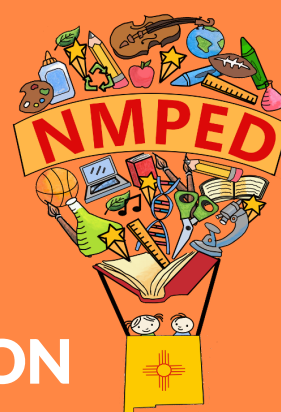




# Bilingual Multicultural Education

## 2018-2019 Annual Report



LANGUAGE AND CULTURE DIVISION

New Mexico Public Education Department



## **The State of New Mexico**

Bilingual Multicultural Education  
Annual Report  
For School Year 2018–2019  
December 2020

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<sup>1</sup> This report is available at <https://webnew.ped.state.nm.us/>. Click on *Offices/Programs*, then *Language and Culture*.  
Bilingual Multicultural Education Annual Report SY 2018–2019

## ACKNOWLEDGEMENTS

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## STATUTORY REQUIREMENTS

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

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

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

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

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

# INTRODUCTION

The Language and Culture Division (LCD) provides accountability with support to districts<sup>2</sup> that serve students participating in BMEPs so that all participating students achieve the program goals as outlined by New Mexico statute and administrative 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 state's BMEPs. The LCD actively works to streamline and provide data that can be used in meaningful and purposeful ways. To that aim, the report focuses on the four key areas listed below.

1. Reports data collected on district, school, and student participation;
2. Reports data collected regarding language proficiency in order to assess progress on the first goal of BMEPs for students to become bilingual and biliterate;
3. Reports achievement data based on the Istation, Partnership for Assessment of Readiness for College and Careers (PARCC) tests, the Transition Assessment in Math and English Language Arts (TAMELA), and on the New Mexico Standards Based Assessment (SBA) for relevant subgroups, to assess progress on the second goal of BMEPs for students to meet all academic content standards; and
4. Evaluates and determines program effectiveness and use of funds for BMEPs.

The following report addresses the key areas above with data for the 2018–2019 school year (SY), 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.

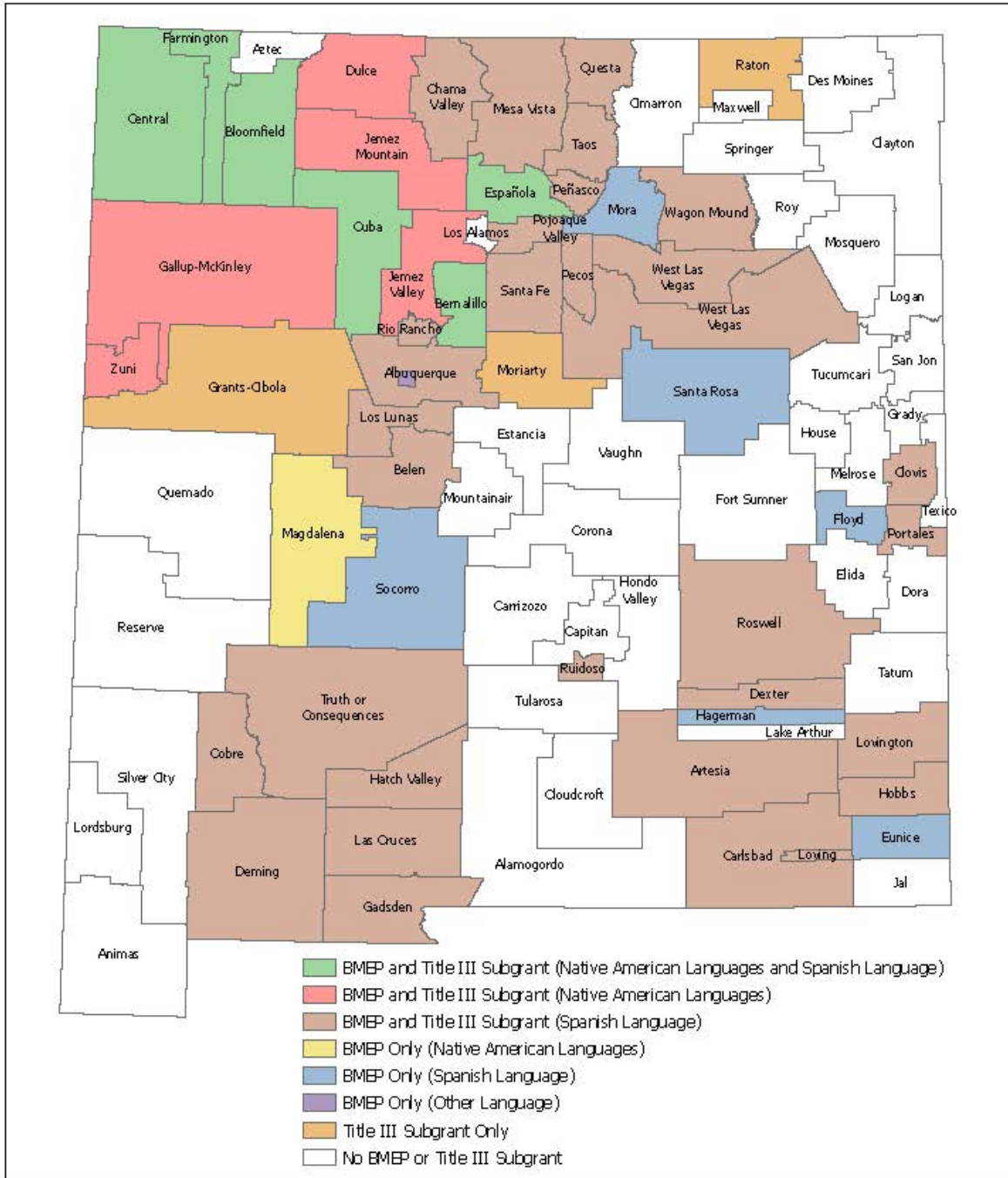
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<sup>2</sup> District refers to local education agencies and state authorized charter schools. There are 89 school districts and 51 State Charters in NM.  
Bilingual Multicultural Education Annual Report SY 2018–2019

# DETAILED REPORT

## State Map of Bilingual Multicultural Education Programs and Title III Sub-grantees by District 2018–2019

The map illustrates, by language, district participation in the state’s BMEPs and districts that are recipients of the Title III Subgrant.<sup>3</sup> In the 2018-2019 SY, 54% percent of school districts and 24% of State Charters in New Mexico implemented state-funded BMEPs.



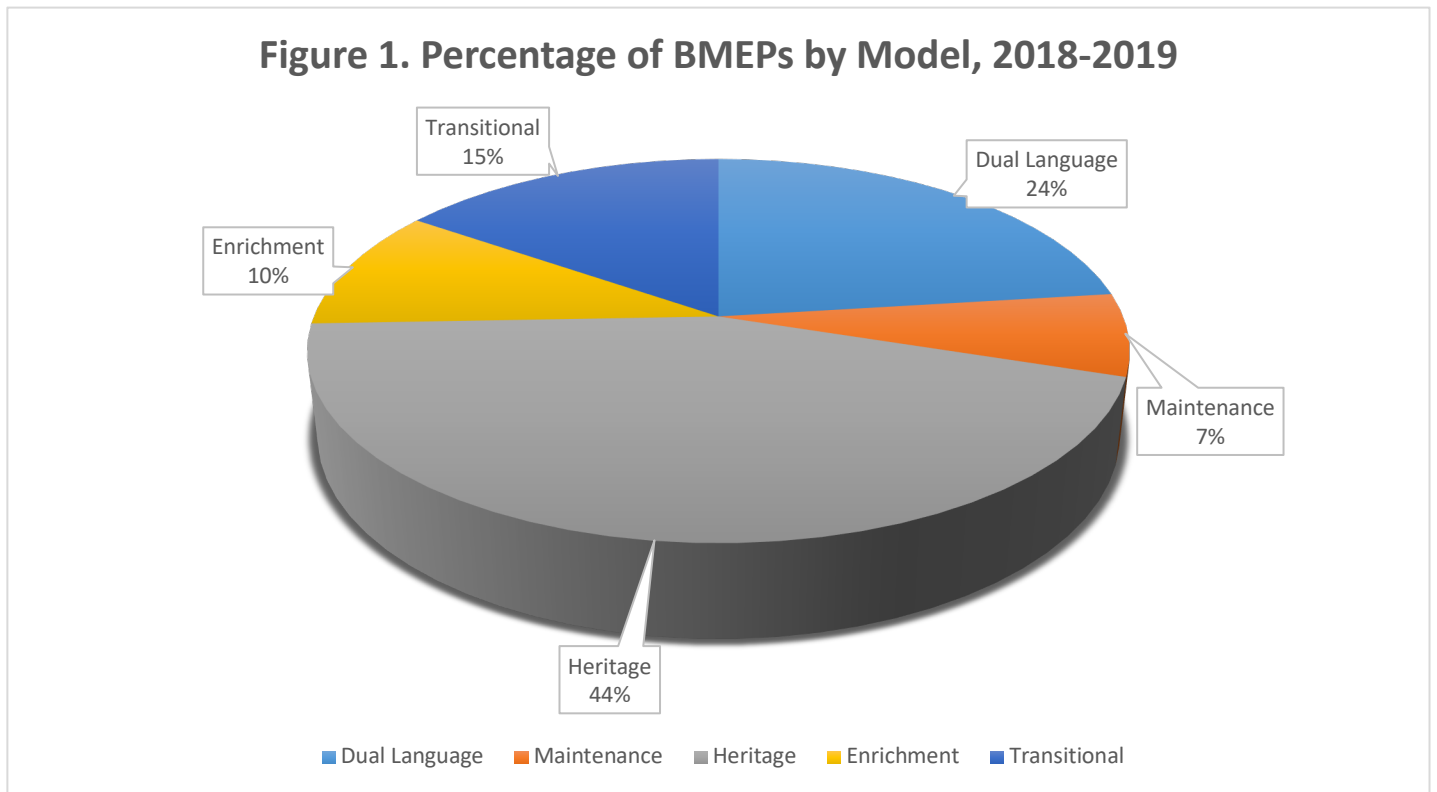
Prepared for: NM Public Education Department  
 Sources: NM Department of Information Technology;  
 US Census Bureau (geometry)  
 Date: December 7, 2020



<sup>3</sup> For more information on the Title III Subgrant please visit: <https://webnew.ped.state.nm.us/>. Click on Offices/Programs then Language and Culture to locate information under Title III Supplemental Funding.  
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### District and School Participation in BMEPs

There are a total of 534 state-funded BMEPs within 420 schools across the state. Many schools offer more than one model to best meet the needs of its BMEP students. Figure 1 below, illustrates the total number of BMEPs by model. For a full list of BMEPs by district please see Appendix F.



**SOURCE:** Student Teacher Accountability Reporting System (STARS), 80th Day, 2018-2019



Table 1 below, reflects that in school year (SY) 2018–2019, the number of schools participating in BMEPs decreased by 64 whereas the total number of districts and state charter schools with BMEPs only decreased by two. Increased monitoring and improved technical assistance has provided much-needed clarification regarding program eligibility requirements that must be met in order for funding to be made available. Other reasons for the decrease in schools include: student demographic changes, change in parents’ desires for their children to participate in programs, and quality of programming offered.

Table 1. District/School Participation in BMEPs SY 2014–2015 to SY 2018–2019				
Year	NM Districts		NM Schools	
	Total # of Districts	Total # of Districts with BMEPs	Total # of Schools**	Total # of Schools with BMEPs
SY 14–15	89	68 (76%)	864	484 (56%)
SY 15-16	89	71 (80%)	863	465 (54%)
SY 16-17	89	64 (72%)	868	461 (53%)
SY 17-18	89	62 (70%)	863	484 (56%)
SY 18-19	89	60* (67%)	848	420 (50%)

SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2018-2019

\*The total number includes 49 districts and 11 state charters

\*\*Total number of schools includes all public schools, state and district authorized charter schools, and state-supported schools. For SY 18-19 the number does not include 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 in the SY 2018-2019 is 46,225 and represents 14 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 14–15	338,665	40,656	166,337	8,453	27,014	3,936	96,205
SY 15-16	338,608	40,033	167,419	8,302	26,394	4,030	92,430
SY 16-17	337,056	39,301	167,495	7,295	27,136	3,251	92,578
SY 17-18	336,955	38,147	169,339	7,394	26,536	3,786	91,753
SY 18-19	322,776	35,783	163,757	7,025	25,414	3,417	87,380

SOURCE: STARS, 80th Day, 2018-2019, BEP and Student Snapshot Queries

Hispanic and/or Latino students comprise 62 percent (199,540) of the total 322,776 student population attending the New Mexico public schools. Furthermore, Hispanic students comprised the largest ethnic group participating in BMEPs—with 35,783 students, or 77.4 percent of all students in the program.

Native American students accounted for 10 percent (33,439) of the total population attending New Mexico’s public schools. They comprised 15.2 percent of the students in BMEPs. In 2018–2019, the number of Other Students (including Caucasian, African American, and/or Asian students) represented 7.4 percent of students participating in BMEPs (3,417 students).

### **Student Participation in BMEPs by English Language Proficiency**

In the SY 2018–2019, 38 percent of all ELs participated in BMEPs. In comparing 2018–2019 to the previous year, the participation of EL students in BMEPs decreased by 1,469 students, whereas the total number of ELs in the state increased by 1,847 students.

Table 3. Student Participation in BMEPs English Language Proficiency SY 2014–2015 to SY 2018–2019				
Year	Total # of Students In BMEPs	Total Number of ELs		
		Total ELs	ELs in BMEPs	ELs Not in BMEPs
SY 14-15	53,045	50,216	22,680	27,536
SY 15-16	52,365	48,238	20,811	27,427
SY 16-17	49,847	45,550	19,621	25,929
SY 17-18	50,074	50,074	21,306	28,768
SY 18-19	46,225	51,921	19,837	32,084

SOURCE: STARS, 80th Day, 2018–2019, BEP and ELL Queries.

### **Participation in Spanish Language BMEPs**

BMEPs in New Mexico continue to provide instruction in Spanish/English. According to Table 4 below, the total number of Spanish/English bilingual programs decreased, when compared to the previous year. Continued monitoring and improved technical assistance has provided much-needed clarification regarding the state-adopted Spanish Language Arts (SLA) standards and the BMEP models that best meet the needs of students in a school community.

Table 4. District/School Participation by Languages Taught SY 2014–2015 to SY 2018–2019				
Year	# and (%) of Districts with BMEPs	# and (%) of Schools with BMEPs	# and (%) of Spanish/English Programs	# and (%) of Native American/English Programs
SY 14–15	68 (76)	484 (56)	595 (80)	149 (20)
SY 15-16	71 (80)	465 (54)	552 (84)	102 (16)
SY 16-17	64 (71)	461 (53)	500 (80)	123 (20)
SY 17-18	62 (70)	484 (56)	443 (81)	104 (19)
SY 18-19	60 (67)	420 (50)	351* (84)	97* (23)

SOURCE: STARS, 80th Day, 2018–2019

\*Number and (%) of Schools with Spanish/English and Native American/English programs. Some schools have both Spanish and Native American language programs.

## Native American Language Programs

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 public schools was Mescalero Apache. The Diné language had the highest number of Native American students enrolled, and the Tiwa language enrolled the smallest number of students. The total number of students participating in Native American language programs decreased by 652 students when compared to the previous year. Table 5 details these figures.

Student Participation in Native American Language Programs SY 2014–2015 to SY 2018–2019								
Year	Language and Number of Students Enrolled							
	Diné	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY 14–15	6,164	411	331	266	32	88	665	7,957
SY 15-16	5,807	397	475	334	38	91	778	7,920
SY 16-17	5,366	379	444	119	32	87	868	7,295
SY17-18	5,321	321	493	288	55	91	825	7,394
SY18-19*	4,784	255	454	232	25	90	902	6,742*

SOURCE: \*STARS 80th Day; 2018-2019 (data in previous years taken out of district self-reported SharePoint Instructional Plans)

## Language Outcomes for BMEP Students

Per New Mexico’s Bilingual Multicultural Education Act, and given the first statutory goal for BMEPs—that students become bilingual and biliterate—the PED via the LCD collates district-collected data on language proficiency for students participating in BMEPs. This data is used by the PED to evaluate BMEP effectiveness and use of funds. See Table 6 below.

Table 6. Measuring Progress of BMEP Goals	
Data Collected	Goal 1: Students become bilingual and biliterate in English and a second language
	English language proficiency Language proficiency in the home or heritage language

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 LCD. The following subsections provide information regarding BMEP Goal 1. Students in BMEPs must be assessed for proficiency in the English language, which applies only to ELs, and in the home or heritage language (second language) until they reach proficiency.

The students who were assessed in the home or heritage language of the BMEP include the following groups:

- ELs
- Reclassified Fluent English Proficient (RFEP)
- Initially Fluent English Proficient (IFEP) students

To determine growth patterns within the language proficiency categories for a particular district, previous Bilingual Multicultural Education Annual Reports; they can be accessed at the LCD website found at:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/bilingual-multicultural-education-programs-bmeps/resources/>.

## English Language Proficiency

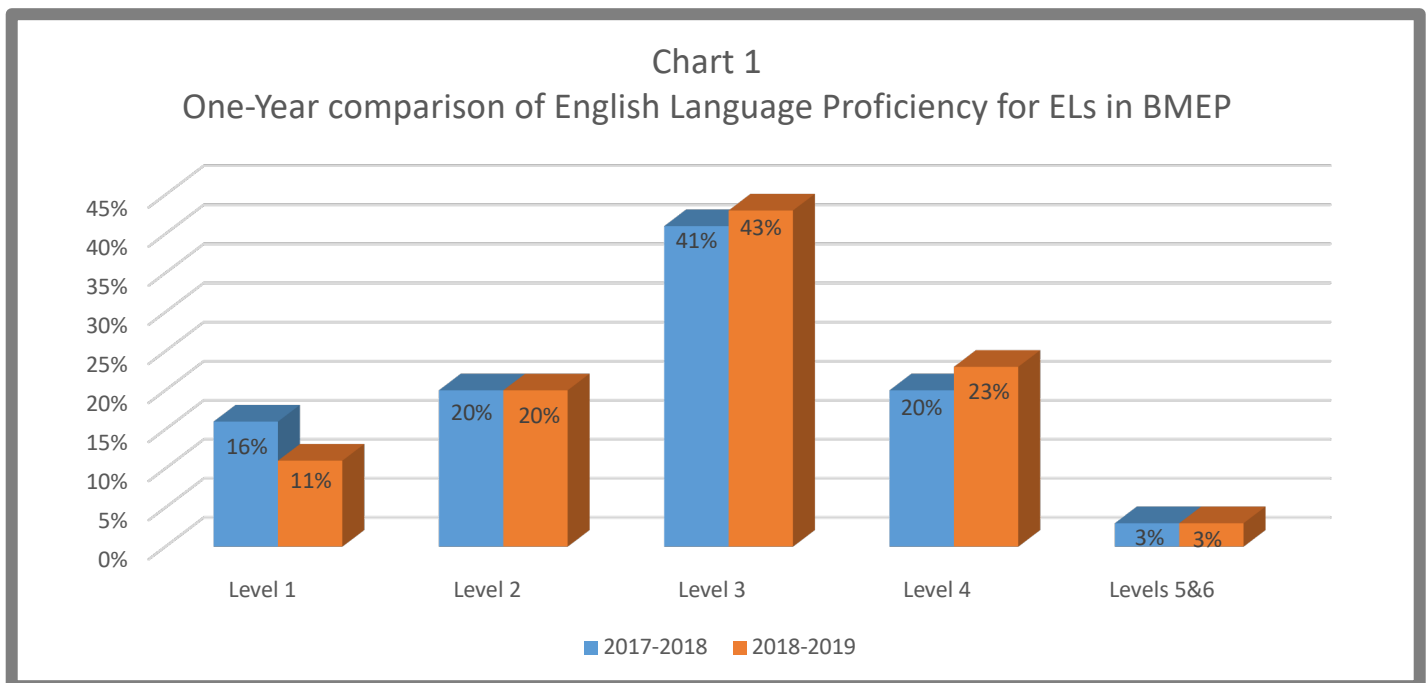
New Mexico is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium since 2009 and first administered the English language proficiency test ACCESS for ELLs® in 2009–2010. New Mexico administers the ACCESS for ELLs© to all identified ELs in compliance with the ESEA, as amended,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

Table 7 below, details English language proficiency performance for ELs in BMEPs for the SYs 2017-2018 and 2018-2019, based on ACCESS for ELLs® results. In the 2018-2019 school year, the majority (43 percent) of ELs in state-funded BMEPs are scoring at the Developing (3) level, with 23 percent scoring at the Expanding (4), and three (3) percent at the Bridging (5) and Reaching (6) levels.

Year	# of ELs Tested	Entering Level 1		Emerging Level 2		Developing Level 3		Expanding Level 4		Bridging Level 5		Reaching Level 6	
		ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP
SY 17-18	48,278	10%	16%	20%	20%	45%	41%	22%	20%	3%	3%	0%	0%
SY 18-19	50,158	13%	11%	20%	20%	41%	43%	23%	23%	4%	3%	0%	0%

SOURCE: ACCESS for ELLs©, 2018-2019. Administered January-March of each year. STARS, BEP Query, 80th Day, 2018-2019. Note: Alternate ACCESS for ELLs© student data is not included.

Chart 1 below, illustrates slight change over the past year in ELs served in state-funded BMEPs. The ACCESS for ELLs® data reported in Table 7 reflects results after the assessment underwent a standards setting. The results from the 2017 administration of the assessment are regarded as baseline data.



## Spanish Language Proficiency

Spanish language proficiency data was submitted by 47 districts and 6 state charter schools, implementing English – Spanish BMEPs in 2018–2019. A total of 34,845 students were assessed for Spanish language proficiency using one of the following language proficiency assessments: Woodcock-Muñoz Language Survey (Woodcock), Language Assessment Scales (LAS), the Individualized Proficiency Test (IPT), or Avant STAMP.

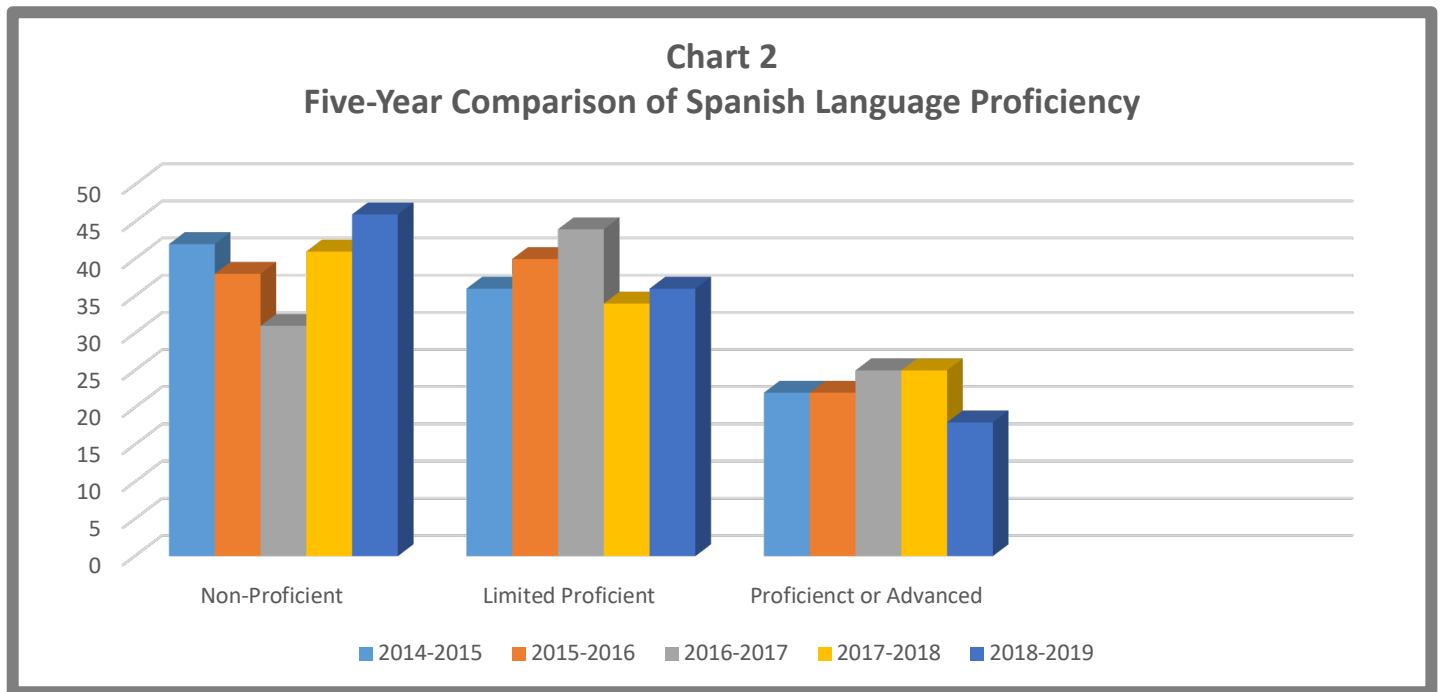
The total number of students tested and reported for Spanish language proficiency in 2018–2019 increased by 9,881 from the previous year. According to Table 8, 46 percent of students assessed in 2018–2019 were Non-Spanish Proficient (NSP) and 36 percent were Limited-Spanish Proficient (LSP). While the percentage of students who performed at the NSP level increased by 5 percent, those assessed at the LSP level increased by 2 percent from the 2017–2018 school year. Those students assessed at the Fluent Spanish Proficient (FSP) level was at 18 percent, which is lower than in 2017-2018

**Table 8. Statewide Range of BMEP-Student Spanish Proficiency SY 2014-2015 to SY 2018-2019**

School Year	# of Assessed BMEP Students	Spanish Language Proficient Students		
		# and (%) of Non-Proficiency in Spanish	# and (%) of Limited Proficiency in Spanish	# and (%) of Proficient or Advanced in Spanish
SY 14–15	31,676	13,328—(42)	11,348—(36)	7,000—(22)
SY 15-16	33,318	12,684—(38)	13,257—(40)	7,377—(22)
SY 16-17	26,923	8,421—(31)	11,839—(44)	6,663—(25)
SY 17-18	24,964	10,275—(41)	8,484—(34)	6,205—(25)
SY 18-19	34,845	16,143 (46)	12,655 (36)	6,047 (18)

SOURCE: Spanish language proficiency data reported to LCD by districts. Student who are proficient in Spanish, no longer take the Spanish language proficiency assessment.

Chart 2 below, illustrates little change over the past five years in BMEP students’ Spanish proficiency levels between Non-Proficient and Limited-Proficient categories. In SY 2018-2019 however, 9,881 more students were reported as being assessed than in the previous school year. For Spanish language proficiency data—reported by each district, charter school, and state-chartered schools in 2018–2019—refer to Appendices A-C.





## Native American Language Proficiency

Students from Native American communities, who participate in BMEPs, are assessed for proficiency through formative assessments developed by each tribe or Native American community leaders and educators. The languages, for which data was submitted are Jicarilla Apache, Keres, Navajo (Diné), Tiwa, Tewa, Towa, and Zuni. Table 9 lists the range of Native language proficiency for students across the state for the past five years.

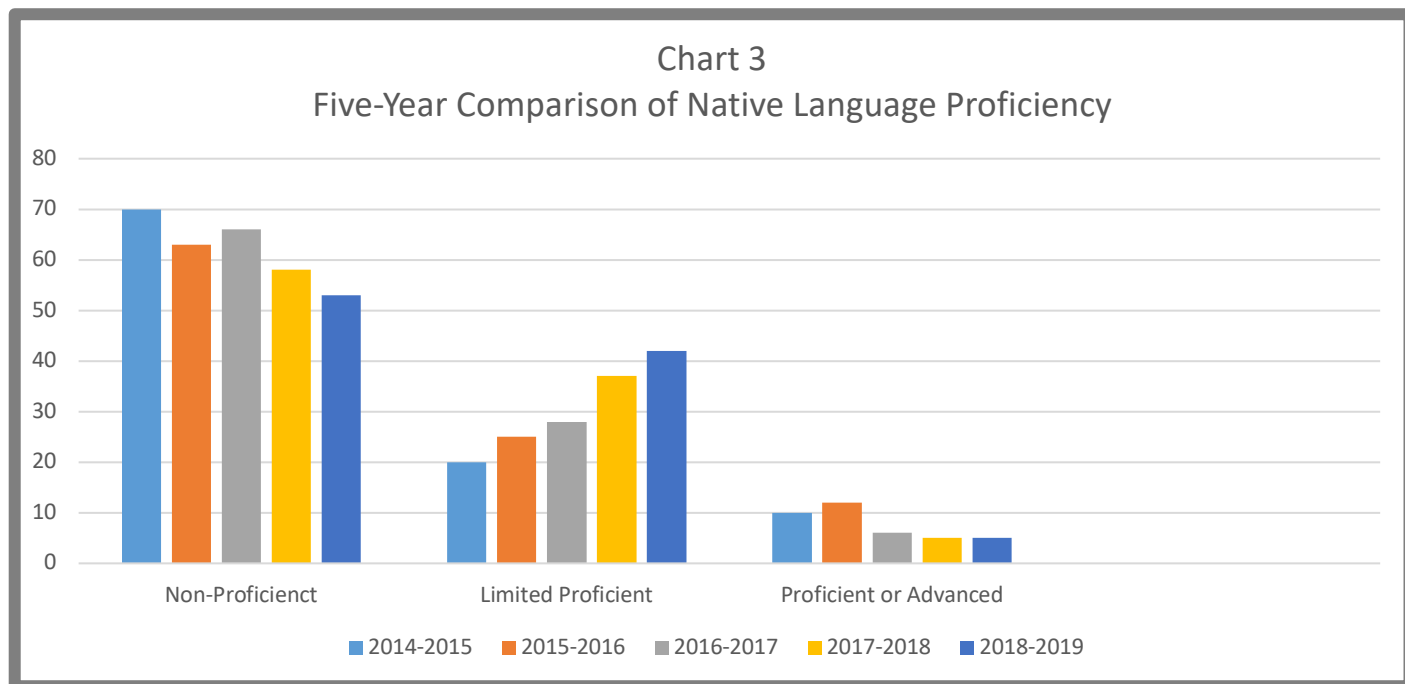
School Year	# of Native American Students Reported	Native American Language Proficiency					
		# of Non Proficient	%	# of Limited Proficient	%	# of Fluent Proficient	%
SY 2014–2015	7,923	5,538	70	1,606	20	779	10
SY 2015–2016	6,292	3,991	63	1,577	25	724	12
SY 2016–2017	7,446	4,948	66	2,058	28	440	6
SY 2017–2018	5,466	3,223	58	1,996	37	247	5
SY 2018-2019	4,806	2,524	53	2,024	42	258	5

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

Note: For SYs 2013–14 and 2015-16, one district did not submit data. For SY 2018-2019 four districts did not report data.

The number of students tested and reported for Native American language proficiency in 2018–2019 decreased by 12 percent (or 660 students) when compared to the previous year. Additionally, there was some variance in test results from 2017–2018 to 2018–2019. The percent of students who performed at the Non-Proficient level decreased by five percent and the Limited-Proficient level increased by five percent. The percent of students with performance at the Proficient/Advanced level remained the same at five percent. The data demonstrates progress in increasing Native American language proficiency. However, since data was not submitted by all districts and the number of students fluctuates, direct comparisons may not be appropriate and must be interpreted with care.

Chart 3 visually depicts the percentage of students scoring at each level of proficiency for the last five years for which data was submitted by districts. For Native language proficiency data reported by each district, charter schools, and state-chartered schools in 2018–2019, refer to Appendix D.



## Proficiency in Other Languages

In addition to Spanish and Native American Languages, there is an American Sign Language (ASL) and English BMEP in which students from the deaf community may participate. The Albuquerque Sign Language Academy in Albuquerque is a Charter authorized by the state and employs a dual language model. The data for SY 2016-2017 and SY 2017-2018 reported to the LCD for the ASL Receptive test is below in Table 10. The data for 2017-2018 reflects an expected pattern of movement toward proficiency. Additionally, the number of students reported has decreased which may be due to the requirement to no longer assess students in the home or heritage language of the program once they have reached proficiency.

**Table 10. Statewide Range of American Sign Language Proficiency SY 2016-2017 and SY 2017-2018**

School Year	# of ASL Students Reported	American Sign Language Proficiency		
		% of Non Proficient	% of Limited Proficient	% of Fluent Proficient
SY 2016–2017	<2 and >98	45	23	32
SY 2017-2018	<5 and >95	23	31	46

SOURCE: ASL language proficiency data reported to LCD by districts.

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

## Academic Achievement for BMEP Students

Per New Mexico’s Bilingual Multicultural Education Act, and given the second statutory goal for BMEPs—that students meet all content standards in all areas— the PED via the LCD and Accountability Bureau analyses district-collected data regarding the academic achievement data of students participating in BMEPs. This data is used by the PED to evaluate BMEP effectiveness and use of funds and to inform how to best provide relevant and timely technical assistance and support across the state. See Table 11 below.

**Table 11. Measuring Progress of BMEP Goals**

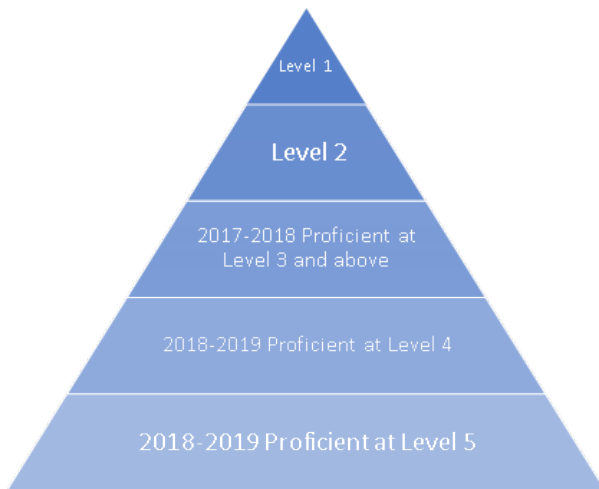
Data Collected	Goal 2: Students meet all academic content standards and benchmarks in all subject areas
	Istation Indicator of Progress (ISIP) early reading and ISIP lectura temprana Transition Assessment in Math and English Language Arts (TAMELA) Partnership for Assessment of Readiness for College and Careers (PARCC) New Mexico Alternate Performance Assessment (NMAPA) NM Standards Based Assessment (SBA) Reading NM SBA Science

The following subsections detail the main components used to evaluate the effectiveness of BMEPs’ academic outcomes and effective use of funds generated by BMEPs.

## Academic Achievement Data in Reading

Table 12, presents reading achievement for grades K to 2 for BMEP and non-BMEP students. The results are interpretations of Istation’s sophisticated, web-delivered computer-adaptive testing systems that are continuously monitored by frequent assessment and reporting of students’ abilities in reading throughout the year. Istation’s Indicators of Progress (ISIP) assessment system functions as both a universal screener and progress monitor tool for literacy. It serves by evaluating student progress, assisting teachers and staff with immediate feedback and analysis, providing teacher-directed reinforcing and lessons for students. The 2016-2017 SY was the first year the Istation assessment was administered to students.

## Istation Level Tiers



The tiers used for proficiency in Istation changed from 3 levels to 5 levels. In past years, Level 3 was proficient, and with the change for 2019, only Levels 4 and 5 are considered proficient. In past years the top 60% were considered proficient, but this year only the top 40% are considered proficient. Therefore, there is a dramatic change in K-2 proficiencies for 2018-2019.

**Table 12. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades K-2 SY 2017-2018 to SY 2018-2019**

Year	# of Students Tested	Kinder		Grade 1		Grade 2	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 17-18	71,526	63.1	56.6	61.4	57	69.5	63.4
SY 18-19	69,039	27.9	33.4	30.9	29.5	41.2	37.0

Students in grades 3 to 11 took the PARCC assessment in reading in SY 2017-2018 and the Transition Assessment in Math and Language Arts (TAMELA) in reading in SY 2018-2019 that are used as an accountability measure for New Mexico districts and charter schools. The assessments are aligned to the New Mexico Common Core Standards, and New Mexico educators are engaged in the design and development of the tests. Table 13 provides the results from the reading assessments for grades 3 to 8 from the previous two years.

**Table 13. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades 3-8 SY 2017-2018 to SY 2018-2019**

Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 17-18	151,169	30.2	26.9	30.8	23.8	32.6	23.2	30.3	19.7	31.4	19.2	30.8	21.2
SY 18-19	150,695	31.9	24.6	33.7	23.0	36.5	25.4	35.1	24.6	35.4	25.0	35.7	23.6

Table 14 provides the results from the reading assessments for grades 9 to 11 from the previous two years.

Table 14. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades 9-11 SY 2017–2018 to SY 2018-2019							
Year	# of Students Tested	Grade 9		Grade 10		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 17-18	72,684	29.6	20.4	34	26.4	42	36.9
SY 18-19	75,440	35.0	22.2	41.1	30.2	43.7	34.0

### Academic Achievement Data in Math

Students in grades 3 to 11 took the PARCC assessment for math in SY 2017-2018 and the Transition Assessment in Math and English Language Arts (TAMELA) in 2018-2019 and are evaluated with the NM Common Core State Standards. Table 15 provides PARCC math results from SY 2017-2018 and TAMELA results for SY 2018-2019 in math proficiency for students in grade 3 to 8 for both BMEP and non-BMEP students.

Table 15. Average Statewide Proficiency of BMEP and non-BMEP on Math Percentage of BMEP Students Scores in Grades 3-8 SY 2017–2018 to SY 2018-2019													
Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 17-18	151,268	33.9	25.6	27.3	19.1	29.1	22.1	22.1	13.1	22.5	10.3	22.8	11.4
SY 18-19	150,802	35.9	24.7	31.0	19.5	27.9	17.6	22.3	14.2	23.0	13.3	23.6	13.5

Table 16 provides PARCC math results for SY 2017-2018 and TAMELA results for 2018-2019 in math proficiency for students in grade 9 to 11 for both BMEP and non-BMEP students.

Table 16. Average Statewide Proficiency of BMEP and non-BMEP on Math Percentage of BMEP Students Scores in Grades 9-11 SY 2017–2018 to SY 2018-2019							
Year	# of Students Tested	Grade 9		Grade 10		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 17-18	65,242	20.4	10.4	16.2	8.4	10.1	5
SY 18-19	64,995	22.0	10.3	17.6	8.3	13.3	6.0

## Academic Achievement Data in Science

New Mexico determines student proficiency in science through the Standards-Based Assessment (SBA). The SBA has been in place since 2005 and assesses students in grades 4, 7, and 11. This test measures how well students are learning the New Mexico Content Standards, Benchmarks, and Performance Standards. The data illustrated in Table 17 below represents the 2017-2018 and 2018-2019 SY results on the SBA assessment.

Table 17. Average Statewide Proficiency of BMEP and non-BMEP on Science  
Percentage of BMEP Students Scores in Grades 4, 7 & 11  
SY 2017–2018 to SY 2018-2019

Year	# of Students Tested	Grade 4		Grade 7		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
<b>SY 17-18</b>	<b>84,322</b>	49.3	<b>35.2</b>	45.4	<b>24.7</b>	28	20.9
SY 18-19	83,940	<b>49.0</b>	31.5	<b>47.7</b>	29.0	<b>31.9</b>	17.1

## SCHOOL ACCOUNTABILITY

In 2019 New Mexico (NM) Vistas was created to help New Mexico schools provide a great education for New Mexico's students and to help families and others in our communities identify schools that are doing well in relation to their family and the community's values. NM Vistas replaces the A-F school grading system and allows families to review school data, insights, and offerings to make informed school choice decisions. NM Vistas also helps to identify schools that may need extra support. To achieve these goals, NM Vistas provides information on a variety of measures of school quality and success. In addition to these measures, NM Vistas allows schools and districts to describe some of the most important facts about their goals and their approach to achieving them. Together, this information tells a vivid story of how well New Mexico's schools are doing to prepare students for their futures. For more information on NM Vistas, please see <https://newmexicoschools.com/>.

## BMEP EXPENDITURES BY DISTRICTS AND CHARTER SCHOOLS

The Bilingual Multicultural Education regulation, 6.32.2 NMAC (based on the Bilingual Multicultural Education Act, 22-23-1 NMSA 1978, as amended) requires districts to report the use of BMEP funds by September 30th of each year. Two aspects of program expenditures are reviewed: total operational and BMEP expenditures by district and total BMEP expenditures by function. All the reported expenditures for BMEPs a cited use of BMEP funding for salaries with one exception; only two districts reported both the 1000 and 2100 functions. For additional information by district on the expenditures and functions reported please, see Appendix F.

In addition to submitting expenditures from its general ledger, the LCD also requires districts to provide narrative responses to a set of budget-focused questions. The questions are asked with the purpose of better understanding how districts expend funding generated by their BMEPs. The responses are illustrated in Figures 2-5.

Table 19.

Total Bilingual Multicultural Education Program Funds Allocated to Districts			
SCHOOL YEAR	DISTRICTS RECEIVING BMEP FUNDING	CHARTER SCHOOLS RECEIVING BMEP FUNDING	TOTAL BMEP FUNDS ALLOCATED TO DISTRICTS AND CHARTERS
<b>SY 14-15</b>	54	31	<b>\$37.8 million</b>
<b>SY 15-16</b>	55	29	<b>\$36.9 million</b>
<b>SY 16-17</b>	53	27	<b>\$35.1 million</b>
SY 17-18	<b>50</b>	<b>24*</b>	\$34.1 million
SY 18-19	48	23*	\$35.1 million

SOURCE: PED School Budget and Finance Analysis Bureau. Note: \*Includes state and locally authorized charter schools

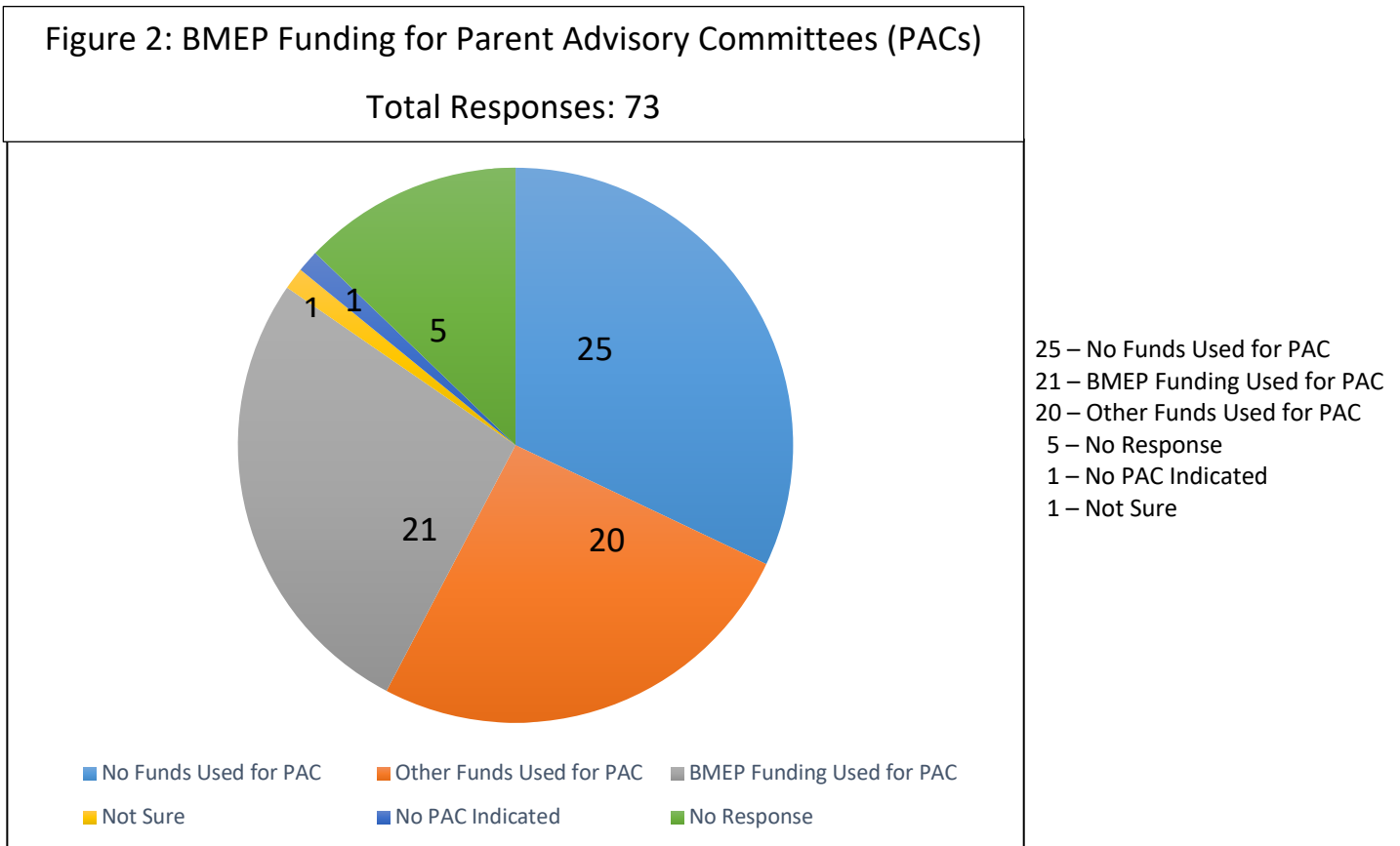
Based on the final funded amount generated by the bilingual cost differential in the funding formula for 2018-2019, districts and charter schools were allocated \$35,066,748.79 million through the state equalization guarantee (SEG) for their BMEPs. The allocated amount is based on student membership and is calculated based on New Mexico's public school funding formula. Above, Table 19 shows the total amount allocated to districts during the last five academic school years. For the district-level list, see Appendix F, Total Operational BMEP Allocations by Districts and Charter Schools.

### Parent Advisory Committees

An important question relates to supporting the parent advisory committees (PACs) required by statute (22-23-6 NMSA) and regulation (6.32.2.10 NMAC). BMEPs are required to establish PACs that are representative of the language and culture of the students to assist and advise in the development, implementation, and evaluation of the program. To better

understand how districts expended BMEP funding to support their PACs, the following question was posed and the responses are illustrated in Figure 2.

What amount of your State Equalization Guarantee funds generated from your BMEP is expended to develop and support Parent Advisory Committee establishment and activities?



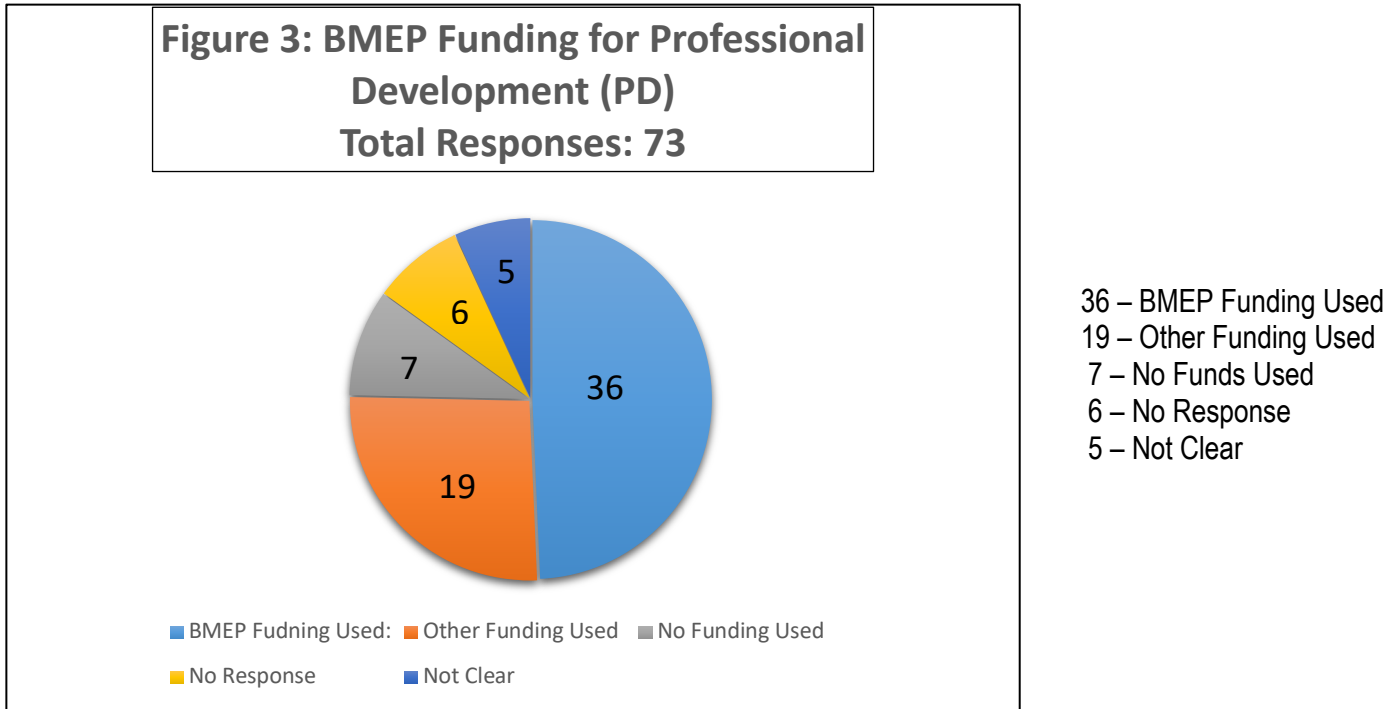
SOURCE: District and charter school annual progress reports submitted to the LCD.

In order for parents to be treated as equal partners and participate actively in accordance with statute and regulation, districts must invest in supporting PACs to ensure meaningful collaboration. District self-reporting, as illustrated in Figure 2, indicates that minimal BMEP funding is expended on PACs with 29 percent of responses indicating that BMEP funding is used to support PACs. However, 27 percent of responses indicated other funds are used to support PACs. It is not clear that parents can meaningfully advise or assist with the evaluation of the BMEPs in which their children are served without robust support of PACs. The LCD continues to work with districts, providing them guidance in establishing effective PACs that will increase family engagement in BMEPs and in their children’s education opportunities.

## Professional Development

Another important question relates on professional development (PD), as required in 22-23-5 NMSA and 6.32.2.13 NMAC. To better understand expenditures, the following question was asked and the responses are below in Figure 3.

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



SOURCE: District and charter school annual progress reports submitted to the LCD.

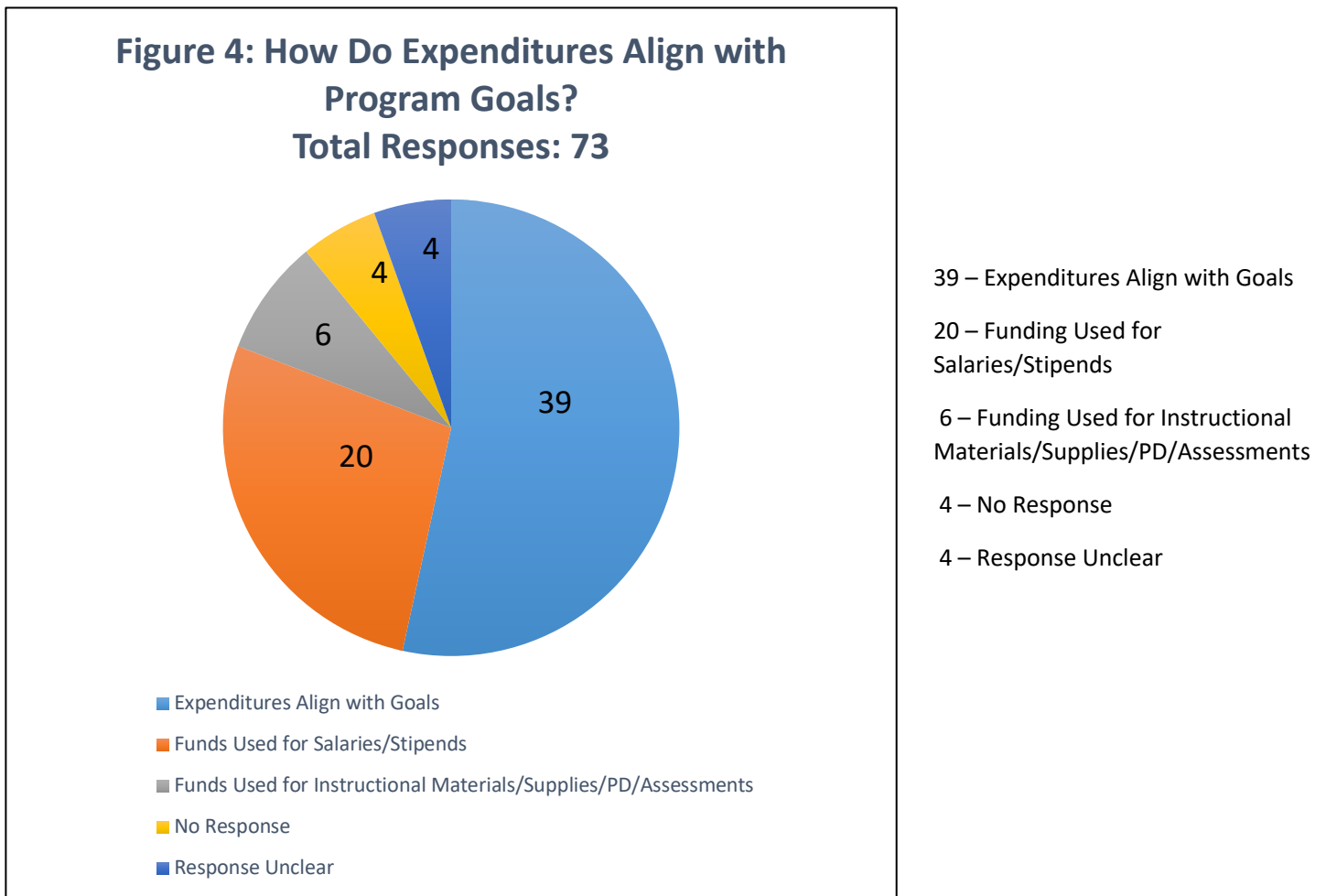
State statute and regulation clearly state that districts are required to provide PD for its BMEP staff, including teachers, teachers assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, and financial officers. Given the importance of PD in supporting teacher capacity building and program implementation. District self-reporting indicates that only 49% use BMEP funding to directly support with PD. Thus, the LCD will continue to provide increased technical assistance and guidance to assist districts and schools implementing BMEPs to better understand their obligations under state law. In addition, the LCD will increase its collaboration with a wider range of partners to support PD through various channels across the state. See Figure 3 for a visual analysis of responses to the PD question.



## Program-funding Alignment

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

How do the expenditures proposed on the 2018-2019 submitted BMEP application align to the BME statutory and regulatory goals of BMEPs?



SOURCE: District annual progress reports submitted to the LCD.

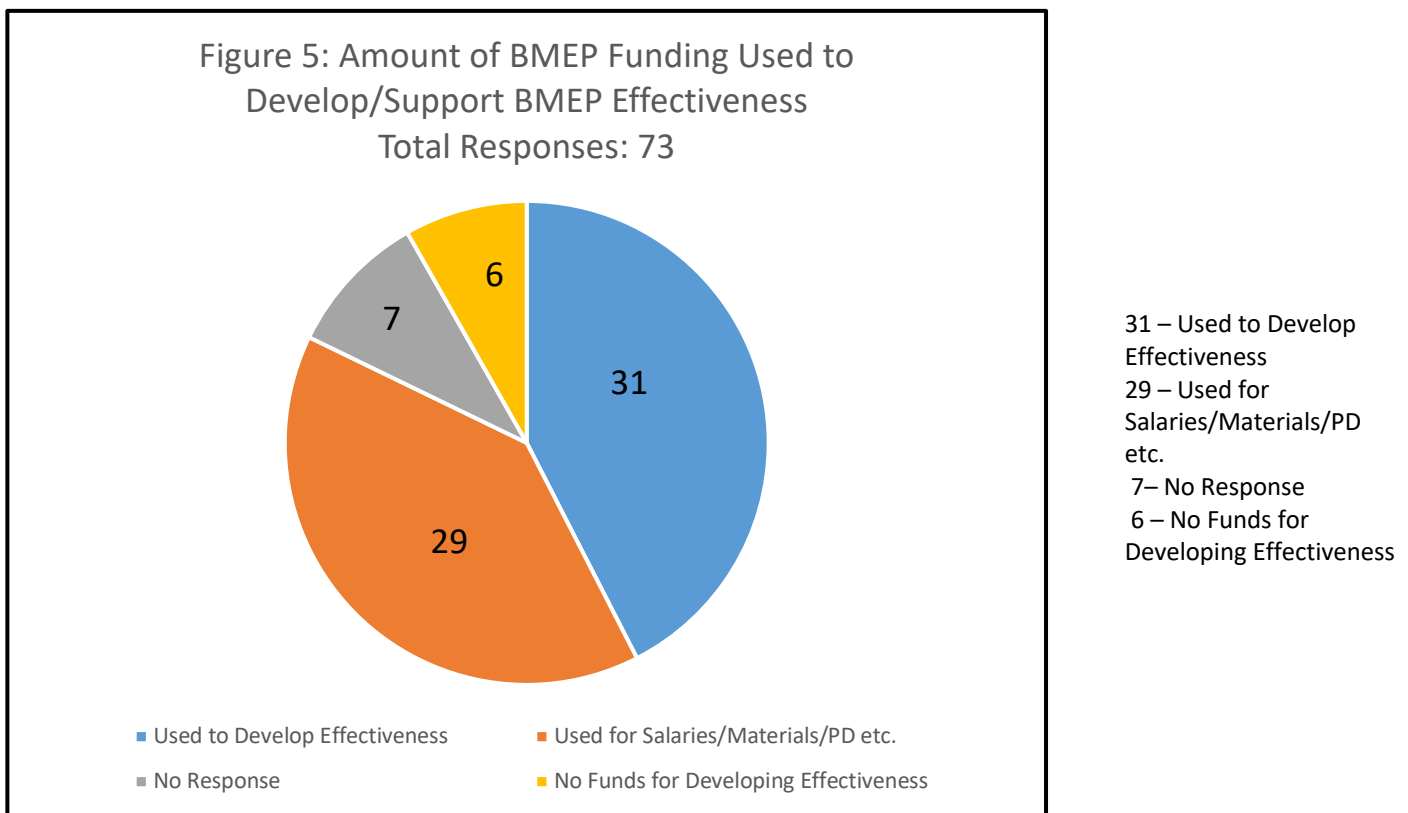
Over the years, districts have self-reported that BMEP funding is primarily used to pay for teacher base salaries and, in some cases, additional compensation. Figure 4 visually provides the range of response to the question on program-funding alignment. District self-reporting indicates that 53% of responses specifically address how their expenditures align with BMEP goals by citing resources that directly support the implementation of BMEPs. Another 27% of responses specifically cite salaries and teacher compensation. It is reasonable to use funds generated by the bilingual education cost differential to cover the unique costs incurred by implementing a BMEP—such as stipend (bilingual and TESOL endorsements and NALC certification), instructional materials, and professional development in the home or heritage language of the BMEP. However, in the absence of BMEPs, districts would not receive the corresponding bilingual education cost differential and would still be required to provide students with teachers, and thus be required to cover

those base salaries. Given the responses, the LCD will continue to work with districts implementing BMEPs by providing further guidance and technical assistance that supports achieving statutory and regulatory goals.

### Program effectiveness

While BMEP funding is non-categorical and considered discretionary operational monies, it is important to note that such funding is only provided on the basis of providing effective programs that comply with all applicable state statutes and regulations. The State of New Mexico has long prioritized bilingual multicultural education. By choosing to fund BMEPs, the state demonstrates that linguistic diversity is highly valued as both a public resource and personal asset. The state benefits from an educated workforce that is prepared to meet local community needs, such as bilingualism and cultural competency. Parents and families expect that BMEPs will deliver on their promise that students participating in BMEPs will become bilingual/biliterate while meeting all academic content area standards and benchmarks. To better understand how districts leverage their BMEP funding to ensure program effectiveness, the following question was posed:

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



SOURCE: District annual progress reports submitted to the LCD.

Again, BMEP funding is contingent upon BMEP effectiveness in meeting the two statutory goals and complying with all BMEP statutory and regulatory requirements. Given that BMEP funding is generated by the students participating in (and eligible teachers supporting) BMEPs, it is imperative that such funding be used to ensure program effectiveness and implementation. BMEPs that do not meet program goals and/or are not compliant with all applicable state statutes and regulations may not be renewed or approved for future federal and state funding sources and all relevant and applicable governing regulations in order to maximize the support available for effective programming options for students. See Figure 5 for a visual analysis of responses to the question on funds supporting BMEPs.

## RECOMMENDATIONS

The LCD conducts desktop monitoring and technical assistance and focused monitoring (TAFM) visits for BMEPs. The LCD also actively engages district leadership and educators to inform the LCD’s accountability and support for BMEPs. In addition to those implementing BMEPs, the LCD engages advocates and stakeholders in the state as well as the Bilingual Multicultural Education Advisory Council (BMEAC) and educator Taskforces to consider how to move forward in improving the quality of instruction and outcomes for students participating in state-funded BMEPs. The following recommendations are a result of all of the aforementioned work and efforts.

Recommendations for moving districts forward and strengthening BMEPs	
Indicator	Action
<b>Fiscal Monitoring</b>	<p>Continue to work with districts, PED School Budget Bureau, and PED Data Quality Bureau (STARS team) to ensure that reporting for BMEPs is streamlined. This lessens the burden on reporting so that districts can concentrate on BMEP implementation. Further, it ensure that the funding generated is based on accurate information on eligible BMEPs reported by districts.</p> <p>Provide training to district school boards, superintendents and chief financial officers on BMEP statutory and regulatory requirements to inform fiscal support for BMEPs.</p> <p>Proposal from PED provide additional funding for BMEPs and move from above the line to middle of the line in response to requests from district BMEP directors and educators.</p>
<b>Monitoring Programs for Accountability</b>	<p>Create online application and annual reporting system to automate application and reporting as well to minimize administrative burden for districts. This also supports continuity in programming when there is district staff turnover.</p> <p>Continue conducting regular visits to evaluate how districts monitor and support their BMEPs. Focus on program outcomes toward the two goals of BMEPs, compliance with statute and regulation, and program support and resource allocation.</p> <p>Conduct announced and/or unannounced visits to districts and schools to monitor program implementation (instructional time, courses, and daily instruction) as reported for STARS data validation periods and in alignment with the approved BMEP application.</p> <p>Conduct monitoring visits targeting academic rigor in instruction that is aligned to Spanish language arts, Spanish language development and English language development standards or tribal requirements for students in BMEPs.</p> <p>Streamline the process of monitoring districts that is aligned to other efforts under ESSA such as the NM DASH, STARS, and the Operating Budget Management System (OBMS).</p>
<b>Professional Development (PD)</b>	<p>As recommended by the BMEAC, continue to offer relevant technical assistance and guidance to district BME directors and other district staff via professional learning sessions that promote effective leadership, instruction, and greater consistency and depth of programs.</p> <p>Continue to collaborate with partner organizations, and encourage districts to do so as well, to provide ongoing technical assistance and PD training opportunities for district staff as required in statute and regulation.</p>
<b>Student Academic Language Development and Performance</b>	<p>Support districts with analyzing, monitoring, and disseminate meaningful demographic and academic performance data to educators in BMEPs to ensure all students’ academic and linguistic needs are addressed through effective instruction and program implementation.</p> <p>Request funding for and conduct a Request for Proposal (RFP) for a Spanish language arts assessment aligned to the common core, as an accommodation for eligible ELs in the state as allowable under Title I and NM administrative code, and a Spanish language proficiency assessment.</p> <p>Work with the Higher Education Department to ensure graduates that were awarded the State Seal of Bilingualism - Bilingual receive language credit for college.</p>

<b>Teacher Effectiveness</b>	<p>Encourage the recruitment and support of effective teachers working within the BMEPs and promote supplemental language programming as a means for teachers to improve home/heritage language competency for effective classroom instruction in the home/heritage language.</p> <p>Continue to partner with the Educator Growth and Development Bureau on reflective instructional practices and tools—such as the Elevate NM Classroom Rubric—to support rigorous, culturally and linguistically responsive teaching and learning in BMEPs.</p> <p>As recommended by the BMEAC, work on creating a BMEP teacher pipeline in tribal and world languages that can include alternative certification programs, scholarships and students that have received the State Seal of Bilingualism - Bilitery.</p>
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The above list is not exhaustive, and the LCD will ensure that its work is aligned with current and future PED initiatives. It is imperative that the academic, cultural, and linguistic needs of all students are addressed in a culturally and linguistic responsive manner through rigorous and effective student-centered programming and teaching, integrated instructional planning, and strong program management at all levels.

# APPENDICES

## Appendix A—Woodcock Muñoz Spanish Language Proficiency Data by District, 2018–2019

New Mexico Public Education Department						
Language and Culture Division						
Spanish Language Proficiency Data in Percentages 2018-2019						
Woodcock-Muñoz Proficiencies						
	% Negligible	% Very Limited	% Limited	% Fluent	% Advanced and very Advanced	Total Students Tested
Bloomfield	9	23	30	26	12	228
Deming	14	12	45	27	2	914
Dexter	25	11	23	28	13	191
Eunice	0	42		58	0	71
Farmington	20	22	41	15	2	351
Floyd		52		48		40
Gadsden	3	15	39	39	4	317
Hagerman	19	14	35	32		92
Hatch		50		50	0	265
Las Vegas City	37	33	18		12	821
Mora	18	0		82	0	367
Pecos	61	23	6	7	3	468
Pojoaque	72	16	10		2	708
Questa		100		0	0	36
Socorro	19	20	38		23	111
Subtotal	30	17	32	18	3	4,980
Charter Schools						
Anansi Charter		42		58	0	54
Taos International	17	31	29	23	0	190
Taos Municipal Charter	13	35	33		19	209
Tierra Adentro	68	14	12		6	196
Subtotal	30	28	26	15	1	649
<b>Total</b>	<b>30</b>	<b>18</b>	<b>31</b>	<b>18</b>	<b>3</b>	<b>5,629</b>

SOURCE: 2018-2019 Spanish language proficiency data as reported by districts

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

**Appendix B—LAS Links and IPT Spanish Language Proficiency Data by Proficiency Level by District, 2018-2019**

New Mexico Public Education Department						
Language and Culture Division						
Spanish Language Proficiency Data in Percentages 2018-2019						
Districts	Individualized Proficiency Tests (IPT) LAS Links Spanish Proficiencies					Number
	% Beginning	% Early Intermediate	% Intermediate	% Proficient	% Above Proficient	Total Students Tested
Artesia	33	17	17	17	16	165
Belen	37	11	12	24	16	232
Carlsbad	7	9	7	46	31	315
Clovis	22	34	25	16	3	110
Cobre Consolidated	52	23	14	7	4	195
Cuba	94	6			0	132
Las Cruces	30	20	19	14	17	4,459
Los Lunas	46	20	13	17	4	364
Mesa Vista	71	0	29		0	48
Portales	37	20	18	20	5	177
Rio Rancho	80	4	6	5	5	979
Roswell	57	9	10	19	5	226
Ruidoso	11	26	33	25	5	305
Santa Fe	5	16	33	36	10	1,739
Santa Rosa	90	5	5			339
Wagon Mound	63	29	8			35
Subtotal	34	16	19	18	13	9,820
Charter Schools						
Cien Aguas International	13		25	13	49	283
Corrales International	66	23	11		0	64
La Academia Dolores	57			43	37	
La Tierra Montessori	100					13
Robert F. Kennedy	39		25	36		44
South Valley Academy	30	12	27	19	12	245
Subtotal	19	15	24	16	26	686
Total	34	16	19	18	13	10,506

SOURCE: 2018-2019 Spanish language proficiency data as reported by districts

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

## Appendix C—Avant Spanish Language Proficiency Data by Proficiency Level District, 2018-2019

New Mexico Public Education Department						
Language and Culture Division						
Spanish Language Proficiency Data in Percentages 2018-2019						
Districts	Avant STAMP Proficiencies—In Percentages					Numbers
	% Novice Low	% Novice Mid	% Novice High	% Intermediate Low	% Intermediate Mid/High	Total Students Tested
Bernalillo	24	26	25	17	8	501
Central Consolidated	62		19	19		67
Chama	71	20	5	4	0	268
Clovis	49	50	1	0	0	362
Cobre Consolidated	51	36	10	3		525
Gallup	100			0	0	21
Hobbs	4	21	33	32	10	458
Loving	100		0	0	0	134
Lovington	28		31	31	10	101
Questa	54	31	10	5		236
Taos Schools	30	22	30	18	0	652
Truth or Conseq.	19	27	31	23		83
Subtotal	37	29	18	13	3	3,408
Charter Schools						
Anansi Charter	20	37	25	18		101
Christine Duncan	27	24	25	19	5	357
Corrales International	49	35	16	0	0	168
SABE	62	15	9	9	5	131
Subtotal	37	27	20	12	4	757
<b>Total</b>	<b>37</b>	<b>28</b>	<b>19</b>	<b>13</b>	<b>3</b>	<b>4,165</b>

SOURCE: 2018–2019 Spanish language proficiency data as reported by districts

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

New Mexico Public Education Department				
Language and Culture Division				
District	Spanish Language Proficiency Data in Percentages 2018-2019 Three Levels			Numbers
	% Novice	% Intermediate	% Advanced	Total Students Tested
Albuquerque Public School - Avant	70	29	1	10,890
Espanola - IPT	56	41	3	1,710
Lovington - IPT	7	37	56	445
West Las Vegas	52	8	40	1,500
<b>Total</b>	<b>64</b>	<b>29</b>	<b>7</b>	<b>14,545</b>

## Appendix D—Native Language Proficiency Data by District, 2018–2019

New Mexico Public Education Department				
Language and Culture Division				
District	Native American Proficiency Data in Percentages 2018-2019			Numbers
	% Non-Proficient	% Limited Proficient	% Fluent	Total Students Tested
<b>Oral Diné</b>				
Central Consolidated	66	34	0	401
Cuba	70	30	0	256
Farmington	65	33	2	845
Gallup	52	45	3	2,606
Magdalena	61	39		31
Subtotal	57	41	2	4,139
<b>Jicarilla</b>				
Dulce	15	59	26	247
<b>Tewa</b>				
Espanola	29	46	25	83
Pojoaque	40	23	37	149
Subtotal	36	31	33	232
<b>Keres</b>				
Bernalillo	23	66	11	188
Total	53	42	5	4,806

SOURCE: 2018-2019 Native language proficiency data as reported by districts

NOTE: Where the number of students in individual cells was too small to report, \* was reported to comply with FERPA.



## Appendix E—Bilingual Multicultural Education Programs by District, School, Grade, Language and Model<sup>4</sup>

District/State Charter	Grade	Language	DL	M	H	E	T
<b>Albuquerque</b>			43	0	48	1	2
<b>Adobe Acres Elementary School</b>	K-5th	Spanish	1				
<b>Alameda Elementary School</b>	K-5th	Spanish			1		
<b>Alamosa Elementary School</b>	K-5th	Spanish	1				
<b>Albuquerque High School</b>	9th-12th	Spanish	1		1		
<b>Alvarado Elementary School</b>	K-5th	Spanish	1		1		
<b>Armijo Elementary School</b>	K-5th	Spanish	1		1		
<b>Atrisco Elementary School</b>	K-5th	Spanish	1				
<b>Atrisco Heritage High School</b>	9th-12th	Spanish	1		1		
<b>Barcelona Elementary School</b>	K-5th	Spanish	1		1		
<b>Carlos Rey Elementary School</b>	K-5th	Spanish	1		1		
<b>Career Enrichment Center &amp; Early College High</b>	9th-12th	Navajo, Zuni			1		
<b>Christine Duncan Heritage Academy Charter School</b>	K-8th	Spanish	1				
<b>Cibola High School</b>	K-8th	Spanish			1		
<b>Cien Aguas International School</b>	7th-12th	Spanish	1				
<b>Cochiti Elementary School</b>	K-5th	Spanish			1		
<b>Coronado Elementary School</b>	K-5th	Spanish	1				
<b>Corrales International School</b>	K-10th	Spanish	1			1	1
<b>Del Norte High School</b>	9th-12th	Spanish			1		
<b>Dolores Gonzales Elementary School</b>	K-5th	Spanish	1				
<b>Duran Elementary School</b>	K-5th	Spanish	1		1		
<b>East San Jose Elementary School</b>	K-5th	Spanish, English	1				
<b>Edward Gonzales Elementary School</b>	K-5th	Spanish	1				
<b>Emerson Elementary School</b>	K-5th	Spanish	1				
<b>Ernie Pyle Middle School</b>	6th-8th	Spanish			1		
<b>Eugene Field Elementary School</b>	K-5th	Spanish	1		1		
<b>George I. Sanchez Charter</b>	K-5th	Spanish	1		1		
<b>Governor Bent Elementary School</b>	K-5th	Zuni			1		
<b>Harrison Middle School</b>	6th-8th	Spanish	1				
<b>Hawthorne Elementary School</b>	K-5th	Spanish	1		1		
<b>Hayes Middle School</b>	6th-8th	Spanish	1		1		
<b>Helen Cordero Primary School</b>	K-2nd	Spanish			1		
<b>Highland High School</b>	9th-12th	Spanish			1		
<b>Jefferson Middle School</b>	6th-8th	Spanish			1		
<b>Jimmy Carter Middle School</b>	6th-8th	Spanish	1		1		
<b>John Adams Middle School</b>	6th-8th	Spanish	1				
<b>Kit Carson Elementary School</b>	K-5th	Spanish	1		1		
<b>La Luz Elementary School</b>	K-5th	Spanish			1		
<b>La Mesa Elementary School</b>	K-5th	Spanish	1		1		
<b>Lavaland Elementary School</b>	K-5th	Spanish			1		

<sup>4</sup>The BMEP models are listed as abbreviations in this chart: DL is for Dual Language Immersion; M for Maintenance; H for Heritage Language; E for Enrichment; and T is for Transitional.

Low Wallace Elementary School	K-5th	Spanish			1		
Longfellow Elementary School	K-5th	Spanish	1		1		
Los Padillas Elementary School	K-5th	Spanish			1		
Los Ranchos Elementary School	K-5th	Spanish			1		
Lowell Elementary School	K-5th	Spanish	1				
Manzano High School	9th-12th	Spanish			1		
Mary Ann Binford Elementary School	K-5th	Spanish	1		1		
Montezuma Elementary School	K-5th	Spanish			1		
Mountain View Elementary School	K-5th	Spanish			1		
Navajo Elementary School	K-5th	Spanish	1				
Native American Community Academy	6th-12th	Zuni, Tiwa, Navajo, Keres			1		
New Mexico International School (Albuquerque)	K-5th	Spanish	1				
Nuestros Valores Charter School	9th-12th	Spanish					1
Painted Sky Elementary School	K-5th	Spanish	1		1		
Pajarito Elementary School	K-6th	Spanish	1				
Polk Middle School	6th-8th	Spanish			1		
Reginald Chavez Elementary School	K-5th	Spanish	1				
Rio Grande High School	9th-12th	Spanish			1		
Robert F. Kennedy Charter	9th-12th	Spanish			1		
Rudolfo Anaya Elementary School	K-5th	Spanish	1				
South Valley Academy	6th-8th	Spanish			1		
Susie Rayos Marmon Elementary School	K-5th	Spanish	1		1		
Taft Middle School	6th-8th	Spanish			1		
Tres Volcanes Community School	K-5th	Spanish			1		
Truman Middle School	6th-8th	Spanish	1		1		
Valle Vista Elementary School	K-5th	Spanish	1				
Valley High School	9th-12th	Spanish			1		
Van Buren Middle School	6th-8th	Spanish			1		
Washington Middle School	6th-8th	Spanish	1		1		
West Mesa High School	9th-12th	Spanish			1		
Wherry Elementary School	K-5th	Spanish	1				
Wilson Middle School	6th-8th	Spanish	1				
Zia Elementary School	K-5th	Spanish	1				
Artesia			0	0	0	5	9
Artesia High School	10th-12th	Spanish					1
Artesia Park Junior High School	8th-9th	Spanish					1
Artesia Intermediate School	6th-7th	Spanish					1
Central Elementary School	1st-5th	Spanish				1	1
Grand Heights Early Childhood Center	K	Spanish					1
Hermosa Elementary School	1st-5th	Spanish				1	1
Roselawn Elementary School	1st-5th	Spanish				1	1
Yeso Elementary School	1st-5th	Spanish				1	1
Yucca Elementary School	1st-5th	Spanish				1	1
Belen			0	4	0	0	5
Belen High School	9th-12th	Spanish					1
Belen Middle School	7th-8th	Spanish					1
Central Elementary School	4th-6th	Spanish					1
Dennis Chavez Elementary School	K-6th	Spanish					1
Gil Sanchez Elementary School	K-6th	Spanish					1

Jaramillo Elementary School	PreK-3rd	Spanish		1			
La Merced Elementary School	K-6th	Spanish		1			
La Promesa Elementary School	K-6th	Spanish		1			
Rio Grande Elementary School	K-6th	Spanish		1			
<b>Bernalillo</b>			2	0	9	0	0
Bernalillo Elementary School	3rd-5th	Spanish, Keres	1		1		
Bernalillo High School	9th-12th	Spanish, Keres			1		
Bernalillo Middle School	6th-8th	Spanish, Keres			1		
Cochiti Elementary School	1st-5th	Keres			1		
Cochiti Middle School	6th-8th	Keres			1		
Placitas Elementary School	K-5th	Spanish			1		
Santo Domingo Elementary School	K-5th	Keres			1		
Santo Domingo Middle School	6th-8th	Keres			1		
W. D. Carroll Elementary School	PreK-2nd	Spanish, Keres	1		1		
<b>Bloomfield</b>			0	0	6	0	0
Blanco Elementary School	K-6th	Spanish			1		
Bloomfield Early Childhood Center	K	Spanish			1		
Bloomfield High School	9th-12th	Spanish, Navajo			1		
Central Primary School	1st-3rd	Spanish, Navajo			1		
Mesa Alta Junior High School	7th-8th	Spanish			1		
Naaba Ani Elementary School	4th-6th	Spanish, Navajo			1		
<b>Carlsbad</b>			0	0	0	0	10
Carlsbad High School	9th-12th	Spanish					1
Carlsbad Intermediate School	6th-8th	Spanish					1
Carlsbad Sixth Grade Academy at Alta Vista Middle School	6th	Spanish					1
Craft Elementary School	1st-5th	Spanish					1
Desert Willow Elementary School	1st-5th	Spanish					1
Early Childhood Education Center	PreK-K	Spanish					1
Joe Stanley Smith Elementary School	1st-5th	Spanish					1
Monterrey Elementary School	1st-5th	Spanish					1
Ocotillo Elementary School	1st-5th	Spanish					1
Sunset Elementary School	1st-5th	Spanish					1
<b>Central</b>			1	0	15	0	0
Career Prep High School	9th-12th	Navajo			1		
Eva B. Stokely Elementary School	4th-6th	Navajo	1		1		
Judy Nelson Elementary School	K-5th	Spanish/Navajo			1		
Kirtland Central High School	9th-12th	Spanish/Navajo			1		
Kirtland Elementary School	1st-6th	Spanish/Navajo			1		
Kirtland Middle School	7th-8th	Spanish/Navajo			1		
Mesa Elementary School	K-5th	Navajo			1		
Naschitti Elementary School	K-5th	Navajo			1		
Newcomb Elementary School	K-5th	Navajo			1		
Newcomb High School	9th-12th	Navajo			1		
Newcomb Middle School	6th-8th	Navajo			1		
Nizhoni Elementary School	K-5th	Navajo			1		
Ojo Amarillo Elementary School	K-5th	Navajo			1		
Shiprock High School	9th-12th	Navajo			1		
Tse' Bit' Ai Middle School	6th-8th	Navajo			1		
<b>Chama</b>			0	0	4	4	0

<b>Chama Elementary School</b>	K-5th	Spanish			1	1	
<b>Chama Middle School</b>	6th-8th	Spanish			1	1	
<b>Escalante Middle/High School</b>	7th-8th	Spanish			1	1	
<b>Tierra Amarilla Elementary School</b>	K-6th	Spanish			1	1	
<b>Clovis</b>			2	0	3	0	0
<b>Clovis High School</b>	9th-12th	Spanish			1		
<b>Clovis High School Freshman Academy</b>	9th	Spanish			1		
<b>La Casita Elementary School</b>	K-5th	Spanish	1				
<b>Lockwood Elementary School</b>	K-5th	Spanish	1				
<b>Marshall Middle School</b>	6th-8th	Spanish			1		
<b>Cobre</b>			0	0	6	0	0
<b>Bayard Elementary School</b>	K-6th	Spanish			1		
<b>Central Elementary School</b>	K-6th	Spanish			1		
<b>Cobre High School</b>	9th-12th	Spanish			1		
<b>Hurley Elementary School</b>	K-6th	Spanish			1		
<b>San Lorenzo Elementary School</b>	K-6th	Spanish			1		
<b>Snell Middle School</b>	7th-8th	Spanish			1		
<b>Cuba</b>			0	0	3	0	0
<b>Cuba Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>Cuba High School</b>	9th-12th	Spanish, Navajo			1		
<b>Cuba Middle School</b>	7th-8th	Spanish, Navajo			1		
<b>Deming</b>			8	0	0	1	0
<b>Bataan Elementary School</b>	K-5th	Spanish	1				
<b>Bell Elementary School</b>	9th-12th	Spanish	1				
<b>Columbus Elementary School</b>	7th-8th	Spanish	1				
<b>Deming High School</b>	9th-12th	Spanish	1				
<b>Deming Intermediate School</b>	6th	Spanish	1				
<b>Memorial Elementary School</b>	K-5th	Spanish	1				
<b>Red Mountain Mountain Middle School</b>	7th-8th	Spanish	1				
<b>Ruben S. Torres Elementary School</b>	K-5th	Spanish	1			1	
<b>Dexter</b>			1	0	2	0	0
<b>Dexter Elementary School</b>	K-5th	Spanish	1				
<b>Dexter High School</b>	9th-12th	Spanish			1		
<b>Dexter Middle School</b>	6th-8th	Spanish			1		
<b>Dulce</b>			0	0	1	0	0
<b>Dulce Elementary School</b>	K-5th	Jicarilla			1		
<b>Espanola</b>			0	0	13	0	0
<b>Abiquiu Elementary School</b>	K-6th	Spanish			1		
<b>Alcalde Elementary School</b>	K-6th	Spanish			1		
<b>Carlos Vigil Middle School</b>	7th-8th	Spanish, Tewa			1		
<b>Chimayo Elementary School</b>	K-6th	Spanish			1		
<b>Dixon Elementary School</b>	K-6th	Spanish			1		
<b>Española Valley High School</b>	9th-12th	Spanish, Tewa			1		
<b>Eutimio Tim Salazar III Elementary School</b>	K-6th	Spanish			1		
<b>Hernandez Elementary School</b>	K-6th	Spanish			1		
<b>James Rodriguez Elementary School</b>	1st-6th	Spanish			1		
<b>Los Niños Kindergarten</b>	K-K	Spanish			1		
<b>San Juan Elementary School</b>	K-6th	Spanish, Tewa			1		
<b>Tony E. Quintana Elementary School</b>	K-6th	Spanish			1		
<b>Velarde Elementary School</b>	K-6th	Spanish			1		

<b>Eunice</b>			0	0	0	0	3
<b>Caton Middle School</b>	6th-8th	Spanish					1
<b>Eunice High School</b>	9th-12th	Spanish					1
<b>Mettie Jordan Elementary School</b>	PreK-5th	Spanish					1
<b>Farmington</b>			1	0	14	0	0
<b>Animas Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>Apache Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>Bluffview Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>Country Club Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>Esperanza Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>Farmington High School</b>	9th-12th	Spanish, Navajo			1		
<b>Heights Middle School</b>	6th-8th	Spanish, Navajo			1		
<b>Hermosa Middle School</b>	6th-8th	Spanish, Navajo			1		
<b>Ladera del Norte Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>McCormick Elementary School</b>	K-5th	Spanish, Navajo	1		1		
<b>Mesa View Middle School</b>	6th-8th	Spanish, Navajo			1		
<b>Northeast Elementary School</b>	K-5th	Spanish, Navajo			1		
<b>Piedra Vista High School</b>	9th-12th	Spanish, Navajo			1		
<b>Tibbetts Middle School</b>	6th-8th	Spanish, Navajo			1		
<b>Floyd</b>			0	2	0	0	1
<b>Floyd Elementary School</b>	K-4th	Spanish					1
<b>Floyd Middle School</b>	5th-8th	Spanish		1			
<b>Floyd High School</b>	9th-12th	Spanish		1			
<b>Gadsden</b>			8	0	0	0	14
<b>Anthony Elementary School</b>	K-6th	Spanish					1
<b>Berino Elementary School</b>	K-6th	Spanish	1				
<b>Chaparral Elementary School</b>	K-6th	Spanish	1				
<b>Chaparral High School</b>	9th-12th	Spanish					1
<b>Chaparral Middle School</b>	7th-8th	Spanish					1
<b>Desert Trail Elementary School</b>	K-6th	Spanish	1				
<b>Desert View Elementary School</b>	K-6th	Spanish					1
<b>Gadsden Elementary School</b>	K-6th	Spanish					1
<b>Gadsden High School</b>	9th-12th	Spanish					1
<b>Gadsden Middle School</b>	7th-8th	Spanish					1
<b>La Union Elementary School</b>							1
<b>Loma Linda Elementary School</b>	K-6th	Spanish					1
<b>Mesquite Elementary School</b>	K-6th	Spanish	1				
<b>North Valley Elementary School</b>	K-6th	Spanish	1				
<b>Riverside Elementary School</b>	K-6th	Spanish	1				
<b>Santa Teresa Elementary School</b>	K-6th	Spanish					1
<b>Santa Teresa High School</b>	9th-12th	Spanish					1
<b>Santa Teresa Middle School</b>	7th-8th	Spanish					1
<b>Sunland Park Elementary School</b>	K-6th	Spanish					1
<b>Sunrise Elementary School</b>	K-6th	Spanish					1
<b>Vado Elementary School</b>	K-6th	Spanish	1				
<b>Yucca Heights Elementary School</b>	K-6th	Spanish	1				
<b>Gallup</b>			0	0	32	0	0
<b>Catherine A. Miller Elementary School</b>	K-2nd	Navajo			1		
<b>Chee Dodge Elementary School</b>	K-5th	Navajo			1		
<b>Chief Manuelito Middle School</b>	6th-8th	Navajo			1		

Crownpoint Elementary School	K-5th	Navajo			1		
Crownpoint High School	9th-12th	Navajo			1		
Crownpoint Middle School	6th-8th	Navajo			1		
David Skeet Elementary School	K-5th	Navajo			1		
Del Norte Elementary		Navajo			1		
Gallup High School	9th-12th	Navajo			1		
Gallup Middle School	7th-8th	Navajo			1		
Jefferson Elementary School	K-5th	Navajo			1		
John F. Kennedy Middle School	6th-8th	Navajo			1		
Lincoln Elementary School	K-5th	Navajo			1		
Hiroshi Miyamura High School	9th-12th	Navajo			1		
Navajo Elementary School	K-5th	Navajo			1		
Navajo Middle School	6th-8th	Navajo			1		
Navajo Pine High School	9th-12th	Navajo			1		
Ramah Elementary School	K-5th	Navajo			1		
Ramah High School	9th-12th	Navajo			1		
Red Rock Elementary School	K-5th	Navajo			1		
Rocky View Elementary School	K-5th	Navajo			1		
Roosevelt Elementary School	K-5th	Navajo			1		
Stagecoach Elementary School	K-5th	Navajo			1		
Thoreau Elementary School	K-5th	Navajo			1		
Thoreau High School	9th-12th	Navajo			1		
Thoreau Middle School	6th-8th	Navajo			1		
Tohatchi Elementary School	K-5th	Navajo			1		
Tohatchi High School	9th-12th	Navajo			1		
Tohatchi Middle School	6th-8th	Navajo			1		
Tse Yi Gai High School	9th-12th	Navajo			1		
Turpen Elementary School	K-5th	Navajo			1		
Twin Lakes Elementary School	K-5th	Navajo			1		
Hagerman			0	0	1	0	3
Hagerman Elementary School	K-5th	Spanish			1		1
Hagerman High School	9th-12th	Spanish					1
Hagerman Middle School	6th-8th	Spanish					1
Hatch			0	0	0	1	5
Garfield Elementary School	K-5th	Spanish					1
Hatch Valley Elementary School	K-2nd	Spanish					1
Hatch Valley High School	9th-12th	Spanish				1	1
Hatch Valley Middle School	7th-8th	Spanish					1
Rio Grande Elementary School	3rd-5th	Spanish					1
Hobbs			2	0	0	0	17
Booker T. Washington Elementary School	K-2nd	Spanish					1
Broadmoor Elementary School	K-5th	Spanish					1
College Lane Elementary School	K-5th	Spanish					1
Coronado Elementary School	K-5th	Spanish					1
Edison Elementary School	K-5th	Spanish					1
Heizer Middle School	6th-8th	Spanish					1
Highland Middle School	6th-8th	Spanish					1
Hobbs Freshman High School	9th	Spanish					1
Hobbs High School	10th-12th	Spanish					1
Houston Middle School	6th-8th	Spanish					1

Jefferson Elementary School	K-5th	Spanish	1				1
Mills Elementary School	K-5th	Spanish					1
Murray Elementary School	K-5th	Spanish					1
Sanger Elementary School	K-5th	Spanish					1
Southern Heights Elementary School	K-5th	Spanish	1				1
Taylor Elementary School	K-5th	Spanish					1
Will Rogers Elementary School	K-5th	Spanish					1
Jemez Mountain			0	0	1	0	0
Lybrook Elementary/Middle School	K-8th	Navajo			1		
Jemez Valley			1	0	1	0	0
San Diego Riverside Charter School	K-8th	Towa	1		1		
Las Cruces			22	18	0	0	0
Alameda Elementary School	K-5th	Spanish	1				
Booker T. Washington Elementary School	K-5th	Spanish	1				
Camino Real Middle School	6th-8th	Spanish		1			
Centennial High School	9th-12th	Spanish	1	1			
Central Elementary School	K-5th	Spanish	1				
Cesar Chavez Elementary School	K-5th	Spanish	1				
Columbia Elementary School	K-5th	Spanish	1				
Conlee Elementary School	K-5th	Spanish	1				
Desert Hills Elementary School	K-5th	Spanish		1			
Doña Ana Elementary School	K-5th	Spanish	1				
East Picacho Elementary School	K-5th	Spanish	1				
Fairacres Elementary School	K-5th	Spanish		1			
Hermosa Heights Elementary School	K-5th	Spanish	1				
Highland Elementary School	K-5th	Spanish	1	1			
Hillrise Elementary School	K-5th	Spanish		1			
Jornada Elementary School	K-5th	Spanish	1				
Las Cruces High School	9th-12th	Spanish		1			
Loma Heights Elementary School	K-5th	Spanish	1				
Lynn Middle School	6th-8th	Spanish		1			
Mac Arthur Elementary School	K-5th	Spanish	1				
Mayfield High School	9th-12th	Spanish		1			
Mesa Middle School	6th-8th	Spanish	1	1			
Mesilla Elementary	K-5th	Spanish		1			
Mesilla Park Elementary School	K-5th	Spanish	1				
Monte Vista Elementary School	K-5th	Spanish	1	1			
Ocate High School	9th-12th	Spanish		1			
Picacho Middle School	6th-8th	Spanish		1			
Sierra Middle School	6th-8th	Spanish		1			
Sonoma Elementary School	K-5th	Spanish	1	1			
Sunrise Elementary School	K-5th	Spanish	1				
Tombaugh Elementary School	K-5th	Spanish	1				
University Hills Elementary School	K-5th	Spanish	1				
Valley View Elementary School	K-5th	Spanish	1				
Vista Middle School	6th-8th	Spanish		1			
Zia Middle School	6th-8th	Spanish		1			
Las Vegas City			2	0	6	0	0
Early Childhood Center	K	Spanish			1		
Los Ninos Elementary School	K-5th	Spanish	1		1		



<b>Memorial Middle School/7 &amp; 8 Grade Academy</b>	6th-8th	Spanish			1		
<b>Mike Mateo Serna Elementary School</b>	K-5th	Spanish			1		
<b>Robertson High School</b>	9th-12th	Spanish			1		
<b>Sierra Vista Elementary School</b>	1st-5th	Spanish	1		1		
<b>Los Lunas</b>			2	2	0	0	1
<b>Ann Parish Elementary School</b>	K-3rd	Spanish	1				
<b>Desert View Elementary School</b>	K-6th	Spanish					1
<b>Los Lunas High School</b>	9th-12th	Spanish, Tiwa		1			
<b>Tomé Elementary School</b>	2nd-6th	Spanish	1				
<b>Valencia Middle School</b>	7th-8th	Spanish		1			
<b>Loving</b>			0	0	3	0	0
<b>Loving Elementary School</b>	K-5th	Spanish			1		
<b>Loving High School</b>	9th-12th	Spanish			1		
<b>Loving Middle School</b>	6th-8th	Spanish			1		
<b>Lovington</b>			5	0	0	1	4
<b>Ben Alexander Elementary School</b>	PreK-6th	Spanish, English	1				
<b>Jefferson Elementary School</b>	3rd	Spanish, English	1				
<b>Lea Elementary School</b>	1st	Spanish, English	1				
<b>Llano Elementary School</b>	K	Spanish, English	1				
<b>Lovington Freshman Academy</b>	9th	Spanish, English					1
<b>Lovington High School</b>	10th-12th	Spanish, English				1	1
<b>Sixth Grade Academy</b>	6th	Spanish, English					1
<b>Taylor Middle School</b>	7th-8th	Spanish, English					1
<b>Yarbro Elementary School</b>	4th-5th	Spanish	1				
<b>Magdalena</b>			0	0	3	0	0
<b>Magdalena Elementary School</b>	K-5th	Navajo			1		
<b>Magdalena High School</b>	8th-12th	Navajo			1		
<b>Magdalena Middle School</b>	6th-8th	Navajo			1		
<b>Mesa Vista</b>			0	0	4	0	0
<b>El Rito Elementary School</b>	K-3rd	Spanish			1		
<b>Mesa Vista High School</b>	9th-12th	Spanish			1		
<b>Mesa Vista Middle School</b>	7th-8th	Spanish			1		
<b>Ojo Caliente Elementary School</b>	4th-6th	Spanish			1		
<b>Mora</b>			0	0	3	0	0
<b>Holman Elementary School</b>	K	Spanish			1		
<b>Lazaro Larry Garcia Middle School</b>	6th-8th	Spanish			1		
<b>Mora Elementary School</b>	1st-5th	Spanish			1		
<b>Pecos</b>			0	0	3	0	0
<b>Pecos Elementary School</b>	K-5th	Spanish			1		
<b>Pecos High School</b>	9th-12th	Spanish			1		
<b>Pecos Middle School</b>	6th-8th	Spanish			1		
<b>Penasco</b>			0	0	3	0	0
<b>Peñasco Elementary School</b>	K-6th	Spanish, Tiwa			1		
<b>Peñasco High School</b>	9th-12th	Spanish, Tiwa			1		
<b>Peñasco Middle School</b>	7th-8th	Spanish, Tiwa			1		
<b>Pojoaque</b>			0	0	5	4	2
<b>Pablo Roybal Elementary School</b>	K-3rd	Spanish, Tewa			1	1	
<b>Pojoaque High School</b>	9th-12th	Spanish, Tewa			1		1
<b>Pojoaque Intermediate School</b>	4th-5th	Spanish, Tewa			1	1	1
<b>Pojoaque Middle School</b>	7th-8th	Spanish, Tewa			1	1	



Pojoaque Sixth Grade Academy	6th	Spanish, Tewa			1	1	
Portales			4	0	0	0	2
Brown Early Childhood Center	K	Spanish	1				
James Elementary School	1st-2nd	Spanish	1				
Lindsey Steiner Elementary School	5th-6th	Spanish	1				
Portales High School	9th-12th	Spanish					1
Portales Junior High School	7th-8th	Spanish					1
Valencia Elementary School	3rd-4th	Spanish	1				
Questa			0	0	4	1	0
Alta Vista Elementary School	K-3rd	Spanish			1		
Alta Vista Intermediate School	4th-6th	Spanish				1	
Questa High School	9th-12th	Spanish			1		
Questa Junior High School	7th-8th	Spanish			1		
Rio Costilla Southwest Learning Academy	K-6th	Spanish			1		
Rio Rancho			1	1	4	2	0
Eagle Ridge Middle School	6th-8th	Spanish			1		
Maggie Cordova Elementary	K-5th	Spanish			1		
Puesta del Sol Elementary School	K-5th	Spanish	1		1		
Rio Rancho High School	9th-12th	Spanish		1		1	
V. Sue Cleveland High School	9th-12th	Spanish			1	1	
Roswell			0	1	7	0	0
East Grand Plains Elementary School	K-5th	Spanish		1			
Mesa Middle School	6th-8th	Spanish			1		
Mountain View Elementary School	6th-8th	Spanish			1		
Nancy Lopez Elementary School	K-5th	Spanish			1		
Pecos Elementary School	K-5th	Spanish			1		
Roswell High School	9th-12th	Spanish			1		
Sierra Middle School	6th-8th	Spanish			1		
Sunset Elementary School	K-5th	Spanish			1		
Ruidoso			2	0	0	0	1
Ruidoso High School	9th-12th	Spanish					1
Sierra Vista Primary	1st-2nd	Spanish	1				
White Mountain Elementary School	3rd-5th	Spanish	1				
Santa Fe			6	0	3	0	3
Amy Biehl Community School at Rancho Viejo	K-6th	Spanish					1
Capital High School	9th-12th	Spanish			1		
Cesar Chavez Elementary School	K-5th	Spanish	1				
Edward Ortiz Middle School	6th-8th	Spanish	1				
El Camino Real Academy Community	K-8th	Spanish	1				
Frances Nava Elementary School	K-6th	Spanish					1
Kearny Elementary School	K-6th	Spanish	1				
Milagro Middle School	7th-8th	Spanish			1		
R.M. Sweeney Elementary School	K-6th	Spanish	1				
Ramirez Thomas Elementary School	K-2nd	Spanish					1
Salazar Elementary School	K-6th	Spanish	1				
Santa Fe High School	9th-12th	Spanish			1		
Santa Rosa			0	0	5	0	0
Anton Chico Middle School	6th-8th	Spanish			1		
Rita M. Marquez Elementary School	K-5th	Spanish			1		
Santa Rosa Elementary School	K-5th	Spanish			1		

Santa Rosa High School	9th-12th	Spanish			1		
Santa Rosa Middle School	6th-8th	Spanish			1		
Socorro			0	0	1	0	0
Cottonwood Valley Charter School	K-8th	Spanish			1		
Taos			2	1	6	0	0
Anansi Charter School	K-5th	Spanish			1		
Arroyo Del Norte Elementary School	K-5th	Spanish	1		1		
Enos Garcia Elementary School	K-5th	Spanish	1				
Ranchos de Taos Elementary School	K-5th	Spanish			1		
Taos High School	9th-12th	Spanish		1	1		
Taos Middle School	6th-8th	Spanish			1		
Taos Municipal Charter School	K-8th	Spanish			1		
Truth or Consequences			2	0	1	0	2
Arrey Elementary School	K-5th	Spanish			1		
Hot Springs High School	9th-12th	Spanish	1				1
Truth or Consequences Middle School	6th-8th	Spanish	1				1
Tucumcari			0	1	0	0	0
Tucumcari Elementary School	K-3rd	Spanish		1			
Wagon Mound			0	0	2	0	0
Wagon Mound Elementary School	K-6th	Spanish			1		
Wagon Mound High School	7th-12th	Spanish			1		
West Las Vegas			0	0	9	2	0
Don Cecilio Elementary School	2-5th	Spanish			1		
Luis Armijo Elementary School	K-1st	Spanish			1		
Tony Serna Elementary School	2nd-5th	Spanish			1		
Union Street Elementary School	2nd-5th	Spanish			1		
Valley Elementary School	K-5th	Spanish			1		
Valley Middle School	6th-8th	Spanish			1		
West Las Vegas High School	9th-12th	Spanish			1	1	
West Las Vegas Middle School	6th-8th	Spanish			1		
West Las Vegas Family Center	9th-12th	Spanish			1	1	
Zuni			1	0	4	0	0
Shiwi Ts'ana Elementary School	K-5th	Zuni	1		1		
Twin Buttes	9th-10th	Zuni			1		
Zuni High School	9th-12th	Zuni			1		
Zuni Middle School	6th-8th	Zuni			1		
State Charter Schools			6	1	6	2	0
Dream Diné Charter School	K-8th	Navajo			1		
J Paul Taylor Academy	K-5th	Spanish				1	
La Academia Dolores Huerta	6th-8th	Spanish	1				
La Promesa Early Learning Center	K-8th	Spanish	1				
La Tierra Montessori School of the Arts and Sciences	K-3rd	Spanish			1		
Monte Del Sol Charter School	7th-12th	Spanish		1	1		
Sandoval Academy of Bilingual Education	K-6th	Spanish	1				
Taos International Charter School	K-8th	Spanish	1				
The Albuquerque Sign Language Academy	K-12th	ASL	1				
Tierra Adentro: The New Mexico School of Academics, Art and Artesania	6th-12th	Spanish, English			1	1	
Tierra Encantada Charter School	K-6th	Spanish	1		1		

<b>Turquoise Trail Charter School</b>	9th-12th	Spanish			1		
<b>TOTAL BMEPs by Model</b>			123	31	241	24	84

SOURCE: PED's LCD

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

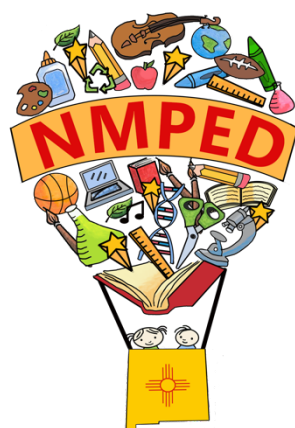
## Appendix F—Total Operational BME Expenditures by District and Charter School

District/State charter	Funds Allocated	Expenditures Reported	Difference	Functions Reported
Albuquerque District	\$9,342,284.73	\$5,456,988.19	\$3,885,296.54	1000
Albuquerque District Charters:				
Christine Duncan Community	\$341,030.42	\$516,297.00	(\$175,266.58)	1000
Cien Aguas International*	\$443,182.39	\$512,851.78	(\$69,669.39)	1000
Corrales International	\$181,086.63	\$181,087.39	(\$0.76)	1000
Native American Community Academy	\$72,816.02	\$83,854.53	(\$11,038.51)	1000
New Mexico International	\$235,735.31	\$234,253.00	\$1,482.51	1000
Mark Armijo (Nuestros Valores)	\$22,001.96	\$28,125.00	(\$6,123.04)	1000
Robert F. Kennedy	\$35,454.59	\$57,571.25	(\$22,116.66)	1000
South Valley Academy	\$135,154.91	\$178,708.13	(\$43,553.22)	1000
Albuquerque Sign Language Academy	\$102,151.97	-	-	-
Artesia	\$181,065.67	-	-	-
Belen	\$124,510.15	\$410,243.38	(\$285,733.23)	1000
Bernalillo	\$622,005.96	\$1,198,436.85	(\$576,430.89)	1000
Bloomfield	\$197,326.17	\$507,893.64	(\$310,567.47)	1000
Carlsbad	\$269,094.48	\$950,893.22	(\$681,798.74)	1000
Central Consolidated	\$924,794.87	\$907,900.00	\$16,894.87	1000
Chama	\$101,628.11	\$152,810.93	(\$51,182.82)	1000
Clovis	\$469,542.83	\$1,038,369.05	(\$568,826.22)	1000
Cobre Consolidated	\$655,868.03	\$655,868.00	\$0.03	1000
Cottonwood Valley CS/Socorro	\$42,243.77	\$44,520.00	(\$2,276.23)	1000
Cuba	\$166,942.51	\$141,923.86	\$25,018.65	1000
Deming	\$1,601,072.33	\$2,200,054.68	(\$598,982.36)	1000
Dexter	\$224,545.74	\$219,330.22	\$5,215.52	1000
Dream Dine Charter School	\$18,691.19	-	-	-
Dulce	\$138,130.42	\$66,053.70	\$72,076.72	1000
Espanola	\$769,712.47	\$1,109,154.77	(\$339,442.30)	1000
Eunice	\$38,409.14	\$65,785.71	(\$27,376.57)	1000
Farmington	\$903,819.67	\$1,688,350.03	(\$809,724.38)	1000
		\$25,194.02		2100
Floyd	\$21,645.74	\$52,267.92	(\$30,622.18)	1000
Gadsden	\$3,175,260.37	\$9,595,870.21	(\$6,420,609.84)	1000
Gallup-McKinley	\$813,548.76	\$892,361.33	(\$78,812.57)	1000
Hagerman	\$66,005.89	69,257.27	(\$3,251.38)	1000
Hatch	\$305,575.83	674,483.39	(\$368,907.56)	1000
Hobbs	\$415,061.78	\$415,061.78	0	1000
J Paul Taylor	\$47,314.70	55,554.17	(\$8,239.47)	1000
Jemez Mountain	\$35,978.45	\$17,346.16	18,632.29	1000
La Academia Dolores Huerta	\$131,487.92	\$197,901.00	(\$66,413.08)	1000
La Promesa	\$337,363.43	\$481,929.00	(\$144,565.57)	1000
Las Cruces	\$2,665,548.23	\$2,665,548.23	0	1000

Las Vegas City	\$555,622.89	-	-	-
La Tierra Montessori School of the Arts	\$27,051.94	\$26,500.00	\$551.94	1000
Los Lunas	\$294,763.43	\$313,923.05	(\$19,159.62)	1000
Loving	\$70,196.74	\$28,725.00	\$41,471.74)	1000
Lovington	\$380,487.27	\$1,117,737.30	(\$737,250.03)	1000
Magdalena	\$17,287.26	\$13,433.07	3,854.19	1000
Mesa Vista	\$87,819.26	\$61,000.00	26,819.26	1000
Monte Del Sol Charter School	\$72,292.16	\$92,281.00	(\$19,988.84)	1000
Mora	\$105,483.69	\$183,856.65	(\$78,372.96)	1000
Pecos	\$191,396.12	\$205,368.04	(\$13,971.92)	1000
Penasco	\$94,461.76	\$111,763.49	(\$17,301.73)	1000
Pojoaque	\$503,949.71	\$511,914.99	(\$7,965.28)	1000
Portales	\$331,433.37	\$1,181,187.00	(\$849,753.63)	1000
Questa	\$111,413.75	\$110,518.20	\$895.55	1000
Rio Rancho	\$503,782.08	189,113	\$250,659	1000
		64,0101		2100
Roswell	\$211,994.15	\$1,203,182.07	(\$991,187.92)	1000
Ruidoso	\$239,046.08	\$237,242.48	\$1,803.60	1000
San Diego Riverside Charter/Jemez Valley	\$49,933.98	\$45,888.76	4,045.22	1000
Santa Fe	\$2,526,726.33	\$6,705,067.50	(\$4,178,341.17)	1000
	\$168,681.71	\$267,228.07	(\$98,546.36)	1000
Taos International	\$211,637.93	\$210,371.85	\$1266.08	1000
Taos Municipal School District	\$415,250.37	\$202,354.57	\$212,895.80	1000
Anansi Charter School/Taos	\$67,577.46	\$123,618.83	(\$56,041.37)	1000
Taos Municipal Charter/Taos	\$69,149.03	\$69,195.19	(\$46.16)	1000
Tierra Adentro Charter	\$116,819.94	\$187,716.67	(\$70,896.73)	1000
Tierra Encantada Charter	\$199,589.23	\$395,312.36	(\$195,723.13)	1000
Truth or Consequences	\$78,578.44	\$41,319.71	\$37,258.73	1000
Tucumcari	\$4,882.34	-	-	-
Turquoise Trail	\$57,624.19	\$47,030.11	\$10,594.08	1000
Wagon Mound	\$24,621.24	\$21,509.57	\$3,111.67	1000
West Las Vegas	\$554,072.28	\$2,025,029.88	(\$1,470,957.60)	1000
Zuni	\$348,029.14	\$29,238.35	\$318,790.79	1000

Source: 2018-2019 Expenditure Report data from the general ledger, as reported by districts.

NOTE: Not all district submitted data. The final funded bilingual amount is based on the bilingual education cost differential in the funding formula generated by each district. The bilingual education units are largely determined by the full-time equivalent (FTE) factor, which is driven by the reported student membership across program intensity (number of hours). The student membership counts reported into STARS at the 80th and 120th day from the previous year are averaged. The average of the FTE is multiplied by the bilingual education program factor (which is 0.5) and the unit value, which may change annually.



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