



Date: September 29, 2017

Prepared By: Christina McCorquodale

Purpose: Understand the reasoning for the scale score changes for English language proficiency levels on ACCESS 2.0.

Witness: Dr. Icela Pelayo, Deputy Director, Options for Parents and Families Division, Public Education Department; Jonathan Gibson, State Relations Specialist – West Region, World-Class Instructional Design Assessment; Manuel Leyva and Jose Reyes, Bilingual Specialists, Gadsden Independent Schools; and Dr. Greg Ewing, Superintendent, Las Cruces Public Schools

Expected Outcome: To determine the impact of the new scale scores for English language proficiency levels on ACCESS 2.0.

English Learners, ACCESS 2.0, and English Language Proficiency

A change in the scoring of the English language proficiency assessment for English learners (ELs) means fewer ELs in New Mexico scored proficient in FY17. The scoring modification to ACCESS 2.0 raises the bar for English language proficiency and ELs must demonstrate more rigorous language skills to pass. Test developers modified the scores because EL students deemed proficient at the lower levels were unlikely to reach proficiency on college- and career-readiness standardized tests. The higher expectations for each level of language proficiency means more students will remain classified as ELs and continue to receive EL supports, a cost to the state. In addition, New Mexico could struggle to meet English language proficiency goals under the federal Every Student Succeeds Act (ESSA).

English Language Proficiency Assessment and Standards

In 2009, New Mexico adopted the World-Class Instructional Design Assessment (WIDA) English language proficiency test, called ACCESS, and New Mexico English language development standards (ELD standards). WIDA, a nonprofit consortium of 37 states, including New Mexico, and the District of Columbia, Puerto Rico, and the Northern Mariana Islands, supports the consortia by providing assessments and standards.

WIDA was established in 2003 with a \$2.3 million federal grant to the Wisconsin Department of Public Instruction to create English language proficiency standards and assessments.

ACCESS 2.0 for English Learners

According to the Public Education Department's (PED) 2016 technical assistance manual for serving English learners, all ELs, from kindergarten through 12th grade are required to participate in the annual English language proficiency assessment. English language proficiency is determined by receptive language skills (listening and reading) and expressive language skills (speaking and writing) in each of the content areas. Once an EL achieves an overall score (composite) of 5.0 or higher on the assessment, the student is considered proficient in English and will no longer be assessed with ACCESS 2.0. The student is then reclassified as fully English proficient and enters mainstream education.

According to WIDA, the purpose of ACCESS 2.0 is to serve as one of multiple measures to determine whether students are prepared to exit English language support programs, help teachers enhance instruction and learning, help school districts and

charter schools evaluate the effectiveness of services, and meet the federal requirements for monitoring and reporting EL student progress toward English language proficiency. ACCESS 2.0 is designed to be representative of the social and academic language demands within a school setting as exemplified in the ELD standards.

New Mexico adopted WIDA's Spanish language development standards and the common core version of the Spanish language development Standards. These standards will go into effect July 1, 2018.

New Mexico English Language Development Standards. Prior to being fully English proficient, ELs must be able to access academic content and the use of the ELD standards ensures EL students gain meaningful access to that content at their current level of English language proficiency. The New Mexico ELD standards are aligned with the New Mexico common core state standards, and PED states the ELD standards provide the state's framework for providing common core aligned curriculum to ELs.

WIDA ELD Standards

<https://www.wida.us/standards/eld.aspx>

The New Mexico ELD standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum. The standards are organized by five English language proficiency standards or content areas – the social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. The standards are divided into five clusters because English language development occurs over multiple years and is variable: 1) prekindergarten and kindergarten; 2) first and second grade; 3) third through fifth grade; 4) sixth through eighth grade; and 5) ninth through 12th grade. Additionally, the standards are divided by language domains – listening, speaking, reading, and writing – and six levels of language proficiency (see **Attachment 1 “Performance Definitions for Levels of English Language Proficiency”**). According to WIDA, the standards' framework is geared toward guiding student learning and teacher instruction in academic language development and academic achievement.

Levels of Language Proficiency

- Entering – 1.0
- Beginning – 2.0
- Developing – 3.0
- Expanding – 4.0
- Bridging – 5.0
- Reaching – 6.0

ACCESS 2.0 Scores. An EL student's assessment results are reported as scale scores and English language proficiency level scores for each of the four language domains. The combination of the scale scores and proficiency levels are also reported as composite scores. The raw scores indicate the actual number of items or tasks the student responded to correctly out of the total number of items or tasks on the assessment. WIDA does not report the raw scores because they do not take item difficulty into account and the total number of correct items does not provide a meaningful measure of a student's language proficiency. In contrast, WIDA scale scores account for the differences in item difficulty among different language domains of the test. The scores provide a consistent measure of skills across a single, vertical scale for students from kindergarten to 12th grade. The proficiency level scores translate the scale scores to help stakeholders understand the language skills of the student. The whole number in the proficiency score indicates the student's level of English language proficiency based on the WIDA ELD standards.

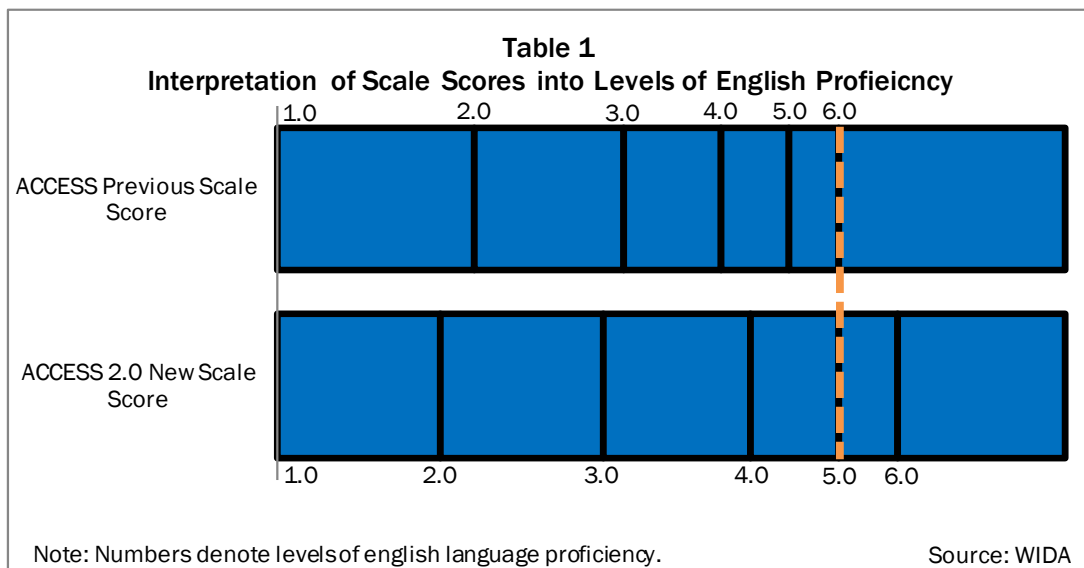


Assessment Changes

For the 2016-2017 school year, PED implemented a recalibrated form of WIDA’s English language proficiency assessment called ACCESS 2.0 that aligns with the more difficult language demands of the common core state standards. According to WIDA, as content rigor increased, so did the language required to meet those demands. As a result, WIDA conducted a standard setting and compared FY16 ACCESS 2.0 assessment proficiency levels using the old scale score compared with ACCESS 2.0 using the new scale score to set a baseline and estimated proficiency level scores for students were going to be lower in FY17.

Other changes included in ACCESS 2.0 are the speaking portion of the assessment, which uses an online platform rather than a one-on-one interview with the test administrator and is scored centrally rather than locally. The online version is also adaptive rather than static; the student’s performance on initial questions determines the level of difficulty for the questions that follow.

Unlike the previous paper-based assessment, ACCESS 2.0 is now primarily an online test. The kindergarten assessment, the writing portion of the first through third grade assessment, and the alternative assessment for students identified with a cognitive disability are in paper format. The most significant change to the assessment is the interpretation of the scale score into language proficiency levels. According to WIDA, students must demonstrate mastery of more difficult language skills to achieve the same proficiency levels from previous years.



For example, students who previously achieved an overall proficiency level score of 5.0 on ACCESS, the lowest scale score required to attain a proficiency would score an overall proficiency level score of 4.0 using the new scale score on ACCESS 2.0. The changes are most significant for proficiency levels 3.0 through 6.0 compared with the old proficiency level (see Table 1). WIDA indicated proficiency level expectations for all grades and all domains have increased, but the students who will be most impacted will be those in higher grade levels and with higher proficiency levels. PED staff stated the department provided information regarding the changes to school districts and charter schools through memos and regional sessions over the past year prior to the implementation of the new scale score for language proficiency levels (see

Attachment 2, “Memorandum: State Policy EL Identification, ELP Placement, and Exit Criteria”).

Determining Reclassification Scores. WIDA does not recommend a specific score for full English proficiency but indicated proficiency levels 4.6 through 6.0 are considered a good range for reclassifying EL students as fully English proficient and ready for mainstream education. WIDA analysis shows students scoring within this range generally demonstrate proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced assessments. While WIDA cites a range, WIDA consortia members determine their own scores for reclassification purposes. Since 2009, PED established a WIDA proficiency level of 5.0 as the indicator that an EL student should be reclassified as fully English proficient. The proficiency level of 5.0 on the ACCESS assessment aligned with a proficient score on the New Mexico Standards-Based Assessment. WIDA recommends states not change the proficiency level for reclassification until sufficient data is collected to determine an appropriate level of language proficiency for reclassification on the new ACCESS 2.0. PED maintained the proficiency level of 5.0 on the ACCESS 2.0 assessment because department analysis demonstrated it aligned with proficiency on PARCC.

According to *Education Week*, ELs reaching English proficiency in many states declined under the ACCESS 2.0 score changes, extending the time many ELs will need to remain in English language development program services.

To determine a score for reclassification, PED used FY16 ACCESS 2.0 data to calculate English language proficiency levels using the old scale score of ACCESS compared with the new scale score of ACCESS 2.0. PED indicated 43 percent of ELs in FY16 who achieved an old proficiency level score of 6.0 were proficient on PARCC compared with 9 percent of those who achieved a 5.0. Under the new scale, 81 percent of students at level 6.0 were proficient on PARCC, and 42 percent at level 5.0. In FY16, 1,264 ELs scored 6.0 and 6,382 ELs scored 5.0 (see Table 2). Based on PED’s projection of the percent of students that will be scoring at each proficiency level on the ACCESS 2.0, LESC estimates 683 students would score at level 6.0, a decrease of 46 percent, and approximately 2,702 students would score at level 5.0, a decrease of 58 percent in FY17. PED stated ELs need to receive the appropriate English language development for academic success and ensure they do not exit ELD services too early. WIDA recommended students who recently exited EL program support based on the old score scale (FY15 and FY16) should be carefully monitored.

Fiscal Year	Number of ELs Tested	Entering 1.0		Emerging 2.0		Developing 3.0		Expanding 4.0		Bridging 5.0		Reaching 6.0	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
FY12	53,120	6,572	12	6,651	13	17,862	34	15,126	29	5,966	11	943	2
FY13	52,792	6,362	12	6,362	13	16,736	32	14,988	28	6,859	13	1,154	2
FY14	50,128	6,015	12	6,015	13	16,080	32	14,116	28	6,437	13	1,187	2
FY15	47,990	6,015	12	5,549	13	15,082	31	13,985	29	6,264	13	1,111	2
FY16	45,717	5,549	12	4,914	13	14,223	31	12,121	26	6,382	14	1,264	3

Source: PED



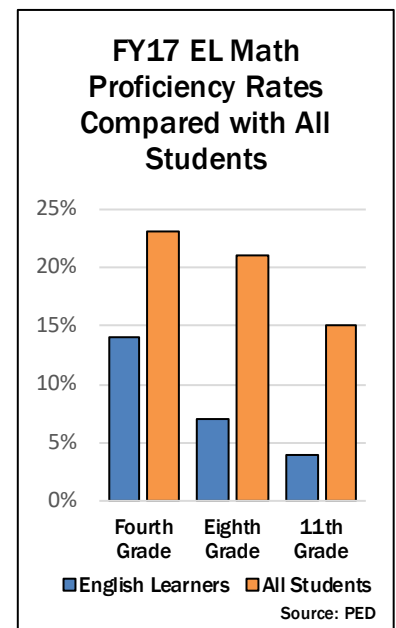
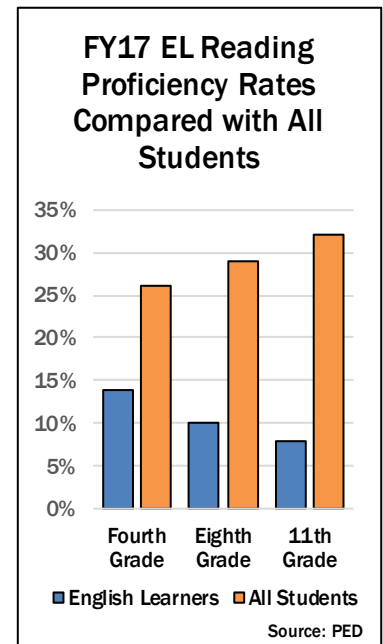
Impact of Changes

In May 2017, Albuquerque Public Schools (APS) stated approximately 2,200, or 16 percent of ELs met proficiency on ACCESS 2.0 in FY16 compared with only 131 EL students, or 1 percent in FY17. According to PED, almost all school districts and charter schools saw their pass rates under ACCESS 2.0 drop to about 1 percent. Because of the new scale scores, it will be more challenging for ELs to reach the proficiency level of 5.0 and an increase in classification rates for ELs at levels 3.0 and to 4.0 is likely.

Fiscal Impact. The percent of ELs in a school district or charter school is a component of the at-risk index in the public school funding formula, which uses the average percentage of ELs from the past three years as part of the method for calculating the additional funding allocated for the higher needs of children at risk of failing. Because fewer ELs exited the program in FY17 and exit rates will likely continue to be decreased in the future, the at-risk index of school districts and charter schools with large EL populations could increase over the next three years, generating additional formula funding for these school districts and charter schools. According to the Legislative Finance Committee (LFC), the total number of students classified as an EL may increase from 14 percent to 16 percent because of the increased scale score requirements to reach language proficiency. LFC estimates the increased in EL students not reaching proficiency will translate into 650 additional program units, or approximately \$2.6 million, in FY19.

English Language Proficiency Goals. The proficiency level changes might also affect the trajectory of ELs meeting English language proficiency in a reasonable time period for the new federal ESSA accountability indicator. ESSA requires states to identify EL progress in English language proficiency as an indicator on state accountability frameworks. In New Mexico's federal Title I state plan, the English language proficiency growth targets are a measure of the extent to which students are gaining English language proficiency over a five-year period after initial classification.

The state plan includes English language proficiency scores compared with their personalized annual English language proficiency growth target (see **Attachment 3, "Individual Student English Language Proficiency Growth Targets"**). The growth targets are based on WIDA ACCESS data from 2010 to 2016, before the new scale score change for language proficiency levels. PED states baseline data and growth targets will be based on FY17 and FY18 English language proficiency data to re-establish appropriate annual growth targets for ELs. Because ELs progress at different rates, PED uses this growth model to account for contributing factors like initial English language proficiency level and grade of entry. PED states the impact on EL students meeting English language proficiency goals depends how school districts and charter schools



New America, a nonpartisan, public policy think tank notes it is difficult to make valid claims about academic proficiency for students who are below a certain threshold of English proficiency. The institute suggests emphasizing academic growth models for ELs and setting different academic targets based on English language proficiency levels. While New Mexico currently includes ELs as a subgroup for accountability, New Mexico's model does not include a separate academic proficiency target based on the English language proficiency level of an EL.

respond to instruction and the needs of ELs. School districts and charter schools may need to adjust their programs to better serve their EL population based on the new assessment results.

English Learners

ELs traditionally lag far behind their English-speaking peers academically. In addition, ELs generally take fewer advanced courses and have lower graduation rates than non-ELs. In FY16, ELs represented 14 percent of the total New Mexico student population of 338,608, above the national rate of 10 percent. PED reports the largest ethnic group of ELs tested was Hispanic students at 74 percent; the second largest ethnic group was Native American students at 17 percent. The highest percentage of EL students at proficiency levels 5.0 and 6.0 were Asian, with 36 percent scoring as fully proficient (see Table 3).

Table 3							
FY16 English Language Proficiency Level by Ethnicity							
	Number of ELs Tested	Overall Proficiency Levels in Percentages					
		Entering 1.0	Beginning 2.0	Developing 3.0	Expanding 4.0	Bridging 5.0	Reaching 6.0
Hispanic	33,701	11%	15%	31%	26%	14%	3%
Native American	7,637	7%	13%	34%	30%	14%	2%
Black	187	17%	17%	28%	22%	14%	2%
Asian	638	10%	10%	18%	26%	24%	12%
Asian Pacific Islander	43	14%	5%	28%	33%	16%	5%
Non-Hispanic White	1,199	11%	14%	28%	24%	17%	6%
Multiracial	7	*	*	*	*	*	*
Not Reported	2,305	*	16%	25%	22%	13%	4%
Total	45,717	11%	15%	31%	27%	14%	3%

Source: PED

WIDA Placement Criteria for ELs

- composite score of 26 or lower for kindergarten and first grade in the first semester on the W-APT assessment; and
- composite score of 4.9 or lower for first grade in the second semester and second through 12th grade on the WIDA Screener assessment.

Identification of English Learners

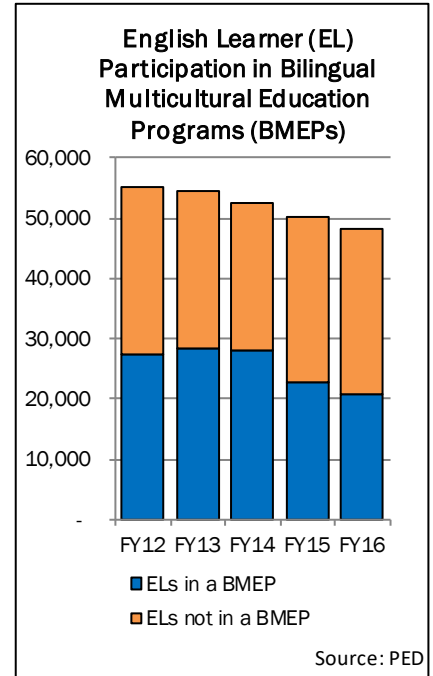
On initially enrolling a student in school, all parents are required to fill out a standard language usage survey used statewide for consistency. If the survey indicates a language other than English, the school district or charter school is required to screen for English language proficiency using the PED-approved online WIDA Screener assessment for first through 12th grade students and the WIDA Placement Test (W-APT) for kindergarteners. If a student does not meet the required composite score, the student is identified as an EL. The school district or charter school is then required to notify the student's parent or guardian regarding EL status and available programs. While parents or guardians cannot refuse the EL classification or requirement for their child to take the ACCESS 2.0 assessment, they can refuse EL services for their child in writing.

English Learner Program Services. ELs are protected under Title VI of the federal 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974, which



require public schools to remove language barriers and provide equal access to instructional programs. Non-compliance with Title IV of the Civil Rights Act in serving ELs could potentially mean a loss of federal funding such as special education, Title I, Title II, and Title III funds.

ELs can be served through several models for standard EL program services. PED’s 2016 technical manual for serving ELs, state school districts and charter schools may implement the following programs: structured English immersion, content-based English as a second language, English as a second language or English language development, specially designed academic instruction in English, or sheltered instruction. ELs may also be served through bilingual multicultural education programs, like dual language immersion, maintenance, heritage, or transitional models (see **Attachment 4, “EL Program Description”**). In FY16, PED reported 46 percent, or 20,811 EL students participated in a bilingual multicultural education program. According to PED, EL program services must be designed to ensure ELs develop academic English, such that English language proficiency is attained within a reasonable length of time, and programs must meet the state’s academic standards in all areas.



PED stated serving ELs is a federal requirement. Teachers of ELs must be proficient in English and have the appropriate training for ELs. A TESOL endorsement is not a federal or state requirement for teaching ELs, but it can serve as an indicator of the knowledge and skill needed to effectively serve ELs. However, a TESOL endorsement may be required if serving ELs in a New Mexico state-funded bilingual multicultural education program.

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Source: WIDA



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HANNA SKANDERA
 SECRETARY OF EDUCATION

SUSANA MARTINEZ
 GOVERNOR

April 24, 2017

MEMORANDUM

TO: District Superintendents, Charter Administrators, District Test Coordinators, Directors of EL, Title III and/or Bilingual Multicultural Education Programs

FROM: Lisa Chandler, Director of Assessment and Accountability *LC*

RE: State Policy EL Identification, ELP Placement, and Exit Criteria

The purpose of this memorandum is to communicate and clarify state policy around three important criteria related to the identification and assessment of English Learners (ELs):

- 1) the **WIDA Screener Online**,
- 2) the **ACCESS for ELLs 2.0** assessment, and
- 3) the **Alternate ACCESS for ELLs**

Please note that this memorandum serves as a follow-up to previously communicated information regarding *Requirements and Guidance for Identification of English Learners (ELs) Using the New Mexico Language Usage Survey (LUS)* dated October 31, 2016, and *the WIDA ACCESS for ELLs 2.0 Standard Setting* dated March 6, 2017.

WIDA Screener Online

Beginning with the 2017-2018 school year, New Mexico is implementing an online English Language Proficiency (ELP) screener for grades 1-12 as part of the state's EL identification process. The WIDA Screener Online will be accessed using the WIDA Assessment Management System (WIDA AMS) and will be available beginning May 15, 2017, in time for implementation for 2017-2018. For EL students with disabilities who require a paper-based assessment per their IEP or 504 Plan, a WIDA Screener paper version is available.

For kindergarten students, the WIDA ACCESS Placement Test (W-APT) will continue to be used as the ELP screener.

Attached are the placement scores for the English language proficiency screeners. Further information on the WIDA Screener Online and relevant training materials and resources are available at <https://www.wida.us/assessment/Screener/screener-online.aspx>.

State Exit Criteria for ELs – ACCESS for ELLs 2.0

New Mexico will maintain the proficiency score for ACCESS for ELLs 2.0 at the **composite (overall) score of 5.0 or higher**, which also serves as the exit criteria from EL status. At this ELP level, students are considered reclassified fluent English proficient (RFEP).

The PED analyzed student-level data for ACCESS for ELLs 2.0 and the PARCC English language arts (ELA) and mathematics assessments. The ELP level of a composite score of 5.0 or higher on ACCESS is more aligned to the rigorous performance standards of the PARCC ELA and mathematics assessments.

This data analysis was presented in the New Mexico-specific WIDA webinar on April 5, 2017, which can be accessed in the link: <https://www.wida.us/membership/states/NM/NMScoreChangesWebinar.aspx>.

State Exit Criteria for ELs with Significant Cognitive Disabilities – Alternate ACCESS for ELLs

All students identified as EL must participate annually in an ELP assessment, regardless of disability category. The Alternate ACCESS for ELLs (Alt ACCESS) is an ELP assessment for students in grades 1-12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS assessment. These are the students who take the New Mexico Alternate Performance Assessment (NMAPA).

In order to determine the proficiency score and exit criteria for ELs taking the Alt ACCESS assessment, the PED examined student performance data for Alt ACCESS and NMAPA, including comparisons of initially fluent English proficient students (IFEPs) with current ELs on the academic subject proficiencies on NMAPA. Based on this analysis, the composite (overall) score P1¹ is the ELP cut score for Alternate ACCESS in New Mexico. Students scoring at a composite (overall) score of P1 or higher are considered as having attained ELP, thus exiting EL status and being reclassified as RFEP.

Questions

If you have questions regarding the EL identification and placement process or the state's exit criteria, please contact Kirsi Laine, EL and Title III Specialist, at (505) 827-6505 or via email at kirsi.laine@state.nm.us.

CR/IP/kl

Enc. (1): W-APT and WIDA Screener Placement Criteria

cc: Hanna Skandera, Secretary of Education
Icela Pelayo, PhD, Options for Parents and Families Division Deputy Director
Latifah Phillips, Assistant Secretary for Indian Education
Katie Poulos, Options for Parents and Families Division Director

¹ Scores for Alternate ACCESS and ACCESS for ELLs 2.0 are not on the same scale. While an ELP level of P1 on the Alternate ACCESS appears similar to ELP level 1 on ACCESS for ELLs 2.0, it is not the same. A student who scores a P1 on the Alt ACCESS is not necessarily at the entering level on ACCESS for ELLs 2.0.

Individual Student English Language Proficiency (ELP) Growth Targets

Grade(s)	ELP Level at Entry	ELP Level Growth				
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later
K-3	1.00	2.6	3.4	4.0	4.6	5.0
	2.00	3.3	3.8	4.5	4.8	5.0
	3.00	3.8	4.3	4.7	4.9	5.0
	4.00	4.4	4.6	4.8	4.9	5.0
4-6	1.00	2.6	3.3	3.8	4.5	5.0
	2.00	2.9	3.4	3.9	4.5	5.0
	3.00	3.6	3.9	4.3	4.7	5.0
	4.00	4.2	4.4	4.5	4.7	5.0
7	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.4	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
8	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.3	4.5	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
9	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.5	3.7	4.3	5.0
	3.00	3.7	4.0	4.2	4.6	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
10	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.3	3.7	4.3	5.0
	3.00	3.7	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
11	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	2.9	3.3	3.7	4.3	5.0
	3.00	3.6	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0

Data in red indicate years where the student is typically exited from high school

Source: PED

ENGLISH LEARNER PROGRAM DESCRIPTION

Bilingual Multicultural Education Program Models and Instructional Time					
Model	DUAL LANGUAGE IMMERSION	MAINTENANCE	ENRICHMENT*	HERITAGE	TRANSITIONAL
Purpose	To develop high academic achievement in two languages; its focus is additive bilingual and biliterate proficiency and cross-cultural skills, NMAC 6.32.2.12 (D)(1)	To develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English, NMAC 6.32.2.12 (D)(4)	To further develop the home language of fully English proficient students and to teach the cultures of the state, NMAC 6.32.2.12 (D)(2)	To support and revitalize a student's native language and culture through oral and/or written language instruction, NMAC 6.32.2.12 (D)(3)	To gradually transition students from home language instruction to an all-English curriculum, NMAC 6.32.2.12 (D)(5)
Student Membership	EL students RFEP IFEP	EL students only	RFEP IFEP	EL students RFEP IFEP	EL students only
Instructional Time	3 hours per day for each language, including all subject areas	2 to 3 hours per day	1 to 2 hours per day	1 to 3 hours per day	2 to 3 hours per day
Required Courses	Minimum of 3 hours in the target language (LA and content area) and 3 hours in English, including ELD/ESL for ELs	1 hour of target home or heritage language and 1 hour of ELD/ESL	1 hour of target home or heritage language	1 hour of target home or heritage language and 1 hour of ELD/ESL for ELs	1 hour of target home or heritage language and 1 hour of ELD/ESL.
Optional / Additional	N/A	May have 1 additional hour of target, home, or heritage language in content area (math, social studies, science, or fine arts). 100 percent of the content must be taught in the home or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science, or fine arts). 100 percent of this content must be taught in target, home, or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science, or fine arts), 100 percent of whose content must be taught in the target, home, or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science or fine arts). 100 percent of this content must be taught in the target, home, or heritage language of student's chosen program.
<p>*Note: All English learners (ELs) participating in bilingual multicultural education programs <u>must</u> receive one hour of ELD/ESL instruction in addition to home or heritage language instruction. Thus, the enrichment program is not open to ELs.</p>					

Source: PED

EL Program/ Service	Description
Structured English Immersion	An approach characterized by extensive use of English, as well as the use of English as a Second Language (ESL) methodology.
Content-Based English as a Second Language	An approach that integrates ESL instruction with subject matter instruction. The technique focuses, not only on learning a second language, but on using that language as a medium to learn a core content subject or other academic subjects.
English as a Second Language (ESL)/ English Language Development (ELD)	An approach in which EL students are provided explicit instruction in the use of the English language. Instruction is based on a targeted curriculum that focuses on English language learning (not subject matter content). ESL/ELD instruction is designed specifically to further develop listening, speaking, reading, and writing skills to achieve English language proficiency by addressing the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in school.
Specially Designed Academic Instruction in English (SDAIE)	Designed for students who have intermediate fluency in English (not for entering or emerging ELs). This approach teaches grade-level subject matter in English with a rigorous academic core at students' grade level and is specifically designed for speakers of languages other than English.
Sheltered Instruction	This approach integrates the development of English language proficiency and the acquisition of grade-level academic content area knowledge and academic skills.

Source: PED