

Bilingual Multicultural Education

❁ 2017-2018 Annual Report ❁





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SUSANA MARTINEZ
GOVERNOR

December 31, 2018
Ms. Rachel Gudgel
Director
Legislative Education Study Committee
State Capitol North
325 Don Gaspar, Suite 200
Santa Fe, NM 87501

Dear Ms. Gudgel:

I am pleased to enclose the *Bilingual Multicultural Education Annual Report for School Year 2017-2018*. The Bilingual Multicultural Education Act of 2004 requires that the Public Education Department (PED) issues this annual report in compliance with state statute in relevant parts as follows:

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

Bilingual multicultural education program plan; evaluation.

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

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

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

If you have any questions, please do not hesitate to contact me or Mayra Valtierrez at (505) 827-6667.

In partnership,

Christopher N. Ruszkowski
Secretary of Education

CR/ip/mv

Enclosures (1): *Bilingual Multicultural Education Annual Report for School Year 2017-2018*



The State of New Mexico

Bilingual Multicultural Education Annual Report For School Year 2017–2018 December 2018

Susana Martinez
Governor

Christopher Ruskowski
Secretary of Education

Required Notice

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¹ This report is available at <https://webnew.ped.state.nm.us/>. Click on *Offices/Programs* to locate it under *Language and Culture*.

ACKNOWLEDGEMENTS

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

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STATUTORY REQUIREMENTS

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

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

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

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

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

INTRODUCTION

The Language and Culture Bureau (LCB) provides accountability with support to districts² that serve students participating in BMEPs so that all participating students achieve the program goals as outlined by New Mexico statute and administrative code, these are: 1) students become bilingual and biliterate in English and a second language, and 2) students meet all academic content standards and benchmarks in all subject areas. The purpose of the Bilingual Multicultural Education Annual Report is to comply with state statute and inform stakeholders regarding the state's BMEPs. The LCB actively works to streamline and provide data that can be used in meaningful and purposeful ways. To that aim, the report focuses on the four key areas listed below.

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

The following report addresses the key areas above with data for the 2017–2018 school year (SY), providing some longitudinal data for comparison over time. Not all data is uniform, and where this may factor into the interpretation of data results, it is noted.

² District refers to local education agencies and state authorized charter schools. There are 89 school districts and 51 State Charters in NM.

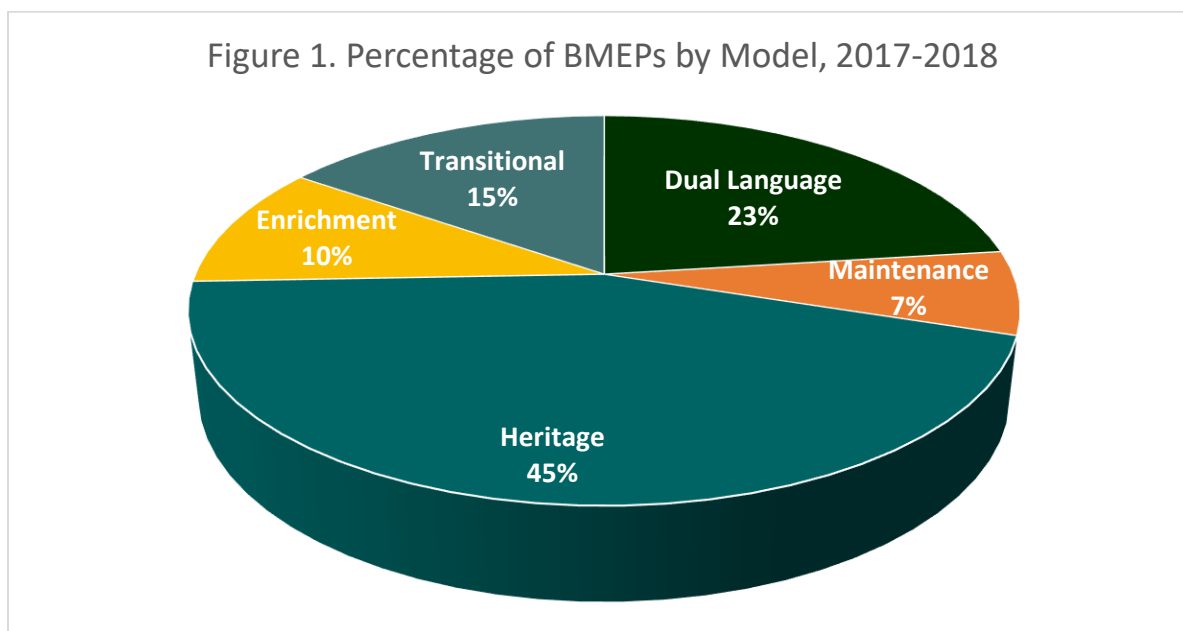
State Map of Bilingual Multicultural Education and Title III Programs by District

- The map illustrates, by language, district participation in the state's BMEPs and districts that are recipients of the Title III Subgrant.³ In the 2017-2018 SY, 56% percent of school districts and 24% of State Charters in New Mexico implemented state-funded BMEPs.

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District and School Participation in BMEPs

There are a total of 546 state-funded BMEPs within 484 schools across the state. Many schools offer more than one model to best meet the needs of its BMEP students. Figure 1 below, illustrates the total number of BMEPs by model. For a full list of BMEPs by district please see Appendix F.



SOURCE: PED's LCB

Table 1 below, reflects that while the number of districts remained consistent in school year (SY) 2017–2018, the number of schools participating in BMEPs increased by twenty-three. Increased monitoring and improved technical assistance has provided much-needed clarification regarding program eligibility requirements that must be met in order for funding to be made available. Other reasons for the increase in schools include: student demographic changes, change in parents' desires for their children to participate in programs, and quality of programming offered.

Table 1. District/School Participation in BMEPs SY 2013–2014 to SY 2017–2018				
Year	NM Districts		NM Schools	
	Total # of Districts	Total # of Districts with BMEP	Total # of Schools**	Total # of Schools with BMEPs
SY 13–14	89	60 (67%)	862	523 (61%)
SY 14–15	89	68 (76%)	864	484 (56%)
SY 15–16	89	71 (80%)	863	465 (54%)
SY 16–17	89	64 (72%)	868	461 (53%)
SY 17–18	89	62* (70%)	863	484** (56%)

SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2017-2018

*The total number includes 50 districts and 12 state charters

**Total number of schools includes all public schools, state and district authorized charter 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 in the 2017-2018 SY is 49,452 and represents 15 percent of the student population in New Mexico's public schools.

Student Participation in BMEPs by Ethnicity

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

Table 2. Student Participation in BMEPs by Ethnicity SY 2013–2014 to SY 2017–2018							
Year	Total # of Students	Total # of Hispanic Students		Total # of Native American Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY 13–14	338,234	45,287	158,957	8,507	26,319	4,280	92,494
SY 14–15	338,665	40,656	166,337	8,453	27,014	3,936	96,205
SY 15–16	338,608	40,033	167,419	8,302	26,394	4,030	92,430
SY 16–17	337,056	39,301	167,495	7,295	27,136	3,251	92,578
SY 17–18	336,955	38,147	169,339	7,394	26,536	3,786	91,753

SOURCE: STARS, 80th Day, 2017-2018, BEP Query

Hispanic and/or Latino students comprise 62 percent (207,486) of the total 336,955 student population attending the New Mexico public schools. Furthermore, Hispanic students comprised the largest ethnic group participating in BMEPs—with 38,147 students, or 77 percent of all students in the program.

Native American students accounted for 10 percent (33,345) of the total population attending New Mexico's public schools. They comprised 15 percent of the students in BMEPs. In 2017–2018, the number of Other Students (including native English speakers, African American, and/or Asian students) represented eight percent of students participating in BMEPs (3,662 students).

Student Participation in BMEPs by English Language Proficiency

In the 2017–2018 SY, 43 percent of all ELs participated in BMEPs. In comparing 2017–2018 to the previous year, there was an increase in the total number of ELs participating in BMEPs by 1,685 students. Additionally, the total number of ELs in the state increased by 4,524 students.

Table 3. Student Participation in BMEPs English Language Proficiency SY 2013–2014 to SY 2017–2018				
Year	Total # of Students In BMEPs	Total Number of ELs		
		Total ELs	ELs in BMEPs	ELs Not in BMEPs
SY 13–14	58,074	52,323	28,046	24,277
SY 14–15	53,045	50,216	22,680	27,536
SY 15–16	52,365	48,238	20,811	27,427
SY 16–17	49,847	45,550	19,621	25,929
SY 17–18	50,074	50,074	21,306	28,768

SOURCE: STARS, 80th Day, 2017–2018, BEP and ELL Query.

Participation in Spanish Language BMEPs

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

Table 4. District/School Participation by Languages Taught SY 2013–2014 to SY 2017–2018				
Year	# and (%) of Districts w/Bilingual Education	# and (%) of Schools w/Bilingual Education	# and (%) of Spanish/English Programs	# and (%) Native American/ English Programs
SY 13–14	60 (67)	523 (60)	425 (83)	86 (16)
SY 14–15	68 (76)	484 (56)	595 (80)	149 (20)
SY 15–16	71 (80)	465 (54)	552 (84)	102 (16)
SY 16–17	64 (71)	461 (53)	500 (80)	123 (20)
SY 17–18	61 (70)	484 (56)	443 (81)	104 (19)

SOURCE: STARS, 80th Day, 2017–2018

Native American Language Programs

Of the eight Native American languages spoken in New Mexico, seven were taught in public schools. The only Native American language of New Mexico that was not taught in public schools was Mescalero Apache. The Diné language had the highest number of Native American students enrolled, and the Tiwa language enrolled the smallest number of students. The total number of students participating in Native American language programs increased by 99 students when compared to the previous year. Table 5 details these figures.

Table 5. Student Participation in Native American Language Programs SY 2013–2014 to SY 2017–2018								
Year	Language/Number of Students							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY 13–14	6,113	314		99	11		967	7,504
SY 14–15	6,164	411	331	266	32	88	665	7,957
SY 15–16	5,807	397	475	334	38	91	778	7,920
SY 16–17	5,366	379	444	119	32	87	868	7,295
SY 17–18	5,321	321	493	288	55	91	825	7,394

SOURCE: STARS, 80th Day, BEP Query, 2016–2017.

Language Outcomes for BMEP Students

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

Table 6. Measuring Progress of BMEP Goals	
Data Collected	Goal 1: Students become bilingual and biliterate in English and a second language
	<ul style="list-style-type: none">English language proficiencyLanguage proficiency in the home or heritage language

To evaluate student performance in language proficiency in both English and the second language, various data are collected by school districts and reported to the LCB. The following subsections provide information regarding BMEP Goal 1. Students in BMEPs must be assessed for proficiency in the English language, which applies only to ELs, and in the home or heritage language (second language) until they reach proficiency.

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

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

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

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

English Language Proficiency

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

Table 7 below, details English language proficiency performance for ELs in BMEPs for the 2016-2017 and 2017-2018, based on ACCESS for ELLs® results. In the 2017-2018 SY, the majority (41 percent) of ELs in state-funded BMEPs are scoring in the Developing (3) level, with 23 percent scoring at the Expanding (4), Bridging (5) and Reaching (6) levels.

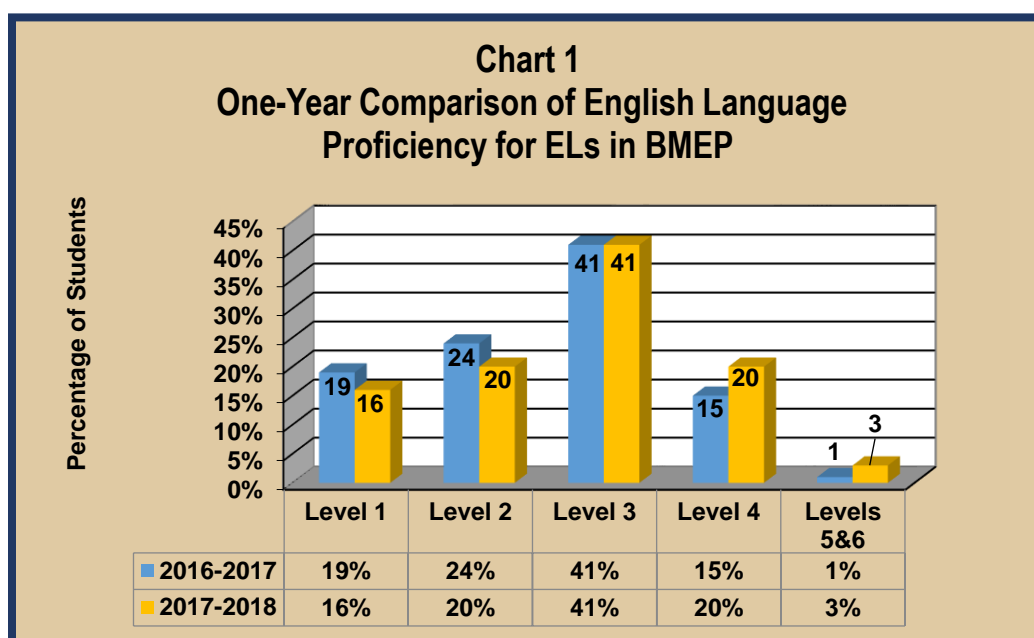
Table 7. Statewide Range of English Language Proficiency on WIDA ACCESS for ELLs® in BMEP
Percentage of ELs Scoring at Each Level of English Language Proficiency
SY 2016–2017

Year	# of ELs Tested	Entering Level 1		Emerging Level 2		Developing Level 3		Expanding Level 4		Bridging Level 5		Reaching Level 6	
		ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP	ELs non BMEP	ELs in BMEP
SY 16–17	42,106	11%	19%	24%	24%	47%	41%	16%	15%	1%	1%	0%	0%
SY 17–18	48,278	10%	16%	20%	20%	45%	41%	22%	20%	3%	3%	0%	0%

SOURCE: ACCESS for ELLs®, 2016-2017. Administered January-March 2017. STARS, BEP Query, 80th Day, 2016–2017.

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

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



Spanish Language Proficiency

Spanish language proficiency data was submitted by 55 districts and 7 state charter schools, implementing English – Spanish BMEPs in 2017–2018. A total of 24,964 students were assessed for Spanish language proficiency using one of the following language proficiency assessments: Woodcock-Muñoz Language Survey (Woodcock), Language Assessment Scales (LAS), the Individualized Proficiency Test (IPT) or Avant STAMP.

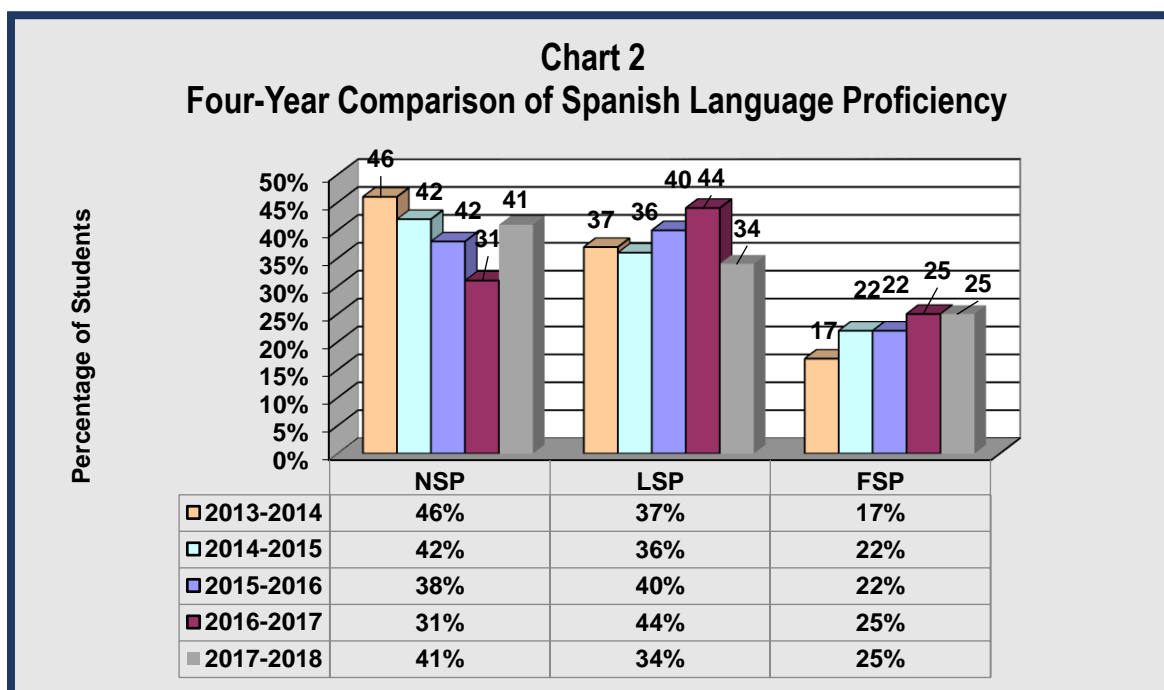
The total number of students tested and reported for Spanish language proficiency in 2017–2018 decreased by 2,229 from the previous year. According to Table 8, 41 percent of students assessed in 2017–2018 were Non-Spanish Proficient (NSP) and 34 percent were Limited-Spanish Proficient (LSP). While the percentage of students who performed at the NSP level increased by 10 percent, those assessed at the LSP level decreased by 10 percent from the 2015–2016 school year. Those students assessed at the Fluent Spanish Proficient (FSP) level remained at 25 percent.

Table 8.
Statewide Range of BMEP-Student Spanish Proficiency
SY 2013-2014 to SY 2017-2018

School Year	# of Assessed BMEP Students	Spanish Language Proficient Students		
		# and (%) of Non-Spanish Proficiency	# and (%) of Limited Spanish Proficiency	# and (%) of Fluent Spanish Proficiency
SY 13–14	34,976	16,041—(46)	13,076—(37)	5,859—(17)
SY 14–15	31,676	13,328—(42)	11,348—(36)	7,000—(22)
SY 15–16	33,318	12,684—(38)	13,257—(40)	7,377—(22)
SY 16–17	26,923	8,421—(31)	11,839—(44)	6,663—(25)
SY 17–18	24,964	10,275—(41)	8,484—(34)	6,205—(25)

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

Chart 2 below, illustrates little change over the past four years in BMEP students' Non-Spanish and Limited-Spanish proficiencies. There has been slight movement in the NSP and FSP category, with that level of proficiency increasing by three percent from 2015–2016 to 2017–2018. For Spanish language proficiency data—reported by each district, charter school, and state-chartered schools in 2016–2017—refer to Appendices A-D.



Native American Language Proficiency

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

Table 9.
Statewide Range of Native American Students' Language Proficiency
SY 2013-2014 to SY 2017-2018

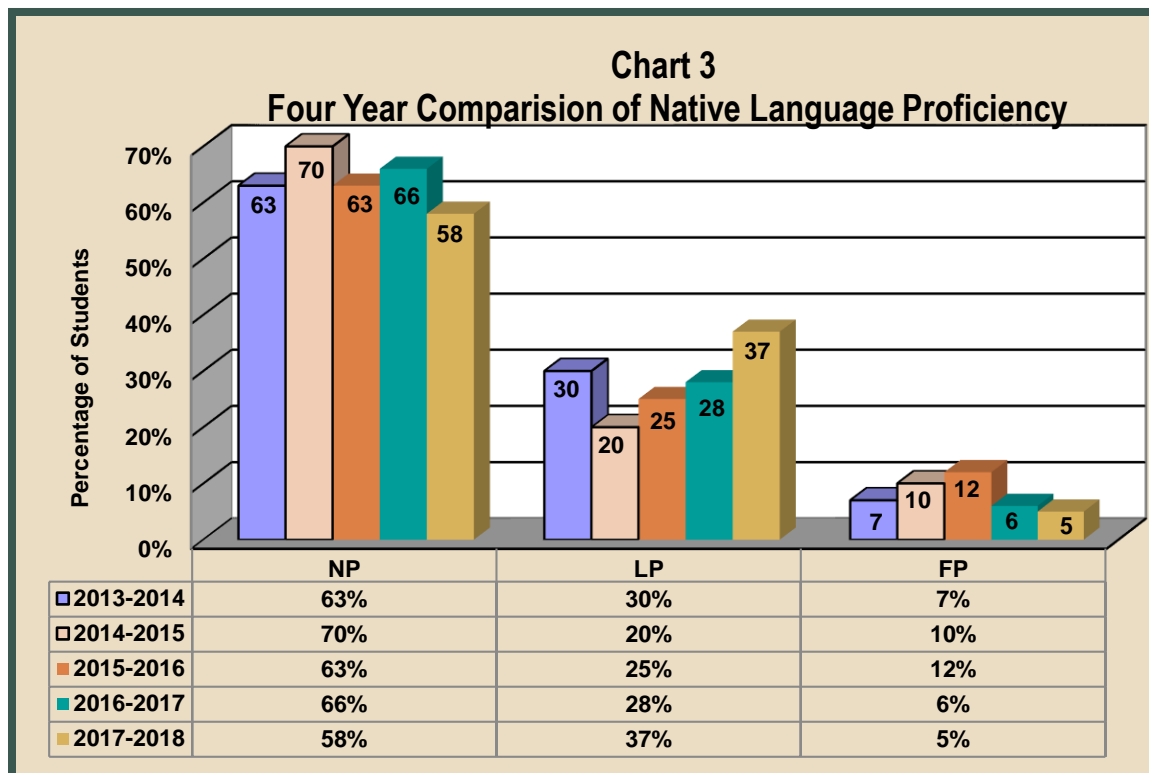
School Year	# of Native American Students Reported	Native American Language Proficiency					
		# of Non Proficient	%	# of Limited Proficient	%	# of Fluent Proficient	%
SY 2013–2014	7,504	4,722	63	2,271	30	511	7
SY 2014–2015	7,923	5,538	70	1,606	20	779	10
SY 2015–2016	6,292	3,991	63	1,577	25	724	12
SY 2016–2017	7,446	4,948	66	2,058	28	440	6
SY 2017–2018	5,466	3,223	58	1,996	37	247	5

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

Note: For SYs 2013–14 and 2015-16, one district did not submit data.

The number of students tested and reported for Native American language proficiency in 2017–2018 decreased by 27 percent (or 1,980 students) when compared to the previous year. Additionally, there was some variance in test results from 2014–2015 to 2017–2018. The number of students who performed at the Non-Proficient (NP) level decreased by eight percent and the Limited-Proficient (LP) level increased by nine percent. Student performance at the Fluent-Proficient (FP) level decreased by one percent. The data demonstrates progress in increasing Native American language proficiency. However, since data was not submitted by all districts and the number of students fluctuates, direct comparisons may not be appropriate and must be interpreted with care.

Chart 3 visually depicts the percentage of students scoring at each level of proficiency for the last five years for which data was submitted by districts. For Native language proficiency data reported by each district, charter schools, and state-chartered schools in 2017–2018, refer to Appendix E.



Proficiency in Other Languages

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

Table 10. Statewide Range of American Sign Language Proficiency SY 2016-2017				
School Year	# of ASL Students Reported	American Sign Language Proficiency		
		% of Non Proficient	% of Limited Proficient	% of Fluent Proficient
SY 2016–2017	≤2 and ≥98	45	23	32
SY 2017-2018	≤5 and ≥95	23	31	46

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

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

Academic Achievement for BMEP Students

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

Table 11. Measuring Progress of BMEP Goals	
Data Collected	Goal 2: Students meet all academic content standards and benchmarks in all subject areas
	<ul style="list-style-type: none"> • Istation Indicator of Progress (ISIP) early reading and ISIP lectura temprana • Partnership for Assessment of Readiness for College and Careers (PARCC) • New Mexico Alternate Performance Assessment (NMAPA) • NM Standards Based Assessment (SBA) Reading • NM SBA Science

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

Academic Achievement Data in Reading

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

Table 12. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades K-2 SY 2016–2017 to SY 2017-2018							
Year	# of Students Tested	Kinder		Grade 1		Grade 2	
		Non- BMEP	BMEP	Non- BMEP	BMEP	Non- BMEP	BMEP
SY 16–17	74,312	61.2	56.3	58	54.4	67.1	60.3
SY 17-18	71,526	63.1	56.6	61.4	57	69.5	63.4

Students in grades 3 to 11 take assessments in reading that are used as an accountability measure for New Mexico districts and charter schools. The assessments are aligned to the New Mexico Common Core Standards, and New Mexico educators are engaged in the design and development of the tests. Table 13 provides the results from the reading assessments for grades 3 to 8 from the previous two years.

Table 13. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades 3-8 SY 2016–2017 to SY 2017-2018													
Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non- BMEP	BMEP	Non- BMEP	BMEP	Non- BMEP	BMEP	Non- BMEP	BMEP	Non- BMEP	BMEP	Non- BMEP	BMEP
SY 16–17	150,499	27.6	26.6	26.8	20.3	31	23.2	26.6	18.1	27.7	17.2	29.6	18
SY 17-18	151,169	30.2	26.9	30.8	23.8	32.6	23.2	30.3	19.7	31.4	19.2	30.8	21.2

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

Table 14. Average Statewide Proficiency of BMEP and non-BMEP on Reading Percentage of BMEP Students Scores in Grades 9-11 SY 2016–2017 to SY 2017-2018							
Year	# of Students Tested	Grade 9		Grade 10		Grade 11	
		Non- BMEP	BMEP	Non- BMEP	BMEP	Non- BMEP	BMEP
SY 16–17	71,706	26.6	18.9	32.4	27.7	43.5	35.1
SY 17-18	72,684	29.6	20.4	34	26.4	42	36.9

Academic Achievement Data in Math

Students in grades 3 to 11 take PARCC assessments for math and are evaluated with the NM Common Core State Standards. Table 15 provides PARCC math results from the 2016-2017 and 2017-2018 SY in math proficiency for students in grade 3 to 8 for both BMEP and non-BMEP students.

**Table 15. Average Statewide Proficiency of BMEP and non-BMEP on Math
Percentage of BMEP Students Scores in Grades 3-8
SY 2016–2017 to SY 2017-2018**

Year	# of Students Tested	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 16–17	150,894	31.5	24.7	24.4	18.5	24.9	17.5	21.1	13.6	18.2	8.2	21.9	9.3
SY 17-18	151,268	33.9	25.6	27.3	19.1	29.1	22.1	22.1	13.1	22.5	10.3	22.8	11.4

Table 16 provides PARCC math results from the 2016-2017 and 2017-2018 SY in math proficiency for students in grade 9 to 11 for both BMEP and non-BMEP students.

**Table 16. Average Statewide Proficiency of BMEP and non-BMEP on Math
Percentage of BMEP Students Scores in Grades 9-11
SY 2016–2017 to SY 2017-2018**

Year	# of Students Tested	Grade 9		Grade 10		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 16–17	65,672	18.3	10.3	15.5	10	9.8	4.3
SY 17-18	65,242	20.4	10.4	16.2	8.4	10.1	5

Academic Achievement Data in Science

New Mexico determines student proficiency in science through the Standards-Based Assessment (SBA). The SBA has been in place since 2005 and currently assesses students in grades 4, 7, and 11. This test measures how well students are learning the New Mexico Content Standards, Benchmarks, and Performance Standards. The data illustrated in Table 17 below represents the 2016-2017 and 2017-2018 SY results on the SBA assessment.

**Table 17. Average Statewide Proficiency of BMEP and non-BMEP on Science
Percentage of BMEP Students Scores in Grades 4, 7 & 11
SY 2016–2017 to SY 2017-2018**

Year	# of Students Tested	Grade 4		Grade 7		Grade 11	
		Non-BMEP	BMEP	Non-BMEP	BMEP	Non-BMEP	BMEP
SY 16–17	72,894	42.4	30.2	46.2	29.1	36.7	22.2
SY 17-18	84,322	49.3	35.2	45.4	24.7	28	20.9

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

A or B Schools with BMEPs

In 2017–2018, of the 484 New Mexico schools (including state charter schools) implementing BMEPs, 131 earned a grade of A (36 schools) or B (95 schools) on their report cards. That is, 27 percent of schools with BMEPs are A or B schools. Table 18 provides a list of all A and B schools with BMEP by district. The school, grades, BMEP model(s) implemented, and the language are provided for each. For a complete list of all state-funded BMEPs by district, school, grade, model, and language, see Appendix F.

TABLE 18. A AND B SCHOOLS BY DISTRICT, BMEP MODEL, AND PARTNER LANGUAGE				
School		Grade	BMEP Models	Languages
Albuquerque Public Schools				
1.	Cibola	B	Heritage	Spanish
2.	Cien Aguas International	B	Dual Language	Spanish
3.	Coronado Elementary	B	Dual Language	Spanish
4.	Corrales International	B	Dual Language, Enrichment, Transitional	Spanish
5.	Helen Cordero Primary	A	Heritage	Spanish
Artesia Public Schools				
6.	Central Elementary	A	Enrichment, Transitional	Spanish
7.	Grand Heights Early Childhood	A	Transitional	Spanish
8.	Hermosa Elementary	B	Enrichment, Transitional	Spanish
9.	Yeso Elementary	A	Enrichment, Transitional	Spanish
10.	Yucca Elementary	B	Enrichment, Transitional	Spanish
Belen Consolidated Schools				
11.	Gil Sanchez Elementary	A	Transitional	Spanish
Bernalillo Public Schools				
12.	Cochiti Elementary	B	Heritage	Keres
13.	Cochiti Middle	B	Heritage	Keres
14.	Placitas Elementary	A	Maintenance, Heritage	Spanish
15.	W. D. Carroll Elementary	B	Dual Language, Heritage	Spanish, Keres
Bloomfield Schools				
16.	Bloomfield Early Childhood Center	B	Heritage	Spanish
Carlsbad Municipal Schools				
17.	Craft Middle	B	Transitional	Spanish

TABLE 18. A AND B SCHOOLS BY DISTRICT, BMEP MODEL, AND PARTNER LANGUAGE

	School	Grade	BMEP Models	Languages
18.	Early Childhood Education	A	Transitional	Spanish
19.	Joe Stanley Smith Elementary	B	Transitional	Spanish
20.	Monterrey Elementary	B	Transitional	Spanish
Central Consolidated Schools				
21.	Eva B. Stokely Elementary	B	Heritage	Navajo
22.	Judy Nelson Elementary	A	Heritage	Spanish, Navajo
23.	Kirtland Elementary	B	Heritage	Spanish, Navajo
Clovis Municipal Schools				
24.	Clovis High	B	Heritage	Spanish
25.	Clovis High School Freshman Academy	B	Heritage	Spanish
Cobre Consolidated Schools				
26.	Central Elementary	B	Heritage, Enrichment	Spanish
27.	San Lorenzo Elementary	A	Heritage, Enrichment	Spanish
Deming Public Schools				
28.	Bataan Elementary	B	Dual Language	Spanish
29.	Columbus Elementary	B	Dual Language	Spanish
Dexter Public Schools				
30.	Dexter Elementary	B	Dual Language	Spanish
Española Public Schools				
31.	Chimayo Elementary	B	Heritage	Spanish
32.	Los Niños Elementary	A	Heritage	Spanish
33.	San Juan Elementary	B	Heritage	Spanish, Tewa
Farmington Municipal Schools				
34.	Animas Elementary	A	Heritage, Enrichment	Spanish, Navajo
35.	Bluffview Elementary	B	Heritage, Enrichment	Spanish, Navajo
36.	Country Club Elementary	A	Heritage, Enrichment	Spanish, Navajo
37.	Esperanza Elementary	B	Heritage, Enrichment	Spanish, Navajo
38.	Farmington High	B	Heritage, Enrichment	Spanish, Navajo
39.	Heights Middle	B	Heritage, Enrichment	Spanish, Navajo
40.	Ladera del Norte Elementary	A	Heritage, Enrichment	Spanish, Navajo
41.	McCormick Elementary	B	Maintenance, Heritage, Enrichment	Spanish, Navajo
42.	Mesa Verde Elementary	A	Heritage, Enrichment	Spanish, Navajo
43.	Mesa View Middle	B	Heritage, Enrichment	Spanish, Navajo
44.	Northeast Elementary	A	Heritage, Enrichment	Spanish, Navajo
45.	Piedra Vista High	A	Heritage, Enrichment	Spanish, Navajo
46.	Tibbetts Middle	B	Heritage, Enrichment	Spanish, Navajo
Floyd Municipal Schools				
47.	Floyd High	B	Maintenance	Spanish
Gadsden Independent Schools				
48.	Anthony Elementary	B	Transitional	Spanish
49.	Berino Elementary	B	Dual Language	Spanish
50.	Desert Trail Elementary	B	Dual Language	Spanish
51.	Desert View Elementary	A	Transitional	Spanish

TABLE 18. A AND B SCHOOLS BY DISTRICT, BMEP MODEL, AND PARTNER LANGUAGE

	School	Grade	BMEP Models	Languages
52.	Gadsden Elementary	B	Transitional	Spanish
53.	Gadsden Middle	B	Transitional	Spanish
54.	Mesquite Elementary	A	Dual Language	Spanish
55.	North Valley Elementary	B	Dual Language	Spanish
56.	Riverside Elementary	B	Dual Language	Spanish
57.	Santa Teresa Elementary	B	Transitional	Spanish
58.	Santa Teresa Middle	B	Transitional	Spanish
59.	Yucca Heights Elementary	B	Dual Language	Spanish
Gallup-McKinley County Schools				
60.	Crownpoint Middle	B	Heritage	Navajo
61.	Gallup Middle	B	Heritage	Navajo
62.	Jefferson Elementary	B	Heritage	Navajo
63.	Lincoln Elementary	A	Heritage	Navajo
64.	Ramah Elementary	B	Heritage	Navajo
65.	Ramah High	B	Heritage	Navajo
66.	Red Rock Elementary	B	Heritage	Navajo
67.	Tse Gai High	A	Heritage	Navajo
68.	Washington Elementary	B	Heritage	Navajo
Hagerman Municipal Schools				
69.	Hagerman Elementary	B	Heritage, Transitional	Spanish
Hatch Valley Public Schools				
70.	Hatch Valley Elementary	A	Transitional	Spanish
71.	Hatch Valley Middle	B	Transitional	Spanish
Hobbs Municipal Schools				
72.	Booker T Washington Elementary	B	Transitional	Spanish
73.	Broadmoor Elementary	A	Transitional	Spanish
74.	College Lane Elementary	B	Transitional	Spanish
75.	Coronado Elementary	B	Transitional	Spanish
76.	Edison Elementary	B	Transitional	Spanish
77.	Highland Middle	B	Transitional	Spanish
78.	Hobbs High	B	Transitional	Spanish
79.	Houston Middle	B	Transitional	Spanish
80.	Mills Elementary	B	Transitional	Spanish
81.	Sanger Elementary	B	Transitional	Spanish
Las Cruces Public Schools				
82.	Alameda	B	Dual Language	Spanish
83.	Camino Real Middle	B	Maintenance	Spanish
84.	Centennial High	A	Dual Language, Maintenance	Spanish
85.	Columbia Elementary	B	Dual Language	Spanish
86.	Desert Hills Elementary	A	Maintenance	Spanish
87.	Fairacres Elementary	B	Maintenance	Spanish
88.	Highland Elementary	B	Dual Language, Maintenance	Spanish
89.	Jornada Elementary	B	Dual Language	Spanish
90.	Mesilla Park Elementary	B	Dual Language	Spanish
91.	Monte Vista Elementary	B	Dual Language, Maintenance	Spanish

TABLE 18. A AND B SCHOOLS BY DISTRICT, BMEP MODEL, AND PARTNER LANGUAGE

	School	Grade	BMEP Models	Languages
92.	Olate High	B	Maintenance	Spanish
93.	University Hills Elementary	B	Dual Language	Spanish
Las Vegas City Public Schools				
94.	Las Vegas City Early Childhood	A	Heritage	Spanish
95.	Mike Mateo Sena Elementary	A	Heritage	Spanish
Los Lunas Public Schools				
96.	Tomé Elementary	B	Dual Language	Spanish
97.	Valencia Elementary	B	Maintenance	Spanish
Loving Municipal Schools				
98.	Loving Elementary	B	Maintenance	Spanish
99.	Loving High	B	Maintenance, Enrichment	Spanish
100.	Loving Middle	B	Maintenance, Enrichment	Spanish
Lovington Municipal Schools				
101.	Ben Alexander Elementary	B	Dual Language	Spanish
102.	Lea Elementary	A	Dual Language	Spanish
103.	Llano Elementary	A	Dual Language	Spanish
104.	Sixth Grade Academy	B	Transitional	Spanish
105.	Yarbro	B	Dual Language	Spanish
Mesa Vista Consolidated Schools				
106.	Mesa Vista High	B	Heritage	Spanish
Mora Independent Schools				
107.	Holman Elementary	B	Heritage	Spanish
108.	Mora Elementary	B	Heritage	Spanish
Penasco Independent Schools				
109.	Peñasco Middle	B	Heritage	Spanish, Tewa
Portales Municipal Schools				
110.	Brown Early Childhood Center	B	Dual Language	Spanish
111.	James Elementary	A	Dual Language	Spanish
112.	Portales Junior High	B	Transitional	Spanish
113.	Valencia Elementary	B	Dual Language	Spanish
Questa Independent Schools				
114.	Questa High	B	Heritage	Spanish
115.	Rio Costilla Southwest Learning Academy	B	Heritage	Spanish
Rio Rancho Public Schools				
116.	Eagle Ridge Middle	B	Heritage	Spanish
117.	Rio Rancho High	B	Heritage	Spanish
118.	V. Sue Cleveland High	A	Heritage	Spanish
Roswell Independent Schools				
119.	Berrendo Middle	B	Heritage	Spanish
120.	Sunset Elementary	B	Heritage	Spanish
Ruidoso Municipal Schools				
121.	Nob Hill Early Childhood Center	A	Dual Language	Spanish
Santa Fe Public Schools				

TABLE 18. A AND B SCHOOLS BY DISTRICT, BMEP MODEL, AND PARTNER LANGUAGE

	School	Grade	BMEP Models	Languages
122.	Amy Biehl Community School at Rancho Viejo	B	Maintenance	Spanish
123.	Pinon Elementary	A	Transitional	Spanish
124.	R.M. Sweeney Elementary	B	Dual Language	Spanish
Santa Rosa Consolidated Schools				
125.	Anton Chico Middle	B	Heritage	Spanish
Socorro Consolidated Schools				
126.	Cottonwood Valley Charter	B	Heritage	Spanish
T or C Municipal Schools				
127.	T or C Middle	A	Dual Language, Heritage, Transitional	Spanish
Taos Municipal Schools				
128.	Anansi Charter	A	Heritage	Spanish
	Taos Municipal Charter	A	Enrichment	Spanish
Tucumcari Public Schools				
129.	Tucumcari Elementary	B	Maintenance	Spanish
West Las Vegas Public Schools				
130.	Union Elementary	A	Heritage	Spanish
State Charters				
131.	Turquoise Trail	B	Heritage	Spanish

SOURCE: PED's Accountability Bureau

The diversity in the group of schools listed above is very encouraging; a range of elementary, middle, and high schools represent successful schools in all age ranges, including charter schools. The list of schools also represents some geographic diversity across the state's regions—with some regions not represented at all. It is important to note, however, that the schools listed in Table 18 may have a school-wide BMEP or may only have a strand in all or some grades. Schools implementing effective BMEPs in 2017–2018 will be recognized at the annual event, Bilingual Education Day at the State Capitol during the legislative session on February 15, 2018.

BMEP Expenditures by Districts and Charter Schools

The Bilingual Multicultural Education regulation, 6.32.2 NMAC (based on the Bilingual Multicultural Education Act, 22-23-1 NMSA 1978, as amended) requires districts to report the use of BMEP funds by September 30th of each year. Two aspects of program expenditures are reviewed: total operational and BMEP expenditures by district and total BMEP expenditures by function. Of the 56 districts that reported expenditures for BMEPs, 52 or 93 percent exclusively reported the 1000⁴ function and included a description of salaries and benefits. All districts that reported expenditures cited use of BMEP funding for salaries and only four districts reported the 1000 and 2000⁵ functions. For additional information by district on the expenditures and functions reported please, see Appendix G.

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

⁴ 1000 function is specifically for Instruction.

⁵ 2000 function is specifically for Support Services.

Table 19. Total Bilingual Multicultural Education Program Funds Allocated to Districts			
SCHOOL YEAR	DISTRICTS RECEIVING BMEP FUNDING	CHARTER SCHOOLS RECEIVING BMEP FUNDING	TOTAL BMEP FUNDS ALLOCATED TO DISTRICTS AND CHARTERS
SY 13–14	53	17	\$36.5 million
SY 14–15	54	31	\$37.8 million
SY 15-16	55	29	\$36.9 million
SY 16-17	53	27	\$35.1 million
SY 17-18	59	24*	\$34.1 million

SOURCE: PED School Budget and Finance Analysis Bureau

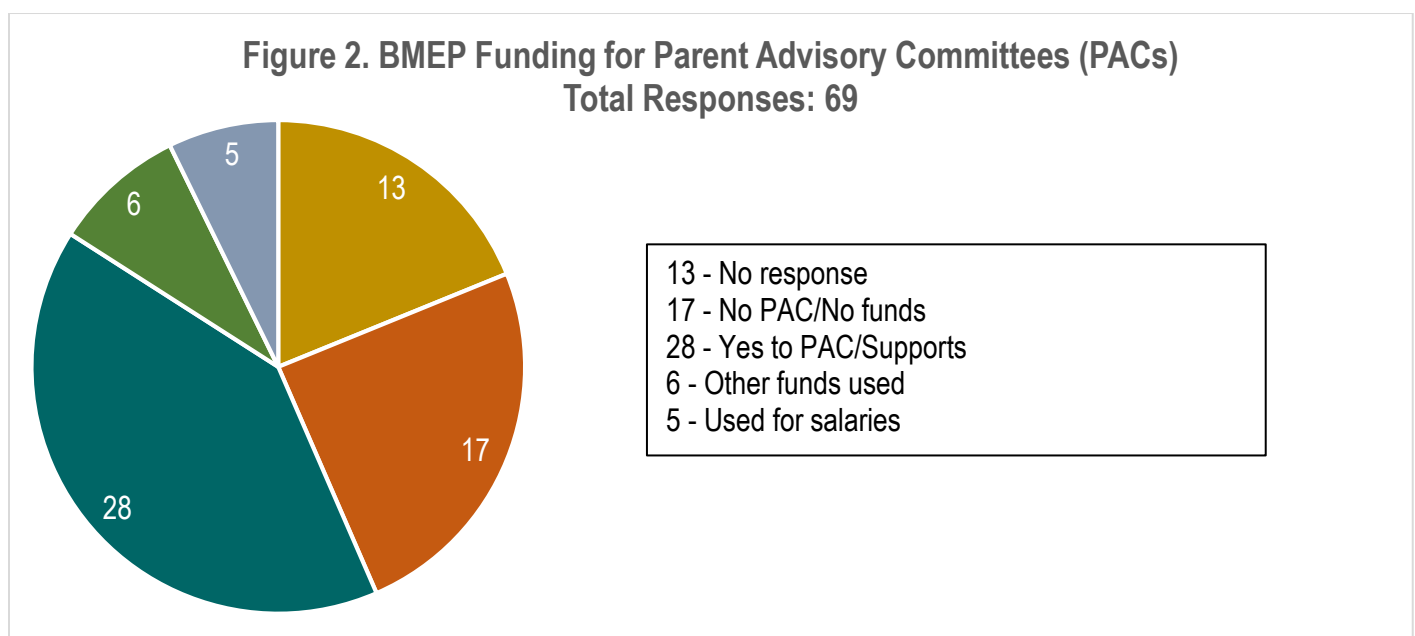
Note: *Includes state and district authorized charter schools

Based on the final funded amount generated by the bilingual cost differential in the funding formula for 2017-2018, districts and charter schools were allocated \$34,145,618.46 million through the state equalization guarantee (SEG) for their BMEPs. The allocated amount is based on student membership and is calculated based on New Mexico's public school funding formula. Above, Table 19 shows the total amount allocated to districts during the last five academic school years. For the district-level list, see Appendix G, Total Operational BMEP Allocations by Districts and Charter Schools.

Parent advisory committees

An important question relates to supporting the parent advisory committees (PACs) required by statute (22-23-6 NMSA) and regulation (6.32.2.10 NMAC). BMEPs are required to establish PACs that are representative of the language and culture of the students to assist and advise in the development, implementation, and evaluation of the program. To better understand how districts expended BMEP funding to support their PACs, the following question was posed and the responses are illustrated in Figure 2.

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



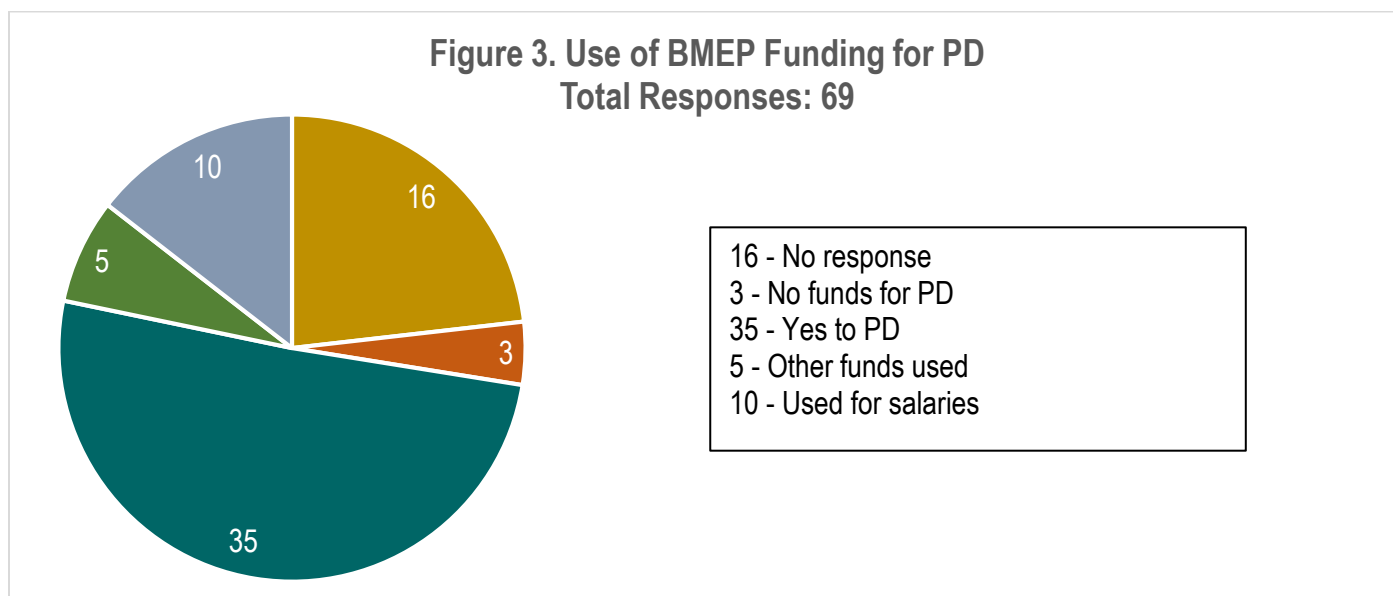
SOURCE: District annual progress reports submitted to the LCB.

In order for parents to be treated as equal partners and participate actively in accordance with statute and regulation, districts must invest in supporting PACs to ensure meaningful collaboration. District self-reporting, as illustrated in Figure 2, indicates that minimal BMEP funding is expended on PACs, with only 41 percent of responses indicating that BMEP funding is used to support PACs. It is not clear that parents can meaningfully advise or assist with the evaluation of the BMEPs in which their children are served without robust support of PACs. The LCB continues to work with districts, providing them guidance in establishing effective PACs that will increase family engagement in BMEPs and in their children's education opportunities.

Professional Development

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

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



SOURCE: District annual progress reports submitted to the LCB.

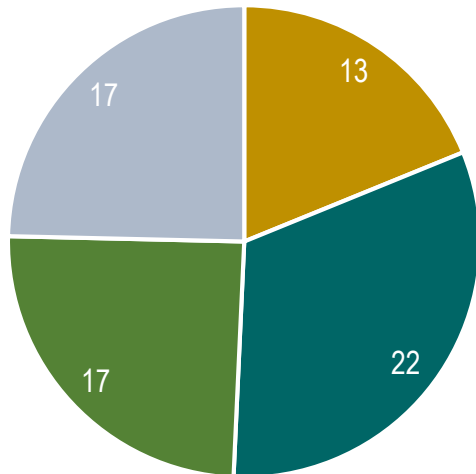
State statute and regulation clearly state that districts are required to provide PD for its BMEP staff, including teachers, teachers assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, and financial officers. Given the importance of PD in supporting teacher capacity building and program implementation. District self-reporting indicates that only 51% use BMEP funding to directly support with PD. Thus, the LCB will continue to provide increased technical assistance and guidance to assist districts and schools implementing BMEPs to better understand their obligations under state law. In addition, the LCB will increase its collaboration with a wide range of partners to support PD through various channels across the state. See Figure 3 for a visual analysis of responses to the PD question.

Program-funding alignment

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

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

Figure 4. How BMEP Expenditures Align with Goals
Total Responses: 69



13 - No response
 22 - Aligns with goals
 17 - Used for PD/Materials/Assessments/Supplies
 17 - Used for teachers/Salaries/Stipends

SOURCE: District annual progress reports submitted to the LCB.

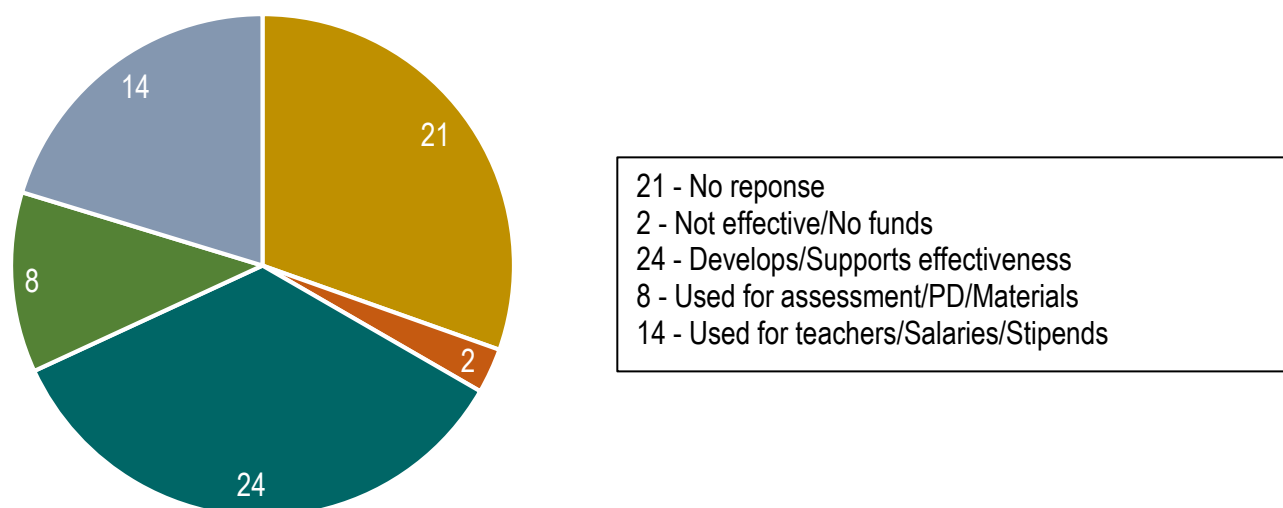
Over the years, districts have self-reported that BMEP funding is primarily used to pay for teacher base salaries and, in some cases, additional compensation. Figure 4 visually provides the range of response to the question on program-funding alignment. District self-reporting indicates that only 25% of responses specifically address how their expenditures align with BMEP goals by citing resources that directly support the implementation of BMEPs. Another 25% of responses specifically cite salaries and teacher compensation. It is reasonable to use funds generated by the bilingual education cost differential to cover the unique costs incurred by implementing a BMEP—such as stipend (bilingual and TESOL endorsements and NALC certification), instructional materials, and professional development in the home or heritage language of the BMEP. However, in the absence of BMEPs, districts would not receive the corresponding bilingual education cost differential and would still be required to provide students with teachers, and thus be required to cover those base salaries. Given the responses, the LCB will continue to work with districts implementing BMEPs by providing increased guidance and technical assistance that supports achieving statutory and regulatory goals.

Program effectiveness

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

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

Figure 5. Amount of BMEP Funds that Develop/Support BMEP Effectiveness
Total Responses: 69



SOURCE: District annual progress reports submitted to the LCB.

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

RECOMMENDATIONS

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

Recommendations for moving districts forward and strengthening BMEPs	
INDICATOR	ACTION
Fiscal Monitoring	<ul style="list-style-type: none"> Continue to work with districts, PED School Budget Bureau, and PED Data Quality Bureau (STARS team) to ensure that reporting for BMEPs is streamlined. This lessens the burden on reporting so that districts can concentrate on BMEP implementation. Further, it ensure that the funding generated is based on accurate information on eligible BMEPs reported by districts. Provide training to district school boards, superintendents and chief financial officers on BMEP statutory and regulatory requirements to inform fiscal support for BMEPs. Proposal from PED provide additional funding for BMEPs and move from above the line to middle of the line in response to requests from district BMEP directors and educators.

Monitoring Programs for Accountability	<ul style="list-style-type: none"> • Create online application and annual reporting system to automate application and reporting as well to minimize administrative burden for districts. This also supports continuity in programming when there is district staff turnover. • Continue conducting regular visits to evaluate how districts monitor and support their BMEPs. Focus on program outcomes toward the two goals of BMEPs, compliance with statute and regulation, and program support and resource allocation. • Conduct announced and/or unannounced visits to districts and schools to monitor program implementation (instructional time, courses, and daily instruction) as reported for STARS data validation periods and in alignment with the approved BMEP application. • Conduct monitoring visits targeting academic rigor in instruction that is aligned to Spanish language arts, Spanish language development and English language development standards or tribal requirements for students in BMEPs. • Streamline the process of monitoring districts that is aligned to other efforts under ESSA such as the NM DASH, STARS, and the Operating Budget Management System (OBMS).
Professional Development (PD)	<ul style="list-style-type: none"> • As recommended by the SBAC, continue to offer relevant technical assistance and guidance to district BME directors and other district staff via professional learning sessions that promote effective leadership, instruction, and greater consistency and depth of programs. • Continue to collaborate with partner organizations, and encourage districts to do so as well, to provide ongoing technical assistance and PD training opportunities for district staff as required in statute and regulation.
Student Academic Language Development and Performance	<ul style="list-style-type: none"> • Support districts with analyzing, monitoring, and disseminate meaningful demographic and academic performance data to educators in BMEPs to ensure all students' academic and linguistic needs are addressed through effective instruction and program implementation. • Request funding for and conduct a Request for Proposal (RFP) for a Spanish language arts assessment aligned to the common core, as an accommodation for eligible ELs in the state as allowable under Title I and NM administrative code, and a Spanish language proficiency assessment. • Work with the Higher Education Department to ensure graduates that were awarded the State Seal of Bilingualism and Biliteracy receive language credit for college.
Teacher Effectiveness	<ul style="list-style-type: none"> • Encourage the recruitment and support of effective teachers working within the BMEPs and promote supplemental language programming as a means for teachers to improve home/heritage language competency for effective classroom instruction in the home/heritage language. • Continue to partner with the Educator Growth and Development Bureau on reflective instructional practices and tools—such as the NMTEACH Classroom Rubric—to support rigorous, culturally and linguistically responsive teaching and learning in BMEPs. • Develop a waiver process overseen by the LCB in collaboration with the Professional Licensure Bureau to allow educators with the skills to serve in BMEPs to teach while they acquire the required endorsements. • As recommended by the SBAC, work on creating a BMEP teacher pipeline in tribal and world languages that can include alternative certification programs, scholarships and students that have received the State Seal of Bilingualism and Biliteracy.

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

APPENDICES

Appendix A—Woodcock Muñoz Spanish Language Proficiency Data by District, 2017–2018

New Mexico Public Education Department							
Language and Culture Bureau							
Spanish Language Proficiency Data 2017-2018							
Districts	Woodcock-Muñoz Proficiencies—In Percentages						Number
	% Negligible	% Very Limited	% Limited	% Fluent	% Advanced	% Very Advanced	Total Students Tested
Bloomfield	38	51	51	31	4	0	175
Deming	52	81	402	203	14	1	753
Dexter	72	37	86	87	37	0	319
Farmington	120	103	224	75	23	0	545
Floyd	33	2	5	16	12	0	68
Gadsden	9	24	102	146	48	11	340
Hagerman	16	27	20	25	10	0	98
Las Vegas	271	354	231	123	6	0	985
Loving	2	5	4	9	3	0	23
Mesa Vista	11	5	10	0	0	0	26
Mora	8	45	244	1	0	0	298
Pecos	303	112	34	30	13	0	492
Penasco	20	56	84	61	14	0	235
Pojoaque	212	22	11	1	0	0	246
Questa	44	5	0	0	0	0	49
Santa Rosa	378	7	3	3	10	0	401
Taos	16	19	17	23	21	0	96
T or C	7	17	19	2	11	0	56
Subtotal	1,522	840	1,094	602	208	11	4,277
Charter Schools							
Taos International	13	28	65	46	37	0	189
Tierra Adentro	143	20	31	21	6	0	221
Subtotal	156	48	96	67	43	0	410
Total	1,678	888	1,190	669	251	11	4,687

SOURCE: 2017-2018 Spanish language proficiency data as reported by districts

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

Appendix B—LAS Links Spanish Language Proficiency Data by Proficiency Level by District, 2017-2018

New Mexico Public Education Department						
Language and Culture Bureau						
Spanish Language Proficiency Data 2017-2018						
Districts	LAS Links Spanish Proficiencies—In Percentages					Number
	% Beginning	% Early Intermediate	% Intermediate	% Proficient	% Above Proficient	Total Students Tested
Albuquerque	2,520	614	997	1,016	86	5,233
Belen	40	37	29	64	24	194
Carlsbad	41	41	39	121	111	353
Clovis	14	32	29	28	20	123
Hobbs	22	47	57	89	55	270
Los Lunas	75	62	56	81	18	292
Portales	44	48	32	23	10	157
Roswell	48	48	27	5	2	130
Ruidoso	83	57	62	49	0	251
Wagon Mound	43	2	0	1	0	46
West Las Vegas	417	9	11	5	2	444
Zuni	129	323	329	255	0	1036
Subtotal	3,476	1,320	1,668	1,737	328	8,529
Charter Schools						
Dream Diné	16	7	0	0	0	23
La Promesa	69	53	85	78	9	294
Tierra Encantada	155	29	30	39	9	262
Subtotal	240	89	115	117	18	579
Total	3,716	1,409	1,783	1,854	346	9,108

SOURCE: 2017-2018 Spanish language proficiency data as reported by districts

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

New Mexico Public Education Department						
Language and Culture Bureau						
Spanish Language Proficiency Data 2017-2018						
Districts	Individualized Proficiency Tests—In Percentages					Numbers
	% Beginning	% Early Intermediate	% Intermediate	% Early Advanced	% Advanced	Total Students Tested
Central	17	13	6	5	4	45
Cuba	34	20	1	0	2	57
Las Cruces	571	331	270	254	507	1,933
Rio Rancho	797	104	65	77	62	1,105
Santa Fe	102	227	494	689	665	2,177
Subtotal	1,631	711	837	1,032	1,245	5,456
Charter Schools						
Cien Aguas International	5	28	23	45	206	307
J Paul Taylor Academy	31	67	45	3	8	154
La Academia Dolores Huerta	23	18	28	51	25	145
La Tierra Montessori	6	5	1	0	0	12
Subtotal	65	118	97	99	239	618
	% Non-Proficient	% Limited Proficient		% Fluent		
Espanola	955	703		108		1,766
Lovington	94	211		224		529
Subtotal	1,049	914		332		2,295
Charter Schools						
The Albuquerque Sign Language	23	31		45		99
Turquoise Trail	29	38		25		92
Subtotal	52	69		70		191
Total	2,797	2,746		3,017		8,560

SOURCE: 2017–2018 Spanish language proficiency data as reported by districts

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

New Mexico Public Education Department							
Language and Culture Bureau							
Spanish Language Proficiency Data 2017-2018							
Districts	Avant Proficiencies—In Percentages						Numbers
	% Novice Low	% Novice Mid	% Novice High	% Intermediate Low	% Intermediate Mid/High	% Advanced	Total Students Tested
Chama	156	46	25	14	8	0	249
Clovis	21	55	83	153	42	11	365
Cobre	436	169	30	9	3	1	648
Mesa Vista	140	0	0	20	0	7	167
Questa	132	71	31	11	2	0	247
Roswell	85	81	70	53	42	26	357
Taos	272	86	82	71	18	11	540
Subtotal	1,242	508	321	331	115	56	2,573
Charter Schools							
Monte Del Sol	13	0	0	12	10	1	36
Total	1,255	508	321	343	125	57	2,609

SOURCE: 2017–2018 Spanish language proficiency data as reported by districts

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

Appendix E—Native Language Proficiency Data by District, 2017–2018

New Mexico Public Education Department Language and Culture Bureau			
Native American Proficiency Data 2017-2018			
District	Non-Proficient	Limited Proficient	Fluent
Oral Diné			
Central	319	158	*
Cuba	152	83	*
Farmington	686	438	*
Gallup	1781	1161	57
Jemez Mountains	43	*	*
Magdalena	31	*	*
Jicarilla			
Dulce	164	75	89
Tewa			
Espanola	24	53	25
Pojoaque	23	*	42
Total	3223	1996	247

SOURCE: 2017-2018 Native language proficiency data as reported by districts

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

Appendix F—Bilingual Multicultural Education Programs by District, School, Grade, Language and Model⁶

District/State Charter	Grade	Language	DL	M	H	E	T
Albuquerque			44	0	47	1	2
Adobe Acres Elementary School	K-5th	Spanish	1				
Alameda Elementary School	K-5th	Spanish			1		
Alamosa Elementary School	K-5th	Spanish	1				
Albuquerque High School	9th-12th	Spanish	1		1		
Alvarado Elementary School	K-5th	Spanish	1		1		
Armijo Elementary School	K-5th	Spanish	1		1		
Atrisco Elementary School	K-5th	Spanish	1				
Atrisco Heritage High School	9th-12th	Spanish	1		1		
Barcelona Elementary School	K-5th	Spanish	1		1		
Carlos Rey Elementary School	K-5th	Spanish	1		1		
Career Enrichment Center & Early College High	9th-12th	Navajo, Zuni			1		
Christine Duncan Heritage Academy Charter School	K-8th	Spanish	1				
Cibola High School	K-8th	Spanish			1		
Cien Aguas International School	7th-12th	Spanish	1				
Cochiti Elementary School	K-5th	Spanish			1		
Coronado Elementary School	K-5th	Spanish	1				
Corrales International School	K-10th	Spanish	1			1	1
Del Norte High School	9th-12th	Spanish			1		
Dolores Gonzales Elementary School	K-5th	Spanish	1				
Duranos Elementary School	K-5th	Spanish	1		1		
East San Jose Elementary School	K-5th	Spanish, English	1				
Edward Gonzales Elementary School	K-5th	Spanish	1				
Emerson Elementary School	K-5th	Spanish	1				
Ernie Pyle Middle School	6th-8th	Spanish			1		
Eugene Field Elementary School	K-5th	Spanish	1		1		
George I. Sanchez Charter	K-5th	Spanish	1		1		
Governor Bent Elementary School	K-5th	Zuni			1		
Harrison Middle School	6th-8th	Spanish	1				
Hawthorne Elementary School	K-5th	Spanish	1		1		
Hayes Middle School	6th-8th	Spanish	1		1		
Helen Cordero Primary School	K-2nd	Spanish			1		
Highland High School	9th-12th	Spanish			1		
Jefferson Middle School	6th-8th	Spanish			1		
Jimmy Carter Middle School	6th-8th	Spanish	1		1		
John Adams Middle School	6th-8th	Spanish	1				
Kit Carson Elementary School	K-5th	Spanish	1		1		
La Luz Elementary School	K-5th	Spanish			1		
La Mesa Elementary School	K-5th	Spanish	1		1		
Lavaland Elementary School	K-5th	Spanish			1		
Lew Wallace Elementary School	K-5th	Spanish			1		
Longfellow Elementary School	K-5th	Spanish	1		1		
Los Padillas Elementary School	K-5th	Spanish			1		
Los Ranchos Elementary School	K-5th	Spanish			1		

⁶The BMEP models listed as abbreviations in this chart: **DL** is Dual Language Immersion; **M** is Maintenance; **H** is Heritage; **E** is Enrichment; and **T** is Transitional

District/State Charter	Grade	Language	DL	M	H	E	T
Lowell Elementary School	K-5th	Spanish	1				
Manzano High School	9th-12th	Spanish			1		
Mark Twain Elementary School	K-5th	Spanish			1		
Mary Ann Binford Elementary School	K-5th	Spanish	1		1		
Montezuma Elementary School	K-5th	Spanish			1		
Mountain View Elementary School	K-5th	Spanish			1		
Navajo Elementary School	K-5th	Spanish	1				
Native American Community Academy	6th-12th	Zuni, Tiwa, Navajo, Keres			1		
New Mexico International School (Albuquerque)	K-5th	Spanish	1				
Nuestros Valores Charter School	9th-12th	Spanish					1
Painted Sky Elementary School	K-5th	Spanish	1		1		
Pajarito Elementary School	K-6th	Spanish	1				
Polk Middle School	6th-8th	Spanish			1		
Reginald Chavez Elementary School	K-5th	Spanish	1				
Rio Grande High School	9th-12th	Spanish			1		
Robert F. Kennedy Charter	9th-12th	Spanish			1		
Rudolfo Anaya Elementary School	K-5th	Spanish	1				
South Valley Academy	6th-8th	Spanish			1		
Susie Rayos Marmon Elementary School	K-5th	Spanish	1		1		
Truman Middle School	6th-8th	Spanish	1		1		
Valle Vista Elementary School	K-5th	Spanish	1				
Valley High School	9th-12th	Spanish			1		
Van Buren Middle School	6th-8th	Spanish			1		
Washington Middle School	6th-8th	Spanish	1		1		
West Mesa High School	9th-12th	Spanish			1		
Wherry Elementary School	K-5th	Spanish	1				
Whittier Elementary School	K-5th	Spanish	1				
Wilson Middle School	6th-8th	Spanish	1				
Zia Elementary School	K-5th	Spanish	1				
Artesia			0	0	0	5	9
Artesia High School	10th-12th	Spanish					1
Artesia Park Junior High School	8th-9th	Spanish					1
Artesia Intermediate School	6th-7th	Spanish					1
Central Elementary School	1st-5th	Spanish				1	1
Grand Heights Early Childhood Center	K	Spanish					1
Hermosa Elementary School	1st-5th	Spanish				1	1
Roselawn Elementary School	1st-5th	Spanish				1	1
Yeso Elementary School	1st-5th	Spanish				1	1
Yucca Elementary School	1st-5th	Spanish				1	1
Belen			0	5	0	0	5
Belen High School	9th-12th	Spanish					1
Belen Middle School	7th-8th	Spanish		1			1
Central Elementary School	4th-6th	Spanish					1
Dennis Chavez Elementary School	K-6th	Spanish					1
Gil Sanchez Elementary School	K-6th	Spanish					1
Jaramillo Elementary School	PreK-3rd	Spanish		1			
La Merced Elementary School	K-6th	Spanish		1			
La Promesa Elementary School	K-6th	Spanish		1			
Rio Grande Elementary School	K-6th	Spanish		1			
Bernalillo			2	1	9	1	0
Bernalillo Elementary School	3rd-5th	Spanish, Keres	1		1		

District/State Charter	Grade	Language	DL	M	H	E	T
Bernalillo High School	9th-12th	Spanish, Keres			1		
Bernalillo Middle School	6th-8th	Spanish, Keres			1		
Cochiti Elementary School	1st-5th	Keres			1		
Cochiti Middle School	6th-8th	Keres			1		
Placitas Elementary School	K-5th	Spanish		1	1		
Santo Domingo Elementary School	K-5th	Keres			1	1	
Santo Domingo Middle School	6th-8th	Keres			1		
W. D. Carroll Elementary School	PreK-2nd	Spanish, Keres	1		1		
Bloomfield			0	3	6	5	0
Blanco Elementary School	K-6th	Spanish		1	1	1	
Bloomfield Early Childhood Center	K	Spanish			1		
Bloomfield High School	9th-12th	Spanish, Navajo			1	1	
Central Primary School	1st-3rd	Spanish, Navajo		1	1	1	
Mesa Alta Junior High School	7th-8th	Spanish		1	1	1	
Naaba Ani Elementary School	4th-6th	Spanish, Navajo			1	1	
Carlsbad			0	0	0	0	10
Carlsbad High School	9th-12th	Spanish					1
Carlsbad Intermediate School	6th-8th	Spanish					1
Carlsbad Sixth Grade Academy at Alta Vista Middle School	6th	Spanish					1
Craft Elementary School	1st-5th	Spanish					1
Desert Willow Elementary School	1st-5th	Spanish					1
Early Childhood Education Center	PreK-K	Spanish					1
Joe Stanley Smith Elementary School	1st-5th	Spanish					1
Monterrey Elementary School	1st-5th	Spanish					1
Ocotillo Elementary School	1st-5th	Spanish					1
Sunset Elementary School	1st-5th	Spanish					1
Central			1	0	15	0	0
Career Prep High School	9th-12th	Navajo			1		
Eva B. Stokely Elementary School	4th-6th	Navajo	1		1		
Judy Nelson Elementary School	K-5th	Spanish/Navajo			1		
Kirtland Central High School	9th-12th	Spanish/Navajo			1		
Kirtland Elementary School	1st-6th	Spanish/Navajo			1		
Kirtland Middle School	7th-8th	Spanish/Navajo			1		
Mesa Elementary School	K-5th	Navajo			1		
Naschitti Elementary School	K-5th	Navajo			1		
Newcomb Elementary School	K-5th	Navajo			1		
Newcomb High School	9th-12th	Navajo			1		
Newcomb Middle School	6th-8th	Navajo			1		
Nizhoni Elementary School	K-5th	Navajo			1		
Ojo Amarillo Elementary School	K-5th	Navajo			1		
Shiprock High School	9th-12th	Navajo			1		
Tse' Bit' Ai Middle School	6th-8th	Navajo			1		
Chama			0	0	4	4	0
Chama Elementary School	K-5th	Spanish			1	1	
Chama Middle School	6th-8th	Spanish			1	1	
Escalante Middle/High School	7th-8th	Spanish			1	1	
Tierra Amarilla Elementary School	K-6th	Spanish			1	1	
Clovis			2	0	3	0	0
Clovis High School	9th-12th	Spanish			1		
Clovis High School Freshman Academy	9th	Spanish			1		

District/State Charter	Grade	Language	DL	M	H	E	T
La Casita Elementary School	K-5th	Spanish	1				
Lockwood Elementary School	K-5th	Spanish	1				
Marshall Middle School	6th-8th	Spanish			1		
Cobre			0	0	5	6	0
Bayard Elementary School	K-6th	Spanish			1	1	
Central Elementary School	K-6th	Spanish			1	1	
Cobre High School	9th-12th	Spanish			1	1	
Hurley Elementary School	K-6th	Spanish			1	1	
San Lorenzo Elementary School	K-6th	Spanish			1	1	
Snell Middle School	7th-8th	Spanish				1	
Cuba			0	0	3	0	0
Cuba Elementary School	K-5th	Spanish, Navajo			1		
Cuba High School	9th-12th	Spanish, Navajo			1		
Cuba Middle School	7th-8th	Spanish, Navajo			1		
Deming			8	0	0	1	0
Bataan Elementary School	K-5th	Spanish	1				
Bell Elementary School	9th-12th	Spanish	1				
Columbus Elementary School	7th-8th	Spanish	1				
Deming High School	9th-12th	Spanish	1				
Deming Intermediate School	6th	Spanish	1				
Memorial Elementary School	K-5th	Spanish	1				
Red Mountain Mountain Middle School	7th-8th	Spanish	1				
Ruben S. Torres Elementary School	K-5th	Spanish	1			1	
Dexter			1	2	2	0	0
Dexter Elementary School	K-5th	Spanish	1				
Dexter High School	9th-12th	Spanish		1	1		
Dexter Middle School	6th-8th	Spanish		1	1		
Dulce			0	0	1	0	0
Dulce Elementary School	K-5th	Jicarilla			1		
Espanola			0	0	13	0	0
Abiquiu Elementary School	K-6th	Spanish			1		
Alcalde Elementary School	K-6th	Spanish			1		
Carlos Vigil Middle School	7th-8th	Spanish, Tewa			1		
Chimayo Elementary School	K-6th	Spanish			1		
Dixon Elementary School	K-6th	Spanish			1		
Española Valley High School	9th-12th	Spanish, Tewa			1		
Eutimio Tim Salazar III Elementary School	K-6th	Spanish			1		
Hernandez Elementary School	K-6th	Spanish			1		
James Rodriguez Elementary School	1st-6th	Spanish			1		
Los Niños Kindergarten	K-K	Spanish			1		
San Juan Elementary School	K-6th	Spanish, Tewa			1		
Tony E. Quintana Elementary School	K-6th	Spanish			1		
Velarde Elementary School	K-6th	Spanish			1		
Eunice			0	0	0	0	3
Caton Middle School	6th-8th	Spanish					1
Eunice High School	9th-12th	Spanish					1
Mettie Jordan Elementary School	PreK-5th	Spanish					1
Farmington			0	1	15	15	0
Animas Elementary School	K-5th	Spanish, Navajo			1	1	
Apache Elementary School	K-5th	Spanish, Navajo			1	1	
Bluffview Elementary School	K-5th	Spanish, Navajo			1	1	

District/State Charter	Grade	Language	DL	M	H	E	T
Country Club Elementary School	K-5th	Spanish, Navajo			1	1	
Esperanza Elementary School	K-5th	Spanish, Navajo			1	1	
Farmington High School	9th-12th	Spanish, Navajo			1	1	
Heights Middle School	6th-8th	Spanish, Navajo			1	1	
Hermosa Middle School	6th-8th	Spanish, Navajo			1	1	
Ladera del Norte Elementary School	K-5th	Spanish, Navajo			1	1	
McCormick Elementary School	K-5th	Spanish, Navajo		1	1	1	1
Mesa Verde Elementary School	K-5th	Spanish, Navajo			1	1	
Mesa View Middle School	6th-8th	Spanish, Navajo			1	1	
Northeast Elementary School	K-5th	Spanish, Navajo			1	1	
Piedra Vista High School	9th-12th	Spanish, Navajo			1	1	
Tibbetts Middle School	6th-8th	Spanish, Navajo			1	1	
Floyd			0	2	0	0	1
Floyd Elementary School	K-4th	Spanish					1
Floyd Middle School	5th-8th	Spanish		1			
Floyd High School	9th-12th	Spanish		1			
Gadsden			8	0	0	0	13
Anthony Elementary School	K-6th	Spanish					1
Berino Elementary School	K-6th	Spanish	1				
Chaparral Elementary School	K-6th	Spanish	1				
Chaparral High School	9th-12th	Spanish					1
Chaparral Middle School	7th-8th	Spanish					1
Desert Trail Elementary School	K-6th	Spanish	1				
Desert View Elementary School	K-6th	Spanish					1
Gadsden Elementary School	K-6th	Spanish					1
Gadsden High School	9th-12th	Spanish					1
Gadsden Middle School	7th-8th	Spanish					1
La Union Elementary School							1
Loma Linda Elementary School	K-6th	Spanish					1
Mesquite Elementary School	K-6th	Spanish	1				
North Valley Elementary School	K-6th	Spanish	1				
Riverside Elementary School	K-6th	Spanish	1				
Santa Teresa Elementary School	K-6th	Spanish					1
Santa Teresa High School	9th-12th	Spanish					1
Santa Teresa Middle School	7th-8th	Spanish					1
Sunland Park Elementary School	K-6th	Spanish					1
Sunrise Elementary School	K-6th	Spanish					1
Vado Elementary School	K-6th	Spanish	1				
Yucca Heights Elementary School	K-6th	Spanish	1				
Gallup			0	0	33	0	0
Catherine A. Miller Elementary School	K-2nd	Navajo			1		
Chee Dodge Elementary School	K-5th	Navajo			1		
Chief Manuelito Middle School	6th-8th	Navajo			1		
Crownpoint Elementary School	K-5th	Navajo			1		
Crownpoint High School	9th-12th	Navajo			1		
Crownpoint Middle School	6th-8th	Navajo			1		
David Skeet Elementary School	K-5th	Navajo			1		
Del Norte Elementary		Navajo			1		
Gallup High School	9th-12th	Navajo			1		
Gallup Middle School	7th-8th	Navajo			1		
Indian Hills Elementary School	K-5th	Navajo			1		

District/State Charter	Grade	Language	DL	M	H	E	T
Jefferson Elementary School	K-5th	Navajo			1		
John F. Kennedy Middle School	6th-8th	Navajo			1		
Lincoln Elementary School	K-5th	Navajo			1		
Hiroshi Miyamura High School	9th-12th	Navajo			1		
Navajo Elementary School	K-5th	Navajo			1		
Navajo Middle School	6th-8th	Navajo			1		
Navajo Pine High School	9th-12th	Navajo			1		
Ramah Elementary School	K-5th	Navajo			1		
Ramah High School	9th-12th	Navajo			1		
Red Rock Elementary School	K-5th	Navajo			1		
Rocky View Elementary School	K-5th	Navajo			1		
Roosevelt Elementary School	K-5th	Navajo			1		
Stagecoach Elementary School	K-5th	Navajo			1		
Thoreau Elementary School	K-5th	Navajo			1		
Thoreau High School	9th-12th	Navajo			1		
Thoreau Middle School	6th-8th	Navajo			1		
Tohatchi Elementary School	K-5th	Navajo			1		
Tohatchi High School	9th-12th	Navajo			1		
Tohatchi Middle School	6th-8th	Navajo			1		
Tse Yi Gai High School	9th-12th	Navajo			1		
Turpen Elementary School	K-5th	Navajo			1		
Twin Lakes Elementary School	K-5th	Navajo			1		
Hagerman			0	0	1	0	3
Hagerman Elementary School	K-5th	Spanish			1		1
Hagerman High School	9th-12th	Spanish					1
Hagerman Middle School	6th-8th	Spanish					1
Hatch			0	0	0	1	5
Garfield Elementary School	K-5th	Spanish					1
Hatch Valley Elementary School	K-2nd	Spanish					1
Hatch Valley High School	9th-12th	Spanish				1	1
Hatch Valley Middle School	7th-8th	Spanish					1
Rio Grande Elementary School	3rd-5th	Spanish					1
Hobbs			2	0	0	0	17
Booker T. Washington Elementary School	K-2nd	Spanish					1
Broadmoor Elementary School	K-5th	Spanish					1
College Lane Elementary School	K-5th	Spanish					1
Coronado Elementary School	K-5th	Spanish					1
Edison Elementary School	K-5th	Spanish					1
Heizer Middle School	6th-8th	Spanish					1
Highland Middle School	6th-8th	Spanish					1
Hobbs Freshman High School	9th	Spanish					1
Hobbs High School	10th-12th	Spanish					1
Houston Middle School	6th-8th	Spanish					1
Jefferson Elementary School	K-5th	Spanish	1				1
Mills Elementary School	K-5th	Spanish					1
Murray Elementary School	K-5th	Spanish					1
Sanger Elementary School	K-5th	Spanish					1
Southern Heights Elementary School	K-5th	Spanish	1				1
Taylor Elementary School	K-5th	Spanish					1
Will Rogers Elementary School	K-5th	Spanish					1
Jemez Mountain			0	0	1	1	0

District/State Charter	Grade	Language	DL	M	H	E	T
Lybrook Elementary/Middle School	K-8th	Navajo			1	1	
Jemez Valley			1	0	1	0	0
San Diego Riverside Charter School	K-8th	Towa	1		1		
Las Cruces			22	17	0	0	0
Alameda Elementary School	K-5th	Spanish	1				
Booker T. Washington Elementary School	K-5th	Spanish	1				
Camino Real Middle School	6th-8th	Spanish		1			
Centennial High School	9th-12th	Spanish	1	1			
Central Elementary School	K-5th	Spanish	1				
Cesar Chavez Elementary School	K-5th	Spanish	1				
Columbia Elementary School	K-5th	Spanish	1				
Conlee Elementary School	K-5th	Spanish	1				
Desert Hills Elementary School	K-5th	Spanish		1			
Doña Ana Elementary School	K-5th	Spanish	1				
East Picacho Elementary School	K-5th	Spanish	1				
Fairacres Elementary School	K-5th	Spanish		1			
Hermosa Heights Elementary School	K-5th	Spanish	1				
Highland Elementary School	K-5th	Spanish	1	1			
Hillrise Elementary School	K-5th	Spanish		1			
Jornada Elementary School	K-5th	Spanish	1				
Las Cruces High School	9th-12th	Spanish		1			
Loma Heights Elementary School	K-5th	Spanish	1				
Lynn Middle School	6th-8th	Spanish		1			
Mac Arthur Elementary School	K-5th	Spanish	1				
Mayfield High School	9th-12th	Spanish		1			
Mesa Middle School	6th-8th	Spanish	1	1			
Mesilla Park Elementary School	K-5th	Spanish	1				
Monte Vista Elementary School	K-5th	Spanish	1	1			
Ocate High School	9th-12th	Spanish		1			
Picacho Middle School	6th-8th	Spanish		1			
Sierra Middle School	6th-8th	Spanish		1			
Sonoma Elementary School	K-5th	Spanish	1	1			
Sunrise Elementary School	K-5th	Spanish	1				
Tombaugh Elementary School	K-5th	Spanish	1				
University Hills Elementary School	K-5th	Spanish	1				
Valley View Elementary School	K-5th	Spanish	1				
Vista Middle School	6th-8th	Spanish		1			
Zia Middle School	6th-8th	Spanish		1			
Las Vegas City			2	0	6	0	0
Early Childhood Center	K	Spanish			1		
Los Ninos Elementary School	K-5th	Spanish	1		1		
Memorial Middle School/7 & 8 Grade Academy	6th-8th	Spanish			1		
Mike Mateo Serna Elementary School	K-5th	Spanish			1		
Robertson High School	9th-12th	Spanish			1		
Sierra Vista Elementary School	1st-5th	Spanish	1		1		
Los Lunas			2	2	0	0	1
Ann Parish Elementary School	K-3rd	Spanish	1				
Desert View Elementary School	K-6th	Spanish					1
Los Lunas High School	9th-12th	Spanish, Tiwa		1			
Tomé Elementary School	2nd-6th	Spanish	1				
Valencia Middle School	7th-8th	Spanish		1			

District/State Charter	Grade	Language	DL	M	H	E	T
Loving			0	2	0	2	0
Loving High School	9th-12th	Spanish		1		1	
Loving Middle School	6th-8th	Spanish		1		1	
Lovington			5	0	0	1	4
Ben Alexander Elementary School	PreK-6th	Spanish, English	1				
Jefferson Elementary School	3rd	Spanish, English	1				
Lea Elementary School	1st	Spanish, English	1				
Llano Elementary School	K	Spanish, English	1				
Lovington Freshman Academy	9th	Spanish, English					1
Lovington High School	10th-12th	Spanish, English				1	1
Sixth Grade Academy	6th	Spanish, English					1
Taylor Middle School	7th-8th	Spanish, English					1
Yarbro Elementary School	4th-5th	Spanish	1				
Magdalena			0	0	2	0	0
Magdalena Elementary School	K-5th	Navajo			1		
Magdalena Middle School	6th-8th	Navajo			1		
Mesa Vista			0	0	4	0	0
El Rito Elementary School	K-3rd	Spanish			1		
Mesa Vista High School	9th-12th	Spanish			1		
Mesa Vista Middle School	7th-8th	Spanish			1		
Ojo Caliente Elementary School	4th-6th	Spanish			1		
Mora			0	0	3	0	0
Holman Elementary School	K	Spanish			1		
Lazaro Larry Garcia Middle School	6th-8th	Spanish			1		
Mora Elementary School	1st-5th	Spanish			1		
Pecos			0	0	3	0	0
Pecos Elementary School	K-5th	Spanish			1		
Pecos High School	9th-12th	Spanish			1		
Pecos Middle School	6th-8th	Spanish			1		
Penasco			0	0	3	0	0
Peñasco Elementary School	K-6th	Spanish, Tiwa			1		
Peñasco High School	9th-12th	Spanish, Tiwa			1		
Peñasco Middle School	7th-8th	Spanish, Tiwa			1		
Pojoaque			0	0	5	5	1
Pablo Roybal Elementary School	K-3rd	Spanish, Tewa			1	1	
Pojoaque High School	9th-12th	Spanish, Tewa			1	1	1
Pojoaque Intermediate School	4th-5th	Spanish, Tewa			1	1	
Pojoaque Middle School	7th-8th	Spanish, Tewa			1	1	
Pojoaque Sixth Grade Academy	6th	Spanish, Tewa			1	1	
Portales			4	0	0	0	2
Brown Early Childhood Center	K	Spanish	1				
James Elementary School	1st-2nd	Spanish	1				
Lindsey Steiner Elementary School	5th-6th	Spanish	1				
Portales High School	9th-12th	Spanish					1
Portales Junior High School	7th-8th	Spanish					1
Valencia Elementary School	3rd-4th	Spanish	1				
Questa			0	0	5	0	0
Alta Vista Elementary School	K-3rd	Spanish			1		
Alta Vista Intermediate School	4th-6th	Spanish			1		
Questa High School	9th-12th	Spanish			1		
Questa Junior High School	7th-8th	Spanish			1		

District/State Charter	Grade	Language	DL	M	H	E	T
Rio Costilla Southwest Learning Academy	K-6th	Spanish			1		
Rio Rancho			1	0	6	0	0
Colinas Del Norte Elementary School	K-5th	Spanish			1		
Eagle Ridge Middle School	6th-8th	Spanish			1		
Puesta del Sol Elementary School	K-5th	Spanish	1		1		
Rio Rancho Elementary School	K-5th	Spanish			1		
Rio Rancho High School	9th-12th	Spanish			1		
V. Sue Cleveland High School	9th-12th	Spanish			1		
Roswell			0	0	10	0	0
Berrendo Middle School	7th-8th	Spanish			1		
East Grand Plains Elementary School	K-5th	Spanish			1		
Goddard High School	9th-12th	Spanish			1		
Nancy Lopez Elementary School	K-5th	Spanish			1		
Mesa Middle School	6th-8th	Spanish			1		
Mountain View Elementary School	6th-8th	Spanish			1		
Pecos Elementary School	K-5th	Spanish			1		
Roswell High School	9th-12th	Spanish			1		
Sierra Middle School	6th-8th	Spanish			1		
Sunset Elementary School	K-5th	Spanish			1		
Ruidoso			3	1	0	0	1
Nob Hill Early Childhood Center	K	Spanish	1				
Ruidoso High School	9th-12th	Spanish		1			1
Sierra Vista Primary	1st-2nd	Spanish	1				
White Mountain Elementary School	3rd-5th	Spanish	1				
Santa Fe			7	0	4	0	5
Amy Biehl Community School at Rancho Viejo	K-6th	Spanish					1
Aspen Community Magnet School	K-1st	Spanish			1		
Capital High School	9th-12th	Spanish			1		
Cesar Chavez Elementary School	K-5th	Spanish	1				
Edward Ortiz Middle School	6th-8th	Spanish	1				
El Camino Real Academy Community	K-8th	Spanish	1				
Frances Nava Elementary School	K-6th	Spanish					1
Kearny Elementary School	K-6th	Spanish	1				
Mandela International Magnet	7th-9th	Spanish			1		
Milagro Middle School	7th-8th	Spanish					1
Nina Otero Community School	K-3rd	Spanish					1
Pinon Elementary School	K-6th	Spanish					1
R.M. Sweeney Elementary School	K-6th	Spanish	1				
Ramirez Thomas Elementary School	K-2nd	Spanish	1				
Salazar Elementary School	K-6th	Spanish	1				
Santa Fe High School	9th-12th	Spanish			1		
Santa Rosa			0	0	5	0	0
Anton Chico Middle School	6th-8th	Spanish			1		
Rita M. Marquez Elementary School	K-5th	Spanish			1		
Santa Rosa Elementary School	K-5th	Spanish			1		
Santa Rosa High School	9th-12th	Spanish			1		
Santa Rosa Middle School	6th-8th	Spanish			1		
Socorro			0	0	1	0	0
Cottonwood Valley Charter School	K-8th	Spanish			1		
Taos			2	0	5	1	0
Anansi Charter School	K-5th	Spanish			1		

District/State Charter	Grade	Language	DL	M	H	E	T
Arroyo Del Norte Elementary School	K-5th	Spanish	1		1		
Enos Garcia Elementary School	K-5th	Spanish	1				
Ranchos de Taos Elementary School	K-5th	Spanish			1		
Taos High School	9th-12th	Spanish			1		
Taos Middle School	6th-8th	Spanish			1		
Taos Municipal Charter School	K-8th	Spanish				1	
Truth or Consequences			2	0	2	1	2
Arrey Elementary School	K-5th	Spanish			1		
Hot Springs High School	9th-12th	Spanish	1			1	1
Truth or Consequences Middle School	6th-8th	Spanish	1		1		1
Tucumcari			0	1	0	0	0
Tucumcari Elementary School	K-3rd	Spanish		1			
Wagon Mound			0	0	1	2	0
Wagon Mound Elementary School	K-6th	Spanish			1	1	
Wagon Mound High School	7th-12th	Spanish				1	
West Las Vegas			0	0	9	2	0
Don Cecilio Elementary School	2-5th	Spanish			1		
Luis Armijo Elementary School	K-1st	Spanish			1		
Tony Serna Elementary School	2nd-5th	Spanish			1		
Union Street Elementary School	2nd-5th	Spanish			1		
Valley Elementary School	K-5th	Spanish			1		
Valley Middle School	6th-8th	Spanish			1		
West Las Vegas High School	9th-12th	Spanish			1	1	
West Las Vegas Middle School	6th-8th	Spanish			1		
West Las Vegas Family Center	9th-12th	Spanish			1	1	
Zuni			0	0	4	0	0
Shiwi Ts'ana Elementary School	K-5th	Zuni			1		
Twin Buttes	9th-10th	Zuni			1		
Zuni High School	9th-12th	Zuni			1		
Zuni Middle School	6th-8th	Zuni			1		
State Charter Schools			7	1	6	2	0
Carinos de Los Ninos Charter School	K-6th	Spanish	1				
Dream Diné Charter School	K-8th	Navajo			1		
J Paul Taylor Academy	K-5th	Spanish				1	
La Academia Dolores Huerta	6th-8th	Spanish	1				
La Promesa Early Learning Center	K-8th	Spanish	1				
La Tierra Montessori School of the Arts and Sciences	K-3rd	Spanish			1		
Monte Del Sol Charter School	7th-12th	Spanish		1	1		
Taos International Charter School	K-8th	Spanish	1				
The Albuquerque Sign Language Academy	K-12th	ASL	1				
Tierra Adentro: The New Mexico School of Academics, Art and Artesania	6th-12th	Spanish, English			1	1	
Tierra Encantada Charter School	K-6th	Spanish	1		1		
Turquoise Trail Charter School	9th-12th	Spanish			1		
TOTAL BMEPs by Model			125	38	243	56	84

SOURCE: PED's LCB

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

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

District/State charter	Funds Allocated	Expenditures Reported	Difference	Functions Reported
Albuquerque District	\$8,192,188.29	\$8,557,015.86	\$804,764.74	1000
		\$242,867.33		2000
Albuquerque District Charters:				
Christine Duncan Community	\$277,219.15	\$499,012.29	(\$221,793.14)	1000
Cien Aguas International*	\$390,557.36	-	-	-
Corrales International	\$178,502.58	\$186,303.85	(\$7,801.27)	1000
El Camino Rael *	\$46,295.09	-	-	-
Native American Community Academy	\$51,216.62	\$137,168.36	(\$85,951.74)	1000
New Mexico International*	\$225,144.83	-	-	-
Nuestros Valores*	\$19,747.40	-	-	-
Robert F. Kennedy	\$38,453.31	\$86,706.70	\$62,328.21	1000
		\$14,074.82		2100
South Valley Academy*	\$185,323.30	-	-	-
Albuquerque Sign Language Academy	\$98,022.24	\$97,098.93	\$923.31	1000
Artesia	\$193,818.56	\$737,256.20	(\$543,437.64)	1000
Belen	\$181,565.20	\$390,655.94	(\$209,090.74)	1000
Bernalillo	\$613,823.44	\$585,112.00	\$22,532.44	1000
		\$6179.00		2000
Bloomfield	\$176,480.87	\$507,884.14	(\$2,364,939.27)	1000
		\$2,033,536.00		2000
Carinos de los Ninos**	\$92,916.92	-	-	-
Carlsbad	\$222,939.33	\$887,267.39	(\$664,328.06)	1000
Central Consolidated	\$859,226.20	\$796,868.54	\$62,357.66	1000
Chama	\$91,038.16	\$82,413.00	\$8,625.16	1000
Clovis	\$469,363.16	\$488,659.83	(\$19,296.67)	1000
Cobre Consolidated	\$645,129.29	\$552,586.41	(\$5790.21)	1000
		\$19,487.00		2300
		\$78,846.09		2400
Cottonwood Valley CS/Socorro*	\$42,844.73	-	-	-
Cuba	\$195,697.32	\$152,453.63	43,243.69	1000
Deming	\$1,471,865.20	\$1,834,758.96	(\$362,893.76)	1000
Dexter	\$210,523.18	\$166,180.32	\$44,342.86	1000
Dream Dine Charter School	\$23,995.03	\$32,206.63	(\$8,211.60)	1000
Dulce	\$161,675.43	\$72,975.47	(\$88,699.96)	1000
Dzit Dit Lool Deap*	\$3,410.36	-	-	-
Espanola	\$770,740.70	\$825,307.00	(\$54,566.30)	1000
Eunice	\$32,674.08	\$59,474.00	(\$26,799.92)	1000
Farmington	\$777,357.21	\$1,452,277.61	(\$686,384.87)	1000
		\$11,464.47		2100
Floyd	\$16,684.20	\$51,123.03	(\$34,438.83)	1000

District/State charter	Funds Allocated	Expenditures Reported	Difference	Functions Reported
Gadsden	\$3,414,441.36	\$9,456,370.25	(\$6,093,266.43)	1000
		\$50,570.54		2200
		\$767.00		2400
Gallup-McKinley	\$814,115.55	\$727,652.75	\$86,462.80	1000
Grants-Cibola*	\$91,895.85	-	-	-
Hagerman	\$36,084.44	\$109,889.21	(\$73,804.77)	1000
Hatch	\$343,424.00	\$340,487.00	\$2,937.00	1000
Hobbs	\$371,667.66	\$371,667.66	-	1000
Jemez Mountain	\$31,326.27	\$26,699.12	\$4,627.15	1000
La Academia	\$171,028.39	\$169,742.00	\$1,286.39	1000
La Promesa	\$362,988.61	\$399,202.48	(\$36,213.87)	1000
Las Cruces	\$2,723,854.26	\$2,900,000.00	(\$176,145.74)	1000
Las Vegas City	\$516,495.52	\$458,675.05	\$3,883.59	1000
		\$53,936.88		2100
La Tierra Montessori School of the Arts	\$27,058.22	\$38,191.57	(\$11,133.35)	1000
Los Lunas	\$269,050.63	\$284,672.93	(\$15,622.30)	1000
Loving	\$69,269.05	\$134,100.00	(\$64,830.95)	1000
Lovington	\$367,420.03	\$395,723.95	(\$28,303.92)	1000
Magdalena	\$20,074.14	\$9,662.14	\$10,412.00	1000
Mesa Vista	\$82,195.73	\$81,712.34	\$483.39	1000
Monte Del Sol Charter School	\$56,321.95	\$184,041.68	(\$127,719.73)	1000
Mora	\$127,306.38	\$175,493.89	(\$48,187.51)	1000
Pecos	\$187,018.27	\$188,453.32	(\$1,435.05)	1000
Penasco	\$103,127.57	\$7,500.00	\$95,627.57	1000
Pojoaque	\$479,553.39	\$540,921.98	(\$118,501.34)	1000
		\$57,132.75		2100
Portales	\$317,714.59	\$865,690.38	(\$547,975.79)	1000
Questa	\$119,975.14	\$126,433.79	\$6,458.65	1000
Raton*	\$5,452.49	-	-	-
Rio Rancho	\$618,928.76	\$87,208.00	\$426,355.76	1000
		\$105,365.00		2190
Roswell	\$424,763.04	\$1,560,794.73	(\$1,136,031.69)	1000
Ruidoso	\$195,533.95	\$237,241.98	(\$41,708.03)	1000
San Diego Riverside Charter/Jemez Valley	\$53,442.54	\$58,525.66	(\$5,083.12)	1000
Santa Fe	\$2,389,802.63	\$7,297,788.72	(\$4,907,986.09)	1000
Santa Rosa	\$169,496.79	\$256,873.07	(\$87,376.28)	1000
T or C	\$75,905.97	\$32,324.63	\$43,581.34	1000
Taos	\$471,221.50	\$256,400.15	\$214,821.35	1000
Anansi Charter School/Taos*	\$89,853.72	-		-
Taos Charter/Taos*	\$67,553.66	-		-
Taos International	\$165,923.06	\$210,371.85	(\$44,448.79)	1000
Tierra Adentro Charter	\$109,601.12	\$155,287.02	(\$45,685.90)	1000
Tierra Encantada Charter	\$127,122.59	\$289,489.00	(\$162,366.41)	1000

District/State charter	Funds Allocated	Expenditures Reported	Difference	Functions Reported
Tucumcari	\$3,737.10	\$41,217.36	(\$37,480.26)	1000
Turquoise Trail*	\$53,769.28	-	-	-
Wagon Mound	\$17,868.64	\$44,631.00	(\$26,762.36)	1000
West Las Vegas	\$614,170.60	\$2,018,671.04	(\$1,404,500.44)	1000
Zuni	\$408,936.53	\$188,127.39	\$220,809.14	1000

Source: 2017-2018 Expenditure Report data from the general ledger, as reported by districts.

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



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