

BILINGUAL MULTICULTURAL EDUCATION ANNUAL REPORT



2015

2016





The State of New Mexico

Bilingual Multicultural Education Annual Report For School Year 2015–2016 January 2017

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Required Notice

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Notes

- This report is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under *Bilingual and Multicultural Education*.

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EXECUTIVE SUMMARY

The purpose of this annual report is to comply with state statute and inform stakeholders regarding the Bilingual Multicultural Education Bureau's (BMEB's) efforts and to share how these are connected to the New Mexico Public Education Department's (PED's) current initiatives. The following is a summary of the main entries within the 2015–2016 Bilingual Multicultural Education Annual Report.

Program Participation. Overall, the student population in New Mexico's public schools is 338,608. Currently, the number of students participating in New Mexico state-funded bilingual multicultural education programs (BMEPs) is 52,365, representing 15 percent of the student population in the state's public schools. There are 653 programs across 465 schools. Hispanic or Latino students represent 61 percent of the total student population in the state, and they are the largest ethnic group participating in BMEPs. Of all BMEP students, 76 percent, or 40,033 students, are Hispanic or Latino. Native American students represent 10 percent of the state's total population and 16 percent of students in the BMEPs. Together, Hispanic and Native American students constitute the majority of all New Mexico students, and this is consistent with BMEP participation as well. In New Mexico, over 450 schools in over 50 percent of all school districts provide Spanish or Native American language BMEPs.

English Language Proficiency. English learners (ELs) are required to take the WIDA Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®)—an English language proficiency assessment—every year they are classified as EL students. The majority (58 percent) of ELs in New Mexico are scoring in the Developing (3) and Expanding (4) levels, with 17 percent scoring at the Bridging (5) and Reaching (6) levels. In 2015–2016 school year, New Mexico administered the ACCESS for ELLs 2.0 online for the first time. In comparing the results to the previous year, there was a two percent increase of ELs scoring at or above proficiency, which is at the Bridging (5) and the Reaching (6) levels. Simultaneously, there was a three percent decrease in students scoring at the Expanding (4) level. Further, there was a two percent increase at the Emerging (2) level. It is important for districts and schools to intensify efforts to grow in the area of English language proficiency to ensure that ELs have meaningful access to educational opportunities and are college, career, and community ready.

Home/Heritage Language Proficiency. Becoming bilingual and biliterate requires a twin focus on learning English, as well as a second language, such as Spanish or a Native American language. For our students, the second language is usually a student's home or heritage language. Given the goals of the BMEP, as stipulated in New Mexico statute and rule, it is imperative that students have access to effective instructional programming designed to meet the needs of all participating students.

Spanish language proficiency. According to 2015–2016 data for Spanish language proficiency, student scores are moving in the right direction. At the non-proficient level, the percentage of students scoring at this level decreased by four percent from the previous year. The number of students scoring at the Limited Spanish Proficient level increased by four percent, and students scoring at the Fluent, Spanish Proficient level remained at 22 percent.

Native American language proficiency. In 2015–2016, the data for Native American language proficiency is also moving in a positive direction. The percentage of students scoring at the Non-proficient level decreased by 7 percent to 63 percent. The number of students scoring at the Limited Proficient level decreased by five percent from the previous year. Students scoring at the Fluent Proficient level increased by two percent over the previous year.

In Spanish and Native American language programs alike, the vast majority of students score at Non- and Limited Proficient levels. Proficiency in a second language is a primary goal of BMEPs, and current levels of proficiency must be dramatically increased. To do so, educators must be provided the training necessary for understanding the implications of data; make effective, data-driven decisions pertaining to instruction; and more significantly and positively impact educational outcomes

for all BMEP students. With the mixed student outcomes for 2015–2016, our goal is a renewed commitment to a refined focus on ensuring that *all* students participating in BMEPs develop literacy in the home or heritage language as well as increase academic and English language skills.

Academic Outcomes. In 2014–2015, the state of New Mexico raised academic standards by employing the Common Core State Standards (CCSS) and, within a consortium, developed a test (PARCC), more accurately aligned to those standards for grades 3–12. These standards set a consistent expectation in English and math for every student regardless of where they live. Because PARCC is more challenging than the previous assessments used, results for the 2014–2015 tests were lower across the board and set a new baseline. As students and teachers gain the skills and knowledge needed to meet the new higher standards, we expect performance will continue improve. In 2015–2016, there were some slight improvements in the results over the previous year’s results.

In 2015–2016, of the 465 New Mexico schools implementing BMEPs, 149 earned a grade of A (46 schools) or B (103 schools) on its school report card. Of the 119 A schools across the state, 39 percent implemented a state-funded BMEP. When looking at the academic performance of students, American Indian and Hispanic ELs are the lowest-performing students within their grade-level cohorts. However, American Indian and Hispanic ELs participating in BMEPs are the highest-performing students within their subgroups for math and ELA. Given that ELs, as a group, are among the lowest-performing students, it is imperative that educators ensure ELs have access to grade-level curriculum and instruction as well plan for language learning needs so that all students can engage the subject matter and academic content in meaningful ways.

BMEP Allocations and Use of Funds. The total BMEP funds allocated to districts and charters in 2015–2016 was \$36.9 million. The allocated amount is based on student membership and is calculated using New Mexico’s public school funding formula. This report includes an analysis of the bilingual multicultural education budget narrative review conducted as part of district annual progress reporting. In addition to submitting expenditures from its general ledger, the BMEB also requires districts to provide narrative responses to a set of budget-focused questions. The questions are asked with the purpose of better understanding how districts expend funding generated by their BMEPs. The responses of 79 districts and charter schools are reported. It is important to note that BMEP funding generated by student membership should be used to ensure BMEP effectiveness, in order that students become bilingual/biliterate and meet state academic content standards and benchmarks.

INTRODUCTION

Two program goals. The Bilingual Multicultural Education Bureau (BMEB) strives to serve all students participating in BMEPs so that all students achieve the program goals as outlined by New Mexico statute and education code, these are: 1) students become bilingual and biliterate in English and a second language, and 2) students meet all academic content standards and benchmarks in all subject areas.

The purpose of the Bilingual Multicultural Education Annual Report is to comply with state statute and inform stakeholders regarding the BMEB’s efforts and how these are connected to PED’s current initiatives.

The BMEB actively works to streamline and provide data that can be used in meaningful and purposeful ways and is committed to improving the quality of data and of reporting. To that aim, the report focuses on the four key areas. It

1. collects and reports data on district, school, and student participation;
2. collects and reports data regarding language proficiency in order to assess progress on the first goal of BMEPs for students to become bilingual and biliterate;

3. analyzes and reports achievement data based on the Partnership for Assessment of Readiness for College and Careers (PARCC) tests and on the New Mexico Standards Based Assessment (SBA) for relevant subgroups, including English ELs, to assess progress on the second goal of BMEPs for students to meet all academic content standards; and
4. evaluates and determines program effectiveness and use of funds for BMEPs

The following report addresses the key areas above with data for the 2015–2016 school year, providing some longitudinal data for comparison over time. Not all data is uniform, and where this may factor into the interpretation of data results, it is noted.

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to BMEPs in relevant part as follows:

22-23-4. Department; powers; duties. (2004)

- A. The department shall issue rules for the development and implementation of bilingual multicultural education programs.
- B. The department shall administer and enforce the provisions of the Bilingual Multicultural Education Act [22-23-1 NMSA 1978].
- C. The department shall assist school boards in developing and evaluating bilingual multicultural education programs.
- D. In the development, implementation and administration of the bilingual multicultural education programs, the department shall give preference to New Mexico residents who have received specialized training in bilingual education when hiring personnel.

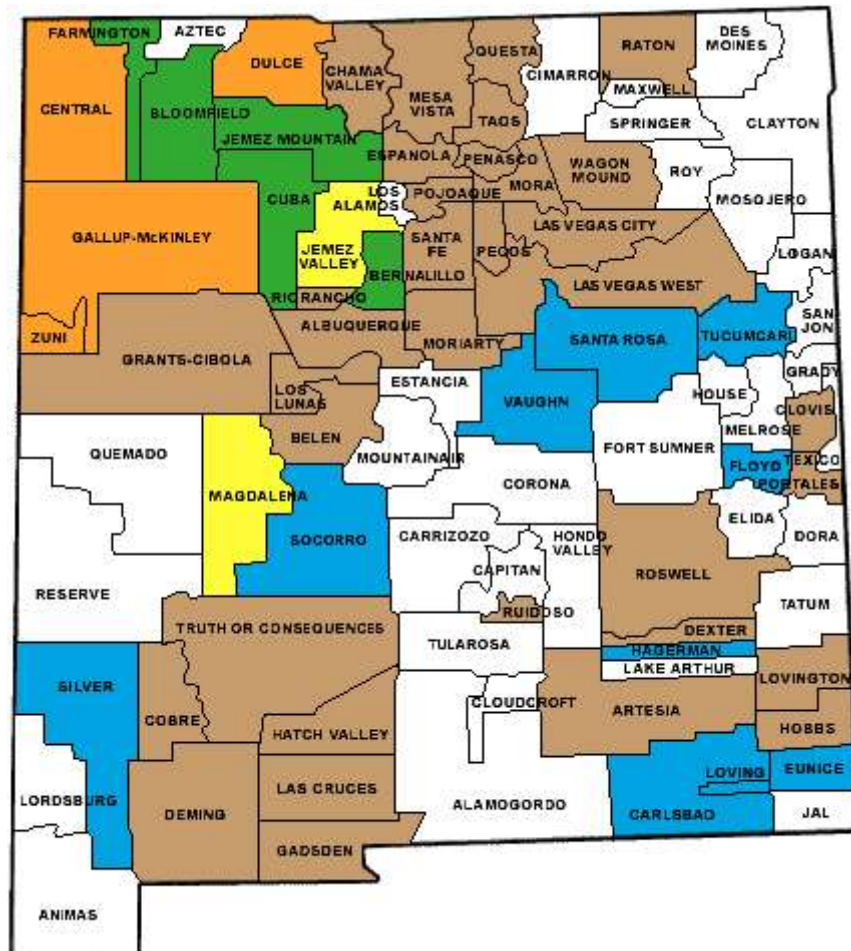
22-23-5. Bilingual multicultural education program plan; evaluation. (2004)

- A. The school board may prepare and submit to the department a bilingual multicultural education program plan in accordance with rules issued by the department.
- B. At regular intervals, the school board and a parent advisory committee from the district shall review the goals and priorities of the plan and make appropriate recommendations to the department.
- C. Bilingual multicultural education programs shall be located in the district and delivered as part of the regular academic program. Involvement of students in a bilingual multicultural education program shall not have the effect of segregating students by ethnic group, color or national origin.
- D. Each district shall maintain academic achievement and language proficiency data and update the data annually to evaluate bilingual multicultural education program effectiveness and use of funds. The department shall annually compile and report this data to the appropriate interim legislative committee.

DETAILED REPORT

State Map of Bilingual Multicultural Education and Title III Programs by District

School Year 2015–2016

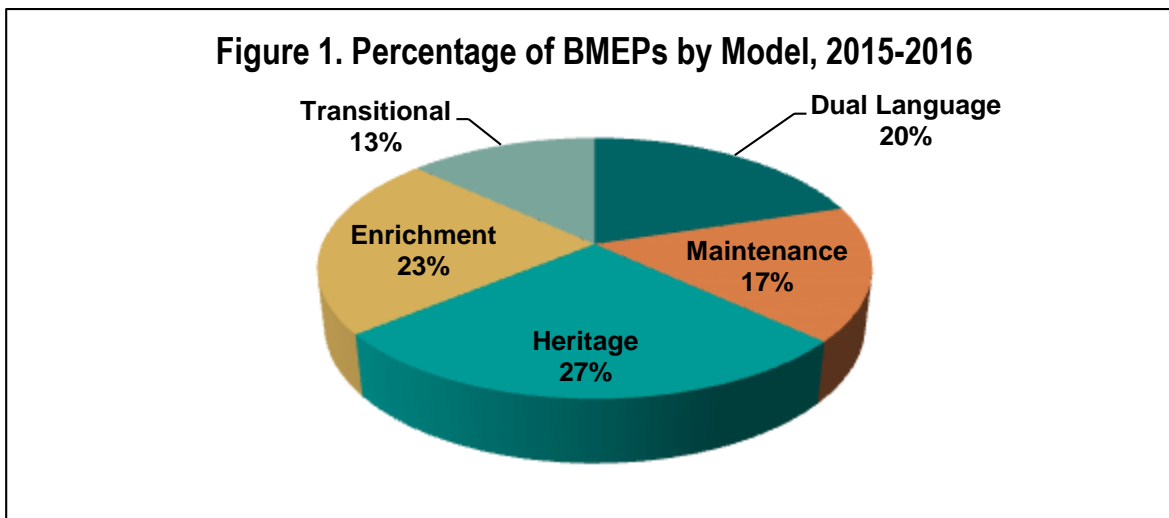


- Bilingual Education and Title III Programs—Native American Languages
- Bilingual Education Only—Native American Languages
- Bilingual Education Program and Title III—Native American Languages and Spanish Language
- Bilingual Education and Title III—Spanish Language
- Bilingual Education Only—Spanish Language
- Title III Programs Only
- No Program

The map illustrates, by language, districts' participation in the state's BMEPs, federal Title III programs, and districts that provide both or none. Approximately 60 percent of the total 89 school districts in New Mexico implemented state BMEPs in the 2015–2016 school year.

District and School Participation in Bilingual Multicultural Programs (BMEPs)

There are a total of 653 state-funded BMEPs within 465 schools across the state. Many schools offer more than one BMEP model to best meet the needs of its students. Figure 1, below illustrates the total number of BMEPs by program model. For a full list of BMEPs by district, grade, language, and model, please see Appendix H.



SOURCE: PED's Bilingual Multicultural Education Bureau.

While the number of districts remained consistent in school year (SY) 2015–2016, the number of schools participating in BMEPs slightly decreased by nineteen. Increased monitoring and improved technical assistance has provided much-needed clarification regarding program eligibility requirements that must be met in order for funding to be made available. Some other reasons for the decrease in programs include: student demographic changes, change in parents' desires for their children to participate in programs, quality of programming offered, and lack of qualified staff due to unavailability of instructors with the skillset needed to meet local needs.

Table 1.
District/School Participation in BMEPs
SY 2011–2012 to SY 2015–2016

School Year	NM Districts		NM Schools	
	Total # of Districts	Total # of Districts and State Charters with BMEPs	Total # of Schools***	Total # of Schools with BMEPs
SY 11–12	89	62 (70%)	863	529 (61%)
SY 12–13	89	62 (70%)	863	496 (57%)
SY 13–14	89	60 (67%)	862	523 (61%)
SY 14–15	89	68 (46%)	864	484 (56%)
SY 15–16	89	71* (47%)**	863	465 (54%)

SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2015–2016

* The total number includes 55 districts and 16 state charters.

** Percentage calculation includes all districts (89) and all state charters (62).

***Total number of schools includes all public schools, local and state-chartered schools, and state-supported schools.

Student Participation in BMEPs

BMEPs in New Mexico public schools are committed to providing quality services to a diverse student population from different ethnic and cultural backgrounds. The total number of students participating in New Mexico BMEPs is 52,365 and represents 15 percent of the student population in New Mexico’s public schools.

Student Participation in BMEPs by Ethnicity

The table below illustrates the number of students participating in BMEPs for the last five years.

Table 2. Student Participation in BMEPs by Ethnicity SY 2011–2012 to SY 2015–2016							
Year	Total # of Students	Total # of Hispanic Students		Total # of Native American Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY 11–12	328,017	43,855	151,628	7,714	27,362	2,378	92,080
SY 12–13	338,223	44,091	132,343	8,112	17,290	3,989	70,135
SY 13–14	338,234	45,287	158,957	8,507	26,319	4,280	92,494
SY 14–15	338,665	40,656	166,337	8,453	27,014	3,936	96,205
SY 15–16	338,608	40,033	167,419	8,302	26,394	4,030	92,430

SOURCE: STARS, 80th Day, 2015–2016, BEP Query.

Hispanic and/or Latino students comprise 61 percent (207,452) of the total 338,608 student population attending the New Mexico public schools. Furthermore, Hispanic students comprised the largest ethnic group participating in BMEPs—with 40,033 students, or 76 percent of all students in the program.

Native American students accounted for 10 percent (34,696) of the total population attending New Mexico’s public schools. They comprised 16 percent of the students in BMEPs. In 2015–2016, the number of Other Students (including native English speakers, African American, and/or Asian students) represented 8 percent of students participating in BMEPs (4,030 students).

Student Participation in BMEPs by English Language Proficiency

In 2015–2016, 43 percent of all ELs participated in BMEPs. In comparing 2015–2016 to the previous year, there was a decrease in the total number of students participating in bilingual multicultural education by 680 students—approximately one percent. Since 2014–2015, the total number of ELs in the state has decreased by four percent (1,978 students) and the number of ELs participating in BMEPs decreased by 1,869 students. The proportion of ELs participating in BMEPs decreased from 2014–2015 by two percent.

In 2015–2016, the proportion of Initial Fluent English Proficient (IFEP)/Other Students participating in BMEPs increased by 1,189 students compared to the previous year. The table below summarizes the statewide data.

Table 3.
Student Participation in BMEPs by English Language Proficiency
SY 2011–2012 to SY 2015–2016

Year	Total # of Students In BMEPs	Total Number of ELs			Numbers—Total IFEP / Other Students		
		Total ELs	ELs in BMEPs	ELs NOT in BMEPs	Total IFEP/ Other	IFEP / Other in BMEPs	IFEP / Other NOT in BMEPs
SY 11–12	56,947	55,077	27,520	27,557	272,940	29,427	243,513
SY 12–13	56,192	54,306	28,429	25,877	282,031	28,429	253,602
SY 13–14	58,074	52,323	28,046	24,277	285,911	30,028	255,883
SY 14–15	53,045	50,216	22,680	27,536	288,449	30,365	258,084
SY 15–16	52,365	48,238	20,811	27,427	290,370	31,554	258,816

SOURCE: STARS, 80th Day, 2015–2016, BEP Query.

In 2015–2016, the largest ethnic group of ELs tested for English language proficiency with the ACCESS for ELLs assessment was Hispanic students, who comprised 74 percent of the students tested. The second largest ethnic group assessed was Native American students, who comprised 17 percent of tested students. The ethnic group with the highest percentage of students at the proficiency level or above (Bridging and Reaching levels) was Asian students, with 36 percent scoring at proficiency or above. See Table 4 below for an analysis of students across ethnicities and proficiency levels.

Table 4.
English Language Proficiency Level by Ethnicity, 2015–2016

	Overall Proficiency Levels—in Percentages						Number of students tested
	Entering (Level 1)	Beginning (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)	
Hispanic	11	15	31	26	14	3	33,701
Asian	10	10	18	26	24	12	638
Black	17	17	28	22	14	2	187
Native American	7	13	34	30	14	2	7,637
Asian Pacific Islander	14	5	28	33	16	5	43
Non-Hispanic White	11	14	28	24	17	6	1,199
Multiracial	*	*	*	*	*	*	7
Not Reported	20	16	25	22	13	4	2,305
Total	11	15	31	27	14	3	45,717

SOURCE: Access for ELLs data results, 2015-2016.

Note: These numbers are exclusive, meaning that a student could have been in only one racial/ethnic category. A student was considered Hispanic if the Hispanic ethnicity variable was checked regardless of other racial categories; in cases where more than one racial category was checked, a student was considered multiracial. Alternate ACCESS for ELLs© student data is not included.

* Numbers are not reported for groups with fewer than 10 students

For additional reference, below is Table 5, which provides information about the ethnicity/race of ELs in New Mexico.

Table 5. New Mexico English Learners by Ethnicity / Race, 2015–2016		
Ethnicity/Race	Number of ELs	Percent of Total ELs
Hispanic	37,615	78
American Indian or Alaskan Native	8,092	17
Caucasian	1,326	3
Asian	697	2
Multiracial	265	
Black or African American	196	
Native Hawaiian or Pacific Islander	47	
Total ELs	48,238	100

SOURCE: STARS, 80th Day, 2015–2016

In addition to BMEPs, the federal Elementary and Secondary Education Act (ESEA), as amended, and Title III English language acquisition funds were used to supplement programs for ELs and immigrant students. The purpose of Title III supplemental funding is to assist EL students:

- attain English language proficiency;
- develop high levels of academic attainment in core academic subjects; and
- meet the same challenging, state, academic standards as all other students.

The purpose of federal immigrant funding is to provide immigrant children and youth enhanced instructional opportunities, which may include a variety of activities such as

- family literacy and parent training;
- tutoring, mentoring, and academic counseling for immigrant children and youth;
- support for personnel to be trained to provide services to immigrant children and youth; and
- comprehensive community services for parents of immigrant children and youth.

For more information related to Title III programs, please visit the PED-BMEB website at:

http://ped.state.nm.us/ped/Bilingual_TitleIII.html

In 2015–2016, the number of districts participating in Title III programs had decreased from the previous year. Currently, slightly under half (47 percent) of all districts provide Title III funded language education instruction programs. The number of immigrant students decreased from the previous year. See Table 6.

Table 6.
Title III Language Instruction Educational Programs and Funding, ELs, and Immigrant Students

Year	# of Districts	# of ELs	# of Immigrant Students	Funding
SY 11–12	66	55,077	5,785	\$4,280,530.00
SY 12–13	57	53,599	3,965	\$4,047,474.00
SY 13–14	51	50,984	3,814	\$4,008,072.00
SY 14–15	48	42,310	2,933	\$4,783,341.00
SY 15–16	49*	40,171	2,454	\$4,883,926.00

SOURCE: STARS, 80th Day, 2015–2016.

*The total number of districts includes districts and seven state charter schools.

Student Participation in BMEPs by Language(s) of Instruction

In 2015–2016, there were a total of 653 BMEPs offered by 465 schools. The number of programs can be larger than the schools that house them because, for example, a school may offer a Spanish/English heritage *and* an enrichment program, which are counted as two programs. Over 60 percent of school districts and over half of all New Mexico public schools provide BMEPs to their students. BMEPs in New Mexico continue to provide instruction in English/Spanish and English/Native American languages. The proportion of bilingual programs in Spanish/English and Native American/English has remained constant over the past few years. For a complete list of all state-funded BMEPs by district, school, grade, language, and model, see Appendix H.

Spanish Language Programs

The vast number (568) and proportion (87 percent) of BMEPs offered are Spanish/English programs. According to Table 7 below, the total number of Spanish/English bilingual programs decreased, when compared to the previous year.

Table 7.
District/School Participation by Languages Taught
SY 2011–2012 to SY 2015–2016

Year	# and (%) of Districts w/Bilingual Education	# and (%) of Schools w/Bilingual Education	# and (%) of Spanish/English Programs	# and (%) Native American/English Programs
SY 11–12	61 (68)	502 (59)	424 (82)	89 (21)
SY 12–13	69 (77)	511 (60)	425 (83)	86 (16)
SY 13–14	74* (77)	523* (60)	425 (83)	86 (16)
SY 14–15	68** (46)	484** (56)	595 (80)	149 (20)
SY 15–16	71*** (47)	465*** (54)	551 (84)	102 (16)

SOURCE: STARS, 80th Day, 2015–2016.

*Totals include state charter schools. ** In 2014–2015, there were 59 state charter schools, of which 13 had bilingual programs.

***In 2015-2016, there were 62 state charter schools, of which 16 had bilingual programs.

Note: In 2015–2016, as in 2014–2015, the percentage of programs is calculated using the total program count (653) not the total school count (465). In contrast, prior to 2014–2015, program percentages were calculated using the total school count. Thus, the percentages equal 100 percent.

Native American Language Programs

Of the 23 school districts with substantial Native American student populations, 15 districts provided a Native American language BMEP. Of the eight Native American languages spoken in New Mexico, seven were taught in public schools. The

only Native American language of New Mexico that was not taught in the New Mexico public schools was Mescalero Apache. The Diné language had the highest number of Native American students enrolled, and the Tiwa language enrolled the smallest number of students. In 2014–2015, a Towa language program was offered. After several years of Towa not being offered, due to a lack of certified teaching staff, it was possible to develop a Towa program, hire teachers, and provide services.

The total number of students participating in Native American language programs decreased slightly by 37 students when compared to the previous year. Table 8 details these figures.

Table 8. Student Participation in Native American Language Programs SY 2011–2012 to SY 2015–2016								
Year	Language/Number of Students							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY 11–12	5,852	395	555	209	18		370	7,399
SY 12–13	4,955	45	645	195	10		796	6,646
SY 13–14	6,113	314	*	99	11		967	7,504
SY 14–15	6,164	411	331	266	32	88	665	7,957
SY 15–16	5,807	397	475	334	38	91	778	7,920

SOURCE: SharePoint Instructional Plans, 2015–2016

*Data from relevant district(s) not submitted.

Bilingual Multicultural Education Program (BMEP) Outcomes

Per New Mexico’s Bilingual Multicultural Education Act, the PED via the BMEB collates district-collected data regarding the academic achievement and language proficiency data of students participating in BMEPs. This data is used by the PED to evaluate BMEP effectiveness and use of funds.

The following subsections detail the main components used to evaluate the effectiveness of BMEPs’ academic outcomes and effective use of funds generated by BMEPs. Given that statutory goals for BMEPs—that students become bilingual and biliterate and meet all content standards in all areas—BMEB collects and analyzes data to provide relevant and timely technical assistance and training across the state, so participating students receive effective bilingual programming. See Table 9 below.

Table 9. Measuring Progress of BMEP Goals		
	Goal 1: Students become bilingual and biliterate in English and a second language	Goal 2: Students meet all academic content standards and benchmarks in all subject areas
Data Collected	<ul style="list-style-type: none"> English language proficiency Language proficiency in languages other than English 	<ul style="list-style-type: none"> PARCC English language arts and math NM SBA science assessments

Student Performance in Language Proficiency

To evaluate student performance in language proficiency in both English and the second language, various data are collected by school districts and reported to the BMEB. The following subsections provide information regarding BMEP Goal 1 of students becoming bilingual and biliterate.

English Language Proficiency

New Mexico is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium since 2009 and first administered the English language proficiency test ACCESS for ELLs® in 2009–2010. New Mexico administers the ACCESS for ELLs® to all identified ELs in compliance with the ESEA, as amended, which mandates that all ELs in public schools be tested annually to assess their progress in acquiring English language proficiency. The ACCESS for ELLs® measures students' English language proficiency at six different levels: Entering, Emerging, Developing, Expanding, Bridging, and Reaching. Table 10 details the state's ELs' English language proficiency performance for the past four years, based on ACCESS for ELLs® results.

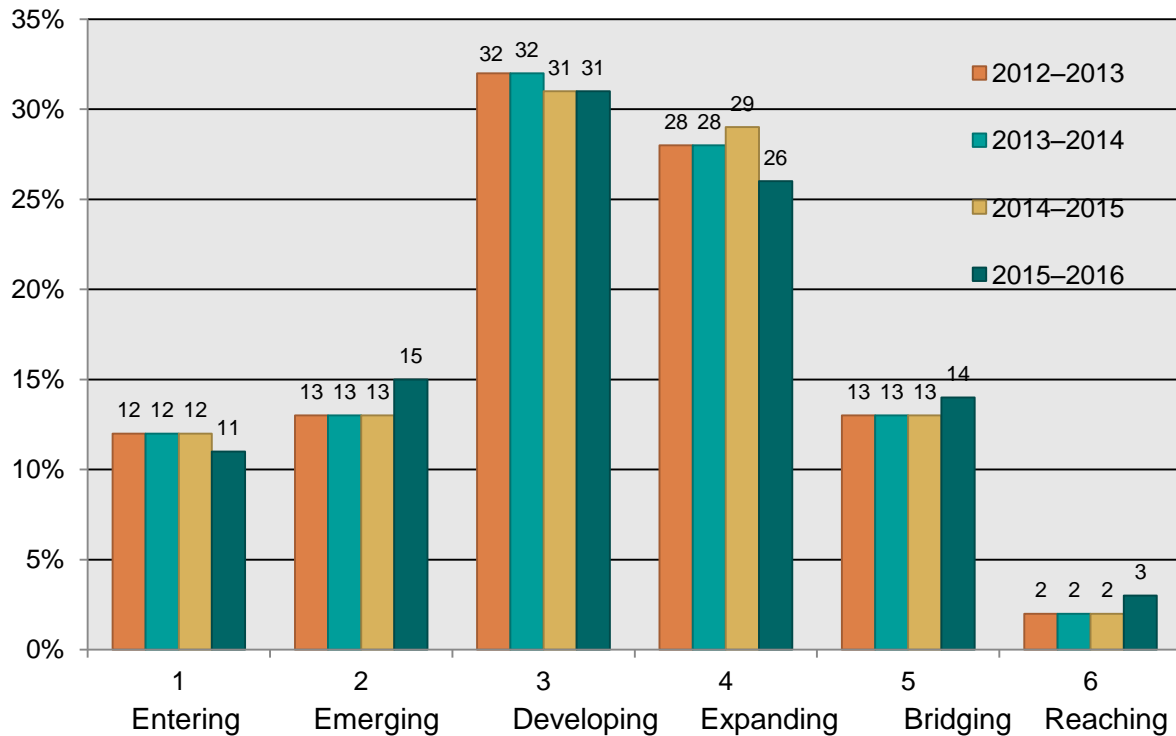
Table 10. Statewide Range of English Language Proficiency on WIDA ACCESS for ELLs®, 2012–2016							
School Year	# of ELs Tested	Number and (Percentage) of ELs Scoring at Each Level of English Language Proficiency					
		Entering (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
SY 11–12	53,120	6,572 (12)	6,651 (13)	17,862 (34)	15,126 (29)	5,966 (11)	943 (2)
SY 12–13	52,792	6,362 (12)	6,694 (13)	16,736 (32)	14,988 (28)	6,859 (13)	1,154 (2)
SY 13–14	50,128	6,015 (12)	6,293 (13)	16,080 (32)	14,116 (28)	6,437 (13)	1,187 (2)
SY 14–15	47,990	5,549 (12)	5,999 (13)	15,082 (31)	13,985 (29)	6,264 (13)	1,111 (2)
SY 15–16	45,717	4,914 (11)	6,813 (15)	14,223 (31)	12,121 (26)	6,382 (14)	1,264 (3)

SOURCE: ACCESS for ELLs®, 2015–2016.

Note: Alternate ACCESS for ELLs® student data is not included.

From 2014–2015 to 2015–2016, English language proficiency for the state's ELs has remained largely unchanged. There has been little variation in ACCESS test results during the past five years, as can be seen above in Table 8. There was a decrease of 2,273 in the number of ELs tested from the previous year. In comparing 2015–2016 to the 2014–2015, there was a one-percent decrease in ELs scoring at the Entering (1) level, a two-percent increase in students scoring at the Emerging (2) level, and a three percent decrease at the Expanding (4) level. There was a two-percent increase in students' scoring at or above proficiency, which is at the Bridging (5) and Reaching (6) levels combined. The majority (57 percent) of ELs in New Mexico are scoring in the Developing (3) and Expanding (4) levels, with 17 percent scoring at the Bridging (5) and Reaching (6) levels. For a visual description of these changes, see Chart 1 below.

Chart 1
New Mexico English Language Proficiency
ACCESS Results for 2011–2015



SOURCE: ACCESS for ELLs® results, 2015–2016.

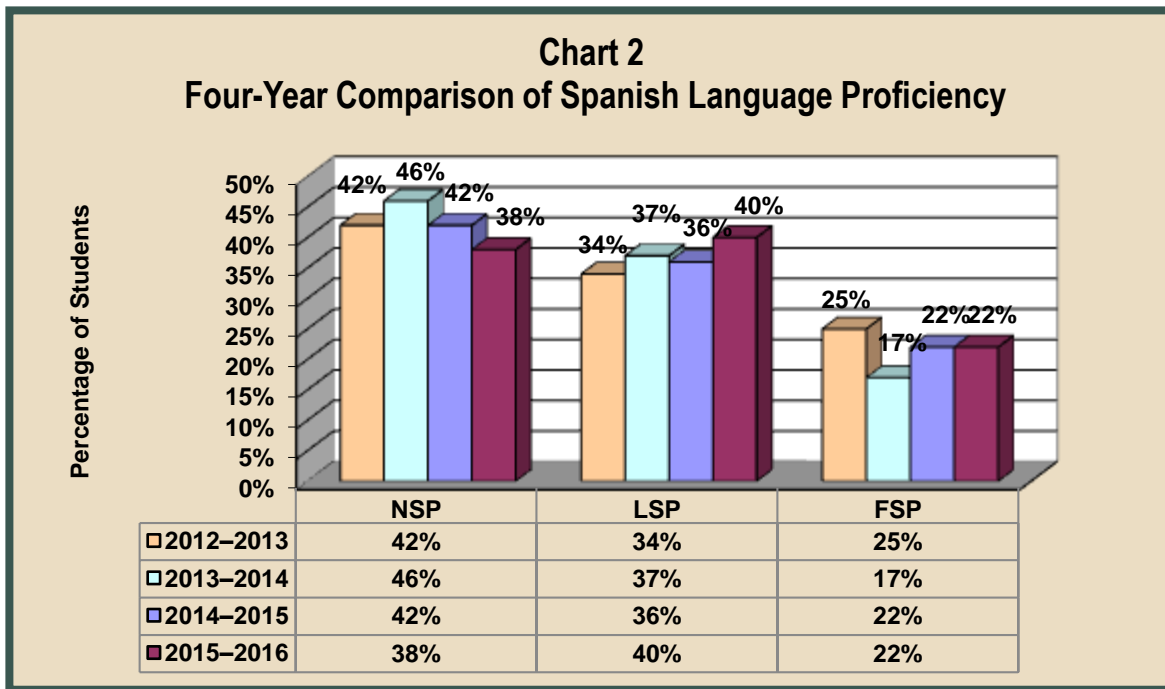
Also see Appendix A for detailed, by-district information regarding EL performance on the ACCESS for ELLs® for 2015–2016.

Spanish Language Proficiency

Spanish language proficiency data was submitted by 46 districts and 10 state charter schools, implementing English – Spanish BMEPs in 2015–2016. Two districts did not submit data for Spanish language proficiency (see Appendices B–G for district list). A total of 33,318 students were assessed for Spanish language proficiency using one of the following language proficiency assessments: Woodcock-Muñoz Language Survey (Woodcock), Language Assessment Scales (LAS), or the Individualized Proficiency Test (IPT).

The students who were assessed with one of these instruments include the following groups:

- ELs
- Reclassified Fluent English Proficient (RFEP)/Initially Fluent English Proficient (IFEP) students
- Other students (native speakers of English)



SOURCE: Spanish language proficiency data reported to BMEB by districts.

Chart 2 illustrates little change over the past four years in BMEP students' Non-Spanish and Limited-Spanish proficiencies. There has been slightly more movement in the Fluent Spanish Proficiency category, with that level of proficiency increasing by five percent from 2013–2014 to 2014–2015. For Spanish language proficiency data—reported by each district, charter school, and state-chartered schools in 2015–2016—refer to Appendices B–G.

The total number of students tested and reported for Spanish language proficiency in 2015–2016 increased by 1,642 from the previous year. According to Table 11 below, 38 percent of students assessed in 2015–2016 were Non-Spanish Proficient (NSP) and 40 percent were Limited-Spanish Proficient (LSP). While the percentage of students who performed at the NSP level decreased by four percent, those assessed at the LSP level increased by four percent from the 2014–2015 school year. Constant from the 2014–2015 school year were those students who were assessed at the Fluent Spanish Proficient (FSP) level; they remained at twenty-two percent.

Table 11.
Statewide Range of BMEP-Student Spanish Proficiency
SY 2011–2012 to SY 2015–2016

School Year	# of Assessed BMEP Students	Spanish Language Proficient Students		
		# and (%) of Non-Spanish Proficiency	# and (%) of Limited Spanish Proficiency	# and (%) of Fluent Spanish Proficient
SY 11–12	34,846	15,861—(45)	12,798—(37)	6,187—(18)
SY 12–13	34,366	14,275—(42)	11,513—(33)	8,578—(25)
SY 13–14	34,976	16,041—(46)	13,076—(37)	5,859—(17)
SY 14–15	31,676	13,328—(42)	11,348—(36)	7,000—(22)
SY 15–16	33,318	12,684—(38)	13,257—(40)	7,377—(22)

SOURCE: Spanish language proficiency data reported to BMEB by districts.

Native American Language Proficiency

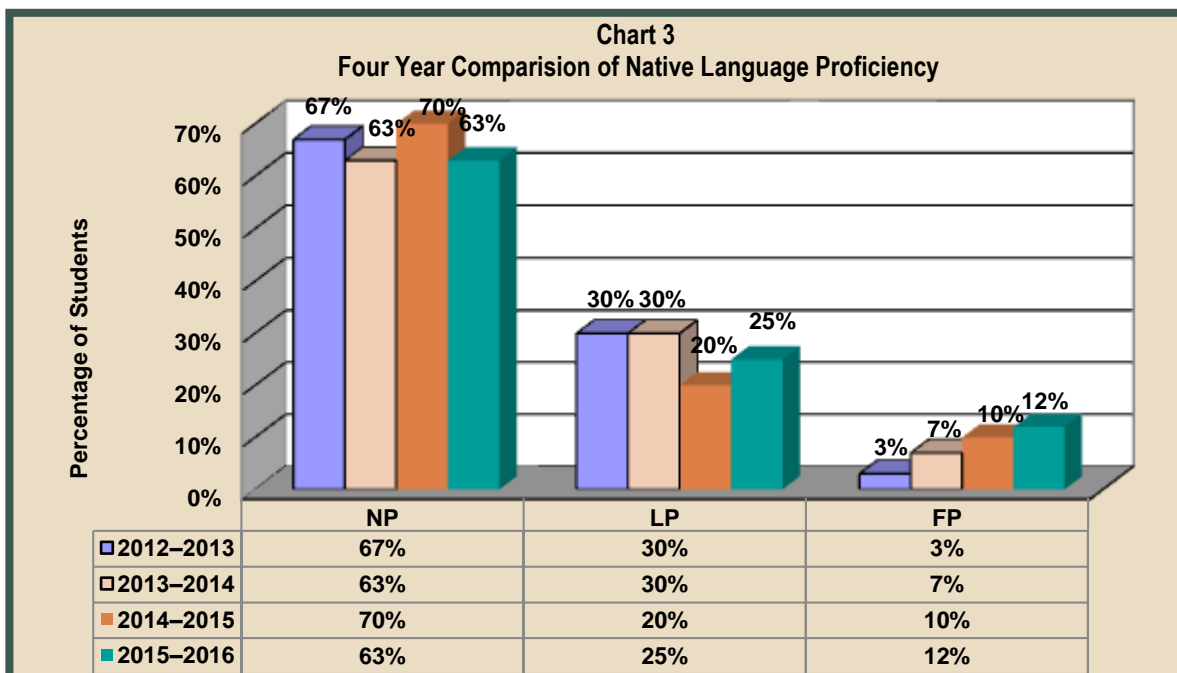
Students from Native American communities, who participate in BMEPs, are tested for proficiency through formative assessments developed by each pueblo's or other Native American community leaders and educators. The languages, for which data was submitted, are Jicarilla Apache, Keres, Navajo (Diné), Tewa, Towa, and Zuni. Table 12 below lists the range of Native language proficiency for students across the state for the past five years.

School Year	# of Native American Students Reported	Native American Language Proficiency					
		# of Non Proficient	%	# of Limited Proficient	%	# of Fluent Proficient	%
SY 2011–2012	3,007	2,277	75	594	20	136	5
SY 2012–2013	6,143	4,111	67	1,857	30	175	3
SY 2013–2014	7,504	4,722	63	2,271	30	511	7
SY 2014–2015	7,923	5,538	70	1,606	20	779	10
SY 2015–2016	6,292	3,991	63	1,577	25	724	12

SOURCE: Native language proficiency data reported to BMEB by districts.

Note: For SY 2011–2012, only two districts submitted data. For SYs 2012–13, 2013–14, and 2015-16, one district did not submit data.

The number of students tested and reported for Native American language proficiency in 2015–2016 decreased by 21 percent (or 1,631 students) when compared to the previous year. Additionally, there was some variance in test results from 2014–2015 to 2015–2016. The number of students who performed at the Non-Proficient (NP) level decreased by seven percent and students scoring at the Limited-Proficient (LP) level increased by five percent. Student performance at the Fluent-Proficient (FP) level increased by two percent. Decreases in the non-proficient category coupled with increased in the LP and FP levels demonstrate positive change. Thus, the data demonstrates progress in increasing Native American language proficiency. The number of students assessed at the FP level has consistently grown over the past five years. However, since the 2015–2016 data was not submitted by all districts and the number of students is smaller, direct comparisons may not be appropriate and must be interpreted with care. Chart 3 visually depicts the percentage of students scoring at each level of proficiency for the last four years for which data was submitted by districts.



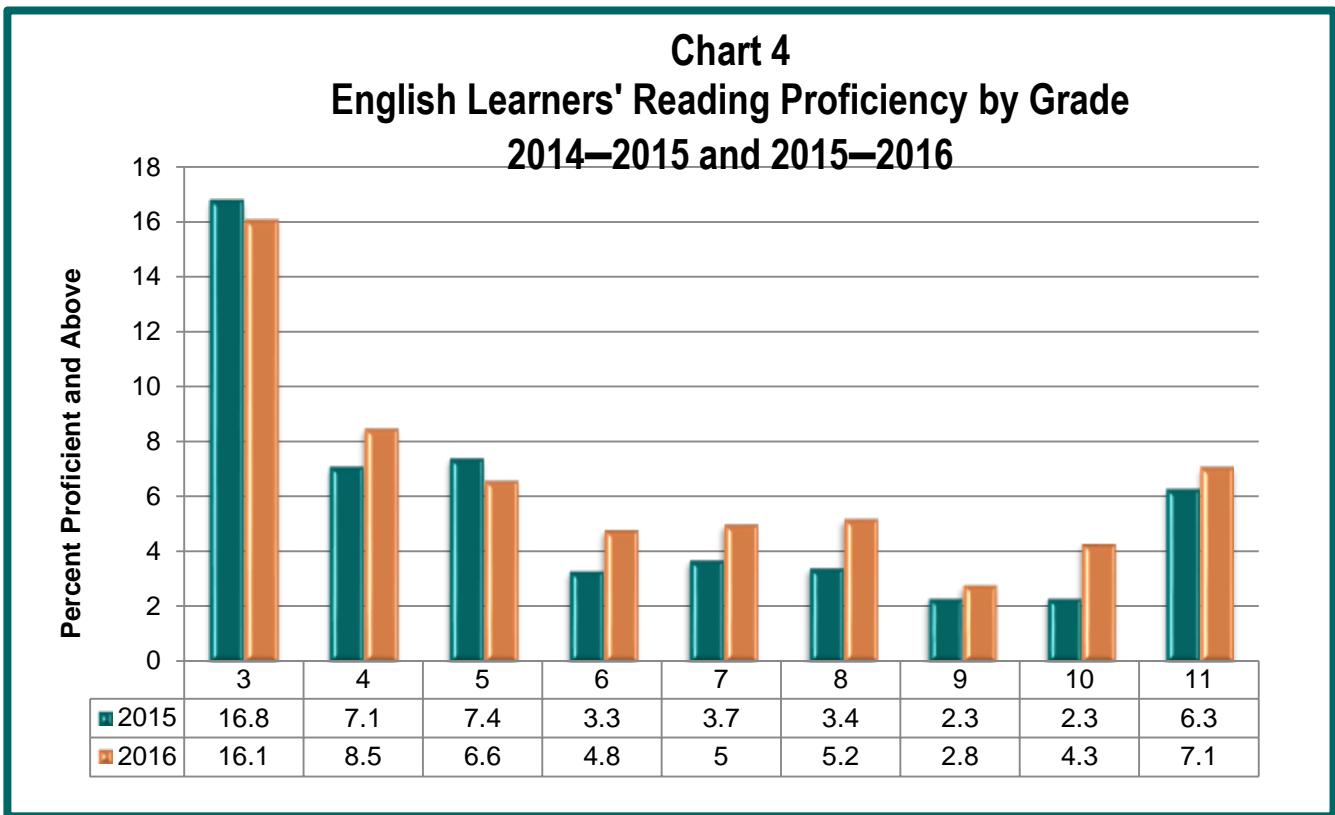
SOURCE: Native American language proficiency data reported to BMEB by districts

For Native language proficiency data reported by each district, charter schools, and state-chartered schools in 2015–2016, refer to Appendix C. To determine growth patterns within the language proficiency categories for a particular district, see the 2014–2015 Bilingual Multicultural Education Annual Report, Appendix C; it can be accessed at the BMEB website found at http://ped.state.nm.us/ped/Bilingual_Reports.html

Academic Achievement Data for English Learners (ELs)

In 2015–2016, students attending New Mexico public schools were required to take the Partnership for Assessment for Readiness for College and Careers (PARCC) tests in English language arts and math, as well as the New Mexico Standards Based Assessment (SBA) in science. The data presented in this section have been compiled based on information available on the PED’s Assessment, Accountability and Evaluation Bureau website.

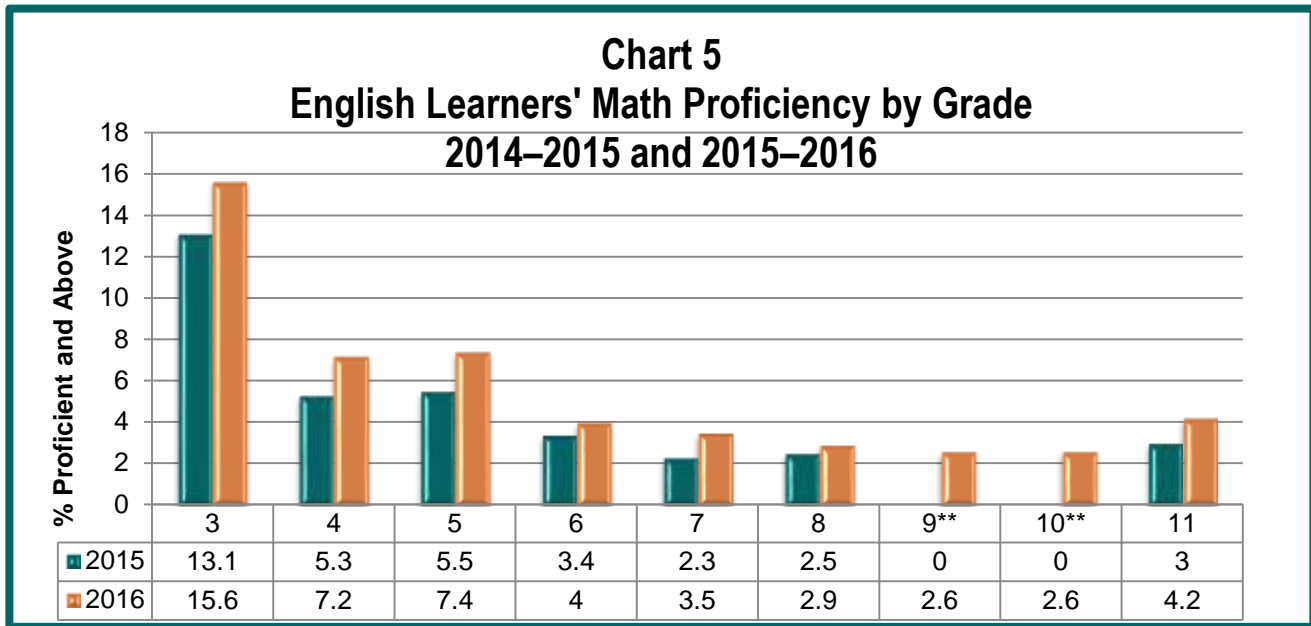
Chart 4 illustrates the percentage of current ELs achieving proficiency on the PARCC English language arts test.



SOURCE: PED Assessment, Accountability and Evaluation Division

Note: The data illustrated above presents results from the first PARCC assessment and will serve as baseline data for future comparison. Only data for current ELs are included.

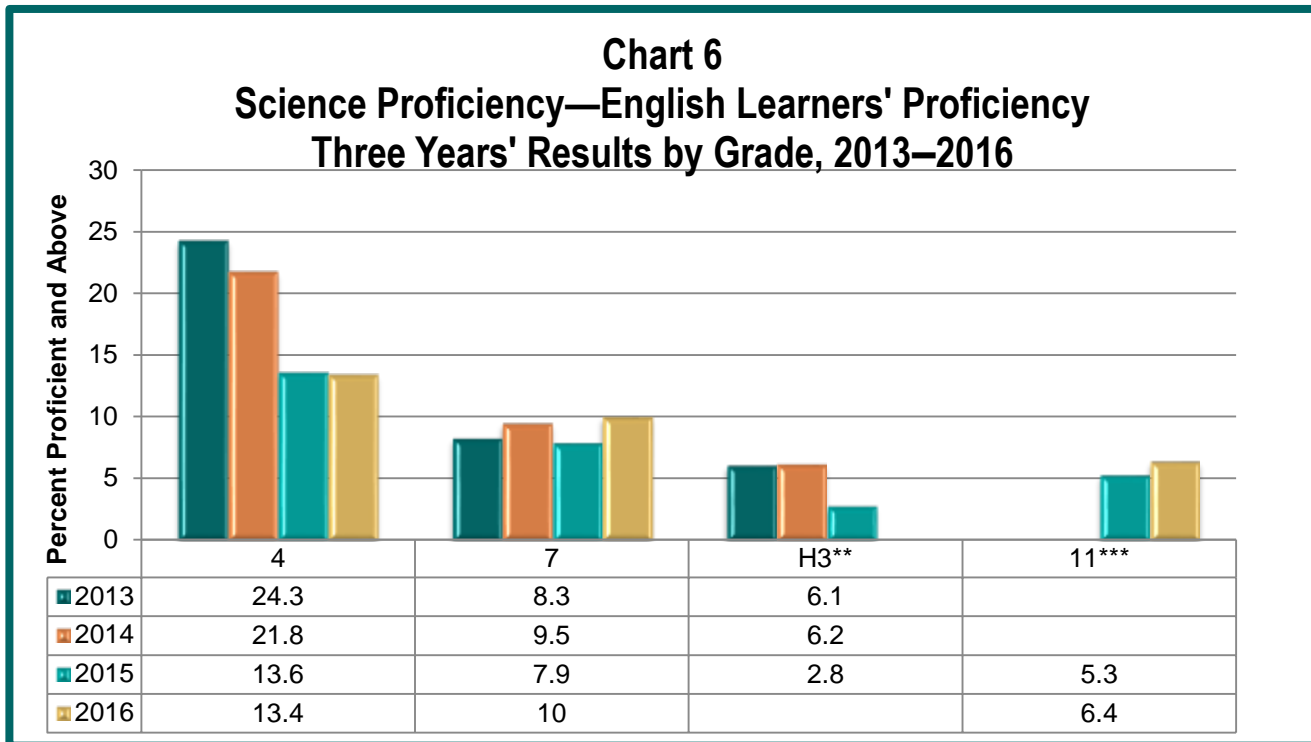
Chart 5 illustrates the percentage of current ELs achieving proficiency on the PARCC math test.



SOURCE: PED Assessment, Accountability and Evaluation Division

Note: The data illustrated above presents results from the first PARCC assessment and will serve as baseline data for future comparison. Only data for current ELs are included. ** Results in 2015 for students in grades 9 and 10 were less than two percent.

Chart 6 depicts the percentage of current ELs scoring at the Proficient or Above Proficient levels in science for the last three years as assessed via the SBA.



SOURCE: PED Assessment, Accountability and Evaluation Division

Note: Only data for current ELs are included. The Science SBA is administered only in Grades 4, 7, and H3. **H3 signifies the third year of high school. ***In 2014–2015, 10th (in the H3 column) and 11th grade students were reported separately.

In 2014–2015, the state of New Mexico raised academic standards (CCSS) and developed a test (PARCC) better aligned to those standards for grades 3–12. These standards set a consistent expectation in English and math for every student regardless of where they live. Because PARCC is more challenging than the previous assessments used, results for the 2014–2015 tests were lower across the board. As students and teachers gain the skills and knowledge needed to meet the new, higher standards, we expect performance will continue to improve. In 2015–2016, there were some slight improvements in the results.

PARCC provides accurate information about how students are performing with the New Mexico CCSS so that teachers, parents, and students can work together to ensure students are better prepared to succeed at every grade level and beyond school. It is more effective to address any needs earlier on in the educational process, so students can receive the support they need to get back on track.

School Accountability

Since 2011–2012, New Mexico has implemented its statewide accountability system, School Grading. The data reported and information provided assists stakeholders, including parents, understand how effective their schools are in educating their children and helps district and schools understand their strengths and areas in need of improvement. School grades provide districts and schools with information beyond whether or not students met reading and math proficiency goals. While the school grading system reflects the performance of schools, subgroups of students, and individual students on the academic performance as measured by PARCC and SBA assessments, the key strength is that it emphasizes school and student growth. The comprehensive reporting provides relevant and useful information that can be analyzed, interpreted, and used to create programmatic changes to strengthen core instruction, as well as to develop targeted intervention efforts that ensure all students experience increased academic achievement and school success, including students participating in state-funded BMEPs.

BMEPs that are A or B Schools

In 2015–2016, of the 465 New Mexico schools (including state charter schools) implementing BMEPs, 149 earned a grade of A (46 schools) or B (103 schools) on their report cards. That is, 32 percent of schools with BMEPs are A or B schools. And those 46 state-funded BMEP A schools represent 39 percent of the total 119 A schools across the state. Table 13 provides a list of all A and B schools with a BMEP by district. The school, school grade, BMEP model implemented, and the instructed language is provided for each. For a complete list of all state-funded BMEPs by district, school, grade, language, and model, see Appendix H.

TABLE 13. A AND B SCHOOLS BY DISTRICT, BMEP MODEL, AND PARTNER LANGUAGE

District	School	Grade	BMEP Models	Languages
Albuquerque Public Schools				
1	Alvarado Elementary	B	Dual Language, Enrichment	Spanish
2	Dolores Gonzales Elementary	B	Dual Language	Spanish
3	Truman Middle	B	Dual Language	Spanish
Artesia Public Schools				
4	Artesia High	B	Transitional	Spanish
5	Artesia Zia Intermediate	B	Transitional	Spanish
6	Grand Heights Early Childhood	A	Transitional	Spanish
7	Hermosa Elementary	B	Enrichment, Transitional	Spanish
8	Roselawn Elementary	B	Enrichment, Transitional	Spanish
9	Yeso Elementary	B	Enrichment, Transitional	Spanish
Belen Consolidated Schools				
10	Central Elementary	B	Transitional	Spanish

11	Jaramillo Elementary	B	Transitional	Spanish
12	Rio Grande Elementary	B	Maintenance	Spanish
Bernalillo Public Schools				
13	Cochiti Elementary	B	Heritage	Keres
14	Placitas Elementary	A	Heritage	Spanish
Bloomfield Schools				
15	Blanco Elementary	B	Enrichment, Maintenance	Spanish
16	Bloomfield Early Childhood Center	A	Enrichment, Heritage	Spanish
Carlsbad Municipal Schools				
17	Early Childhood Education Center	A	Transitional	Spanish
18	Jefferson Montessori Charter	B	Transitional	Spanish
19	Joe Stanley Smith Elementary	B	Transitional	Spanish
20	Monterrey Elementary	B	Transitional	Spanish
21	Puckett Elementary	B	Transitional	Spanish
22	Riverside Elementary	A	Transitional	Spanish
Central Consolidated Schools				
23	Central High	B	Enrichment, Heritage, Maintenance	Navajo, Spanish
24	Eva B. Stokely Elementary	B	Enrichment, Heritage	Navajo
25	Judy Nelson Elementary	A	Enrichment, Heritage	Navajo
26	Kirtland Elementary	B	Enrichment, Heritage, Maintenance	Navajo, Spanish
27	Newcomb Elementary	B	Heritage	Navajo
Chama Valley Independent Schools				
28	Chama Middle	B	Enrichment, Heritage	Spanish
29	Tierra Amarilla Elementary	B	Enrichment, Heritage	Spanish
Clovis Municipal Schools				
30	Marshall Middle	B	Maintenance	Spanish
Cobre Consolidated Schools				
31	San Lorenzo Elementary	A	Enrichment, Heritage	Spanish
Cuba Independent Schools				
32	Cuba High	B	Enrichment, Heritage	Navajo, Spanish
Española Public Schools				
33	Abiquiu Elementary	A	Heritage	Spanish
34	Dixon Elementary	B	Heritage	Spanish
35	Eutimio Salazar Elementary	B	Heritage	Spanish
36	James Rodriguez Elementary	B	Enrichment, Heritage	Spanish
37	Los Niños Elementary	A	Enrichment, Heritage	Spanish
38	San Juan Elementary	B	Enrichment, Heritage	Spanish, Tewa
Eunice Municipal Schools				
39	Caton Middle	B	Transitional	Spanish
Farmington Municipal Schools				
40	Animas Elementary	B	Enrichment, Heritage	Navajo, Spanish
41	Esperanza Elementary	B	Enrichment, Heritage	Navajo, Spanish
42	Farmington High School	B	Enrichment, Heritage	Navajo, Spanish
43	Heights Middle	A	Enrichment, Heritage	Navajo, Spanish
44	Hermosa Middle	B	Enrichment, Heritage	Navajo, Spanish
45	Ladera Del Norte Elementary	B	Enrichment, Heritage	Navajo
46	McCormick Elementary	B	Enrichment, Heritage	Navajo, Spanish
47	McKinley Elementary	B	Enrichment, Heritage	Navajo, Spanish
48	Mesa Verde Elementary	A	Enrichment, Heritage	Navajo
49	Mesa View Middle	B	Enrichment, Heritage	Navajo, Spanish
50	Northeast Elementary	A	Enrichment, Heritage	Navajo, Spanish

51	Piedra Vista High	A	Enrichment, Heritage	Navajo, Spanish
52	Tibbetts Middle	A	Enrichment, Heritage	Navajo, Spanish
Floyd Municipal Schools				
53	Floyd Elementary	A	Maintenance	Spanish
54	Floyd Middle	B	Maintenance	Spanish
Gadsden Independent Schools				
55	Anthony Elementary	A	Transitional	Spanish
56	Berino Elementary	B	Dual Language	Spanish
57	Desert Trail Elementary	B	Dual Language	Spanish
58	Desert View Elementary	A	Transitional	Spanish
59	Gadsden Elementary	A	Transitional	Spanish
60	Gadsden Middle	B	Transitional	Spanish
61	La Union Elementary	B	Transitional	Spanish
62	Loma Linda Elementary	B	Transitional	Spanish
63	Mesquite Elementary	B	Dual Language	Spanish
64	Santa Teresa Elementary	A	Transitional	Spanish
65	Santa Teresa Middle	A	Transitional	Spanish
66	Sunland Park Elementary	B	Transitional	Spanish
67	Vado Elementary School	B	Dual Language, Transitional	Spanish
Gallup-McKinley County Schools				
68	Chief Manuelito Middle	B	Heritage	Navajo
69	Crownpoint Middle	A	Heritage	Navajo
70	David Skeet Elementary	B	Heritage	Navajo
71	Gallup Middle	B	Heritage	Navajo
72	Indian Hills Elementary	A	Heritage	Navajo
73	John F Kennedy Middle	B	Heritage	Navajo
74	Lincoln Elementary	B	Heritage	Navajo
75	Red Rock Elementary	B	Heritage	Navajo
76	Thoreau Elementary	B	Heritage	Navajo
77	Tohatchi High	B	Heritage	Navajo
78	Tse Yi Gai High	B	Heritage	Navajo
Hagerman Municipal Schools				
79	Hagerman Elementary	B	Transitional	Spanish
Hatch Valley Public Schools				
80	Hatch Valley Elementary	B	Transitional	Spanish
81	Hatch Valley Middle	A	Transitional	Spanish
Hobbs Municipal Schools				
82	Booker T Washington Elementary	A	Transitional	Spanish
83	Broadmoor Elementary	A	Transitional	Spanish
84	College Lane Elementary	B	Transitional	Spanish
85	Coronado Elementary	A	Transitional	Spanish
86	Edison Elementary	B	Transitional	Spanish
87	Highland Middle	B	Transitional	Spanish
88	Houston Middle	B	Transitional	Spanish
89	Mills Elementary	B	Transitional	Spanish
90	Sanger Elementary	B	Transitional	Spanish
91	Taylor Elementary	B	Transitional	Spanish
92	Will Rogers Elementary	B	Transitional	Spanish
Jemez Mountain Public Schools				
93	Coronado High	B	Enrichment, Heritage	Spanish
Las Cruces Public Schools				
94	Centennial High	A	Maintenance	Spanish
95	Cesar Chavez Elementary	B	Dual Language	Spanish

96	Columbia Elementary	B	Dual Language	Spanish
97	Desert Hills Elementary	A	Dual Language	Spanish
98	Doña Ana Elementary	A	Dual Language	Spanish
99	Highland Elementary	A	Dual Language	Spanish
100	Hillrise Elementary	B	Maintenance	Spanish
101	Jornada Elementary	A	Dual Language	Spanish
102	Las Cruces High	B	Maintenance	Spanish
103	Loma Heights Elementary	B	Dual Language	Spanish
104	Mesilla Park Elementary	B	Dual Language	Spanish
105	Monte Vista Elementary	A	Maintenance	Spanish
106	Sonoma Elementary	B	Dual Language	Spanish
107	University Hills Elementary	B	Dual Language	Spanish
108	Vista Middle	B	Maintenance	Spanish
Las Vegas City Public Schools				
109	Las Vegas City Early Childhood	B	Heritage	Spanish
110	Memorial Middle	B	Heritage	Spanish
111	Paul Henry Elementary	B	Heritage	Spanish
112	Robertson High	B	Heritage	Spanish
Los Lunas Public Schools				
113	Tomé Elementary	A	Dual Language	Spanish
Loving Municipal Schools				
114	Loving Elementary	B	Maintenance	Spanish
Lovington Municipal Schools				
115	Llano Elementary	A	Dual Language	Spanish
116	Lovington 6th Grade Academy	A	Transitional	Spanish
117	Taylor Middle School	B	Transitional	Spanish
118	Yarbro Elementary	A	Dual Language	Spanish
Mesa Vista Consolidated Schools				
119	Mesa Vista High	B	Heritage	Spanish
Mora Independent Schools				
120	Holman Elementary	B	Heritage	Spanish
Penasco Independent Schools				
121	Peñasco Middle	B	Heritage	Spanish
Pojoaque Valley Public Schools				
122	Pablo Roybal Elementary	B	Enrichment, Heritage	Spanish, Tewa
Portales Municipal Schools				
123	Brown Early Childhood Center	A	Dual Language	Spanish
124	James Elementary	B	Dual Language	Spanish
125	Lindsey Steiner Elementary	B	Dual Language	Spanish
126	Valencia Elementary	B	Dual Language	Spanish
Questa Independent Schools				
127	Rio Costilla Elementary	B	Heritage	Spanish
Raton Public Schools				
128	Longfellow Elementary	B	Maintenance	Spanish
Rio Rancho Public Schools				
129	Puesta Del Sol Elementary	B	Dual Language, Enrichment, Maintenance	Spanish
130	Rio Rancho High	A	Enrichment, Maintenance	Spanish
131	V. Sue Cleveland High	A	Enrichment, Maintenance	Spanish
Roswell Independent Schools				
132	Berrendo Middle	B	Enrichment	Spanish

Ruidoso Municipal Schools				
133	Nob Hill Early Childhood Center	A	Dual Language	Spanish
134	Ruidoso High	B	Transitional	Spanish
135	Sierra Vista Primary	A	Dual Language	Spanish
136	White Mountain Elementary	B	Dual Language	Spanish
Santa Fe Public Schools				
137	Piñon Elementary	A	Transitional	Spanish
Santa Rosa Consolidated Schools				
138	Santa Rosa High	B	Heritage	Spanish
139	Santa Rosa Middle	B	Heritage	Spanish
Socorro Consolidated Schools				
140	Cottonwood Valley Charter	A	Enrichment	Spanish
T or C Municipal Schools				
141	T or C Middle School	A	Enrichment, Transitional	Spanish
Taos Municipal Schools				
142	Anansi Charter	B	Enrichment	Spanish
143	Taos Municipal Charter	A	Enrichment	Spanish
Tucumcari Public Schools				
144	Tucumcari Elementary	B	Heritage	Spanish
West Las Vegas Public Schools				
145	Tony Serna Jr Elementary	B	Heritage	Spanish
146	Union Elementary	A	Heritage	Spanish
State Charters				
147	La Tierra Montessori School	B	Heritage	Spanish
148	Tierra Adentro Charter	B	Enrichment, Maintenance	Spanish
149	Turquoise Trail Charter Elementary School	B	Enrichment, Maintenance	Spanish

SOURCE: PED Assessment, Accountability and Evaluation Division and Bilingual Multicultural Education Bureau

The diversity in the group of schools listed above is very encouraging; a range of elementary, middle, and high schools represent successful schools in all age ranges, including charter schools. The list of schools also represents some geographic diversity across the state's regions—with some regions not represented at all.

Additionally, schools implementing effective BMEPs in 2014–2015 were recently recognized at the annual event, Bilingual Education Day at the State Capitol during the legislative session. For a copy of the program schedule listing schools that were recognized on January 20, 2017, please visit the BMEP tab on the PED-BMEB webpage

http://ped.state.nm.us/ped/Bilingual_BMEP.html

The BMEB monitors BMEPS. The BMEB actively engages in focused study of the state's BMEPs to learn and share effective practices for culturally and linguistically diverse (CLD) students, bilingual learners, and ELs. To that aim, BMEB concentrates on improving the quality of data and reporting across the state and will ensure efforts to provide relevant and timely technical assistance, support, and training to strengthen data-based instructional and programmatic decision-making.

For more information regarding BMEB's findings from its inquiry and efforts to learn from schools implementing effective BMEPs through the Academic Language Development for All in New Mexico initiative (ALD4ALL), navigate to and read the section, Bilingual Multicultural Education Initiatives and District Support, starting on page 30. For additional information on the ALD4ALL project please visit the PED-BMEB webpage: http://ped.state.nm.us/ped/Bilingual_ALD4ALL.html.

Academic Outcomes for Students Participating in BMEPs

English language arts and math outcomes for EL American Indian students. In 2015–2016, American Indian ELs participating in BMEPs outperformed American Indian ELs not participating in BMEPs statewide in math and English language arts (ELA) as measured by the new PARCC exams. However, as measured by the SBA in science, American Indian EL students not participating in BMEPs outperformed those ELs that did participate in BMEPs. See direct comparison of performance of ELs below in Table 14.

English language arts and math outcomes when comparing American Indian students across subgroups. Non-EL American Indian students who participated in BMEPs outperformed all other American Indian subgroup of students in the ELA content area in 2015–2016, as measured by PARCC. American Indian ELs participating in BMEPs slightly outperformed ELs not participating in BMEPs, especially in English language arts.

The largest achievement gap within the American Indian student population was observed when non-EL American Indian students who participated in BMEPs were compared to American Indian EL students who did *not* participate in BMEPs. In general, the lowest-performing American Indian students were ELs who did *not* participate in BMEPs. These results are highlighted below in Table 14.

English language arts and math outcomes when comparing Hispanic students across subgroups. Similar to American Indian student outcomes as cited above, in 2014–2015, Hispanic ELs participating in BMEPs slightly outperformed Hispanic ELs that did *not* participate in BMEPs in math and English language arts as measured by the new PARCC exams. In science as measured by the SBA, however, Hispanic EL students not participating in BMEPs outperformed ELs that did participate in BMEPs. Non-EL Hispanic students who did *not* participate in BMEPs slightly outperformed non-EL Hispanic peers who did participate in BMEPs across all the tested subjects.

The largest achievement gap within the Hispanic student population was observed when comparing non-EL Hispanic students who participated in BMEPs to Hispanic ELs who did not participate in BMEPs. **Table 14** compares the performance of Hispanic and American Indian students by EL status and participation in BMEPs in math, English language arts, and science.

Table 14.
Comparison of Performance of American Indian and Hispanic Students
By EL Status and BMEP Participation
2014–2015 and 2015–2016

Student Group	Students Testing Proficient and Above in Percentages					
	Math Percentages		English Language Arts Percentages		Science Percentages	
Assessment Year	2014–2015	2015–2016	2014–2015	2015–2016	2014–2015	2015–2016
AMERICAN INDIAN	9	11	22	35	21	22
AMERICAN INDIAN EL	3	4	16	26	6	8
• Participating <u>in</u> BMEPs	4	5	3	30	6	6
• <u>Not</u> Participating in BMEPs	3	4	19	25	6	8
AMERICAN INDIAN, NON-EL	11	13	25	38	25	26
• Participating <u>in</u> BMEPs	11	12	17	43	25	24
• <u>Not</u> participating in BMEPs	11	13	27	35	25	27
HISPANIC	14	16	29	40	34	37
HISPANIC EL	5	7	17	28	10	11
• Participating <u>in</u> BMEPs	6	7	11	31	11	10
• <u>Not</u> Participating in BMEPs	5	6	21	24	10	12
HISPANIC, NON-EL	16	18	32	43	38	42
• Participating <u>in</u> BMEPs	16	17	24	43	39	40
• <u>Not</u> participating in BMEPs	15	18	33	43	38	42

SOURCE: PED Assessment, Accountability and Evaluation Division

Note: Prior to 2014–2015, only data from two assessments were reported (SBA and NMAPA). So, the 2015–2016 data is comparable to the data reported last year (2014–2015). The 2015–2016 data and analyses are compiled from eight different assessments: PARCC English language arts and math; SBA Science, SBA Spanish reading, NSCS reading and math (special education), New Mexico Alternate Performance Assessment (NMAPA)—science (special education), and DIBELS for K–2 reading. In previous years only from grades 3–11, and starting in 2014–2015 from grades K–11 are included.

Overall, American Indian and Hispanic ELs are the lowest-performing students within their corresponding subgroups. However, American Indian and Hispanic EL students participating in BMEPs outperform ELs that do not participate in BMEPs in math and English language arts, but not science.

Several factors may explain why this is the case, yet data limitations at this point make it difficult to determine the degree to which participation in BMEPs ultimately explains the differences in academic proficiency. More in-depth study into the data is needed and will be undertaken by PED to further clarify the data results. Given that ELs, as a group, are among the lowest-performing students it is imperative that educators ensure ELs have access to grade-level curriculum and instruction as well as plan for language-learning needs so that all students can access the academic skills being taught and engage with the subject matter in meaningful ways.

As previously mentioned, in 2014–2015 New Mexico raised academic standards (CCSS) and developed a better test (PARCC) aligned to those standards for grades 3–12. These standards set a consistent expectation in English and math for every

student regardless of where they live. Because PARCC is more challenging than the previous assessments used, results for the 2014–2015 tests were lower across the board. As teachers and students gain the skills and knowledge needed to meet the new higher standards, we expect that performance will improve. In 2015–2016, there were some slight improvements in the results. The BMEB is focused on improving the quality of data and reporting across the state to ensure relevant and timely technical assistance, support, and training that will strengthen data-based instructional and programmatic decision making.

Total Operational BMEP Allocations by Districts and Charter Schools

The Bilingual Multicultural Education regulation, 6.32.2 NMAC (based on the Bilingual Multicultural Education Act, 22-23-1 NMSA 1978) requires districts to report the use of bilingual multicultural education funds by September 30th of each year. A list of BMEP allocations by district and charter is located in Appendix I.

SCHOOL YEAR	DISTRICTS RECEIVING BMEP FUNDING	CHARTER SCHOOLS RECEIVING BMEP FUNDING	TOTAL BMEP FUNDS ALLOCATED TO DISTRICTS AND CHARTERS
SY 11–12	53	18	\$35.1 million
SY 12–13	57	27	\$35.2 million
SY 13–14	53	17	\$36.5 million
SY 14–15	54	31*	\$37.8 million
SY 15–16	55	29*	\$36.9 million

SOURCE: PED School Budget and Finance Analysis Bureau

Note: Of the 31 charter schools listed, 9 were state chartered in 2014–2015. In 2015–2016 of the 29 charter schools listed, 18 are state chartered.

Based on the final funded amount generated by the bilingual cost differential in the funding formula for 2015–2016, districts and charter schools were allocated \$36.9 million through the state equalization guarantee (SEG) for their BMEPs. The allocated amount is based on student membership and is calculated based on New Mexico’s public school funding formula. Above, Table 15 shows the total amount allocated to districts during the last five academic school years. There was a \$900,000 decrease in funds allocated to districts and charter schools in 2015–2016. For the district-level list, see Appendix I, Total Operational BMEP Allocations by Districts and Charter Schools. Notes at the bottom of Appendix I provide detail about how bilingual funding is generated.

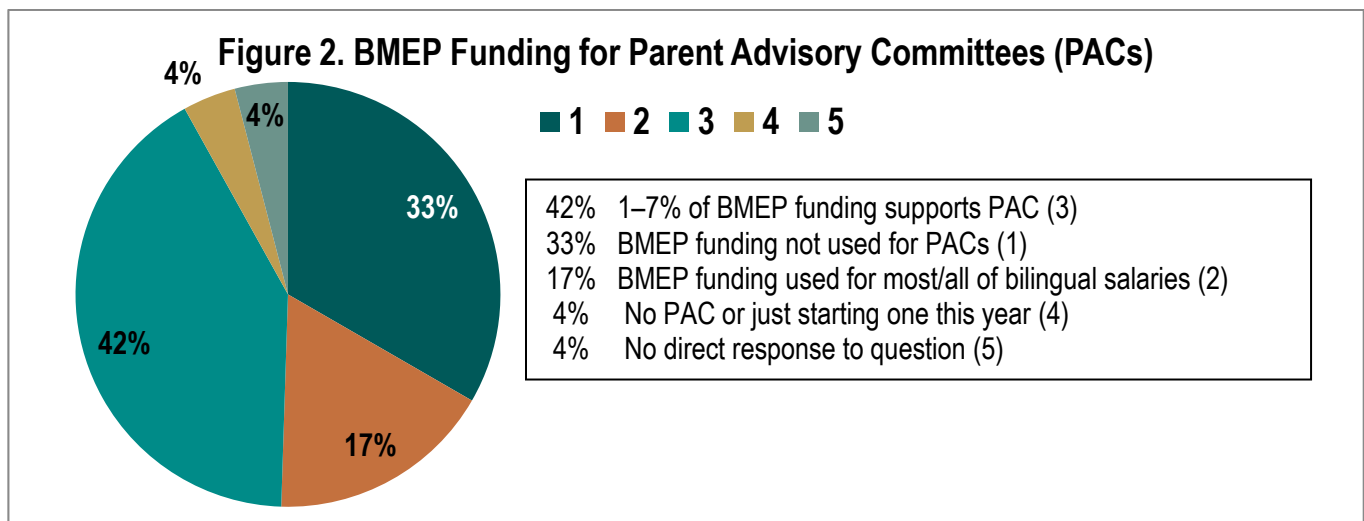
BMEP Budget Narrative Review

As required by the Bilingual Multicultural Education Act (22-23-5 NMSA) and state regulation, 6.32.2.15 NMAC, district expenditures on the use of funds must be submitted to the PED annually. In addition to submitting expenditures from its general ledger, the BMEB also requires districts to provide narrative responses to a set of budget-focused questions. The questions are asked with the purpose of better understanding how districts expend funding generated by their BMEPs. Seventy-nine districts and charter schools responded. The responses are illustrated below in Figures 2–5.

Parent advisory committees. One important question asked is related to supporting the parent advisory committees (PACs) required by statute (22-23-6 NMSA) and regulation (6.32.2.10 NMAC). BMEPs are required to establish PACs that are representative of the language and culture of the students to assist and advise in the development, implementation, and evaluation of the program. To better understand how districts expended BMEP funding to support their PACs, the following question was posed:

- What amount of your State Equalization Guarantee (SEG) funds generated from your BME program is expended to develop and support Parent Advisory Committee (PAC) establishment and activities?

One-third of all districts with BMEPs responded that none of their BMEP funding, generated through the SEG funding formula, was expended on PACs. Of the respondents, 42 percent of districts expended one to seven percent of their BMEP funding to support PAC activity; 4 percent of districts provided no response; 17 percent of the districts responded that their BMEP funding was expended on teacher salaries—which, while it does not answer the question directly—indirectly reveals that none of the funding allocated to these districts was used to support their PAC efforts. Although over 20 percent of the districts provided no response to this question, PACs *are* required for program eligibility. During the BMEP application review process, the BMEB reminds districts that PACs are required by statute and regulation and requires that BMEP applications be revised to address meaningful PAC activity before being approved. Figure 2 below provides a visual summary of the response to the question regarding BMEP funding on PACs.



SOURCE: District annual progress reports submitted to PED Bilingual Multicultural Education Bureau.

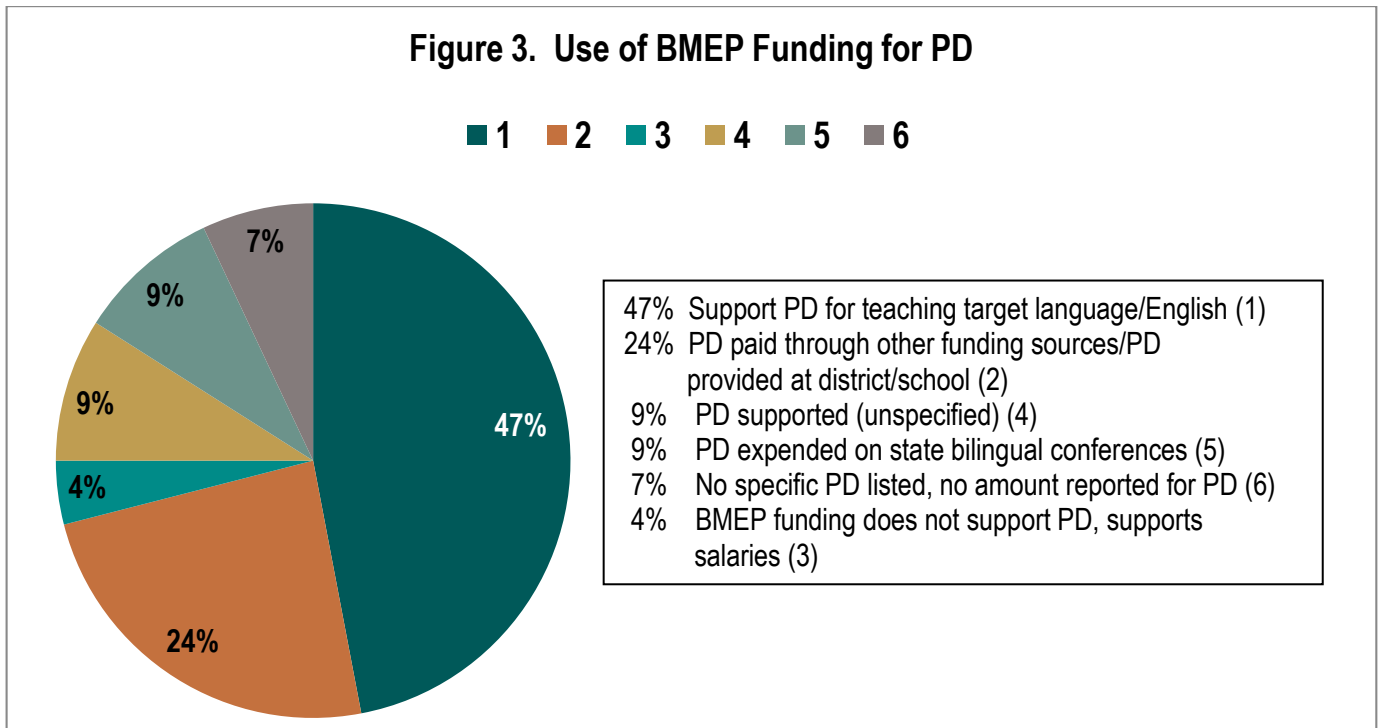
In order that parents are treated as equal partners and participate actively in accordance with statute and regulation, districts must invest in supporting PACs to ensure meaningful collaboration. District self-reporting indicates that little BMEP funding is expended on PACs. It is not clear that parents can meaningfully advise or assist with the evaluation of the BMEPs in which their children are served without robust support of PACs. The BMEB continues to work with districts, providing them guidance in establishing effective PACs that will increase family engagement in BMEPs and in their children’s educational opportunities.

Professional development. Another key question districts were asked focused on professional development (PD), as required in 22-23-5 NMSA and 6.32.2.13 NMAC. To better understand professional development expenditures, the following question was posed:

- What amount of your State Equalization Guarantee (SEG) funds generated from your BME program is expended to develop and support professional development (PD) for teaching in English and the home or heritage (target) language?

Slightly fewer than half of the districts responded that PD was supported with BMEP funding for either English or the home or heritage (target) language of the BMEP. Another 24 percent reported that PD was supported with other funds or provided

onsite. Over 10 percent of the responding districts either did not provide a specific response to this question or directly reported that no BMEP funding had been expended on PD, even though districts are required— by state statute and regulation—to provide PD to all BMEP personnel. See Figure 3 below for a visual analysis of responses to the PD question.



SOURCE: District annual progress reports submitted to PED Bilingual Multicultural Education Bureau.

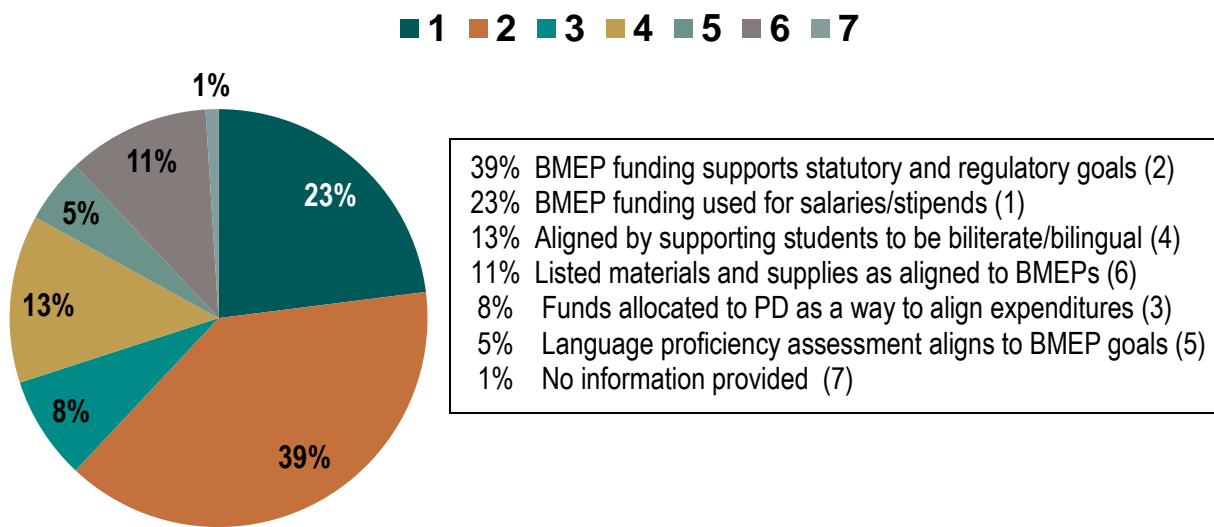
State statute and regulation clearly state that districts are required to provide PD for its BMEP staff, given the importance of PD in supporting teacher capacity-building and growth. Thus, the BMEB will be providing increased technical assistance and guidance to assist districts and schools implementing BMEPs to better understand their obligations under state law. In addition, the BMEB will increase its collaboration with a wide range of partners to support PD through various channels across the state.

Program-funding alignment. A critical priority for districts implementing BMEPs is to ensure that there is close alignment between the program and the funding. That is, decisions about spending must be informed by program goals. State statute (22-23-1.1 NMSA) and regulation (6.32.2.9 NMAC) are clear about the purposes and goals of BMEPs—students participating in BMEPs must become both bilingual/biliterate and meet all academic content standards and benchmarks. To better understand how districts plan to create better alignment of resources to achieve desired outcomes, the following question was posed to districts:

- How do the expenditures proposed on the 2016–17 submitted BME program application align to the BME statutory and regulatory goals of BMEPs?

Over half of the responses affirmed that BMEP funding would support the statutory and regulatory goals of BMEPs but provided no detailed response indicating how that would be achieved (response codes 1 and 4 in Figure 4). Another 23 percent of responders specifically indicated that BMEP funding would be used for salaries and stipends. Figure 4 below visually provides the range of responses to the question on program-funding alignment.

Figure 4. How BMEP Expenditures Align with Goals



SOURCE: District annual progress reports submitted to PED Bilingual Multicultural Education Bureau.

Over the years¹, districts have self-reported that BMEP funding is primarily used to pay for teacher base salaries and, in some cases, additional compensation. It is reasonable to use funds generated by the bilingual education cost differential to cover the unique costs incurred by implementing a BMEP—such as stipends (bilingual and TESOL endorsements and NALC certification), instructional materials, and professional development in the home or heritage language of the BMEP. However, in the absence of BMEPs, districts would not receive the corresponding bilingual education cost differential and would still be required to provide students with teachers, and thus be required to cover those base salaries. Given the responses, the BMEB will continue to work with districts implementing BMEPs by providing increased guidance and technical assistance that supports achieving statutory and regulatory goals.

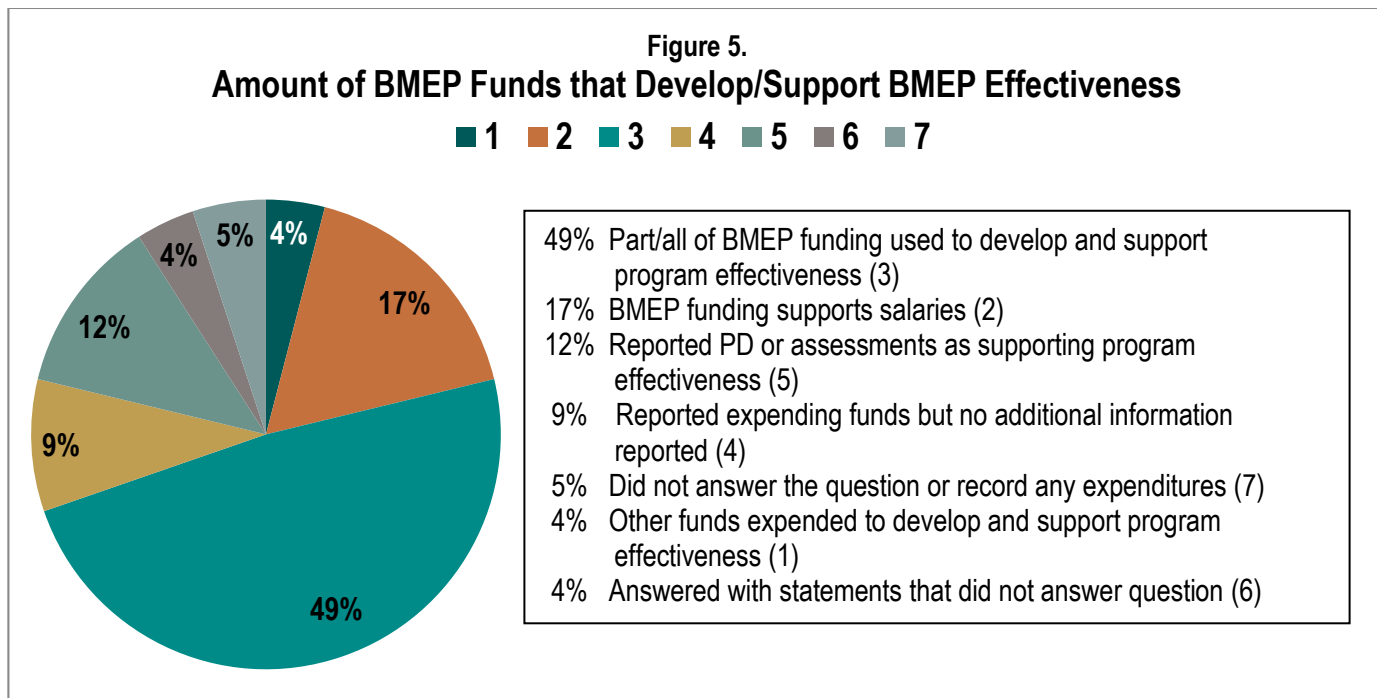
Program effectiveness. Whether or not a district continues to receive BMEP funding is contingent upon BMEP effectiveness and complying with all BMEP statutory and regulatory requirements. The State of New Mexico has long prioritized bilingual multicultural education for its peoples. By choosing to fund BMEPs, the state demonstrates that linguistic diversity is highly valued as both a public resource and personal asset. The state benefits from an educated workforce that is prepared to meet local community needs with 21st century skills such as bilingualism and cultural competency. Parents and families expect that BMEPs will deliver on their promise that students participating in BMEPs will become bilingual/biliterate while meeting all academic content area standards and benchmarks. To better understand how districts leverage their BMEP funding to ensure program effectiveness, the following question was posed:

- What amount of your State Equalization Guarantee (SEG) funds generated from your BME program is expended to develop and support program effectiveness, on which program renewal depends?

Of the responding districts, 49 percent indicated that part or all of BMEP funding was used to support program effectiveness—to meet BMEP goals, per statute and regulation. However, these responses were not specific about how BMEP funding was used to achieve program effectiveness. As most of the districts indicated that they used most or all of their funding on salaries, it is unclear how this supports program effectiveness. Of the responders, 13 percent stated using

¹ The previous Bilingual Multicultural Education Annual Reports dating back to the 2011–2012 school year can be accessed at: http://ped.state.nm.us/ped/Bilingual_Reports.html.

other or unspecified funding to support BMEP effectiveness. Moreover, 17 percent of the responders equated expending BMEP funding on salaries with program effectiveness. See Figure 5 below.



SOURCE: District annual progress reports submitted to PED Bilingual Multicultural Education Bureau.

Based upon the quality of responses regarding how districts are spending SEG funds to develop and support program effectiveness, the BMEB will increase its technical assistance to work with districts to better understand statutory and regulatory requirements that must be met. While the BMEB has significantly strengthened its data review and monitoring of districts' needs, the bureau will escalate its efforts to communicate clearly the axiom that program effectiveness is required for program renewal.

The review and analysis of responses to the BMEP budget narrative included in the district annual progress report has provided important information that will guide how the BMEB moves forward in designing resources, materials, and professional learning opportunities. Further, the BMEP budget narratives inform the BMEB's priorities for policy development, process monitoring, and technical assistance. Additional guidance and support will be provided to districts to ensure 1. clarity in recognizing their fiscal responsibilities to achieve and 2. their precision in reporting their use of allocated BMEP funding to support the statutory and regulatory goals for BMEPs. The increased precision by which districts achieve and in which they report their BMEP goal will clarify for stakeholders how BMEP funding, allocated through the SEG, is used specifically to serve the BMEP students and support the teachers that generate the bilingual education cost differential allocated to districts and schools.

While BMEP funding is non-categorical and considered discretionary operational monies, it is important to note that such funding is only provided on the basis of providing effective programs that comply with all applicable state statutes and regulations. Given that BMEP funding is generated by the students participating in (and eligible teachers supporting) BMEPs, it is imperative that such funding be used to ensure program effectiveness—that is, students participating in BMEPs become bilingual/biliterate and meet state academic content standards and benchmarks. BMEPs that do not meet program goals and/or are not compliant with all applicable state statutes and regulations may not be renewed or approved for future bilingual funding. Thus, it is essential that district leadership and personnel take responsibility for understanding the different federal and state funding sources and all relevant and applicable governing regulations in order to maximize the support available for effective programming options for students.

Bilingual Multicultural Education Initiatives and District Support

To move from compliance and reporting functions to a more collaborative model of district-state partnership that supports increased program effectiveness, the BMEB has developed and led innovative local partnerships focused on building regional capacity for leading and teaching CLD, EL, and immigrant students. In addition, BMEB also works with stakeholder groups to strengthen the quality of BMEPs, promote rigorous culturally and linguistically responsive instruction, and support effective classroom teaching for participating students.

The following are nine initiatives in which the BMEB has been actively engaged in during the 2015–2016 school year:

1. Academic Language Development for All in New Mexico (ALD4ALL). The BMEB works to ensure that students participating in BMEPs receive instruction that effectively integrates content and language, especially to improve educational outcomes for ELs. Since New Mexico transitioned to full implementation of the Common Core State Standards (CCSS) and given the increased language demand of these more rigorous academic content standards and performance expectations, it is imperative to support the development of students' academic language.

For ELs, the use of WIDA ELD standards is an important approach to the development of academic language so that students have access to the CCSS-aligned curriculum and become ready for college, careers, and beyond. Additionally, since the goals of students participating in BMEPs are to become bilingual and biliterate as well as to meet academic content expectations, building academic language in the home/heritage language is important for developing both home/heritage and second language proficiency. Building the home/heritage language must be accomplished taking a culturally and linguistically responsive approach, as appropriate for the local schooling and community context.

The W.K. Kellogg Foundation (WKKF) provided the PED-BMEB with a \$1.2 million grant over three years to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of CLD students, including ELs in New Mexico. The grant supporting the project was expended, and the project concluded on June 30, 2016. All grant objectives have been met.²

The following are the five specific project objectives supported by the grant:

- (1) Identify effective BMEPs serving CLD students and ELs.
- (2) Conduct effective practices inquiry among selected schools to determine how schools with BMEPs achieve positive results for CLD and EL students and share these results statewide.
- (3) From the findings of the effective practices inquiries of schools/programs, develop and implement professional development (PD) for educators that addresses the academic language learning needs of CLD and EL students.
- (4) Adopt CCSS-aligned Spanish language arts (SLA) and/or Spanish language development standards (SLD) and assessments.
- (5) Adopt and implement the New Mexico State Seal of Bilingualism-Biliteracy.

The first three objectives of the ALD4ALL project relate to the identification and support of schools with BMEPs.

The work done by the ALD4ALL facilitation team across all objectives and the work of the ALD4ALL school teams done during the 2015–2016 school year was presented to national and state audiences in the following venues:

- **La Cosecha Dual Language Conference, Santa Fe, NM**
 - Pelayo, I. (November, 2015). *Implementing the State Seal of Bilingualism-Biliteracy*
- **American Educational Research Association Annual Conference, Washington, DC**
 - ALD4ALL Team. (April 2016). *The generative and dialogical process of professional learning: Reflecting, implementing and transforming practice with teachers of bi-multilingual students*

² Notices of proposed rulemaking for the rule adoption of SLA and SLD standards were released in December 2016. The public comment period is currently open and will conclude with public hearings scheduled in January 2017.

- **NM Association for Bilingual Education (NMABE) Annual Bilingual Conference, Albuquerque, NM, April 2016**
In addition to the ALD4ALL team presenting, several of the ALD4ALL schools presented their own work at the annual state bilingual conference as a culminating professional opportunity.
 - PED staff facilitating. (April, 2016). *Panel discussion: Growing in capacity: Increasing the bilingual educator pipeline.*
 - ALD4ALL school staff. *Academic writing in the K–12 bilingual programs in three ALD4ALL schools: Atrisco Heritage Academy High School, APS; Loma Heights Elementary School, LCPS; and Santa Teresa Middle School, GISD*
 - Emerson Elementary School, APS staff. *Culturally and linguistically relevant teaching and learning—Emerson style.*
 - Dolores Gonzales Elementary School staff, APS. *Engaging students in writing across the content areas in bilingual education classrooms.*
 - ALD4ALL school staff. *The power of teacher self-efficacy in ALD4ALL project schools: Atrisco Heritage Academy High School, APS; Loma Heights Elementary School, LCPS; and Santa Teresa Middle School, GISD.*
 - ALD4ALL school staff. *The power of teacher self-efficacy on student learning in two ALD4ALL secondary schools: Atrisco Heritage Academy High School, APS and Santa Teresa Middle School, GISD*
 - Pueblo staff. *Teaching a new generation of speakers: Voices from indigenous languages program: Cochiti Elementary & Middle Schools, July Nelson Elementary School, Naschitti Elementary School, Native American Community Academy, Pueblo of Isleta*

- **ALD4ALL Culminating Celebration, Santa Ana Pueblo, June 2016**
 - ALD4ALL and school staff facilitating. (June, 2016). *Culturally and linguistically responsive school leadership.*
 - ALD4ALL and school staff facilitating. *Family and community.*
 - ALD4ALL and school staff facilitating. *Indigenous language assessments.*
 - ALD4ALL and school staff facilitating. *Indigenous pedagogy.*
 - ALD4ALL and school staff facilitating. *K–8 writing across curriculum.*
 - ALD4ALL and school staff facilitating. *Rethinking Native American language programs and key issues.*

Through the lessons learned during the ALD4ALL project, the BMEB is in a stronger position to leverage the knowledge and insights that have been gained in ways that will provide targeted support to districts and schools across the state, implementing a variety of BMEP models and languages. The tools and resources developed and used for supporting the ALD4ALL schools will be incorporated into the BMEB’s guidance, support, technical assistance, and monitoring processes. Additionally, processes and materials developed collaboratively among the ALD4ALL facilitation teams and ALD4ALL schools will be shared on the BMEB’s website. By sharing tools and resources developed through the ALD4ALL learning process and incorporating the knowledge gained through the project into BMEB policy and practice, the BMEB elevates and formalizes ALD4ALL approaches and tools for teaching and learning that reach beyond the ALD4ALL schools that participated in the project.

To view the 2015–2016 ALD4ALL Stakeholder Report and to learn about the ALD4ALL project, visit the ALD4ALL tab on the PED-BMEB webpage at http://ped.state.nm.us/ped/Bilingual_ALD.html.

2. Culturally and Linguistically Responsive Instruction (CLRI). In the previous school year, the PED hosted the first statewide Results for All: Culturally and Linguistically Responsive Instruction (CLRI) Conference on May 27–28, 2015 in Albuquerque, New Mexico for district administrators, school leaders, and teachers. The conference focused on discussing and sharing effective practices in culturally and linguistically responsive instruction and leadership. To ensure that our state’s ELs, CLD students, and bilingual learners receive instruction that meets their academic and language learning needs, New Mexico educators were provided professional development sessions on why it matters, what it means, and what it looks like to be culturally and linguistically responsive in our instruction and leadership.

The CLRI Conference featured keynote speaker Dr. Sharroky Hollie, and more than 50 breakout presentations from New Mexico educators focused on culturally and linguistically responsive leadership; school culture; school and district policies and procedures; instructional practices; and curriculum for ELs, bilingual learners, and/or Native American students.

Educators returned to their schools and districts with their knowledge and strategies, and they have begun to share information and insights with others. Their aim is to build administrative and teacher leadership that effectively supports all students to achieve at high levels. The work of transforming schools in culturally and linguistically responsive teaching and learning environments continued in 2015–2016 as CLRI 2.0.

As a result of positive feedback and great interest in CLRI, a series of professional learning opportunities was organized and implemented in 2015–2016. These built on the first conference held. CLRI 2.0 provided five professional development days with Dr. Hollie and his team of educators; they addressed language, culture, culturally responsive classroom management, and culturally responsive academic literacy and vocabulary instruction. Over twenty district and school-based teams of three to six persons actively participated. In the final session, eight teams presented highly interactive, multi-modal, and technologically sophisticated workshops on the progress of transforming local schools into more culturally and linguistically responsive teaching and learning environments.

3. Spanish Language Program Support. To enhance accountability and support effective implementation of BMEPs' adoption of state standards and uniform assessment that measure Spanish language arts (SLA) and Spanish language development (SLD), common standards are critical. It is essential for the PED-BMEB to guide districts with uniform standards and measures so that districts can develop rigorous curricula, plan instruction, and proactively monitor their programs' effectiveness locally through rigorous assessments followed by meaningful data analysis.

In collaboration with—and at the recommendation of—New Mexico's State Bilingual Advisory Council (SBAC), which advises the PED through the BMEB, a taskforce was convened during the first and second years of the project. The SBAC was charged with reviewing all viable and available options for adopting, adapting, and developing CCSS-aligned SLA and SLD standards. The PED-BMEB established the SLA-SLD Taskforce, a working group of 17 bilingual educators across the state, to review options and make actionable recommendations with respect to standards, aligned assessments, and PD training required for effective statewide implementation.

Recommendations. At the end of first year of the ALD4ALL project, the SLA-SLD Taskforce made formal recommendations to the PED via the BMEB. The taskforce's main recommendation was to adopt the CCSS Spanish version (Common Core in Español), because these standards are aligned to New Mexico's academic standards and support SLA classroom instruction in Spanish bilingual multicultural education programs. In addition, the SLA-SLD Taskforce recommended that the PED adopt WIDA's SLD standards to pursue the alignment of SLD standards and assessment. They additionally recommended that training is provided to ensure effective implementation of BMEPs for which the home/heritage language is Spanish. As New Mexico is a member state in the WIDA Consortium and implements the WIDA English Language Development (ELD) Standards, the language learning framework that undergirds both the ELD and SLD Standards is—conveniently—the same.

The PED has taken formal action on the recommendations for the adoption of SLA and SLD standards. At the writing of this report, the public hearings for the SLA and SLD rule adoptions are scheduled for January 2017. In an effort to provide immediate support and to gauge educator interest across the state, the PED-BMEB conducted three one-day trainings in September 2015 and February 2016—an Introduction to WIDA SLD Standards—to New Mexico educators providing Spanish language instruction to students in BMEPs. The trainings were attended by over 100 bilingual educators and conducted entirely in Spanish. The PED continues researching a CCSS-aligned Spanish language arts assessment to replace its current standards-based assessment (SBA) in Spanish language arts, so this option as a language accommodation can be offered to eligible ELs.

Collaboration with PED's Indian Education Division. The BMEB and Indian Education Division (IED) have increased collaboration, partnering over the course of the 2015–2016 school year. Highlighted below are some key joint projects and initiatives that BMEB and IED will continue to develop together.

4. Native Language Program Support. With the arrival of a new assistant secretary to lead the PED's IED, a renewed focus on collaboration between BMEB and IED has ensued. Already hosting Tribal Language Advisory Council meetings beginning in the summer of 2015, IED continued to dialogue and engage tribal leaders and educators through the fall to

learn how our joint efforts could best support native language program development. To that aim, the BMEB met with Laguna Pueblo at the November 2015 government-to-government meeting to discuss the State Seal of Bilingualism-Biliteracy. The importance of collaboration among districts and tribal leadership and entities was emphasized.

At the April 2016 government-to-government meeting in Dulce, New Mexico, the BMEB followed up, deepening its technical assistance. A session was co-facilitated that provided support for heritage language revitalization programs and was designed to solicit active participation from attendees. The interactions were based on questions such as the following:

- Are you satisfied with the current level of participation of your students in school-based Native American language programs?
- What do you see as challenges or obstacles to increasing the number of students interested in and able to take Native American language courses in school?

The questions allowed for rich discussion to occur. Beyond the government-to-government conversations facilitated, PED's BMEB and IED teams continue to work closely with the tribes and pueblos to address the concerns and challenges raised. Through our analysis, four main concerns were most salient.

- *Bilingual Multicultural Education (BME) Act and Regulation.* The Bilingual Multicultural Education (BME) statute and regulation and their implications are not familiar to district directors, tribal leaders, or community members. Currently, the BMEB provides information and technical assistance to district/school BME directors across the state via in-person quarterly meetings, webinars, the BMEB website, email, and phone conversations. While the BMEB continues to participate in government-to-government and Indian education summits hosted by IED, the BMEB has identified additional ways to collaborate and provide support in this need area.
- *Tribal Policy on Instructors with Native American Language and Culture (NALC) Certification.* Nations, tribes, and pueblos often lack a clear understanding of the NALC certification process. The BMEB is developing more effective methods of transmitting uniform guidance to the nations, tribes, and pueblos. Information and delivery systems are being refined to better and more timely answer tribal questions regarding qualifying to become NALC-certified instructors, the process for instructors to apply and receive NALC certification, payment for NALC instructors, district/tribe responsibilities for training and support, and the process and persons involved in curriculum and assessment development. The BMEB continues to identify effective ways to collaborate and provide support in this need area.
- *BME Funding for Native American Language Programs.* Questions were raised regarding how students generate funding, what funding is dedicated to Native language instruction and programming, and which entities (IED, tribe, pueblo, supplemental state funding) pay for NALC instructor salaries. The BMEB has identified additional ways to provide relevant information in this need area.
- *Inequity and Differences in State-Funded BME Programs.* Several session participants raised concerns about the equity of state-funded BMEPs, especially regarding perceived differences in the funding, support, and implementation of Native American languages compared to Spanish language programs. The BMEB has identified additional ways to provide relevant information to support in this need area.

5. American Indian Education Research Alliance (AIERA). In October of 2014, the PED's BMEB and IED staff—along with Native American serving districts across the state—were invited and attended a meeting hosted by WIDA in Albuquerque. This inaugural session was held to discuss the potential for collaboration in researching the needs of communities serving Native American ELs. The AIERA focused conversations to establish a research agenda and membership criteria. The BMEB, IED, and NM educators serving Native American students then planned the AIERA Annual Conference. This inaugural conference was hosted at the Pueblo of Laguna, July 27–28, 2016 with over 150 persons attending. The BMEB presented relevant updates on federal regulation affecting ELs and significant state data on American Indian ELs. A repeating breakout session was additionally delivered by BMEB staff called *American Indian ELs and*

Standards-based Instruction, which was well attended. The session focused on how to provide culturally and linguistically responsive instruction to Native American EL students in ways that assist them develop the academic English necessary to access content area instruction.

6. Native Language Heritage Revitalization Training. The PED's IED and BMEB joined efforts and pooled resources to provide the first statewide training workshop for district, pueblo and tribal leaders and educators aimed at providing targeted support for the local development of effective bilingual multicultural education programs serving Native American students, specifically through heritage language programs. Two four-day trainings were offered in May to over 150 participants. The first training, aimed at serving the pueblos, was held in Isleta, May 17–20, 2016. Over 90 persons representing Mescalero Apache and 14 pueblos registered and attended the training. The second training was held in Farmington from May 24–27, 2016. Over 60 persons representing districts in the northwest part of the state as well as Acoma, Jemez, Jicarilla Apache, Navajo Nation, and Zia were represented. The feedback received was overwhelmingly positive and will inform future planning efforts for moving forward on program development and effective implementation of Native heritage language programs. Relevant training material has been incorporated into the newest reiteration of the Bilingual Multicultural Education Program Technical Assistance Manual.

The PED's BMEB will continue to collaborate and partner with the IED to continue to support efforts that address the needs of tribal language revitalization efforts across the state, such as developing and/or refining existing standards, curriculum and assessments that are culturally and linguistically appropriate and tribally-approved. By strengthening collaborative efforts across the agency, PED is poised to strengthen its ability to support culturally and linguistically responsive instructional practices and pedagogy that support all students across the state.

7. State Seal of Bilingualism-Biliteracy. To support New Mexico's traditions and aspirations for bilingualism and biliteracy for its children, the state's legislature unanimously passed, and Governor Susana Martinez signed, House Bill 330: State Seal of Bilingualism/Biliteracy in the spring of 2014. Per statute (22-1-9.1 NMSA), the PED was required to first establish criteria for awarding the state seal. In July 2014, the PED-BMEB issued a call for applications to serve on the Bilingual Seal Taskforce. The taskforce consisted of over 27 stakeholders who met four times from September to December 2014 to study the statute and make informed recommendations to the PED for development of agency rulemaking. In the fall of 2014, a call for art to adorn the seal was made to all New Mexico high school students. Of over 150 student-generated seal designs received from across the state, the winning seal was an original hand-drawn image designed by Edwin R. Torres, Gadsden High School, a tenth grade student.

The input and feedback from various stakeholders significantly contributed to the development of rule and to a guidance handbook. During the 2015–2016 school year, the BMEB made state seal presentations to a variety of stakeholders including

- **New Mexico Government to Government Meeting, Pueblo of Laguna, November 2015**
 - *Implementing the State Seal of Bilingualism-Biliteracy*
- **La Cosecha, Albuquerque, November 2015**
 - *Implementing the State Seal of Bilingualism-Biliteracy*

The notice of rulemaking and the draft rule for public comment were released on June 16. The public comment period was June 16 through July 16, 2015. The public comment hearing was held on July 20, 2015. After incorporating feedback, the final rule was made official and became effective on September 15, 2016.

To date, 16 school districts have already implemented the state seal, and over 150 students met the requirements and were awarded the seal in the following languages: French, German, Mandarin Chinese, Spanish, and Navajo. As districts increase awareness and develop promotional efforts to inform their community about the opportunity and the options that are available to them, the number of seals awarded is expected to steadily increase. Furthermore, beginning with the 2016–2017 school year, the PED included data on the state seal to be included in district end-of-year reporting to the State. Thus, by the end of the 2016–2017 school year, the PED will have updated data that will be reported to a wide range of stakeholders.

Resources and guidance to support the implementation of the State Seal of Bilingualism-Biliteracy are available on the PED-BMEB website. For updated information about this work and to download resources, including a guidance handbook for implementing the state seal, please visit the State Seal of Bilingualism-Biliteracy tab on the PED-BMEB webpage at http://ped.state.nm.us/ped/Bilingual_Seal.html

8. Building Regional Capacity to Serve ELs in New Mexico. BMEB—in partnership with WIDA—provided professional development training on the WIDA ELD standards, differentiation, and assessment data analysis across the state. These workshops focused on both learning to use the WIDA ELD standards for effective instruction and on the importance of analyzing student assessment data (English language proficiency assessment, ACCESS for ELLs©) to make instructional decisions. Since over 40 percent of all students participating in BMEPs are ELs, this data is critical for effective instructional planning and delivery of accessible, yet rigorous, content for all students.

To increase statewide and regional capacity to support ELs, the PED-BMEB partnered with WIDA to create unique opportunities for 30 New Mexico educators to receive intensive training. Through this training, a cadre of effective trainers with expertise in WIDA’s ELD standards, assessment, and data analysis was to be created.

Two trainings were developed and provided. A five-day training was conducted in the summer of 2015 with the purpose of strengthening the abilities of educators to better serve as local resources in their districts and schools. A week-long training was designed as advanced training for educators who already had expertise in this area and/or who had previously attended several WIDA trainings offered by the PED-BMEB over the previous three years. A two-day follow-up training was provided in fall of 2015. In sum, the BMEB via WIDA provided 22 days of professional development training that reached over 300 teachers across the state.

Since there were no WIDA professionally certified trainers based in New Mexico before 2015—and procuring training directly from WIDA’s professional development staff on ELD standards and assessments was often challenging due to scheduling conflicts, travel logistics, and cost—the BMEB took bold action to develop regional expertise within the state. The BMEB invited districts to encourage their staff to submit applications for WIDA professional certification training with the agreement that the BMEB would fully support the cost of training and travel-related expenses for any accepted New Mexico district/school personnel, in exchange for providing professional development to local districts needing support. In addition to the PED-BMEB’s director, three other educators across the state were accepted and attended the training. By the beginning of the 2015–2016 school year, New Mexico boasted four of its own WIDA-certified professional trainers. Together, New Mexico’s WIDA-certified professional trainers provided over 15 days of regional training on ELD standards and differentiation reaching an additional 200 educators across the state.

9. State Bilingual Advisory Council (SBAC). The SBAC is an ad-hoc council in existence for over 40 years which has advised the PED on matters of bilingual education. The council is comprised of education and language experts, educators, and parents from across the state who advocate and work to strengthen and support BMEPs. In 2014–2015, the SBAC collaborated with the PED on the following two important statewide initiatives that support students participating in BMEPs, including ELs.

- **Enhancement of the NMTEACH observation rubric.** The SBAC successfully advocated for the updates to the NMTEACH classroom observation protocol to explicitly address the needs of BMEP students, including those CLD students and ELs. The goal was to create a highly sensitive, culturally relevant tool that focused a language lens on differentiated instruction and effective scaffolding. The SBAC developed the English Learner Crosswalk to provide school leaders with specific guidance on what to look for when evaluating teachers serving ELs, CLD students, and learners in bilingual classroom settings. For more information about the NMTEACH Educator Effectiveness System and to view the NMTEACH Classroom Observation Protocol, visit <http://ped.state.nm.us/ped/NMTeachIndex.html>
- **Advocacy for the New Mexico Language Usage Survey (LUS).** The SBAC successfully lead advocacy for the development of a statewide home language usage survey to improve the identification process of ELs across the state. Over the 2015–2016 school year, SBAC members facilitated discussions on the pressing issues and also

provided feedback on several drafts of the guidance and the forms that were later formally adopted by the state. For more information about the LUS, visit http://ped.state.nm.us/ped/Bilingual_ServingELs.html

To learn more about current SBAC members, visit http://ped.state.nm.us/ped/Bilingual_SBAC.html

These BMEB initiatives have provided unprecedented levels of direct support to educators across the state. These and other professional learning opportunities and on-going efforts are critical in creating sustainable growth and continuous improvement for teaching and learning.

RECOMMENDATIONS

The BMEB’s mission is to serve with effective leadership and provide districts and schools with relevant and timely technical assistance and support necessary for strengthening instructional programming for all students participating in BMEPs, including ELs. Supporting academic achievement and improvement of educational outcomes for all students is the main work of the BMEB through its focus on effective bilingual and multicultural education.

The BMEB strives to serve all students participating in BMEPs, such that all students achieve the determined program goals as outlined by state statute and rule, which are that students: 1) become bilingual and biliterate in English and a second language; and 2) meet all academic content standards and benchmarks in all subject areas. The BMEB continues its commitment to working with districts and schools to ensure that students succeed in the above-stated goals. Based on the data included in this report—and from input from districts, partner organizations, and other bureaus within the PED—the following are some recommendations in five areas for moving the BMEB forward and strengthening bilingual multicultural education for all of New Mexico’ students.

Table 16.	
Recommendations for moving the BMEB forward and strengthening bilingual multicultural education	
INDICATOR	ACTION
Fiscal Monitoring	<ul style="list-style-type: none"> Continue to work with the PED School Budget and Data Quality Bureaus (STARS data) to ensure that the funding generated is based on accurate information reported by districts.
Monitoring Programs for Accountability	<ul style="list-style-type: none"> Continue conducting regular visits to evaluate program quality, district compliance, and program effectiveness. Conduct announced and/or unannounced visits to districts and schools to monitor program implementation (instructional time, class loads, and daily instruction in the home language). Conduct monitoring visits targeting academic rigor in the language other than English and in ELD/ ESL instruction for ELs in BMEPs. Streamline the process of monitoring districts through the online WebEPSS monitoring tool, STARS, and the Operating Budget Management System (OBMS). Continue triangulating data from multiple sources to ensure program and instructional effectiveness.
Professional Development (PD)	<ul style="list-style-type: none"> Continue to offer relevant technical assistance and guidance to district BME and Title III directors via professional learning sessions that promote effective leadership, instruction, and greater consistency and depth of programs. Continue to collaborate with partner organizations to provide ongoing technical assistance and PD training opportunities for district BME and Title III directors, administrators, and teachers.

Student Academic Language Development and Performance	<ul style="list-style-type: none"> Analyze, monitor, and disseminate meaningful demographic and performance data to ensure all students' academic and linguistic needs are addressed through effective instruction and program implementation.
Teacher Effectiveness	<ul style="list-style-type: none"> Encourage the recruitment and support of effective teachers working within the BMEPs and promote language programming as a means for teachers to improve home/heritage language competency for effective classroom instruction in the home/heritage language. Endorse reflective instructional practices and tools—such as the NMTEACH Classroom Rubric—to support rigorous, culturally and linguistically responsive teaching and learning in the BMEPs.

The above list is not exhaustive, and the BMEB will ensure that its work is aligned with current PED initiatives. It is imperative that the academic, cultural, and linguistic needs of all students—including EL and immigrant students—are addressed in a culturally and linguistic responsive manner through rigorous and effective teaching, integrated instructional planning, and strong program management at all levels.

CONCLUSION

The vision of the PED's BMEB is for New Mexico's children to have access to effective, bilingual, multicultural education programs providing culturally and linguistically responsive, rigorous instructional programming that supports all students—including CLD, EL, and immigrant students—to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and experience school success—such that students are prepared beyond the classroom to lead productive, purposeful lives in service to the larger community. In service to its mission and vision, the BMEB supports the PED's initiatives to ensure students receive the maximum benefit of participation in BMEPs. The BMEB strives to deliver PD that addresses the need for culturally and linguistically responsive instructional practices, especially in the context of bilingual and multicultural learning contexts.

In sum, the BMEB will continue to collaborate with local stakeholders and pursue several strategies for building state capacity and regional expertise to ensure that the achievement gaps are being closed for all students, including New Mexico's ELs and CLD students participating in state-funded BMEPs.

REFERENCES

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APPENDICES

Appendix A—English Language Proficiency Data (ACCESS for ELLs®) by District and State Charters for 2015–2016

Appendix B—Woodcock-Muñoz Spanish Language Proficiency Data by Proficiency Level by District, 2015–2016

Appendix C—Language Assessment Scales (LAS) Links Spanish Language Proficiency Data by Proficiency Level District, 2015–2016

Appendix D—LAS Links Spanish Language Proficiency Data by Designation by District, 2015–2016

Appendix E—Individualized Proficiency Test (IPT) Spanish Language Proficiency Data by Proficiency Level District, 2015–2016

Appendix F—IPT Spanish Language Proficiency Data by Designation by District, 2015–2016

Appendix G—Native Language Proficiency Data by District, 2015–2016

Appendix H—Bilingual Multicultural Education Programs by District, School, Grade, Language and Model

Appendix I—Total Operational BMEP Allocations by District and Charter School

Appendix J—Bilingual Multicultural Education Program Models and Instructional Time

Appendix K—Glossary and Acronyms

Appendix A—English Language Proficiency Data (ACCESS for ELLs®) by District and State Charters for 2015–2016

DISTRICTS	English Learner (EL) Proficiency Levels—in Percentages						Number Tested
	% Entering	% Beginning	% Developing	% Expanding	% Bridging	% Reaching	
Alamogordo Public Schools	16	14	26	19	21	4	129
Albuquerque Public Schools	12	15	31	25	14	3	13,603
Animas Public Schools	10		20	40	30		10
Artesia Public Schools	17	17	28	24	12	2	167
Aztec Municipal Schools	15	12	41	27	5		41
Belen Public Schools	12	19	29	25	13	2	295
Bernalillo Public Schools	8	13	34	28	14	4	968
Bloomfield Municipal Schools	12	16	33	25	12	2	311
Carlsbad Municipal Schools	12	16	32	25	13	3	450
Central Consolidated Schools	4	10	34	34	16	2	1,057
Carrizozo Municipal Schools							
Chama Valley Schools	8	15	43	18	16		76
Cimarron Municipal Schools	6		29	35	18	12	17
Clayton Public Schools	7	7	27	40	20		15
Cloudcroft Municipal Schools	*	*	*	*	*	*	6
Clovis Municipal Schools	12	16	31	24	15	3	821
Cobre Consolidated Schools	11	11	39	21	17	2	119
Cuba Independent Schools	3	11	38	33	13	2	187
Deming Public Schools	22	21	30	18	8	1	1,699
Des Moines Municipal Schools	*	*	*	*	*	*	1
Dexter Consolidated Schools	8	26	43	17	6		145
Dora Consolidated Schools	25	17	33	17	8		12
Dulce Independent Schools	14	18	28	28	12		107
Española Public Schools	10	17	35	24	12	1	499
Estancia Municipal Schools	6	10	45	36	3		31
Eunice Municipal Schools	10	20	34	21	13	2	87
Farmington Municipal Schools	8	14	30	29	16	3	1,375
Floyd Municipal Schools	3		19	25	41	12	32
Fort Sumner Municipal Schools	7		27	47	7	13	15
Gadsden Independent Schools	12	17	30	27	13	2	4,326
Gallup-Mckinley County Public	7	13	37	29	12	2	3,143
Grants-Cibola County Schools	4	10	27	33	21	5	475
Hagerman Municipal Schools	8	16	27	31	19		90
Hatch Valley Municipal Schools	11	18	27	28	14	2	522
Hobbs Municipal Schools	11	14	30	28	15	3	1,798
Hondo Valley Public Schools	5	8	41	31	5	10	398
Jal Public Schools	7	27	32	29	5		41

DISTRICTS	English Learner (EL) Proficiency Levels—in Percentages						Number Tested
	% Entering	% Beginning	% Developing	% Expanding	% Bridging	% Reaching	
Jemez Mountain Public Schools	13	23	23	24	14	3	78
Jemez Valley Public Schools	10	10	34	31	15		144
Lake Arthur Municipal Schools	13	31	37	13	6		16
Las Cruces Public Schools	11	15	30	26	15	3	2,690
Las Vegas City Public Schools	15	13	30	28	14		144
Logan Municipal Schools							
Lordsburg Municipal Schools	7		7	33	47	7	15
Los Alamos Public Schools	10	13	19	28	20	10	86
Los Lunas Public Schools	10	15	33	28	13	2	813
Loving Municipal Schools	8	12	23	48	9		66
Lovington Public Schools	15	20	33	21	11	1	803
Magdalena Municipal Schools	6	20	56	18			50
Mesa Vista Consolidated Schools	14		26	33	24	2	84
Mora Independent Schools	4		42	54			26
Moriarty Municipal Schools	7	12	51	16	14		92
Mountainair Public Schools	*	*	*	*	*	*	3
Pecos Independent Schools	7	17	31	26	19		81
Peñasco Independent Schools	7	19	30	33	11		27
Pojoaque Valley Public Schools	5	13	33	27	19	4	348
Portales Municipal Schools	10	15	28	31	12	4	182
Questa Independent Schools	19		29	32	13	7	31
Raton Public Schools	6	20	43	17	11	3	35
Reserve Independent Schools	*	*	*	*	*	*	2
Rio Rancho Public Schools	8	11	23	29	23	6	584
Roswell Independent Schools	10	14	35	25	13	2	950
Ruidoso Municipal Schools	15	17	31	22	13	2	221
Santa Fe Public Schools	12	15	32	26	13	2	2,698
Santa Rosa Schools	7	3	39	26	19	6	31
Silver Consolidated Schools	5	25	19	33	15	3	73
Socorro Consolidated Schools	9	22	29	20	17	3	59
T or C Municipal Schools	10	22	33	26	7	2	95
Taos Municipal Schools	10	13	29	30	13	5	195
Tatum Municipal Schools	12	25	38	6	19		16
Texico Municipal Schools	18	16	20	20	22	4	45
Tucumcari Public Schools	5		19	32	32	12	41
Tularosa Municipal Schools	13		25	31	31		16
Vaughn Municipal Schools	*	*	*	*	*	*	2
Wagon Mound Public Schools	11	16	42	21	10		19
West Las Vegas Public Schools	8	9	30	38	13	2	228

DISTRICTS	English Learner (EL) Proficiency Levels—in Percentages						Number Tested
	% Entering	% Beginning	% Developing	% Expanding	% Bridging	% Reaching	
Zuni Public Schools	4	11	28	35	21	1	467
STATE CHARTER SCHOOLS							
Academy of Trades and Technology	*	*	*	*	*	*	2
ACE Leadership HS							
Albuquerque Sign Language Academy	10		70	20			10
Albuquerque School of Excellence	7	13	33	20	20	7	15
Alma d'Arte Charter HS	*	*	*	*	*	*	1
Amy Biehl High School	*	*	*	*	*	*	8
Anthony Charter	4	20	32	16	24	4	25
Attitude Skills	*	*	*	*	*	*	4
Cesar Chavez Community School	8	20	33	31	5	3	39
Cien Aguas International	13	6	19	36	22	4	83
Coral Community Charter School	11	33	44	6	6		18
Cottonwood Classic Prep School	*	*	*	*	*	*	3
Creative Education	*	*	*	*	*	*	8
Dream Diné	21	21	32	21	5		19
Dzil Dit'ooi School	31	15	31	15	8		13
East Mountain HS							
Estancia Valley Classical Academy	*	*	*	*	*	*	2
Explore Academy	*	*	*	*	*	*	2
Gilbert Sena Charter High School	25			33	33	8	12
Health Leadership HS	8	13	20	23	33	3	39
Horizon Academy West	7	7	27	47	13		15
International School	8	15	23	23	31		13
J Paul Taylor Academy	*	*	*	*	*	*	3
Juvenile Justice							
La Academia Dolores Huerta	12		55	24	9		33
La Jicarita Community	*	*	*	*	*	*	7
La Promesa Early Learning	8	12	30	31	14	5	238
La Resolana Leader	11	22	33	33			18
La Tierra Montessori	18	9	32	32	9		22
Las Montañas Charter		10	40	40	10		10
McCurdy Charter School	2	12	43	32	7	4	56
Media Arts Collaboration							
Mission Achievement and Success	3	3	24	43	28		101
New Mexico Connections	22		26	17	26	9	23
New Mexico International	*	*	*	*	*	*	3

	EL Proficiency Levels—in Percentages						Number
	% ENTERING	% BEGINNING	% DEVELOPING	% EXPANDING	% BRIDGING	% REACHING	TESTED
STATE CHARTER SCHOOLS							
North Valley Academy	8	8	42	17	25		12
Red River Valley Charter School	15		10	45	25	5	20
Sage Montessori Charter School	5	11	42	42			20
Sandoval Academy	*	*	*	*	*	*	3
School of Dreams Academy	9		21	25	27	18	44
South Valley Prep	5	20	44	26	5		39
Taos International School	28	14	34	24			29
Technology Leaders	5		50	35	5	5	20
The ASK Academy							
The Great Academy	*	*	*	*	*	*	7
The International School at Mesa Del Sol							
The MASTERS Program	9	9	18	46	18		11
The New America School—Las Cruces							
The New America School	6	20	29	31	14		137
Tierra Adentro New	5		29	34	16	16	38
Tierra Encantada	2	15	26	46	11		54
Turquoise Trail Charter School	11	11	24	33	12	10	102
Uplift Community	3	25	40	20	10	2	40
Walatowa Charter High School	6		12	30	53		17
William W & Josephine Dorn Charter School	*	*	*	*	*	*	7
STATE SUPPORTED SCHOOLS							
Juvenile Justice	*	*	*	*	*	*	6
NM School for the Deaf	*	*	*	*	*	*	1

SOURCE: 2016 WIDA ACCESS for ELLs© student assessment data.

Note: * Percentages for districts with fewer than 10 students tested are not reported per FERPA regulations; in some instances, where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

Appendix B—Woodcock Muñoz Spanish Language Proficiency Data by District, 2015–2016

NEW MEXICO PUBLIC EDUCATION DEPARTMENT						
Bilingual Multicultural Education Bureau						
Spanish Language Proficiency Data 2015–2016						
DISTRICTS	WOODCOCK-MUÑOZ PROFICIENCIES—IN PERCENTAGES					NUMBER
	% Negligible	% Very Limited	% Limited	% Fluent	% Advanced	Total Students Tested
Artesia	46	17	17	14	6	437
Bloomfield	43	29		28		367
Cuba	92	8 *				171
Deming	18	13	41	26	2	1,231
Dexter	22	11	26	33	8	298
Eunice	13 *		33	27	27	75
Farmington (Animas)	25 *		31	31	13	45
Floyd	17 *		40	43 *		35
Gadsden	3	8	34	36	19	478
Hagerman	25	19	36	20 *		75
Hatch	3 *		23	56	18	350
Las Vegas City	31	20	14	9	26	1,041
Loving	36	22	26	7	9	140
Mesa Vista	31	39	23	7 *		241
Mora	21	79 *				283
Moriarty	67	26	7 *			117
Pecos	64	21	8	7 *		479
Peñasco	19	25	39	17 *		132
Pojoaque	77 *		23 *			1,131
Questa	66	22	9	3 *		288
Taos	15	24	26	24	11	796
Truth or Consequences	44	34	7	12	3	261
CHARTER SCHOOLS						
Cariños	47	26	27			99
Nuestros Valores (APS)	25	33	17	17	8	12
Taos International	9	57	15	14	5	111
Tierra Adentro	70	5	9	8	8	207
TOTAL PROFICIENCIES —% AND TOTAL NUMBERS						
Negligible					37%	3,262
Very Limited					17%	1,517
Limited					22%	2,003
Fluent					16%	1,442
Advanced					8%	676
TOTAL NUMBER OF STUDENTS TESTED						8,900

SOURCE: 2015–2016 Spanish language proficiency data as reported by districts

Note: *Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

Appendix C—LAS Links Spanish Language Proficiency Data by Proficiency Level by District, 2015-2016

NEW MEXICO PUBLIC EDUCATION DEPARTMENT						
Bilingual Multicultural Education Bureau						
Spanish Language Proficiency Data 2015–2016						
DISTRICTS	LAS LINKS ESPAÑOL PROFICIENCIES—IN PERCENTAGES					NUMBER
	% Beginning	% Early Intermediate	% Intermediate	% Proficient	% Above Proficient	Total Students Tested
Albuquerque	48	12	21	17	2	6,072
Belen	23	27	17	20	13	193
Carlsbad	18	6	13	39	25	296
Chama	92	5	3 *			454
Clovis	21	21	18	30	11	387
Cobré Consolidated	97	1	2 *			717
Grants	30	20	7	7	6	239
Hobbs	18	31	28	20	3	502
Los Lunas	20	14	18	34	14	292
Roswell	49	16	15	16	4	824
Ruidoso	14	14	18	41	14	278
Tucumcari	25	60	7	2	7	57
West Las Vegas	95	2	1	1 *		1,264
CHARTER SCHOOLS						
La Promesa	33	17	17	23	10	333
Tierra Encantada	29	13	14	16	28	263
TOTAL PROFICIENCIES —% AND TOTAL NUMBERS						
Beginning					52%	6,370
Early Intermediate					12%	1,445
Intermediate					16%	1,953
Proficient					16%	1,919
Above Proficient					4%	484
TOTAL NUMBER OF STUDENTS TESTED						12,171

SOURCE: 2015–2016 Spanish language proficiency data as reported by districts

Note: *Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT				
Bilingual Multicultural Education Bureau				
Spanish Language Proficiency Data 2015–2016				
DISTRICTS	LANGUAGE ASSESSMENT SCALES (LAS)—IN PERCENTAGES			NUMBER
	% Beginning	% Intermediate	% Proficient	Total Students Tested
Portales	27	50	23	162
Silver City	100			88
Wagon Mound	91	9*		58
TOTAL PROFICIENCIES —% AND TOTAL NUMBERS				
Beginning			60%	184
Intermediate			27%	85
Proficient			13%	39
TOTAL OF STUDENTS TESTED				308

SOURCE: 2015–2016 Spanish language proficiency data as reported by districts

Note: *Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

Appendix E—IPT Spanish Language Proficiency Data by Proficiency Level District, 2015-2016

NEW MEXICO PUBLIC EDUCATION DEPARTMENT						
Bilingual Multicultural Education Bureau						
Spanish Language Proficiency Data 2015–2016						
DISTRICTS	INDIVIDUALIZED PROFICIENCY TESTS—IN PERCENTAGES					NUMBER
	% Beginning	% Early Intermediate	% Intermediate	% Early Advanced	% Advanced	Total Students Tested
Jemez Mountain	68	27	5 *			59
Las Cruces	9	42	25	10	14	4,970
Raton	29	43	28 *			14
Rio Rancho	63	12	6	8	11	1,358
Santa Rosa	90	6	2	2 *		300
Socorro**						
Vaughn**						
CHARTER SCHOOLS						
Corrales International (APS)	9	25	40	20	6	238
El Camino Real (APS)	36	13	23	19	9	83
Cien Aguas	2	7	15	21	55	317
La Tierra Montessori	31	19	31	6	13	16
Monte del Sol	38	22	18	22 *		108
Turquoise Trail	43	16	6	8	27	110
TOTAL PROFICIENCIES —% AND TOTAL NUMBERS						
Beginning					23%	1,756
Early Intermediate					32%	2,443
Intermediate					20%	1,531
Early Advanced					10%	726
Advanced					15%	1,117
TOTAL NUMBER OF STUDENTS TESTED						7,573

SOURCE: 2015–2016 Spanish language proficiency data as reported by districts

Note: *Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

**Incomplete and/or late data submission

Appendix F— IPT Spanish Language Proficiency Data by Designation by District, 2015-2016

NEW MEXICO PUBLIC EDUCATION DEPARTMENT				
Bilingual Multicultural Education Bureau				
Spanish Language Proficiency Data 2015–2016				
DISTRICTS	INDIVIDUALIZED PROFICIENCY TEST (IPT)—IN PERCENTAGES			NUMBER
	% Beginning	% Intermediate	% Proficient	Total Students Tested
Española	54	37	9	1,904
Lovington	39 *		61	408
Santa Fe	3	69	28	1,892
CHARTER SCHOOLS				
La Academia Dolores Huerta	20	72	8	162
TOTAL PROFICIENCIES —% AND TOTAL NUMBERS				
Beginning			26	1,112
Intermediate			52	2,280
Proficient			22	974
TOTAL NUMBER OF STUDENTS TESTED				4,366

SOURCE: 2015–2016 Spanish language proficiency data as reported by districts

Note: *Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.

Appendix G—Native Language Proficiency Data by District, 2015–2016

NEW MEXICO PUBLIC EDUCATION DEPARTMENT																								
Bilingual Multicultural Education Bureau																								
Native American Proficiency Data 2015–2016—in Percentages																								
DISTRICTS	ORAL DINÉ				JICARILLA APACHE				ZUNI				TEWA				KERES				TOWA			
	Novice %	Early Intermediate %	Intermediate %	Total Number	Novice %	Early Intermediate %	Intermediate %	Total Number	Novice %	Early Intermediate %	Intermediate %	Total Number	Novice %	Early Intermediate %	Intermediate %	Total Number	Novice %	Early Intermediate %	Intermediate %	Total Number	Novice %	Early Intermediate %	Intermediate %	Total Number
Bernalillo																	46	32	22	142				
Bloomfield	62	33	5	200																				
Central	62	32	5	252																				
Cuba	39	61		209																				
DEAP	100 *			22																				
Dream Diné Charter	100 *			29																				
Dulce					84	16		389																
Española**																								
Farmington	92	4	4	1,002																				
Gallup	72	27	1	2,921																				
Jemez Mountain	38	36	26	69																				
Jemez Valley																					78	22 *		18
Magdalena	68	32 *		57																				
Zuni									8	33	59	982												
Totals				4,761				389				982											142	18
TOTAL PROFICIENCIES —TOTAL NUMBERS DINÉ, APACHE, ZUNI												TOTAL PROFICIENCIES —TOTAL NUMBERS KERES, TOWA												
Novice					3,991				Novice					63										
Early Intermediate					1,557				Early Intermediate					25										
Intermediate					724				Intermediate					12										
TOTAL NUMBER OF STUDENTS TESTED																						6,292		

SOURCE: 2015–2016 Spanish language proficiency data as reported by districts
 Note: *Where the number of students in individual cells was too small to report, cells were merged to further comply with FERPA.
 **No data submitted

Appendix H—Bilingual Multicultural Education Programs by District, School, Grade, Language and Model³

DISTRICT NAME / School Name	Grade	Language	PROGRAM MODEL				
			DL	M	H	E	T
ALBUQUERQUE			44	45	2	48	3
Adobe Acres Elementary School	K–5th	Spanish	1	1		1	
Alameda Elementary School	K–5th	Spanish		1		1	
Alamosa Elementary School	K–5th	Spanish	1				
Albuquerque High School	9th–12th	Spanish	1	1		1	
Alvarado Elementary School	K–5th	Spanish	1			1	
Armijo Elementary School	PreK–5th	Spanish	1	1		1	
Atrisco Elementary School	K–5th	Spanish		1		1	
Atrisco Heritage High School	9th–12th	Spanish	1	1		1	
Barcelona Elementary School	K–5th	Spanish	1	1		1	
Carlos Rey Elementary School	K–5th	Spanish	1	1		1	
Chaparral Elementary School	K–5th	Spanish		1		1	
Christine Duncan Heritage Academy Charter School	K–8th	Spanish	1				
Cochiti Elementary School	PreK–5th	Spanish		1		1	
Coronado Elementary School	K–5th	Spanish	1			1	
Corrales International School	K–12	Spanish	1			1	1
Del Norte High School	9th–12th	Spanish		1		1	
Dolores Gonzales Elementary School	PreK–5th	Spanish	1				
Duran Elementary School	K–6th	Spanish	1			1	
East San Jose Elementary School	PreK–5th	Spanish	1	1		1	
Edward Gonzales Elementary School	3rd–5th	Spanish	1			1	
El Camino Real Charter	K–12	Spanish					1
Emerson Elementary School	PreK–5th	Spanish	1	1			
Ernie Pyle Middle School	6th–8th	Spanish	1	1		1	
George I. Sanchez Charter	K–6th	Spanish	1				
Eugene Field Elementary School	PreK–5th	Spanish	1	1		1	
Harrison Middle School	6th–8th	Spanish	1			1	
Hawthorne Elementary School	K–5th	Spanish	1			1	
Hayes Middle School	6th–8th	Spanish	1	1		1	
Helen Cordero Primary School	PreK–2nd	Spanish	1	1			
Highland High School	9th–12th	Spanish		1		1	
Jefferson Middle School	6th–8th	Spanish		1		1	
Jimmy Carter Middle School	6th–8th	Spanish		1		1	
John Adams Middle School	6th–8th	Spanish	1	1		1	

³ The BMEP models listed as abbreviations in this chart: **DL** is Dual Language Immersion; **M** is Maintenance; **H** is Heritage; **E** is Enrichment; and **T** is Transitional

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
ALBUQUERQUE (CONT)							
Kit Carson Elementary School	K–5th	Spanish	1				
La Luz Elementary School	K–5th	Spanish		1		1	
La Mesa Elementary School	K–5th	Spanish	1	1		1	
Lavaland Elementary School	PreK–5th	Spanish		1		1	
Lew Wallace Elementary School	K–5th	Spanish		1		1	
Longfellow Elementary School	K–5th	Spanish	1	1		1	
Los Padillas Elementary School	K–5th	Spanish		1		1	
Los Ranchos Elementary School	PreK–5th	Spanish		1		1	
Lowell Elementary School	K–5th	Spanish	1				
Manzano High School	9th–12th	Spanish		1		1	
Mark Twain Elementary School	K–5th	Spanish		1		1	
Mary Ann Binford Elementary School	K–5th	Spanish		1		1	
Monte Vista Elementary School	K–5th	Spanish		1		1	
Montezuma Elementary School	K–5th	Spanish	1				
Mountain View Elementary School	K–5th	Spanish	1	1		1	
Navajo Elementary School	K–5th	Spanish	1	1		1	
Native American Community Academy	6th–12th	Zuni, Tiwa, Navajo			1		
Nuestros Valores Charter School	9th–12th	Spanish					1
Painted Sky Elementary School	K–5th	Spanish	1				
Pajarito Elementary School	PreK–6th	Spanish	1			1	
Polk Middle School	6th–8th	Spanish		1			
Reginald Chavez Elementary School	K–5th	Spanish	1	1		1	
Rio Grande High School	9th–12th	Spanish		1		1	
Robert F. Kennedy Charter	9th–12th	Spanish		1			
Rudolfo Anaya Elementary School	K–5th	Spanish	1				
South Valley Academy	6th–7th, 9th–12th	Spanish			1		
Susie Rayos Marmon Elementary School	K–5th	Spanish	1				
Truman Middle School	6th–8th	Spanish	1				
Valle Vista Elementary School	K–5th	Spanish	1				
Valley High School	9th–12th	Spanish	1	1		1	
Van Buren Middle School	6th–8th	Spanish		1		1	
Washington Middle School	6th–8th	Spanish	1	1		1	
West Mesa High School	9th–12th	Spanish		1		1	
Wherry Elementary School	PreK–5th	Spanish	1	1			
Whittier Elementary School	K–5th	Spanish	1				
Wilson Middle School	6th–8th	Spanish	1	1		1	
Zia Elementary School	K–5th	Spanish	1	1		1	

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
ARTESIA			0	0	0	5	9
Artesia High School	10th–12th	Spanish					1
Artesia Park Junior High School	8th–9th	Spanish					1
Artesia Intermediate School	6th–7th	Spanish					1
Central Elementary School	1st–5th	Spanish				1	1
Grand Heights Early Childhood Center	K	Spanish					1
Hermosa Elementary School	1st–5th	Spanish				1	1
Roselawn Elementary School	1st–5th	Spanish				1	1
Yeso Elementary School	1st–5th	Spanish				1	1
Yucca Elementary School	1st–5th	Spanish				1	1
BELEN			0	3	0	0	6
Belen High School	9th–12th	Spanish					1
Belen Middle School	7th–8th	Spanish					1
Central Elementary School	4th–6th	Spanish					1
Dennis Chavez Elementary School	PreK–6th	Spanish					1
Gil Sanchez Elementary School	PreK–6th	Spanish					1
Jaramillo Elementary School	PreK–3rd	Spanish					1
La Merced Elementary School	PreK–6th	Spanish		1			
La Promesa Elementary School	PreK–6th	Spanish		1			
Rio Grande Elementary School	PreK–6th	Spanish		1			
BERNALILLO			3	4	10	1	0
Algodones Elementary School	PreK–5th	Keres			1		
Bernalillo Elementary School	3rd–5th	Spanish	1	1	1		
Bernalillo High School	9th–12th	Spanish		1	1	1	
Bernalillo Middle School	6th–8th	Spanish	1	1	1		
Cochiti Elementary School	1st–5th	Keres			1		
Cochiti Middle School	6th–8th	Keres			1		
Placitas Elementary School	K–5th	Spanish			1		
Santo Domingo Elementary School	K–5th	Keres			1		
Santo Domingo Middle School	6th–8th	Keres			1		
W. D. Carroll Elementary School	PreK–2nd	Spanish, Keres	1	1	1		
BLOOMFIELD			0	1	5	6	0
Blanco Elementary School	PreK–6th	Spanish		1		1	
Bloomfield Early Childhood Center	PreK–K	Spanish			1	1	
Bloomfield High School	9th–12th	Spanish, Navajo			1	1	
Central Primary School	1st–3rd	Spanish, Navajo			1	1	
Mesa Alta Junior High School	7th–8th	Spanish, Navajo			1	1	
Naaba Ani Elementary School	4th–6th	Spanish, Navajo			1	1	

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
CARLSBAD			0	0	0	0	13
Carlsbad High School	9th–12th	Spanish					1
Carlsbad Intermediate School	6th–8th	Spanish					1
Carlsbad Sixth Grade Academy at Alta Vista Middle School	6th	Spanish					1
Craft Elementary School	1st–5th	Spanish					1
Early Childhood Education Center	PreK–K	Spanish					1
Hillcrest Elementary	1st–5th	Spanish					1
Jefferson Montessori	K–8th	Spanish					1
Joe Stanley Smith Elementary School	1st–5th	Spanish					1
Monterrey Elementary School	1st–5th	Spanish					1
Pate Elementary School	1st–5th	Spanish					1
Puckett Elementary School	1st–5th	Spanish					1
Riverside Elementary School	1st–5th	Spanish					1
Sunset Elementary School	1st–5th	Spanish					1
CENTRAL			0	3	15	9	0
Career Prep High School	9th–12th	Navajo			1	1	
Kirtland Central High School	9th–12th	Spanish, Navajo		1	1	1	
Eva B. Stokely Elementary School	4th–6th	Navajo			1	1	
Judy Nelson Elementary School	K–5th	Navajo			1	1	
Kirtland Elementary School	1st–6th	Spanish, Navajo		1	1	1	
Kirtland Middle School	7th–8th	Navajo			1	1	
Mesa Elementary School	4th–6th	Spanish, Navajo		1	1	1	
Naschitti Elementary School	K–6th	Navajo			1	1	
Newcomb Elementary School	K–5th	Navajo			1		
Newcomb High School	9th–12th	Navajo			1		
Newcomb Middle School	6th–8th	Navajo			1		
Nizhoni Elementary School	K–3rd	Navajo			1		
Ojo Amarillo Elementary School	K–6th	Navajo			1		
Shiprock High School	9th–12th	Navajo			1	1	
Tse' Bit' Ai Middle School	7th–8th	Navajo			1		
CHAMA			0	0	4	4	0
Chama Elementary School	K–6th	Spanish			1	1	
Chama Middle School	6th–8th	Spanish			1	1	
Escalante Middle/High School	7th–12th	Spanish			1	1	
Tierra Amarilla Elementary School	K–6th	Spanish			1	1	
CLOVIS			2	3	0	0	0
Clovis High School	10th–12th	Spanish		1			
Clovis High School Freshman Academy	9th	Spanish		1			
La Casita Elementary School	K–5th	Spanish	1				

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
CLOVIS (CONT)							
Lockwood Elementary School	K–6th	Spanish	1				
Marshall Middle School	6th–8th	Spanish		1			
COBRE			0	0	6	6	0
Bayard Elementary School	K–6th	Spanish			1	1	
Central Elementary School	PreK–6th	Spanish			1	1	
Cobre High School	9th–12th	Spanish			1	1	
Hurley Elementary School	K–6th	Spanish			1	1	
San Lorenzo Elementary School	K–6th	Spanish			1	1	
Snell Middle School	7th–8th	Spanish			1	1	
CUBA			0	0	3	3	0
Cuba Elementary School	K–5th	Spanish, Navajo			1	1	
Cuba High School	9th–12th	Spanish, Navajo			1	1	
Cuba Middle School	7th–8th	Spanish, Navajo			1	1	
DEMING			7	0	0	1	0
Bataan Elementary School	K–5th	Spanish	1				
Bell Elementary School	K–5th	Spanish	1				
Columbus Elementary School	K–6th	Spanish	1				
Deming High School	9th–12th	Spanish	1				
Deming Intermediate School	6th	Spanish	1				
Memorial Elementary School	K–5th	Spanish				1	
Red Mountain Middle School	7th–8th	Spanish	1				
Ruben S. Torres Elementary School	K–5th	Spanish	1				
DEXTER			1	2	0	2	0
Dexter Elementary School	PreK–5th	Spanish	1				
Dexter High School	9th–12th	Spanish		1		1	
Dexter Middle School	6th–8th	Spanish		1		1	
DULCE			0	1	0	0	0
Dulce Elementary School	PreK–5th	Jicarilla		1			
ESPAÑOLA			1	0	13	6	0
Abiquiu Elementary School	K–6th	Spanish			1		
Alcalde Elementary School	K–6th	Spanish			1		
Carinos de Los Ninos Charter School	PreK–6th	Spanish	1				
Carlos Vigil Middle School	7th–8th	Spanish, Tewa			1	1	
Chimayo Elementary School	K–6th	Spanish			1		
Dixon Elementary School	K–6th	Spanish			1		
Española Valley High School	9th–12th	Spanish, Tewa			1	1	
Eutimio Tim Salazar III Elementary School	K–6th	Spanish			1		
Hernandez Elementary School	K–6th	Spanish			1		

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
ESPAÑOLA (CONT)							
James Rodriguez Elementary School	1st–6th	Spanish			1	1	
Los Niños Kindergarten	PreK–K	Spanish			1	1	
San Juan Elementary School	K–6th	Spanish, Tewa			1	1	
Tony E. Quintana Elementary School	K–6th	Spanish			1	1	
Velarde Elementary School	K–6th	Spanish			1		
EUNICE			0	0	0	0	3
Caton Middle School	6th–8th	Spanish					1
Eunice High School	9th–12th	Spanish					1
Mettie Jordan Elementary School	PreK–5th	Spanish					1
FARMINGTON			0	0	15	15	0
Animas Elementary School	K–5th	Spanish, Navajo			1	1	
Apache Elementary School	K–5th	Spanish, Navajo			1	1	
Bluffview Elementary School	K–5th	Spanish, Navajo			1	1	
Esperanza Elementary School	K–5th	Spanish, Navajo			1	1	
Farmington High School	9th–12th	Spanish, Navajo			1	1	
Heights Middle School	6th–8th	Spanish, Navajo			1	1	
Hermosa Middle School	6th–8th	Spanish, Navajo			1	1	
Ladera del Norte Elementary School	K–5th	Spanish, Navajo			1	1	
McCormick Elementary School	K–5th	Spanish, Navajo			1	1	
McKinley Elementary School	K–5th	Spanish, Navajo			1	1	
Mesa Verde Elementary School	K–5th	Spanish, Navajo			1	1	
Mesa View Middle School	6th–8th	Spanish, Navajo			1	1	
Northeast Elementary School	K–5th	Spanish, Navajo			1	1	
Piedra Vista High School	9th–12th	Spanish, Navajo			1	1	
Tibbetts Middle School	6th–8th	Spanish, Navajo			1	1	
FLOYD			0	3	0	0	0
Floyd Elementary School	PreK–4th	Spanish		1			
Floyd Middle School	5th–8th	Spanish		1			
Floyd High School	9th–12th	Spanish		1			
GADSDEN			7	0	0	0	15
Anthony Elementary School	PreK–6th	Spanish					1
Berino Elementary School	PreK–6th	Spanish	1				
Chaparral Elementary School	PreK–6th	Spanish	1				
Chaparral High School	9th–12th	Spanish					1
Chaparral Middle School	7th–8th	Spanish					1
Desert Trail Elementary School	PreK–6th	Spanish	1				
Desert View Elementary School	PreK–6th	Spanish					1
Gadsden Elementary School	PreK–6th	Spanish					1

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
GADSDEN (CONT)							
Gadsden High School	9th–12th	Spanish					1
Gadsden Middle School	7th–8th	Spanish					1
La Union Elementary School	PreK–6th	Spanish					1
Loma Linda Elementary School	PreK–6th	Spanish					1
Mesquite Elementary School	K–6th	Spanish	1				
North Valley Elementary School	PreK–6th	Spanish	1				
Riverside Elementary School	PreK–6th	Spanish	1				
Santa Teresa Elementary School	PreK–6th	Spanish					1
Santa Teresa High School	9th–12th	Spanish					1
Santa Teresa Middle School	7th–8th	Spanish					1
Sunland Park Elementary School	PreK–6th	Spanish					1
Sunrise Elementary School	PreK–6th	Spanish					1
Vado Elementary School	PreK–6th	Spanish	1				1
GALLUP			0	0	35	0	0
Chee Dodge Elementary School	K–5th	Navajo			1		
Chief Manuelito Middle School	6th–8th	Navajo			1		
Church Rock Elementary School	PreK–5th	Navajo			1		
Crownpoint Elementary School	K–5th	Navajo			1		
Crownpoint High School	9th–12th	Navajo			1		
Crownpoint Middle School	6th–8th	Navajo			1		
David Skeet Elementary School	PreK–5th	Navajo			1		
Gallup High School	9th–12th	Navajo			1		
Gallup Middle School	7th–8th	Navajo			1		
Indian Hills Elementary School	PreK–5th	Navajo			1		
Jefferson Elementary School	PreK–5th	Navajo			1		
John F. Kennedy Middle School	6th–8th	Navajo			1		
Juan de Onate Elementary School	PreK–5th	Navajo			1		
Lincoln Elementary School	PreK–5th	Navajo			1		
Hiroshi Miyamura High School	9th–12th	Navajo			1		
Navajo Elementary School	PreK–5th	Navajo			1		
Navajo Middle School	6th–8th	Navajo			1		
Navajo Pine High School	9th–12th	Navajo			1		
Ramah Elementary School	PreK–5th	Navajo			1		
Ramah High School	9th–12th	Navajo			1		
Red Rock Elementary School	PreK–5th	Navajo			1		
Rocky View Elementary School	PreK–5th	Navajo			1		
Roosevelt Elementary School	K–5th	Navajo			1		
Stagecoach Elementary School	PreK–5th	Navajo			1		

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
GALLUP (CONT)							
Thoreau Elementary School	PreK–5th	Navajo			1		
Thoreau High School	9th–12th	Navajo			1		
Thoreau Middle School	6th–8th	Navajo			1		
Tohatchi Elementary School	PreK–5th	Navajo			1		
Tohatchi High School	9th–12th	Navajo			1		
Tohatchi Middle School	6th–8th	Navajo			1		
Tohatchi High School	9th–12th	Navajo			1		
Tse Gai High School	9th–12th	Navajo			1		
Turpen Elementary School	PreK–5th	Navajo			1		
Twin Lakes Elementary School	PreK–5th	Navajo			1		
Washington Elementary School	PreK–5th	Navajo			1		
GRANTS			0	0	3	0	1
Mesa View Elementary School	PreK–6th	Spanish			1		
Milan Elementary School	PreK–6th	Spanish			1		1
Mt. Taylor Elementary School	PreK–6th	Spanish			1		
HAGERMAN			0	0	0	0	3
Hagerman Elementary School	PreK–5th	Spanish					1
Hagerman High School	9th–12th	Spanish					1
Hagerman Middle School	6th–8th	Spanish					1
HATCH			0	0	0	1	5
Garfield Elementary School	K–5th	Spanish					1
Hatch Valley Elementary School	PreK–2nd	Spanish					1
Hatch Valley High School	9th–12th	spanish				1	1
Hatch Valley Middle School	7th–8th	Spanish					1
Rio Grande Elementary School	3rd–5th	Spanish					1
HOBBS			0	0	0	0	16
Booker T. Washington Elementary School	PreK–K	Spanish					1
Broadmoor Elementary School	K–5th	Spanish					1
College Lane Elementary School	K–5th	Spanish					1
Coronado Elementary School	K–5th	Spanish					1
Edison Elementary School	K–5th	Spanish					1
Heizer Middle School	6th–8th	Spanish					1
Highland Middle School	6th–8th	Spanish					1
Hobbs Freshman High School	9th	Spanish					1
Hobbs High School	10th–12th	Spanish					1
Houston Middle School	6th–8th	Spanish					1
Jefferson Elementary School	K–5th	Spanish					1
Mills Elementary School	K–5th	Spanish					1

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
HOBBS (CONT)							
Sanger Elementary School	K–5th	Spanish					1
Southern Heights Elementary School	PreK–5th	Spanish					1
Taylor Elementary School	K–5th	Spanish					1
Will Rogers Elementary School	K–5th	Spanish					1
JEMEZ MOUNTAIN			0	0	4	4	0
Coronado High School	9th–12th	Spanish			1	1	
Coronado Middle School	7th–8th	Spanish			1	1	
Gallina Elementary School	K–5th	Spanish			1	1	
Lybrook Elementary/Middle School	K–8th	Spanish, Navajo			1	1	
JEMEZ VALLEY			1	0	1	1	0
San Diego Riverside Charter School	K–8th	Towa	1		1	1	
LAS CRUCES			26	12	0	0	0
Alameda Elementary School	K–5th	Spanish	1				
Booker T. Washington Elementary School	K–5th	Spanish	1				
Camino Real Middle School	6th–8th	Spanish	1				
Centennial High School	9th–12th	Spanish	1	1			
Central Elementary School	K–5th	Spanish	1				
Cesar Chavez Elementary School	K–2nd	Spanish	1				
Columbia Elementary School	K–5th	Spanish	1				
Conlee Elementary School	K–5th	Spanish	1				
Desert Hills Elementary School	K–5th	Spanish	1				
Doña Ana Elementary School	K–5th	Spanish	1				
East Picacho Elementary School	K–5th	Spanish	1				
Fairacres Elementary School	K–5th	Spanish	1				
Hermosa Heights Elementary School	K–5th	Spanish	1				
Highland Elementary School	K–5th	Spanish	1	1			
Hillrise Elementary School	K–5th	Spanish		1			
Jornada Elementary School	K–5th	Spanish	1				
Las Cruces High School	9th–12th	Spanish		1			
Loma Heights Elementary School	K–5th	Spanish	1				
Lynn Middle School	6th–8th	Spanish		1			
Mac Arthur Elementary School	K–5th	Spanish	1				
Mayfield High School	9th–12th	Spanish		1			
Mesa Middle School	6th–8th	Spanish	1	1			
Mesilla Elementary School	K–5th	Spanish		1			
Mesilla Park Elementary School	K–5th	Spanish	1				
Monte Vista Elementary School	PreK–5th	Spanish		1			
Oñate High School	9th–12th	Spanish		1			

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
LAS CRUCES (CONT)							
Picacho Middle School	6th–8th	Spanish	1				
Sierra Middle School	6th–8th	Spanish	1				
Sonoma Elementary School	K–5th	Spanish	1				
Sunrise Elementary School	3rd–5th	Spanish	1				
Tombaugh Elementary School	K–5th	Spanish	1				
University Hills Elementary School	K–5th	Spanish	1				
Valley View Elementary School	K–5th	Spanish	1				
Vista Middle School	6th–8th	Spanish		1			
Zia Middle School	6th–8th	Spanish		1			
LAS VEGAS CITY			3	0	7	0	0
Early Childhood Center	K	Spanish			1		
Legion Park Elementary School	1st–5th	Spanish			1		
Los Niños Elementary School	PreK–5th	Spanish	1				
Memorial Middle School	6th–8th	Spanish			1		
Mike Mateo Serna Elementary School	K–5th	Spanish	1		1		
Paul Henry Elementary School	1st–5th	Spanish	1		1		
Robertson High School	9th–12th	Spanish			1		
Sierra Vista Elementary School	1st–5th	Spanish			1		
LOS LUNAS			2	2	0	0	1
Ann Parish Elementary School	K–6th	Spanish	1				
Desert View Elementary School	K–6th	Spanish					1
Los Lunas High School	9th–12th	Spanish		1			
Tomé Elementary School	K–6th	Spanish	1				
Valencia Middle School	7th–8th	Spanish		1			
LOVING			0	3	0	2	0
Loving Elementary School	K–5th	Spanish		1			
Loving High School	9th–12th	Spanish		1		1	
Loving Middle School	6th–8th	Spanish		1		1	
LOVINGTON			5	0	0	1	4
Ben Alexander Elementary School	PreK–6th	Spanish	1				
Jefferson Elementary School	PreK–6th	Spanish	1				
Lea Elementary School	PreK–6th	Spanish	1				
Llano Elementary School	PreK–6th	Spanish	1				
Sixth Grade Academy	6th	Spanish					1
Lovington Freshman Academy	9th	Spanish					1
Lovington High School	10th–12th	Spanish				1	1
Taylor Middle School	7th–8th	Spanish					1
Yarbro Elementary School	K–6th	Spanish	1				

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
MAGDALENA			0	0	2	0	0
Magdalena Elementary School	PreK–5th	Navajo			1		
Magdalena Middle School	6th–8th	Navajo			1		
MESA VISTA			0	0	4	0	0
El Rito Elementary School	K–6th	Spanish			1		
Mesa Vista High School	9th–12th	Spanish			1		
Mesa Vista Middle School	7th–8th	Spanish			1		
Ojo Caliente Elementary School	K–6th	Spanish			1		
MORA			0	0	3	0	0
Holman Elementary School	PreK–K	Spanish			1		
Lazaro Larry Garcia Middle School	6th–8th	Spanish			1		
Mora Elementary School	K–5th	Spanish			1		
MORIARTY			0	0	0	1	0
Moriarty High School	9th–12th	Spanish				1	
PECOS			0	0	3	0	0
Pecos Elementary School	PreK–5th	Spanish			1		
Pecos High School	9th–12th	Spanish			1		
Pecos Middle School	6th–8th	Spanish			1		
PEÑASCO			0	0	3	0	0
Peñasco Elementary School	PreK–6th	Spanish			1		
Peñasco High School	9th–12th	Spanish			1		
Peñasco Middle School	7th–8th	Spanish			1		
POJOAQUE			0	0	5	5	0
Pablo Roybal Elementary School	PreK–3rd	Spanish, Tewa			1	1	
Pojoaque High School	9th–12th	Spanish, Tewa			1	1	
Pojoaque Intermediate School	4th–5th	Spanish, Tewa			1	1	
Pojoaque Middle School	7th–8th	Spanish, Tewa			1	1	
Pojoaque Sixth Grade Academy	6th	Spanish, Tewa			1	1	
PORTALES			4	0	1	0	2
Brown Early Childhood Center	PreK–K	Spanish	1				
James Elementary School	1st–2nd	Spanish	1				
Lindsey Steiner Elementary School	5th–6th	Spanish	1				
Portales High School	9th–12th	Spanish			1		1
Portales Junior High School	7th–8th	Spanish					1
Valencia Elementary School	3rd–4th	Spanish	1				
QUESTA			0	0	5	0	0
Alta Vista Elementary School	PreK–3rd	Spanish			1		
Alta Vista Intermediate School	4th–6th	Spanish			1		
Questa High School	9th–12th	Spanish			1		

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
QUESTA (CONT)							
Questa Junior High School	7th–8th	Spanish			1		
Rio Costilla Southwest Learning Academy	PreK–6th	Spanish			1		
RATON			0	3	0	0	0
Longfellow Elementary School	PreK–1st	Spanish		1			
Raton High School	7th –12th	Spanish		1			
Raton Intermediate	2nd–6th	Spanish		1			
RIO RANCHO			1	7	0	7	0
Cielo Azul Elementary School	K–5th	Spanish		1		1	
Colinas Del Norte Elementary School	K–5th	Spanish		1		1	
Eagle Ridge Middle School	6th–8th	Spanish		1		1	
Puesta del Sol Elementary School	K–5th	Spanish	1	1		1	
Rio Rancho Elementary School	K–5th	Spanish		1		1	
Rio Rancho High School	9th–12th	Spanish		1		1	
V. Sue Cleveland High School	9th–12th	Spanish		1		1	
ROSWELL			0	5	0	7	0
Berrendo Middle School	7th–8th	Spanish				1	
East Grand Plains Elementary School	PreK–5th	Spanish		1		1	
Goddard High School	9th–12th	Spanish				1	
Nancy Lopez Elementary School	K–5th	Spanish		1		1	
Pecos Elementary School	K–5th	Spanish		1		1	
Roswell High School	9th–12th	Spanish		1		1	
Sunset Elementary School	K–1st	Spanish		1		1	
RUIDOSO			5	0	0	0	0
Nob Hill Early Childhood Center	PreK–K	Spanish	1				
Ruidoso High School	9th–12th	Spanish	1				
Ruidoso Middle School	6th–8th	Spanish	1				
Sierra Vista Primary	1st–2nd	Spanish	1				
White Mountain Elementary School	3rd–5th	Spanish	1				
SANTA FE			6	5	3	1	3
Amy Biehl Community School at Rancho Viejo	K–6th	Spanish		1			
Calvin Capshaw Middle School	7th–8th	Spanish					1
Capital High School	9th–12th	Spanish		1		1	
Cesar Chavez Elementary School	PreK–5th	Spanish	1				
De Vargas Middle School	7th–8th	Spanish			1		
Edward Ortiz Middle School	6th–8th	Spanish	1				
El Camino Real Academy Community	PreK–7th	Spanish	1				
Frances Nava Elementary School	PreK–6th	Spanish		1			
Kearny Elementary School	PreK–6th	Spanish		1			

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
SANTA FE (CONT)							
Mandela International Magnet		Spanish			1		
Nina Otero Community School	K–8th	Spanish					1
Piñon Elementary School	PreK–6th	Spanish					1
R.M. Sweeney Elementary School	PreK–6th	Spanish	1				
Ramirez Thomas Elementary School	K–5th	Spanish	1				
Salazar Elementary School	K–6th	Spanish	1				
Santa Fe High School	9th–12th	Spanish		1	1		
SANTA ROSA			0	0	5	0	0
Anton Chico Middle School	6th–8th	Spanish			1		
Rita M. Marquez Elementary School	K–5th	Spanish			1		
Santa Rosa Elementary School	K–5th	Spanish			1		
Santa Rosa High School	9th–12th	Spanish			1		
Santa Rosa Middle School	6th–8th	Spanish			1		
SILVER CITY			0	0	0	1	0
La Plata Middle School	6th–8th	Spanish				1	
SOCORRO			0	0	0	1	0
Cottonwood Valley Charter School	K–8th	Spanish				1	
TAOS			3	3	1	3	0
Anansi Charter School	K–5th	Spanish				1	
Arroyo Del Norte Elementary School	PreK–5th	Spanish	1		1		
Enos Garcia Elementary School	PreK–5th	Spanish	1				
Ranchos de Taos Elementary School	PreK–5th	Spanish	1	1		1	
Taos High School	9th–12th	Spanish		1			
Taos Middle School	6th–8th	Spanish		1			
Taos Municipal Charter School	K–8th	Spanish				1	
TRUTH OR CONSEQUENCES			0	1	0	2	2
Arrey Elementary School	PreK–5th	Spanish		1			
Hot Springs High School	9th–12th	Spanish				1	1
Truth or Consequences Middle School	6th–8th	Spanish				1	1
TUCUMARI			0	0	1	0	0
Tucumari Elementary School	PreK–5th	Spanish			1		
VAUGHN			0	0	1	0	0
Vaughn Elementary School	PreK–6th	Spanish			1		
WAGON MOUND			0	0	2	2	0
Wagon Mound Elementary School	PreK–6th	Spanish			1	1	
Wagon Mound High School	7th–12th	Spanish			1	1	
WEST LAS VEGAS			0	0	10	0	0
Don Cecilio Elementary School	K–5th	Spanish			1		

DISTRICT NAME / School Name	Grade	Language	DL	M	H	E	T
WEST LAS VEGAS (CONT)							
Luis Armijo Elementary School	K–1st	Spanish			1		
Rio Gallinas School of Ecology and the Arts	K–8th	Spanish			1		
Tony Serna Elementary School	2nd–5th	Spanish			1		
Union Street Elementary School	2nd–5th	Spanish			1		
Valley Elementary School	K–5th	Spanish			1		
Valley Middle School	6th–8th	Spanish			1		
West Las Vegas High School	9th–12th	Spanish			1		
West Las Vegas Middle School	6th–8th	Spanish			1		
West Las Vegas Family Center	7th–12th	Spanish			1		
ZUNI			2	0	5	0	0
A:shiwi Elementary School	K–2nd	Zuni	1		1		
Dowa Yalanne Elementary School	3rd–5th	Zuni	1		1		
Twin Buttes	9th–12th	Zuni			1		
Zuni High School	9th–12th	Zuni			1		
Zuni Middle School	6th–8th	Zuni			1		
STATE CHARTER SCHOOLS⁴ (LOCATIONS)							
Cien Aguas International School (ALBUQUERQUE)	7th–12th	Spanish	1				
DEAP (SHEPARD SPRINGS)	NP						
Dream Diné Charter School (SHIPROCK)	K–8th	Navajo	1				
La Academia Dolores Huerta (LAS CRUCES)	PreK–8th	Spanish	1				
La Jicarita Community School (PEÑASCO)	NP						
Las Montanas Charter School (LAS CRUCES)	NP						
La Promesa Early Learning Center (ALBUQUERQUE)	6th–8th	Spanish	1				
La Resolana Leadership Academy (ALBUQUERQUE)	NP						
La Tierra Montessori School of the Arts and Sciences (ESPAÑOLA)	K–6th	Spanish			1		
Monte Del Sol Charter School (SANTA FE)	K–12th	Spanish		1		1	
New America School of Albuquerque (ALBUQUERQUE)	NP						
New America School (LAS CRUCES)	9th–12th	Spanish				1	
New Mexico International School (ALBUQUERQUE)	K–5th	Spanish	1				
Sandoval Academy of Bilingual English— SABE	K–3rd	Spanish	1				
School of Dreams Academy (Los Lunas)	NP						

⁴ NP indicates that no program exists in this location.

STATE CHARTER SCHOOLS (LOCATIONS)	Grade	Language	DL	M	H	E	T
South Valley Prep School (ALBUQUERQUE)	NP						
Taos International Charter School (TAOS)	K–8th	Spanish	1				
The Albuquerque Sign Language Academy	6th–10th		1				
Technology Leadership High School (BERNALILLO)	NP						
Tierra Adentro: The New Mexico School of Academics, Art and Artesania (ALBUQUERQUE)	7 th –12 th	Spanish		1			
Tierra Encantada Charter School (SANTA FE)	PreK–6 th	Spanish	1				
Turquoise Trail Charter School (SANTA FE)	9th–12th	Spanish		1		1	
TOTAL BMEPs by Model			132	109	178	149	86

SOURCE: PED's Bilingual Multicultural Education Bureau

Note: PreK does not generate bilingual multicultural education units in the public school funding formula.

Appendix I—Total Operational BMEP Allocations by District and Charter School

DISTRICT/CHARTER	FINAL FUNDING ALLOCATED ¹
Albuquerque	\$ 8,455,048.50
Albuquerque Sign Language Academy	\$ 94,887.13
Anansi Charter School/Taos	\$ 46,434.13
Artesia	\$ 195,326.16
Belen	\$ 181,860.26
Bernalillo	\$ 673,981.23
Bloomfield	\$ 246,141.24
Cariños de los Niños	\$ 105,990.94
Carlsbad	\$ 194,821.44
Central Consolidated	\$ 1,103,012.36
Chama	\$ 108,009.81
Christine Duncan/APS	\$ 223,085.69
Cien Aguas State Charter	\$ 352,798.41
Clovis	\$ 474,940.34
Cobré Consolidated	\$ 680,199.37
Corrales International CS/APS	\$ 180,507.61
Cottonwood Valley CS/Socorro*	\$ 33,654.65
Cuba	\$ 184,565.55
Deming	\$ 1,506,242.26
Dexter	\$ 242,446.70
Dream Diné Charter School	\$ 15,141.56
Dulce	\$ 162,701.14
Dzit Dit Lool Deap*	\$ 15,484.77
El Camino Real/APS	\$ 46,434.13
Española	\$ 889,637.46
Eunice	\$ 44,758.46
Farmington	\$ 1,275,242.58
Floyd	\$ 26,245.38
Gadsden	\$ 3,639,688.42
Gallup–McKinley	\$ 824,528.74
Grants–Cibola	\$ 88,325.78
Hagerman	\$ 43,405.81
Hatch	\$ 319,325.46
Hobbs	\$ 455,761.03

DISTRICT/CHARTER	FINAL FUNDING ALLOCATED ¹
Jemez Mountain	\$ 90,001.45
La Academia Dolores Huerta	\$ 108,514.53
La Jicarita Community School**	\$ 12,294.95
La Promesa Charter School	\$ 372,987.16
Las Cruces	\$ 3,368,815.96
Las Montañas	\$ 7,732.29
Las Vegas City	\$ 562,418.20
La Tierra Montessori School of the Arts	\$ 26,911.60
Los Lunas	\$ 279,109.47
Loving	\$ 162,842.46
Lovington	\$ 424,791.49
Magdalena	\$ 40,054.48
Mesa Vista	\$ 109,523.97
Monte del Sol Charter School	\$ 46,434.13
Mora	\$ 108,332.83
Moriarty–Edgewood	\$ 41,225.43
Native American Community Academy	\$ 73,002.52
New America State Charter—ABQ*	\$ 47,786.77
New America State Charter—LC	\$ 12,113.25
New Mexico International	\$ 192,802.56
Nuestros Valores/APS	\$ 10,437.58
Pecos	\$ 189,774.25
Peñasco	\$ 91,354.09
Pojoaque	\$ 549,295.51
Portales	\$ 344,904.61
Questa	\$ 110,028.69
Raton	\$ 11,447.02
Rio Gallinas CS/WLV	\$ 25,740.66
Rio Rancho	\$ 537,182.26
Roswell	\$ 522,222.40
Ruidoso	\$ 277,090.59
San Diego Riverside Charter School	\$ 63,271.54
Sandoval Academy of Bilingual Education (SABE)	\$ 29,273.69
Santa Fe	\$ 2,316,840.76

DISTRICT/CHARTER	FINAL FUNDING ALLOCATED ¹
Santa Rosa	\$ 281,794.57
Silver City	\$ 35,491.82
School of Dreams/Los Lunas*	\$ 10,437.58
T or C	\$ 160,339.05
Taos	\$ 451,057.05
Taos Charter/Taos	\$ 63,251.35
Taos International	\$ 63,089.84
Tierra Adentro	\$ 126,866.11
Tierra Encantada Charter	\$ 268,510.38
Tucumcari	\$ 13,788.92
Vaughn*	\$ 11,447.02
Turquoise Trail	\$ 58,547.38
Wagon Mound	\$ 30,626.33
West Las Vegas	\$ 678,846.72
Zuni	\$ 336,970.43
STATE BMEP Total	\$ 36,888,258.20

SOURCE: 2015–2016 expenditure report data from the general ledger, as reported by districts

Note: *School / district did not submit data. ** School is closed.

¹The final funded bilingual amount is based on the bilingual education cost differential in the funding formula generated by each district. The bilingual education units are largely determined by the full-time equivalent (FTE) factor, which is driven by the reported student membership across program intensity (number of hours). The student membership counts reported into STARS at the 80th and 120th day from the previous year are averaged. The average of the FTE is multiplied by the bilingual education program factor (which is 0.5) and the unit value, which may change annually. In 2015–2016, the final unit value was \$4,037.75.

The approximate amount of BMEP funding a student participating in a one-hour program is \$341, whereas a student participating in a two-hour program generates \$667. A student participating in a three-hour program generates approximately \$1,001. The funding amount generated does not depend on the BMEP model or home or heritage language of instruction.

Appendix J—Bilingual Multicultural Education Program Models and Instructional Time

BMEPs provide instruction in, and the study of, English and the home or heritage language of their students. These programs may also include content area delivery in the home language and English and incorporate the cultural heritage of the child in specific aspects of the curriculum.

Bilingual Multicultural Education Program Models and Instructional Time

A program model is the method the district employs to ensure students meet the two statutory goals for all state-funded bilingual multicultural education programs.

Goal 1: Become bilingual and biliterate in English and a second language

The second language includes Spanish, a Native American language (with approval from tribal councils or from other tribal entities with authority to make educational decisions on behalf of Native American children), or another language. For Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking, and comprehension.

Goal 2: Meet state academic content standards and benchmarks in all subject areas

The model serves as the foundation for determining the number of hours in which a student must be placed. There are five program models approved and funded by the state. Programs are listed below with descriptions. A school may implement more than one model to serve the individual needs of its students.

	DUAL LANGUAGE IMMERSION	MAINTENANCE	ENRICHMENT	HERITAGE	TRANSITIONAL
Purpose	To develop high academic achievement in two languages; its focus is additive bilingual and biliterate proficiency and cross-cultural skills	To develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English	To further develop the home language of fully English proficient students and to teach the cultures of the state	To support and revitalize a student's native language and culture through oral and/or written language instruction	To gradually transition students from home language instruction to an all-English curriculum
Student Categories	EL students RFEP IFEP	EL students only	RFEP IFEP	EL students RFEP IFEP	EL students only
Instructional Time	3 hours per day for each language, including all subject areas	2 to 3 hours per day	1 to 2 hours per day	1 to 3 hours per day	2 to 3 hours per day
Required Courses	Minimum of 3 hours in the target language (LA and content area) and 3 hours in English, including ELD/ESL for ELs	1 hour of target home or heritage language and 1 hour of ELD/ESL	1 hour of target home or heritage language	1 hour of target home or heritage language and 1 hour of ELD/ESL for ELs	1 hour of target home or heritage language and 1 hour of ELD/ESL.
Optional / Additional	N/A	May have 1 additional hour of target, home, or heritage language in content area (math, social studies, science, or fine arts). 100 percent of the content must be taught in the home or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science, or fine arts). 100 percent of this content must be taught in target, home, or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science, or fine arts), 100 percent of whose content must be taught in the target, home, or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science or fine arts). 100 percent of this content must be taught in the target, home, or heritage language of student's chosen program.

*All English learners (ELs) participating in Bilingual Multicultural Education Programs must receive one hour of ELD/ESL instruction in addition to home or heritage language instruction. Thus, the enrichment program is not open to ELs.

ACCESS for ELLs® or ACCESS for ELLs® 2.0	Assessing Comprehension and Communication in English State-to-State for English Language Learners is the New Mexico approved English language proficiency test—effective Fall 2009. New Mexico’s state-wide, standards-based, criterion-referenced English language proficiency (ELP) assessment is designed to measure annual progress in K–12 English language learners’ social and academic proficiency in English. ACCESS 2.0 is the newest version of the ELP assessment and is computer-based.
AMAOs	Annual Measurable Achievement Objectives for EL students participating in Title III language instruction educational programs
AYP	Adequate yearly progress is the measure by which schools, districts, and states were held accountable for student performance under Title I of the No Child Left Behind Act of 2001 (NCLB). New Mexico’s NCLB waiver allowed the state to replace AYP with the A–F grading system.
Bicultural	Identifying with the cultures of two different language groups—to be bicultural is not necessarily the same as being bilingual, and vice versa
Bilingual multicultural education endorsement	Endorsement issued by the PED licensure bureau to any licensed elementary or secondary qualifying teacher to teach in a bilingual multicultural education program
Bilingualism	Refers to the ability to command two languages, existing on a continuum of language skills.
Biliteracy	The ability to effectively communicate or understand thought and ideas through two language systems and vocabularies, using their written symbols (Hargett, 1998)
BMEB	The PED’s Bilingual Multicultural Education Bureau
BMEPs	Means bilingual multicultural education programs that provide instruction in, and the study of, English and the home or heritage language of the student. The program may also include the delivery of the content areas in the home or heritage language and English, and it incorporates the cultural heritage of the child into specific aspects of the curriculum. There are five models of programs to address different student needs.
CCSS	Means common core state standards . The state-led effort to develop the CCSS was launched in 2009 by state leaders—including governors and state commissioners of education from 48 states, two territories, and the District of Columbia—through their membership in the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).
CLD	Means culturally and linguistically diverse students who are of a different cultural background than the dominant United States culture, and who may have inherited a home or heritage language other than English from their family, tribe, or country of origin.
Culturally and Linguistically Responsive (CLR) Pedagogy	Refers to the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society (Hollie, 2011).
Content areas	All subject matter areas of the school’s curriculum, as defined in the New Mexico Standards for Excellence, 6.29.1–11 NMAC, Content Standards and Benchmarks. Especially refers to the core content areas—language arts, math, social studies, and science.
CRT	Criterion-referenced test . This style of test is designed to measure student performance against a fixed set of pre-determined criteria or standards. Most tests and quizzes written by teachers can be considered CRTs.
Culture	Deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012). This socially acquired knowledge may be learned and is shared among individuals in the home, community, and/or institutions.
District	A unit for administration of a public school system often comprising several towns within a state. Excluding state charter schools (each its own district), there are 89 school districts in NM, with Albuquerque Public

	Schools being the largest and Mosquero Municipal Schools being the least populated.
Dual language immersion (bilingual education model)	This is a BMEP model designed to develop high academic achievement in two languages; its focus is additive bilingual and biliterate proficiency and cross-cultural skills.
ELD	Means English language development and refers to instruction designed specifically for English learners to further develop their listening, speaking, reading, and writing skills to achieve English language proficiency.
EL	Means English learners . These are students whose home or heritage language influence is not English, and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency. The term EL replaces ELL.
English language acquisition programs (Title III)	See Title III
Enrichment (bilingual education model)	This is a BMEP model designed to further develop the home language of fully English proficient students and to teach the cultures of the state.
EPSS	Educational Plan for Student Success is a long-range plan for improvement that is developed by individual schools and districts.
ESEA	Means the Elementary and Secondary Education Act of 1965 (ESEA). The act is an extensive federal statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, it aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for professional development, instructional materials, resources to support educational programs, and parental involvement promotion.
ESL	Means English as a second language. It is an educational approach in which EL students are provided explicit instruction in the use of the English language. Instruction is based on a targeted curriculum that focuses on English language learning (not subject matter content). ESL is traditionally taught as a separate course for ELs only.
FEP	Means fluent English proficient . See IFEP and/or RFEP
FSP	Means fluent Spanish speaker
GLAD	Means guided language acquisition design
H3	Means the third year of high school
Heritage language (bilingual education model)	This is a BMEP model designed to support and revitalize a student's native language and culture through oral and/or written language instruction.
Heritage language	The language other than English that is inherited from a family, tribe, community, or country of origin—whether or not the student is proficient in the language
Heritage speaker	A student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. Heritage speakers may be initially classified as either IFEP or EL as a results of the language screener, W-APT.
Home language	Means a language other than English that is the primary or heritage language spoken at home or in the community
IEP	Means individualized education program as required by the Individuals with Disabilities Education Act. An IEP is a legal document that spells out a child's learning needs, the services and accommodations the school will provide, and how progress will be measured.
IFEP	Means initial fluent English proficient , formerly known as “never ELL”, may refer to a student whose

	language usage survey indicates that there is no influence of languages other than English in the student's home (Native English speaker). OR it may refer to a student who scored proficient on the English language proficiency screener (W–APT).
Immigrant children and youth	Individuals who are aged 3 through 21, were not born in any US state (including the District of Columbia and the Commonwealth of Puerto Rico), and have not been attending one or more schools in any one or more states for more than three full academic years
IPT	Individualized Proficiency Test. An approved Spanish language proficiency assessment option used in the state of New Mexico for students participating in state-funded BMEPs
L1	L1 is the first language a person learns. It is also known as the primary or home language, that language that is, generally, spoken at home. The following terms are interchangeable: first language (L1), native language, primary language, mother tongue and/or home language. The term may also refer to one's heritage language.
L2	L2 or second language is used in several ways and can refer to the second language learned (Harris & Hodges, R.E., 1995)
Language acquisition	The process of acquiring a language
Language majority	A person or language community that is associated with the dominant language of the country
Language minority	A person or language community that is different from the dominant language of the country
Language proficiency	Language proficiency is a measure of how well an individual can speak, read, write, and comprehend a language when compared to the standard expected for native speakers of the language. It is an agreed-upon construct dependent on tribes, communities, and/or institutions. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of that language. The methods and assessments used for measuring language proficiency are varied.
LAS	Means Language Assessment Scales. It is an approved Spanish language proficiency assessment option used in the state of New Mexico for students participating in state-funded BMEPs.
LEA	Means local education agency. <i>LEA</i> is synonymous with a local school system—usually a local school district or a state charter school—indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.
LEP	Means limited English proficient is the term previously used by the federal government to identify those students who have insufficient English to succeed in English-only classrooms. The term English learner (EL) replaces LEP.
LSP	Means limited Spanish proficient
Maintenance (bilingual education model)	This is a BMEP model designed to develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English.
MCNL endorsement	Means the modern, classical, and Native language endorsement available to licensed New Mexico teachers
Native language	See home language and L1.
NALCL certificate	Means Native American language and culture certificate, available to tribally approved proficient speakers of the tribe's language and/or licensed New Mexico teachers
Native language instruction	The use of a child's home language (generally by a classroom teacher) to provide lessons in academic subjects
NCELA	Means National Center for English Language Acquisition. This professional group works to support the mission of the Office of English Language Acquisition (OELA), US Department of Education to meet the needs of English learners in our schools.

NCLB	Means the No Child Left Behind Act. This act authorized several federal education programs that are administered by the states. The law was a reauthorization of the Elementary and Secondary Education Act. Under the 2002 law, states were required to test students in reading and math in grades 3–8 and once in high school. This law required data disaggregation by sub-groups, including ELs and students with disabilities for the first time since the ESEA was enacted in 1965.
NM PED	Means New Mexico Public Education Department
NMSBA	Means New Mexico Standards–Based Assessment
NMTEACH	NMTEACH is an educator effectiveness system designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, promotes student success.
NRT	Means norm–referenced test
NSP	Means non–Spanish proficient
OCR	Means Office for Civil Rights . The US Department of Education’s Office for Civil Rights ensures that people have equal access and opportunities to participate in certain health care and human services programs without unlawful discrimination. This includes the responsibility for enforcing Title VI of the Civil Rights Act of 1964.
OELA	The US Department of Education’s Office of English Language Acquisition provides national leadership to help ensure that English learners and immigrant students attain English proficiency and achieve academic success.
PAC	Means a parent advisory committee . This parent committee is required by Bilingual Multicultural Education statute (NMSA 22–23) and regulation (6.32.2 NMAC). It is a group of parents representative of the language and cultural of the students to assist and advise in the development, implementation, and evaluation of the BMEP.
PARCC	Means the Partnership for Assessment of Readiness for College and Career and is a consortium of states and the District of Columbia that have worked to create and implement uniform K–12 assessments in mathematics and English language arts.
PD	Means professional development . It is the continuous process of acquiring new knowledge and skills that relate to one’s profession, job responsibilities, or work environment.
PED	Means Public Education Department , also NMPED
REC	Means Regional Educational Cooperative
RFEP	Means reclassified fluent English proficient , formerly known as <i>exited ELL</i> . It refers to a student who has reached proficiency in the annual English language proficiency assessment and is thus no longer classified as an English learner.
SAT	Means Student Assistance Team . It is a school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations.
SBAC	Means State Bilingual Advisory Council . This is an ad hoc group that advises the PED through the BMEB on all matters pertaining to bilingual multicultural education and English learners.
SBB	Means the School Budget Bureau
School board	A local school board is the locally elected, policy-setting body of a school district. Its members serve four–year terms and can be re–elected indefinitely.
SDAIE	Means specifically designed academic instruction delivered in English . This is a teaching approach intended for teaching a variety of academic content to students who are still learning English.
SEA	Means state education agency . It is the state-level government agency within each state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.
SEG	Means State Equalization Guarantee . This is the public school finance mechanism used to determine funding allocations for New Mexico public schools.

SES	Means supplemental educational services . These include support services such as tutoring and other academic enrichment activities provided outside of the regular school day to eligible public school students to help improve achievement in reading, language arts, and math.
SHARE	Means Statewide Human Resources, Accounting, and Financial Management Reporting System . It is the State of New Mexico's employee platform for managing processes and procedures related to human resources, accounting, and finances.
Sheltered instruction	This instructional approach integrates the development of English language proficiency and the acquisition of grade-level academic content area knowledge and academic skills.
SPED	Means special education and is referenced as part of the Individuals with Disabilities Education Act.
Standardized curriculum	Means a district curriculum that is aligned with the state academic content standards, benchmarks, and performance standards
STARS	Means Student Teacher Accountability Reporting System . This is the state reporting system used by New Mexico public schools to report data to the PED. STARS is a comprehensive student and staff information system that provides a standard data set for each student served by New Mexico's 3Y–12 public education system.
SY	Means school year . The abbreviation is used when discussing specific school years.
TA	Means a local district test administrator . A TA must be a certified employee of the district, trained in and knowledgeable about proper test administration and test security, has completed a PED confidentiality agreement, and has attended one of the PED–sponsored trainings within the timeframe specified by the PED.
TAFM	Means technical assistance and focused monitoring . This is the approach that the PED–BMEB takes to support district and state charter schools conduct required self–monitoring; it is part of effective bilingual multicultural education and Title III program implementation.
TESOL endorsement	Means teachers of English to speakers of other languages . It is the endorsement given to elementary– and secondary–licensed teachers qualified to teach English as a second language classes.
Title III	Title III provides supplemental federal funding through formula-based sub-grants for eligible districts and state charters to assist in increasing the English language proficiency and academic achievement of their current English learners (ELs).
Transitional (bilingual education model)	This BMEP model is designed to gradually transition students from home language instruction to an all-English curriculum.
Two–way, bilingual multicultural programs	See dual language immersion.
W–APT	The state–approved English language proficiency screening test used in the English learner identification process
WIDA	A multi–state consortium that has developed a proprietary ELD standards framework for language learning, aligned assessments and resources, and provides professional development opportunities that supports educators of language learners.
Woodcock Muñoz	An approved Spanish language proficiency assessment option used in the state of New Mexico for students participating in state-funded BMEPs.