

# Bilingual Multicultural Education Annual Report for the School Year 2014–2015 February 2016

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February 19, 2016

Ms. Rachel Gudgel  
Director  
Legislative Education Study Committee  
State Capitol North  
325 Don Gaspar, Suite 200  
Santa Fe, NM 87501

Dear Ms. Gudgel:

I am pleased to enclose the *Bilingual Multicultural Education Annual Report for School Year 2014–2015*. The Bilingual Multicultural Education Act of 2004 requires that the Public Education Department (PED) issues this annual report in compliance with state statute in relevant part as follows:

**Subsection D of 22-23-5 of NMSA 1978:**

**Bilingual multicultural education program plan; evaluation.**

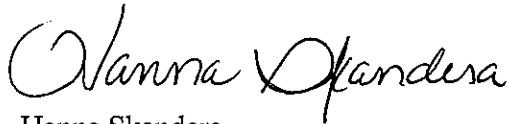
Each district shall maintain academic achievement and language proficiency data and update the data annually to evaluate bilingual multicultural education program effectiveness and use of funds. The department shall annually compile and report this data to the appropriate interim legislative committee.

This report provides longitudinal data for student demographics, academic and language achievement, finances, and recommendations, as well as a summary of findings.

Implementing bilingual and multicultural education programs in New Mexico is a collaborative effort. In this endeavor, I acknowledge the PED's divisions and bureau, and the public school districts and charter schools, the State Bilingual Education Advisory Council, and those working with our children in the classrooms—the bilingual educators of New Mexico.

If you have any questions, please do not hesitate to contact me or Icela Pelayo, Ph.D. at (505) 827-6667.

Warm regards,

A handwritten signature in black ink that reads "Hanna Skandera". The signature is written in a cursive style with a large initial 'H'.

Hanna Skandera  
Secretary of Education

HS/ip

Enclosure (1): *Bilingual Multicultural Education Annual Report for School Year 2014–2015*

cc: Mr. David Abbey, Director of the Legislative Finance Committee  
PED Senior Team  
Icela Pelayo, PhD, Director, Bilingual Multicultural Education Bureau  
Members of the State Bilingual Advisory Council  
New Mexico District Bilingual Education Directors



## The State of New Mexico

### Bilingual Multicultural Education Annual Report For School Year 2014–2015 January 2016

Susana Martinez  
Governor

Hanna Skandera  
Secretary of Education

#### Required Notice

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#### Notes

- This report is available at [www.ped.state.nm.us](http://www.ped.state.nm.us). Click on the A–Z directory to locate it under “Bilingual and Multicultural Education.”

## Acknowledgements

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## Executive Summary

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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 2014–2015 Bilingual Multicultural Education Annual Report.

**Program Participation.** Overall, the student population in New Mexico's public schools is 338,665. Currently, the number of students participating in New Mexico state-funded bilingual multicultural education programs (BMEPs) is 53,045, representing 16 percent of the student population in the state's public schools. Hispanic or Latino students represent 61 percent of the total student population in the state and are the largest ethnic group participating in BMEPs; 40,656 students— or 77 percent of all BMEP students—are of 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, almost 500 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 student. The majority (60 percent) of ELs in New Mexico are scoring in the Developing (3) and Expanding (4) levels, with 15 percent scoring at the Bridging (5) and Reaching (6) levels. In comparing 2014–2015 to the previous year, the only change was a one percent decrease of ELs scoring at the Developing (3) level and a one percent increase at the Expanding (4) 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 cultural 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 2014–2015 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 in the limited-Spanish proficient level decreased slightly (one percent). Notably, tested students scoring in the fluent-Spanish proficient level increased by five percent—an encouraging change.

*Native American language proficiency.* In 2014–2015, the data for Native American language proficiency was not so clear cut. At the non-proficient level, the percentage of students scoring at this level in Native American languages increased by 7 percent to 70 percent. The number of students scoring in the limited-proficient level decreased by 10 percent from the previous year. Students scoring at the fluent-proficient level increased by three 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 educated, so they can understand 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 this past year, our goal is renewed commitment to a refined focus on ensuring that *all* our students are developing literacy in the home or heritage language as their academic and English language skills too are honed.

**Academic Outcomes.** The state of 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 are lower across the board. As students and teachers gain the skills and knowledge needed to meet the new higher standards, we expect performance will improve. This first year will set a new baseline for assessment results that can be used for future comparison.

In 2014-2015, 116 of 484 New Mexico schools implementing BMEPs earned a grade of A (45 schools) or B (71 schools) on its school grades report card. Of the 127 A schools across the state, 35 percent implemented a state-funded BMEP. However, when looking at academic performance of students, American Indian and Hispanic ELs are the lowest-performing students within their corresponding subgroups. Furthermore, non-EL American Indian and Hispanic students participating in BMEPs are the highest-performing students within their subgroups for math and science, but not 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.

**Expenditures and Use of Funds.** The total BMEP funds allocated to districts and charters in 2014–2015 was \$37.8 million, whereas the total operational funds expended on BMEPs by districts and charters totaled \$77.5 million. The difference in the allocated funds and those expended was \$39.7 million. Thus, according to district-reported data, districts and charter school spending on BMEPs exceeded funding allocated by the state. Many districts and charters report investing in BMEPs beyond state supplemental funding provided. In 2014–2015, 96 percent of the total BMEP funds were expended on direct instruction, such as teacher salaries and stipends.

## Introduction

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The Bilingual Multicultural Education Bureau (BMEB) strives to serve all students participating in BMEPs so that all students achieve the determined 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 these key areas as follows:

- Collects and reports data on district, school, and student participation
- Collects and reports data regarding language proficiency in order to assess progress on BMEP goal 1
- 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 BMEP goal 2
- Evaluates and determines program effectiveness and use of funds for BMEPs

The following report addresses the key areas above with data for the 2014–2015 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**

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

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

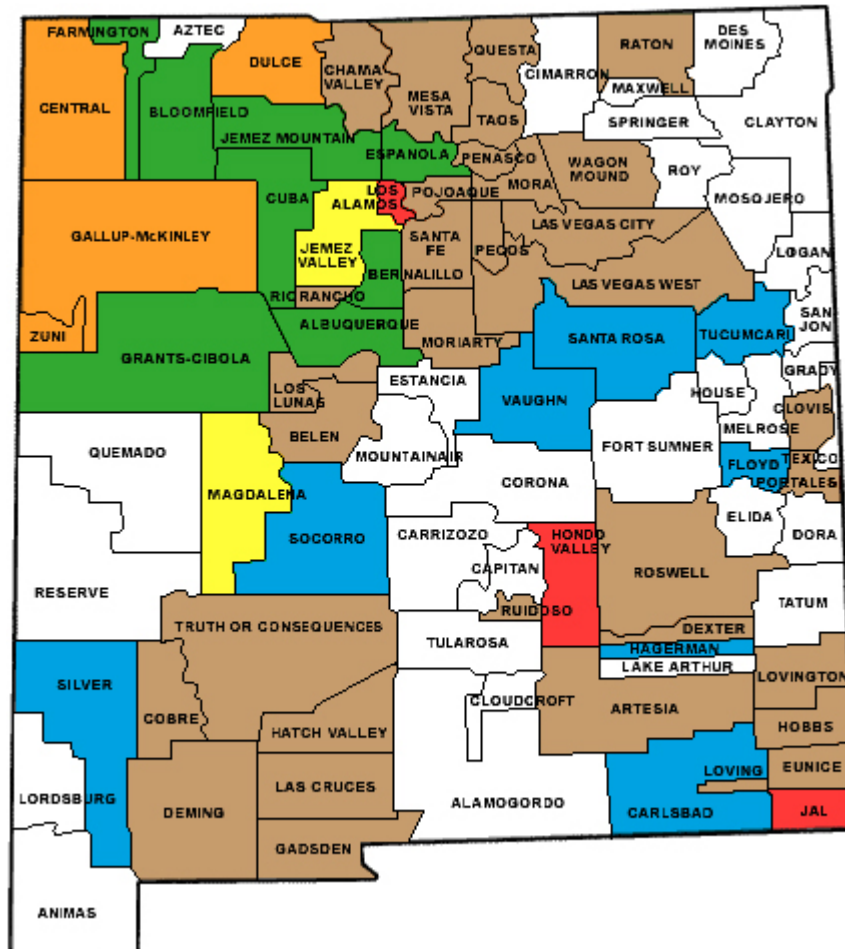
- A. The department shall issue rules for the development and implementation of bilingual multicultural education programs.
- B. The department shall administer and enforce the provisions of the Bilingual Multicultural Education Act [22-23-1 NMSA 1978].
- C. The department shall assist school boards 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.

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

School Year 2014–2015



- Orange: Bilingual Education and Title III Programs—Native American Languages
- Yellow: Bilingual Education Only—Native American Languages
- Green: Bilingual Education Program and Title III—Native American Languages and Spanish Language
- Tan: Bilingual Education and Title III—Spanish Language
- Blue: Bilingual Education Only—Spanish Language
- Red: Title III Programs Only
- White: No Bilingual Program

The map illustrates, by language, district participation in the state’s BMEPs, federal Title III programs, and districts that provide both or none. Approximately two-thirds of the total 89 school districts in New Mexico implemented state BMEPs in the 2014-2015 school year.

## District and School Participation in Bilingual Multicultural Programs (BMEPs)

In 2014–2015, while the number of districts remained consistent, the number of schools participating in BMEPs decreased by seven percent. According to districts, this is largely due to the lack of highly qualified teachers with bilingual endorsements.

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 10–11	89	64 (72%)	863	535 (61%)
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%)

SOURCE: Student Teacher Accountability Reporting System (STARS), 80<sup>th</sup> Day, 2014–2015.

\* The total number includes 55 districts and 13 state charters.

\*\*Percentage calculation includes all districts (89) and all state charters (59).

\*\*\*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 53,045 and represents 16 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.

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 10–11	328,172	46,038	151,913	8,735	25,901	4,661	90,924
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

SOURCE: STARS, 80<sup>th</sup> Day, 2014–2015, BEP Query.

Hispanic and/or Latino students comprised 61 percent (206,993) of the 338,665 total student population attending the New Mexico public schools. Furthermore, **Hispanic students** comprised the largest “ethnic” group participating in BMEPs—with **40,656 students, or 77 percent of all students in program.**

Native American students accounted for 10 percent (35,467) of the total population attending New Mexico’s public schools. They comprised 16 percent of the students in BMEPs. In 2014–2015, the number of Other Students (including native English speakers, African American, and/or Asian students) represented 7 percent of students participating in BMEPs (3,936 students).

### Student Participation in BMEPs by English Language Proficiency

In 2014–2015, there was a decrease of 5,029 students in the total number of students participating in bilingual education — an approximate nine percent decrease when compared to the previous year. The downward trend came as a result of a number of causes. Since 2013–2014, the total number of ELs in the state decreased by four percent (2,107 students). The number of ELs participating in BMEPs decreased from the previous year by 5,366. The proportion of ELs participating in BMEPs decreased from the previous year by nine percent. **In the 2014–2015 SY, 45 percent of all ELs participated in BMEPs.**

The proportion of Fluent English Proficient (FEP)/Other Students participating in BMEPs increased slightly by 337 students compared to the previous year. The table below summarizes the statewide data.

Year	Total # of Students In BMEPs	Total of ELs			Total FEP/Other Students		
		Total # of ELs	# ELs in BMEPs	# ELs Not in BMEPs	Total # of FEP/Other	# FEP/Other in BMEPs	# FEP/Other Not in BMEPs
SY 10–11	59,434	52,274	28,123	24,151	276,298	31,311	244,987
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

SOURCE: STARS, 80<sup>th</sup> Day, 2014–2015—Student Template.

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\\_index.html](http://ped.state.nm.us/ped/Bilingual_index.html) and select the English Learners and Title III Programs tab.

In 2014–2015, the number of districts participating in Title III programs had decreased from the previous year. Currently, slightly more than half (55 percent) of all districts provide Title III-funded language education instruction programs. The number of immigrant students decreased from the previous year. See Table 4 below.

Year	# of Districts	# of ELs	# of Immigrant Students	Funding
SY 10–11	61	52,274	10,773	\$4,676,646.31
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

SOURCE: STARS, 80<sup>th</sup> Day, 2014–2015.

\*The total includes districts and four state charter schools.

### Student Participation in BMEPs by Language(s) of Instruction

In 2014–2015, there were a total of 744 BMEPs offered by 484 schools. The larger number of programs than the schools that house them can occur because, for example, a school may offer a Spanish/English heritage and an enrichment program, which are counted as two programs. Over sixty 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 programs has remained constant over the past few years.

#### Spanish Language Programs

The vast number (595) and proportion (80 percent) of BMEPs offered are Spanish/English programs. According to Table 5 below, the total number of Spanish/English bilingual programs decreased, when compared to the previous year.

**Table 5**  
**District/School Participation by Languages Taught**  
 SY 2010–2011 to SY 2014–2015

Year	# and % Districts w/Bilingual Education	# and % Schools w/Bilingual Education	# and % Programs Spanish/English	# and % Programs Native American/English
SY 10–11	56—(63%)	493—(57%)	416—(84%)	91—(18%)
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%)

SOURCE: STARS, 80<sup>th</sup> Day, 2014–2015.

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

**Note:** In 2014–2015, the percentage for programs is calculated using the total program count (744), not the total school count (484), in contrast to previous years. Thus, the percentages equal 100 percent.

### Native American Language Programs

Of the 23 school districts with substantial Native American student populations, 16 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 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, the program was able to be developed, hire teachers, and provide services.

The total number of students participating in Native American language programs increased by 453 students, compared to the previous year. Table 6 details these figures.

**Table 6**  
**Student Participation in Native American Language Programs**  
 SY 2010–2011 to SY 2014–2015

Year	Language/Number of Students							Total
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	
SY 10–11	5,960	384	608	267	16		477	7,712
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

SOURCE: STARS, 80<sup>th</sup> Day, 2014–2015.

\*Data from relevant district(s) not submitted.

## Bilingual Multicultural Education Program (BMEP) Outcomes

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As 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 7 below.

Table 7 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"> <li>English language proficiency</li> <li>Spanish language proficiency</li> <li>Native American language proficiency</li> </ul>	<ul style="list-style-type: none"> <li>NM SBA reading, math, and science</li> </ul>

### Student Performance in Language Proficiency

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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

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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 8 distills the state's ELs' English language proficiency performance for the past four years, based on ACCESS for ELLs® results.

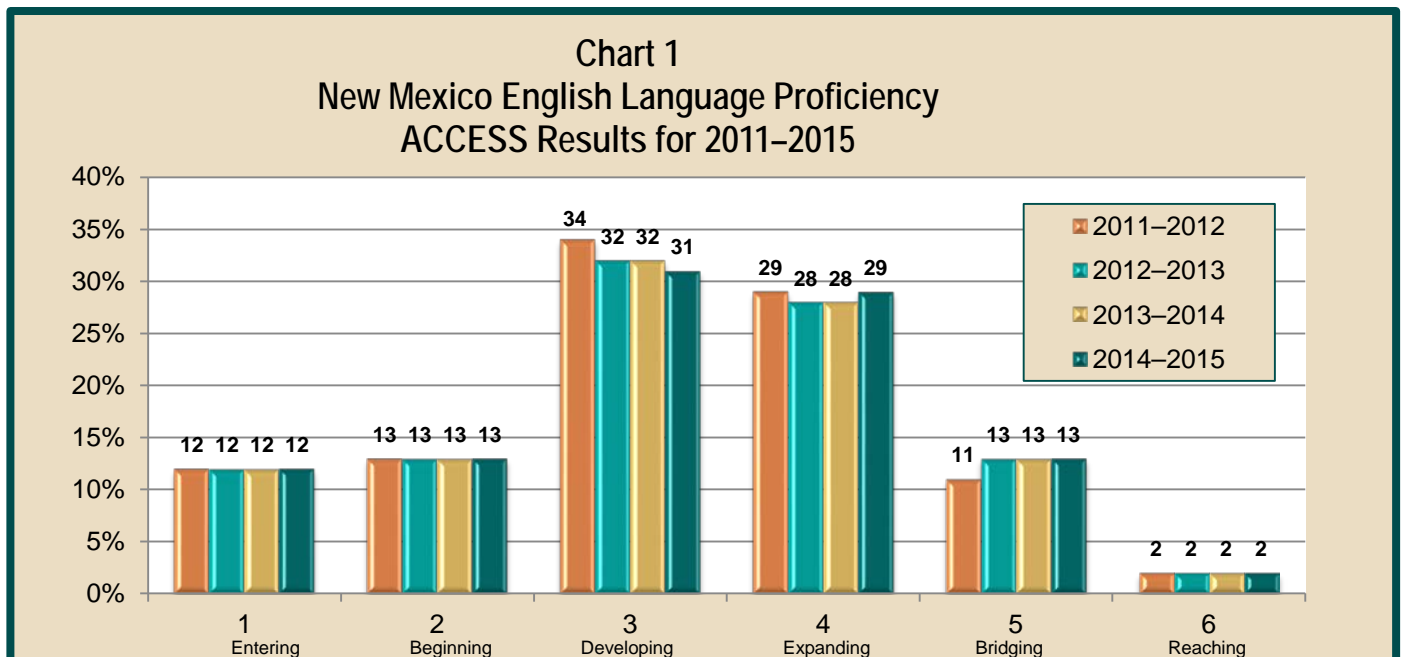
**Table 8**  
**Statewide Range of English Language Proficiency on WIDA ACCESS for ELLs®**  
**2011–2015**

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%

SOURCE: Title III Statewide District Accountability Report, 2014–2015.

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

From 2013-2014 to 2014-2015, English language proficiency for the state's ELs has remained relatively unchanged. Moreover, there has been little to no variance in ACCESS test results during the past four years, as can be seen above in Table 8. There was a decrease of 2,138 in the number of ELs tested from the previous year. In comparing 2014–2015 to the 2013–2014, the only change was a one percent decrease in ELs scoring at the Developing (3) level and a one percent increase at the Expanding (4) level. The majority (60 percent) of ELs in New Mexico are scoring in the Developing (3) and Expanding (4) levels, with 15 percent scoring at the Bridging (5) and Reaching (6) levels. For a visual description of these changes, see Chart 1 below. Also, see Appendix A for detailed, by-district information regarding EL performance on the ACCESS for ELLs® for 2014–2015.





## Spanish Language Proficiency

Spanish language proficiency data was submitted by 47 districts and 9 state charter schools, implementing BMEPs in Spanish/English in 2014–2015. A total of 31,676 students were assessed for Spanish language proficiency using one of the following language proficiency assessments: Woodcock-Muñoz Language Survey (Woodcock), Language Assessment Scales (LAS), and the Individualized Proficiency Test (IPT).

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

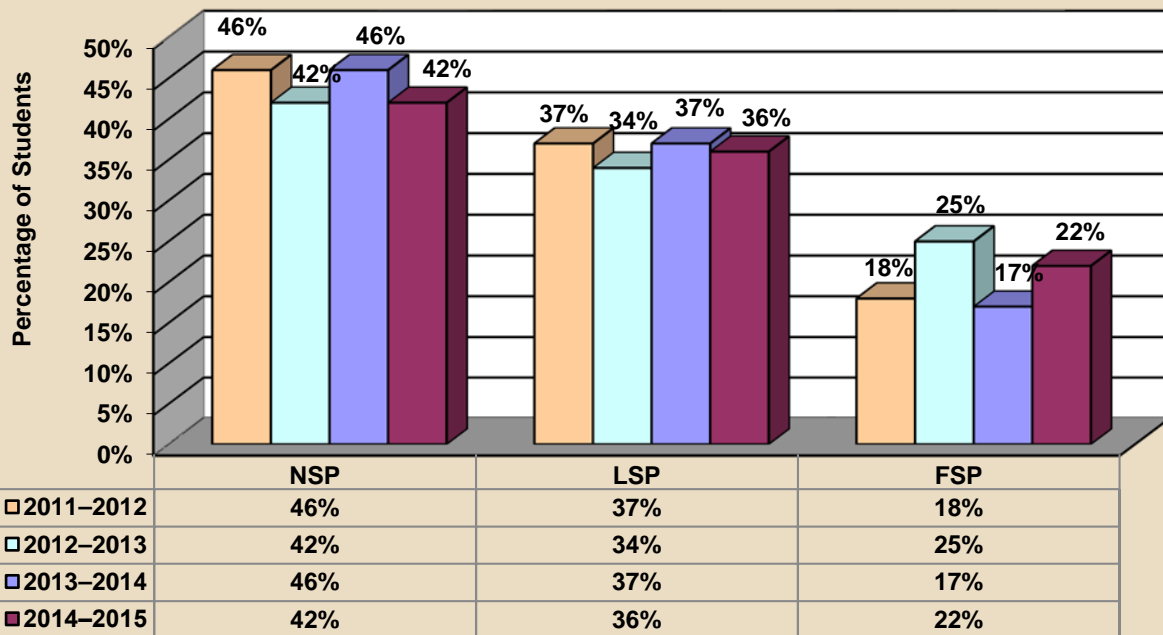
School Year	# of Assessed BMEP Students	Spanish Language Proficiency		
		# and % of Non-Spanish Proficiency	# and % of Limited Spanish Proficiency	# and % of Fluent Spanish Proficient
SY 10–11	34,863	17,791—(51%)	11,751—(34%)	5,321—(15%)
SY 11–12	34,846	15,861—(45%)	12,798—(37%)	6,187—(18%)
SY 12–13	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%)

- ELs
- Exited ELs/ FEP students
- Other students (native speakers of English)

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

The total number of students tested and reported for Spanish language proficiency in 2014–2015 decreased by 3,300 from the previous year. According to Table 9 above, 42 percent of students assessed in 2014–2015 were Non-Spanish Proficient and 36 percent were Limited-Spanish Proficient. The percentage of students who performed as the Non-Spanish Proficient (NSP) and Limited-Spanish Proficient (LSP) levels proficiency decreased by four percent and one percent respectively from the 2013–2014 school year. On the more positive side of the equation, 22 percent of students assessed were Fluent Spanish Proficient (FSP).

**Chart 2**  
**Four-Year Comparison of Spanish Language Proficiency**



NSP = Non-Spanish Proficient      LSP = Limited-Spanish Proficient      FSP = Fluent Spanish Proficient

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

Chart 2 illustrates the small variance in change over the past four years in BMEP students' Non-Spanish and Limited-Spanish proficiencies. There are larger variances in Fluent Spanish Proficiency, 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 2014–2015—please refer to Appendix B.

### Native American Language Proficiency

Students from pueblo communities, who participate in BMEPs, are tested for proficiency through formative assessments developed by each pueblo's leaders and educators. The languages, for which data was submitted, are Jicarilla Apache, Keres, Navajo (Diné), Tewa, Tiwa, and Zuni.

Table 10, below, represents the range of Native language proficiency for students across the state for the past five years. The number of students tested and reported for Native American language proficiency in 2014–2015 increased by six percent (or 419 students) when compared to the previous year. There was some variance in test results from 2013–2014 to 2014–2015. The number of students who performed at the Non-Proficient level increased by 7 percent; the percentage of students scoring at the Limited-Proficient level decreased by 10 percent; there was a 3 percent increase in students performing at the Fluent-Proficient level. Table 10, below, represents the range of Native language proficiency for students across the state.

**Table 10**  
**Statewide Range of Student Native American Language Proficiency**  
 SY 2010–2011 to SY 2014–2015

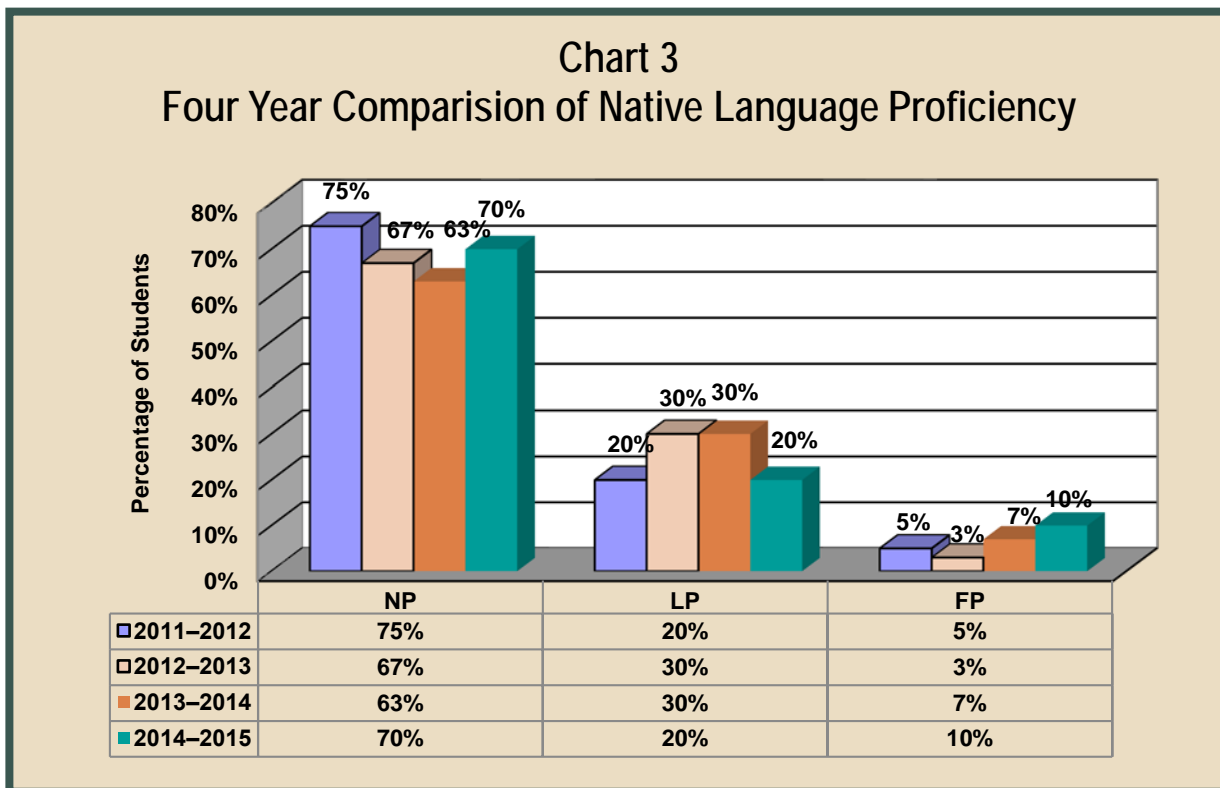
School Year	# of Native American Students Reported	Native American Language Proficiency					
		# of Non Proficient	%	# of Limited Proficient	%	# of Fluent Proficient	%
SY 2010–2011*	2,294	1,663	72	498	22	133	6
SY 2011–2012*	3,007	2,277	75	594	20	136	5
SY 2012–2013**	6,143	4,111	67	1,857	30	175	3
SY 2013–2014**	7,504	4,722	63	2,271	30	511	7
SY 2014–2015	7,923	5,538	70	1,606	20	779	10

SOURCE: Native Language Proficiency Data reported to Bilingual Multicultural Education Bureau (BMEB) by districts.

\*For SY 2010–2011 and SY 2011–2012, only two districts submitted data. \*\*One district did not submit data.

For 2014–2015, data was provided by all districts. From the previous year, the data shows that proficiency in Native American languages, as reported, indicates the proportion of students has increased in the non-proficiency category—with a 7 percent increase at the Non-Proficient and 10 percent increase in the Limited-Proficient levels. There was a slight increase in the Fluent-Proficient category. However, since previous year’s data was not submitted by all districts, direct comparisons may not be appropriate and must be interpreted with care.

Chart 3 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 Bilingual Multicultural Education Bureau (BMEB) by districts

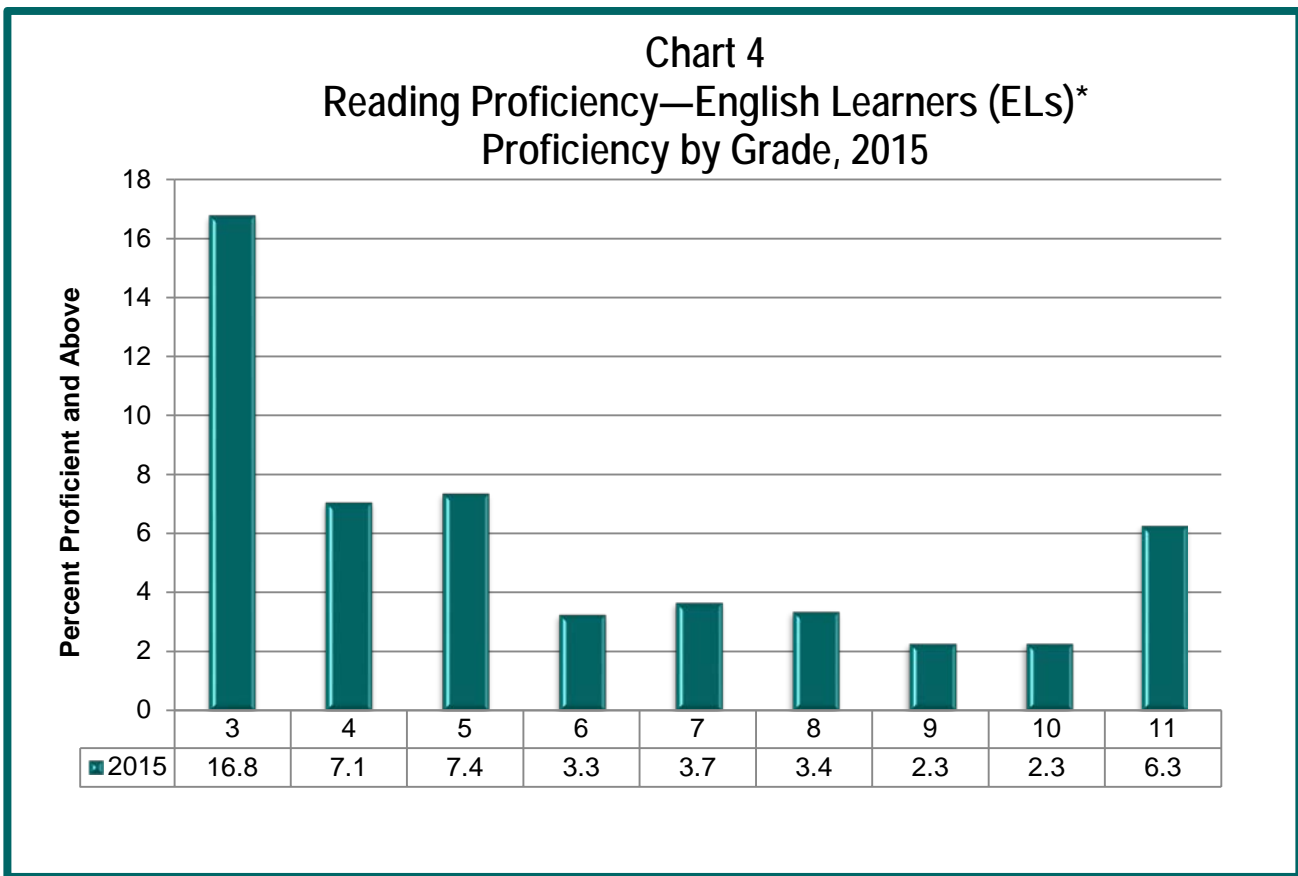
Note: In 2010–2011 and 2011–2012, only Navajo (Diné) language proficiency was submitted. Other years, more languages are included.

For Native language proficiency data reported by each district, charter schools, and state-chartered schools in 2014–2015, please refer to Appendix C. To determine growth patterns within the language proficiency categories for a particular district, see the *2013–2014 Bilingual Multicultural Education Annual Report, Appendix C*; it can be accessed at the BMEB website: [http://ped.state.nm.us/ped/Bilingual\\_Reports.html](http://ped.state.nm.us/ped/Bilingual_Reports.html).

### Academic Achievement Data for English Learners (ELs)

In 2014-2015, 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 Academic Growth and Analysis Bureau website.

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

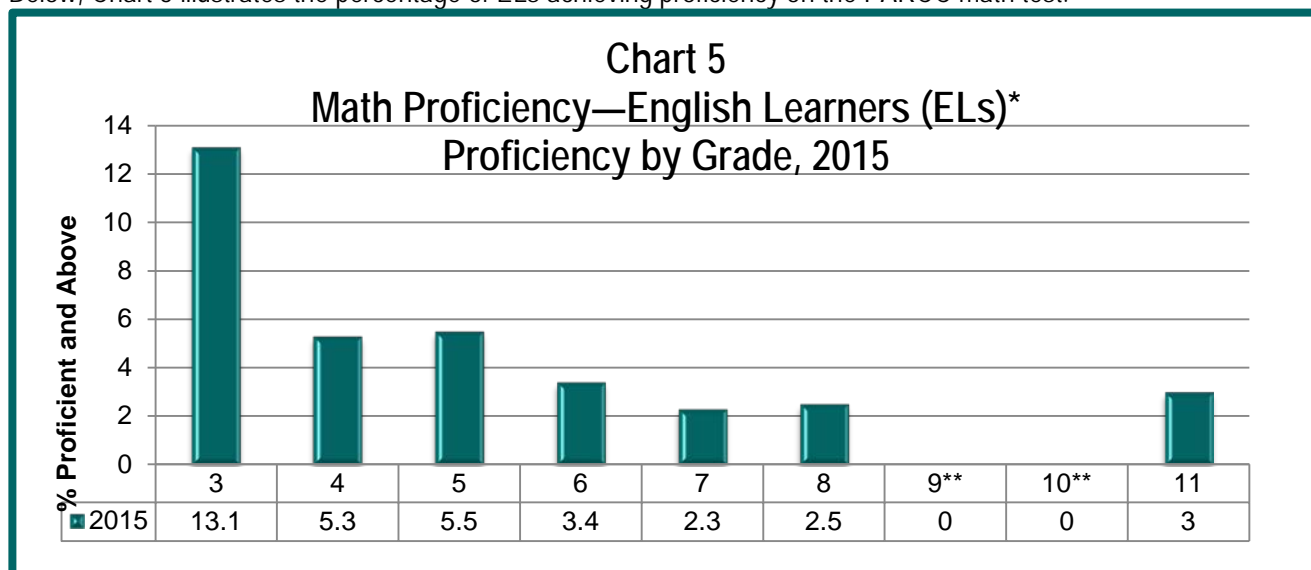


SOURCE: PED Academic Growth and Analysis Bureau.

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.

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

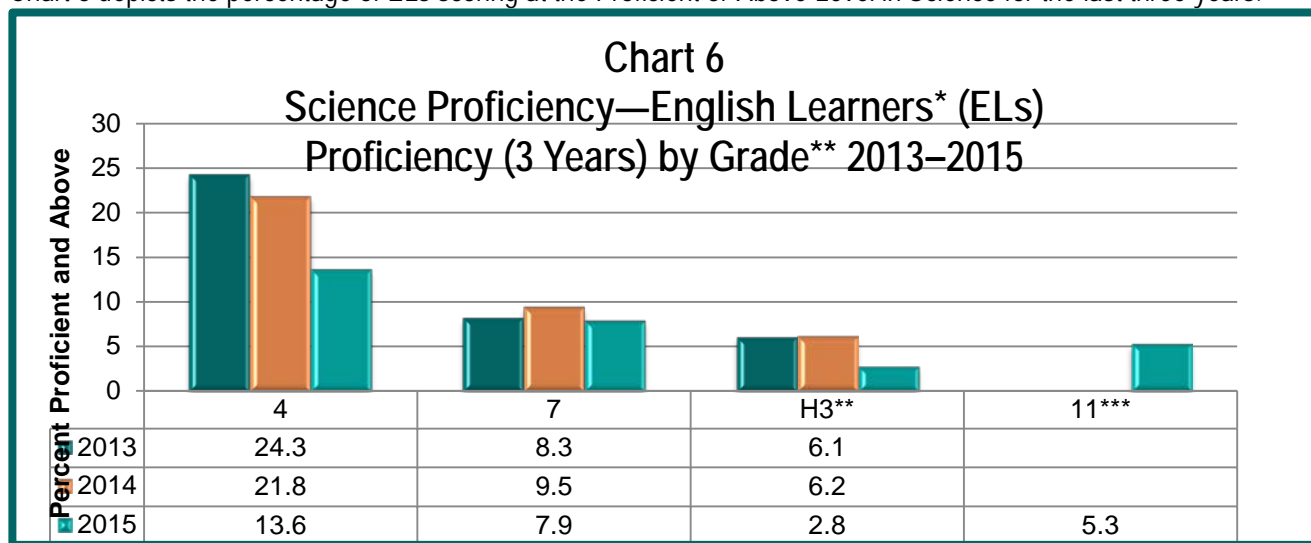


SOURCE: PED Academic Growth and Analysis Bureau.

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 were less than 2 percent.

Chart 6 depicts the percentage of ELs scoring at the Proficient or Above Level in Science for the last three years.



SOURCE: PED Academic Growth and Analysis Bureau.

\*Only data for current ELs are included. \*\*The Science SBA was only administered in Grades 4, 7, and H3. H3 signifies the third year of high school. \*\*\*In 2014-2015, 10<sup>th</sup> (in the H3 column) and 11<sup>th</sup> grade students were reported separately.

The state of 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 are lower across the board. As students and teachers gain the skills and knowledge needed to meet the new higher standards, we expect performance will improve. This first year will set a new baseline.

PARCC provides accurate information about 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 easier to address any needs early on so students can receive the support they need to get back on track.

## School Accountability and School Growth Targets (SGTs)

SGTs replaced Adequate Yearly Progress (AYP) as a measure to reflect the school and student performance under the New Mexico's new rating system. New Mexico was one of many states that applied for and was granted a ESEA Flexibility Waiver from the *2001 No Child Left Behind Act* through the Obama administration's *Race to the Top* education and reform initiatives. A major stipulation for receiving the ESEA Flexibility Waiver was that states must develop a sound method for holding schools accountable for the academic results and educational outcomes of all students, including disaggregating results by student subgroups.

In 2011–2012, New Mexico implemented A–F School Grades as the basis for identifying schools and districts as successful or in need of improvement. This accountability model provides 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 SBA, it also emphasizes growth. The added information could be instrumental in strengthening core instructional programming, as well as developing focused intervention efforts to ensure all students experience increased academic achievement and school success, including those participating in BMEPs.

In 2014-2015, 116 of 484 New Mexico schools (including state charter schools) implementing BMEPs earned a grade of A (45 schools) or B (71 schools) on its 2014-2015 report card. **Of the 127 A schools across the state, 35 percent implemented a state-funded BMEP.** Please see Table 11 below.

**Table 11—A and B Schools by District, BMEP Model, and Language**

District	School	Grade	BMEP Models	Languages
Albuquerque Public Schools	Coronado Elementary	A	Dual Language	Spanish
Albuquerque Public Schools	Corrales International Charter	A	Dual Language, Enrichment, Transitional	Spanish
Albuquerque Public Schools	Helen Cordero Primary	B	Dual Language, Maintenance	Spanish
Albuquerque Public Schools	John Adams Middle	B	Dual Language, Maintenance	Spanish
Albuquerque Public Schools	Native American Community Academy Charter	B	Heritage	Keres, Navajo, Tiwa, Zuni
Albuquerque Public Schools	Truman Middle	B	Dual Language	Spanish
Artesia Public Schools	Artesia Park Junior	B	Transitional	Spanish
Artesia Public Schools	Artesia Zia Intermediate	B	Transitional	Spanish
Artesia Public Schools	Hermosa Elementary	B	Enrichment, Transitional	Spanish
Artesia Public Schools	Yeso Elementary	B	Enrichment, Transitional	Spanish
Belen Consolidated Schools	Central Elementary	B	Transitional	Spanish
Belen Consolidated Schools	Gil Sanchez Elementary	B	Transitional	Spanish
Belen Consolidated Schools	Jaramillo Elementary	B	Transitional	Spanish
Belen Consolidated Schools	La Merced Elementary	B	Maintenance	Spanish
Belen Consolidated Schools	Rio Grande Elementary	B	Maintenance	Spanish
Bernalillo Public Schools	Cochiti Elementary	B	Heritage	Keres
Bernalillo Public Schools	Cochiti Middle	B	Heritage	Keres
Bernalillo Public Schools	Placitas Elementary	A	Heritage	Spanish
Carlsbad Municipal Schools	Early Childhood Education Center	A	Transitional	Spanish
Carlsbad Municipal Schools	Monterrey Elementary	B	Transitional	Spanish
Carlsbad Municipal Schools	Pate Elementary	B	Transitional	Spanish

District	School	Grade	BMEP Models	Languages
Carlsbad Municipal Schools	Puckett Elementary	B	Transitional	Spanish
Carlsbad Municipal Schools	Riverside Elementary	A	Transitional	Spanish
Central Consolidated Schools	Grace B Wilson Elementary	B	Enrichment, Heritage	Navajo, Spanish
Central Consolidated Schools	Naschitti Elementary	B	Enrichment, Heritage	Navajo
Clovis Municipal Schools	Clovis High Freshman Campus	B	Maintenance	Spanish
Clovis Municipal Schools	La Casita Elementary	B	Dual Language	Spanish
Cobre Consolidated Schools	San Lorenzo Elementary	A	Enrichment, Heritage	Spanish
Deming Public Schools	Columbus Elementary	B	Dual Language	Spanish
Deming Public Schools	Ruben S Torres Elementary	B	Dual Language	Spanish
Dexter Consolidated Schools	Dexter Elementary	B	Dual Language	Spanish
Espanola Public Schools	Abiquiu Elementary	A	Heritage	Spanish
Farmington Municipal Schools	Animas Elementary	A	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Apache Elementary	A	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Bluffview Elementary	B	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Esperanza Elementary	A	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Hermosa Middle	B	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Ladera Del Norte Elementary	A	Enrichment, Heritage	Navajo
Farmington Municipal Schools	McCormick Elementary	A	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	McKinley Elementary	A	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Mesa Verde Elementary	A	Enrichment, Heritage	Navajo
Farmington Municipal Schools	Northeast Elementary	A	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Piedra Vista High	A	Enrichment, Heritage	Navajo, Spanish
Farmington Municipal Schools	Tibbetts Middle	A	Enrichment, Heritage	Navajo, Spanish
Floyd Municipal Schools	Floyd Elementary	B	Maintenance	Spanish
Gadsden Independent Schools	Gadsden Elementary	B	Transitional	Spanish
Gadsden Independent Schools	La Union Elementary	B	Transitional	Spanish
Gadsden Independent Schools	Mesquite Elementary	B	Dual Language	Spanish
Gadsden Independent Schools	North Valley Elementary	A	Dual Language	Spanish
Gadsden Independent Schools	Santa Teresa Middle	A	Transitional	Spanish
Gadsden Independent Schools	Sunland Park Elementary	B	Transitional	Spanish
Gallup McKinley County Schools	Chief Manuelito Middle	B	Heritage	Navajo
Gallup McKinley County Schools	David Skeet Elementary	B	Heritage	Navajo
Gallup McKinley County Schools	Indian Hills Elementary	A	Heritage	Navajo
Gallup McKinley County Schools	Miyamura High	B	Heritage	Navajo
Gallup McKinley County Schools	Ramah High	B	Heritage	Navajo
Grants Cibola County Schools	Mesa View Elementary	B	Heritage	Spanish
Hagerman Municipal Schools	Hagerman High	A	Transitional	Spanish
Hatch Valley Public Schools	Hatch Valley Middle	A	Transitional	Spanish
Hatch Valley Public Schools	Rio Grande Elementary	B	Transitional	Spanish
Hobbs Municipal Schools	Booker T Washington Elementary	A	Transitional	Spanish
Hobbs Municipal Schools	Broadmoor Elementary	B	Transitional	Spanish
Jemez Mountain Public Schools	Gallina Elementary	A	Enrichment, Heritage	Spanish
Las Cruces Public Schools	Camino Real Middle	B	Dual Language	Spanish
Las Cruces Public Schools	Cesar Chavez Elementary	A	Dual Language	Spanish
Las Cruces Public Schools	Columbia Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	Conlee Elementary	B	Dual Language	Spanish

District	School	Grade	BMEP Models	Languages
Las Cruces Public Schools	Desert Hills Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	Hermosa Heights Elementary	A	Dual Language	Spanish
Las Cruces Public Schools	Jornada Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	Las Cruces High	A	Maintenance	Spanish
Las Cruces Public Schools	Mesilla Park Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	Monte Vista Elementary	A	Maintenance	Spanish
Las Vegas City Public Schools	Mike Sena Elementary	B	Dual Language, Heritage	Spanish
Las Vegas City Public Schools	Robertson High	B	Heritage	Spanish
Loving Municipal Schools	Loving Elementary	B	Maintenance	Spanish
Lovington Municipal Schools	Ben Alexander Elementary	B	Dual Language	Spanish
Lovington Municipal Schools	Llano Elementary	A	Dual Language	Spanish
Lovington Municipal Schools	Lovington 6th grade Academy	B	Transitional	Spanish
Mesa Vista Consolidated Schools	El Rito Elementary	B	Heritage	Spanish
Portales Municipal Schools	Brown Early Childhood Center	A	Dual Language	Spanish
Portales Municipal Schools	James Elementary	A	Dual Language	Spanish
Portales Municipal Schools	Valencia Elementary	B	Dual Language	Spanish
Questa Independent Schools	Rio Costilla Elementary	A	Heritage	Spanish
Questa Independent Schools	Roots & Wings Community Charter	B	Enrichment, Heritage	Spanish
Raton Public Schools	Longfellow Elementary	B	Maintenance	Spanish
Rio Rancho Public Schools	Cielo Azul Elementary	A	Enrichment, Maintenance	Spanish
Rio Rancho Public Schools	Puesta Del Sol Elementary	B	Dual Language	Spanish
Rio Rancho Public Schools	Rio Rancho Elementary	A	Enrichment, Maintenance	Spanish
Rio Rancho Public Schools	Rio Rancho High	A	Enrichment, Maintenance	Spanish
Rio Rancho Public Schools	V Sue Cleveland High	A	Enrichment, Maintenance	Spanish
Roswell Independent Schools	Berrendo Middle	B	Enrichment	Spanish
Roswell Independent Schools	East Grand Plains Elementary	A	Maintenance	Spanish
Ruidoso Municipal Schools	Nob Hill Early Childhood Center	B	Dual Language	Spanish
Ruidoso Municipal Schools	Sierra Vista Primary	B	Dual Language	Spanish
Santa Fe Public Schools	Cesar Chavez Elementary	B	Dual Language	Spanish
Santa Fe Public Schools	Francis X Nava Elementary	B	Maintenance	Spanish
Santa Fe Public Schools	Pinon Elementary	B	Transitional	Spanish
Santa Fe Public Schools	Sweeney Elementary	B	Dual Language	Spanish
Santa Rosa Consolidated Schools	Santa Rosa High	B	Heritage	Spanish
Socorro Consolidated Schools	Cottonwood Valley Charter	B	Enrichment	Spanish
T or C Municipal Schools	Arrey Elementary	B	Maintenance	Spanish
T or C Municipal Schools	T or C Middle	A	Enrichment, Transitional	Spanish
Taos Municipal Schools	Anansi Charter	A	Enrichment	Spanish
Taos Municipal Schools	Arroyo Del Norte Elementary	A	Dual Language, Enrichment	Spanish
Taos Municipal Schools	Taos High	A	Maintenance	Spanish
Taos Municipal Schools	Taos Municipal Charter	A	Maintenance	Spanish
Wagon Mound Public Schools	Wagon Mound Elementary	B	Enrichment, Heritage	Spanish
West Las Vegas Public Schools	Union Elementary	B	Heritage	Spanish
West Las Vegas Public Schools	Valley Middle	B	Heritage	Spanish
Zuni Public Schools	Dowa Yalanne Elementary	A	Dual Language, Heritage	Zuni
Zuni Public Schools	Zuni High	B	Heritage	Zuni



District	School	Grade	BMEP Models	Languages
STATE CHARTER	Albuquerque Sign Language Academy Charter	B	Dual Language	American Sign Language
STATE CHARTER	Cien Aguas International Charter	A	Dual Language	Spanish
STATE CHARTER	La Tierra Montessori School	B	Heritage	Spanish
STATE CHARTER	NM International School Charter	A	Dual Language	Spanish

SOURCE: PED's Assessment and Accountability Bureau and Bilingual Multicultural Education Bureau (BMEB).

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, although some regions are 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 February 4, 2016, please visit the BMEP tab on the PED-BMEB webpage: [http://ped.state.nm.us/ped/Bilingual\\_BMEP.html](http://ped.state.nm.us/ped/Bilingual_BMEP.html).

**The BMEB has actively engaged 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), see the section *Bilingual Multicultural Education Initiatives and District Support* starting on page 26. For additional information on the ALD4ALL project please visit the PED-BMEB webpage: [http://ped.state.nm.us/ped/Bilingual\\_ALD.html](http://ped.state.nm.us/ped/Bilingual_ALD.html).

### Academic Outcomes for Students Participating in BMEPs

In 2014–2015, **American Indian ELs participating in BMEPs slightly outperformed American Indian ELs not participating in BMEPs statewide in math and science.** However, in English language arts (ELA) 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 12 highlighted in tan.

**Non-EL American Indian students participating in BMEPs outperformed all other American Indian subgroup of students in the math and reading.** In science, the highest-performing students are American Indian non-ELs participating in BMEPs. This is highlighted below in turquoise in Table 12. **In general, the lowest-performing American Indian students are ELs not participating in BMEPs.** The largest achievement gap within the American Indian student population is observed when comparing non-EL American Indian students participating in BMEPs and American Indian EL students not participating in BMEPs. **American Indian ELs participating in BMEPs slightly outperform ELs not participating in BMEPs, however, not in ELA.**

Similarly, **Hispanic ELs participating in BMEPs slightly outperformed Hispanic ELs that did not participate in BMEPs in math and science** in 2014–2015. However, in ELA Hispanic EL students not participating in BMEPs outperformed ELs that did participate in BMEPs. See direct comparison in Table 11 highlighted in tan. Non-EL Hispanic students participating in BMEPs slightly outperformed non-EL Hispanic peers not participating in BMEPs in math and science, but not in ELA. This is highlighted in turquoise in Table 11, below. The largest achievement gap within the Hispanic student population is observed when comparing

non-EL Hispanic students participating in BMEPs and Hispanic ELs not participating in BMEPs. **Hispanic ELs participating in BMEPs slightly outperform Hispanic ELs not participating in BMEPs, however, not in ELA.**

Below, Table 12 compares the performance of Hispanic and American Indian students by EL status and participation in BMEPs in math, reading, and science.

	Math		English Language Arts		Science	
	Count	Proficient and Above	Count	Proficient and Above	Count	Proficient and Above
<b>American Indian</b>	<b>21,641</b>	<b>9%</b>	<b>27,833</b>	<b>22.4%</b>	<b>7,187</b>	<b>20.6%</b>
American Indian EL	5,101	3.2%	7,183	15.6%	1,604	6.2%
American Indian EL <b>in</b> BMEPs	1,428	3.9%	1,438	2.7%	416	6.3%
American Indian EL <b>not in</b> BMEPs	3,854	2.9%	5,700	18.9%	1,188	6.1%
American Indian, Non EL	16,540	10.8%	20,695	24.7%	5,583	24.8%
American Indian, Non-EL <b>in</b> BMEPs	3,854	10.7%	3,885	17.2%	<b>1,236</b>	<b>25.2%</b>
<b>American Indian, Non-EL <u>not in</u> BMEPs</b>	<b>12,688</b>	<b>10.8%</b>	<b>16,810</b>	<b>26.5%</b>	4,387	24.7%
<b>Hispanic</b>	<b>124,753</b>	<b>13.7%</b>	<b>156,113</b>	<b>29%</b>	<b>42,521</b>	<b>33.7%</b>
Hispanic EL	22,054	5.3%	28,610	17.2%	6,747	10.4%
Hispanic EL <b>in</b> BMEPs	11,408	6%	11,375	10.9%	3,409	10.9%
Hispanic EL, <b>not in</b> BMEPs	10,646	4.6%	17,235	21.3%	3,338	9.8%
Hispanic, Non EL	102,699	15.5%	127,503	31.6%	35,744	38.1%
<b>Hispanic, Non EL, <u>in</u> BMEPs</b>	<b>13,758</b>	<b>16%</b>	<b>13,985</b>	<b>24.2%</b>	<b>4,593</b>	<b>38.6%</b>
Hispanic, Non EL, <b>not in</b> BMEPs	88,941	15.4%	<b>113,518</b>	<b>32.6%</b>	31,181	38%

SOURCE: PED Academic Growth and Analysis Bureau

Note: This data is different from past years' data. In the past there were only 2 tests, SBA and NMAPA. This year (2014-2015) there were 6 different tests, PARCC-reading and math, SBA - Science, SBA- Spanish Reading, NSCS -Reading and Math (Special Ed), NMAPA - Science (Special Ed), DIBELS - K-2 Reading. The grade levels are also different, with previous years only from grades 3-11, and 2014-2015 from grades K - 11.

**Overall, American Indian and Hispanic ELs are the lowest-performing students within their corresponding subgroups.** Furthermore, non-EL American Indian and Hispanic students participating in BMEPs are the highest-performing students within their subgroups for math and science, but not 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.**

From the data presented in the above table it is clear that ELs participating BMEPs slightly outperform ELs not participating in BMEPs in math and science, but not ELA. 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.

As previously mentioned, 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 are lower across the board.** As students and teachers gain the skills and knowledge needed to meet the new higher standards, we expect performance will improve. **This first year will set a new baseline for assessment results that can be used for future comparison.**

The BMEB will concentrate on improving the quality of data and reporting across the state will ensure BMEB's efforts to provide relevant and timely technical assistance, support and training to strengthen data-based instructional and programmatic decision-making.

### Total Operational Bilingual Multicultural Education Expenditures by Districts and Charter Schools

The State Bilingual Multicultural Education Rule (November 2005, based on the 2004 statute) requires districts to report the use of bilingual multicultural education funds by September 30<sup>th</sup> of each year. Two aspects of program expenditures were reviewed: total operational and bilingual multicultural education expenditures by district and total bilingual multicultural education expenditures by function. Full expenditure reports from districts are located in Appendices C and D.

A. School Year	B. # of Districts Receiving BMEP Funding	C. # of Charter Schools Receiving BMEP Funding	D. Total BMEP Funds Allocated to Districts and Charters	E. Total Operational Funds Expended on BMEPs by Districts and Charters	F. Difference (E–D)
SY 10–11	56	21*	\$38.5 million	\$78.6 million	\$40.1 million
SY 11–12	53	18*	\$35.1 million	\$74.7 million	\$39.6 million
SY 12–13	57	27	\$35.2 million	\$74.2 million	\$38.2 million
SY 13–14	53	17	\$36.5 million	\$74.1 million	\$37.5 million
SY 14–15	54	31*	\$37.8 million	\$77.5 million	\$39.7 million

SOURCE: Expenditures reported to Bilingual Multicultural Education Bureau (BMEB).

*Note: Of the 31 charter schools listed, 9 are state-chartered.*

Based on the data reported for 2014–2015, districts and charter schools spent a total of \$77.5 million in a combination of BMEPs and other operational funds. In addition to the \$37.8 million allocated through the funding formula for BMEPs, districts also spent \$39.7 million from the total operational funds to provide BMEPs. For details, see Appendix F, Total Operational Bilingual Multicultural Education Expenditures Reported by Districts and Charter Schools.

Column D of Table 14 above shows the total amounts allocated to districts during the last five academic school years. There was a \$1.3 million increase in the funds allocated to districts and charter schools in 2014–2015, the same increase as the previous year. Column E shows the amounts expended by districts and charter schools. According to districts and charter schools, differences in state funding allocated and expended for BMEPs are largely due to additional investment in BMEPs beyond state supplemental funding provided.

### Total Bilingual Multicultural Expenditures by Function

Table 15 summarizes the expenditures incurred by function and reported by the districts and charter schools that received state BMEP funds over five years from 2010–2011 through 2014–2015. Expenditures were incurred in three different expenditure functions during these five years. (For details, see Appendix G—Bilingual Multicultural Education Expenditures by Function.)

Function	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
1—Direct Instruction	\$77.8 million	\$73.7 million	\$71.0 million	\$71.5 million	\$74.3 million
2—Instructional Support	\$759,000	\$954,000	\$3.2 million	\$2.6 million	\$3.1 million
3—Administration	—	—	—	—	—
4—Business & Support	—	—	—	—	—
5—Operation/Maintenance	—	—	—	—	—
8—Business & Support	—	—	—	—	—
9—Community Services	—	—	—	—	—
<b>Total</b>	<b>\$78.6 million</b>	<b>\$74.7 million</b>	<b>\$74.2 million</b>	<b>\$74.1 million</b>	<b>\$77.7 million</b>

SOURCE: Expenditures reported to the BMEB.

In 2014–2015, funds were utilized in two functions only: direct instruction and instructional support. Approximately 96 percent of the funds generated for the BMEPs were used for direct instruction (Function 1) and approximately 4 percent of the funds were used for instructional support (Function 2).

To move beyond compliance and reporting, the BMEB strives to support districts implementing BMEPs by leading and developing innovative local partnerships focused on building regional capacity for leading and teaching CLD, EL and immigrant students. In addition, BMEB also works in collaboration 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 areas in which the BMEB was actively engaged in during the 2014-2015 school year:

**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. As New Mexico has transitioned to full implementation of the Common Core State Standards (CCSS), students need to develop academic language for school success and beyond. 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. Additionally, building academic language in the home/heritage language is important for developing home/heritage language proficiency, since students participating in BMEPs are to become bilingual and biliterate (statutory goal). 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 provided the PED-BMEB with a \$1.2 million grant 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 following are 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 PD for educators that addresses the academic language learning needs of CLD and EL students.
- (4) Adopt CCSS-aligned Spanish language development and/or Spanish language arts standards and assessments.
- (5) Adopt and implement New Mexico State Seal of Bilingualism/Biliteracy.

The work of the New Mexico's ALD4ALL schools has already been presented to national and state audiences in the following venues:

- **WIDA National Conference, Atlanta, GA, October 2014**
  - *Academic Language Development for All (ALD4ALL) In New Mexico: Building State Capacity to Address the Learning Needs of EL and CLD Students*
- **La Cosecha Dual Language Conference, Santa Fe, NM, November 2014**
  - *Academic Language Development for All (ALD4ALL) In New Mexico: Seven Summary Observations*
- **New Mexico Association for Bilingual Education (NMABE) Institute, Pojoaque, NM, January 2015**
  - *Academic Language Development for All (ALD4ALL) In New Mexico: Effective Instructional Practices in Bilingual-Multicultural Education Programs*
- **National Association for Bilingual Education (NABE) Annual Conference, Las Vegas, NV, March 2015**
  - *Academic Language Development for All In New Mexico: Building Capacity at the School and Program Level*

- **American Educational Research Association (AERA) Annual Conference, Chicago, IL, April 2015**
  - *Academic Language Development for All: A Culturally and Linguistically Responsive Professional Learning Study*
  
- **NMABE Annual Bilingual Conference, Albuquerque, NM, April 2015**
  - *Effective Practices in Bilingual Multicultural Program Models in New Mexico*
  - In addition to the ALD4ALL team presenting, several of the ALD4ALL schools also presented their own work at the annual state bilingual conference as a culminating professional opportunity including the following:
    - *Designing And Managing a High School Comprehensive Dual Language Bilingual Program* (Atrisco Heritage Academy High School)
    - *La educación a través del arte* (La Academia Dolores Huerta Middle School Charter)
    - *Data for Teaching and Learning Within a Bilingual Education Program* (ALD4ALL School Principals, facilitated by ALD4ALL Team)
    - *Planning for Academic Writing* (Chaparral Elementary School, Gadsden Independent School District)
    - *The Power of High Expectations* at Santa Teresa Middle School
    - *A Fine Arts Bilingual Approach within a Dual Language Inclusion Model* (Dolores Gonzales Elementary School)
    - *Connecting Navajo Academic Language and Literacy with Diné Oral Language Development* (Central Consolidated School District)
  
- **Culturally and Linguistically Responsive Instruction (CLRI) Conference, Albuquerque, NM, May 2015**
  - *Effective Practices in Bilingual Multicultural Education Program Models in New Mexico*
  - In addition to the ALD4ALL team presenting, several of the ALD4ALL schools also presented their own work at the annual, state bilingual conference as a culminating professional opportunity including the following:
    - *Designing and Managing a High School Comprehensive Dual Language Bilingual Program* (Atrisco Heritage Academy High School)
    - *A Diamond in the Rough: A Title I School Creating a Culture of Literacy* (Santa Teresa Middle School)
    - *Cultura, artes y lenguajes desarrollan identidad y crecimiento personal* (La Academia Dolores Huerta Middle School Charter)
    - *A Fine Arts Bilingual Approach within a Dual Language Inclusion Model* (Dolores Gonzales Elementary School)

For up-to-date information and to learn of the status of the ALD4ALL project objectives, please visit the ALD4ALL tab on the PED-BMEB webpage: [http://ped.state.nm.us/ped/Bilingual\\_ALD.html](http://ped.state.nm.us/ped/Bilingual_ALD.html).

**State Bilingual Advisory Council (SBAC).** The SBAC—a council of education and language experts and educators from across the state—has been working to strengthen and support BMEPs. Given the diversity of the state and the needs of our students, the SBAC—an ad-hoc group in existence for over 40 years—advocated for an NMTEACH classroom observation protocol that explicitly addressed the needs of BMEP students—who were culturally and linguistically diverse (CLD), ELs, and bilingual. 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 (EL) 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.

In 2014, the SBAC presented its EL Crosswalk guidance document to the PED so that additional collaboration with this group could further enhance the NM TEACH Classroom Observation Protocol. Since the development of the EL Crosswalk, the PED has partnered with local providers—the Center for the Education and Study of Diverse Populations (CESDP) and

Dual Language Education of New Mexico (DLeNM)—to continue refining the NMTEACH Teacher Classroom Observation Protocol. With extensive review and comment from educators across the state, the SBAC EL Crosswalk guidance document has served as the basis for an enhanced classroom observation protocol. As a result of their initial efforts, the enhanced NMTEACH Classroom Observation Protocol includes more nuanced language to ensure the academic and language needs of diverse students—including CLD, EL, bilingual learners in bilingual settings, and students with disabilities (SWD)—are addressed by their teachers. For more information about the NMTEACH Educator Effectiveness System and to view the NMTEACH Classroom Observation Protocol, please visit: <http://ped.state.nm.us/ped/NMTeachIndex.html>.

The SBAC, with other stakeholder groups across the state, has been instrumental in successfully advocating for New Mexico's State Seal of Bilingualism-Biliteracy. Using its expertise, the SBAC leadership advised and assisted the state's efforts on the seal's development. To learn more about current SBAC members, please visit [http://ped.state.nm.us/ped/Bilingual\\_SBAC.html](http://ped.state.nm.us/ped/Bilingual_SBAC.html).

**State Seal of Bilingualism-Biliteracy.** The State Seal of Bilingualism-Biliteracy on a New Mexico Diploma of Excellence was unanimously approved during the 2014 legislative session and signed by Governor Martinez on March 8, 2014, becoming state statute (22-1-9.1 NMSA). New Mexico became the fifth state in the country to officially adopt a seal of bilingualism-biliteracy. The statute required the PED to establish and consult with a taskforce in the development of the seal criteria. Thus, the Bilingual-Biliteracy Seal Taskforce was convened to consult and assist the PED with the development of regulation consistent with statute. The 18-person taskforce was comprised of New Mexico educators from across the state, representing wide a range of expertise and languages. During the fall 2014, the taskforce met to develop its recommendations. In addition, and to ensure the official symbol of the seal reflects the state's linguistic diversity and to bolster local engagement around the seal, a call for art design submissions was issued in fall 2014. Of over 150 student-generated seal designs received from across the state, the winning seal is an original hand-drawn image designed by Edwin R. Torres, Gadsden High School, a tenth grade student.

During the winter and spring of 2014–2015, the PED drafted rule, opened a public comment period, and held a public hearing. The final rule was adopted into regulation (6.32.3 NMAC) and became effective September 15, 2015. The first eligible class of students for the New Mexico State Seal of Bilingual-Biliteracy is the high school graduating class of 2016.

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: [http://ped.state.nm.us/ped/Bilingual\\_Seal.html](http://ped.state.nm.us/ped/Bilingual_Seal.html).

**Results for All: Culturally and Linguistically Responsive Instruction (CLRI) Conference.** 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 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 speakers Drs. Sharroky Hollie and Hector Montenegro 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 new knowledge and 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. This work—to transform schools in culturally and linguistically responsive teaching and learning environments—will continue in 2015–2016.

**Building Regional Capacity to Serve ELs in New Mexico.** BMEB—in partnership with WIDA—provided data-training, regional workshops 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 approximately half 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.

In fall 2014, the BMEB created its first cohort of educators to participate in a three-day training of trainers based on teaching other adults how to effectively use the standards in planning and instruction. Due to the success of that training, a two-day extension of learning was provided to this group of educators.

To further increase statewide and regional capacity to support ELs, the PED-BMEB partnered with WIDA to create unique opportunities for New Mexico educators to receive intensive training in order to create a cadre of effective trainers with expertise in WIDA's ELD standards, assessment, and data analysis. Two trainings were developed and provided. A five-day training was conducted 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.

In 2014–2015, there were no WIDA professionally certified trainers based in New Mexico. 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. As an additional approach to develop expertise within the state—in addition to extensive training provided in partnership with the BMEB and WIDA and a second strategy for developing expertise within the state—the BMEB boldly issued districts and schools an invitation. Qualified personnel were encouraged to submit applications for WIDA's professional certification program. The BMEB agreed to fully support the cost of training and travel-related expenses for any accepted New Mexico district/school personnel, in exchange for their in-kind service (i.e., 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 boasts four of its own WIDA-certified professional trainers who can be called on as a resource for the state.

The BMEB's initiatives have provided unprecedented levels of direct support to educators across the state through its various professional learning opportunities and on-going efforts will be critical in creating sustainable growth and continuous improvement for teaching and learning.



## Recommendations

The BMEB 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 will continue 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 for moving the BMEB forward and strengthening bilingual multicultural education for all of New Mexico’s students. The BMEB

Indicator	Recommendations
<b>Fiscal Monitoring</b>	<ul style="list-style-type: none"> <li>will 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.</li> </ul>
<b>Monitoring Programs for Accountability</b>	<ul style="list-style-type: none"> <li>will continue conducting regular visits to evaluate program quality, district compliance, and program effectiveness.</li> <li>will 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).</li> <li>will conduct monitoring visits targeting academic rigor in the language other than English and in English language development (ELD)/English as a Second Language (ESL) instruction for ELs in BMEPs.</li> <li>will streamline the process of monitoring districts through the online WebEPSS monitoring tool, STARS, and the Operating Budget Management System (OBMS).</li> <li>will continue triangulating data from multiple sources to ensure program and instructional effectiveness.</li> </ul>
<b>Professional Development (PD)</b>	<ul style="list-style-type: none"> <li>will continue to offer relevant technical assistance and guidance to Bilingual Multicultural Education/Title III Director meetings to promote effective leadership, instruction, and greater consistency and depth of programs.</li> <li>will continue to collaborate with partner organizations to provide ongoing technical assistance and PD training opportunities for District Bilingual Multicultural Education/Title III Directors, administrators, and teachers.</li> </ul>
<b>Student Academic Language Development and Performance</b>	<ul style="list-style-type: none"> <li>will 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.</li> </ul>
<b>Teacher Effectiveness</b>	<ul style="list-style-type: none"> <li>encourages the recruitment and support of effective teachers working within the BMEPs and promotes supplemental language programming as a means for teachers to improve home/heritage language competency for effective classroom instruction in the home/heritage language.</li> <li>endorses reflective instructional practices and tools—such as the NMTEACH Classroom Observation Protocol—to support rigorous, culturally and linguistically responsive teaching and learning in the BMEPs.</li> </ul>

The list above 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

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The vision of the PED's BMEB is that New Mexico's children have access to effective, bilingual multicultural education programs providing culturally and linguistically responsive, rigorous instructional programming that supports all students—including culturally and linguistically diverse (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 PED initiatives to ensure students receive the maximum benefit of participation in the 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 we are closing the achievement gaps for all students, including New Mexico's ELs and CLD students participating in state-funded BMEPs.

## **Appendices**

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Appendix A—English Language Proficiency Data (ACCESS for ELLs<sup>®</sup>) by District and State Charters for 2014–2015

Appendix B—Spanish Language Proficiency Data by District, 2014–2015

Appendix C—Native Language Proficiency Data by District, 2014–2015

Appendix D—Total Operational BME Expenditures by District and Charter School

Appendix E—Total Operational Bilingual Education Expenditures by Function

Appendix F—Bilingual Multicultural Education Program Models and Instructional Time

Appendix G—Glossary and Acronyms

Appendix A—English Language Proficiency Data (ACCESS for ELLs®) by District and State Charters for 2014–2015

EL Proficiency Levels—Percentages and Numbers

DISTRICT	Entering	Beginning	Developing	Expanding	Bridging	Reaching	# Tested
Alamogordo Public Schools	13%	14%	30%	24%	16%	3%	111
Albuquerque Public Schools	13%	12%	33%	27%	12%	3%	14,387
Animas Public Schools	*	*	*	*	*	*	9
Artesia Public Schools	12%	17%	31%	24%	13	3%	175
Aztec Municipal Schools	14%	11%	34%	21%	20%		56
Belen Public Schools	19%	8%	31%	23%	15%	4%	338
Bernalillo Public Schools	10%	11%	35%	33%	10%	2%	951
Bloomfield Municipal Schools	8%	9%	35%	29%	17%	3%	339
Carlsbad Municipal Schools	11%	12%	27%	35%	12%	3%	388
Carrizozo Municipal Schools							0
Central Consolidated Schools	7%	9%	37%	33%	13%	1%	1,154
Chama Valley Schools	5%	10%	31%	28%	21%	6%	109
Cimarron Municipal Schools	11%	0%	53%	26%	11%	0%	19
Clayton Public Schools	*	*	*	*	*	*	7
Clovis Municipal Schools	12%	15%	32%	27%	13%	1%	674
Cobre Consolidated Schools	8%	9%	42%	29%	10%	2%	135
Cuba Independent Schools	4%	5%	30%	50%	11%	0%	204
Deming Public Schools	22%	22%	26%	20%	9%	1%	1,711
Des Moines Municipal Schools	*	*	*	*	*	*	1
Dexter Consolidated Schools	10%	16%	25%	28%	18%	3%	174
Dora Consolidated Schools	*	*	*	*	*	*	9
Dulce Independent Schools	10%	15%	36%	29%	9%	1%	107
Española Public Schools	10%	8%	28%	27%	23%	4%	705
Estancia Municipal Schools	6%	6%	38%	34%	13%	3%	32
Eunice Municipal Schools	17%	12%	28%	40%	3%	0%	81
Farmington Municipal Schools	8%	13%	32%	30%	16%	2%	1,421
Floyd Municipal Schools	6%	3%	13%	47%	28%	3%	32
Fort Sumner Municipal Schools	9%	18%	0%	55%	18%	0%	11

DISTRICT	Entering	Beginning	Developing	Expanding	Bridging	Reaching	# Tested
Gadsden Independent Schs.	12%	15%	29%	26%	15%	3%	4,609
Gallup-Mckinley County Schs.	8%	12%	36%	33%	11%	1%	3,307
Grants-Cibola County Schs.	5%	9%	31%	47%	8%	0%	495
Hagerman Municipal Schools	8%	9%	31%	41%	9%	2%	88
Hatch Valley Municipal Schs.	12%	14%	33%	29%	10%	3%	525
Hobbs Municipal Schools	10%	12%	30%	39%	9%	<1%	1,835
Hondo Valley Public Schools	6%	14%	31%	31%	17%	0%	35
Jal Public Schools	10%	14%	28%	22%	22%	6%	51
Jemez Mountain Public Schs.	22%	15%	26%	31%	6%	0%	87
Jemez Valley Public Schools	16%	12%	54%	18%	0%	0%	89
Lake Arthur Municipal Schs.	10%	5%	10%	60%	15%	0%	20
Las Cruces Public Schools	12%	13%	28%	28%	17%	2%	2,807
Las Vegas City Public Schs.	10%	17%	28%	31%	14%	1%	163
Logan Municipal Schools	*	*	*	*	*	*	2
Lordsburg Municipal Schools	0%	9%	22%	44%	26%	0%	23
Los Alamos Public Schools	13%	9%	21%	20%	23%	16%	102
Los Lunas Public Schools	10%	11%	34%	31%	13%	2%	813
Loving Municipal Schools	19%	13%	19%	33%	15%	0%	78
Lovington Public Schools	14%	14%	31%	26%	13%	2%	791
Magdalena Municipal Schools	9%	14%	31%	29%	17%	0%	58
Mesa Vista Consolid. Schools	4%	10%	22%	46%	16%	2%	112
Mora Independent Schools	4%	8%	32%	36%	20%	0%	25
Moriarty Municipal Schools	8%	6%	32%	34%	17%	4%	120
Mountainair Public Schools	*	*	*	*	*	*	4
Pecos Independent Schools	5%	12%	34%	36%	13%	0%	77
Peñasco Independent Schools	0%	9%	27%	47%	6%	12%	34
Pojoaque Valley Public Schools	7%	5%	22%	38%	23%	5%	368
Portales Municipal Schools	18%	9%	30%	30%	12%	2%	192
Questa Independent Schools	3%	6%	29%	29%	29%	6%	35
Raton Public Schools	9%	6%	24%	35%	27%	0%	55
Rio Rancho Public Schools	8%	10%	25%	34%	20%	3%	592
Roswell Independent Schools	10%	12%	33%	29%	13%	3%	977
Ruidoso Municipal Schools	21%	20%	25%	22%	10%	3%	224
Santa Fe Public Schools	14%	14%	31%	27%	14%	2%	3,165
Santa Rosa Schools	3%	7%	13%	71%	7%	0%	31
Silver Consolidated Schools	8%	11%	33%	36%	12%	0%	84

Socorro Consolidated Schs.	4%	9%	36%	29%	19%	3%	75
<b>DISTRICT</b>	<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>	<b>Reaching</b>	<b># Tested</b>
T or C Municipal Schools	12%	15%	31%	31%	10%	1%	118
Taos Municipal Schools	7%	10%	41%	26%	14%	3%	237
Tatum Municipal Schools	20%	10%	30%	30%	10%	0%	20
Texico Municipal Schools	37%	7%	26%	20%	11%	0%	46
Tucumcari Public Schools	0%	14%	42%	31%	14%	0%	36
Tularosa Municipal Schools	7%	14%	29%	43%	7%	0%	14
Vaughn Municipal Schools	*	*	*	*	*	*	6
Wagon Mound Public Schools	19%	4%	41%	22%	15%	0%	27
West Las Vegas Public Schools	4%	13%	43%	36%	4%	0%	230
Zuni Public Schools	9%	10%	30%	39%	12%	2%	545
<b>State Charter Schools</b>	<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>	<b>Reaching</b>	<b>Number Tested</b>
Academy of Trades and Tech.	0%	5%	40%	55%	0%	0%	20
ACE Leadership High School	65%	18%	12%	6%	0%	0%	17
Albuquerque Sign Language Academy	*	*	*	*	*	*	8
Albuquerque School of Excellence	0%	8%	42%	50%	0%	0%	12
Alma d' Arte Charter HS	*	*	*	*	*	*	3
Amy Biehl High School	*	*	*	*	*	*	8
Anthony Charter	8%	46%	39%	8%	0%	0%	13
Cesar Chavez Community School	5%	22%	24%	43%	5%	0%	37
Cien Aguas International	4%	6%	21%	56%	13%	0%	80
Coral Community Charter	*	*	*	*	*	*	2
Cottonwood Classical Prep	*	*	*	*	*	*	4
Dream Diné	31%	8%	39%	23%	0%	0%	13
East Mountain High School	*	*	*	*	*	*	1
Estancia Valley Classical Aca.	*	*	*	*	*	*	3
Explore Academy	*	*	*	*	*	*	6
Gilbert L. Sena Charter HS	0%	0%	9%	64%	27%	0%	11
Health Sciences Academy	8%	35%	29%	18%	8%	2%	51

Horizon Academy West	0%	5%	41%	55%	0%	0%	22
<b>State Charter</b>	<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>	<b>Reaching</b>	<b># Tested</b>
Juvenile Justice	*	*	*	*	*	*	9
La Academia Dolores Huerta	3%	5%	34%	32%	18%	8%	38
La Promesa Early Learning	16%	22%	27%	22%	10%	3%	242
La Resolana Leadership	6%	9%	50%	35%	0%	0%	34
La Tierra Montessori School	16%	21%	32%	32%	0%	0%	19
McCurdy Charter School	2%	4%	23%	37%	29%	5%	86
Media Arts Collaborative Ch.	*	*	*	*	*	*	1
Mission Achievement	2%	6%	34%	43%	13%	2%	53
New Mexico Connections Academy	0%	10%	40%	20%	10%	20%	10
New Mexico International School	*	*	*	*	*	*	5
North Valley Academy Charter	0%	17%	33%	25%	25%	0%	12
Sage Montessori Charter Sch.	0%	33%	27%	40%	0%	0%	15
School of Dreams Academy	0%	3%	27%	32%	27%	12%	34
South Valley Preparatory School	0%	10%	25%	53%	13%	0%	40
Taos International School	19%	31%	38%	6%	6%	0%	16
The ASK Academy	*	*	*	*	*	*	8
The GREAT Academy	*	*	*	*	*	*	1
The International School at Mesa Del Sol	0%		13%	43%	30%	13%	30
The MASTERS Program Aca.	*	*	*	*	*	*	4
The New America School—Las Cruces	24%	10%	18%	28%	18%	4%	51
The New America School—Albuquerque	2%	7%	%19%	24%	30%	18%	124
Tierra Adentro	0%	2%	14%	59%	25%	0%	44
Walatowa Charter HS	4%	4%	12%	36%	44%	0%	25
William W & Josephine Dorn Charter Community School	36%	9%	27%	27%	0%	0%	11

SOURCE: 2015 WIDA ACCESS for ELLs® student assessment data.

\*Percentages for districts with fewer than 10 students tested are not reported.—Less than 0%

Appendix B—Spanish Language Proficiency Data by District, 2014–2015

New Mexico Public Education Department															
Bilingual Multicultural Education Bureau															
Spanish Language Proficiency Data 2014–2015															
District	Woodcock Muñoz Language Survey—Woodcock				Language Assessment Scales—LAS				Individualized Proficiency Test— IPT				Percentage		
	Beginning (Begin)	Intermediate (Int.)	Proficient (Prof.)	Total	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient
Albuquerque					1,817	1,928	1,288	5,033	82	148	60	290	35.68	39.00	25.32
Artesia	261	101	95	457									57.11	22.10	20.79
Belen					55	52	113	220					25.00	23.64	51.36
Bernalillo									50	157	224	431	11.60	36.43	51.97
Bloomfield	148	73	107	328									45.12	22.26	32.62
Carlsbad					66	56	148	270					24.44	20.74	54.81
Chama	126	156	0	282									44.68	55.32	0.00
Clovis					85	151	199	435					19.54	34.71	45.75
Cobre Consolidated					702	12	4	718					97.77	1.67	.56
Cuba	181	17	0	198									91.41	8.59	0.00
Deming	466	449	238	1,153									40.42	38.94	20.64
Dexter	84	133	118	335									25.07	39.70	35.22
Española	52	32	11	95					936	801	187	1,924	48.94	41.26	9.81
Eunice	12	25	44	81									14.81	30.86	54.32
Farmington	333	314	224	871									38.23	36.05	25.72
Floyd	10	15	9	34									29.41	44.12	26.47
Gadsden	10	10	376	396									2.53	2.53	94.95
Grants					159	48	25	232					68.53	20.69	10.78
Hagerman	21	34	7	62									33.87	54.84	11.29
Hatch	1	119	229	349									0.29	34.10	65.62



Hobbs					168	192	172	532					31.58	36.09	32.33
District	Woodcock				LAS				IPT				Percentage		
	Begin	Int.	Prof.	Total	Begin	Int.	Prof.	Total	Begin	Int.	Prof.	Total	Begin	Int.	Prof.
Jemez Mountain									56	81	8	145	38.62	55.86	5.52
Las Cruces									249	1,623	689	2,561	9.72	63.37	26.90
Las Vegas City	587	266	305	1,158									50.69	22.97	26.34
Los Lunas					113	84	144	341					33.14	24.63	42.23
Loving	342	12	14	368									92.93	3.26	3.80
Lovington									6	211	142	359	1.67	58.77	39.55
Mesa Vista	155	18	7	180								0	86.11	10.00	3.89
<b>Mora*</b>															
Moriarty	88	23	2	113									77.88	20.35	1.77
Pecos	428	43	7	478									89.54	9.00	1.46
Peñasco	0	126	100	226									0.00	55.75	44.25
Pojoaque	349	794	73	1,216									28.70	65.30	6.00
Portales					47	88	40	175					26.86	50.29	22.86
Questa	249	20	4	273									91.21	7.33	1.47
Raton									2	1	0	3	66.67	33.33	0.00
Rio Rancho									257	565	70	892	28.81	63.34	7.85
Roswell					788	231	175	1,194					66.00	19.35	14.66
Ruidoso					67	82	154	303					22.11	27.06	50.83
Santa Fe									1,272	1,296	324	2,892	43.98	44.81	11.20
Santa Rosa									374	72	11	457	81.84	15.75	2.41
Silver City					102	0	0	102					100	0.00	0.00
Taos	129	102	94	325									39.69	31.38	28.92
Truth or Consequences	159	101	11	271									58.67	37.27	4.06
Tucumcari					2	10	8	20					10.00	50.00	40.00
Vaughn					27	1	0	28					96.43	3.57	0.00

Wagon Mound					44	13	1	58					75.86	22.41	1.72
District	Woodcock				LAS				IPT				Percentage		
	Begin	Int.	Prof.	Total	Begin	Int.	Prof.	Total	Begin	Int.	Prof.	Total	Begin	Int.	Prof.
West Las Vegas					1,201	34	26	1,261					95.24	2.70	2.06
Subtotal	4,191	2,983	2,075	9,249	5,443	2,982	2,497	10,922	3,284	4,955	1,715	9,954			
STATE CHARTER SCHOOLS															
Cien Aguas									1	130	209	340	0.29	38.24	61.47
Cottonwood Valley Charter School*															
La Academia Dolores Huerta									43	57	47	147	29.25	38.78	31.97
La Promesa					112	73	179	364					30.77	20.05	49.18
La Tierra Montessori									5	8	5	18	27.78	44.44	27.78
Monte del Sol									34	61	20	115	29.57	53.04	17.39
New Mexico International									23	22	135	180	12.78	12.22	75.00
Taos International	16	35	11	62									25.81	56.45	17.74
Tierra Encantada					140	31	65	236					59.32	13.14	27.54
Turquoise Trail									36	11	42	89	40.45	12.36	47.19
Subtotal	16	35	11	62	252	104	244	600	142	289	458	889			
Totals	4,207	3,018	2,086	9,311	5,695	3,086	2,741	11,522	3,426	5,244	2,173	10,843			
Total # of Students Testing at Proficiency Levels	Beginning		13,328		Total of Students Tested		31,676		Percentage of Students Testing per Proficiency Levels			Beginning		42%	
	Intermediate		11,348									Intermediate		36%	
	Proficient		7,000									Proficient		22%	

SOURCE: 2014-2015 Spanish language proficiency data as reported by districts.

Note: \*Districts did not submit data.

Appendix C—Native Language Proficiency Data by District, 2014–2015

New Mexico Public Education Department																											
Bilingual Multicultural Education Bureau																											
Native American Proficiency Data 2014–2015																											
District	Oral Diné				Jicarilla Apache				Zuni				Tewa				Keres				Towa				Percentage		
	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient	Total	Beginning	Intermediate	Proficient
Albuquerque																	66	63	23	152					43.4	41.4	15.1
Bernalillo																	156	69	14	239					65.3	28.9	5.9
Bloomfield	186	52	2	240																					77.5	21.7	0.8
Central	1,143	249	8	1,400																					81.6	17.8	0.6
Cuba	175	89	20	284																					61.6	31.3	7.0
Dream Diné Charter	14	0	0	14																					100.	0.0	0.0
Dulce					680	110	0	790																	86.1	13.9	0.0
Espanola													120	17	28	165									72.7	10.3	17.0
Farmington	905	130	74	1,109																					81.6	11.7	6.7
Gallup	1,832	508	25	2,365																					77.5	21.5	1.1
Jemez Mountain	32	25	24	81																					39.5	30.9	29.6
Jemez Valley																					70	17	7	94	74.5	18.1	7.4
Magdalena	68	18	3	89																					76.4	20.2	3.4
Zuni									91	259	551	901													10.1	28.7	61.2
Totals	4,355	1,071	156	5,582	680	110	0	790	91	259	551	901	120	17	28	165	222	132	37	391	70	17	7	94			
Total # of Students Testing at Proficiency Levels	Beginning				5,538				Total # of Students Tested				7,923				Percentage of Students Testing at Each Proficiency Level				Beginning				70%		
	Intermediate				1,606																Intermediate				20%		
	Proficient				779																Proficient				10%		

SOURCE: 2014-2015 Native language proficiency data as reported by districts.

Appendix D—Total Operational BME Expenditures by District and Charter School

District/Charter	Operational Funding	Operational Expenditures	Difference
Albuquerque	\$ 8,847,428.75	\$ 13,222,788.44	\$ (4,375,359.69)
Albuquerque Sign Language Academy	\$ 85,164.69	\$ 67,973.18	\$ 17,191.51
Anansi Charter School	\$ 37,732.97	\$ 81,127.16	\$ (43,394.19)
Artesia	\$ 194,035.22	\$ 551,000.15	\$ (356,964.93)
Belen	\$ 177,182.63	\$ 565,805.87	\$ (388,623.24)
Bernalillo	\$ 748,607.62	\$ 228,432.22	\$ 520,175.40
Bloomfield	\$ 183,534.91	\$ 565,668.55	\$ (382,133.64)
Cariños CS	\$ 222,430.13	\$ 533,210.07	\$ (310,779.94)
Carlsbad	\$ 152,454.81	\$ 716,818.91	\$ (564,364.10)
Central Consolidated	\$ 1,155,554.56	\$ 2,363,681.90	\$ (1,208,127.34)
Cesar Chavez CS*	\$ 6,011.63		\$ 6,011.63
Chama	\$ 115,723.78	\$ 142,292.50	\$ (26,568.72)
Christine Duncan	\$ 182,853.59	\$ 392,955.98	\$ (210,102.39)
Cien Aguas State Charter	\$ 311,101.59	\$ 345,461.38	\$ (34,359.79)
Clovis	\$ 463,736.75	\$ 1,046,652.14	\$ (582,915.39)
Cobre Consolidated	\$ 703,861.09	\$ 694,999.00	\$ 8,862.09
Corrales International CS	\$ 164,317.75	\$ 264,128.92	\$ (99,811.17)
Cottonwood Valley CS*	\$ 37,732.97		\$ 37,732.97
Cuba	\$ 191,871.03	\$ 151,473.75	\$ 40,397.28
Deming	\$ 1,568,873.82	\$ 1,963,818.62	\$ (394,944.80)
Dexter	\$ 244,152.13	\$ 236,279.57	\$ 7,872.56
Dream Diné Charter School	\$ 15,029.06	\$ 15,996.94	\$ (967.88)
Dulce	\$ 135,602.22	\$ 188,056.35	\$ (52,454.13)
El Camino Real*	\$ 59,454.97	\$	\$ 59,454.97
Española	\$ 999,432.66	\$ 1,052,637.23	\$ (53,204.57)
Eunice	\$ 34,406.53	\$ 57,577.50	\$ (23,170.97)
Farmington	\$ 1,342,936.91	\$ 2,284,204.71	\$ (941,267.80)
Floyd	\$ 26,391.03	\$ 34,443.72	\$ (8,052.69)
Gadsden	\$ 3,816,720.60	\$ 10,912,506.81	\$ (7,095,786.21)
Gallup-McKinley	\$ 737,426.00	\$ 946,011.44	\$ (208,585.44)
Grants-Cibola	\$ 103,359.87	\$ 310,782.60	\$ (207,422.73)
Hagerman	\$ 46,429.78	\$ 118,286.90	\$ (71,857.12)
Hatch	\$ 368,051.72	\$ 882,172.00	\$ (514,120.28)
Hobbs	\$ 499,465.84	\$ 857,641.53	\$ (358,175.69)

District/Charter	Operational Funding	Operational Expenditures	Difference
Jemez Mountain	\$ 86,847.94	\$ 327,573.69	\$ (240,725.75)
La Academia Dolores Huerta	\$ 148,286.75	\$ 218,829.45	\$ (70,542.70)
La Jicarita Community School*	\$ 13,365.85	\$	\$ 13,365.85
La Promesa Charter School	\$ 374,223.66	\$ 469,508.44	\$ (95,284.78)
La Tierra Montessori School of the Arts	\$ -	\$ 21,747.00	\$ (21,747.00)
Las Cruces	\$ 3,102,840.13	\$ 12,030,195.56	\$ (8,927,355.43)
Las Montanas	\$ 11,181.62	\$ 3,000.00	\$ 8,181.62
Las Vegas City	\$ 566,435.35	\$ 844,070.00	\$ (277,634.65)
Los Lunas	\$ 353,343.28	\$ 958,779.00	\$ (605,435.72)
Loving	\$ 167,824.53	\$ 235,127.71	\$ (67,303.18)
Lovington	\$ 415,303.09	\$ 1,320,119.19	\$ (904,816.10)
Magdalena	\$ 41,760.76	\$ 134,360.84	\$ (92,600.08)
McCurdy Charter School*	\$ 24,046.50		\$ 24,046.50
Mesa Vista	\$ 123,398.62	\$ 79,524.21	\$ 43,874.41
Monte del Sol Charter School	\$ 89,493.06	\$ 173,213.69	\$ (83,720.63)
Mora	\$ 115,543.43	\$ 263,397.00	\$ (147,853.57)
Moriarty-Edgewood	\$ 103,520.18	\$ 353,053.09	\$ (249,532.91)
Native American Community Academy	\$ 32,723.28	\$ 26,625.00	\$ 6,098.28
New America State Charter—ABQ	\$ 69,634.66	\$ 83,083.56	\$ (13,448.90)
New America State Charter—LC	\$ 5,190.04	\$ 32,350.00	\$ (27,159.96)
New Mexico International	\$ 149,789.66	\$ 463,473.73	\$ (313,684.07)
Nuestros Valores	\$ 15,029.06	\$ 27,491.37	\$ (12,462.31)
Pecos	\$ 178,344.88	\$ 346,949.00	\$ (168,604.12)
Peñasco	\$ 106,205.38	\$ 231,739.64	\$ (125,534.26)
Pojoaque	\$ 593,647.97	\$ 633,137.53	\$ (39,489.56)
Portales	\$ 339,496.50	\$ 920,345.27	\$ (580,848.77)
Questa	\$ 122,577.03	\$ 243,793.46	\$ (121,216.43)
Raton	\$ 12,684.53	\$ 116,492.84	\$ (103,808.31)
Rio Gallinas CS*	\$ 38,574.59		\$ 38,574.59
Rio Rancho	\$ 553,911.13	\$ 471,274.80	\$ 82,636.33
Robert F. Kennedy*	\$ 25,709.72		\$ 25,709.72
Roswell	\$ 587,816.69	\$ 32,310.02	\$ 555,506.67
Ruidoso	\$ 273,188.28	\$ 933,608.90	\$ (660,420.62)
San Diego Riverside Charter School	\$ 54,104.63	\$ 58,848.00	\$ (4,743.37)
Santa Fe	\$ 2,352,388.94	\$ 8,034,463.76	\$ (5,682,074.82)
Santa Rosa	\$ 343,985.18	\$ 341,986.00	\$ 1,999.18

District/Charter	Operational Funding	Operational Expenditures	Difference
Silver City	\$ 37,412.35	\$ 131,576.00	\$ (94,163.65)
School of Dreams*	\$ 9,358.10		\$ 9,358.10
Socorro*	\$ 500.97		\$ 500.97
T or C	\$ 176,501.31	\$ 319,810.68	\$ (143,309.37)
Taos	\$ 409,792.44	\$ 299,684.08	\$ 110,108.36
Taos Charter	\$ 59,775.59	\$ 43,219.24	\$ 16,556.35
Taos International	\$ 60,116.25	\$ 166,510.00	\$ (106,393.75)
Tierra Adentro	\$ 83,501.47	\$ 126,551.90	\$ (43,050.43)
Tierra Encantada Charter	\$ 241,466.94	\$ 198,586.31	\$ 42,880.63
Tucumcari	\$ 17,694.22	\$ 35,867.65	\$ (18,173.43)
Turquoise Trail	\$ 44,766.57	\$ 79,753.46	\$ (34,986.89)
Vaughn	\$ 20,860.34	\$ 25,897.19	\$ (5,036.85)
Wagon Mound	\$ 28,054.25	\$ 66,546.57	\$ (38,492.32)
West Las Vegas	\$ 725,563.06	\$ 2,579,962.47	\$ (1,854,399.41)
Zuni	\$ 309,097.72	\$ 1,212,042.00	\$ (902,944.28)
<b>Total</b>	<b>\$ 37,795,948.09</b>	<b>\$ 77,511,365.34</b>	<b>\$ (39,715,417.25)</b>

SOURCE: 2014-2015 expenditure report data, from the general ledger, as reported by districts.

*Note: \*School/district did not submit data.*

Appendix E—Total Operational Bilingual Education Expenditures by Function

District	Function	Expenditures By Function	Total Expenditures
<b>Albuquerque</b>			
	1	\$ 10,860,527.90	\$ 13,222,788.44
	2	\$ 2,362,260.54	
<b>Albuquerque Sign Language</b>			
	1	\$ 67,973.18	\$ 67,973.18
<b>Anansi Charter School</b>			
	1	\$ 81,127.16	\$ 81,127.16
<b>Artesia</b>			
	1	\$ 551,000.15	\$ 551,000.15
<b>Belen</b>			
	1	\$ 565,805.87	\$ 565,805.87
<b>Bernalillo</b>			
	1	\$ 228,432.22	\$ 228,432.22
<b>Bloomfield</b>			
	1	\$ 553,170.98	\$ 565,668.55
	2	\$ 12,497.57	
<b>Cariños Charter</b>			
	1	\$ 533,210.07	\$ 533,210.07
<b>Carlsbad</b>			
	1	\$ 697,817.97	\$ 716,818.91
	2	\$ 19,000.94	
<b>Central Consolidated</b>			
	1	\$ 2,040,942.70	\$ 2,363,681.90
	2	\$ 322,739.20	
<b>Chama</b>			
	1	\$ 141,382.27	\$ 142,292.50
	2	\$ 910.23	
<b>Christine Duncan Charter School</b>			
	1	\$ 392,955.98	\$ 392,955.98
<b>Cien Aguas State Charter</b>			
	1	\$ 345,461.38	\$ 345,461.38
<b>Clovis</b>			
	1	\$ 1,046,652.14	\$ 1,046,652.14
<b>Cobre Consolidated</b>			
	1	\$ 628,698.00	\$ 694,999.00
	2	\$ 66,301.00	
<b>Corrales</b>			
	1	\$ 264,128.92	\$ 264,128.92
<b>Cottonwood Valley Charter School</b>			
	1		
<b>Cuba</b>			
	1	\$ 151,473.75	\$ 151,473.75
<b>Deming</b>			
	1	\$ 1,953,693.62	\$ 1,963,818.62
	2	\$ 10,125.00	
<b>Dexter</b>			
	1	\$ 196,407.96	\$ 236,279.57

	2	\$	39,871.61	
<b>Dream Diné</b>				
	1	\$	15,996.94	\$ 15,996.94
<b>Dulce</b>				
	1	\$	188,056.35	\$ 188,056.35
<b>Española</b>				
	1	\$	1,052,637.23	\$ 1,052,637.23
<b>Eunice</b>				
	1	\$	57,577.50	\$ 57,577.50
<b>Farmington</b>				
	1	\$	2,264,127.21	\$ 2,284,204.71
	2	\$	20,077.50	
<b>Floyd</b>				
	1	\$	34,443.72	\$ 34,443.72
<b>Gadsden</b>				
	1	\$	10,849,001.34	\$ 10,912,506.81
	2	\$	63,505.47	
<b>Gallup</b>				
	1	\$	895,127.64	\$ 946,011.44
	2	\$	50,883.80	
<b>Grants</b>				
	1	\$	310,782.60	\$ 310,782.60
<b>Hagerman</b>				
	1	\$	118,286.90	\$ 118,286.90
<b>Hatch</b>				
	1	\$	882,172.00	\$ 882,172.00
<b>Hobbs</b>				
	1	\$	857,641.53	\$ 857,641.53
<b>Jemez Mountain</b>				
	1	\$	327,573.69	\$ 327,573.69
<b>La Academia Dolores Huerta</b>				
	1	\$	218,829.45	\$ 218,829.45
<b>La Promesa CS</b>				
	1	\$	469,508.44	\$ 469,508.44
<b>La Tierra Montessori</b>				
	1	\$	21,747.00	\$ 21,747.00
<b>Las Cruces</b>				
	1	\$	12,030,195.56	\$ 12,030,195.56
<b>Las Montañas Charter School</b>				
	1	\$	3,000.00	\$ 3,000.00
<b>Las Vegas City</b>				
	1	\$	819,101.00	\$ 844,070.00
	2	\$	24,969.00	
<b>Los Lunas</b>				
	1	\$	958,779.00	\$ 958,779.00
<b>Loving</b>				
	1	\$	235,127.71	\$ 235,127.71
<b>Lovington</b>				
	1	\$	1,320,119.19	\$ 1,320,119.19



<b>Magdalena</b>					
	1	\$	134,360.84	\$	134,360.84
<b>Mesa Vista</b>					
	1	\$	79,524.21	\$	79,524.21
<b>Monte Del Sol</b>					
	1	\$	173,213.69	\$	173,213.69
<b>Mora</b>					
	1	\$	263,397.00	\$	263,397.00
<b>Moriarty</b>					
	1	\$	353,053.09	\$	353,053.09
<b>Native American Community Academy (NACA)</b>					
	1	\$	26,625.00	\$	26,625.00
<b>New America School—ABQ</b>					
	1	\$	83,083.56	\$	83,083.56
<b>New America School State Charter—Las Cruces</b>					
	1	\$	32,350.00	\$	32,350.00
<b>New Mexico International</b>					
	1	\$	459,730.00	\$	463,473.73
	2	\$	3,743.73		
<b>Nuestros Valores</b>					
	1	\$	27,491.37	\$	27,491.37
<b>Pecos</b>					
	1	\$	315,464.00	\$	346,953.00
	2	\$	31,489.00		
<b>Peñasco</b>					
	1	\$	231,739.64	\$	231,739.64
<b>Pojoaque</b>					
	1	\$	580,898.69	\$	633,137.53
	2	\$	52,238.84		
<b>Portales</b>					
	1	\$	920,345.27	\$	920,345.27
<b>Questa</b>					
	1	\$	243,793.46	\$	243,793.46
<b>Raton</b>					
	1	\$	116,492.84	\$	116,492.84
<b>Rio Rancho</b>					
	1	\$	443,368.86	\$	471,274.80
	2	\$	27,905.94		
<b>Roswell</b>					
	1	\$	25,964.84	\$	32,310.02
	2	\$	6,345.18		
<b>Ruidoso</b>					
	1	\$	933,608.90	\$	933,608.90
<b>San Diego Riverside</b>					
	1	\$	58,848.00	\$	58,848.00
<b>Santa Fe</b>					
	1	\$	8,034,463.76	\$	8,034,463.76
<b>Santa Rosa</b>					
	1	\$	328,781.00	\$	341,986.00

	2	\$	13,205.00	
<b>Silver City</b>				
	1	\$	131,576.00	\$ 131,576.00
<b>T or C</b>				
	1	\$	319,775.61	\$ 319,810.68
	2	\$	35.07	
<b>Taos</b>				
	1	\$	299,684.08	\$ 299,684.08
<b>Taos Charter School</b>				
	1	\$	43,219.24	\$ 43,219.24
<b>Taos International</b>				
	1	\$	166,510.00	\$ 166,510.00
<b>Tierra Adentro of New Mexico</b>				
	1	\$	126,551.90	\$ 126,551.90
<b>Tierra Encantada Charter School</b>				
	1	\$	198,586.31	\$ 198,586.31
<b>Tucumcari Public Schools</b>				
	1	\$	35,867.65	\$ 35,867.65
<b>Turquoise Trail Charter School</b>				
	1	\$	79,753.46	\$ 79,753.46
<b>Vaughn Municipal Schools</b>				
	1	\$	25,897.19	\$ 25,897.19
<b>Wagon Mound Public Schools</b>				
	1	\$	66,546.57	\$ 66,546.57
<b>West Las Vegas</b>				
	1	\$	2,579,962.47	\$ 2,579,962.47
<b>Zuni</b>				
	1	\$	1,212,042.00	\$ 1,212,042.00
<b>Sub-Total Expenditures by Function</b>				
Direct Instruction		1.00		\$ 74,340,045.48
Instructional Support		2.00		\$ 3,128,104.62
<b>Total Expenditures</b>			<b>\$ 77,468,150.10</b>	<b>\$ 77,468,150.10</b>

SOURCE: 2014–2015 expenditure report data from the general ledger, as reported by districts.

## Appendix F—Bilingual Multicultural Education Program Models and Instructional Time

BMEPs provide instruction in, and the study of, English and the home or heritage language of the students. These programs may also include the delivery of content areas 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 will use 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**, including 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 determination of the number of hours in which a student must be placed. There are five program models approved and funded by the state. They 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
Student Categories	EL students Exited ELs (Fluent English Proficient—FEP) Never ELs	EL students	Exited ELs Never ELs No EL students*	EL students Exited ELs (FEP) Never ELs	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) <b>and</b> 3 hours in English, including ELD/ESL for ELs	1 hour of target home or heritage language <b>and</b> 1 hour of ELD/ESL	1 hour of target home or heritage language	1 hour of target home or heritage language <b>and</b> 1 hour of ELD/ESL for ELs	1 hour of target home or heritage language <b>and</b> 1 hour of ELD/ESL.
Optional / Additional		May have 1 additional hour of target, home, or heritage language (100% of which must be in home or heritage language of student's chosen program) in content area (math, social studies, science, or fine arts)	May have 1 additional hour of home or heritage language (100% of which must be in target, home, or heritage language of student's chosen program) in content area (math, social studies, science, or fine arts)	May have 1 additional hour of home or heritage language (100% of which must be in target, home, or heritage language of student's chosen program) in content area (math, social studies, science, or fine arts)	May have 1 additional hour of home or heritage language (100% of which must be in target, home, or heritage language of student's chosen program) in content area (math, social studies, science or fine arts)

\*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.

## Appendix G—Glossary and Acronyms

ACCESS for ELLs®	<b>Accessing Comprehension and Communication in English State-to-State for English Language Learners</b> is the New Mexico approved English language proficiency test—effective Fall 2009.
AMAOs	<b>Annual Measurable Achievement Objectives</b> for EL students participating in Title III-English language acquisition programs
AYP	<b>Adequate yearly progress</b> 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 an 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	Term that describes equal facility and proficiency in two languages, commensurate with age and proficiency level of student
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	<b>Bilingual Multicultural Education Programs</b> provide instruction in, and the study of, English and the home language of the student. It also may include the delivery of the content areas in the home language and English, and it incorporates the cultural heritage of the child into specific aspects of the curriculum.
CCSS	Common Core State Standards
CLD	<b>Culturally and Linguistically Diverse</b> students are of a different cultural background than mainstream United States culture and whose home or heritage language—inherited from the student’s family, tribe, or country of origin—is a language other than English
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—math, social studies, and language arts.
CRT	Criterion-referenced test
Culture	The total shared way of a given people. This includes modes of thinking, acting, law, language, art, and customs. Also, material products such as houses, clothes, foods, tools, and so on are aspects of culture.
District	Public school or any combination of public schools in a district
Dual Language Immersion	Dual language immersion is designed to develop <ul style="list-style-type: none"> <li>• High academic achievement in two languages</li> <li>• Additive bilingual and biliterate proficiency</li> <li>• Cross cultural skills</li> </ul>
ELD	<b>English Language Development</b> refers to instruction designed specifically for ELs/LEP students to further develop their listening, speaking, reading, and writing skills in English beyond ESL proficiency.
ELs	<b>English learners</b> 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.

English Language Acquisition Programs (Title III)	Instructional program that assists ELs and immigrant students to attain English language proficiency, develop high levels of academic attainment in core academic subjects, and meet the same challenging, state academic standards as all children are expected to meet
Enrichment Bilingual Multicultural Education	Program of bilingual multicultural education that further develops the home language and teaches the cultures of the state of New Mexico to FEP and Non-PHLOTE (primary or home language other than English) students
Entry Criteria	A set of criteria for designation of students as ELL1s (same as Limited English Proficient—LEP) and placement in bilingual multicultural education, ESL, or other language support services. Criteria usually includes a home language survey and performance on an English language proficiency test.
EPSS	<b>Educational Plan for Student Success.</b> A long-range plan for improvement that is developed by individual schools and districts
ESEA	Elementary and Secondary Education Act of 1965, as amended
ESL	<b>English as a Second Language</b> is 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.
Exit Criteria	Information gathered through several means to decide whether the student is to continue in an ESL/ELD program, move into an enrichment program, or transfer into an all-English curriculum
FEP	<b>Fluent English Proficient.</b> 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
FSP	Fluent Spanish speaker
GLAD	Guided language acquisition design
H3	The third year of high school
Heritage Language/ Home 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
L1	<b>Home or Primary Language</b> is the language, other than English, spoken at home. The following terms are interchangeable: first language (L1), native language, primary language, mother tongue, home language, and heritage language.
Immigrant Children and Youth	Individuals who are aged 3 through 21, were not born in any U.S. state, and have not been attending one or more schools in any one or more states for more than three full academic years
IEP	Individualized Education Program
IPT	<b>Individualized Proficiency Test.</b> Optional Spanish language test used in the state of New Mexico for students participating in bilingual multicultural education.
LAS	<b>Language Assessment Scales.</b> Optional Spanish language test used in the state of New Mexico for students participating in Bilingual Multicultural Education.
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	Measure 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.
LEA	<b>Local education agency.</b> Usually a district or a state charter school

LEP	<b>Limited English Proficient</b> is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. The preferred term is English language learner. <a href="http://www.ncele.gwu.edu/askncela/-top">http://www.ncele.gwu.edu/askncela/-top</a> .
LSP	Limited Spanish proficient
Maintenance Bilingual Multicultural Education	Program of bilingual multicultural education for ELs that has as its goal the maintenance and further development of all aspects of the home language and English (i.e., full proficiency in both languages)
MCNL Endorsement	Modern, Classical, and Native Language Endorsement
Native Language	The language a person acquires first in life or identifies with as a member of an ethnic group
NALCL	Native American Language and Culture License
Native Language Instruction	The use of a child's home language (generally by a classroom teacher) to provide lessons in academic subjects
NCELA	National Center for English Language Acquisition
NCLB	No Child Left Behind (Federal Act of 2001)
NEP	<b>Non-English Proficient.</b> PHLOTE students, who do not have the skills to speak, read, write, or understand the English language
NM ELD Standards	<b>The New Mexico English Language Development Standards</b> —Pre-Kindergarten through Grade 12 English Language Development Standards that were developed by the BMEB and New Mexico Educators in collaboration with the WIDA Consortium
NM PED	New Mexico Public Education Department
NM SBA	New Mexico Standards-Based Assessment
NRT	Norm-referenced test
NSP	Non-Spanish proficient
OCR	The Office for Civil Rights, U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964.
OELA	Office of English Language Acquisition
PAC	Parent Advisory Council/Committee
PED	Public Education Department
PARCC	Partnership for Assessment of Readiness for College and Career
PD	Professional development
PHLOTE	<b>Primary or Home Language Other Than English</b> is defined as the primary (first learned) or home/heritage language other than English.
REC	Regional Educational Cooperative
SAT	Student Assistance Team
SBAC	State Bilingual Advisory Committee
SBB	School Budget Bureau
School Board	Local school board
SDAIE	<b>Specifically-designed academic instruction delivered in English</b> is a teaching approach intended for teaching various academic content to students who are still learning English.
SEA	State educational agency
SY	School year
L2	<b>Second Language</b> is used in several ways and can refer to the second language learned chronologically, a language other than the native language, the weaker language, or the less-frequently used language. Second language may also be used to refer to third and further less-used languages. (Harris and Hodges, 1995)

SES	Supplemental educational services
SHARE	Statewide Human Resources, Accounting and Financial Management Reporting System
SIOP	Sheltered Instruction Observation Protocol
SPED	Special education
Standardized Curriculum	District curriculum that is aligned with the state academic content standards, benchmarks, and performance standards
STARS	<b>Student Teacher Accountability Reporting System</b> is a collaborative effort of the New Mexico Public Schools and 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.
TA	Test administrator
TA-FM	<b>Technical assistance and focused monitoring</b> is a system of monitoring the New Mexico public schools to validate the implementation of bilingual multicultural education and Title III programs.
TESOL Endorsement	<b>Teachers of English to Speakers of Other Languages</b> is an endorsement given to elementary- and secondary-licensed teachers qualified to teach English as a second language classes.
Title III	Language instruction for limited English proficient and immigrant students
Transitional Bilingual Multicultural Education	Programs of bilingual, multicultural education for ELLs whose goal is the transfer of students from home language instruction to an all-English curriculum
Two-Way, Bilingual Multicultural Programs	Same as dual-language immersion
UNM	University of New Mexico
W-APT	WIDA- Access Placement Test
WIDA	World-Class Instructional Design and Assessment
Woodcock Muñoz	Approved Spanish language test used in the state of New Mexico for students participating in bilingual multicultural education