & Girls Club of Central New Mexico sites had an attendance rate of 90% or lower in the 2020-2021 school year; nearly all (93%) of the students at Española Public Schools and NMSU–Hobbs Municipal Schools were eligible to improve their attendance rates.

Table 14. Improvement in Attendance (GPRA 3) by Grantee

Attendance For all sites including those that were summer only					
Grantee	Number reported	Number Eligible to Improve	% Eligible to improve	Number Improved	% Improvement
AppleTree Educational Center	428	116	27%	34	29%
Boys & Girls Club of Central New Mexico	557	81	15%	26	32%
Community for Learning	236	48	20%	11	23%
Española Public Schools	1577	1468	93%	395	27%
Farmington Municipal Schools	213	145	68%	30	21%
NMSU–Gadsden ISD	4577	3793	83%	1390	37%
NMSU–Hatch Valley PS	426	369	87%	108	29%
NMSU–Hobbs Municipal Schools	1896	1767	93%	634	36%
NMSU - Las Cruces PS	2223	1675	75%	98	6%
NMSU–Lordsburg Municipal Schools	119	14	12%	5	36%
NMSU- Raíces del Saber Xinachtli	44	37	84%	9	24%
Rio Grande Educational Collaborative	799	408	51%	131	32%
Santa Fe Public Schools	1993	1616	81%	353	22%
South Valley Preparatory School	69	59	86%	22	37%
Total (Statewide)	15157	11596	77%	3246	28%

Section 2.D. GPRA 3: Site Level Results

Table 15 illustrates reported attendance at the sites included at the AppleTree Educational Center. All four sites had at least one student whose prior year attendance rate was at or below 90%. Of these, the AppleTree Educational Center reported the greatest rate of improvement in attendance at 100%, however, only one student was identified as eligible to improve. Students from The Club had the second-best reported improvement at 35%. The lowest rate of improvement was 11% at Arrey Elementary School.

Table 15. Improvement in Attendance (GPRA 3) by AppleTree Educational Center Sites

Attendance Grantee: AppleTree Educational Center					
Site	Number reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
AppleTree Educational Center	106	1	1%	1	100%
Arrey Elementary School	68	28	41%	3	11%
The Club	160	83	52%	29	35%
Truth or Consequences Elementary School	94	4	4%	1	25%
Total	428	116	27%	34	29%

Among the sites under the Boys & Girls Club of Central New Mexico, the lowest rate of improved attendance was at Highland High School (22%, n=2). While the highest (100%) was at Washington Middle School, where only one student was eligible to improve, and did so. None of the students at Grant Middle School or Jimmy Carter Middle School were reported as eligible to improve despite the relatively large number of students who participated in the program.

Table 16. Improvement in Attendance (GPRA 3) by Boys & Girls Club of Central New Mexico Sites

Attendance Grantee: Boys & Girls Club of Central New Mexico					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Grant Middle School	103	0	0%	N/A	N/A
Harrison Middle School	61	43	70%	15	35%
Highland High School	161	9	6%	2	22%
Jimmy Carter Middle School	126	0	0%	N/A	N/A
Washington Middle School	54	1	2%	1	100%
Wilson Middle School	52	28	54%	8	29%
Total	557	81	15%	26	32%

Among the sites from the Community for Learning grantee, the greatest percent improvement in attendance was observed at McKinley Middle School (50%), but only two students were identified as eligible to improve. The Albuquerque Sign Language Academy had the highest number of student eligible to improve (67%), and 22% of them did exhibit improved attendance. Neither Duranes Elementary School nor Hodgins Elementary School had any students as eligible to improve. These results are summarized in Table 17.

Table 17. Improvement in Attendance (GPRA 3) by Community for Learning Sites

Attendance Grantee: Community for Learning					
Site	Number reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Albuquerque Sign Language Academy	69	46	67%	10	22%
Duranes Elementary School	11	0	0%	N/A	N/A
Hodgins Elementary School	83	0	0%	N/A	N/A
McKinley Middle School	73	2	3%	1	50%
Total	236	48	20%	11	23%

Nearly all students (93%) in the ten schools under the umbrella of Española Public Schools had a prior year attendance rate of 90% or less, though this varied from a low of 76% at Abiquiu Elementary School to a high of 98% at Chimayo Elementary School. Among those eligible to improve, 27% improved overall, ranging from 14%-37% across sites. The greatest percent improvement was observed in Eutimio T. Salazar III Elementary School at 37% and the lowest improvement was recorded at the Abiquiu Elementary School.

Table 18. Improvement in Attendance (GPRA 3) by Española Public Schools Sites

Attendance Grantee: Española Public Schools					
Site	Number reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Abiquiu Elementary School	74	56	76%	8	14%
Alcalde Elementary School	118	113	96%	23	20%
Carlos Vigil Middle School	351	331	94%	103	31%
Chimayo Elementary School	86	84	98%	26	31%
Eutimio T. Salazar III Elementary School	201	194	97%	71	37%
Hernandez Elementary School	77	72	94%	18	25%
James H. Rodriguez Elementary School	254	238	94%	68	29%
San Juan Elementary School	131	112	85%	17	15%
Tony E. Quintana Elementary School	199	187	94%	39	21%
Velarde Elementary School	86	81	94%	22	27%
Total	1577	1468	93%	395	27%

Among all the Farmington Municipal Schools, 68% of students had prior year attendance rate of 90% or lower; improvement in attendance was 21%. Those eligible to improve was lowest at Apache Brain Camp (57%); this site also had the lowest percent of students with improved attendance at 10% (n=3). The greatest percent improvement was recorded by the McKinley Brain Camp at 35% (n=6), which corresponded to the site with the greatest percentage of students (85%) eligible to improve amongst the sites for this grantee.

Table 19. Improvement in Attendance (GPRA 3) by Farmington Municipal Schools Sites

Attendance					
Grantee: Farmington Municipal Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Animas Brain Camp	30	23	77%	5	22%
Apache Brain Camp	54	31	57%	3	10%
Bluffview Brain Camp	40	27	68%	4	15%
Esperanza Brain Camp	15	9	60%	1	11%
McCormick Brain Camp	54	38	70%	11	29%
McKinley Brain Camp	20	17	85%	6	35%
Total	213	145	68%	30	21%

NMSU-Gadsden ISD includes 20 sites with one or more students eligible to improve their attendance. The lowest proportion of students with an attendance rate of 90% or lower was Riverside Elementary School, at 56% of students. Sunland Park Elementary School had the highest proportion of students eligible to improve, at 93%. Percent improvement in attendance at NMSU- Gadsden totaled at 37%, with the lowest recorded percent improvement being 8% (Chaparral High School) and the greatest percent improvement equaling 52% at Sunrise Elementary School.

Table 20. Improvement in Attendance (GPRA 3) by NMSU - Gadsden ISD Sites

Attendance Grantee: NMSU–Gadsden ISD					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Anthony Elementary	275	238	87%	67	28%
Berino Elementary	249	211	85%	76	36%
Chaparral Elementary	362	296	82%	145	49%
Chaparral High School	134	119	89%	10	8%
Chaparral Middle School	130	112	86%	47	42%
Desert Trail Elementary	289	245	85%	113	46%
Desert View Elementary	302	241	80%	71	29%
Gadsden Elementary	170	156	92%	49	31%
Gadsden Middle School	136	82	60%	20	24%
La Union Elementary	161	131	81%	29	22%
Loma Linda Elementary	246	226	92%	96	42%
Mesquite Elementary	102	93	91%	33	35%
North Valley Elementary	148	131	89%	40	31%
Riverside Elementary	448	250	56%	113	45%
Santa Teresa Elementary	316	274	87%	59	22%
Santa Teresa Middle School	115	106	92%	38	36%
Sunland Park Elementary	122	114	93%	44	39%
Sunrise Elementary	345	302	88%	157	52%
Vado Elementary	370	333	90%	130	39%
Yucca Heights Elementary	157	133	85%	53	40%
Total	4577	3793	83%	1390	37%

Most students within NMSU-Hatch Valley PS sites were eligible to improve their attendance: 87% had a reported attendance rate at or below 90% in 2020-2021. The proportion eligible to improved was lowest at Hatch Valley Elementary School (72%) and highest at Hatch Valley Middle School (94%). Improvement in attendance was greatest in Hatch Valley Middle School at 45%, followed by Hatch Valley High School at 38%. The lowest reported percent improvement was observed in Hatch Valley Elementary School at 17%. Overall, percent improvement in attendance for this grantee totaled 29%.

Table 21. Improvement in Attendance (GPRA 3) by NMSU–Hatch Valley PS Sites

Attendance Grantee: NMSU–Hatch Valley PS					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Garfield Elementary	42	37	88%	8	22%
Hatch Valley Elementary School	82	59	72%	10	17%
Hatch Valley High School	62	56	90%	21	38%
Hatch Valley Middle School	70	66	94%	30	45%
Rio Grande Elementary	170	151	89%	39	26%
Total	426	369	87%	108	29%

Among the 14 schools under NMSU- Hobbs Municipal Schools, Highland Middle School reported the greatest percent improvement in attendance at 67%, followed by Heizer Middle School at 57%. The lowest percent improvement was observed at Taylor Elementary School at 15%. Overall, the schools under this grantee totaled a percent improvement in attendance of 36%.

Table 22. Improvement in Attendance (GPRA 3) by NMSU–Hobbs Municipal Schools Sites

Attendance Grantee: NMSU–Hobbs Municipal Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Booker T. Washington	56	51	91%	17	33%
Broadmoor Elementary	97	91	94%	22	24%
College Lane Elementary	303	274	90%	93	34%
Coronado Elementary	69	68	99%	25	37%
Heizer Middle School	130	128	98%	73	57%
Highland Middle School	152	143	94%	96	67%
Hobbs Freshman High School	55	52	95%	25	48%
Houston Middle School	118	105	89%	43	41%
Jefferson Elementary School	351	336	96%	90	27%
Murray Elementary School	52	50	96%	12	24%
Southern Heights Elementary School	271	260	96%	89	34%
Stone Elementary School	70	63	90%	17	27%
Taylor Elementary School	94	80	85%	12	15%
Will Rogers Elementary School	78	66	85%	20	30%
Total	1896	1767	93%	634	36%

There were 14 sites in NMSU-Las Cruces PS. Half or more of the students were eligible to improve their attendance, ranging from a low of 55% (Central Elementary) to a high of 89% (Booker T. Washington Elementary School and Cesar Chavez Elementary School). The overall percent improvement in attendance for this grantee was low- just 6%. The greatest percent improvement was recorded by Booker T. Washington Elementary at 12% and the lowest percent improvement was noted by Dona Ana Elementary, where none of the 70% of students eligible to improve did so. See Table 23 below for additional details.

Table 23. Improvement in Attendance (GPRA 3) by NMSU - Las Cruces PS Sites

Attendance Grantee: NMSU - Las Cruces PS					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Alameda Elementary	256	222	87%	15	7%
Booker T. Washington Elementary	149	133	89%	16	12%
Central Elementary	67	37	55%	1	3%
Cesar Chavez Elementary	100	89	89%	8	9%
Columbia Elementary	113	64	57%	5	8%
Conlee Elementary	221	191	86%	13	7%
Dona Ana Elementary	152	107	70%	0	0%
Loma Heights Elementary	229	169	74%	2	1%
Lynn Middle School	76	42	55%	1	2%
MacArthur Elementary	103	70	68%	2	3%
Sunrise Elementary	251	209	83%	15	7%
Tombaugh Elementary	232	176	76%	8	5%
University Hills Elementary	123	79	64%	4	5%
Valley View Elementary	151	87	58%	8	9%
Total	2223	1675	75%	98	6%

Only one of the three sites from NMSU-Lordsburg Municipal Schools had any students with a prior year attendance rate of 90% of less. That site, Central Elementary/Dugan-Tarango Middle School, had 26% of students eligible to improve, and five (36%) did improve.

Table 24. Improvement in Attendance (GPRA 3) by NMSU - Lordsburg Municipal Schools Sites

Attendance Grantee: NMSU—Lordsburg Municipal Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Central Elementary/ Dugan-Tarango Middle School	53	14	26%	5	36%
Lordsburg High School	12	0	0%	N/A	N/A
RV Traylor Elementary School	54	0	0%	N/A	N/A
Total	119	14	12%	5	36%

Among the 84% of students at Raíces del Saber Xinachtli that were identified as eligible to improve attendance, 24% (n=9) showed an improvement in attendance. This is illustrated in Table 25.

Table 25. Improvement in Attendance (GPR 3) by Raíces del Saber Xinachtli Sites

Attendance Grantee: Raíces del Saber Xinachtli					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Raíces del Saber Xinachtli	44	37	84%	9	24%
Total	44	37	84%	9	24%

Fourteen sites are included in the Rio Grande Educational Collaborative, with a wide variation in the proportion of students eligible to improve their attendance. San Antonio Elementary School had no students eligible to improve, but only two students attended this site. This is followed by Mountain Mahogany, though, were only 2% (n=2) of students had an attendance rate low enough to qualify for improvement. Contrast this with Sarracino Middle School, where 70% of students were eligible to improve their attendance.

Under this grantee, the greatest percent increase in attendance was 52%; this increase was observed at both Parkview Elementary School and Central Elementary School. The lowest proportion was 10% at Sarracino Middle School and the International School at Mesa del Sol. Overall, schools under this grantee totaled a rate of improvement of 33%.

Table 26. Improvement in Attendance (GPRA 3) by Rio Grande Educational Collaborative Sites

Attendance					
Grantee: Rio Grande Educational Collaborative					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Albuquerque Collegiate Charter School	98	59	60%	22	37%
Central Elementary School	27	21	78%	11	52%
Christine Duncan Charter School	147	103	70%	41	40%
Dennis Chavez Elementary	38	14	37%	6	43%
Gil Sanchez Elementary	13	4	31%	2	50%
H.T. Jaramillo School	26	18	69%	7	39%
Mountain Mahogany Charter School	132	2	2%	1	50%
North Valley Academy Charter School	59	36	61%	6	17%
Parkview Elementary School	44	31	70%	16	52%
San Antonio Elementary	2	0	0%	N/A	N/A
Sarracino Middle School	40	30	75%	3	10%
School of Dreams Academy	35	18	51%	2	11%
Solare Collegiate Charter School	78	33	42%	10	30%
The International School at Mesa Del Sol Charter School	60	39	65%	4	10%
Total	799	408	51%	131	32%

Table 27 displays the results for Santa Fe Public Schools, which had a total of 15 sites. The majority of students at most of these sites were eligible to improve their attendance ranging from 83%-98%; the exception is Nina Otero Community School, where just 26% of students had attendance rates in 2020-2021 that qualified. Improved attendance at New Mexico Santa Fe Public Schools varied from a low of 8% (n=16) at El Camino Community School to a high of 39% (n=22) at Nina Otero Community School.

Table 27. Improvement in Attendance (GPRA 3) by Santa Fe Public Schools Sites

Attendance Grantee: Santa Fe Public Schools					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
Aspen Community School	156	138	88%	35	25%
Cesar Chavez Elementary School	145	130	90%	25	19%
Chaparral Elementary School	85	73	86%	24	33%
EJ Martinez Elementary School	122	105	86%	16	15%
El Camino Community School	199	192	96%	16	8%
Gonzales Community School	144	136	94%	22	16%
Kearny Elementary School	67	65	97%	8	12%
Milagro Middle School	69	57	83%	11	19%
Nava Elementary School	115	100	87%	20	20%
Nina Otero Community School	341	90	26%	35	39%
Ortiz Middle School	65	63	97%	22	35%
Pinon Elementary School	47	43	91%	5	12%
Ramirez Thomas Elementary School	230	225	98%	54	24%
Salazar Elementary School	146	140	96%	42	30%
Sweeney Elementary School	62	59	95%	18	31%
Total	1993	1616	81%	353	22%

Finally, among the 86% of students at South Valley Preparatory School that were identified as eligible to improve attendance, 37% (n=22) showed an improvement in attendance.

Table 28. Improvement in Attendance (GPRA 3) by South Valley Preparatory School Sites

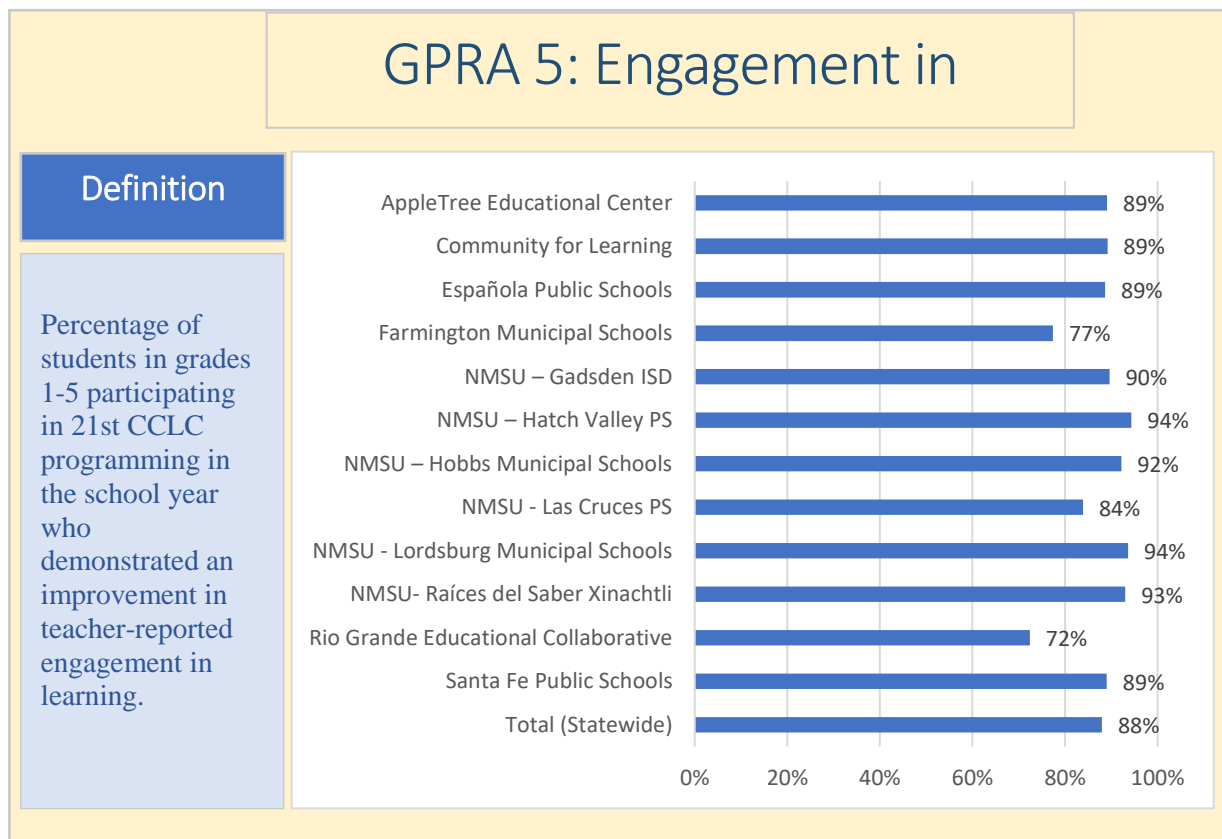
Attendance Grantee: South Valley Preparatory School					
Site	Number Reported	Number Eligible to Improve	% Eligible to Improve	Number Improved	% Improvement
South Valley Preparatory School	69	59	86%	22	37%
Total	69	59	86%	22	37%

Section 2.E. GPRA 5: Grantee Level Results

GPRA 5 measures engagement in learning as derived from three survey questions. The individual survey items are combined to create a summary measure indicating whether the student exhibits an improvement in engagement in learning overall. Details about the construction of this summary measure are available in the “Methods” section.

Figure 11 below displays students’ summary score for improved engagement in learning by grantee. Unlike the GPRA measures above, all students are “eligible” to improve if the teacher reported any data for them. As can be seen below, teachers reported that the vast majority of students’ engagement improved over the academic year. This varies by location, however. Teachers from Rio Grande Educational Collaborative reported that 77% of students were more engaged in their learning by the end of the academic year; this was the lowest of the 12 sites. Teachers with students attending Hatch Valley Public Schools reported that 94% of students exhibited improved learning. The remaining sites varied between these two extremes, with most reporting 88% or higher.

Figure 11. Improved Engagement in Learning (GPRA 5) by Grantee



Section 2.F. GPRA 5: Site Level Results

The remainder of this section summarizes improved engagement overall at the site level. This is followed by a summary of each of the three survey items that comprise this overall measure.

Overall, teachers at AppleTree Educational Center reported that students improved in all engagement measures by a total of 89%. Truth or Consequences Elementary School reported the lowest percent improvement at 86%; 100% of students at the other two sites exhibited improved engagement in learning.

Table 29. Improvement in Learning Engagement (GPRA 5) by AppleTree Educational Center Sites

Engagement in learning Grantee: AppleTree Educational Center			
Site	N reported	N improvement	% improved
Appletree Educational Center	5	5	100%
Arrey Elementary School	21	21	100%
Truth or Consequences Elementary School	84	72	86%
Total	110	98	89%

Teachers at all sites under the AppleTree Educational Center reported high levels of student improvement for each engagement measure. AppleTree Educational Center had the highest improvement in both attentiveness and motivation at 100%. However, AppleTree Educational Center also had the lowest recorded percent improvement in measure of participation at 80%. Of note, this site also had the fewest reported number of students. Arrey Elementary School had the greatest improvement in measure of participation at 90%, as well as the lowest reported percent improvement in measure of attentiveness at 76%. Truth or Consequences Elementary school had a consistent range of percent improvement (ranging from 76-85%) across all engagement measures.

Table 30. Improvement in Each Measure of Engagement for AppleTree Educational Center Sites

Engagement in learning (detailed) Grantee: AppleTree Educational Center							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Appletree Educational Center	5	4	80%	5	100%	5	100%
Arrey Elementary School	21	19	90%	16	76%	19	90%
Truth or Consequences Elementary School	84	70	83%	71	85%	64	76%
Total	110	93	85%	92	84%	88	89%

Teachers with students at the Community for Learning grantee reported a total of 93% improvement across all engagement measures. The greatest percent improvement of 100% was reported at Duranes Elementary School while the lowest percent improvement of 86% was reported at Hodgkin Elementary School.

Table 31. Improvement in Learning Engagement (GPRA 5) by Community for Learning Sites

Engagement in learning Grantee: Community for Learning			
Site	N reported	N improvement	% improved
Albuquerque Sign Language Academy	28	26	93%
Duranes Elementary School	11	11	100%
Hodgin Elementary School	72	62	86%
Total	111	99	89%

Teachers reported improvement in each engagement high across all sites. Teachers from Duranes Elementary School recorded the greatest percent improvement in attentiveness at 100%. ASLA teachers reported the greatest percent improvement in measure of motivation and participation at 93% each. While teachers from Hodgkin Elementary School reported the lowest percent improvement across all engagement measures among sites from this grantee, improvement was still significant ranging from 76-83%.

Table 32. Improvement in Each Measure of Engagement for Community for Learning Sites

Engagement in learning (detailed) Grantee: Community for Learning							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Albuquerque Sign Language Academy	28	25	89%	26	93%	26	93%
Duranes Elementary School	11	11	100%	10	91%	10	91%
Hodgin Elementary School	72	55	76%	58	81%	60	83%
Total	111	94	85%	91	82%	96	86%

Teachers from Española Public Schools reported a total percent improvement across all engagement measures of 90%. Teachers from Abiquiu Elementary School noted the greatest percent improvement at 100%, followed by Tony E. Quintana Elementary at 95% improvement. Teachers from James H. Rodriguez Elementary School reported the lowest percent improvement at 80%; this also had the largest number of students among all sites.

Table 33. Improvement in Learning Engagement (GPRA 5) by Española Public Schools Sites

Engagement in learning Grantee: Española Public Schools			
Site	N reported	N improvement	% improved
Abiquiu Elementary School	56	56	100%
Alcalde Elementary School	42	39	93%
Chimayo Elementary School	67	57	85%
Eutimio T. Salazar III Elementary School	151	140	93%
Hernandez Elementary School	57	51	89%
James H. Rodriguez Elementary School	210	168	80%
San Juan Elementary School	94	86	91%
Tony E. Quintana Elementary School	122	115	94%
Velarde Elementary School	57	47	82%
Total	856	759	89%

As would be expected from the summary measure, teachers from Abiquiu Elementary School reported the highest percent improvement across all three engagement measures across all sites included in the Española Public Schools. Teachers from Abiquiu Elementary School noted 100% improvement in measures of motivation and participation, as well as 96% improvement in attentiveness. Teachers from James H. Rodriguez Elementary School reported the lowest percent improvement in participation at 76% and motivation (74%), while teachers from Hernandez Elementary reported the lowest percent improvement in motivation (74%).

Table 34. Improvement in Each Measure of Engagement for Española Public Schools Sites

Engagement in learning (detailed)							
Grantee: Española Public Schools							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Abiquiu Elementary School	56	56	100%	54	96%	56	100%
Alcalde Elementary School	42	36	86%	38	90%	37	88%
Chimayo Elementary School	67	57	85%	51	76%	51	76%
Eutimio T. Salazar III Elementary	151	136	90%	132	87%	128	85%
Hernandez Elementary School	57	51	89%	42	74%	43	75%
James H. Rodriguez Elementary School	210	160	76%	159	76%	155	74%
San Juan Elementary School	94	84	89%	85	90%	83	88%
Tony E. Quintana Elementary School	122	115	94%	115	94%	113	93%
Velarde Elementary School	57	46	81%	47	82%	46	81%
Total	856	741	87%	723	84%	712	83

Teachers with students from Farmington Municipal Schools reported a collective total of 77% improvement across all engagement measures, though this varies across sites. Teachers from Animas Brain Camp observed the lowest percent improvement at 65%, while both teachers from McKinley and Esperanza Brain Camp noted the greatest percent of student improvement at 100%. However, both McKinley and Esperanza Brain Camp also reported the fewest number of students at n=6 and n=7, respectively. Following this, the next highest percent improvement at 83% was recorded at Apache Brain Camp.

Table 35. Improvement in Learning Engagement (GPRA 5) by Farmington Municipal Schools Sites

Engagement in learning Grantee: Farmington Municipal Schools			
Site	N reported	N improvement	% improved
Animas Brain Camp	20	13	65%
Apache Brain Camp	23	19	83%
Bluffview Brain Camp	20	16	80%
Esperanza Brain Camp	7	7	100%
McCormick Brain Camp	39	28	72%
McKinley Brain Camp	6	6	100%
Total	115	89	77%

Out of the sites from Farmington Municipal Schools, students attending McKinley Brain Camp had the greatest percent improvement across both measures of attentiveness and participation at 100%. Furthermore, teachers with students from Esperanza Brain Camp observed the greatest percent improvement in measures of motivation at 86%, while also noting the second highest percent improvement in participation at 86%. Teachers from Animas Brain Camp reported the lowest percent of improvement in their students across all measures of engagement: 55% improvement in both participation and attentiveness, and 60% improvement in motivation.

Table 36. Improvement in Each Measure of Engagement for Farmington Municipal Schools Sites

Engagement in learning (detailed)							
Grantee: Farmington Municipal Schools							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Animas Brain Camp	20	11	55%	11	55%	12	60%
Apache Brain Camp	23	18	78%	19	83%	18	78%
Bluffview Brain Camp	20	15	75%	14	70%	15	75%
Esperanza Brain Camp	7	6	86%	4	57%	6	86%
McCormick Brain Camp	39	27	69%	24	61%	24	62%
McKinley Brain Camp	6	6	100%	6	100%	5	83%
Total	115	83	72%	78	68%	80	70%

Teachers with students from the NMSU- Gadsden ISD grantee reported an overall 90% improvement across all measures of engagement. Teachers from Loma Linda Elementary School noted that almost every student improved, reporting that 98% did so. The lowest was North Valley Elementary, where teachers reported 71% of students exhibited an improvement in learning engagement.

Table 37. Improvement in Learning Engagement (GPRA 5) by NMSU–Gadsden ISD Sites

Engagement in learning Grantee: NMSU–Gadsden ISD			
Site	N reported	N improvement	% improved
Anthony Elementary School	138	134	97%
Berino Elementary	170	149	88%
Chaparral Elementary	222	188	85%
Desert Trail Elementary	172	166	97%
Desert View Elementary	186	180	97%
Gadsden Elementary	88	85	97%
La Union Elementary	52	46	88%
Loma Linda Elementary	161	157	98%
Mesquite Elementary	63	56	89%
North Valley Elementary	115	82	71%
Riverside Elementary	246	232	94%
Santa Teresa Elementary	221	205	93%
Sunland Park Elementary	92	86	93%
Sunrise Elementary	210	171	81%
Vado Elementary	265	216	82%
Yucca Heights Elementary	50	44	88%
Total	2451	2197	90%

Among the NMSU-Gadsden ISD sites, engagement across all three measures varied. Teachers from Loma Linda Elementary reported the greatest percent improvement in measures of participation at 96%. Students from Anthony Elementary exhibited the highest percent improvement in attentiveness at 97%, while both Desert View Elementary and Gadsden Elementary School teachers reported the greatest percent improvement in the measure of motivation at 95%. Across all measures of engagement, teachers from North Valley Elementary reported the lowest percent improvement, recording percent improvements across measures ranging from 63% (attentiveness) to 69% (participation).

Table 38. Improvement in Each Measure of Engagement for NMSU–Gadsden ISD Sites

Engagement in learning (detailed)							
Grantee: NMSU–Gadsden ISD							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Anthony Elementary School	138	130	94%	134	97%	129	93%
Berino Elementary	170	144	85%	145	85%	140	82%
Chaparral Elementary	222	182	82%	152	68%	163	73%
Desert Trail Elementary	172	164	95%	159	92%	154	90%
Desert View Elementary	186	167	90%	163	88%	177	95%
Gadsden Elementary	88	77	88%	79	90%	84	95%
La Union Elementary	52	46	88%	44	85%	44	85%
Loma Linda Elementary	161	155	96%	149	93%	152	94%
Mesquite Elementary	63	53	84%	53	84%	50	79%
North Valley Elementary	115	79	69%	73	63%	76	66%
Riverside Elementary	246	228	93%	226	92%	221	90%
Santa Teresa Elementary	221	190	86%	198	90%	193	87%
Sunland Park Elementary	92	86	93%	85	92%	83	90%
Sunrise Elementary	210	171	81%	165	79%	164	78%
Vado Elementary	265	212	80%	205	77%	206	78%
Yucca Heights Elementary	50	41	82%	42	84%	42	84%
Total	2451	2125	87%	2072	85%	2078	85%

For all sites under the NMSU-Hatch Valley PS grantee, teachers reported an overall percent improvement across all engagement measures of 94%. Teachers from Hatch Elementary recorded the greatest percent improvement at 97%, while the lowest percent improvement of 87% was observed in Garfield Elementary.

Table 39. Improvement in Learning Engagement (GPRA 5) by NMSU–Hatch Valley PS Sites

Engagement in learning Grantee: NMSU–Hatch Valley PS			
Site	N Reported	N Improved	% Improved
Garfield Elementary	38	33	87%
Hatch Elementary School	75	73	97%
Rio Grande Elementary	153	145	95%
Total	266	251	94%

The proportion of improvement by individual engagement measure varies across NMSU-Hatch Valley Public School sites. Teachers from Garfield Elementary reported the lowest percent improvement at 87% for each of the three measurements of engagement, while teachers from Hatch Elementary School reported the highest percent improvement of 96% for each of the three measures of engagement.

Table 40. Improvement in Each Measure of Engagement for NMSU–Hatch Valley PS Sites

Engagement in learning (detailed) Grantee: NMSU–Hatch Valley PS							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Garfield Elementary	38	33	87%	33	87%	33	87%
Hatch Elementary School	75	72	96%	72	96%	72	96%
Rio Grande Elementary	153	141	92%	134	88%	134	88%
Total	266	246	92%	239	90%	239	90%

Teachers from the NMSU-Hobbs Municipal Schools sites reported a total percent improvement of 92% across all three measures of engagement. The greatest percent improvement of 100% was observed at Southern Heights Elementary School, while teachers from Coronado Elementary reported the lowest percent improvement at 81%.

Table 41. Improvement in Learning Engagement (GPRA 5) by NMSU–Hobbs Municipal Schools Sites

Engagement in learning Grantee: NMSU–Hobbs Municipal Schools			
Site	N Reported	N Improved	% Improved
Booker T. Washington	55	52	95%
Broadmoor Elementary	26	25	96%
College Lane Elementary	99	87	88%
Coronado Elementary	69	56	81%
Jefferson Elementary School	102	94	92%
Murray Elementary School	52	48	92%
Southern Heights Elementary School	123	123	100%
Stone Elementary School	53	51	96%
Taylor Elementary School	96	92	96%
Will Rogers Elementary School	66	55	83%
Total	741	683	92%

Among NMSU-Hobbs Municipal Schools sites, teachers from Southern Heights reported 98% improvement across measures of motivation and attentiveness, as well as 100% participation. Out of all sites, Will Rogers Elementary and Coronado Elementary had the lowest recorded percent improvement. Will Rogers Elementary teachers reported the lowest percent improvement among their students for measures of motivation and attentiveness at 74% and 71% respectively, while Coronado Elementary teachers reported the lowest percent improvement in measures of participation at 78%.

Table 42. Improvement in Each Measure of Engagement for NMSU–Hobbs Municipal Schools Sites

Engagement in learning (detailed)							
Grantee: NMSU–Hobbs Municipal Schools							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Booker T. Washington	55	50	91%	47	85%	49	89%
Broadmoor Elementary	26	24	92%	23	89%	23	88%
College Lane Elementary	99	83	84%	81	82%	81	82%
Coronado Elementary	69	54	78%	51	74%	56	81%
Jefferson Elementary School	102	90	88%	87	85%	90	88%
Murray Elementary School	52	47	90%	44	85%	47	90%
Southern Heights Elementary School	123	123	100%	121	98%	121	98%
Stone Elementary School	53	51	96%	47	89%	48	91%
Taylor Elementary School	96	92	96%	86	90%	88	92%
Will Rogers Elementary School	66	52	79%	47	71%	49	74%
Total	741	666	90%	634	86%	652	88%

Teachers with students at NMSU-Las Cruces sites reported a total percent improvement across all engagement measures of 84%. Teachers from University Hills Elementary School reported the lowest percent improvement at 68%, Booker T. Washington Elementary teachers recorded the highest percent improvement at 94%. However, out of all sites under this grantee, Booker T. Washington Elementary reported the lowest number of students at n=33.

Table 43. Improvement in Learning Engagement (GPRA 5) by NMSU–Las Cruces PS Sites

Engagement in learning Grantee: NMSU–Las Cruces PS			
Site	N Reported	N Improved	% Improved
Alameda Elementary	155	130	84%
Booker T. Washington Elementary	33	31	94%
Central Elementary	42	36	86%
Cesar Chavez Elementary	78	66	85%
Columbia Elementary	72	54	75%
Conlee Elementary	36	31	86%
Dona Ana Elementary	77	68	88%
Loma Heights Elementary	74	62	84%
Mac Arthur Elementary	72	67	93%
Sunrise Elementary	176	143	81%
Tombaugh Elementary	94	82	87%
University Hills Elementary	65	44	68%
Valley View Elementary	79	69	87%
Total	1053	883	84%

All sites from NMSU-Las Cruces PS reported improvement across all three measures of engagement. Booker T. Washington teachers reported the highest percent improvement amongst their students across all measures, with 94% improvement in measures of motivation and 91% improvement in both measures of attentiveness and participation. In contrast to this, University Hills Elementary teachers reported the lowest percent improvement across all measures, ranging from 62-68%.

Table 44. Improvement in Each Measure of Engagement for NMSU–Las Cruces PS Sites

Engagement in learning (detailed)							
Grantee: NMSU–Las Cruces PS							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Alameda Elementary	155	129	83%	124	80%	116	75%
Booker T. Washington Elementary	33	30	91%	30	91%	31	94%
Central Elementary	42	32	76%	34	81%	34	81%
Cesar Chavez Elementary	78	60	77%	55	71%	60	77%
Columbia Elementary	72	53	74%	51	71%	54	75%
Conlee Elementary	36	30	83%	31	86%	30	83%
Dona Ana Elementary	77	66	86%	63	82%	62	81%
Loma Heights Elementary	74	52	71%	54	73%	56	76%
Mac Arthur Elementary	72	63	88%	62	86%	66	92%
Sunrise Elementary	176	136	77%	134	76%	137	78%
Tombaugh Elementary	94	74	79%	73	78%	73	78%
University Hills Elementary	65	41	63%	40	62%	44	67%
Valley View Elementary	79	67	85%	65	82%	61	77%
Total	1053	833	79%	816	77%	824	78%

Teachers at the two sites from the NMSU- Lordsburg Municipal Schools grantee reported high levels of improvement. Teachers from Central elementary School/ Dugan-Tarango MS reported that all of their students exhibited improved learning engagement. Teachers from RV Traylor Elementary School reported 91% improvement.

Table 45. Improvement in Learning Engagement (GPRA 5) by NMSU–Lordsburg Municipal Schools Sites

Engagement in learning Grantee: NMSU–Lordsburg Municipal Schools			
Site	N Reported	N Improved	% Improved
Central Elementary School/Dugan-Tarango MS	15	15	100%
RV Traylor Elementary School	32	29	91%
Total	47	44	94%

Teachers from Central Elementary School/Dugan-Tarango MS consistently recorded all students as having improved, regardless of the measure of engagement. There was some variation across measures by teachers from RV Traylor Elementary, ranging from 84-91%.

Table 46. Improvement in Each Measure of Engagement for NMSU–Lordsburg Municipal Schools Sites

Engagement in learning (detailed) Grantee: NMSU–Lordsburg Municipal Schools							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Central Elementary School/Dugan-Tarango MS	15	15	100%	15	100%	15	100%
RV Traylor Elementary School	32	27	84%	29	91%	28	88%
Total	47	42%	89%	44	94%	43	91%

Only one site is included within the Raíces del Saber Xinachtli grantee, also named Raíces del Saber Xinachtli. Teachers reported that for all engagement measures, the percent of student who improved was 93% (N=43).

Table 47. Improvement in Learning Engagement (GPRA 5) by NMSU–Raíces del Saber Xinachtli Sites

Engagement in learning Grantee: NMSU–Raíces del Saber Xinachtli			
Site	N Reported	N Improved	% Improved
Raíces del Saber Xinachtli	43	40	93%
Total	43	40	93%

Raíces del Saber Xinachtli teachers reported the greatest percent improvement in measures of participation at 93%, followed by measures of motivation at 88%, with the lowest percent improvement observed in measures of attentiveness at 86%.

Table 48. Improvement in Each Measure of Engagement for NMSU–Raíces del Saber Xinachtli Sites

Engagement in learning (detailed) Grantee: NMSU–Raíces del Saber Xinachtli							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Raíces del Saber Xinachtli	43	40	93%	37	86%	38	88%
Total	43	40	93%	37	86%	38	88%

There are 12 sites under the umbrella of Rio Grande Educational Collaborative. Overall, teachers reported at total percent improvement of 77% across all of these sites. Teachers reported 100% improvement at Central Elementary School, H.T. Jaramillo School, and the International School at Mesa del Sol. Teachers reported that just 14% of student improved at Gil Sanchez Elementary, however, there were only 7 students reported this site.

Table 49. Improvement in Learning Engagement (GPRA 5) by Rio Grande Educational Collaborative Sites

Engagement in learning			
Grantee: Rio Grande Educational Collaborative			
Site	N Reported	N Improved	% Improved
Albuquerque Collegiate Charter School	77	30	39%
Central Elementary School	12	12	100%
Christine Duncan Charter School	67	54	81%
Dennis Chavez Elementary	16	14	88%
Gil Sanchez Elementary	7	1	14%
H.T. Jaramillo School	15	15	100%
International School at Mesa Del Sol	38	38	100%
Mountain Mahogany Charter School	71	45	63%
North Valley Academy Charter School	34	30	88%
Parkview Elementary School	29	20	69%
School of Dreams Academy	23	20	87%
Solare Collegiate Charter School	13	12	92%
Total	402	291	72%

Teachers from the International School at Mesa Del Sol reported the highest percent improvement in participation (97%), as well as motivation and attentiveness at 100%, across the Rio Grande Educational Collaborative sites. Teachers at H.T. Jaramillo School also reported 100% improvement in attentiveness. The lowest percent improvements across all three measures of engagement were reported by teachers from Gil Sanchez Elementary at 14% with only 1 student across each engagement measure showcasing improvement. Notably, Gil Sanchez Elementary teachers only reported for seven students.

Table 50. Improvement in Each Measure of Engagement for Rio Grande Educational Collaborative Sites

Engagement in learning (detailed)							
Grantee: Rio Grande Educational Collaborative							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Albuquerque Collegiate Charter School	77	16	21%	16	21%	26	34%
Central Elementary School	12	11	92%	10	83%	10	83%
Christine Duncan Charter School	67	46	69%	45	67%	33	49%
Dennis Chavez Elementary	16	14	88%	13	81%	13	81%
Gil Sanchez Elementary	7	1	14%	1	14%	1	14%
H.T. Jaramillo School	15	14	93%	15	100%	14	93%
International School at Mesa Del Sol	38	37	97%	38	100%	38	100%
Mountain Mahogany Charter School	71	44	62%	39	55%	42	59%
North Valley Academy Charter School	34	30	88%	27	79%	30	88%
Parkview Elementary School	29	18	62%	16	55%	18	62%
School of Dreams Academy	23	18	78%	17	74%	18	78%
Solare Collegiate Charter School	13	11	85%	11	85%	12	92%
Total	402	260	65%	248	62%	255	63%

Teachers for all sites under the Santa Fe Public Schools grantee reported a total percent improvement of 89% out of all measures of engagement. Sweeney Elementary School teachers reported the percent of

student improvement at 100%, while Nava Elementary School teachers reported the lowest percent improvement at 71%.

Table 51. Improvement in Learning Engagement (GPRA 5) by Santa Fe Public Schools Sites

Engagement in learning Grantee: Santa Fe Public Schools			
Site	N Reported	N improved	% Improved
Aspen Community School	87	85	98%
Cesar Chavez Elementary School	134	126	94%
Chaparral Elementary School	62	48	77%
EJ Martinez Elementary School	87	84	97%
El Camino Community School	123	120	98%
Gonzales Community School	101	86	85%
Kearny Elementary School	54	51	94%
Nava Elementary School	102	72	71%
Nina Otero Community School	207	169	82%
Pinon Elementary School	43	36	84%
Ramirez Thomas Elementary School	224	206	92%
Salazar Elementary School	119	106	89%
Sweeney Elementary School	62	62	100%
Total	1405	1251	89%

Among Santa Fe Public School sites, Aspen Community School had the greatest observed percent improvement of 98% for each measure of engagement. Pinon Elementary School teachers reported the lowest percent improvement for participation at 65%, while Nava Elementary teachers reported the lowest percent improvement for measures of motivation and attentiveness at 65%. Note that although the summary measure indicates that 100% of students from Sweeney Elementary School improved, the percent who improved on each measure varies from 89% (participation and motivation) to 94% (attentiveness).

Table 52. Improvement in Each Measure of Engagement for Santa Fe Public Schools Sites

Engagement in learning (detailed)							
Grantee: Santa Fe Public Schools							
Site	N Reported	N Improved Participation	% Improved Participation	N Improved Attentiveness	% Improved Attentiveness	N Improved Motivation	% Improved Motivation
Aspen Community School	87	85	98%	85	98%	85	98%
Cesar Chavez Elementary	134	122	91%	119	89%	119	89%
Chaparral Elementary School	62	43	69%	45	73%	44	71%
EJ Martinez Elementary	87	84	97%	82	94%	78	90%
El Camino Community School	123	117	95%	111	90%	117	95%
Gonzales Community School	101	82	81%	80	79%	78	77%
Kearny Elementary School	54	51	94%	49	91%	50	93%
Nava Elementary School	102	70	69%	66	65%	66	65%
Nina Otero Community School	207	161	78%	160	77%	163	79%
Pinon Elementary School	43	28	65%	31	72%	30	70%
Ramirez Thomas Elementary	224	196	88%	200	89%	194	87%
Salazar Elementary School	119	101	85%	101	85%	104	87%
Sweeney Elementary	62	55	88%	58	94%	55	89%
Total	1405	1195	85%	1187	84%	1183	84%

Appendix A. Evaluation Process and Data Discrepancies

As noted in the methods section, we gathered or received data at different points in time from different sources. There were a number of discrepancies noted in the GPRA data across data dumps. The source of these discrepancies is not clear. One possibility noted by the team is that this year there are multiple cohorts, perhaps indicating that some students are duplicated. In this Appendix, we identify some of the discrepancies we found. This appendix begins by detailing the steps we took to complete this evaluation.

Evaluation Steps

We began the evaluation by getting familiar with the sites and grantees including which ones were active in 2021-2022; Cindy Solis provided us with a list of current grantees and sites. We identified which sites should report on which GPRA measures based on grade levels served, and Cindy provided feedback, clarifying which sites served which grade levels.

We spent time reviewing prior evaluation reports, including those on the NM PED website (<https://webnew.ped.state.nm.us/bureaus/community-schools/strategy/key-practice-3/out-of-school-time/21st-century-learning-communities/>) and from other states. We also spent time familiarizing ourselves with the 21 APR system ([Welcome | 21APR \(ed.gov\)](#)) and the EZReports System ([EZReports Sign in](#)). The NMSAC staff initially had access to the EZReports 2022-2023 system; the staff did not know there was a different system for the 2021-2022 data until May 2, 2023. The NMSAC staff then requested and was granted access to the EZReports 2021-2022 data system, at which time we were able to download aggregated data from that system.

Data Gathered

NMSAC staff downloaded GPRA data from the 21 APR system ([Welcome | 21APR \(ed.gov\)](#)) on 1/24/2023 (before the data were certified), and then again on 2/14/2023 after the data was certified. The data in this system includes GPRA measure results overall and by attendance hours, but does not disaggregate it by grantees or sites, nor to the student level. These more detailed data must be garnered from the EZReports system. As such, NMSAC staff requested that the PED pull data from the EZReports system as the 2022-2023 system did not have data for the 2021-2022 academic year and therefore the 21 APR Reports option was not available for that data.

Staff from the PED provided us with de-identified student level data for GPRA 3 and GPRA 5. We received an Excel spreadsheet for GPRA 3 on 3/22/2023, entitled "StudentLevelDataTEmlate_02_22_2023 2122 GPRA measure data." Besides district, school, and grade level information, the spreadsheet included variables for three GPRA measures: GPRA 1: growth in math and ELA assessments, GPRA 3: attendance, and GPRA 4: behavior. When populated, the only outcome for GPRA 1 was "NA," and for GPRA 4, less than 1% of students had a value of 1 or greater. These two GPRA measures are not available in EZReports and were not included in the 2021-2022 year. It is not clear which report in EZReports PED staff used to create this document.

Staff from the PED also provided a de-identified student-level data report for GPRA 5 entitled "NMDOETeacherSurvey_Spring2022_Villalba_Sabrina_04_18_2023_11_52_02_AM." Staff indicated the report was pulled from the EZReports New Mexico Afterschool 2021-2022 system using the "Report Wizard" option. This dataset includes the name of the grantee, site, grant number, grant name (cohort),

grade level of student, gender, school, number of days attended during the summer, number of hours attended during the summer, number of days attended during the school year, number of hours attended during the school year, attendance span hours, language spoken, and teachers’ responses to the three survey items.

In addition, we received or pulled data for each GPRA aggregated to the site and cohort level. These reports were available in pdf format using the “21 APR Reports” option in the EZReports 2021-2022 data system. The PED provided the report for the GPRA 2 data on 4/20/2023. Due to the differences observed between the student level data provided for GPRA 3 on 3/22/2023 and the data from the 21 APR system as well as differences in the sites represented, NMSAC staff ran the “21 APR Reports” in EZReports 2021-2022 on 5/3/2023 for GPRA 3 and GPRA 5. NMSAC staff entered these data into SPSS for analyses, and a second staff member checked the data entry. We found no discrepancies between these data and the data pulled from the 21 APR system. The only difference between the two is that the data in the EZReports system is more detailed, allowing the data to be disaggregated to the site level.

Data Discrepancies

NMSAC staff received data at the student level for GPRA 3 and GPRA 5. There were some discrepancies between the data generated from the 21 APR Reports option and the student level data. Since we did not receive data for GPRA 2 at the student level, there are no comparisons to be made between aggregated and student level data for this measure. This appendix details the discrepancies.

GPRA 3 Discrepancies

We received data from two sources for GPRA 3. A student-level data query, presumably generated from EZReports Report Wizard (referred to here as “student level” data), and aggregate/summary level data from the 21 APR Report option in EZReports (referred to here as “summary level” data).

The summary data from EZReports 21 APR Report query included one site that had students with prior year attendance rates of 90% or less that was not included in the student-level data report from EZReports Report Wizard. This was the Boys and Girls Club Central-Summer 2021 from NMSU-Hobbs Municipal Schools.

In addition, there were ten sites that had data in the student-level report that were not populated in the summary data. All of these sites had attendance data in both 2020-2021 and 2021-2022 school years, though not all sites had students eligible to improve. These include:

Table A.1. Sites in the Student-Level Data That Were Not in the Summary Data

Grantee	Site
NMSU - Hobbs Municipal Schools	Edison
NMSU - Hobbs Municipal Schools	Mills
NMSU - Hobbs Municipal Schools	Sanger
NMSU - Hobbs Municipal Schools	St. Helena
NMSU - Las Cruces PS	Fairacres Elementary*
Not 21 CCLC	Pajarito ES
Not 21 CCLC	Pajarito Mesa*
Not 21 CCLC	Peñasco Elementary
Not 21 CCLC	Peñasco Middle and High Schools

Rio Grande Educational Collaborative	Rio Grande Elementary
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*No students eligible to improve

There were other sites listed in the student-level report that had no attendance data. These are not included here.

Data in Table A.2 below compares the number and percentage of reported students eligible to improve and the number and % who improved from both data queries. This excludes sites that do not have data from both years 2020-2021 and 2021-2022 and sites that were not present in both the summary and student-level data. As such, the n's and percentages for some grantees differs somewhat from the numbers reported in Table 14 in the main body of the report. These differences are explained in the footnotes to the table.

As displayed in Table A.2, the differences between the two queries are marked. The proportion of students who had an attendance rate that met the threshold for improvement and percent improved were nearly inverse across the datasets. We used the data from the 21 APR query in EZReports rather than the student-level data as we could not reconcile the differences and there were sites included in the student-level data that were not 21st CCLC sites.

Table A.2. Comparison of GPRA 3 Outcome Data by Data Source

Grantee	Data source	Number reported	Number Eligible to Improve	% Eligible to improve	Number Improved	% Improvement
AppleTree Educational Center	Student level	79	39	49%	24	62%
	Summary level	428	116	27%	34	29%
Boys & Girls Club of Central New Mexico	Student level	80	31	39%	20	65%
	Summary level	328 ¹	81	25% ¹	26	32%
Chama ²	Student level	42	3	7%	3	100%
	Summary level	63	42	67%	23	55%
Community for Learning	Student level	60	26	43%	24	92%
	Summary level ³	212	75	35%	34	45%
Española Public Schools	Student level	866	340	39%	201	59%
	Summary level	1577	1468	93%	395	27%
Farmington Municipal Schools	Student level	136	19	14%	13	68%
	Summary level	213	145	68%	30	21%
NMSU–Gadsden ISD	Student level	2810	670	24%	581	87%
	Summary level	4577	3793	83%	1390	37%
NMSU–Hatch Valley PS	Student level	251	43	17%	28	65%
	Summary level	426	369	87%	108	29%
NMSU–Hobbs Municipal Schools	Student level	1263	394	31%	298	76%
	Summary level	1896	1767	93%	634	36%
NMSU - Las Cruces PS	Student level	994	49	5%	22	45%
	Summary level	2223	1675	75%	98	6%
NMSU–Lordsburg Municipal Schools	Student level	51	4	8%	2	50%
	Summary level	53 ⁴	14	26% ⁴	5	36%
NMSU- Raíces del Saber Xinachtli	Student level	37	6	16%	4	67%
	Summary level	44	37	84%	9	24%
Rio Grande Educational Collaborative ⁵	Student level	362	119	33%	86	72%
	Summary level	817	411	50%	134	33%
Santa Fe Public Schools	Student level	1008	206	20%	134	65%
	Summary level	1993	1616	81%	353	22%
South Valley Preparatory School	Student level	59	17	29%	15	88%
	Summary level	69	59	86%	22	37%
Total (Statewide)	Student level	8098	1966	24%	1455	74%
	Summary level	14,919	11668	78%	3295	28%

¹ The total n reported differs from Table 14 in body of report because two schools (Grant Middle School and Jimmy Carter Middle School) had reported n's and no eligible students.

² This differs from Table 14 in body of report because Chama was excluded

³ This differs from Table 14 because Bel-Air ES and Chelwood ES are included here, but Duranes and Hodgin are not but are in Table 14

⁴ Differs from Table 14 because Lordsburg and RV Traylor are excluded here; neither school had any students eligible to improve

⁵ Differs from Table 14 because George I. Sanchez is included here, but San Antonio ES is not but is in Table 14

GPR 5 Discrepancies

There were three sites included in the summary EZReports 21 APR Report that were not in the student-level data report from EZReports Report Wizard. These include: Rio Grande Educational Collaborative-George I. Sanchez, Rio Grande Educational Collaborative-Hawthorne ES, and NMSU - Hobbs Municipal Schools-Boys & Girls Club - Summer2021. This included a total of 48 students with outcome data. There were no sites in the student-level data report that were not in the EZReports 21 APR Report.

After removing these sites from the 21 APR data, the number of students included in the 21 APR Report option was 7630; the student-level report resulted in 7600. The source of the discrepancy was not apparent. We analyzed the data by cohort, grantee, and attendance hour band to determine if there might be one category that explained the differences. There was not. These are summarized in Tables A.4 through A.9 below. As can be seen below, the difference in the number of students reported varies by categories. There was perfect concordance, though, between the number of students reported in the student-level data and summary-level data for the following grantees: Community for Learning, Farmington Municipal Schools, NMSU- Hatch Valley Public Schools, NMSU-Lordsburg Municipal Schools and NMSU-Raíces del Saber Xinachtli. Most notable are the discrepancies by hours attended.

Table A.4. Difference Between Number of Students Reported by Data Source and Cohort for GPR 5

Cohort	Student level	Summary data	Difference between summary and student level data
2016-4 year	1151	1167	16
2020-4 year	1455	1476	21
2021-5 year	4994	4987	-7
	7600	7630	30

Table A.5. Difference Between Number of Students Reported by Data Source and Grantee for GPRA 5

Grantee	Student level	Summary data	Difference between summary and student level data
AppleTree Educational Center	110	117	7
Community for Learning	111	111	0
Espanola Public Schools	856	868	12
Farmington Municipal Schools	115	115	0
NMSU - Gadsden ISD	2451	2469	18
NMSU - Hatch Valley PS	266	266	0
NMSU - Hobbs Municipal Schools	741	757	16
NMSU - Las Cruces PS	1053	1055	2
NMSU-Lordsburg Municipal Schools	47	47	0
NMSU-Raíces del Saber Xinachtli	43	43	0
Rio Grande Educational Collaborative	402	403	1
Santa Fe Public Schools	1405	1379	-26
	7600	7630	30

Table A.6. Difference Between Number of Students Reported by Data Source and Hours Attended for GPRA 5

Attendance hours band	Student level	Summary data	Difference between summary and student level data
15-44	2738	976	-1762
180-269	853	2039	1186
270 or more	1390	1943	553
45-89	1625	1861	236
90-179	585	609	24
Less than 15	409	202	-207
	7600	7630	30

Despite the differences, the overall proportion of students who exhibited improvement was similar. There were no differences by grantee nor by cohort (see Tables A.7 and A.8 below).

Table A.7. Difference in Outcomes Reported by Data Source and Grantee GPRA 5

Grantee	% improved summary level data	% improved student level data
AppleTree Educational Center	89%	90%
Community for Learning	89%	89%
Espanola Public Schools	89%	89%
Farmington Municipal Schools	77%	77%
NMSU - Gadsden ISD	90%	90%
NMSU - Hatch Valley PS	94%	94%
NMSU - Hobbs Municipal Schools	92%	92%

NMSU - Las Cruces PS	84%	84%
NMSU-Lordsburg Municipal Schools	94%	94%
NMSU-Raíces del Saber Xinachtli	93%	93%
Rio Grande Educational Collaborative	72%	72%
Santa Fe Public Schools	89%	90%

Table A.8. Difference in Outcomes Reported by Data Source and Cohort GPRA 5

Cohort	% improved summary level data	% improved student level data
2016-4 year	88%	88%
2020-4 year	90%	90%
2021-5 year	87%	88%

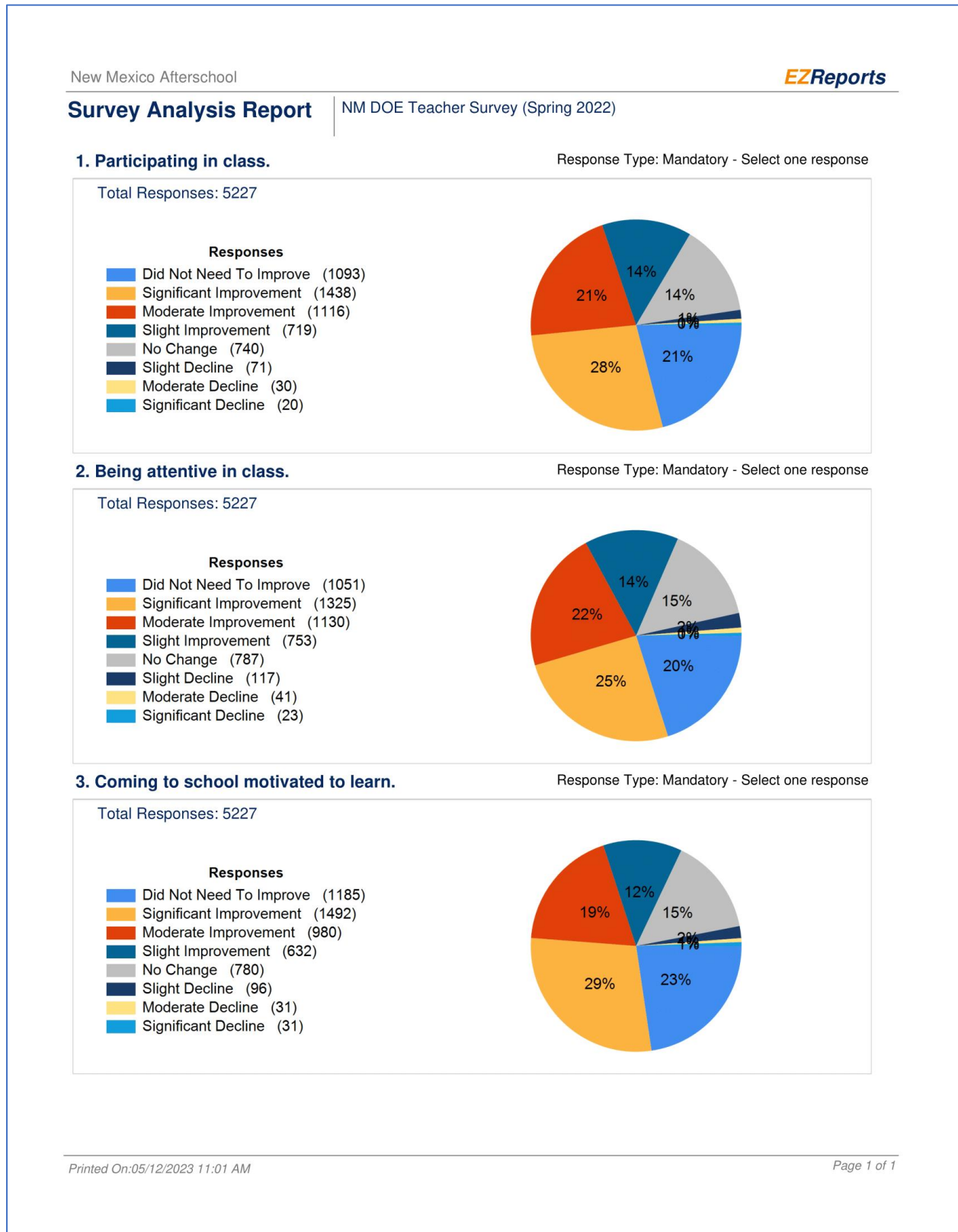
There were some differences by attendance band, most of which were minor. The most notable difference was among those categorized as having attended the 21st CCLC for 270 hours or more. The summary data show a 78% improvement while the student-level data show an 82% improvement.

Table A.9. Difference in Outcomes Reported by Data Source and Hours Attended GPRA 5

Attendance by Hour Band	% improved summary level data	% improved student level data
Less than 15 Hours	87%	88%
15 - 44 Hours	88%	87%
45 - 89 Hours	89%	88%
90 - 179 Hours	89%	89%
180 - 269 Hours	90%	90%
270+ Hours	78%	82%
All Students	88%	88%

Finally, we ran two additional reports in EZReports 2021-2022. One is the survey response rate, available Under “all reports” -Survey reports- survey response rate. This report indicated that the response rate for the spring 2022 survey was 65% (8,066 target, 5,319 sent, 5,223 completed 98% of those sent). The N differs from the data above. This corresponds more closely to the N in EZReports Survey Analysis Report (reproduced in Figure A.1 below) This report provides a pie chart summarizing teachers’ responses to each of the survey items. While the total N’s differ, the percentages are similar to the student-level data.

Figure A.1. Reproduction of EZReports Survey Analysis Report NM DOE Teacher Survey



Overall, there were no notable differences in the proportion of students who improved on GPRA 5 when comparing the summary level data to student level, unlike the differences noted in the GPRA 3 data.

Appendix B. Supplemental Statewide Data Tables

Table B.1. New Mexico Statewide GPA (GPRA 2) Reported and Improved by Attendance Hours

Attendance by Hour Band	# of Students Reported in grades 7-8 and 10-12 *	# of Students who had a prior-year unweighted GPA of less than 3.0	% Students with prior-year unweighted GPA of less than 3.0	# of Students who demonstrated an improved GPA	% Improvement
Less than 15 Hours	564	214	38%	48	22%
15 – 44 Hours	714	277	39%	67	24%
45 – 89 Hours	454	148	33%	44	30%
90 – 179 Hours	341	150	44%	64	43%
180 – 269 Hours	135	60	44%	28	47%
270+ Hours	28	18	64%	3	17%
All Students	2236	867	39%	254	29%

*Some sites reported one or more but did not have outcome data. See Appendix B for details.

Table B.2. New Mexico Statewide Attendance (GPRA 3) Reported and Improved by Attendance Hours

Attendance by Hour Band	Students Reported in grades 1-12	Students with outcome data who had a school day attendance rate at or below 90% in the prior school year	% Students with Outcome Data	Students with outcome data who demonstrated improved attendance rate in the current school year	% Improvement
Less than 15 Hours	3087	2245	73%	722	32%
15 - 44 Hours	4752	3713	78%	979	26%
45 - 89 Hours	3382	2602	77%	711	27%
90 - 179 Hours	2761	2170	79%	591	27%
180 - 269 Hours	886	709	80%	200	28%
270+ Hours	289	157	54%	43	27%

Table B.3. New Mexico Statewide Improved Learning Engagement (GPRA 5) by Attendance Hours

Attendance by Hour Band	Students Reported in grades 1-5	Students with outcome data who demonstrated an improvement in teacher-reported participation ²¹⁹¹	% Improvement
Less than 15 Hours	2738	2419	88%
15 - 44 Hours	853	739	87%
45 - 89 Hours	1390	1224	88%
90 - 179 Hours	1625	1440	89%
180 - 269 Hours	585	527	90%
270+ Hours	409	336	82%
All Students	7600	2419	88%

Table B.4. New Mexico Statewide Improved Participation by Attendance Hours

Attendance by Hour Band	Students Reported in grades 1-5	Students with outcome data who demonstrated an improvement in teacher-reported participation ²¹⁹¹	% Improvement
Less than 15 Hours	2738	2336	85%
15 - 44 Hours	853	707	83%
45 - 89 Hours	1390	1169	84%
90 - 179 Hours	1625	1384	85%
180 - 269 Hours	585	508	87%
270+ Hours	409	314	77%
All Students	7600	6418	84%

Table B.5. New Mexico Statewide Improved Attention by Attendance Hours

Attendance by Hour Band	Students Reported in grades 1-5	Students with outcome data who demonstrated an improvement in teacher-reported attention	% Improvement
Less than 15 Hours	2738	2281	83%
15 - 44 Hours	853	699	82%
45 - 89 Hours	1390	1155	83%
90 - 179 Hours	1625	1341	83%
180 - 269 Hours	585	488	83%
270+ Hours	409	297	73%
All Students	7600	6261	82%

Table B.6. New Mexico Statewide Improved Motivation by Attendance Hours

Attendance by Hour Band	Students Reported in grades 1-5	Students with outcome data who demonstrated an improvement in teacher-reported motivation	% Improvement
Less than 15 Hours	2738	2286	83%
15 - 44 Hours	853	690	81%
45 - 89 Hours	1390	1158	83%
90 - 179 Hours	1625	1345	83%
180 - 269 Hours	585	494	84%
270+ Hours	409	315	77%
All Students	7600	6288	83%

Appendix C. GPRA Data Reported for Excluded Schools

Table C.1 GPRA 2 Data for Excluded Sites

Grantee	Site	Reported	Had outcome data	Number improved
NMSU - Gadsden ISD 21st CCLC	Sunrise Elementary GISD	1	0	0
NMSU - Gadsden ISD 21st CCLC	Vado Elementary	3	0	0
NMSU - Las Cruces PS 21st CCLC	Valley View Elementary	1	0	0
Rio Grande Educational Collaborative 21st CCLC	East San Jose ES	3	0	0
Working Classroom 21st CCLC	21st Century Working Classroom	4	0	0

Table C.2 GPRA 3 Data for Excluded Sites

Grantee	Site	Reported	Had outcome data	Number improved
Chama	Chama Elementary School	38	26	17
Chama	Tierra Amarilla Elementary	25	16	6
Community for Learning	Bel-Air Elementary School	44	19	18
Community for Learning	Chelwood Elementary School	26	8	5
NMSU - Hobbs Municipal Schools	Boys and Girls Club Central-Summer2021	185	165	73
Rio Grande Educational Collaborative	East San Jose ES	12	0	0
Rio Grande Educational Collaborative	George I. Sanchez	20	3	3

Table C.3 GPRA 5 Data for Sites Included Only in the Summary 21 APR Report

Grantee	Site	Reported	Had outcome data	Number improved
NMSU - Hobbs Municipal Schools	Boys and Girls Club Central-Summer2021	185	46	40
Rio Grande Educational Collaborative	George I. Sanchez	18	1	1
Rio Grande Educational Collaborative	Hawthorne ES	32	1	1

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