



**New
Mexico
Public
Education
Department**

**HISPANIC
EDUCATION
STATUS
REPORT**

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Secretary of Education**

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2015



The State of New Mexico
Hispanic Education Status Report
For School Year 2014–2015
Issued December 15, 2015

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Governor

Hanna Skandera
Secretary of Education

Required Notice

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Notes

- This document is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under “Hispanic Education Report.”

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EXECUTIVE SUMMARY

The primary purpose of the Hispanic Education Report is to comply with the statutory requirement that important data regarding Hispanic students is published annually and shared with key stakeholders.

The 2014–2015 Hispanic Education Report identifies and incorporates the following data:

1. By school district and by charter school statewide—
 - **Hispanic** student achievement at all grades **PENDING**
 - attendance for all grades
 - the graduation rates for **Hispanic** students **PENDING**
 - the number of **Hispanic** students in schools meeting School Growth Targets (SGTs) and in schools at each level of school improvement or restructuring **PENDING**
 - the number and type of bilingual and multicultural programs in each school district and charter school
2. By postsecondary educational institution—
 - **Hispanic** student enrollment
 - **Hispanic** student retention
 - **Hispanic** student completion rates

In addition to the statutorily required data listed above, this year’s report includes teacher equity data that demonstrates the importance of every student having access to an effective teacher who advances their learning towards the ultimate goal of being college and career ready. The purpose of including equity data in this report is to spark a discussion and movement towards ensuring that Hispanic students have access to effective and highly effective teachers.

Incorporated in this report is information about the Hispanic Education Advisory Council’s (HEAC’s) role in advising the secretary of education through a snapshot of the statutorily required Hispanic Education Act (HEA) 5-Year Strategic Plan. The HEA strategic plan is anchored in the three (3) statutorily required areas of advisement that are key in ensuring academic success for Hispanic students in our state: student success, family engagement, and collaboration. These three focus areas are aligned to the Public Education Department’s (PED’s) strategic levers. The strategic plan is included in the Appendix.



INTRODUCTION

It is the hope of the PED that this report is a useful resource for people making decisions that impact Hispanic students. While the purpose of this report is to meet a statutory requirement, the intent behind that important requirement is that data regarding Hispanic students be provided to the public in a manner that is tangible and easy to understand. The PED sees this report as a tool that the members of the Hispanic education and business communities, as well as legislators and policy makers, can use to inform themselves, make thoughtful decisions based on data, and work together to continue to improve the quality of education for Hispanic students in New Mexico.

This is the first year that the Partnership for Assessment of Readiness for College and Careers (PARCC) data is included in this report: You may notice that student scores—and scores for schools and districts—are lower than seen on the New Mexico Standard Based Assessment (SBA) data included in this report from past years. This doesn't mean that students or schools took a step backward this year. Instead, it reflects that the PARCC test measures are more complex and based on real-world skills, which is more challenging than the measures of the SBA. PARCC is establishing a new, more accurate proficiency baseline from which progress can be measured moving forward. Keep in mind that the PARCC assessment is different than the SBA, and therefore, PARCC scores should not be directly compared to SBA scores. The PED expects scores to improve over time as teachers and students become more familiar with the state academic standards and the PARCC assessment. For more information, visit www.NMPARCC.com.

STATUTORY REQUIREMENTS

The Hispanic Education Act (HEA) is a regulatory requirement located in **Section 22-23B-6 NMSA 1978** and directs the PED to submit an annual pre-school through postsecondary statewide, Hispanic Education Status Report.

22-23B-2. Purpose.

The purpose of the Hispanic Education Act is to:

- A. provide for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates;
- B. encourage and foster parental involvement in the education of their children; and
- C. provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public postsecondary educational institutions, the department and state and local policy makers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing postsecondary enrollment, retention and completion.

22-23B-4. Hispanic education liaison; created; duties.

- A. The "Hispanic education liaison" is created in the department.
- B. The liaison shall:
 - (1) focus on issues related to Hispanic education and advise the secretary on the development and implementation of policy regarding the education of Hispanic students;
 - (2) advise the department and the commission on the development and implementation of the five-year strategic plan for public elementary and secondary education in the state as the plan relates to Hispanic student education;
 - (3) assist and be assisted by other staff in the department to improve elementary, secondary and post-secondary educational outcomes for Hispanic students;
 - (4) serve as a resource to enable school districts and charter schools to provide equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for Hispanic students enrolled in public schools;
 - (5) support and consult with the Hispanic education advisory council; and
 - (6) support school districts and charter schools to recruit parents on site-based and school district committees that represent the ethnic diversity of the community.

History: Laws 2010, ch. 108, § 4 and Laws 2010, ch. 114, § 4.

22-23B-5. Hispanic education advisory council.

- A. The "Hispanic education advisory council" is created as an advisory council to the secretary. The council shall advise the secretary on matters related to improving public school education for Hispanic students, increasing parent involvement and community engagement in the education of Hispanic

students and increasing the number of Hispanic high school graduates who succeed in post-secondary academic, professional or vocational education.

B. The secretary shall appoint no more than twenty-three members to the council who are knowledgeable about and interested in the education of Hispanic students, including representatives of public schools; post-secondary education and teacher preparation programs; parents; Hispanic cultural, community and business organizations; other community and business organizations; and other interested persons. The secretary shall give due regard to geographic representation. Members shall serve at the pleasure of the secretary.

C. The council shall elect a chairperson and such other officers as it deems necessary.

D. The council shall meet as necessary, but at least twice each year.

E. The council shall advise the secretary on matters related to Hispanic education in New Mexico.

F. Members of the council shall not receive per diem and mileage or other compensation for their services.

History: Laws 2010, ch. 108, § 5 and Laws 2010, ch. 114, § 5.

22-23B-6. Statewide status report.

The department, in collaboration with the higher education department, shall submit an annual preschool through postsecondary statewide Hispanic education status report no later than November 15 to the governor and the legislature through the legislative education study committee. A copy shall be provided to the legislative library in the legislative council service.

A. The status report shall include the following information, by school district, by charter school and statewide, which may be compiled from data otherwise required to be submitted to the department:



- 1) **Hispanic** student achievement at all grades;
- 2) attendance for all grades;
- 3) the graduation rates for **Hispanic** students;
- 4) the number of **Hispanic** students in schools that make adequate yearly progress and in schools at each level of school improvement or restructuring; and
- 5) the number and type of bilingual and multicultural programs in each school district and charter school.

B. The status report shall include the following information, by postsecondary educational institution, which may be compiled from data otherwise required to be submitted to the higher **education** department:

- 1) **Hispanic** student enrollment;
- 2) **Hispanic** student retention; and
- 3) **Hispanic** student completion rates.

The detailed portion of this report follows the sequence in the Hispanic Education Act (HEA) statewide status report.



 CYFD sites
 PED sites



New Mexico PreK is a voluntary program funded by the state of New Mexico. The PreK program began in 2005 to ensure that every child in New Mexico has the opportunity to attend a high-quality, early childhood education program before going to kindergarten. All children, no matter their background or neighborhood, should have an equal chance for success in school and in life.

Teachers carefully plan indoor and outdoor activities based on what children need to learn in the following seven areas:

- Listening, oral language, reading, and writing
- Science
- Counting, shapes, sorting, and measuring
- Coordination, hygiene, health, and well-being
- Art, music, and movement
- Independence, problem-solving, thinking, and perseverance
- Appropriate behavior, social skills, and being a part of a group

The Purpose of New Mexico PreK

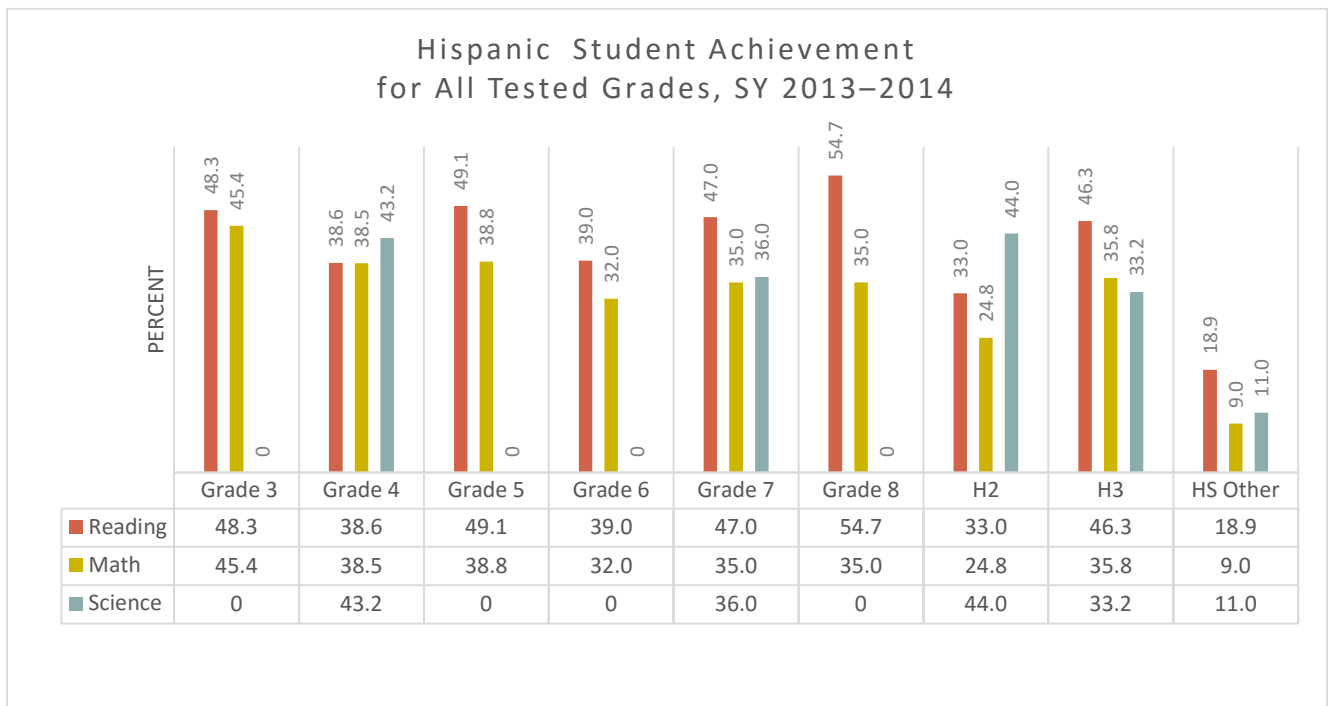
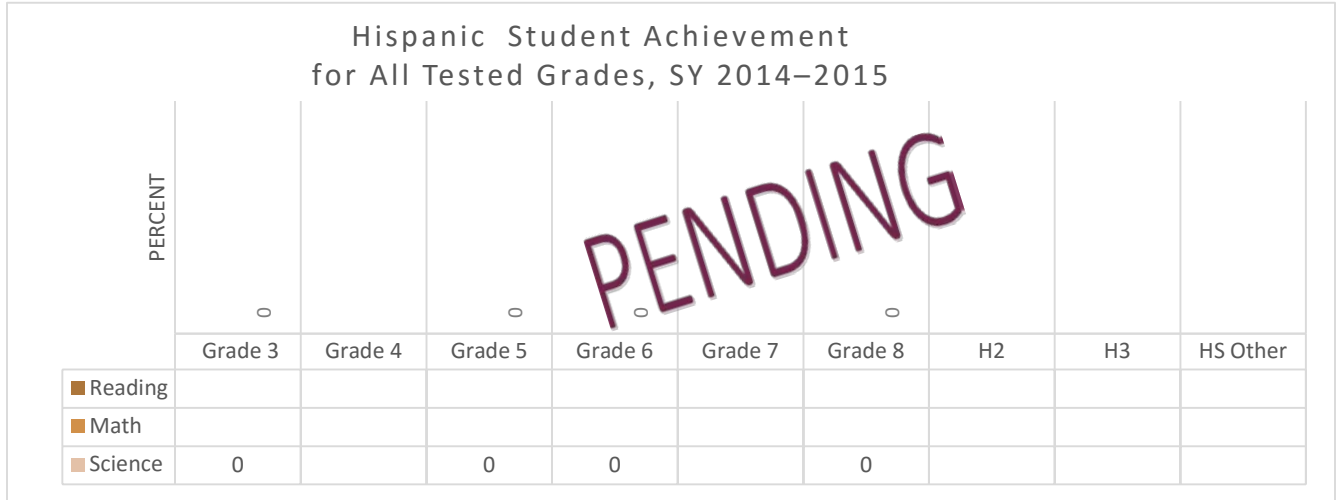
- **Increase access** to voluntary, high-quality, pre-kindergarten programs
- Provide **developmentally appropriate** activities for New Mexico children
- **Expand** early childhood **community capacity**
- Support **linguistically and culturally appropriate curriculum**
- Focus on **school readiness**¹

For FY15, Children, Youth and Families Department (CYFD) and the PED budgeted to serve 8,297 children in state-funded prekindergarten. The PED's budgeted number of students is 5,082 for FY15. An agreement between the PED and the CYFD assures uniform reporting of children being served in state-funded pre-kindergarten. During the school year (SY) 2014–2015, the PED's PreK Program served a total of 5,407 students, which included 3,273 Hispanic students (60.5%).¹

¹PED website, www.newmexicoprek.org.

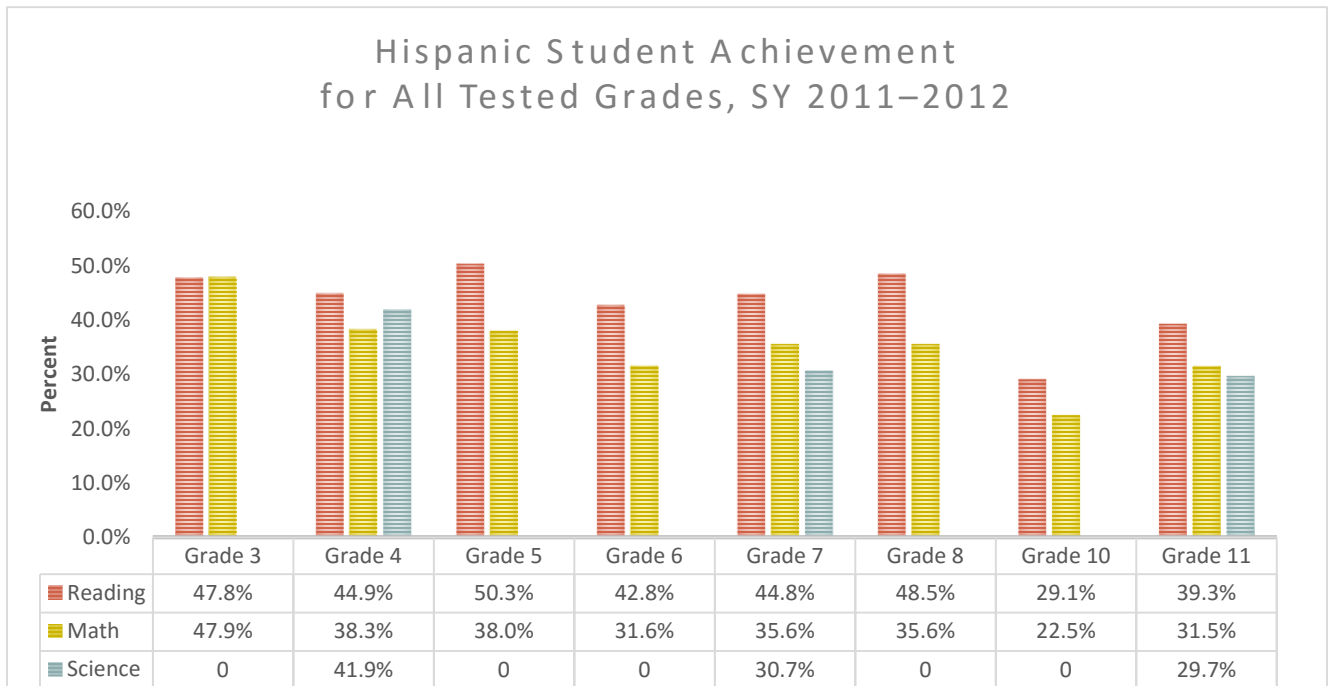
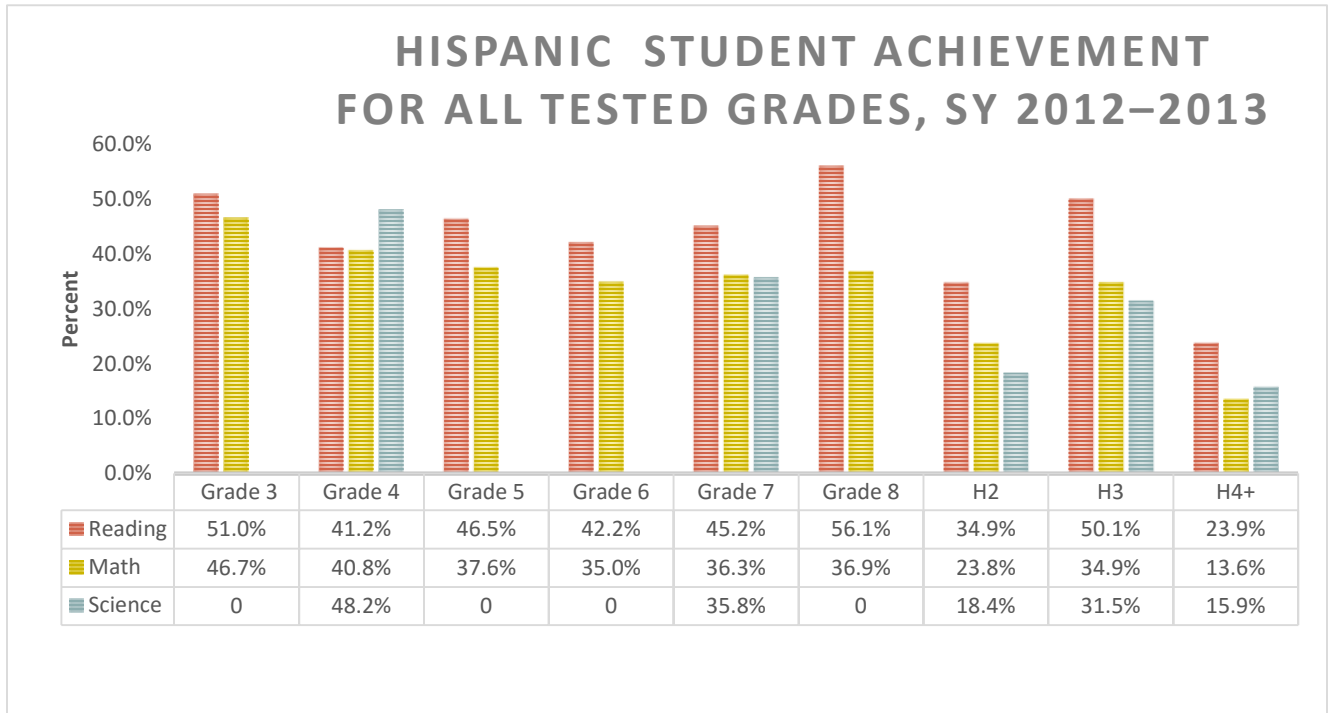
HISPANIC STUDENT ACHIEVEMENT FOR ALL GRADES SY 2011–2015

The following statistics were summarized statewide from the 2015 SY by school districts and charter schools, and then compiled for this report:



At the request of the HEAC, comparison charts from last year have been included in this report. They follow below.

The following statistics were summarized statewide from SY 2013 by school districts and charter schools and then compiled for this report.



Academic Proficiency and Attendance Rates for SY 2014–2015

District	% Reading Proficient		% Math Proficient		% Attendance
	Hispanic	Non-Hispanic	Hispanic	Non-Hispanic	Hispanic
Alamogordo					95%
Albuquerque					97%
Animas					96%
Artesia					94%
Aztec					93%
Belen					92%
Bernalillo					94%
Bloomfield					95%
Capitan					95%
Carlsbad					95%
Carrizozo					95%
Central Consolidated					95%
Chama					93%
Cimarron					96%
Clayton					94%
Cloudcroft					95%
Clovis					92%
Cobre Consolidated					94%
Corona					95%
Cuba					94%
Deming					95%
Des Moines					94%
Dexter					99%
Dora					92%
Dulce					87%

PENDING

Elida					82%
Española					94%
Estancia					95%
Eunice					96%
Farmington					95%
Floyd					95%
Fort Sumner					92%
Gadsden					94%
Gallup					94%
Grady					96%
Grants-Cibola					94%
Hagerman					95%
Hatch					95%
Hobbs					96%
Hondo					96%
House					95%
Jal					95%
Jemez Mountain					95%
Jemez Valley					91%
Lake Arthur					93%
Las Cruces					97%
Las Vegas City					95%
Logan					93%
Lordsburg					93%
Los Alamos					93%
Los Lunas					96%
Loving					95%
Lovington					95%
Magdalena					94%
Maxwell					94%
Melrose					95%
Mesa Vista					94%
Mora					94%
Moriarty					94%

PENDING

Mosquero					97%
Mountainair					93%
Pecos					94%
Peñasco					96%
Pojoaque					94%
Portales					96%
Quemado					89%
Questa					98%
Raton					93%
Reserve					95%
Rio Rancho					92%
Roswell					95%
Roy					97%
Ruidoso					93%
San Jon					95%
Santa Fe					91%
Santa Rosa					95%
Silver					94%
Socorro					94%
Springer					97%
Taos					96%
Tatum					98%
Texico					97%
Truth or Consequences					93%
Tucumcari					95%
Tularosa					95%
Vaughn					93%
Wagon Mound					95%
West Las Vegas					95%
Zuni					0%

PENDING

55ND=No data available in 2013–2014. To meet confidentiality requirements, cells are blanked where fewer than 10 students are in attendance. Locally authorized charter schools are included with their parent district.

State Charter School	Reading Proficient		Math Proficient		Attendance
	Hispanic	Non-Hispanic	Hispanic	Non-Hispanic	Hispanic
Academy of Trades and Technology					78%
ACE Leadership High School					77%
Albuquerque Institute of Math and Science (AIMS)					98%
Albuquerque School of Excellence					95%
Albuquerque Sign Language Academy					96%
Aldo Leopold Charter School					96%
Alma d'Arte Charter High					92%
Amy Biehl Charter High School					96%
Attitude Skills and Knowledge Academy Charter (ASK)					
Cesar Chavez Community School					74%
Cien Aguas International School					98%
Coral Community Charter					95%
Cottonwood Classical Preparatory School					97%
Creative Education Preparatory Institute #1					89%
East Mountain High School					98%
Estancia Valley Classical Academy					94%
Gilbert L. Sena Charter High School					87%
Health Leadership High School					78%
Horizon Academy West					96%
International School at Mesa Del Sol Charter School					99%
J. Paul Taylor Academy					98%
La Jicarita Community School					96%
La Promesa Early Learning Center					94%
La Resolana Leadership Academy					89%
La Tierra Montessori School					92%
Learning Community Charter School					
MASTERS Program					
McCurdy Charter School					95%
Media Arts Collaborative Charter School					91%
Mission Achievement and Success					94%
Montessori Elementary Charter School					
New America School Charter School					81%

PENDING

State Charter School	Reading Proficient		Math Proficient		Attendance
	Hispanic	Non-Hispanic	Hispanic	Non-Hispanic	Hispanic
New America School Las Cruces					82%
New Mexico Connections Academy					91%
New Mexico International School Charter					96%
New Mexico School for the Arts					95%
North Valley Academy					97%
Ralph J. Bunche Academy					
Red River Valley Charter School					92%
Sage Montessori Charter School					97%
School of Dreams Academy					96%
South Valley Preparatory School					95%
Southwest Aeronautics Mathematics and Science Academy					95%
Southwest Intermediate Learning Center					99%
Southwest Primary Learning Center Charter School					94%
Southwest Secondary Learning Center Charter					95%
Taos Academy Charter School					96%
Taos Integrated School for the Arts Charter School					94%
The Albuquerque Sign Language Academy					96%
The GREAT Academy Charter School					89%
Tierra Adentro Charter School					95%
Uplift Community School					96%
Walatowa High Charter School					97%
William W and Josephine Dorn Charter School					98%

ND=No data available in 2013–2014. To meet confidentiality requirements, cells are blanked where fewer than 10 students are in attendance. Locally authorized charter schools are included with their parent district.

PENDING

Data Highlights

Proficiencies for all students are summarized above in Section II. For school, subgroup, and grade information, please consult the tables available on the PED website:

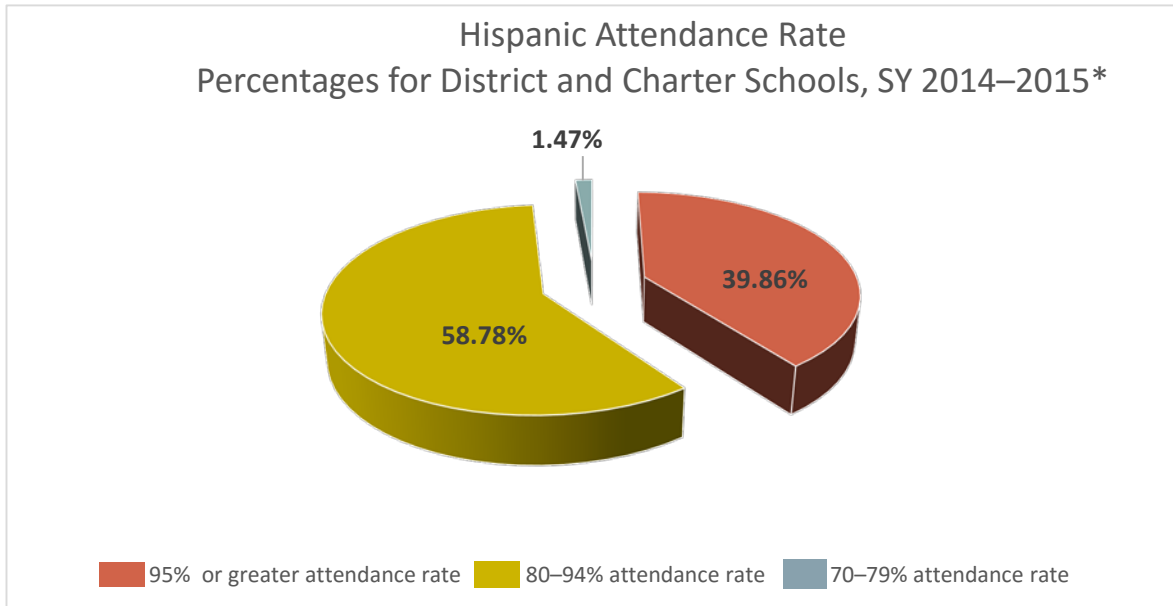
https://public.tableau.com/views/NewMexicoPARCCResultsDashboard/Dashboard1?:embed=y&:display_count=yes&:showTabs=y&:toolbar=no&:showVizHome=no#3

Hispanic Student Attendance and Comparisons for All Grades, SY 2011–2014

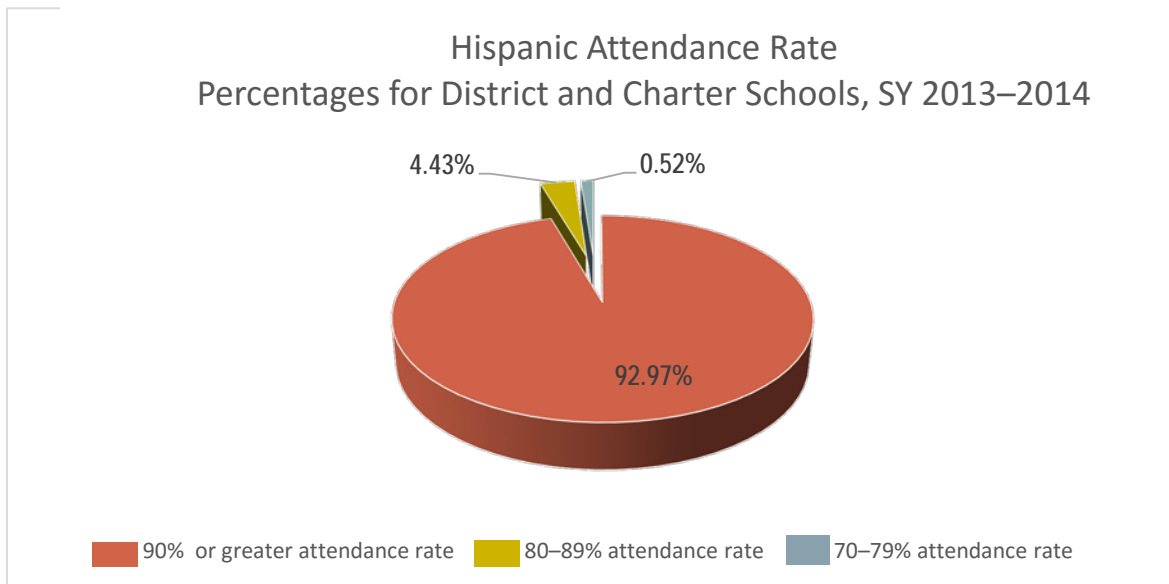
1. Hispanic Student Attendance Rate chart for all grades, SY 2014–2015.
2. Hispanic Student Attendance Rate chart for all grades, SY 2013–2014.
3. Hispanic Student Attendance Rate chart for all grades, SY 2012–2013.
4. Hispanic Student Attendance Rate chart for all grades, SY 2011–2012.
5. Attendance Rates Comparisons (%) across grades for district and charter schools, SY 2014–2015.
6. Attendance Rates Comparisons (%) across grades for district and charter schools, SY 2013–2014.
7. Attendance Rate Comparisons (%) across grades for district and charter schools, SY 2012–2013.
8. Attendance Rate Comparisons (%) across grades for district and charter schools, SY 2011–2012.

Note: Reporting differences between years—as represented in charts 1, 2, and 3 and between years—as represented in charts 4, 5, and 6—produce attendance rates that do not necessarily lend themselves to a direct comparison.

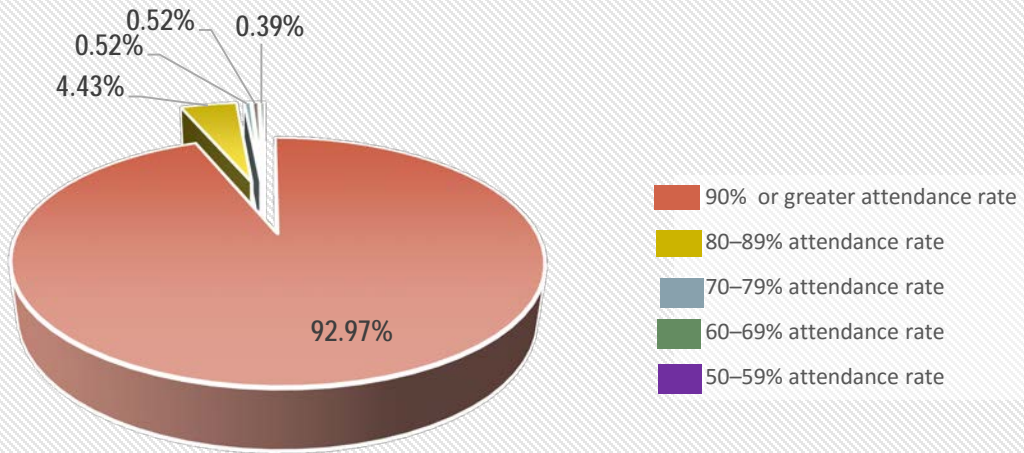
Hispanic Attendance Rates, 2011–2015



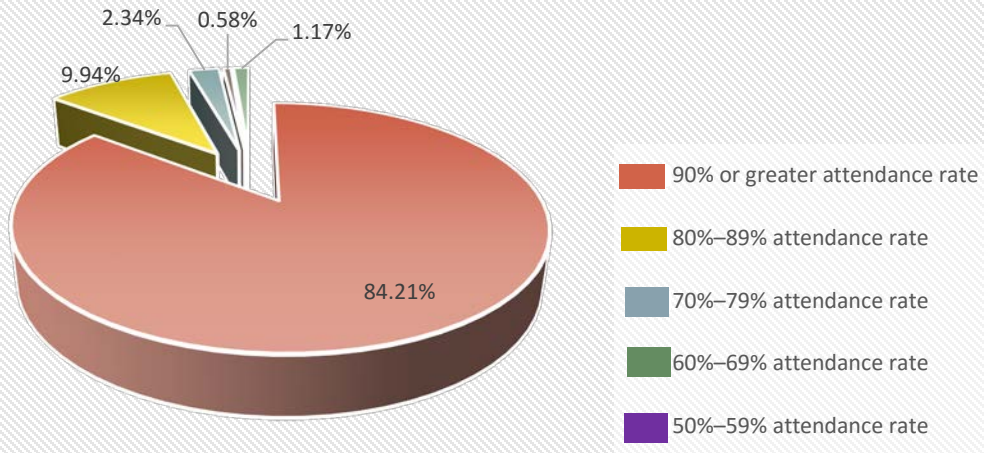
*The 2015–2015 data includes a 95–100 percentage group in order to highlight an improvement in attendance.



Hispanic Attendance Rate
 Percentages for District and Charter Schools, SY 2012–2013

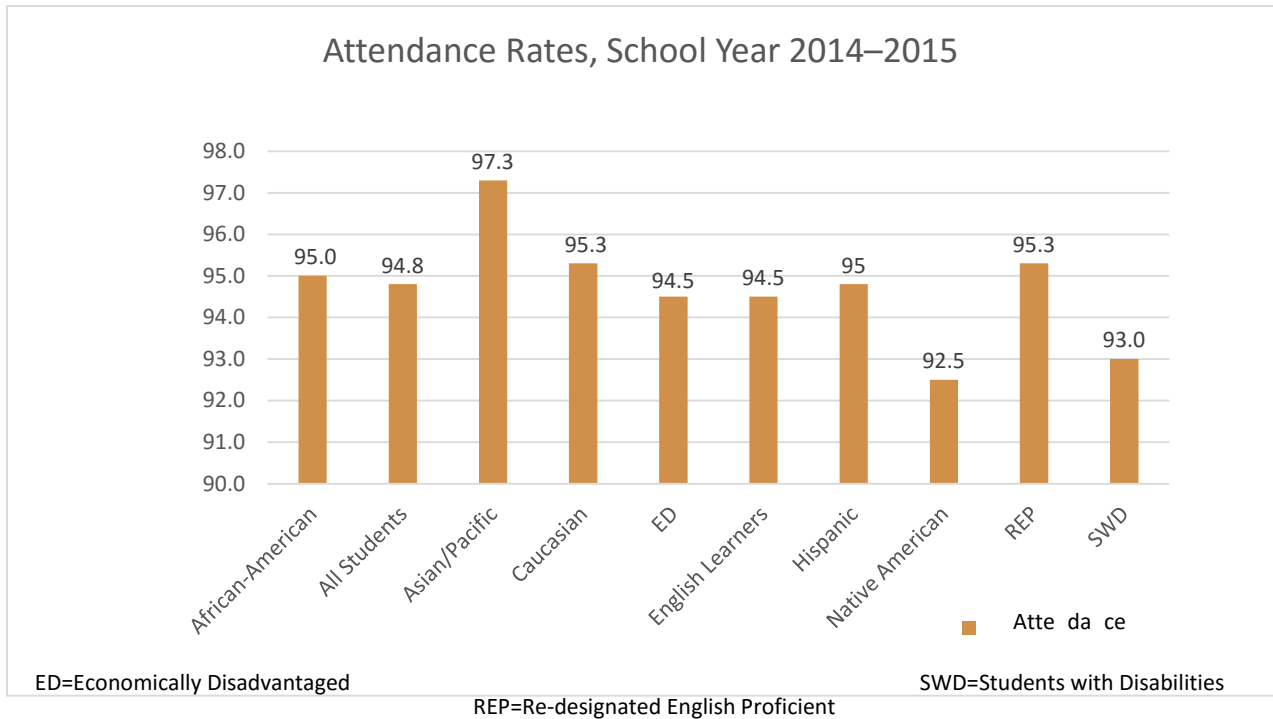


Hispanic Attendance Rate (%) for
 District and Charter Schools SY, 2011–2012

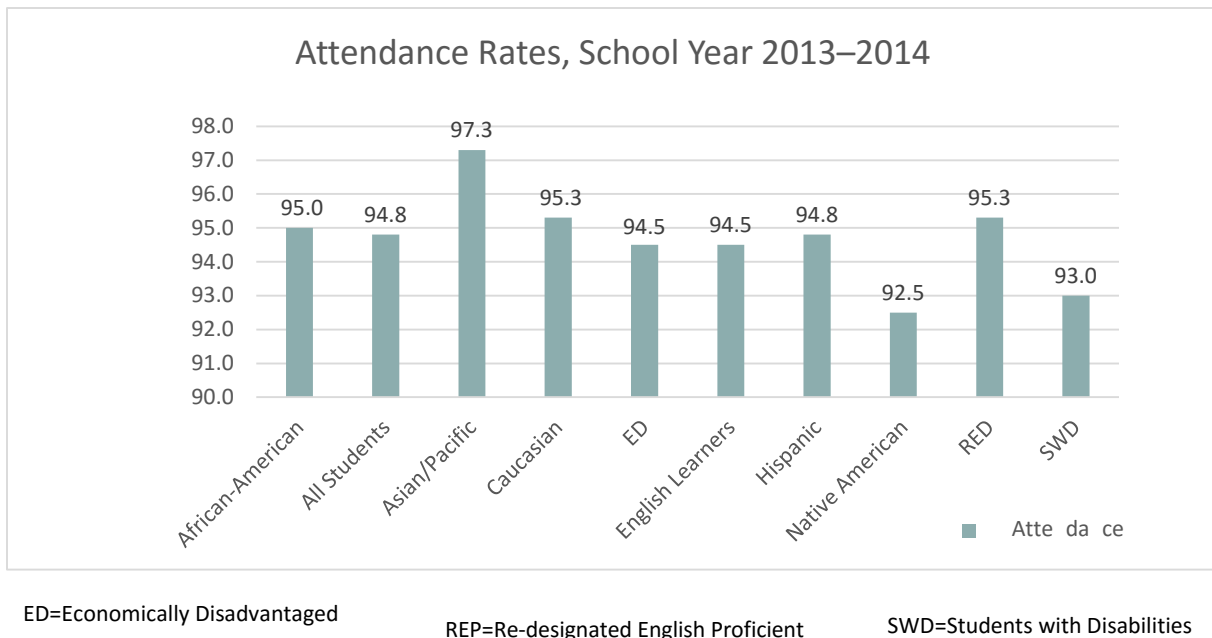


Attendance Rates Comparisons, SY 2011–2015

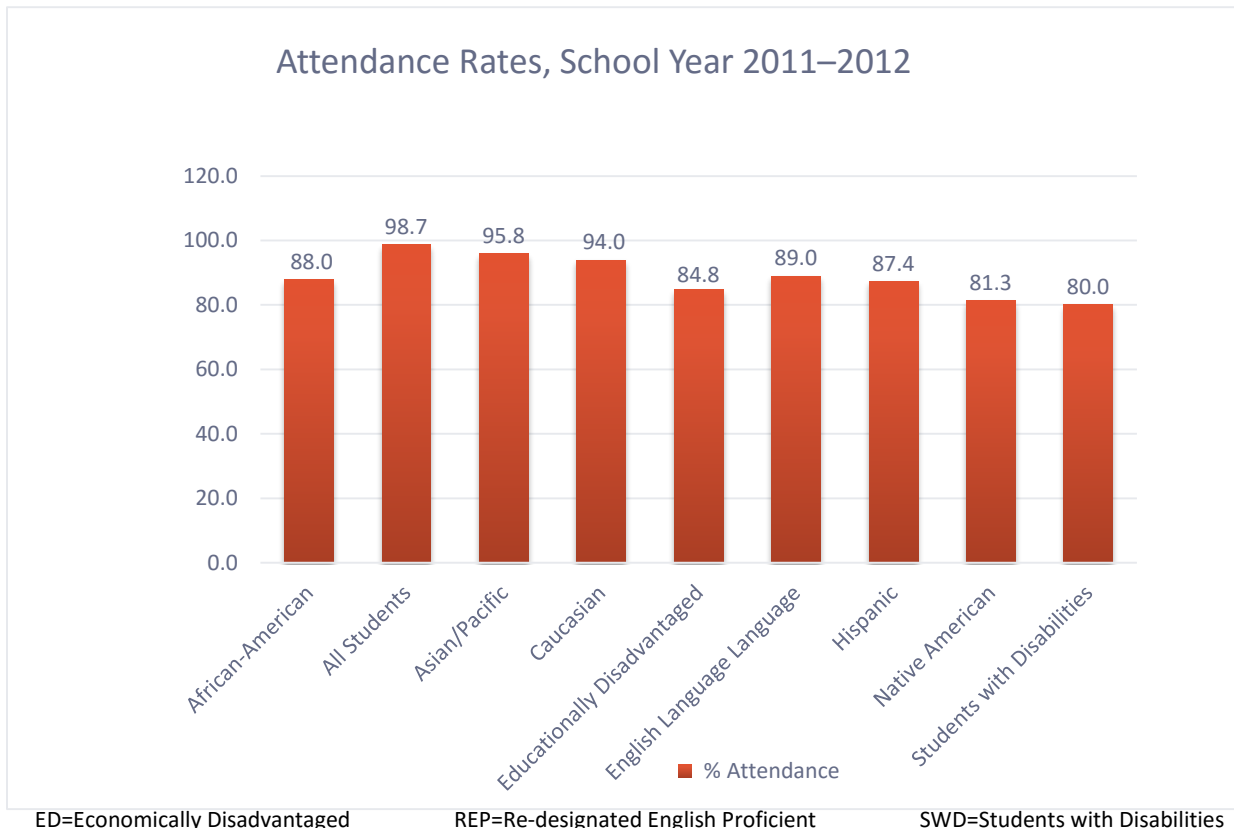
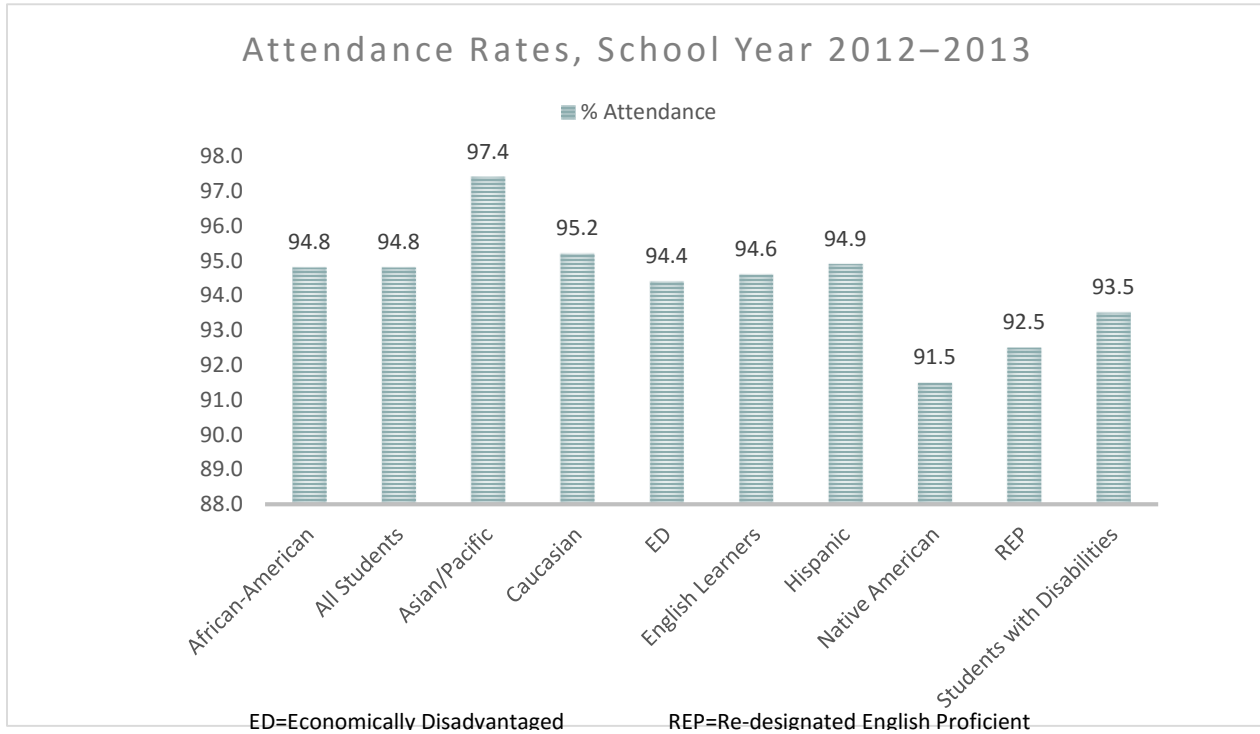
Data Highlights- Attendance serves as one measure of *Opportunity to Learn* for all schools, and in 2014–2015 the target was 95 percent. As shown below, most schools met that goal, including Hispanic students.



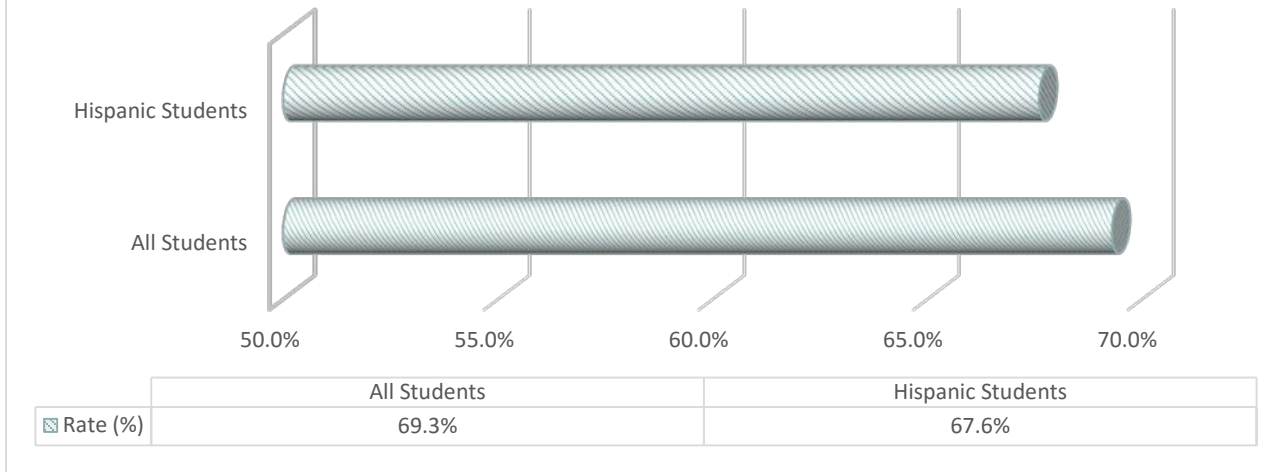
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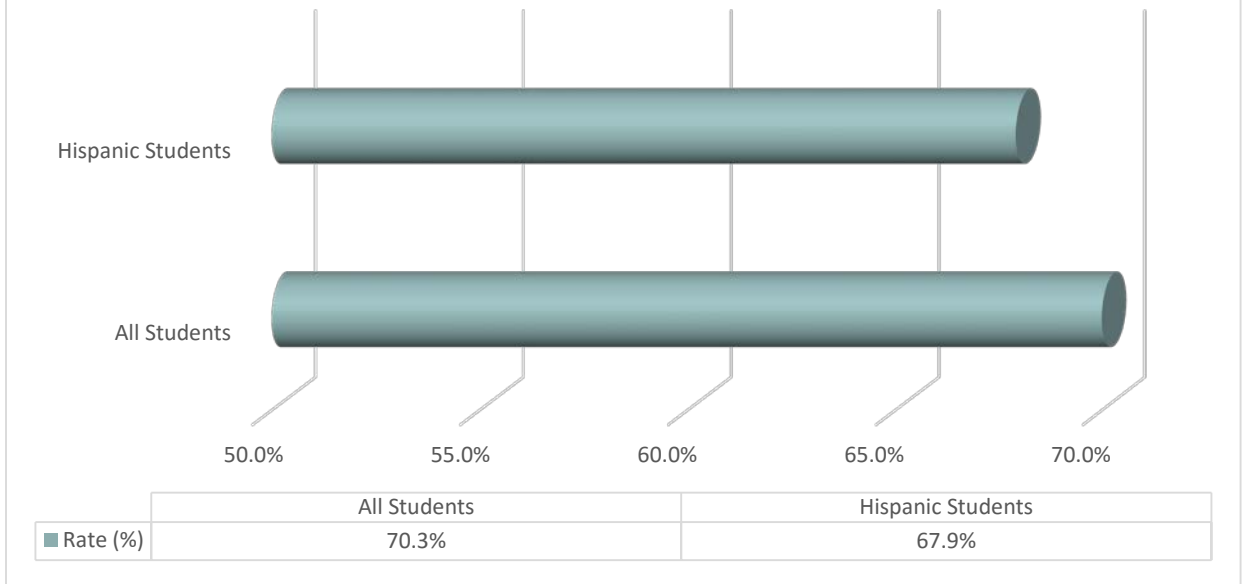
Attendance serves as one measure of *Opportunity to Learn* for all schools, and in 2012–2013 and 2011–2012, the target was 95 percent. As shown below, most schools met that goal, including Hispanic students.



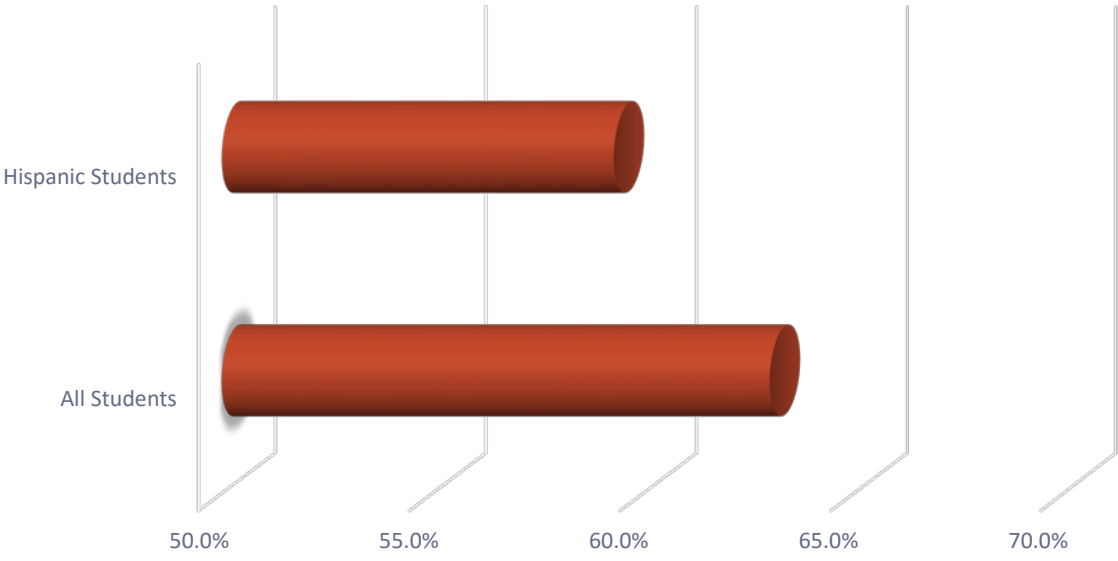
Comparison—Hispanic and All Students' Graduation Rates, 4-year Cohort of 2014



Comparison—Hispanic and All Students' Graduation Rates, 4-Year Cohort of 2013

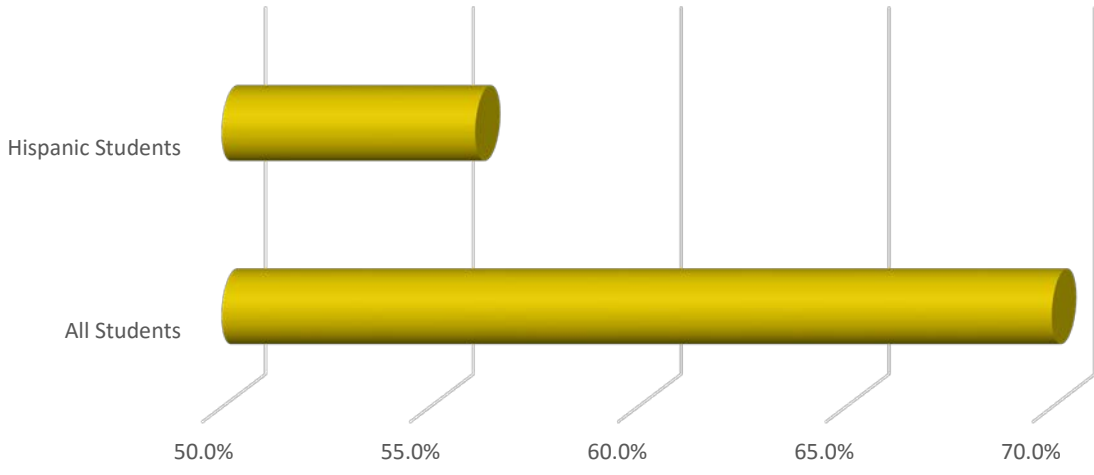


Comparison—Hispanic and All Students Graduation Rates, 4-Year Cohort of 2011



	All Students	Hispanic Students
Rate (%)	63.0%	59.3%

Comparison—Hispanic and All Students' Graduation Rates, 4-Year Cohort of 2012



	All Students	Hispanic Students
Rate (%)	70.4%	56.1%

Data Highlights

New Mexico's 4-year cohort graduation rate (cohort of 2014) was certified in February 2015, well in advance of the scheduled accountability publication date.

The overall 4-year graduation rate was slightly reduced from the previous cohort, by one percent.

Graduation serves as the "Other Academic Indicator" only for schools with a 12th grade.

Graduation rates are not calculated for schools with fewer than four student records.

New Mexico implemented its first 4-year cohort graduation rate in 2009, transitioning to the National Governors Association (NGA) cohort computation method. The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their fourth year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. The 4-year rate is utilized for annual school and district accountability.

New Mexico's Shared Accountability model was reviewed by the USDOE and approved in the spring of 2010. The unique features of Shared Accountability are as follows:

- All schools with any grade 9, 10, 11, or 12 receive a rate.
- Student outcomes are distributed proportionally to all high schools attended.
- All students entering New Mexico public high schools become members of an on-time cohort.
- Graduation counts refer to the number of students receiving a regular diploma by the end of a single academic year. These students may have been in high school for more than four years. (Graduation counts are not currently available.)
- Graduation rates are the percentage of students who graduated on time; this countdown begins when the student is first in the 9th grade. Prior to 2008, rates were the percentage of seniors who graduated by the end of the year. Rates from 2007 and earlier are not comparable to 2008 and more recent rates.

The Number of Hispanic Students in Schools that Meet School Growth Targets (SGTs)

AYP served as the primary gauge of school success from 2004 to 2011. In 2012, the USDOE approved New Mexico’s A–F School Grading model to serve as the state’s sole Elementary and Secondary Education Act (ESEA) accountability method for future years, replacing AYP. Under the old AYP system, goals had become unreachable, with almost all of our schools failing to make targets. Moreover, variability did not exist for assisting parents and community members to differentiate successful from poorly performing schools, and accountability had lost its impact.

For continuity in this performance measure, the results of AYP’s authorized replacement, A–F School Grading, are presented.

Table V-a: Prevalence of Subgroups Meeting School Growth Targets (SGT) in 2015¹

SGT	Reading				Mathematics				Graduation			
	Hispanic		All Students		Hispanic		All Students		Hispanic		All Students	
	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%
Not Meeting												
Meeting												
Total												

¹Counts are for subgroups meeting the SGT for 2015 and excluding subgroups with fewer than 10 students.

Table V-a: Prevalence of Subgroups Meeting School Growth Targets (SGT) in 2014¹

SGT	Reading				Mathematics				Graduation			
	Hispanic		All Students		Hispanic		All Students		Hispanic		All Students	
	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%
Not Meeting	616	84.6	634	78.4	633	87.0	646	79.9	88	56.8	100	51.3
Meeting	112	15.4	175	21.6	95	13.0	163	20.1	67	43.2	95	48.7
Total	728	100.0	809	100.0	728	100.0	809	100.0	155	100.0	195	100.0

¹Counts are for subgroups meeting the SGT for 2014 and excluding subgroups with fewer than 10 students.

Table V-a: Prevalence of Subgroups Meeting SGT in 2013¹

SGT	Reading				Mathematics				Graduation			
	Hispanic		All Students		Hispanic		All Students		Hispanic		All Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Meeting	549	75.3	550	68.4	557	76.4	570	70.9	76	50.0	91	48.1
Meeting	180	24.7	254	31.6	172	23.6	234	29.1	76	50.0	98	51.9
Total	729	100.0	804	100.0	729	100.0	804	100.0	152	100.0	189	100.0

¹Counts are for subgroups meeting the SGT for 2013 and excluding subgroups with fewer than 10 students.

Table V-a: Prevalence of Subgroups Meeting SGT in 2012¹

SGT	Reading				Mathematics				Graduation			
	Hispanic		All Students		Hispanic		All Students		Hispanic		All Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Meeting	445	66.4	436	57.5	445	66.4	461	60.8	75	51.0	82	43.9
Meeting	225	33.6	322	42.5	225	33.6	297	39.2	72	49.0	105	56.1
Total	670	100.0	758	100.0	670	100.0	758	100.0	147	100.0	187	100.0

¹Counts and percentages are for subgroups meeting the SGT for 2012 and excluding subgroups with fewer than 10 students.

Data Highlights

Proficiencies were reported for school subgroups when there were at least 10 or more tested students in the group. This criterion was met by a total of 670 *Hispanic* subgroups and 758 *All Students* subgroups. For 2013, the reading target was 56.7 percent proficient, the math target was 50.0 percent proficient, and the graduation target was 71.8 percent graduating in four years. The SGT information in Tables V-a parallels the proficiency gap findings that Hispanic students, in general, do not fare as well as their non-Hispanic companions. In all areas, the lower prevalence of Hispanic subgroups—when compared to all students—meeting goals in math (6% fewer) and reading (9% fewer) mirrors findings from 2011 and displays a widening disparity in graduation (7% fewer).

Insert Table V-b: Prevalence of Student Enrollment in Improvement Status Schools, 2015

Status	Enrollment ¹ by School Grading Status			
	Hispanic		All Students	
	Numbers	Percentages	Numbers	Percentages
Priority				
Focus				
Strategic				
(None)				
Reward				
Total				

¹Includes only Title I schools (N=)

Insert Table V-b: Prevalence of Student Enrollment in Improvement Status Schools, 2014

Status	Enrollment by School Grading Status			
	Hispanic		All Students	
	Numbers	Percentages	Numbers	Percentages
Priority	7,566	5.1	10,945	4.8
Focus	12,952	8.7	19,193	8.5
Strategic	12,755	8.6	19,014	8.4
(None)	104,973	70.7	161,024	70.9
Reward	10,259	6.9	16,908	7.4
Total	148,505	100.0	227,084	100.0

Includes only Title I schools (N=654)

Table V-b: Prevalence of Student Enrollment in Improvement Status Schools, 2013

Status	Enrollment ¹ by School Grading Status			
	Hispanic		All Students	
	Numbers	Percentages	Numbers	Percentages
Priority	10,658	7.6	14,980	6.9
Focus	12,486	8.9	18,529	8.6
Strategic	11,219	8.0	16,876	7.8
(None)	102,195	72.8	159,945	73.8
Reward	3,739	2.7	6,314	2.9
Total	140,297	100.0	216,644	100.0
Includes only Title I schools (N=626)				

Table V-b: Prevalence of Student Enrollment in Improvement Status Schools, 2012

Status	Enrollment ¹ by School Grading Status			
	Hispanic		All Students	
	Numbers	Percentages	Numbers	Percentages
Priority	10,943	7.7	15,716	7.1
Focus	13,157	9.2	19,662	8.8
Strategic	11,390	8.0	17,460	7.8
(None)	103,663	72.5	163,377	73.4
Reward	3,809	2.7	6,413	2.9
Total	142,962	100.0	222,628	100.0
Includes Title I schools only (N=626)				

Data Highlights

School grading establishes three categories of schools requiring progressively less severe measures of improvement—

1) *Priority*, 2) *Focus*, and 3) *Strategic*. The five percent of schools that score the highest are classified as *Reward* schools. A large number of schools are located between *Strategic* and *Reward*, where they may opt for improvement activities that are not absolutely required. Tables V-b show the distribution of Hispanic students in schools that receive Title I funds. Although not statistically significant, when compared to the overall group of enrollees, slightly more Hispanic students (<1%) are represented in schools that are in some form of improvement, while slightly fewer are represented in *Reward* schools.

The Number and Type of Bilingual and Multicultural Programs by District and Charter School

“Bilingual Multicultural Education Programs provide instruction in, and the study of, English and the home language of the students. These programs may also include the delivery of content areas in the home language and English and include the cultural heritage of the child in specific aspects of the curriculum.” (Bilingual Multicultural Education Bureau, PED, 2013.)

State-funded Bilingual Multicultural Education Program (BMEP) Models and Instruction Time				
A program model is the method (and services) the district uses to ensure that all students placed in Bilingual Multicultural Education/Title III programs receive proper instruction. The model serves as the foundation for determining the number of hours for student placement. There are five program models funded by the state. The five models are: Dual Language Immersion, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.				
Dual Language Immersion	Maintenance	Enrichment	Heritage	Transitional
English learner (EL) Fluent English proficient (FEP) English native speakers	EL	FEP English native speakers	EL FEP English native speakers	EL
Instructional Time: 3 hours per day for each language, including all subject areas	Instructional Time: 2 to 3 hours per day	Instructional Time: 1 to 2 hours per day	Instructional Time: 1 to 3 hours per day	Instructional Time: 2 to 3 hours per day
Required Courses: Minimum of 3 hours in the home language (language arts and content area) and 3 hours in English, including ESL for EL students	Required Courses: 1 hour of home language and 1 hour of English as a second language (ESL) Optional/Additional Courses: May have one additional hour in the target home or heritage language in a content area	Required Courses: 1 hour of home language Optional/Additional Courses: May have one additional hour in the target home or heritage language in a content area (math, social	Required Courses: 1 hour of heritage language and 1 hour of ESL for EL students Optional/Additional Courses: May have one additional hour in the target home or heritage language in a content area (math, social	Required Courses: 1 hour of home language and 1 hour of ESL/ELD (English language development) Optional/Additional Courses: May have one additional hour in the target home or heritage language in a content area

State-funded Bilingual Multicultural Education Program (BMEP) Models and Instruction Time

A program model is the method (and services) the district uses to ensure that all students placed in Bilingual Multicultural Education/Title III programs receive proper instruction. The model serves as the foundation for determining the number of hours for student placement. There are five program models funded by the state. The five models are: Dual Language Immersion, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.

Dual Language Immersion	Maintenance	Enrichment	Heritage	Transitional
	(math, social studies, science, or fine arts.)	studies, science, or fine arts.)	studies, science, or fine arts.)	(math, social studies, science, or fine arts.)
Purpose: All students will be bilingual and bi-literate in English and the home/2 nd language (best model according to research.)	Purpose: EL students will become bilingual and bi-literate in English and the home language.	Purpose: All FEP and English native speakers will become fluent in the home/2 nd language.	Purpose: All students will become bilingual and bi-literate in English and the Heritage language.	Purpose: All EL students will become proficient in English.

For districts receiving federal Title III funding for Language Instruction Educational Programs (LIEPs): Districts must select and implement a model(s) of English language instruction that is tied to scientifically based research.

Bilingual Multicultural Education Programs (BMEPs) in New Mexico Schools, 2014–2015

The five program models used in New Mexico are Dual-language Immersion, Maintenance, Transitional Bilingual, Enrichment, and Heritage/Indigenous Language. The data in this table lists BMEPs that are supported by state funding for the SY 2013–2014.

District	Dual-Language Immersion	Maintenance	Heritage	Enrichment	Transitional	Total # Programs	Total # w/ Program	# of Hispanic Students in BMEPs
Albuquerque	42	43	3	40	1	129	67	10014
Bloomfield	0	1	4	6	1	12	6	307
Carlsbad	0	0	0	0	11	11	11	247
Central Consolidated	3	7	16	9	1	36	16	40
Chama	0	0	4	4	0	8	4	209
Clovis	2	3	2	1	0	8	7	465
Cobre Consolidated	0	0	6	6	0	12	6	893
Cuba	0	0	3	3	0	6	3	140
Deming	7	1	0	2	0	10	9	1598
Dexter	1	2	0	2	0	5	3	325
Dulce	0	1	1	1	0	3	3	6
Española	1	0	13	8	0	22	15	2066
Eunice	0	0	0	0	3	3	3	66
Farmington	0	1	15	12	0	28	15	1196
Floyd	0	1	0	0	2	3	3	39
Gadsden	7	0	0	0	14	21	21	3672
Gallup	0	0	35	0	0	35	35	121
Grants	0	0	4	0	0	4	4	180
Hagerman	0	0	0	0	3	3	3	75
Hatch	0	0	0	1	5	6	5	314
Hobbs	2	0	0	0	16	18	16	495
Jemez Mountain	0	0	4	4	0	8	4	118
Jemez Valley	1	0	1	1	0	3	1	3
Las Cruces	36	36	0	0	0	72	36	3309
Las Vegas City	1	0	6	0	0	7	8	1100
Los Lunas	2	5	0	0	2	9	8	281
Loving	0	3	0	3	0	6	3	300

District	Dual-Language Immersion	Maintenance	Heritage	Enrichment	Transitional	Total # of Programs	Total # of Schools w/ Program	# of Hispanic Students in BMEPs
Magdalena	0	0	3	0	0	3	3	7
Mesa Vista	0	0	4	4	0	8	4	223
Mora	0	2	0	3	0	5	3	281
Moriarty-Edgewood	0	0	0	1	0	1	2	62
Pecos	0	0	3	0	0	3	3	312
Peñasco	0	0	3	0	0	3	3	204
Pojoaque	0	0	5	5	0	10	5	1019
Portales	4	1	0	0	2	7	6	317
Questa	0	0	5	0	0	5	5	263
Raton	0	4	0	0	0	4	4	17
Rio Rancho	2	7	0	7	0	16	8	899
Roswell	0	9	0	8	1	18	9	1011
Ruidoso	3	1	0	1	1	6	5	299
Santa Fe	10	8	1	3	4	26	20	2898
Santa Rosa	0	0	5	0	0	5	5	458
Silver City	0	0	0	1	0	1	1	90
Socorro	0	0	0	1	0	1	1	54
Taos	3	4	1	2	0	10	7	613
Truth or Consequences	1	0	1	3	5	10	6	180
Tucumcari	0	1	0	1	0	2	1	12
Vaughn	0	1	1	0	0	2	1	28
Wagon Mound	0	0	2	2	0	4	2	54
West Las Vegas	2	0	10	2	0	14	10	117
Zuni	1	1	4	3	0	9	4	0
District Totals	140	156	174	169	89	728	471	39,427

Note: The total program numbers may exceed the total number of schools, because some schools report more than one program.

State Charter Schools	Dual Language Immersion	Maintenance	Heritage	Enrichment	Transitional	Total # of Programs	Total # of Schools w/Programs	Total # of Students in BMEPs
Albuquerque Sign Language Academy	1	0	0	0	0	1	1	61
Cien Aguas International School	1	0	0	0	0	1	1	191
Dream Diné Charter School	1	0	0	0	0	1	1	0
La Academia Dolores Huerta	1	0	0	0	0	1	1	104
La Jicarita Community School	0	0	1	0	0	1	1	26
La Promesa Early Learning Center	1	0	0	0	0	1	1	360
La Tierra Montessori School	0	0	1	0	0	1	1	42
New America School of Albuquerque	0	0	0	0	1	1	1	86
New America School of Las Cruces	0	1	0	1	0	2	1	21
New Mexico International School	1	0	0	1	0	2	1	105
Taos International Charter School	0	0	0	1	0	1	1	58
Tierra Adentro: The New Mexico School of Academics, Art and Artesania	0	1	0	1	0	2	1	175
State Charter Totals	6	2	2	4	1	15	12	1,229
Grand Totals	146	158	176	173	90	743	483	40,656

Hispanic Student Enrollment by Postsecondary Institution—Academic Years (AY) 2011–2015

Academic Year	Institution Abbreviation	Campus Name	Hispanic HC
2014-15	CCC	Main	1,686
2014-15	CNM	Main	18,637
2014-15	ENMU	Main	2,583
2014-15	ENMU-RO	Roswell Branch	1,820
2014-15	ENMU-RU	Ruidoso Branch	409
2014-15	LCC	Main	1,509
2014-15	MCC	Main	501
2014-15	NMHU	Main	2,328
2014-15	NMJC	Main	2,132
2014-15	NMMI	Main	149
2014-15	NMSU	Main	8,899
2014-15	NMSU-AL	Alamogordo Branch	1,503
2014-15	NMSU-CA	Carlsbad Branch	1,593
2014-15	NMSU-DA	Dona Ana Branch	7,566
2014-15	NMSU-GR	Grants Branch	787
2014-15	NMT	Main	591
2014-15	NNMC	Main	1,357
2014-15	SFCC	Main	4,205
2014-15	SJC	Main	2,434
2014-15	UNM	Main	12,948
2014-15	UNM-GA	Gallup Branch	385
2014-15	UNM-LA	Los Alamos Branch	806
2014-15	UNM-TA	Taos Branch	1,429
2014-15	UNM-VA	Valencia Branch	2,283
2014-15	WNMU	Main	1,758

Distinct HC at each Institution. Students could be attending multiple campus and be counted twice.

Excludes CNM-UNM and UNM Medical school site as all those students are included with UNM-Main Camp

HISPANIC ENROLLMENT ACADEMIC YEAR 2013–2014 *			
2013	CCC	Main	1,551
2013	CNM	Main	19,333
2013	ENMU	Main	2,585
2013	ENMU	Roswell Branch	2,293
2013	ENMU	Ruidoso Branch	462
2013	LCC	Main	1,735
2013	MCC	Main	480
2013	NMHU	Main	2,398
2013	NMIMT	Main	2,170
2013	NMJC	Main	171
2013	NMMI	Main	9,369
2013	NMSU	Alamogordo Branch	1,604
2013	NMSU	Carlsbad Branch	1,677
2013	NMSU	Dona Ana Branch	7,968
2013	NMSU	Grants Branch	760
2013	NMSU	Main	617
2013	NNMC	Main	1,862
2013	SFCC	Main	4,355
2013	SJC	Main	2,875
2013	UNM	Gallup Branch	456
2013	UNM	Los Alamos Branch	706
2013	UNM	Main	13,686
2013	UNM	Taos Branch	1,619
2013	UNM	Valencia Branch	2,246
2013	WNMU	Main	2,058
TOTAL			85,036
Distinct head count (HC) at each institution. Students might be attending multiple campuses and be counted twice. Data excludes CNM-UNM and UNM medical school site as all those students are included with the UNM—main campus count.			

HISPANIC ENROLLMENT ACADEMIC YEAR 2012–2013			
2012	CCC	Main	1,477
2012	CNM	Main	18,670
2012	ENMU	Main	2,445
2012	ENMU	Roswell Branch	2,564
2012	ENMU	Ruidoso Branch	558
2012	LCC	Main	1,945
2012	MCC	Main	549
2012	NMHU	Main	2,408
2012	NMIMT	Main	552
2012	NMJC	Main	2,125
2012	NMMI	Main	154
2012	NMSU	Alamogordo Branch	2,274
2012	NMSU	Carlsbad Branch	1,796
2012	NMSU	Doña Ana Branch	8,245
2012	NMSU	Grants Branch	948
2012	NMSU	Main	9,661
2012	NNMC	Main	2,066
2012	SFCC	Main	4,004
2012	SJC	Main	2,809
2012	UNM	Gallup Branch	443
2012	UNM	Los Alamos Branch	608
2012	UNM	Main	12,505
2012	UNM	Medical School	118
2012	UNM	Taos Branch	1,458
2012	UNM	Valencia Branch	2,208
2012	WNMU	Main	2,069
2012	CCC	Main	1,477
TOTAL			84,659
Distinct head count (HC) at each institution. Students might be attending multiple campuses and be counted twice. Data excludes CNM-UNM site as all those students are included with the UNM-main campus count.			

HISPANIC ENROLLMENT ACADEMIC YEAR 2011-2012			
2011	CCC	Main	1,075
2011	CNM	Main	15,065
2011	CNM	UNM Site	735
2011	ENMU	Main	2,015
2011	ENMU	Roswell Branch	2,244
2011	ENMU	Ruidoso Branch	388
2011	LCC	Main	1,706
2011	MCC	Main	423
2011	NMHU	Main	2,125
2011	NMIMT	Main	495
2011	NMJC	Main	1,795
2011	NMMI	Main	141
2011	NMSU	Alamogordo Branch	1,626
2011	NMSU	Carlsbad Branch	1,078
2011	NMSU	Doña Ana Branch	7,217
2011	NMSU	Grants Branch	759
2011	NMSU	Main	8,555
2011	NNMC	Main	1,587
2011	SFCC	Main	2,907
2011	SJC	Main	2,017
2011	UNM	Gallup Branch	369
2011	UNM	Los Alamos Branch	376
2011	UNM	Main	11,178
2011	UNM	Medical School	103
2011	UNM	Taos Branch	1,002
2011	UNM	Valencia Branch	1,677
2011	WNMU	Main	1,772
TOTAL			70,430

Hispanic Retention from Fall 2014 to Spring 2015

Institution	Campus Name	Enrolled Summer/Fall 14	Spring 2015	Retention
CCC	Main	79	64	81.0%
CNM	Main	1190	963	80.9%
ENMU	Main	296	241	81.4%
ENMU-RO	Roswell Branch	209	147	70.3%
ENMU-RU	Ruidoso Branch	13	8	61.5%
LCC	Main	N/A	N/A	N/A
MCC	Main	46	20	43.5%
NMHU	Main	199	155	77.9%
NMJC	Main	169	116	68.6%
NMMI	Main	57	46	80.7%
NMSU	Main	867	735	84.8%
NMSU-AL	Alamogordo Branch	78	51	65.4%
NMSU-CA	Carlsbad Branch	93	74	79.6%
NMSU-DA	Dona Ana Branch	842	651	77.3%
NMSU-GR	Grants Branch	32	21	65.6%
NMT	Main	92	80	87.0%
NNMC	Main	86	69	80.2%
SFCC	Main	222	179	80.6%
SJC	Main	120	95	79.2%
UNM	Main	1493	1348	90.3%
UNM-GA	Gallup Branch	24	17	70.8%
UNM-LA	Los Alamos Branch	35	28	80.0%
UNM-TA	Taos Branch	67	55	82.1%
UNM-VA	Valencia Branch	193	153	79.3%
WNMU	Main	159	125	78.6%

Students enrolled as a first time, full time Freshmen in Summer/Fall 2014 and retained in Spring 2015 at the same campus.

Does not include Dual Credit and Undergraduate non-degree students.

Due to swirling at NMSU/UNM/ENMU, there could be students taking credit hours at different branch campuses . These students could technically have credit hours equivalent to full time (≥ 12) but for the purpose of this calculation, they cannot be included as NMHED does not collect a cohort file and cannot identify students. Source: NMHED DEAR data October 8, 2015

Hispanic Retention from Fall 2013 to Spring 2014				
INSTITUTION	CAMPUS	ENROLLED FALL 2013	RETURNED SPRING 2014	RETENTION %
CCC	Main	89	56	62.9
CNM	Main	1578	1226	77.7
ENMU	Main	304	247	81.3
ENMU	Roswell Branch	254	179	70.5
ENMU	Ruidoso Branch	23	17	73.9
LCC	Main	51	34	66.7
MCC	Main	< 10	<10	12.5
NMHU	Main	201	154	76.6
NMIMT	Main	100	95	95.0
NMJC	Main	169	113	66.9
NMMI	Main	65	57	87.7
NMSU	Alamogordo Branch	79	46	58.2
NMSU	Carlsbad Branch	116	84	72.4
NMSU	Doña Ana Branch	880	687	78.1
NMSU	Grants Branch	33	20	60.6
NMSU	Main	822	705	85.8
NNMC	Main	115	78	67.8
SFCC	Main	323	247	76.5
SJC	Main	164	120	73.2
UNM	Gallup Branch	35	27	77.1
UNM	Los Alamos Branch	39	32	82.1
UNM	Main	1628	1473	90.5
UNM	Taos Branch	80	57	71.3
UNM	Valencia Branch	199	150	75.4
WNMU	Main	211	175	82.9

Students enrolled as a first-time, full-time undergraduate student in Summer/Fall 2012 and retained in Spring 2013 at the same
Does not include dual credit and undergraduate, non-degree students
Due to swirling at NMSU/UNM/ENMU, there could be students taking credit hours at different branch campuses
These students could technically have credit hours equivalent to full time (≥ 12), but for the purpose of this calculation, they cannot be

Hispanic Retention from Fall 2012 to Spring 2013				
INSTITUTION	CAMPUS	ENROLLED FALL 2012	RETURNED SPRING 2013	RETENTION %
CCC	Main	76	46	60.5
CNM	Main	1464	1092	74.6
ENMU	Main	308	240	77.9
ENMU	Roswell Branch	254	182	71.7
ENMU	Ruidoso Branch	32	26	81.3
LCC	Main	26	11	42.3
MCC	Main	32	15	46.9
NMHU	Main	258	156	60.5
NMIMT	Main	95	83	87.4
NMJC	Main	151	99	65.6
NMMI	Main	63	46	73.0
NMSU	Alamogordo Branch	71	51	71.8
NMSU	Carlsbad Branch	110	67	60.9
NMSU	Doña Ana Branch	909	696	76.6
NMSU	Grants Branch	43	27	62.8
NMSU	Main	926	798	86.2
NNMC	Main	163	130	79.8
SFCC	Main	358	278	77.7
SJC	Main	174	136	78.2
UNM	Gallup Branch	42	35	83.3
UNM	Los Alamos Branch	25	24	96.0
UNM	Main	1297	1200	92.5
UNM	Taos Branch	85	69	81.2
UNM	Valencia Branch	194	153	78.9
WNMU	Main	193	161	83.4
First-time freshman Hispanic students enrolled full-time in Fall 2012, returning full-time in Spring 2013				

Hispanic Retention from Fall 2011 to Spring 2012

INSTITUTION	CAMPUS	ENROLLED FALL 2011	RETURNED SPRING 2012	RETENTION %
CCC	Main	76	45	59.2
CNM	Main	1039	847	81.5
ENMU	Main	259	199	76.8
ENMU	Roswell Branch	324	215	66.4
ENMU	Ruidoso Branch	33	24	72.7
LCC	Main	59	45	76.3
MCC	Main	40	21	52.5
NMHU	Main	253	181	71.5
NMIMT	Main	100	89	89.0
NMJC	Main	163	113	69.3
NMMI	Main	62	55	88.7
NMSU	Alamogordo Branch	90	59	65.6
NMSU	Carlsbad Branch	99	67	67.7
NMSU	Doña Ana Branch	868	679	78.2
NMSU	Grants Branch	60	41	68.3
NMSU	Main	946	821	86.8
NNMC	Main	165	116	70.3
SFCC	Main	284	213	75.0
SJC	Main	137	100	73.0
UNM	Gallup Branch	41	35	85.4
UNM	Los Alamos Branch	32	23	71.9
UNM	Main	1293	1172	90.6
UNM	Taos Branch	81	64	79.0
UNM	Valencia Branch	231	184	79.7
WNMU	Main	194	148	76.3

First-time freshman Hispanic students enrolled full-time in Fall 2011 and returning full-time in Spring 2012

Hispanic Retention from Fall 2011 to Spring 2012

Institution	Campus	Enrolled Fall 2011	Returned Spring 2012	Retention %
CCC	Main	76	45	59.2
CNM	Main	1039	847	81.5
ENMU	Main	259	199	76.8
ENMU	Roswell Branch	324	215	66.4
ENMU	Ruidoso Branch	33	24	72.7
LCC	Main	59	45	76.3
MCC	Main	40	21	52.5
NMHU	Main	253	181	71.5
NMIMT	Main	100	89	89.0
NMJC	Main	163	113	69.3
NMMI	Main	62	55	88.7
NMSU	Alamogordo Branch	90	59	65.6
NMSU	Carlsbad Branch	99	67	67.7
NMSU	Doña Ana Branch	868	679	78.2
NMSU	Grants Branch	60	41	68.3
NMSU	Main	946	821	86.8
NNMC	Main	165	116	70.3
SFCC	Main	284	213	75.0
SJC	Main	137	100	73.0
UNM	Gallup Branch	41	35	85.4
UNM	Los Alamos Branch	32	23	71.9
UNM	Main	1293	1172	90.6
UNM	Taos Branch	81	64	79.0
UNM	Valencia Branch	231	184	79.7
WNMU	Main	194	148	76.3

Data provided by NMHED. First-time freshman Hispanic students enrolled full-time in Fall 2011 and returning full-time in Spring 2012

Hispanic Student Completion Rates by Postsecondary Institution, AY 2011–2015

Hispanic Student Completion in New Mexico 4-Year Postsecondary Institutions, AY 2011–2012							
Cohort Academic Year	Cohort Semester	Institution	Campus	Ethnicity	Beginning Cohort	Number Completed	% Completed
2005	Fall	ENMU	Main	Hispanic	219	43	26.71
2005	Fall	NMHU	Main	Hispanic	277	32	11.55
2005	Fall	NMIMT	Main	Hispanic	75	36	48.00
2005	Fall	NMSU	Main	Hispanic	589	234	39.73
2005	Fall	UNM	Main	Hispanic	862	333	38.63
2005	Fall	WNMU	Main	Hispanic	112	13	11.61

Data provided by the NMHED. The 2010 four-year cohort includes students who started in fall 2005 at 4-year institutions in New Mexico as first-time, full-time freshman who attained a bachelor's degree in six years or fewer.

Hispanic Student Completion in New Mexico 4-Year Postsecondary Institutions, AY 2012–2013							
Cohort Academic Year	Cohort Semester	Institution	Campus	Ethnicity	Beginning Cohort	Number Completed	% Completed
2007	Summer/Fall	ENMU	Main	Hispanic	182	47	25.82
2007	Summer/Fall	NMHU	Main	Hispanic	219	49	22.37
2007	Summer/Fall	NMIMT	Main	Hispanic	60	26	43.33
2007	Summer/Fall	NMSU	Main	Hispanic	641	309	48.21
2007	Summer/Fall	NNMC	Main	Hispanic	149	< 10	5.20
2007	Summer/Fall	UNM	Main	Hispanic	882	432	48.98

Data provided by NMHED, eDEAR Degree file AY2012–2013. Includes four-year cohort (students who started in fall 2007) at 4-year institutions in New Mexico as first-time, full-time freshman who attained a bachelor's degree in six years or fewer.

Hispanic Student Completion in New Mexico

4-Year Postsecondary Institutions, AY 2013–2014

Cohort Academic Year	Cohort Semester	Institution	Campus	Ethnicity	Beginning Cohort	Number Completed	% Completed
2009	Summer/Fall	ENMU	Main	Hispanic	206	59	28.64
2009	Summer/Fall	NMHU	Main	Hispanic	213	51	23.94
2009	Summer/Fall	NMT	Main	Hispanic	76	31	40.79
2009	Summer/Fall	NMSU	Main	Hispanic	986	433	43.91
2009	Summer/Fall	NNMC	Main	Hispanic	154	16	10.93
2009	Summer/Fall	UNM	Main	Hispanic	1130	577	51.06

Data provided by NMHED, eDEAR Degree file, AY2012–2013. Includes four-year cohort (students who started in fall 2009) at 4-year institutions in New Mexico as first-time, full-time freshman who attained a bachelor's degree in six years or fewer.

**Hispanic Student Completion in New Mexico
2-Year Postsecondary Institutions, AY 2011–2012**

Cohort Academic Year	Cohort Semester	Institution	Campus	Ethnicity	Beginning Cohort	Number Completed
2006	Fall	CCC	Main	Hispanic	67	< 10
2006	Fall	CNM	Main	Hispanic	714	111
2006	Fall	ENMU	Roswell Branch	Hispanic	209	28
2006	Fall	ENMU	Ruidoso Branch	Hispanic	12	< 10
2006	Fall	LCC	Main	Hispanic	92	20
2006	Fall	MCC	Main	Hispanic	43	14
2006	Fall	NMJC	Main	Hispanic	157	31
2006	Fall	NMSU	Alamogordo Branch	Hispanic	60	< 10
2006	Fall	NMSU	Carlsbad Branch	Hispanic	74	< 10
2006	Fall	NMSU	Doña Ana Branch	Hispanic	409	78
2006	Fall	NMSU	Grants Branch	Hispanic	18	< 10
2006	Fall	NNMC	Main	Hispanic	114	< 10
2006	Fall	SFCC	Main	Hispanic	114	13
2006	Fall	SJC	Main	Hispanic	78	18
2006	Fall	UNM	Gallup Branch	Hispanic	26	< 10
2006	Fall	UNM	Los Alamos Branch	Hispanic	19	< 10
2006	Fall	UNM	Taos Branch	Hispanic	31	< 10
2006	Fall	UNM	Valencia Branch	Hispanic	129	18

Data provided by NMHED. Data Includes 2011 four-year cohort (students who started in fall 2008) at 4-year institutions in New Mexico as first-time, full-time freshman who attained a BA/BS degree in six years or fewer. AY2011–2012—two-year public, postsecondary institutions. It includes students who started in summer/fall 2008 at 2-year institutions in New Mexico as first-time, full-time freshman and who attained a certificate or associates in four years or fewer. Note that most students who start at a branch campus or community college transfer to a four-year institution to complete their bachelor's degree and, for the purpose of this calculation, that rate is not being included.

Hispanic Student Completion in New Mexico

2-Year Postsecondary Institutions, AY 2012–2013

Cohort Academic Year	Cohort Semester	Institution	Campus	Ethnicity	Beginning Cohort	Number Completed	% Completed
2009	Summer/Fall	CCC	Main	Hispanic	184	36	19.57
2009	Summer/Fall	CNM	Main	Hispanic	1226	396	32.30
2009	Summer/Fall	ENMU	Roswell Branch	Hispanic	303	82	27.06
2009	Summer/Fall	ENMU	Ruidoso Branch	Hispanic	25	<10	20.00
2009	Summer/Fall	LCC	Main	Hispanic	153	55	35.95
2009	Summer/Fall	MCC	Main	Hispanic	73	18	24.66
2009	Summer/Fall	NMJC	Main	Hispanic	142	28	19.72
2009	Summer/Fall	NMSU	Alamogordo Branch	Hispanic	77	21	27.27
2009	Summer/Fall	NMSU	Carlsbad Branch	Hispanic	116	16	13.79
2009	Summer/Fall	NMSU	Doña Ana Branch	Hispanic	764	230	30.10
2009	Summer/Fall	NMSU	Grants Branch	Hispanic	53	26	49.06
2009	Summer/Fall	NNMC	Main	Hispanic	154	23	14.94
2009	Summer/Fall	SFCC	Main	Hispanic	221	47	21.27
2009	Summer/Fall	SJC	Main	Hispanic	153	37	24.18
2009	Summer/Fall	UNM	Gallup Branch	Hispanic	28	<10	21.43
2009	Summer/Fall	UNM	Los Alamos Branch	Hispanic	49	<10	16.33
2009	Summer/Fall	UNM	Taos Branch	Hispanic	78	11	14.10
2009	Summer/Fall	UNM	Valencia Branch	Hispanic	221	39	17.65

Data provided by NMHED: eDEAR Degree file AY2012–2013—two-year public, postsecondary institutions. Data includes students who started in summer/fall 2009 at 2-year institutions in New Mexico as first-time, full-time freshman and who attained a certificate or associates in four years or fewer. Note that most students who start at a branch campus or community college transfer to a four-year institution to complete their bachelor's degree and, for the purpose of this calculation, that rate is not being included. NNMC and WNMU are dual-mission institutions. For completion rates, they are being included for both two-year and four-year calculations.

Hispanic Student Completion in New Mexico
2–Year Postsecondary Institutions, AY 2013–2014

Cohort Academic Year	Cohort Semester	Institution	Campus	Ethnicity	Beginning Cohort	Number Completed	% Completed
2011	Summer/Fall	CCC	Main	Hispanic	78	17	21.79
2011	Summer/Fall	CNM	Main	Hispanic	1158	265	22.88
2011	Summer/Fall	ENMU	Roswell Branch	Hispanic	327	69	21.10
2011	Summer/Fall	ENMU	Ruidoso Branch	Hispanic	33	12	36.36
2011	Summer/Fall	LCC	Main	Hispanic	59	10	16.95
2011	Summer/Fall	MCC	Main	Hispanic	51	20	39.22
2011	Summer/Fall	NMJC	Main	Hispanic	170	33	19.41
2011	Summer/Fall	NMSU	Alamogordo Branch	Hispanic	90	8	8.89
2011	Summer/Fall	NMSU	Carlsbad Branch	Hispanic	61	14	22.95
2011	Summer/Fall	NMSU	Doña Ana Branch	Hispanic	870	161	18.51
2011	Summer/Fall	NMSU	Grants Branch	Hispanic	61	14	22.95
2011	Summer/Fall	NNMC	Main	Hispanic	168	14	8.33
2011	Summer/Fall	SFCC	Main	Hispanic	292	41	14.04
2011	Summer/Fall	SJC	Main	Hispanic	143	42	29.37
2011	Summer/Fall	UNM	Gallup Branch	Hispanic	41	9	21.95
2011	Summer/Fall	UNM	Los Alamos Branch	Hispanic	32	7	21.88
2011	Summer/Fall	UNM	Taos Branch	Hispanic	81	15	18.52
2011	Summer/Fall	UNM	Valencia Branch	Hispanic	231	36	15.58
2011	Summer/Fall	WNMU	Main	Hispanic	194	17	8.76

Data includes students who started in summer/fall 2009 at 2-year institutions in New Mexico as first-time, full-time freshman and who attained a certificate or associate degree in four years or fewer. Note that most students who start at a branch campus or community college transfer to a four-year institution to complete their bachelor's degree and, for the purpose of this calculation, that rate is not being included. NNMC and WNMU are dual-mission institutions. For completion rates, they are being included for both two-year and four-year calculations.

TEACHER EQUITY

The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind (NCLB), called for all students to be taught by highly qualified teachers by 2006. States also were required to create plans to ensure that students from low-income families and students of color were not taught by underqualified, inexperienced, or out-of-field teachers at higher rates than other students. In fall 2014, the USDOE released an equity profile for each state. That profile is the basis for the identification of New Mexico's equity gaps.

Per federal requirements (ESEA 11(b)(8)(C)), the PED must have a plan called the Educator Equity Plan (EEP) in place to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The EEP must include the measures that the PED will use to evaluate and publically report progress. The EEP must

1. document and describe stakeholder consultation;
2. identify equity gaps;
3. explain the likely cause of equity gaps;
4. set forth strategies to eliminate equity gaps;
5. describe measures to evaluate progress toward eliminating gaps; and
6. describe how New Mexico will publically report on progress.

Other than federal compliance, why does this plan matter, and why is it key for the success of our Hispanic students? It is the core belief of the PED that all students deserve an equal educational opportunity, including equal access to excellent educators. Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed. The PED is committed to ensuring that excellent educators are placed in the hardest-to-staff schools in order to support students in getting and remaining on track to graduate from high school ready for college and careers.

National data shows that the following student groups are less likely to have access to great teachers and school leaders according to virtually every metric available:

- Students of color
- Students from low-income families
- Rural students
- Students with disabilities
- Students with limited English proficiency
- Students in need of academic remediation

Source: Institute of Education Sciences, data from the USDOE's Office for Civil Rights

New Mexico's Legislative Finance Committee found that more inexperienced teachers are in high-poverty, high-minority schools (2012 & 2015). Qualifications have little to do with effectiveness; over 99 percent of our teachers meet the highly qualified standard from NCLB. The following charts tell us three things: First, students in poverty are less likely to have an effective teacher than their more affluent peers. Second, minority students are less likely to have an effective teacher than their more non-minority peers. And third, students in poverty and minority students are more likely to have an inexperienced teacher. These themes have devastating consequences for our state.

3rd Grade Reading:

- 48.3% of Hispanic students are on grade level 32.3% of Native American students are on grade level
- 44.8% of students in poverty are on grade level

Graduation Rate:

- 1/3 of Hispanic students do not graduate in 4 years (67.6% graduate in four years)
- Nearly 40% of Native students do not graduate in 4 years (61.7% graduate in four years)

Long-term New Mexico Rankings:

- 46th in 6-year college graduation rate for Hispanic students (35.4%)
- 45th in 6-year college graduation rate for Native students (25.2%)
- 41st in adults with at least an associate's degree (33.1%)

To address the gaps, the PED will incentivize strategic teacher placement by placing our best teachers and school leaders with our students with the most need by using the following tools:

- NMTEACH
- HQT Flexibility
- STEM and hard-to-staff stipends
- Pay for Performance Pilot
- Social Workers in Middle Schools
- Training leaders on strategic teacher placement through administrator preparation programs, school turnaround programming

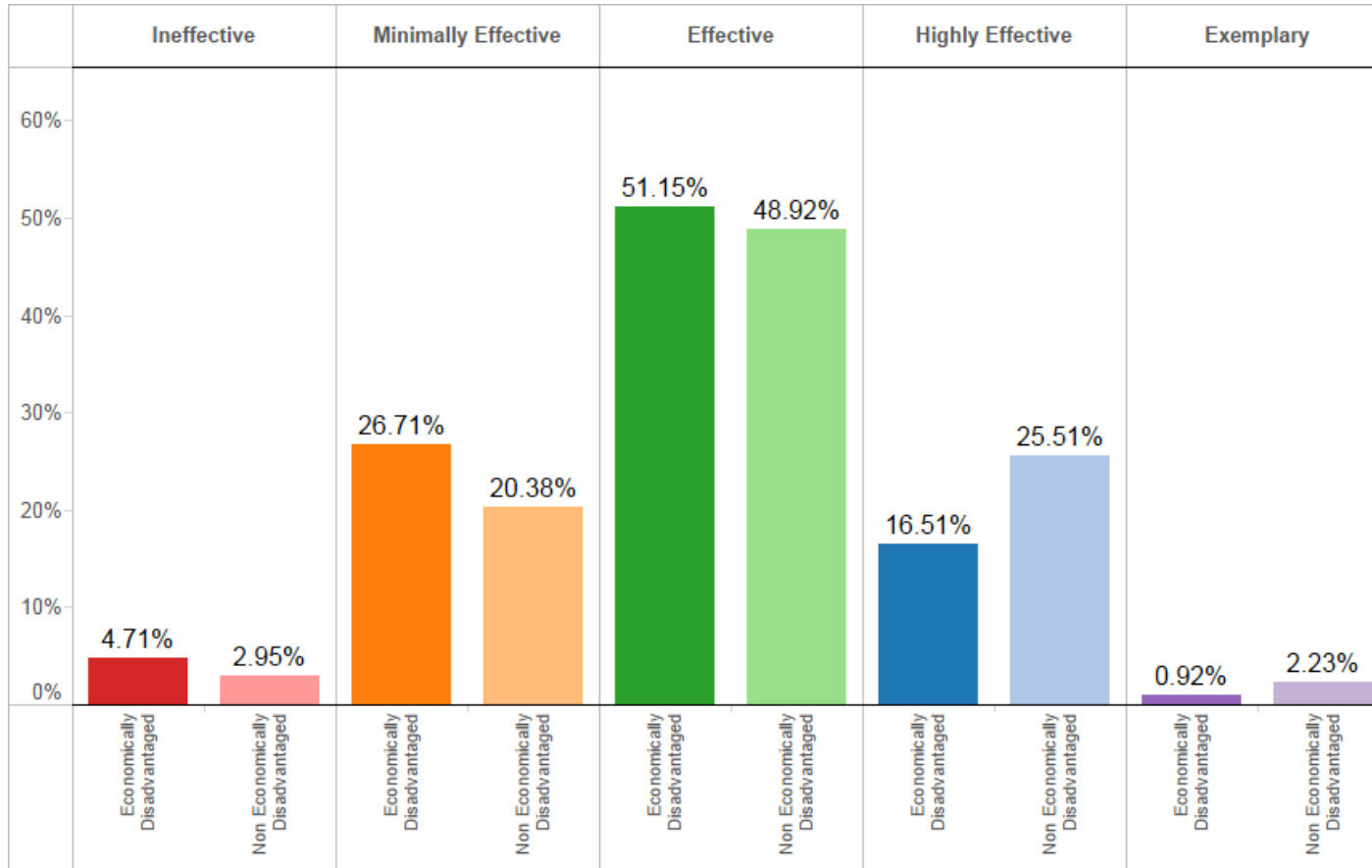
The PED will prepare teachers to be effective in the classroom by overhauling teacher preparation programs to ensure that every new teacher is effective. This overhaul will include new, practice-based teacher preparation programs aimed at training new teachers to be effective immediately, the Teacher Preparation Report Card, and Teacher Preparation Program Approval.

Teacher Equity Data

The following charts tell a story about economically disadvantaged and minority students in New Mexico. Economically disadvantaged students are measured by those that qualify for free and reduced lunch (FRL). Minority students are composed of Asian, Black, Hispanic, Indian, and Pacific Islander.

- In 2014-2015, 72.28% (239,192) of the 330,936 enrolled students in New Mexico participated in an FRL program.
- In 2014-2015, 61.17% (202,423) of the 330,936 enrolled students in New Mexico were Hispanic.

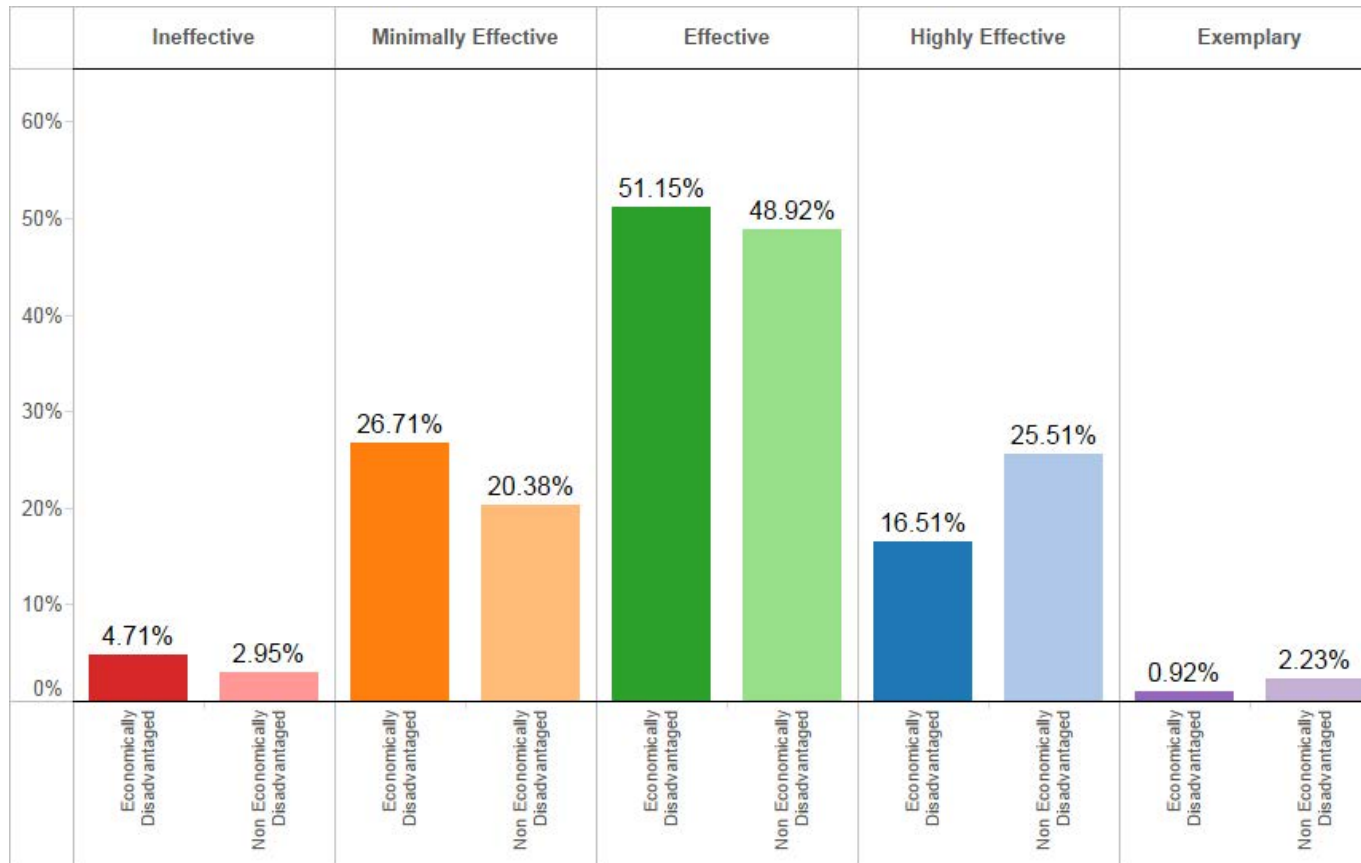
SY 2014 New Mexico's Equity Gaps—Service by Teachers, as Ranked by Effectiveness
Economically Disadvantaged and Non-Economically Disadvantaged Student Comparison



This chart shows the percentage of students who had a teacher in each of the five rating categories (Ineffective to Exemplary) in 2014. For each rating category, the darker shaded bar represents the percentage of economically disadvantaged students (as measured by qualifying for FRL) who had a teacher with that rating in 2014. We can see that a higher percentage of economically disadvantaged students had teachers who were ineffective and minimally effective than students who were not economically disadvantaged (red and orange bars). A higher percentage of not economically disadvantaged students were taught by Highly Effective and Exemplary teachers.

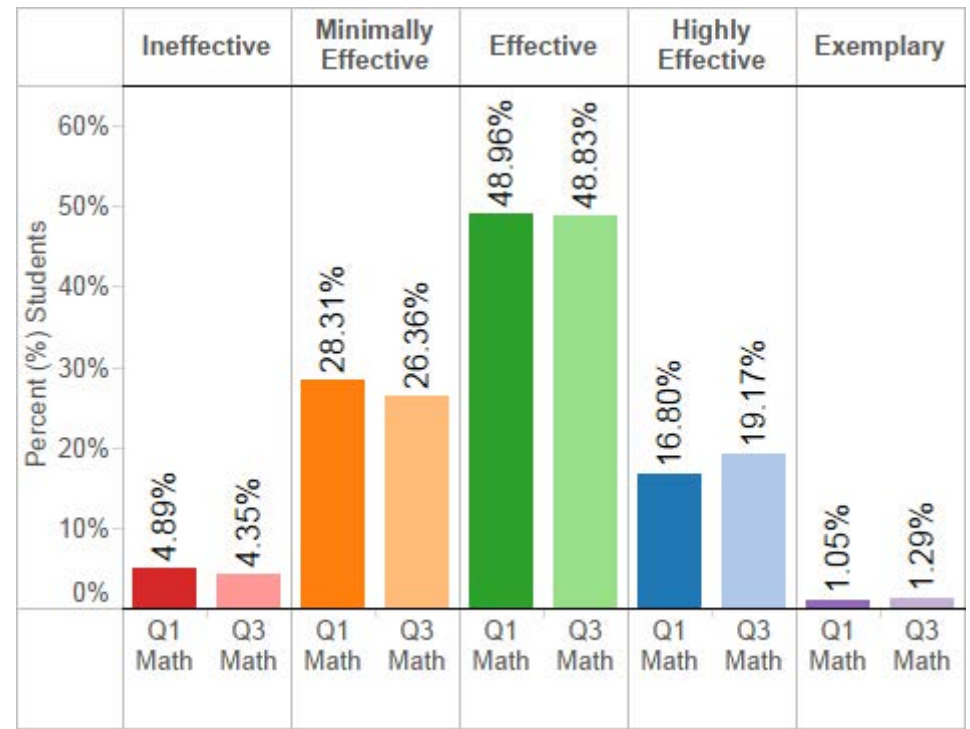
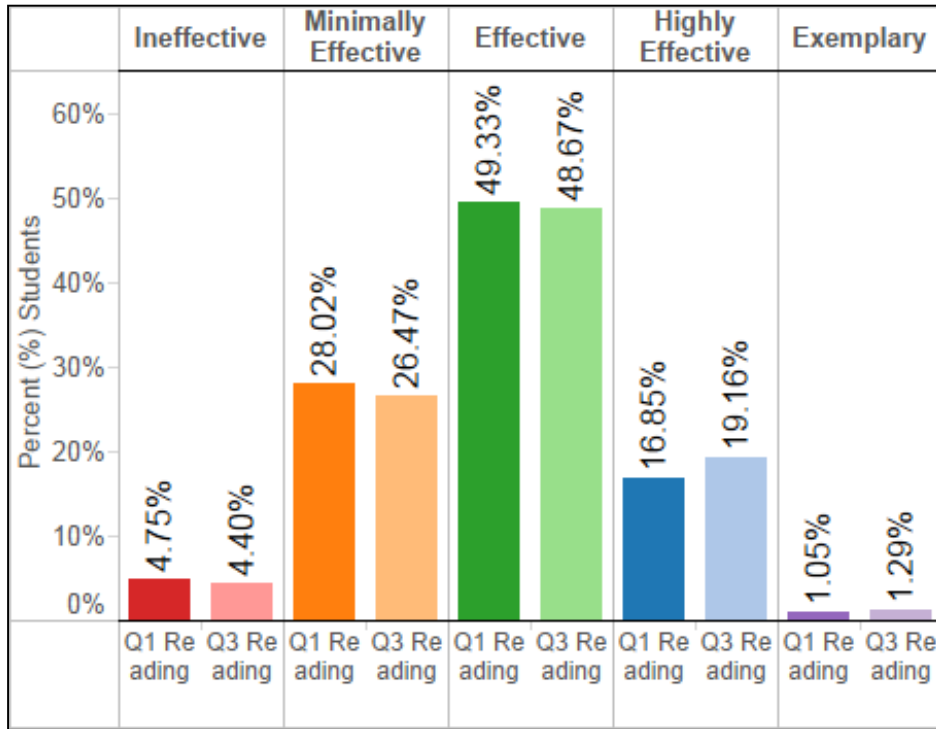
*Information in this section marked by XXX is pending.

New Mexico's Equity Gaps Between Economically Disadvantaged and Non Economically Disadvantaged Students



This chart shows the percentage of students who had a teacher in each of the 5 rating categories (Ineffective to Exemplary) in 2014. For each rating category, the darker shaded bar represents the percentage of Economically Disadvantaged students (as measured by qualifying for FRL) who had a teacher with that rating in 2014. We can see that a higher percentage of economically disadvantaged students had teachers who were ineffective and minimally effective than students who were not economically disadvantaged (Red and Orange Bars). A higher percentage of economically disadvantaged students had Highly Effective and Exemplary teachers.

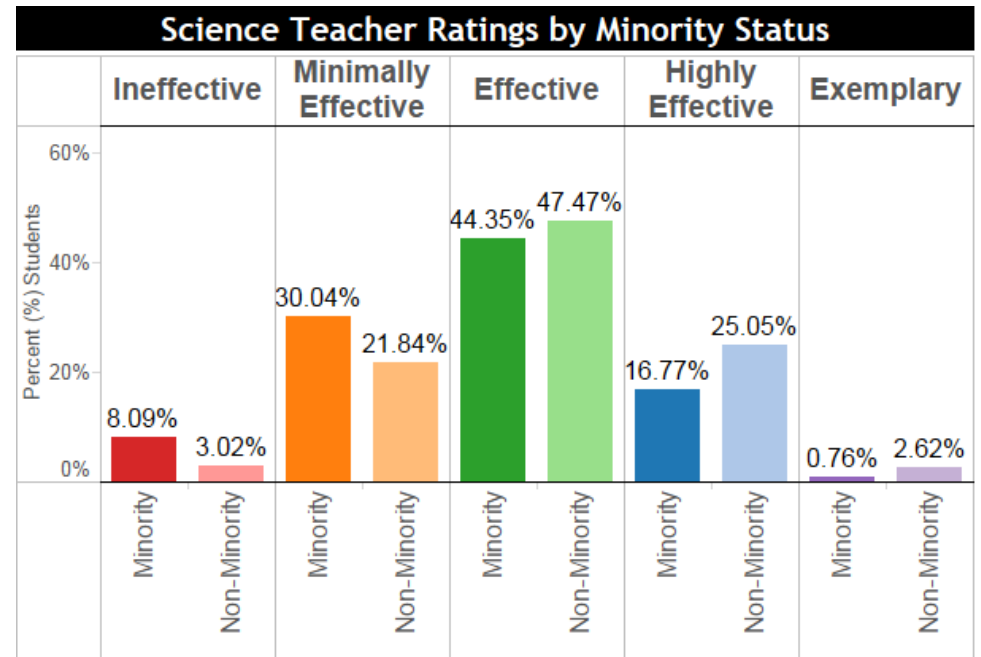
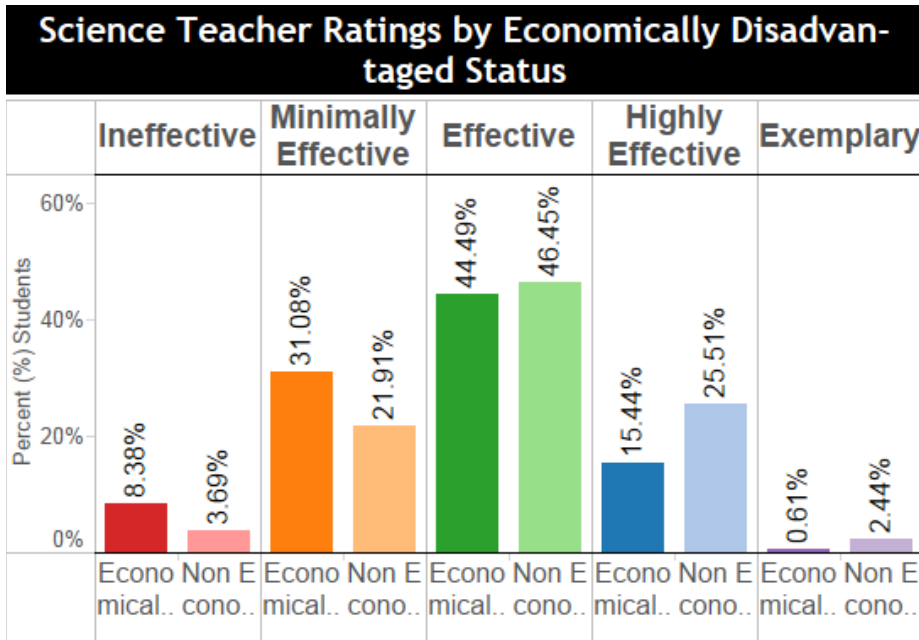
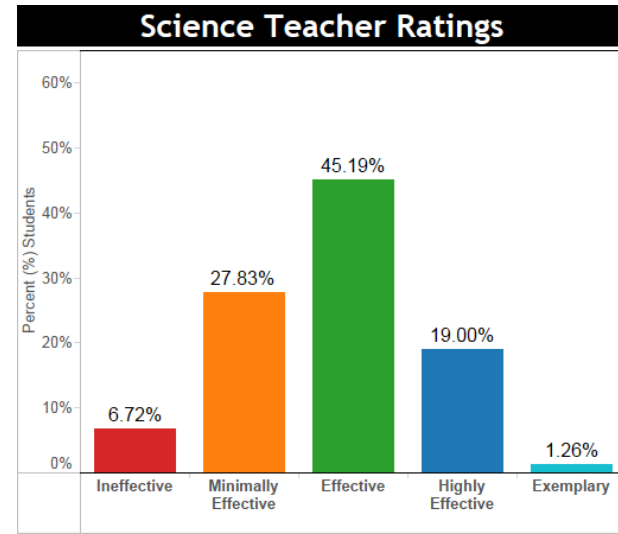
SY 2014 New Mexico's Equity Gaps—Service by Teachers, as Ranked by Effectiveness
 Comparison of Students in Q1 and Q3, Reading and Math



These charts show the percentage of students who had a teacher in each of the five rating categories (Ineffective to Exemplary) in 2014. For each rating category, the darker shaded bar represents the percentage Q1 students (*lowest quartile of students by school*) who had a teacher with the given rating in 2014, while the lighter shaded bar is the percentage of students who were Q3 (*highest 3 quartiles of students by school*) who had a teacher with the same rating. A higher percentage of Q1 students had teachers who were ineffective and minimally effective as compared to students who were not minority (red and orange bars). A higher percentage of non-minority students had Highly Effective and Exemplary teachers. These gaps do not appear to be as wide as the gaps for economically disadvantaged students and for minority students, likely because Q1 and Q3 are defined at the school level rather than at the State level.

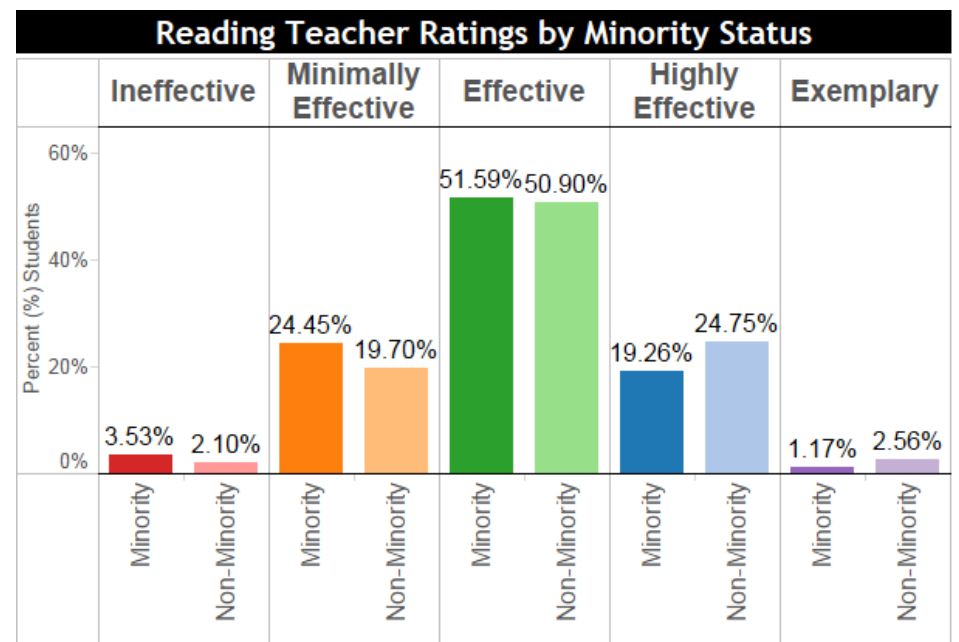
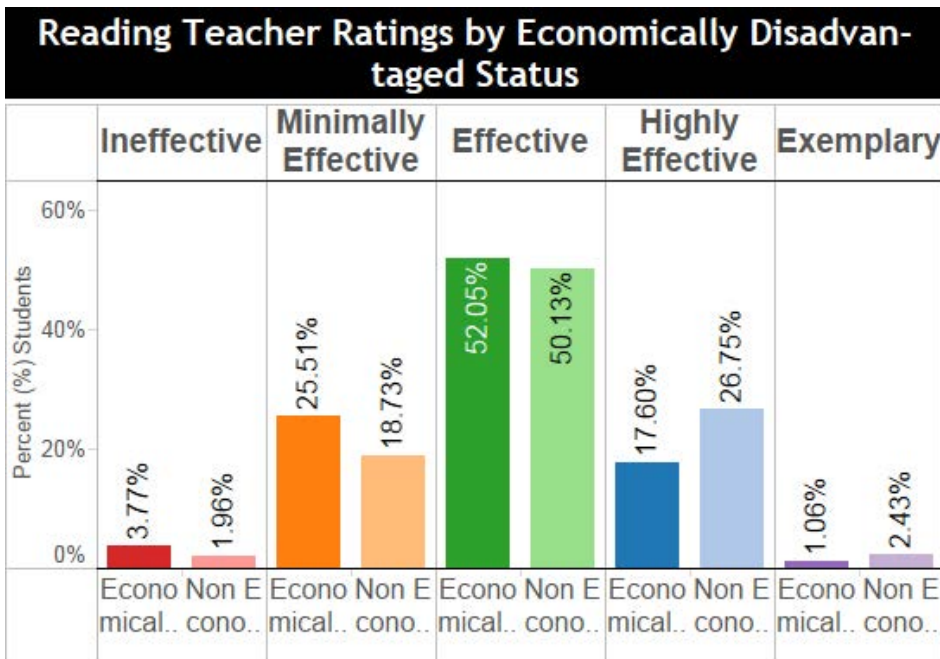
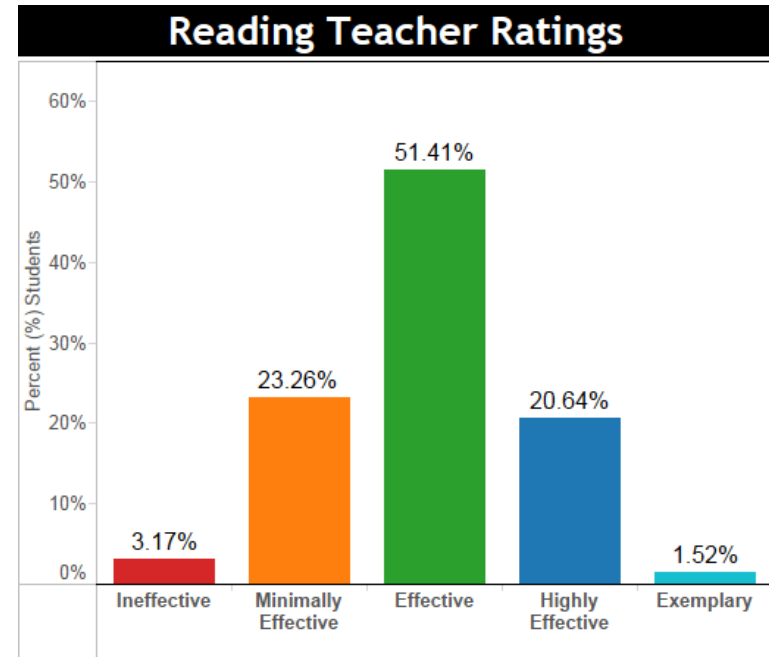
SY 2014 New Mexico's Equity Gaps: Teacher Ratings

These charts show the percentage of students who had a teacher in each of the five rating categories (Ineffective to Exemplary) in 2014. For each rating category, the darker shaded bar represents the percentage of economically disadvantaged students who had a teacher with the given rating in 2014, while the lighter shaded bar represents the percentage of students who are non-economically disadvantaged, and who were taught by a teacher with the same rating. A higher percentage of economically disadvantaged students had teachers who were ineffective and minimally effective than students who were not (red and orange bars). A higher percentage of non-economically disadvantaged students had Highly Effective and Exemplary teachers.

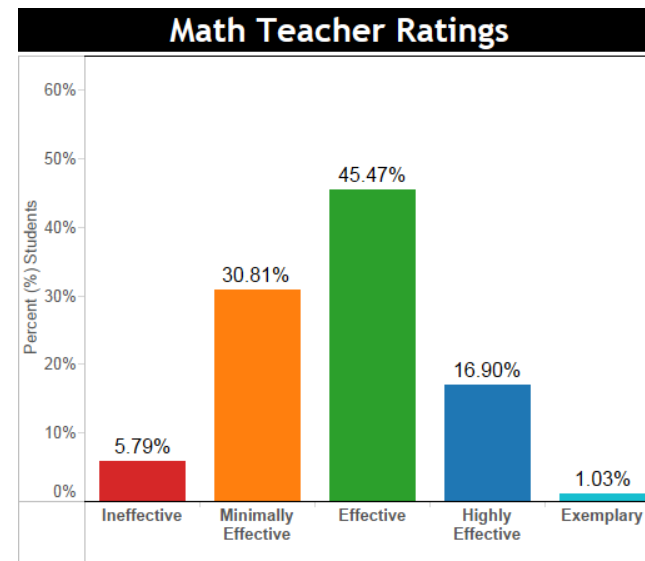


SY 2014 New Mexico's Equity Gaps: Teacher Ratings

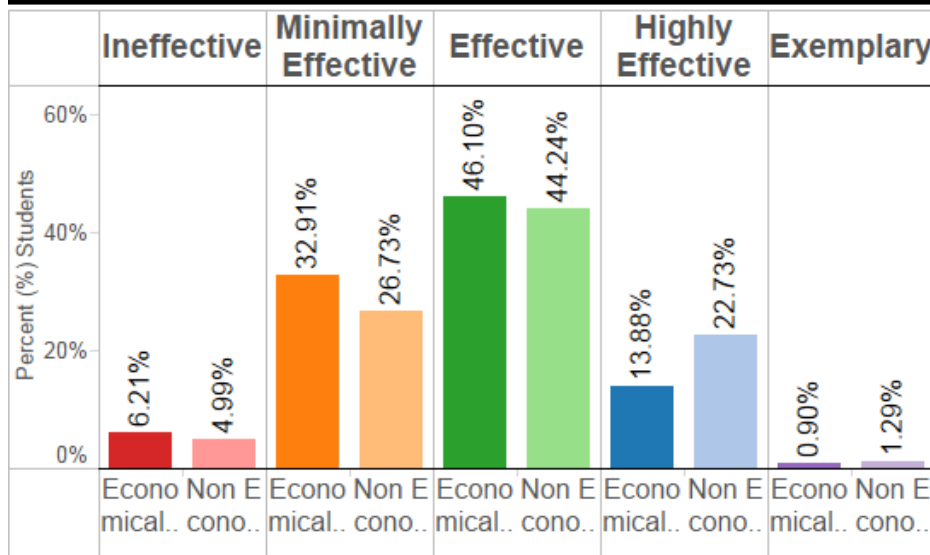
These charts show the percentage of students who had a teacher in each of the five rating categories (Ineffective to Exemplary) in 2014. For each rating category, the darker-shaded bar represents the percentage of economically disadvantaged students who were taught by a teacher with the given rating, while the lighter-shaded bar is the percentage of students who are non-economically disadvantaged who were taught by a teacher with the same rating. A higher percentage of economically disadvantaged students had teachers who were ineffective and minimally effective than students who were not (red and orange bars). A higher percentage of non-economically disadvantaged students had Highly Effective and Exemplary teachers.



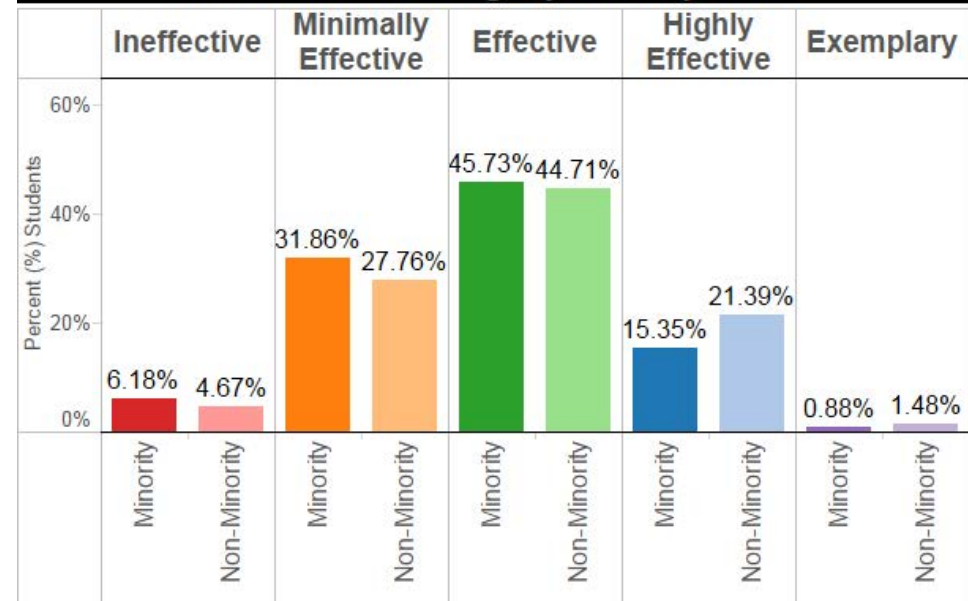
These charts show the percentage of students who were taught by a teacher in each of the five rating categories (Ineffective to Exemplary) in 2014. For each rating category, the darker shaded bar represents the percentage of economically disadvantaged students who had a teacher with the given rating in 2014, while the lighter shaded bar is the percentage of students who are non-economically disadvantaged who were taught by a teacher with the same rating. A higher percentage of economically disadvantaged students had teachers who were ineffective and minimally effective than had students who were not rated economically disadvantaged (red and orange bars). A higher percentage of non-economically disadvantaged students had Highly Effective and Exemplary teachers.



Math Teacher Ratings by Economically Disadvantaged Status



Math Teacher Ratings by Minority Status



CONCLUSION

The data in this report can be used as a tool for key stakeholders in the Hispanic education and business communities to continue to work together with the goal of changing the landscape of New Mexico's Hispanic communities. While the report includes growth areas and challenges for Hispanic students in New Mexico, more importantly, it points to exciting wins and bright spots for Hispanic students.

In June of 2013, the HEAC developed the HEA 5-Year Strategic Plan, with a focus on the three primary areas of advisement to the secretary of education that are required by statute: student success, family engagement, and collaboration. The 5-year strategic plan was designed with input from individual and collective stakeholders, as well as stakeholder programs called Strategic Partners of the HEAC during the following three important events:

1. *La plática bajo la resolana*: A Work Session for Strategic Partners of the HEAC
2. The organizing of the three (3) Collective Impact Teams (CITs)
 - a. Student Success CIT
 - b. Family Engagement CIT
 - c. Collaboration CIT
3. The 2nd Unidos Legislative Education Summit

Hispanic Education Advisory Council 5-Year Plan—June 2013*						
Area of Advisement	Strategic Partners	Recommendations (For a complete list of recommendations visit www.heac.unm.edu)	Goal	Actions & Measurement	Alignment to PED Initiatives	Timeline
Student Success	PED SBAC	1. Culturally and linguistically responsive professional development	To strengthen the cultural competence of educators, PreK–16, and policy makers.	Address cultural competency through a legislative request to increase the numbers of bilingual- and TESOL-endorsed teachers	Mentioned during the October 6, 2015 meeting with PED Secretary Skandera and HED Secretary Damron	Tentatively, the 2016 Legislative Session*
		2. Culturally competent programs and practice		In collaboration with the State Bilingual Advisory Committee (SBAC), align the NM Teach Evaluation with the ELL Crosswalk.	Aligned to the PED NMTEACH Crosswalk and a component in the spring/summer professional development for school leaders	Accomplished partially in 2015*
		3. Dual Language professional development		Research local and national cultural competency framework/models that include a score card tool for purpose that remain as of yet to be fully explored. *	Discussed during the October 6, 2015 meeting with PED Secretary Skandera and HED Secretary Damron, with a plan to connect further during the 2015–2016 semesters.	Spring 2015

Hispanic Education Advisory Council 5-Year Plan—June 2013*

Area of Advisement	Strategic Partners	Recommendations (For a complete list of recommendations visit www.heac.unm.edu)	Goal	Actions & Measurement	Alignment to PED Initiatives	Timeline
Collaboration	In process*	4. Incentivize local and Hispanic-focused research	To ensure that every student demonstrates mastery of academic, interpersonal, and professional skills before they graduate.	In process*	Mentioned during the October 6, 2015 meeting with PED Secretary Skandera and HED Secretary Damron. The PED and HEAC are working to align College and Career Readiness measures.	In process*
Family Engagement	In process*	5. Support for non-traditional families	Align state funding for family engagement** to support a series of evidence-based practices	Increase opportunities for equitable, authentic, family engagement	Discussed during the October 6, 2015 meeting with PED Secretary Skandera and HED Secretary Damron. Please to align PED professional development with existing Family Engagement Toolkit (CESDP)	Spring 2016
		6. Incentivize business involvement		Increase Hispanic high school graduation and admission to and completion of post-secondary academic, professional, or vocational education		Mentioned during the October 6, 2015 meeting with PED Secretary Skandera and HED Secretary Damron.
		7. Support collective Impact	**The definition of <i>family engagement</i> has yet to be agreed upon by strategic partners and HEAC	Promote the implementation of the PTA national standards for Family School	Mentioned during the October 6, 2015 meeting with PED Secretary Skandera and HED Secretary Damron.	In process*
		8. Involve Community Engagement Coordinators				

* As with any plan, there are aspects that are in process and cannot yet be reported.

GLOSSARY AND ACRONYMS

Many of the following terms and acronyms come from the *New Mexico Bilingual Multicultural Education Program’s Technical Assistance Manual*.

Accommodation	Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Rivera and Stansfield, 2000). Actual content is not changed.
Achievement Gap	The term achievement gap is a matter of race and class . Across the US, a gap in academic achievement persists between minority and disadvantaged students and their white counterparts. This is one of the most pressing education policy challenges that states currently face.
ALP	Alternative Language Program
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	Provides instruction in, and the study of, English and the home language of students—also may include the delivery of the content areas in the home language and English that includes the cultural heritage of the child in specific aspects of the curriculum
Bilingualism	A description of equal facility and proficiency in two languages that is commensurate with the age and proficiency level of the student
Bi-literacy	The ability to effectively communicate or understand thoughts and ideas through two languages’ grammatical systems and vocabulary, by using the languages’ written symbols (Hargett, 1998)
Cultural competency	“...the ability to work effectively across cultures. For individuals, it is an approach to learning, communicating and working respectfully with people different from themselves. Culture can refer to an individual’s race, class, gender, sexual orientation, religion, immigration status and age, among other things.” Olsen, L., Bhattacharya, J., & Scharf, A. (2006). <i>Cultural Competency: What It Is and Why It Matters</i> .
Cultural relevance	“...develops intellectual, social, emotional, and political learning by ‘using cultural referents to impart knowledge, skills and attitudes’.” Gay 2000
Cultural responsiveness	Recognizes and utilizes the student’s culture and language in instruction and ultimately respects the students’ personal and community identities
Culture	The total shared way of a given people. This comprises modes of thinking, acting, law, language, art, and customs, as well as material products such as houses, clothes, foods, and tools.
Dual Language Immersion	Is designed to develop the following: <ul style="list-style-type: none"> • High academic achievement in two languages • Additive bilingual and bi-literate proficiency • Cross-cultural skills development
Economically disadvantaged	Students that qualify for free and reduced-price lunch
Effective teachers	Teachers with summative evaluation ratings of ‘effective’ or higher
English learners (ELs)/English language learners (ELL)	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 (normed for language-minority students)
English as a second language (ESL)	An educational approach in which EL/LEP students are instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to other content), and is usually taught during specific school periods. For the remainder of the school day, students may be placed in mainstream classrooms; an immersion program; or a bilingual, multicultural education classroom.
Equity Gap	The difference between diverse student groups’ access to effective teachers
Fluent English Proficient (FEP)	Primary or home languages other than English (PHLOTE) students who are able to speak, read, write, and understand the English language at levels comparable to their grade-level English proficient peers as determined by objective measures of proficiency normed for language minority students.

Goal(s)	The aim or object towards which an endeavor is directed
HC	Head count
Hispanic	<p>In this report, the use of the term <i>Hispanic</i> is consistent with the state’s Hispanic Education Act and the White House initiative on Hispanic education. The term includes ethnic terms such as <i>Latino, Latina, Chicano, Chicana, Mexican-American, South American, Puerto Rican, and Cuban</i>. The term <i>Hispanic</i> refers to a diverse group of people who identify themselves—or their children—as such, at times of enrollment and assessment in New Mexico public schools. It is also used as the term to include citizens of New Mexico who have Hispanic roots here or in countries where Spanish is one of the primary languages or who come from Latin American countries. The term <i>Hispanic</i> does not mean the same thing as the term <i>race</i>.</p> <p>In order to provide consistency throughout this report, if data or other materials are referenced from another source that used the terms <i>Latino</i> or <i>Chicano</i>, the term <i>Hispanic</i> is used.</p>
Intervention	A method by which the course of action, event, or behavior is altered for a particular issue or problem, and thus the outcome is changed or influenced.
Maintenance Bilingual Multicultural Education	Program of bilingual multicultural education for ELLs that has as its goal the maintenance and further development of all aspects of the home language and English (that is, full proficiency in both languages.)
Heritage Language Model	<p>This model is designed to provide instruction in the home language to students whose family or tribal heritage is that language. When they enter the program, students may be fluent in their home language or they may have lost it with generational changes. The goal is to halt home language loss and ultimately recover (or newly develop) native proficiency in the language (Wiley, 1996).</p> <p>Speaking, reading, and writing skills (where applicable) must form a defined component of the program.</p> <p>Many aspects of the home culture of heritage language students must also be included. An immersion method is a recommended approach for developing fluency. Instruction is most effective when it is community-based, with a long-term commitment starting in the home—reaching through childcare, pre-school, school, and the university (Wang, 1996).</p> <p>If heritage language students are English language learners, this language program model must also include English as a second language instruction so as to produce fully bilingual graduates.²</p>
Hispanics in New Mexico	<p>Hispanic families come from the US, Latin American countries, Spanish-speaking countries, and Spanish-speaking territories. Hispanic families include those who have recently arrived, as well as families who have lived on this land for over 400 years—long before this territory was part of the United States.</p> <p>Some of the ways in which Hispanics differ from each other are as follows:³</p> <ul style="list-style-type: none"> ◆ National origin ◆ Socioeconomic conditions ◆ Generational status ◆ Geographical location ◆ Residence status (including citizenship) ◆ Political histories ◆ Racial identification ◆ Languages other than Spanish ◆ Dialects ◆ Religious and spiritual affiliations ◆ Histories of discrimination/oppression

² PED’s *Bilingual Education Technical Assistance Manual*, 2010–2011, page 11.

³Lapayese, Y. (2009). In J. Andrzejewski, M. Baltodano, & L. Symcox (Eds.), *Social Justice, Peace, and Environmental Education: Transformative Standards*. New York: Routledge.

	<ul style="list-style-type: none"> ◆ Circular migration ◆ Level of transnationalism (the flow of people, ideas, and products across regions and countries across the world) ◆ Other <p>While the country of origin and number of generations in the United States can be important to consider in analyzing Hispanic achievement data, New Mexico does not currently collect or report data for Hispanic students in this way. Moreover, in collecting and reporting data, the Public Education Department does specify the categories African American (non-Hispanic) and White (non-Hispanic).</p>
Home or Primary Language (L₁)	The language, other than English, spoken at home. These terms are interchangeable: first language (L ₁), native language, primary language, mother tongue, home language
Inexperienced teachers	Teachers with 3 years or fewer of teaching
Language proficiency	Measures of how well an individual can speak, read, write, and comprehend a language, comparable to the standard expected for native speakers of the language. 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 said language.
Metric	A measurement such as: We will use metrics to determine where our key equity gaps are and what the root causes are.
Minority	Hispanic, Native American, African-American and other subgroups that are not Caucasian or Asian
On-time cohort	States should implement the four-year graduation rate [as defined in 34 C.F.R. §200.19(b)(1)(i)-(iv)] as soon as they are able, because it provides the most accurate information about the success of schools, LEAs, and states in graduating students on time with a regular high school diploma.
PARCC	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states, including New Mexico, which brought educators and other experts together to develop tests aligned to higher standards, and provide a deeper level of information to teachers and parents to support students.
Qualified teachers	Teachers with summative evaluation ratings of <i>effective</i> or higher
Retention rate	The percentage of students who start at that school and go on the next year(s) at the same school
SBA	The New Mexico Standards Based Assessment (SBA) was developed in accordance with the following federal laws: Title 1 of the Elementary and Secondary Education Act of 1994, P. L. 113–382 and the No Child Left Behind Act (NCLB) of 2001.
Transitional Bilingual Multicultural Education	A program of bilingual multicultural education for English language learners whose goal is the transfer of students from home language instruction to an all-English curriculum
White	<p>While the term <i>White</i> often refers to race, it can also refer to ethnicity. Many Hispanics are considered <i>White</i> because of their European roots. Also, members of the White population may prefer the use of another term to communicate their ethnicity.</p> <p>For consistency in this report, references to the term <i>Caucasian</i> are standardized to the term <i>White</i>.</p>

Abbreviations—Acronyms and Initialisms

BICS	Basic interpersonal communication skills	NMIMT	New Mexico Institute of Mining and Technology
CALP	Cognitive/academic language proficiency	NMJC	New Mexico Junior College
CCC	Clovis Community College	NMMI	New Mexico Military Institute
CCSS	Common Core State Standards	NMSU	New Mexico State University
CESDP	Center for the Education and Study of Diverse Populations	NNMC	Northern New Mexico College
CNM	Central New Mexico Community College	PD	Professional development
CTWEB education	Career, technical, and workforce education	PED	Public Education Department
ENMU	Eastern New Mexico University	PI	Parent involvement
H2	2 nd year in high school	SBAC	State Bilingual Advisory Council
H3	3 rd year in high school	SES	Socioeconomic status
H4+	4 th year in high school or later	SFCC	Santa Fe Community College
HEA	Hispanic Education Act	SJC	San Juan College
HEAC	Hispanic Education Advisory Council	SY	School year
LCC	Luna Community College	UNM	University of New Mexico
LEA	Local education agency	WNMU	Western New Mexico University
MCC	Mesalands Community College		
NMHU	New Mexico Highlands University		