



**Bilingual Multicultural Education Annual Report
for the School Year 2013–2014
December 2014**



The State of New Mexico

**Bilingual Multicultural Education
Annual Report
For School Year 2013–2014
December 2014**

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Governor

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Secretary of Education

Required Notice

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Notes

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

Acknowledgements

The Secretary of Education thanks the following individuals for their contributions to this report:

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Executive Summary

The purpose of the Annual Report is to comply with state statute and inform stakeholders regarding the Bilingual Multicultural Education Bureau's (BMEB's) efforts and 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 2013–2014 Bilingual Multicultural Education Annual Report.

Program Participation. Overall, the student population in New Mexico's public schools is 338,234. Currently, the number of students participating in New Mexico state-funded bilingual multicultural education programs (BMEPs) is 58,074, representing 17% of the student population in state's public schools. Hispanic or Latino students represent 60% of the total student population in the state and represent the largest ethnic group participating in BMEPs with 45,287 students or 78% of all BMEP students. Native American students represent 10% of the state's total population and 15% of students in BMEPs. Hispanic and Native American students make up the majority of all New Mexico students and this is consistent with BMEP program participation as well. Over 500 schools in over 60% all school districts statewide provide Spanish or Native American Language BMEPs.

English Language Proficiency. English learners (ELs) are required to take the WIDA ACCESS for ELLs®, an English language proficiency assessment every year they are classified as an EL. This year's results are comparable to last year's results with no change. The percentage of students scoring in the three highest levels of English language proficiency—Expanding (4), Bridging (5) and Reaching (6)—remains at 43%. This change suggests more growth in the area of English language proficiency for New Mexico's ELs is necessary to ensure all students, including our ELs/bilingual learners, 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, 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. According to 2013–2014 data for Spanish language proficiency, the percentage of students scoring at the non-Spanish proficient level increased by 4% from the previous year. Additionally, there was a 3% increase in the percent of students scoring in the limited- and fluent-Spanish proficient level. The percentage of students tested scored in the Fluent-Spanish proficient level decreased by 8%. A refined focus on ensuring all students are developing academic language and literacy in the home or heritage language in addition to English is necessary.

This year much more data was received for Native American languages was reported to the BMEB. The percentage of students scoring at the non-proficient level in Native American languages is high, though it decreased by 4% to 63%. In 2013–2014, the percentage of students scoring in the limited-proficient in Native American languages remained the same. However, students scoring in the fluent-proficient level in Native American languages increased by 4% from the previous year. The vast majority of students in Spanish and Native American language programs alike 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. Educators need to understand the implications of data to make effective data-driven decisions pertaining to instruction that significantly and positively impact educational outcomes for all BMEP students.

Academic Outcomes. Overall, American Indian and Hispanic ELs are the lowest-performing students within their corresponding subgroups. Moreover, **non-EL American Indian and Hispanic students participating in BMEPs are the highest-performing students within their subgroups.** Though uneven and for a variety of other contributing factors, it is clear that students participating in BMEPs outperform groups of students that do not participate in programs even though some non-participating students would certainly benefit from BMEP participation (especially American Indian and Hispanic ELs). Given that ELs, as a group, are among the lowest-performing students it is imperative that **all educators share responsibility for ensuring ELs have access to grade-level curriculum and instruction so all students can engage the subject matter and academic content in meaningful and purposeful ways.**

Expenditures and Use of Funds. The total BMEP funds allocated to districts and charters in 2013–2014 was \$36.5 million whereas the total operational funds expended on BMEPs by districts and charters totaled \$74.1 million. The difference in the funds expended and those allocated was \$37.5 million. Thus, districts and charter school spending on BMEPs exceeded BMEP funding allocated by the state. In 2013–2014, 96% of the total funds expended on BMEPs went towards direction instruction, such as teacher salaries and stipends.

Introduction

The Bilingual Multicultural Education Bureau (BMEB) strives to serve all students participating in Bilingual Multicultural Education Programs (BMEPs) so that all students achieve the determined program goals as outlined by New Mexico statute and education code which are that: 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 Public Education Department's (PED's) current initiatives.

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 reporting. To that aim, the report focuses the key areas pertaining to the main work of the BMEB as follows:

- Collect and report data on district, school and student participation
- Collect and report data regarding language proficiency to assess progress on BMEP goal 1
- Analyze and report achievement data based on the New Mexico Standards Based Assessment (SBA) for relevant subgroups, including English learners (ELs), to assess progress on BMEP goal 2
- Evaluate and determine program effectiveness and use of funds for BMEPs

The following report addresses the key areas above with data for the 2013–2014 school year, providing some longitudinal data for comparison over time. Not all data is uniform and where this may factor into the interpretation of data results, it is noted.

Statutory Requirements

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

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

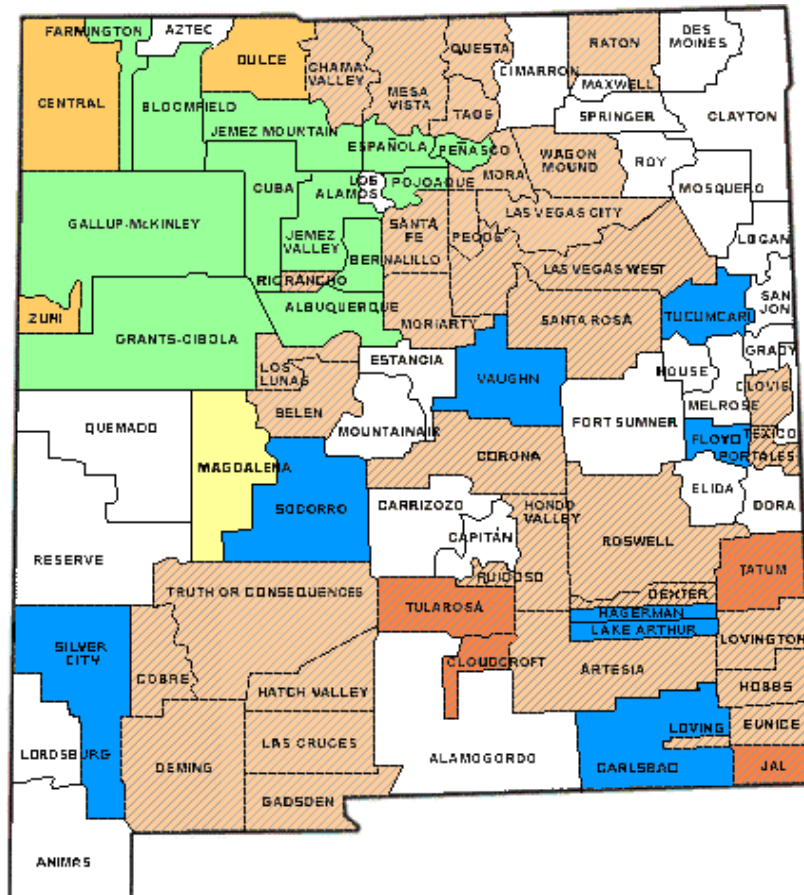
- A. The department shall issue rules for the development and implementation of bilingual multicultural education programs.
- B. The department shall administer and enforce the provisions of the Bilingual Multicultural Education Act [22-23-1 NMSA 1978].
- C. The department shall assist school boards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

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

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

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

School Year 2013–2014



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

The map illustrates district participation in the state’s Bilingual Multicultural Education Programs (BMEPs), Federal Title III programs, and districts that provide both or none, by language. Approximately two-thirds of the total 89 school districts in New Mexico implemented state BMEPs.

District and School Participation in Bilingual Multicultural Programs (BMEPs)

In 2013–2014, the number of districts participating in BMEPs remains constant—no change from the previous year. There was a 4% decrease in the number of district schools (which includes in-district charter schools) implementing BMEPs, in many cases, due to the lack of highly-qualified teacher 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 09–10	89	59 (66%)	856	511 (60%)
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%)

SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2013–2014.

Note: 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 58,074 and represents 17% of 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 six 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
SY09–10	332,939	45,942	142,561	9,102	27,121	4,436	103,777
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	8507	26,319	4,280	92,494

SOURCE: STARS, 80th Day, 2013–2014

Hispanic and/or Latino students totaled 60% (204,244) of the 338,324 total student population attending the New Mexico public schools. Furthermore, Hispanic students comprised the largest “ethnic” group participating in BMEPs with 45,287 students, or 78% of all students in program.

Native American students totaled 10% (34,826) of the total population attending New Mexico's public schools. They comprised 15% of the students in BMEPs. Since the previous year, the number of Native American students participating in bilingual programs increased by 395.

In 2013–2014, the number of Other Students (including native English speakers, African American, and/or Asian students) represents 7% of students participating in BMEPs (3,989 students).

Student Participation in BMEPs by English Language Proficiency

In 2013–2014, there was an increase of 1,882 students in the total number of students participating in bilingual education compared to the previous year (approximately 3% increase). Since the previous year, the total number of ELs in the state decreased by over 3% (1,983 students). The number of ELs participating in BMEPs decreased from the previous year by 383. The proportion of ELs participating in BMEPs decreased over 3% from the previous year to 48% of students participating in BMEPs. The proportion of Fluent English Proficient (FEP)/Other Students participating in BMEPs increased by over 5% (1,599 students) compared to the previous year. The table below summarizes these figures statewide.

Year	Total # of Students In BMEPs	Total of ELLs			Total FEP/Other Students		
		Total # of ELLs	# ELLs in BMEPs	# ELLs Not in BMEPs	Total # of FEP/Other	# FEP/Other in BMEPs	# FEP/Other Not in BMEPs
SY 09–10	59,480	52,254	27,825	24,429	280,685	31,655	249,030
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

SOURCE: STARS, 80th Day, 2013–2014—Student Template.

In addition to BMEPs, the federal ESEA, as amended, and Title III English Language Acquisition funds were used to supplement programs for ELs and immigrant students. The goals of these programs assist ELs and immigrant students to include the following:

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

In 2013–2014, the number of districts participating in Title III programs and student served by these programs has decreased from the previous year. Currently, slightly more than half (54%) of all districts provide Title III-funded language education instruction programs. Correspondingly, the number of students in program has also declined. Furthermore, **the number of immigrant students decreased** sharply from the previous year representing less than half of the previous year’s numbers.

See Table 4 below.

Year	# of Districts	# of ELs	# of Immigrant Students	Funding
SY 09–10	57	52,254	11,138	\$4,608,228.00
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

SOURCE: STARS, 80th Day, 2013–2014.

Note: The total counts entities separately (though they may be in a Title III Consortium with other districts) and includes state charter schools.

Student Participation in BMEPs by Language(s) of Instruction

BMEPs in New Mexico continue to provide instruction in English/Spanish and English/Native American languages. Just over sixty percent school districts and well over half of all New Mexico public schools provide BMEPs to their students. The proportion of bilingual programs in Spanish/English and Native American/English programs has remained the constant over the past few years.

Spanish Language Programs

The vast number (425) and proportion (83%) of BMEPs offered are Spanish/English programs. According to Table 5 below, the number of Spanish/English bilingual programs increased by one, compared to the previous year. In addition to these districts, five state charters also offered Spanish/English programs, for a total of schools with BMEPs coming to 511 (not noted in the table).

Year	# Districts w/Bilingual Education	# Schools w/Bilingual Education	# Programs Spanish/English	# Programs Native American/English
SY 09–10	59 (66%)	511 (60%)	421 (82%)	91 (18%)
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%)

SOURCE: STARS, 80th Day, 2013–2014.

*Totals include state charter schools.

Note: Some bilingual multicultural education programs have two languages: Spanish and a Native American language. Therefore, percentages will not equal 100%.

Native American Language Programs

Of the 23 school districts with substantial Native American student populations, 15 districts provided a Native American language BMEP. Of the eight Native American languages spoken in New Mexico, seven were taught in public schools. The only Native American language of New Mexico that was not taught in the New Mexico public schools was Mescalero Apache. The Diné language had the highest number of Native American students and the Tiwa language had the smallest number of students. Due to lack of certified teaching staff, Towa language programs have not been offered in the last few years.

The total number of students participating in Native American language programs increased, by 858 students, when compared to the previous year. *Table 6 illustrates these figures.

Table 6 Student Participation in Native American Language Programs 2009–2010 to 2013–2014								
Year	Language/Number of Students							Total
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	
SY 09–10	6,407	466	725	343	24	60	416	8,441
SY 10–11	5,960	384	608	267	16	0	477	7,712
SY 11–12	5,852	395	555	209	18	0	370	7,399
SY 12–13	4,955	45	645	195	10	0	796	6,646
SY 13–14	6113	314	*	99	11	0	967	7,504

SOURCE: STARS, 80th Day, 2013-2014.

*Data from relevant district(s) not submitted.

Bilingual Multicultural Education Program (BMEP) Outcomes

As per New Mexico's Bilingual Multicultural Education Act, the PED via the BMEB collects 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 details 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"> English Language Proficiency Spanish Language Proficiency Native American Language Proficiency 	<ul style="list-style-type: none"> NM SBA Reading, Math, and Science

Student Performance in Language Proficiency

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

English Language Proficiency

New Mexico joined the World-Class Instructional Design and Assessment (WIDA) Consortium in October of 2009 and first administered the English language proficiency test ACCESS for ELLs® in 2009–2010. Previously, the state administered the New Mexico English Language Proficiency Assessment (NMELPA) to ELLs to comply with the Elementary and Secondary Education Act, as amended, which mandates that all ELs in public schools be tested annually to assess their progress in acquiring English language proficiency.

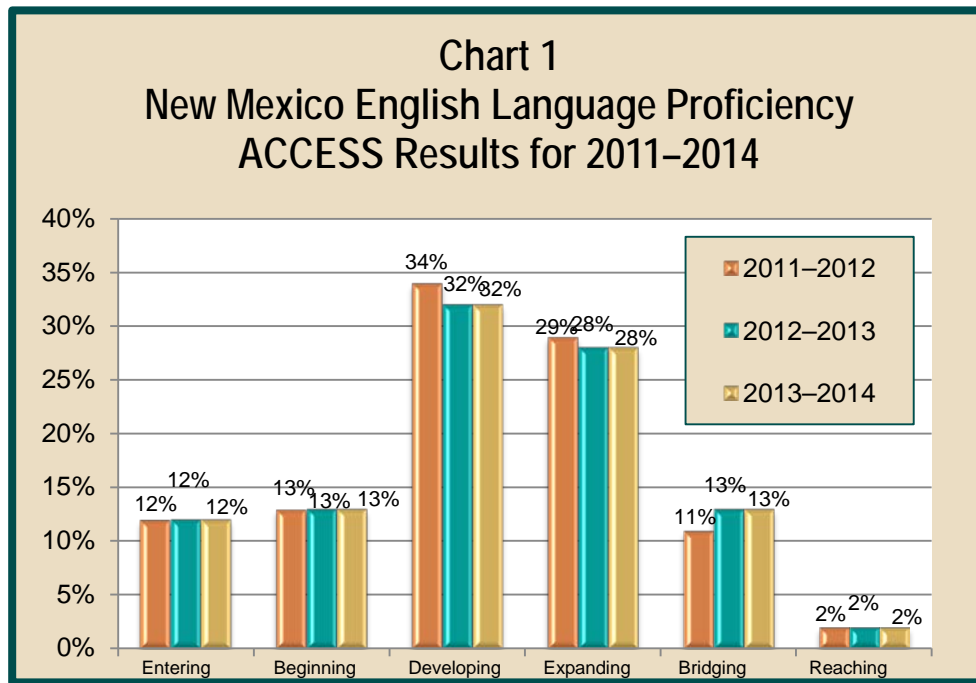
The ACCESS for ELLs® measures student English language proficiency at six different levels: Entering, Beginning, Developing, Expanding, Bridging, and Reaching. Table 8 represents student English language proficiency performance for the past three years based on ACCESS for ELLs® results.

School Year	# of ELLs Tested	Number and Percentage of ELs Scoring at Each Level of English Language Proficiency					
		Entering (1)	Beginning (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%

SOURCE: Title III Statewide District Accountability Report, 2013–2014.

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

There was a decrease of 2,664 of ELs tested from the previous year. **The majority (60%) of ELs in New Mexico are scoring in the Developing (3) and Expanding (4) levels** with 15% scoring at the Bridging (5) and Reaching (6) levels. In comparing 2013–2014 to the previous year, the percentage of ELs remained the same at every level. For a visual representation of these changes, see Chart 1 below. See Appendix A for detailed information by district regarding EL performance on the ACCESS for ELLs® for 2013–2014.



SOURCE: Title III Statewide District Accountability Report, 2013–2014.

Spanish Language Proficiency

Spanish Language Proficiency Data was submitted by 51 of the 74 districts, which includes 16 (district and state) charter schools implementing BMEPs in Spanish/English in 2013–2014. A total of 34,976 students were assessed for Spanish language proficiency using one of the following language proficiency assessments: Woodcock-Muñoz Language Survey, Language Assessment Scales (LAS) and the Individualized Proficiency Test (IPT).

Students assessed with one of these instruments include the following groups:

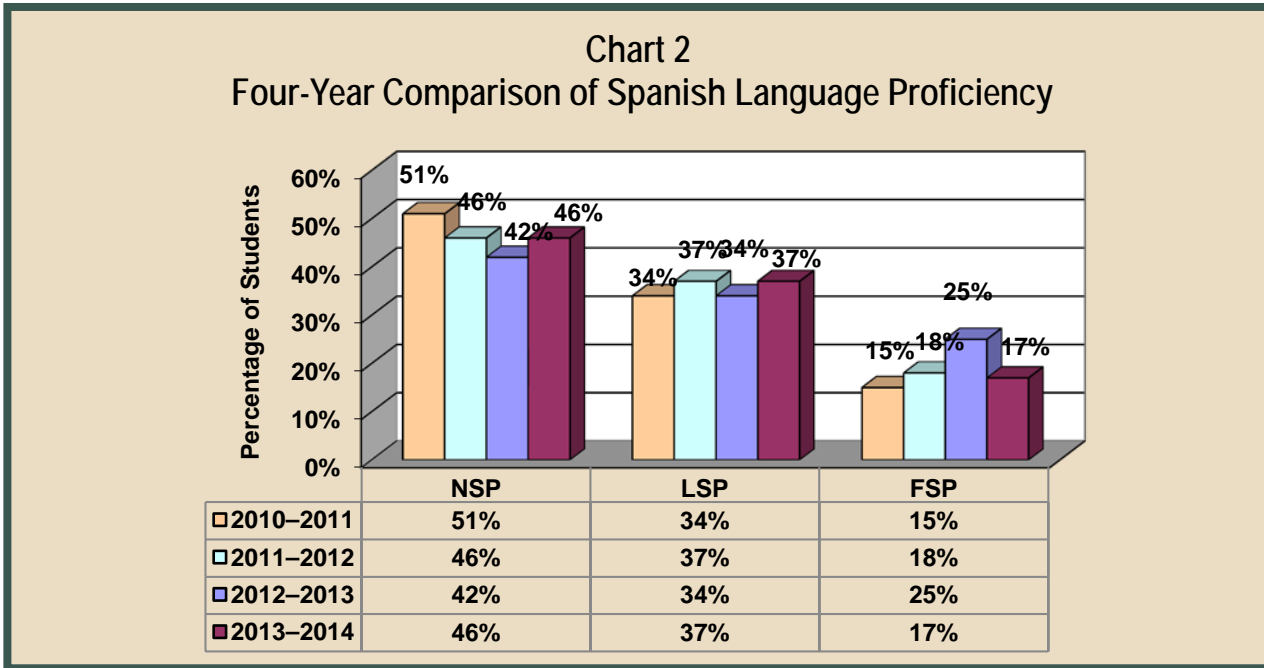
- English learners (ELs),
- Fluent English Proficient (FEP) students, and
- Other students (native Speakers of English).

School Year	Number of BMEP Students Assessed	Spanish Language Proficiency		
		Number & % of NSP (Non-Spanish Proficient)	Number & % of LSP (Limited Spanish Proficient)	Number & % of FSP (Fluent Spanish Proficient)
SY 09–10	38,163	18,286 (48%)	12,763 (33%)	7,114 (19%)
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%)

SOURCE: Spanish language proficiency data reported to Bilingual Multicultural Education Bureau (BMEB) by districts.

According to Table 9 above, 46% of students assessed in 2013–2014 were Non-Spanish proficient, 37% were Limited Spanish Proficient, and 17% of students assessed were Fluent Spanish Proficient.

The total number of students and tested and reported for Spanish language proficiency in 2013–2014 increased by 610 when compared to the previous year. Both the percentage of students that performed at the Non-Spanish Proficient level and the Limited-Spanish Proficient level increased by 4%. From 25% in the previous year, the percentage of students that scored in the Fluent Spanish Proficient level decreased by 8%.



SOURCE: Spanish language proficiency data reported to Bilingual Multicultural Education Bureau (BMEB) by districts.

Chart 2 illustrates that Spanish language proficiency decreased by 8% in 2013–2014 over the previous year. Percentage increases are noted in students assessed at the Non-Spanish Proficient and Limited-Spanish Proficient categories. For Spanish language proficiency data reported by each district and charter school, and state-chartered schools in 2013–2014, please refer to Appendix B.

Native American Language Proficiency

Students from local pueblo tribe communities that 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, Navajo (Diné), Tewa, Tiwa, and Zuni.

The number of students tested and reported for Native American language proficiency in 2013–2014 increased by 18% (or 1,361 students) when compared to the previous year. This is explained by the fact that many more districts submitted data. From the previous year, the number of students that performed at the Non-Proficient level decreased by 4%. There percentage of students at the Limited-proficient level remained unchanged from the previous year. **Notably, there was a 4% decrease in students performing at the Fluent-Proficient level.** Table 10, below, represents the range of Native language proficiency for students across the state.

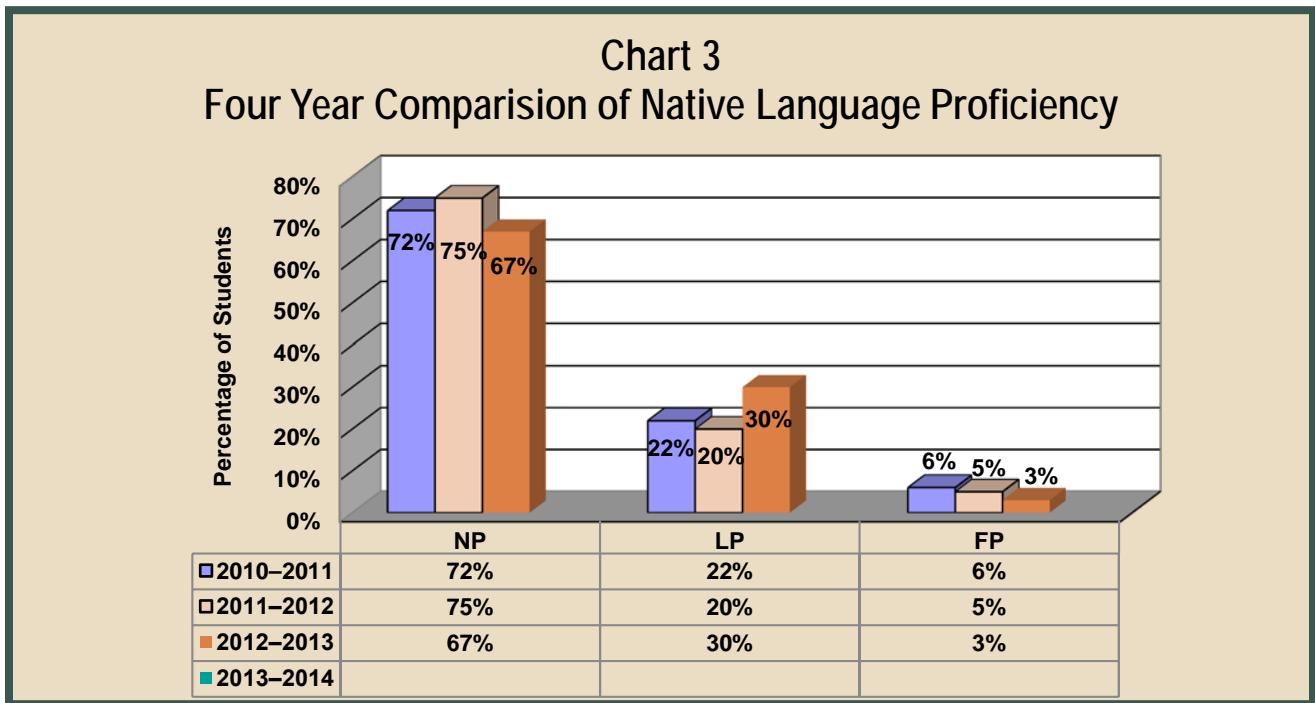
Table 10 Statewide Range of Student Native American Language Proficiency				
School Year	# of Native American Students Reported	Native American Language Proficiency		
		Number of NP (Non-Proficient in Native American Language)	Number of LP (Limited-Proficient in Native American Language)	Number of FP (Fluent-Proficient in Native American Language)
SY 2008–2009	3,992	3,114 (78%)	671 (17%)	207 (5%)
SY 2009–2010	3,814	2,811 (74%)	918 (24%)	88 (2%)
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%)

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 2013–2014, data were provided by all districts except one. As a result, direct comparisons from previous years' data to this year's data cannot readily be made. **The data show that proficiency in Native American languages, as reported, is moving from non-proficiency to limited-proficiency, an encouraging shift.**

Chart 3 depicts the percentage of students scoring at each level of proficiency for the last four years, for which data were submitted by districts.

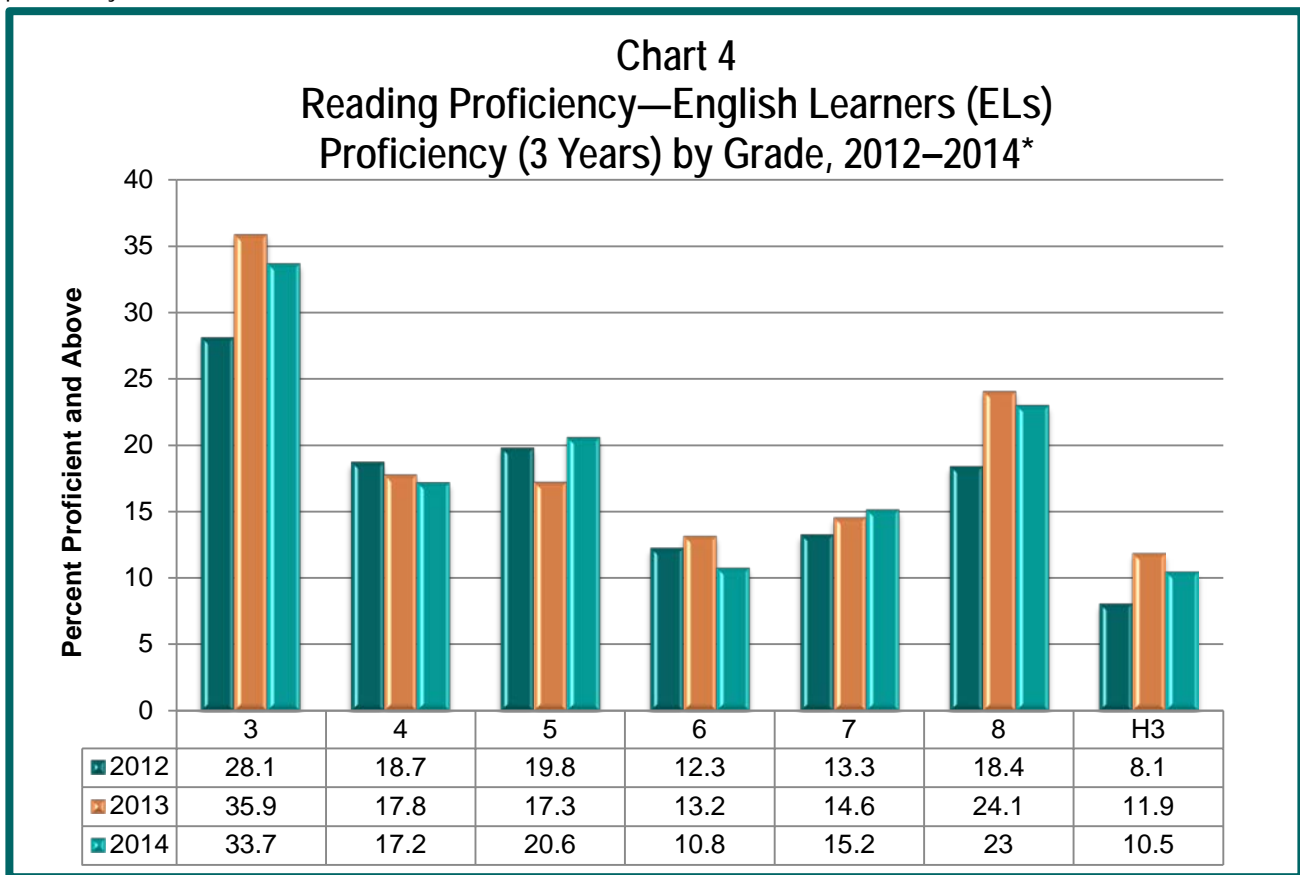


SOURCE: Native American Language Proficiency Data reported to Bilingual Multicultural Education Bureau (BMEB) by districts
 Note: In 2010–2011 and 2011–2012 only Navajo (Diné) language proficiency was submitted. Other years, more languages are included.

Academic Achievement Data for English Learners (ELs)

Students attending New Mexico public schools were required to take the New Mexico Standards-Based Assessment (SBA) which includes reading, math, and science subtests, through 2014. The data presented in this section have been compiled based on information available on the PED's Academic Growth and Analysis Bureau website. As of school year 2009–2010, 9th grade students were no longer included as a part of the requirement for the SBA. Therefore, that data do not appear on the following charts.

In 2013–2014, ELs in 3rd, 8th, and 11th grades were tested for academic proficiency. The following chart reflects the trend data for the last three years for the EL subgroup. Chart 4 below illustrates the percentage of ELs in grades 3–8, 11, and H3 scoring at the Proficient or Above Level in Reading for the last three years. **Over the previous year, EL students in the 5th grade experienced a 3.3% increase in reading proficiency.** ELs in all other grades experienced flat or slight decreases in reading proficiency.

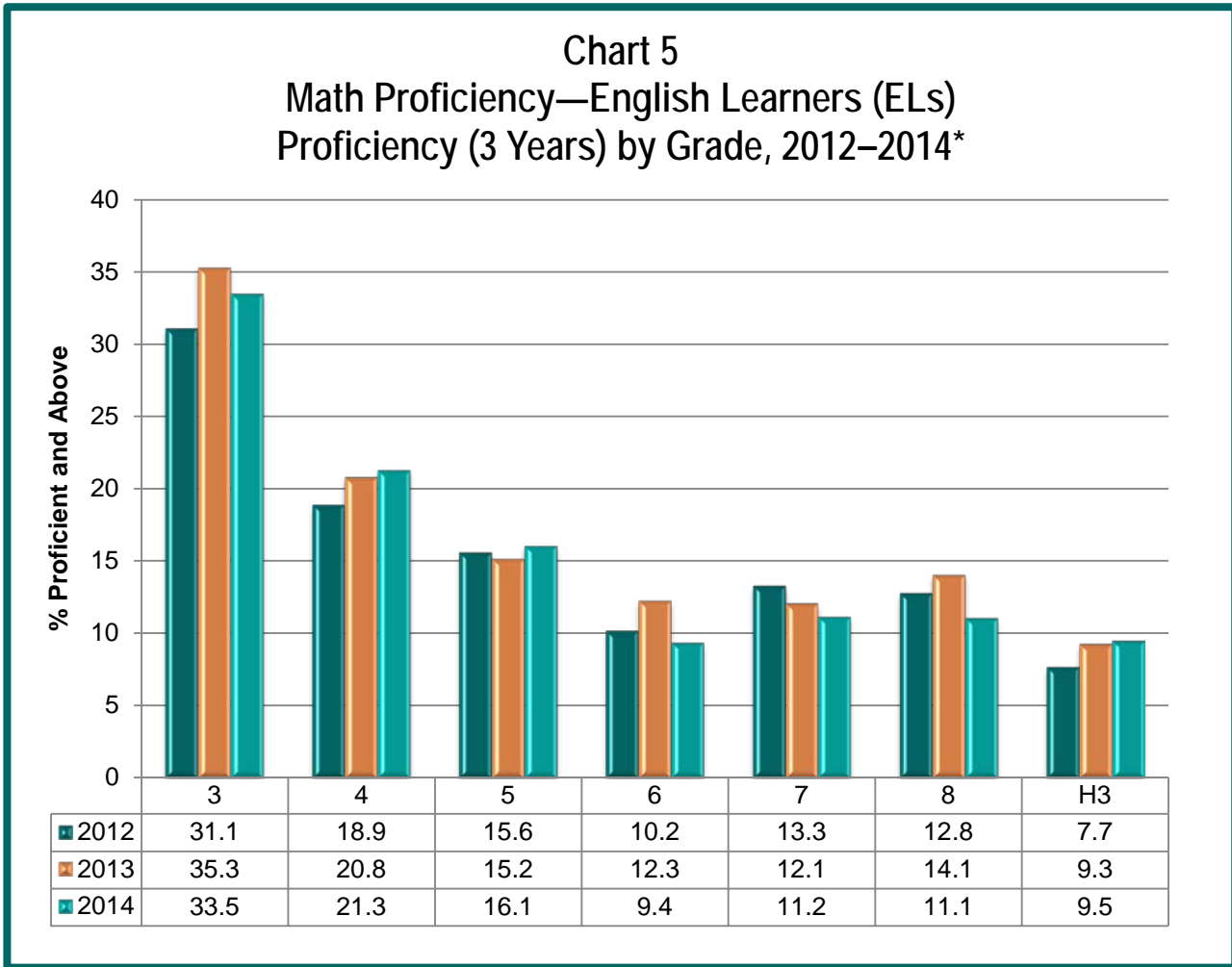


SOURCE: PED Academic Growth and Analysis Bureau.

Note: Standards adjustment was completed in 2011. H3 signifies the third year of high school.

* Only data for current ELs are included. This differs from prior years when exited ELL students were included.

Chart 5 shows the percentage of ELs scoring at the Proficient or Above Level in math for the last three academic school years. The percentage of ELs who scored Proficient or Above in Mathematics increased slightly in 4th, 5th and 11th grades tested 2012–2013, whereas ELs in 3rd, 6th, 7th and 8th grades experienced slight decreases.

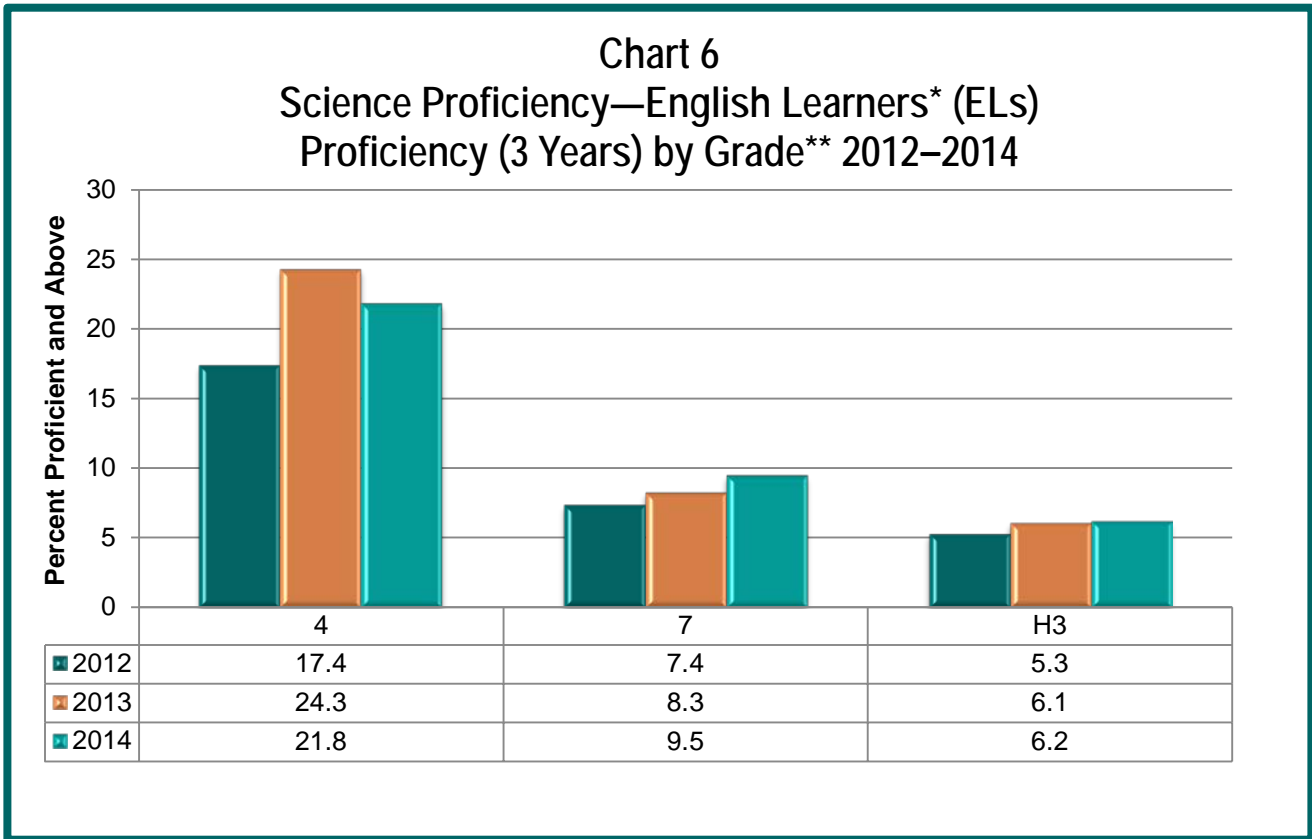


SOURCE: PED Academic Growth and Analysis Bureau.

Note: Standards adjustment was completed in 2011. H3 signifies the third year of high school.

*Only data for current ELs are included. This differs from prior years when exited EL students were included.

Chart 6 depicts the percentage of ELs scoring at the Proficient or Above Level in Science for the last five academic school years. A slight percentage increase in science proficiency for 7th grade ELs was experienced, with slight decreases in the 4th and 11th grades.



SOURCE: PED Academic Growth and Analysis Bureau.

*Only data for current ELs are included. The data differ from prior years when exited EL students were included.

**The Science SBA was only administered in Grades 4, 7, and H3. H3 signifies the third year of high school.

A summary of the 2013–2014 NM SBA data is as follows:

Reading: EL students in the 5th grade experienced a 3.3% increase in reading proficiency. ELs in all other grades experienced flat or slight decreases in reading proficiency.

Math: The percentage of ELs who scored Proficient or Above in Mathematics increased slightly in 4th, 5th and 11th grades tested 2012–2013, whereas ELs in 3rd, 6th, 7th and 8th grades experienced slight decreases.

Science: A slight percentage increase in science proficiency for 7th grade ELs was experienced, with slight decreases in 4th and 11th grades.

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 New Mexico, 138 of 523 schools (including state charter schools) implementing BMEPs earned a grade of A (20 schools) or B (118 schools) on its 2013-2014 report card. Of the 84 A schools across the state, 24% implemented a state-funded bilingual multicultural education program. 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	Alameda Elementary School	B	Maintenance, Enrichment	Spanish
Albuquerque Public Schools	Albuquerque High School	B	Dual Language, Maintenance, and Enrichment	Spanish
Albuquerque Public Schools	Alvarado Elementary School	B	Dual Language	Spanish
Albuquerque Public Schools	Coronado Elementary School	A	Dual Language	Spanish
Albuquerque Public Schools	Corrales International Charter	B	Dual Language	Spanish
Albuquerque Public Schools	Del Norte High School	B	Maintenance, Enrichment	Spanish
Albuquerque Public Schools	Dolores Gonzales Elementary School	B	Dual Language	Spanish
Albuquerque Public Schools	Jefferson Middle School	B	Maintenance, Enrichment	Spanish
Albuquerque Public Schools	Manzano High School	B	Maintenance, Enrichment	Spanish
Albuquerque Public Schools	Monte Vista Elementary	B	Maintenance, Enrichment	Spanish
Albuquerque Public Schools	Zia Elementary	B	Dual Language, Maintenance, and Enrichment	Spanish
Artesia Public Schools	Artesia High	B	Enrichment, Transition	Spanish
Artesia Public Schools	Artesia Zia Intermediate	B	Enrichment, Transition	Spanish
Artesia Public Schools	Grand Heights Early Childhood	B	Enrichment, Transition	Spanish
Artesia Public Schools	Hermosa Elementary	B	Enrichment, Transition	Spanish
Artesia Public Schools	Roselawn Elementary	B	Enrichment, Transition	Spanish
Artesia Public Schools	Yeso Elementary	B	Enrichment, Transition	Spanish
Artesia Public Schools	Yucca Elementary	B	Enrichment, Transition	Spanish
Carlsbad Municipal Schools	Joe Stanley Smith Elementary	B	Transitional	Spanish
Carlsbad Municipal Schools	Puckett Elementary	B	Transitional	Spanish

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

District	School	School	BMEP Models	Languages
Central Consolidated Schools	Central High	B	Heritage, Enrichment	Spanish, Navajo
Central Consolidated Schools	Grace B Wilson Elementary	B	Heritage, Enrichment	Spanish, Navajo
Central Consolidated Schools	Kirtland Middle	B	Heritage, Enrichment	Spanish, Navajo
Central Consolidated Schools	Newcomb Elementary	A	Heritage, Enrichment	Spanish, Navajo
Central Consolidated Schools	Ojo Amarillo Elementary	B	Heritage, Enrichment	Spanish, Navajo
Clovis Municipal Schools	Clovis High School	B	Maintenance, Heritage	Spanish
Clovis Municipal Schools	Marshall Middle	B	Maintenance	Spanish
Clovis Municipal Schools	WD Gattis Middle School	B	Maintenance, Heritage, Enrichment	Spanish
Cobre Consolidated Schools	Cobre High	A	Heritage, Enrichment	Spanish
Cobre Consolidated Schools	San Lorenzo Elementary	B	Heritage, Enrichment	Spanish
Deming Public Schools	Columbus Elementary	B	Dual Language	Spanish
Deming Public Schools	Deming High	B	Dual Language	Spanish
Deming Public Schools	Red Mountain Middle	B	Dual Language, Enrichment	Spanish
Dexter Consolidated Schools	Dexter Elementary	B	Dual Language	Spanish
Dexter Consolidated Schools	Dexter High	B	Maintenance	Spanish
Española Public Schools	Abiquiu Elementary	B	Heritage	Spanish
Española Public Schools	Alcalde Elementary	A	Heritage	Spanish
Española Public Schools	Dixon Elementary	B	Heritage	Spanish
Española Public Schools	Eutimio Salazar Elementary	B	Heritage	Spanish
Española Public Schools	Hernandez Elementary	B	Heritage	Spanish
Española Public Schools	James Rodriguez Elementary	B	Heritage	Spanish
Española Public Schools	San Juan Elementary	B	Heritage	Spanish
Eunice Municipal Schools	Eunice High	B	Transitional	Spanish
Farmington Municipal Schools	Farmington High	B	Heritage, Enrichment	Navajo, Spanish
Farmington Municipal Schools	Ladera Del Norte Elementary	B	Heritage, Enrichment	Navajo, Spanish
Farmington Municipal Schools	Northeast Elementary	B	Heritage, Enrichment	Navajo, Spanish
Farmington Municipal Schools	Piedra Vista High	A	Heritage, Enrichment	Navajo, Spanish
Floyd Municipal Schools	Floyd High	B	Maintenance	Spanish
Gadsden Independent Schools	Anthony Elementary	A	Transitional	Spanish
Gadsden Independent Schools	Berino Elementary	B	Dual Language	Spanish
Gadsden Independent Schools	Chaparral Elementary	A	Dual Language	Spanish
Gadsden Independent Schools	Chaparral Middle	B	Transitional	Spanish
Gadsden Independent Schools	Desert Trails Elementary	B	Dual Language	Spanish
Gadsden Independent Schools	Desert View Elementary	A	Transitional	Spanish
Gadsden Independent Schools	Gadsden Elementary	B	Transitional	Spanish
Gadsden Independent Schools	Loma Linda Elementary	B	Transitional	Spanish
Gadsden Independent Schools	Riverside Elementary	B	Dual Language	Spanish
Gadsden Independent Schools	Santa Teresa Elementary	B	Transitional	Spanish
Gadsden Independent Schools	Santa Teresa High	B	Transitional	Spanish
Gadsden Independent Schools	Santa Teresa Middle	A	Transitional	Spanish

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

District	School	School	BMEP Model(s)	Language(s)
Gadsden Independent Schools	Sunland Park Elementary	A	Transitional	Spanish
Gadsden Independent Schools	Sunrise Elementary	B	Transitional	Spanish
Gallup McKinley County Schools	Crownpoint High	B		
Gallup McKinley County Schools	Red Rock Elementary	B	Heritage	Navajo
Grants Cibola County Schools	Mesa View Elementary	B	Transitional	Spanish
Hagerman Municipal Schools	Hagerman High	A	Transitional	Spanish
Hobbs Municipal Schools	Booker T Washington Elementary	B	Transitional	Spanish
Hobbs Municipal Schools	Broadmoor Elementary	B	Transitional	Spanish
Hobbs Municipal Schools	Coronado Elementary	B	Transitional	Spanish
Hobbs Municipal Schools	Edison Elementary	B	Transitional	Spanish
Hobbs Municipal Schools	Hobbs Freshman	B	Transitional	Spanish
Hobbs Municipal Schools	Hobbs High	B	Transitional	Spanish
Hobbs Municipal Schools	Houston Junior	B	Transitional	Spanish
Hobbs Municipal Schools	Jefferson Elementary	B	Transitional	Spanish
Hobbs Municipal Schools	Sanger Elementary	B	Transitional	Spanish
Hobbs Municipal Schools	Taylor Elementary	B	Transitional	Spanish
Jemez Mountain Public Schools	Coronado Middle	B	Heritage	Spanish
Las Cruces Public Schools	Camino Real Middle	B	Dual Language, Maintenance	Spanish
Las Cruces Public Schools	Centennial High School	A	Dual Language, Maintenance	Spanish
Las Cruces Public Schools	Doña Ana Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	Highland Elementary	B	Dual Language, Maintenance	Spanish
Las Cruces Public Schools	Hillrise Elementary	A	Maintenance	Spanish
Las Cruces Public Schools	Jornada Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	La Academia Dolores Huerta Charter	B	Dual Language	Spanish
Las Cruces Public Schools	Las Cruces High		Dual Language, Maintenance	Spanish
Las Cruces Public Schools	Loma Heights Elementary	B	Maintenance	Spanish
Las Cruces Public Schools	Mayfield High	B	Maintenance	Spanish
Las Cruces Public Schools	Oñate High	B	Maintenance	Spanish
Las Cruces Public Schools	Sonoma Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	Tombaugh Elementary	B	Dual Language	Spanish
Las Cruces Public Schools	University Hills Elementary	B	Dual Language	Spanish
Las Vegas City Public Schools	Robertson High	B	Heritage	Spanish
Los Lunas Public Schools	Katherine Gallegos Elementary	A	Maintenance	Spanish
Los Lunas Public Schools	Peralta Elementary	B	Maintenance	Spanish
Los Lunas Public Schools	Sundance Elementary	B	Transitional	Spanish
Los Lunas Public Schools	Tome Elementary	B	Dual Language	Spanish

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

District	School	School	BMEP Model(s)	Language(s)
Los Lunas Public Schools	Valencia Middle	B	Maintenance	Spanish
Loving Municipal Schools	Loving High	B	Maintenance, Enrichment	Spanish
Lovington Municipal Schools	Lovington 6 th Grade Academy	B	Transitional	Spanish
Lovington Municipal Schools	Lovington Freshman Academy	B	Transitional	Spanish
Lovington Municipal Schools	Lovington High School	B	Transitional	Spanish
Moriarty Edgewood Schools	Moriarty High	A	Enrichment	Spanish
Pojoaque Valley Public Schools	Pablo Roybal Elementary	B	Heritage, Enrichment	Spanish, Tewa
Pojoaque Valley Public Schools	Pojoaque High	B	Heritage, Enrichment	Spanish, Tewa
Portales Municipal Schools	James Elementary	B	Dual Language	Spanish
Portales Municipal Schools	Portales High	B	Transitional	Spanish
Portales Municipal Schools	Valencia Elementary	B	Dual Language	Spanish
Questa Independent Schools	Questa High	B	Heritage	Spanish
Rio Rancho Public Schools	Puesta del Sol	B	Dual Language, Maintenance, Enrichment	Spanish
Rio Rancho Public Schools	Rio Rancho Elementary	B	Maintenance, Enrichment	Spanish
Rio Rancho Public Schools	Rio Rancho High	A	Maintenance, Enrichment	Spanish
Rio Rancho Public Schools	V Sue Cleveland High	A	Maintenance, Enrichment	Spanish
Rio Rancho Public Schools	Vista Grande Elementary	B	Maintenance, Enrichment	Spanish
Roswell Independent School District	East Grand Plains Elementary	B	Maintenance, Enrichment	Spanish
Roswell Independent School District	Goddard High	A	Maintenance, Enrichment	Spanish
Roswell Independent School District	Roswell High	B	Maintenance, Enrichment	Spanish
Ruidoso Municipal Schools	Ruidoso High	B	Transitional	Spanish
Santa Fe Public Schools	Amy Biehl Community School	B	Maintenance	Spanish
Santa Fe Public Schools	Monte del Sol Charter	B	Maintenance	Spanish
Santa Fe Public Schools	Piñon Elementary	B	Transitional	Spanish
Santa Fe Public Schools	Turquoise Trail Elementary Charter	A	Maintenance	Spanish
Santa Rosa Consolidated Schools	Rita A Marquez Elementary	B	Heritage	Spanish
Santa Rosa Consolidated Schools	Santa Rosa High	B	Heritage	Spanish
Socorro Consolidated Schools	Cottonwood Valley Charter	B	Enrichment	Spanish
Taos Municipal Schools	Anansi Charter	B	Enrichment	Spanish
Taos Municipal Schools	Taos High	B	Maintenance, Enrichment	Spanish
Taos Municipal Schools	Taos Municipal Charter	B	Enrichment	Spanish
West Las Vegas Public Schools	Don Cecilio Martinez Elementary	B	Dual Language, Heritage	Spanish

West Las Vegas Public Schools	Luis E Armijo Elementary	B	Heritage	Spanish
West Las Vegas Public Schools	Tony Serna Jr Elementary	B	Heritage	Spanish
West Las Vegas Public Schools	Union Elementary	A	Heritage	Spanish
STATE CHARTER	Cien Aguas International Charter	B	Dual Language	Spanish
STATE CHARTER	Tierra Adentro Charter	B	Maintenance, Enrichment	Spanish

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

Encouraging is the diversity in the group of schools listed above—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 were recognized at the annual event, *Bilingual Day at the State Capitol* during the Legislative Session. For a copy of the program schedule listing schools that were recognized on January 30, 2014, please visit the BMEP tab on the PED-BMEB webpage: http://ped.state.nm.us/ped/Bilingual_BMEB.html.

Given the recent adoption of the A–F School Grades accountability system in New Mexico, more in-depth study of these schools' BMEPs has provided insight into the various practices and implementation around bilingual and multicultural instructional programming across the state's most successful schools. **BMEB has actively engaged in focused study of the state's BMEPs to learn and share best 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 will ensure BMEB's 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), please visit the ALD4ALL tab on the PED-BMEB webpage: http://ped.state.nm.us/ped/Bilingual_ALD.html.

Academic Outcomes for Students Participating in BMEPs

In 2013–2014, **American Indian ELs participating in BMEPs slightly outperformed American Indian ELs not participating in BMEPs statewide in reading, math and science.** See direct comparison below in Table 12 highlighted in tan. In addition, non-EL American Indian students in BMEPs slightly outperformed non-EL American Indian peers not participating in BMEPs in math by 5.5%, in reading by 4%, and in science by 2.1%

Non-EL American Indian students participating in BMEPs outperformed all other American Indian subgroup of students in the tested subjects: math, reading, and science. This is highlighted below in turquoise in Table 12. Moreover, 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.

Similarly, **Hispanic ELs participating in BMEPs slightly outperformed Hispanic ELs that did not participate in BMEPs in math (4.2%), reading (3.8%), and science (3%)** in 2013–2014. See direct comparison in Table 11 highlighted in tan. In addition, non-ELL Hispanic students in BMEPs slightly outperformed non-EL Hispanic peers not participating in BMEPs in every subject.

Non-EL Hispanic students participating in BMEPs outperformed all other Hispanic students in math, reading, and science. This is highlighted in turquoise in Table 11, above. Thus, 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 outperform Hispanic ELs not participating in BMEPs.

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		Reading		Science	
	Count	Proficient and Above	Count	Proficient and Above	Count	Proficient and Above
American Indian	19,755	26.71%	19,782	32.0%	7,346	25.1%
American Indian EL	4,888	11.6%	4,889	12.5%	1,725	9.9%
American Indian EL in BMEPs	1,727	12.9%	1,729	13.5%	542	10.9%
American Indian EL not in BMEPs	3,161	10.8%	3,170	11.9%	1,183	9.5%
American Indian, Non EL	14,867	31.7%	14,883	38.4%	5,621	29.8%
American Indian, Non-EL in BMEPs	3,162	35.7%	3,161	43.9%	1,203	31.9%
American Indian, Non-EL not in BMEPs	11,705	30.7%	11,772	36.9%	4,418	29.2%
Hispanic	118,594	35.8%	118,632	44.5%	43,410	37.8%
Hispanic EL	22,223	17.8%	22,203	20.2%	7,894	16.0%
Hispanic EL in BMEPs	12,131	19.7%	12,116	21.9%	4,222	17.1%
Hispanic EL, not in BMEPs	10,092	15.5%	10,887	18.1%	3,672	14.1%
Hispanic, Non EL	96,371	39.9%	96,429	50.1%	31,074	42.5%
Hispanic, Non EL, in BMEPs	13,279	42.1%	13,281	51.7%	4442	43.9%
Hispanic, Non EL, not in BMEPs	83,092	39.6%	83,148	49.9%	35516	42.6%

SOURCE: PED Academic Growth and Analysis Bureau

Overall, American Indian and Hispanic ELs are the lowest-performing students within their corresponding subgroups. Furthermore, non-ELL American Indian and Hispanic students participating in BMEPs are the highest-performing students within their subgroups. Given that ELs, as a group, are among the lowest-performing students it is imperative that educators are responsible for ensuring ELs have access to grade-level curriculum and instruction so all students can engage the subject matter and academic content in meaningful and purposeful ways.

From the data presented in the above table it is clear that ELs participating BMEPs outperform (slightly) ELs not participating in BMEPs. **This trend has held for the last four years.** 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 stated, **BMEB will actively engage in focused study of the state’s BMEPs to learn and share best practices for culturally and linguistically diverse students, bilingual learners and ELs.** To that aim, 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 30th 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 Appendix C and Appendix D.

Table 14 Total Operational and Bilingual Multicultural Education Expenditures by Districts and Charter Schools (SY 2009–2010 through SY 2013–2014)					
A. School Year	B. Number of Districts Reporting Expenditures	C. Number of Charter Schools Reporting Expenditures	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 09–10	57	22	\$33.8 million	\$79.8 million	\$45.9 million
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

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

Note: Seven of the 27 charter schools listed are state-chartered.

Based on the data reported for 2013–2014, districts and charter schools spent a total of \$74 million in a combination of BMEPs and other operational funds. In addition to the \$36.5 million allocated through the funding formula for BMEPs, districts also spent \$37.5 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*.)

In Column E of Table 14 above, shows the total amounts expended by districts during the last five academic school years. **As the table shows, there was a \$1.3 million increase in the funds allocated to districts and charter schools in 2013–2014 compared with the previous year.**

Total Bilingual Multicultural Expenditures by Function

Table 15 summarizes the expenditures incurred by function (amounts and percentages) and reported by districts and charter schools that received state BMEP funds over four years from 2008–2009 through 2012–2013. Expenditures were incurred in three different expenditure functions during these four years. (For details, see Appendix G—*Bilingual Multicultural Education Expenditures by Function*.)

Function	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
1 Direct Instruction	\$76.3 million	\$77.8 million	\$73.7 million	\$71.0 million	\$71.5 million
2 Instructional Support	\$3.5 million	\$759, 000	\$954,000	\$3.2 million	\$2.6 million
3 Administration	—	—	—	—	—
4 Business & Support	\$286	—	—	—	—
5 Operation/Maintenance	—	—	—	—	—
8 Business & Support	—	—	—	—	—
9 Community Services	—	—	—	—	—
Total	\$79.8 million	\$78.6 million	\$74.7 million	\$74.2 million	\$74.1 million

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

In 2013–2014, funds were utilized only in two functions: direct instruction and instructional support. Approximately 96% of the funds generated for BMEPs were used for direct instruction (Function 1) and approximately 4% of funds were used for instructional support (Function 2).

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: 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 BMEB will continue its commitment to working with districts and schools to ensure the students succeed in the above-stated goals. Based on the data included in this report, 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.

Indicator	Recommendations
Fiscal Monitoring	The BMEB will continue to work with the PED School Budget and PED Data Quality Bureaus (STARS data) to ensure funding generated is based on accurate information reported by districts.
Monitoring Programs for Accountability	The BMEB will continue with the peer reviewer process in conducting regular visits to evaluate program quality and district compliance and program effectiveness. The BMEB 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). The BMEB will conduct monitoring visits targeting academic rigor in the language other than English. The BMEB will streamline the process of monitoring districts through the online WebEPSS monitoring tool, STARS, and OBMS. The BMEB will continue triangulating data from multiple sources to ensure program and instructional effectiveness.
Professional Development	The BMEB will continue to offer quarterly Bilingual Multicultural Education/Title III Director meetings to promote effective leadership, instruction, and greater consistency and depth of programs. The BMEB will continue to collaborate with partner organizations to provide ongoing technical assistance and professional development training for District Bilingual Multicultural Education/Title III Directors, administrators, and teachers.
Student Academic Language Development and Performance	The BMEB 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 management.
Teacher Effectiveness	The BMEB promotes the recruitment and support of effective teachers working within BMEPs and encourage participation in supplemental language programming as a means for teachers to improve Home/Heritage language competency for effective classroom instruction in the home/heritage language, in addition to the effective teaching for English language development and acquisition. The BMEB encourages reflective instructional practices and tools—such as the NMTEACH Classroom Observation Protocol—to support rigorous, culturally and linguistically responsive teaching and learning in BMEPs.

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

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 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, BMEB supports PED initiatives to ensure students receive the maximum benefit of participation in BMEPs. BMEB strives to deliver professional development that addresses the need for culturally and linguistically responsive instructional practices, especially in the context of bilingual and multicultural learning contexts.

The following are areas in which the BMEB is actively engaged:

Academic Language Development for All in New Mexico (ALD4ALL). BMEB works to ensure that students participating 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 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 important approach to build academic language development so that students have access to the CCSS-aligned curriculum. Additionally, building academic language in the home/heritage language is important for building home/heritage language proficiency since students participating in BMEPs are to become bilingual and biliterate (statutory goal). Building the home/heritage language must be done so taking a culturally and linguistically responsive approach, as appropriate for the local schooling and community context.

The W.K. Kellogg Foundation has generously provided 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 culturally and linguistically diverse (CLD) students, including English Learners (ELs) in New Mexico.

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

- (1) Identify effective bilingual multicultural education programs (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 results statewide.
- (3) From findings of the effective practices inquiry of schools/programs, develop and implement professional development (PD) for educators to address the academic language learning needs of CLD and EL.
- (4) Adopt (Common Cores State Standards) CCSS-aligned Spanish language development and/or Spanish language arts standards and assessments.
- (5) Adopt and implement New Mexico State Seal of Bilingualism/Biliteracy.

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.

Data-driven Decision Making. BMEB, in partnership with WIDA, provided data training regional workshops across the state to focus on both learning to use the WIDA ELD Standards for effective instruction and importance of analyzing student assessment data (English language proficiency assessment, ACCESS for ELLs®), to make decisions instruction. 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.

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. SBAC has advocated for the Spanish language versions of PARCC assessment (the new, computer-based, CCSS-aligned assessment to replace the NM SBA). Additionally, the SBAC has produced a guidance document for administrators evaluating teachers charged with instructing EL and bilingual learners. The English Learner (EL) Crosswalk guidance document identifies “what to look for” in teaching and learning in bilingual learning and teaching contexts. The SBAC, along with other stakeholder groups across the state, was instrumental in successfully advocating for New Mexico’s State Seal of Bilingualism-Biliteracy. For updated information about this work, please visit the State Seal of Bilingualism-Biliteracy tab on the PED-BMEB webpage: http://ped.state.nm.us/ped/Bilingual_Seal.html.

Collaboration with PED’s Indian Education Division (IED). It is important to align and coordinate efforts between the PED’s BMEB and IED so that all students participating in BMEPs receive culturally and linguistically responsive programming and instruction that meets their academic and language learning needs. To this aim, the BMEB and the IED have jointly created opportunities for collaboration in the past year. The following are two examples mutual collaboration:

New Mexico Tribal Language Technical Assistance. PED’s BMEB and IED collaborated to provide an opportunity for various tribal education departments and directors of public school districts with state-funded BMEPs serving students in Native American language programs to share about needs for program implementation and development. With more information regarding stated needs, the PED is able to move forward with providing highly-targeted and customized guidance, support and technical assistance.

New Mexico Oral Literacy Workshop. PED’s BMEB and IED further collaborated to provide organize a day for educators serving Native American students with a full-day workshop with various sessions aimed at celebrating community literacy practices. By exploring and expanding notions of literacy (not just reading and writing) to include rich oral language traditions, dynamic family literacies and multiple literacies around media and technologies, we are able to make connections and learn how to better serve our state’s Native American students.

The PED’s BMEB and IED must and will continue to align our work to better provide information resources and guidance to state-funded BMEPs and to better serve the New Mexico’s Native American students.

Appendices

Appendix A—English Language Proficiency Data (ACCESS for ELLs®) by District and District Charter for 2013–2014

DISTRICT	Entering	Beginning	Developing	Expanding	Bridging	Reaching	Number Tested
Alamogordo Public Schools	17%	14%	23%	23%	22%	2%	133
Albuquerque Public Schools	13%	12%	35%	26%	11%	3%	14792
Animas Public Schools	11%	0%	22%	33%	33%	0%	9
Artesia Public Schools	18%	14%	31%	21%	15%	1%	160
Aztec Municipal Schools	9%	13%	38%	31%	9%	0%	55
Belen Public Schools	17%	11%	32%	24%	14%	2%	333
Bernalillo Public Schools	15%	14%	31%	26%	11%	3%	1078
Bloomfield Municipal Schools	9%	6%	37%	30%	17%	1%	360
Carlsbad Municipal Schools	19%	14%	26%	30%	11%	1%	296
Carrizozo Municipal Schools	*	*	*	*	*	*	1
Central Consolidated Schools	9%	11%	39%	26%	14%	2%	1263
Chama Valley Schools	8%	7%	33%	30%	15%	6%	130
Cimarron Municipal Schools	0%	33%	33%	27%	7%	0%	15
Clayton Public Schools	*	*	*	*	*	*	4
Clovis Municipal Schools	10%	12%	33%	29%	14%	2%	684
Cobre Consolidated Schools	16%	12%	32%	30%	8%	2%	154
Cuba Independent Schools	7%	7%	32%	42%	12%	0%	222
Deming Public Schools	23%	20%	26%	20%	10%	1%	1661
Des Moines Municipal Schools	*	*	*	*	*	*	1
Dexter Consolidated Schools	15%	19%	34%	18%	12%	2%	175
Dora Consolidated Schools	*	*	*	*	*	*	6
Dulce Independent Schools	12%	15%	46%	19%	8%	0%	145
Española Public Schools	10%	11%	33%	35%	11%	1%	884
Estancia Municipal Schools	8%	14%	32%	30%	16%	0%	37
Eunice Municipal Schools	11%	6%	35%	38%	9%	0%	65
Farmington Municipal Schools	10%	9%	32%	29%	17%	2%	1510
Floyd Municipal Schools	7%	0%	11%	49%	24%	9%	45
Fort Sumner Municipal Schools	10%	0%	30%	30%	20%	10%	10
Gadsden Independent School District	14%	16%	28%	25%	15%	3%	5005
Gallup-McKinley County District	7%	11%	38%	31%	11%	1%	3520
Grants-Cibola county schools	6%	10%	34%	42%	8%	0%	515
Hagerman Municipal Schools	13%	15%	36%	21%	15%	0%	75
Hatch Valley Municipal Schools	10%	16%	32%	28%	12%	2%	528
Hobbs Municipal Schools	9%	11%	32%	39%	8%	1%	1710
Hondo Valley Public Schools	4%	11%	46%	39%	0%	0%	28
Jal public schools	15%	6%	30%	32%	13%	4%	47
Jemez Mountain Public Schools	4%	9%	40%	40%	7%	0%	75
Jemez Valley Public Schools	9%	10%	42%	33%	6%	0%	123
Lake Arthur Municipal Schools	3%	6%	9%	50%	29%	3%	34
Las Cruces Public Schools	12%	14%	30%	26%	16%	3%	3152
Las Vegas City Public Schools	6%	7%	24%	32%	23%	8%	219
Logan Municipal Schools	*	*	*	*	*	*	2
Lordsburg Municipal Schools	3%	14%	21%	52%	10%	0%	29
Los Alamos Public Schools	6%	7%	25%	14%	30%	18%	103
Los Lunas Public Schools	12%	10%	34%	28%	13%	3%	832
Loving Municipal Schools	4%	7%	25%	44%	18%	2%	89
Lovington Public Schools	7%	15%	29%	29%	17%	3%	746
Magdalena Municipal Schools	1%	10%	42%	36%	9%	1%	67

Mesa Vista Consolidated Schools	5%	3%	24%	59%	8%	1%	76
Mora Independent schools	3%	10%	43%	40%	3%	0%	30
Moriarty-Edgewood Municipal Schools	7%	13%	28%	31%	17%	3%	144
Mountainair Public Schools	0%	8%	17%	25%	42%	8%	12
Pecos Independent Schools	4%	7%	35%	37%	13%	3%	115
Peñasco Independent Schools	5%	15%	22%	30%	25%	2%	40
Pojoaque Valley Public Schools	5%	6%	27%	31%	25%	5%	385
Portales Municipal Schools	8%	16%	34%	28%	13%	2%	207
Questa Independent Schools	3%	0%	30%	48%	18%	0%	33
Raton Public Schools	4%	7%	35%	33%	20%	0%	54
Rio Rancho Public Schools	10%	10%	25%	33%	16%	6%	600
Roswell Independent School District	11%	10%	27%	28%	19%	4%	1029
Ruidoso Municipal Schools	22%	16%	29%	20%	11%	3%	238
Santa Fe Public Schools	13%	13%	30%	27%	15%	3%	3340
Santa Rosa Schools	5%	0%	26%	57%	12%	0%	42
Silver Consolidated Schools	9%	11%	33%	35%	11%	1%	93
Socorro Consolidated Schools	6%	11%	34%	40%	9%	0%	90
T or C Municipal Schools	11%	17%	31%	31%	7%	4%	108
Taos Municipal Schools	18%	17%	23%	29%	12%	1%	275
Tatum Municipal Schools	19%	5%	24%	29%	14%	10%	21
Texico Municipal Schools	15%	10%	27%	21%	25%	2%	52
Tucumcari Public Schools	12%	10%	19%	33%	21%	4%	48
Tularosa Municipal Schools	19%	0%	31%	44%	6%	0%	16
Vaughn Municipal Schools	23%	23%	23%	8%	23%	0%	13
Wagon Mound public Schools	25%	8%	33%	21%	4%	8%	24
West Las Vegas Public Schools	7%	11%	28%	33%	16%	6%	294
Zuni Public Schools	5%	9%	31%	41%	14%	1%	558
STATE CHARTERS							
ACE Leadership HS	17%	8%	33%	25%	17%	0%	12
Albuquerque Sign Language Academy	*	*	*	*	*	*	6
Albuquerque Institute	*	*	*	*	*	*	1
Albuquerque of Excellence	0%	0%	38%	56%	6%	0%	16
Aldo Leopold Charter	*	*	*	*	*	*	1
Alma de Arte Charter	*	*	*	*	*	*	5
Amy Biehl High School	*	*	*	*	*	*	6
Anthony Charter	31%	8%	38%	23%	0%	0%	13
Cesar Chavez Community Charter	5%	15%	14%	37%	29%	0%	59
Cien Aguas International	4%	9%	20%	47%	20%	0%	75
East Mountain HS	*	*	*	*	*	*	2
Estancia Valley	*	*	*	*	*	*	6
Gilbert Sena Charter	6%	6%	11%	39%	39%	0%	18
Horizon Academy West	6%	6%	35%	47%	6%	0%	17
Juvenile Justice	*	*	*	*	*	*	4
La Promesa Early Learning	22%	14%	24%	24%	12%	3%	249
La Resolana Leadership	0%	17%	49%	34%	0%	0%	35
McCurdy Charter School	5%	5%	23%	47%	19%	0%	99
Media Arts Collaborative	*	*	*	*	*	*	4
Mission Achievement	3%	0%	46%	44%	8%	0%	39

Montessori ES	*	*	*	*	*	*	6
New Mexico Connect	*	*	*	*	*	*	3
New Mexico International School	*	*	*	*	*	*	3
North Valley Academy	9%	0%	18%	45%	27%	0%	11
Ralph J Bunche Academy	0%	7%	50%	36%	7%	0%	14
Sage Montessori Charter	12%	6%	65%	18%	0%	0%	17
School of Dreams Academy	0%	0%	10%	31%	38%	21%	39
South Valley Preparatory	0%	5%	13%	51%	31%	0%	39
The ASK Academy	0%	0%	10%	30%	30%	30%	10
The MASTERS Program	*	*	*	*	*	*	8
The New America –Las Cruces	12%	39%	24%	14%	10%	0%	49
The New America School	14%	36%	32%	12%	4%	2%	121
Tierra Adentro Charter School	8%	2%	18%	50%	22%	0%	50
Walatowa Charter	4%	4%	12%	44%	36%	0%	25
William W & Joseph	*	*	*	*	*	*	2

SOURCE: 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, 2013–2014

District	Woodcock				LAS				IPT				Percentage		
	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent
Albuquerque	-	-	-	-	3,084	2,773	2,208	8,065	-	-	-	-	38.24%	34.38%	27.38%
Artesia	266	140	25	431	-	-	-	-	-	-	-	-	61.72%	32.48%	5.80%
Belen	-	-	-	-	53	58	151	262	-	-	-	-	20.23%	22.14%	57.63%
Bernalillo	-	-	-	-	-	-	-	-	32	98	152	282	11.35%	34.75%	53.90%
Bloomfield	144	78	134	356	-	-	-	-	-	-	-	-	40.45%	21.91%	37.64%
Carlsbad	-	-	-	-	57	45	86	188	-	-	-	-	30.32%	23.94%	45.74%
Chama	166	86	4	256	-	-	-	-	-	-	-	-	64.84%	33.59%	1.56%
Clovis	-	-	-	-	160	177	237	574	-	-	-	-	27.87%	30.84%	41.29%
Cobre Cons.	-	-	-	-	774	14	0	788	-	-	-	-	98.22%	1.78%	0.00%
Cuba	94	5	1	100	-	-	-	-	-	-	-	-	94.00%	5.00%	1.00%
Deming	428	439	349	1,216	-	-	-	-	-	-	-	-	35.20%	36.10%	28.70%
Dexter	63	146	168	377	-	-	-	-	-	-	-	-	16.71%	38.73%	44.56%
Espanola	-	-	-	-	-	-	-	-	1019	572	295	1,886	54.03%	30.33%	15.64%
Eunice	5	26	26	57	-	-	-	-	-	-	-	-	8.77%	45.61%	45.61%
Farmington	348	546	203	1,097	-	-	-	-	-	-	-	-	31.72%	49.77%	18.51%
Floyd	7	37	15	59	-	-	-	-	-	-	-	-	11.86%	62.71%	25.42%
Gadsden	22	191	118	331	-	-	-	-	-	-	-	-	6.65%	57.70%	35.65%
Grants	-	-	-	-	225	78	53	356	-	-	-	-	63.20%	21.91%	14.89%
Hagerman	10	43	21	74	-	-	-	-	-	-	-	-	13.51%	58.11%	28.38%
Hatch	5	272	44	321	-	-	-	-	-	-	-	-	1.56%	84.74%	13.71%
Hobbs	-	-	-	-	118	232	157	507	-	-	-	-	23.27%	45.76%	30.97%
Hondo	-	-	-	-	0	8	3	11	-	-	-	-	0.00%	72.73%	27.27%
Jemez Mountain	-	-	-	-	-	-	-	-	185	71	43	299	61.87%	23.75%	14.38%
Las Cruces	-	-	-	-	-	-	-	-	21	206	45	272	7.72%	75.74%	16.54%
Las Vegas City	654	257	201	1,112	-	-	-	-	-	-	-	-	58.81%	23.11%	18.08%
Los Lunas	-	-	-	-	166	114	244	524	-	-	-	-	31.68%	21.76%	46.56%

District	Woodcock				LAS				IPT				Percentage		
	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent
Loving	-	-	-	-	210	143	36	389	-	-	-	-	53.98%	36.76%	9.25%
Lovington	-	-	-	-	-	-	-	-	4	124	330	458	0.87%	27.07%	72.05%
Mesa Vista	105	67	24	196	-	-	-	-	-	-	-	-	53.57%	34.18%	12.24%
Mora	46	212	0	258	-	-	-	-	-	-	-	-	17.83%	82.17%	0.00%
Moriarty	69	58	24	151	-	-	-	-	-	-	-	-	45.70%	38.41%	15.89%
Pecos				0	274	25	4	303	-	-	-	-	90.43%	8.25%	1.32%
Peñasco	13	186	96	295	-	-	-	-	-	-	-	-	4.41%	63.05%	32.54%
Pojoaque	818	290	97	1,205	-	-	-	-	-	-	-	-	67.88%	24.07%	8.05%
Portales				0	35	66	19	120	-	-	-	-	29.17%	55.00%	15.83%
Questa	150	130	3	283	-	-	-	-	-	-	-	-	53.00%	45.94%	1.06%
Raton	-	-	-	-	-	-	-	-	25	9	6	40	62.50%	22.50%	15.00%
Rio Rancho	-	-	-	-	-	-	-	-	637	633	1270	2,540	25.08%	24.92%	50.00%
Roswell	-	-	-	-	676	259	252	1,187	-	-	-	-	56.95%	21.82%	21.23%
Ruidoso	-	-	-	-	20	160	65	245	-	-	-	-	8.16%	65.31%	26.53%
Santa Fe	-	-	-	-	-	-	-	-	50	1279	496	1,825	2.74%	70.08%	27.18%
Santa Rosa	373	72	12	457	-	-	-	-	-	-	-	-	81.62%	15.75%	2.63%
Silver City				0	125	0	0	125	-	-	-	-	100.00%	0.00%	0.00%
Socorro	0	0	0	0	-	-	-	-	-	-	-	-	0.00%	0.00%	0.00%
Taos	46	144	209	399	-	-	-	-	-	-	-	-	11.53%	36.09%	52.38%
Truth Or Cons.	102	94	52	248	-	-	-	-	-	-	-	-	41.13%	37.90%	20.97%
Tucumcari	-	-	-	-	1	10	5	16	-	-	-	-	6.25%	62.50%	31.25%
Vaughn	-	-	-	-	50	6	5	61	-	-	-	-	81.97%	9.84%	8.20%
Wagon Mound	-	-	-	-	43	7	7	57	-	-	-	-	75.44%	12.28%	12.28%
West Las Vegas	-	-	-	-	1,340	37	47	1,424	-	-	-	-	94.10%	2.60%	3.30%

Charter Schools															
	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent
Anansi Charter Taos	69	36	3	108	-	-	-	-	-	-	-	-	63.89%	33.33%	2.78%
Carinos Charter	170	23	7	200	-	-	-	-	-	-	-	-	85.00%	11.50%	3.50%
Christine Duncan					35	25	42	102	-	-	-	-	34.31%	24.51%	41.18%
Cien Aguas International School	7	136	136	66	-	-	-	-	-	-	-	-	10.61%	206.06 %	206.06 %
Corrales International	-	-	-	-	63	100	51	214					29.44%	46.73%	23.83%
La Academia Dolores Huerta	-	-	-	-	-	-	-	-	2	79	34	115	1.74%	68.70%	29.57%
El Camino Rael	-	-	-	-	166	80	53	299	-	-	-	-	55.52%	26.76%	17.73%
La Promesa School Charter	-	-	-	-	75	33	107	215	-	-	-	-	34.88%	15.35%	49.77%
Monte del Sol	-	-	-	-	-	-	-	-	80	41	23	144	55.56%	28.47%	15.97%
New America School Charter	0	1	6	7	-	-	-	-	-	-	-	-	0.00%	14.29%	85.71%
Nuestros Valores	2	6	4	12	-	-	-	-	-	-	-	-	16.67%	50.00%	33.33%
Taos Charter	56	105	2	163	-	-	-	-	-	-	-	-	34.36%	64.42%	1.23%
Tierra Adentro	16	25	6	47									34.04%	53.19%	12.77%
Tierra Encantada					115	25	62	202					56.93%	12.38%	30.69%
Taos Charter	101	75	0	176									57.39%	42.61%	0.00%
Turquoise Trail	-	-	-	-	-	-	-	-	8	74	20	102	7.84%	72.55%	19.61%
Totals	4,355	3,926	1,990	10,271	7,865	4,475	3,894	16,234	2,055	3,112	2,694	7,861	48.45%	27.57%	23.99%
Total of students tested by proficiency	Non	Limited	Fluent												
	14,275	11,513	8,578												
Total of students tested		34,366													
					Non	Limited	Fluent								
Percentage of Student Proficiency per level					42%	34%	25%								

SOURCE: 2013-2014 Spanish language proficiency data as reported by districts.

Appendix C—Native Language Proficiency Data by District, 2013–2014

New Mexico Public Education Department Bilingual Multicultural Education Bureau Native American Proficiency Data 2013–2014																							
District	Oral Diné				Jicarilla Apache				Zuni				Tewa				Tiwa				Percentage		
	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent	Total	Non	Limited	Fluent
Bloomfield	86	16	8	110	0	0	0	0								0	0	0	0		78.2%	14.6%	7.3%
Central	922	116	2	1040	-	-	-	-								-	-	-	-		89.0%	11.0%	0.0%
Cuba	110	83	25	218	0	0	0	0								0	0	0	0		50.5%	38.1%	11.5%
Dulce					222	78	14	314													71.0%	25.0%	4.0%
Espanola-Tewa													25	74	0	99					25.0%	75.0%	0.0%
Farmington	1041	213	26	1,280	0	0	0	0								0	0	0	0		81.3%	16.6%	2.0%
Gallup	1,722	959	20	2,701																	63.8%	35.5%	0.7%
Jemez Mountain	25	7	29	61	0	0	0	0								0	0	0	0		41.0%	11.5%	47.5%
Magdalena	42	27	17	86																	48.8%	31.4%	19.8%
Peñasco-Tiwa																	7	1	3	11	63.6%	9.1%	27.3%
Zuni									520	272	175	967									53.8%	28.1%	18.1%
Totals	3,948	1,846	319	6,113	222	78	14	314	520	272	175	967	25	74	0	99	7	1	3	11	62.9%	30.3%	6.8%
Total of students tested by proficiency	Non	Limited	Fluent																				
	4,722	2,271	511																				
Total of students tested	7,504																						
					Non	Limited	Fluent																
Percentage of Student Proficiency per level					63%	30%	7%																

SOURCE: 2013-2014 Native language proficiency data as reported by districts.

Appendix D—Total Operational Bilingual Multicultural Education Expenditures by District and Charter School

District/Charter	Operational Funding	Operational Expenditures	Difference
Albuquerque	\$8,500,112.37	\$9,282,123.00	\$(782,010.63)
Albuquerque Sign Language Academy	\$64,286.95	\$92,239.00	\$(27,957.05)
Anansi	\$33,208.80	\$72,937.00	\$(39,728.20)
Artesia	\$211,687.74	\$569,399.34	\$(357,711.60)
Belen	\$212,606.13	\$570,475.94	\$(357,869.81)
Bernalillo	\$1,039,777.13	\$3,691,592.14	\$(2,651,815.01)
Bloomfield	\$164,225.61	\$693,667.39	\$(529,441.78)
Cariños CS	\$208,939.59	\$ -	\$208,939.59
Carlsbad	\$95,971.23	\$581,694.35	\$(485,723.12)
Central Consolidated	\$824,103.60	\$2,004,010.51	\$(1,179,906.91)
Cesar Chavez CS	\$32,749.64	\$ -	\$32,749.64
Chama	\$115,257.32	\$126,103.00	\$(10,845.68)
Christine Duncan	\$115,716.59	\$189,838.00	\$(74,121.41)
Cien Aguas State Charter	\$205,718.24	\$242,747.52	\$(37,029.28)
Clovis	\$515,820.12	\$64,794.90	\$451,025.22
Cobre Con.	\$648,839.00	\$806,469.00	\$(157,630.00)
Corona	\$12,545.01	\$23,480.00	\$(10,934.99)
Corrales International CS	\$118,471.67	\$39,678.25	\$78,793.42
Cottonwood Valley CS	\$39,343.61	\$59,318.00	\$(19,974.39)
Cuba	\$121,686.01	\$177,383.77	\$(55,697.76)
Deming	\$1,269,355.01	\$1,996,476.24	\$(727,121.23)
Dexter	\$258,525.38	\$176,254.00	\$82,271.38
Dulce	\$157,503.03	\$219,425.86	\$(61,922.83)
El Camino Real	\$159,339.80	\$63,300.23	\$96,039.57
Espanola	\$935,834.32	\$1,209,996.00	\$(274,161.68)
Eunice	\$25,402.53	\$55,495.35	\$(30,092.82)
Farmington	\$1,196,031.15	\$1,898,764.00	\$(702,732.85)
Floyd	\$26,945.42	\$30,686.26	\$(3,740.84)
Gadsden	\$3,754,670.13	\$10,513,280.11	\$(6,758,609.98)

District/Charter	Operational Funding	Operational Expenditures	Difference
Gallup	\$706,238.07	\$667,209.26	\$39,028.81
Grants	\$118,471.67	\$1,592,398.00	\$(1,473,926.33)
Hagerman	\$31,225.09	\$112,742.00	\$(81,516.91)
Hatch	\$341,033.09	\$869,371.58	\$(528,338.49)
Hobbs	\$378,227.68	\$918,521.48	\$(540,293.80)
Hondo	\$11,332.87	\$27,470.94	\$(16,138.07)
Jemez Mountain	\$121,226.82	\$406,767.89	\$(285,541.07)
La Academia Dolores Huerta	\$114,798.13	\$133,679.00	\$(18,880.87)
La Promesa Charter School	\$230,973.83	\$279,158.00	\$(48,184.17)
Lake Arthur	\$1,836.77	\$11,615.00	\$(9,778.23)
Las Cruces	\$2,998,939.28	\$11,905,416.78	\$(8,906,477.50)
Las Montañas	\$7,034.83	\$3,000.00	\$4,034.83
Las Vegas City	\$546,898.27	\$1,016,822.00	\$(469,923.73)
Los Lunas	\$430,428.68	\$1,153,421.00	\$(722,992.32)
Loving	\$253,474.26	\$188,990.39	\$64,483.87
Lovington	\$338,737.12	\$1,142,378.89	\$(803,641.77)
Magdalena	\$37,800.73	\$151,745.00	\$(113,944.27)
McCurdy SC	\$141,431.29	\$163,652.13	\$(22,220.84)
Mesa Vista	\$92,903.83	\$130,399.00	\$(37,495.17)
Monte del Sol	\$58,776.64	\$261,252.00	\$(202,475.36)
Mora	\$111,436.84	\$108,717.00	\$2,719.84
Moriarty	\$129,326.98	\$442,605.61	\$(313,278.63)
New America State Charter-ABQ	\$74,076.93	\$66,481.98	\$7,594.95
New America State Charter-LC	\$3,673.54	\$673.51	\$3,000.03
New Mexico International	\$74,076.93	\$ -	\$74,076.93
Nuestros Valores	\$13,922.72	\$13,036.93	\$885.79
Pecos	\$193,466.98	\$287,027.00	\$(93,560.02)
Peñasco	\$124,588.11	\$199,807.07	\$(75,218.96)
Pojoaque	\$568,480.32	\$638,727.00	\$(70,246.68)
Portales	\$341,951.47	\$787,800.52	\$(445,849.05)
Questa	\$127,196.32	\$314,074.25	\$(186,877.93)
Raton	\$16,218.68	\$15,461.00	\$757.68

District/Charter	Operational Funding	Operational Expenditures	Difference
Rio Gallinas CS	\$37,047.65	\$ -	\$37,047.65
Rio Rancho	\$381,442.03	\$517,172.28	\$(135,730.25)
Robert F. Kennedy	\$48,362.15	\$ -	\$ -
Roots and Wings CS	\$29,700.57	\$12,536.00	\$17,164.57
Roswell	\$532,351.05	\$1,838,657.31	\$(1,306,306.26)
Ruidoso	\$225,298.21	\$873,797.00	\$(648,498.79)
San Diego Riverside	\$56,333.74	\$22,500.38	\$33,833.36
Santa Fe	\$1,869,831.86	\$6,344,757.31	\$(4,474,925.45)
Santa Rosa	\$325,714.42	\$325,239.18	\$475.24
Silver City	\$17,908.51	\$90,349.00	\$(72,440.49)
School of Dreams	\$19,598.34	\$ -	\$19,598.34
Socorro	\$34,898.63	\$46,086.00	\$(11,187.37)
T or C	\$155,500.95	\$353,752.00	\$(198,251.05)
Taos	\$267,874.54	\$163,085.87	\$104,788.67
Taos Charter	\$54,496.67	\$37,380.46	\$17,116.21
Tierra Adentro	\$67,960.49	\$85,093.00	\$67,960.49
Tierra Encantada Charter	\$163,472.53	\$217,313.00	\$(53,840.47)
Tucumcari	\$28,010.74	\$80,696.00	\$(52,685.26)
Turquoise Trail	\$52,494.89	\$153,569.79	\$(101,074.90)
Vaughn	\$54,643.91	\$32,008.93	\$22,634.98
Wagon Mound	\$30,765.90	\$57,548.45	\$(26,782.55)
West Las Vegas	\$625,107.93	\$2,634,693.00	\$(2,009,585.07)
Zuni	\$288,685.14	\$939,493.00	\$(650,807.86)
Total	\$35,263,905.00	\$74,287,779.33	\$38,268,707.05

SOURCE: 2013-2014 expenditure report data, from the general ledger, as reported by districts.

Appendix E, Total Operational Bilingual Education Expenditures by Function

District	Function	Expenditures By Function	Total Expenditures
Albuquerque			\$13,072,553.63
	1	10,860,108.95	
	2	2,212,444.58	
ABQ Sign Language			\$65,852.00
	1	65,852.00	
Anansi Charter School			\$72,296.65
	1	72,296.65	
Artesia			\$563,688.42
	1	563,320.48	
	2	367.94	
Belen			\$521,940.17
	1	521,940.17	
Bernalillo			\$213,332.27
	1	213,332.27	
Bloomfield			\$644,285.75
	1	639,527.72	
	2	4,758.03	
Cariños Charter			\$236,224.73
	1	236,224.73	
Carlsbad			\$579,962.59
	1	579,245.97	
	2	716.62	
Central Con.			\$2,377,512.21
	1	2,377,512.21	
Chama			\$132,898.68
	1	132,898.68	
Christine Duncan Charter School			\$357,706.16
	1	357,706.16	
Cien Aguas State Charter			\$291,046.20
	1	291,046.20	
Clovis			\$1,170,258.26
	1	1,170,258.26	
Cobre Consolidated			\$811,480.00
	1	747,111.00	
	2	64,369.00	
Corona			\$5,249.13
	1	5,249.13	

District	Function	Expenditures By Function	Total Expenditures
Cottonwood Valley Charter School			\$57,229.00
	1	57,229.00	
Cuba			\$114,904.52
	1	114,904.52	
Deming			\$2,076,455.39
	1	2,076,455.39	
Dexter			\$254,734.98
	1	215,368.63	
	2	39,366.35	
Dulce			\$199,477.00
	1	199,477.00	
Espanola			\$1,273,124.53
	1	1,273,124.53	
Eunice			\$56,909.54
	1	56,909.54	
Farmington			\$2,044,540.76
	1	2,041,119.58	
	2	3,421.18	
Floyd			\$35,906.00
	1	35,906.00	
Gadsden			\$10,478,754.41
	1	10,424,229.53	
	2	54,524.88	
Gallup			\$683,094.30
	1	640,012.60	
	2	43,081.70	
Grants			\$797,179.56
	1	797,179.56	
Hagerman			112,695.04
	1	112,695.04	
Hatch			\$718,840.78
	1	718,840.78	
Hobbs			\$905,837.13
	1	905,837.13	
Hondo			\$12,280.00
	1	12,280.00	
Jemez Mountain			\$250,173.74
	1	250,173.74	

District	Function	Expenditures By Function	Total Expenditures
	1	250,173.74	
La Academia Dolores Huerta			\$218,829.00
	1	218,829.00	
La Promesa CS			\$374,037.00
	1	374,037.00	
Las Cruces			\$12,227,706.85
	1	12,227,706.85	
Las Montañas Charter School			\$3,000.00
	1	3,000.00	
Las Vegas City			\$1,031,897.00
	1	986,672.00	
	2	45,225.00	
Los Lunas			\$1,049,725.00
	1	1,049,725.00	
Loving			\$206,252.07
	1	206,252.07	
Lovington			\$1,256,591.08
	1	1,256,591.08	
Magdalena			\$106,732.00
	1	106,732.00	
Mesa Vista			\$72,237.78
	1	72,237.78	
Mora			\$236,260.00
	1	236,260.00	
Moriarty			\$454,805.08
	1	454,805.08	
New America School— Las Cruces			\$30,909.00
	1	30,909.00	
New America School State Charter— ABQ			\$54,492.94
	1	54,492.49	
New Mexico International			\$269,439.52
	1	269,439.52	
Nuestros Valores			\$13,432.00
	1	13,432.00	
Pecos			\$244,031.00
	1	232,779.00	
	2	11,252.00	
Peñasco			\$196,065.68
	1	196,065.68	

District	Function	Expenditures By Function	Total Expenditures
Pojoaque			\$407,552.16
	1	359,063.70	
	2	48,488.46	
Portales			\$785,241.68
	1	785,241.85	
Questa			\$302,466.00
	1	302,466.00	
Raton			\$117,747.00
	1	117,747.00	
Rio Rancho			\$278,328.39
	1	241,601.74	
	2	36,726.65	
Roswell			\$30,649.38
	1	25,110.66	
	2	5,538.72	
Ruidoso			\$920,461.00
	1	920,461.00	
San Diego Riverside			\$49,712.95
	1	49,712.95	
Santa Fe			\$7,156,254.43
	1	7,156,254.43	
Santa Rosa			\$312,250.18
	1	267,746.18	
	2	44,504.00	
Silver City			\$108,461.00
	1	107,163.00	
	2	1,298.00	
T or C			\$337,071.83
	1	331,161.59	
	2	5,910.24	
Taos			\$208,951.93
	1	208,719.49	
	2	232.44	
Taos Charter			\$80,143.31
	1	80,143.31	
Tierra Adentro of New Mexico			\$132,602.65
	1	131,965.00	
	2	646.65	

District	Function	Expenditures By Function	Total Expenditures
Tierra Encantada Charter School			\$201,425.00
	1	201,425.00	
Tucumcari Public Schools			\$24,074.00
		24,074.00	
Vaughn Municipal Schools			\$24,187.39
	1	24,187.39	
Wagon Mound Public Schools			\$64,934.52
	1	64,934.52	
West Las Vegas			\$2,516,000.57
	1	2,516,000.57	
Zuni			\$922,749.00
	1	922,749.00	
Sub-Total Expenditures by Function			
	Direct Instruction	1	\$71,475,314.29
	Instructional Support	2	\$2,622,872.44
	Total Expenditures		\$74,098,186.73

SOURCE: 2013-2014 expenditure report data, from the general ledger, as reported by districts.

Appendix F—Bilingual Multicultural Education/Title III Program Models and Instruction Time

“Bilingual Multicultural Education Programs provide instruction in, and the study of, English and the home language of the students. These programs may also include the delivery of content areas in the home language and English, and include the cultural heritage of the child in specific aspects of the curriculum.”¹

Bilingual Multicultural Education Program Models and Instruction Time				
A program model is the method (and services) the district will use to ensure that all students placed in Bilingual Multicultural Education Programs receive proper instruction. The model serves as the foundation for determining of the number of hours for student placement. There are five program models funded by the state. The five models are: Dual Language Immersion, Maintenance, Enrichment, Heritage, and Transitional. A school may use more than one model to serve the individual needs of its students.				
Dual Language Immersion	Maintenance	Enrichment	Heritage	Transitional
EL students FEP students (Exited ELs) English native speakers	EL students FEP students (Exited ELs)	FEP students English native speakers (No EL students)*	EL students FEP students (Exited ELs) English native speakers	EL students only
Instructional Time: 3 hours per day for each language, including all subject areas.	Instructional Time: 2 to 3 hours per day.	Instructional Time: 1 to 2 hours per day.	Instructional Time: 1 to 3 hours per day.	Instructional Time: 2 to 3 hours per day.
Required Courses: Minimum of 3 hours in the Home language (Language Arts and Content area) and 3 hours in English, including ELD/ESL for ELs.	Required Courses: 1 hour of home or heritage language and 1 hour of ELD/ESL. Optional/Additional Courses: May have 1 additional hour of home or heritage language (100% in home or heritage language of the program) in Content area (Math, Social Studies, Science or Fine Arts).	Required Courses: 1 hour of home or heritage language. Optional/Additional Courses: May have 1 additional hour of home or heritage language (100% in home or heritage language of the program) in Content area (Math, Social Studies, Science or Fine Arts).	Required Courses: 1 hour of home or heritage language and 1 hour of ELD/ESL for ELLs. Optional/Additional Courses: May have 1 additional hour of home or heritage language (100% in home or heritage language of the program) in Content area (Math, Social Studies, Science or Fine Arts).	Required Courses: 1 hour of home or heritage language and 1 hour of ELD/ESL. Optional/Additional Courses: May have 1 additional hour of home or heritage language (100% in home or heritage language of the program) in Content area (Math, Social Studies, Science or Fine Arts).
Purpose: All students will be bilingual and biliterate in English and the home/2 nd language.	Purpose: All EL and FEP students will become bilingual and biliterate in English and the home language.	Purpose: All FEP and English native speakers will become fluent in the home/2 nd language.	Purpose: All students will become bilingual and biliterate in English and the Heritage language.	Purpose: All EL students will become proficient in English.
*All English Learners 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.				

¹Bilingual Multicultural Education Bureau, PED, 2013.

Appendix G—Glossary and Acronyms

ACCESS for ELLs®	Assessing Comprehension and Communication in English state-to-state for English Language Learners (New Mexico approved English Language Proficiency Test—effective Fall 2009)
AMAOs	Annual Measurable Achievement Objectives for ELL students participating in Title III-English Language Acquisition Programs.
AYP	Adequate Yearly Progress
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 Public Education Department licensure bureau to any licensed Elementary or Secondary qualifying teacher to teach in a Bilingual Multicultural Education program.
Bilingual Multicultural Education Programs (BMEPs)	Provides instruction in, and the study of, English and the home language of the students. It also may include the delivery of the content areas in the home language and English, and includes the cultural heritage of the child in specific aspects of the curriculum.
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 languages' systems and vocabulary, using their written symbols (Hargett, 1998).
BMEB	The PED's Bilingual Multicultural Education Bureau
CCSS	Common Core State Standards
Content Areas	All subject matter areas of the curriculum of the school, 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, math, and language arts.
CRT	Criterion-Referenced Test
Culture	The total shared way of a given people. This comprises 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.
Culturally and linguistically different	Students who 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
District	Public school or any combination of public schools in a district
Dual Language Immersion	Dual Language Immersion Designed to develop: High academic achievement in two languages Additive bilingual and biliterate proficiency Cross cultural skills development
ELD (English Language Development)	English Language Development (ELD) refers to instruction designed specifically for ELLs/LEP students further develop their listening, speaking, reading and writing skills in English beyond ESL.
EL (English learner)	English learners (ELs) 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 ELLs 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 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 include a home language survey and performance on an English language proficiency test.
EPSS	Educational Plan for Student Success. Long-range plan for improvement that is developed by individual schools and districts.
ESEA	Elementary and Secondary Education Act of 1965, as amended
ESL (English as a Second Language)	English as a Second Language (ESL) is an educational approach in which ELL/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, to go into an enrichment program or into an all-English curriculum.
FEP (Fluent English Proficient)	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.
Home or Primary Language (L1)	The language other than English, spoken at home. (These terms are interchangeable: first language (L1), native language, primary language, mother tongue, home language or 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	Individuals with Disabilities Education Act (IDEA) Proficiency Test. Optional Spanish language test used in the state of New Mexico for students participating in bilingual multicultural education.
LAS Link	Language Assessment Scales. 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 first or second 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	Local education agency, usually a district or a state charter school.
LEP (Limited English Proficient)	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. http://www.ncela.gwu.edu/askncela/ - top.
LSP	Limited Spanish Proficient

Maintenance Bilingual Multicultural Education	Program of Bilingual Multicultural Education for ELLs that has as its goal the maintenance and further development of all aspects of the home language and English (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 (Non-English Proficient)	PHLOTE students, who do not have the skills to speak, read, write, or understand the English language.
NMELD Standards	The New Mexico English Language Development Standards-Pre-Kindergarten through Grade 12 English Language Development Standards developed by the BMEB, New Mexico Educators and in collaboration with the WIDA Consortium.
NMPED	New Mexico Public Education Department
NMSBA	New Mexico Standards-Based Assessment
NRT	Norm-referenced Test
NSP	Non-Spanish Proficient
OCR	The Office for Civil Rights (OCR), 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
PD	Professional Development
PHLOTE (Primary or Home Language Other Than English)	"PHLOTE" is defined as "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	Specifically-Designed Academic Instruction delivered in English
SEA	State Educational Agency
SY	School Year
UNM	University of New Mexico
Second Language (L2)	Term 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 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	Student Teacher Accountability Reporting System (STARS) 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-FM	Technical assistance and focused monitoring is system of monitoring the New Mexico public schools to validate the implementation of bilingual multicultural education and Title III programs.
TA	Test Administrator
TESOL Endorsement	Teachers of English to Speakers of Other Languages (TESOL) 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	Program 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
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.