Empowering School Boards to Drive Student Achievement for Students with Disabilities

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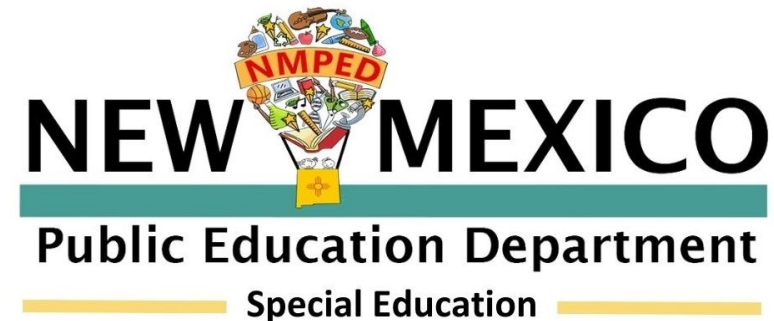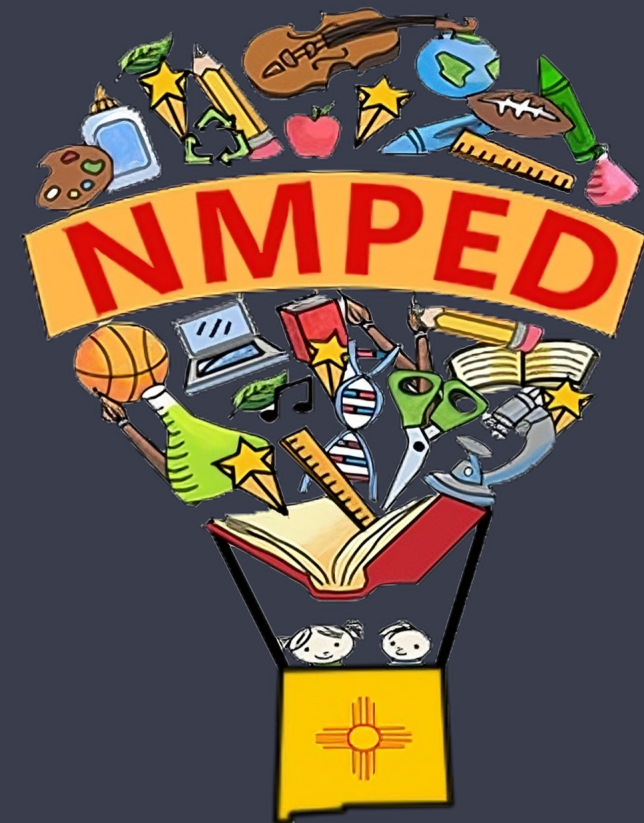
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Agenda

1. Welcome & Introductions
2. Objectives
3. Important Roles of School Board Members
4. Overview: Statewide Data
5. District Deep Dive Data Activity
6. Pojoaque Case Study
7. Office of Special Education Resources

Objectives

- **Roles and Responsibilities in Supporting Students with Disabilities**
  Understand the roles of school board members and how collaboration ensures equitable education and effective use of special education funding.

- **Becoming an Informed Advocate**
  Learn where to find state data for students with disabilities and apply it to make informed, evidence-based decisions through becoming an informed advocate for students with disabilities.

- **Case Study Analysis for Capacity Building**
  Analyze a case study to identify best practices for increasing the capacity of general education teachers to support students with disabilities effectively.

Important Role of School Board Members

Our Why…

The Important Role of School Boards

- **Establishing Policies** – Ensure compliance with federal and state laws that support equitable opportunities for students with disabilities.
- **Budget Approval & Resource Allocation** – Allocate funds to support diverse student needs.
- **Equitable Resource Distribution** – Ensure fair access to resources for **ALL** students.
- **Advocacy** – Champion the needs of students with disabilities.
- **Approving the School Calendar** – Align school calendars with professional development opportunities to align with student success
- **Supporting Professional Development** – Ensure staff have opportunities to learn and implement evidence-based strategies.

How can YOU help?

- **Know who…build your library of resources**, **external partnerships** and look for **opportunities to engage within your community**. This will make you a more informed advocate for students with disabilities.
  - New Mexico Office of Special Education
  - City/ County Events
  - Community Advocacy Groups
  - Early Childhood Groups

- **Understand the roles and responsibilities** of your role, the role of the superintendent and the roles of district school members specific to your district. Each role is crucial in ensuring the smooth operation of the district and the success of all students.

- **Clear communication and collaboration** between these roles help to achieve common goals. Developing ongoing meetings, frequent check-ins, and setting well drafted agendas will help to hold each party accountable, while ensure that each party has a shared vision for serving students.

Office of Special Education Programs (OSEP) Federal Reporting Indicators

Special Education Law & Requirements

Statewide Data

In accordance with 34 CFR § 300.149, **the New Mexico Public Education Department (NMPED), is responsible for-**

- (1) **Ensuring that the requirements of the IDEA are carried out**; and

- (2) **Ensuring that each educational program for children with disabilities** administered within the State,

  - (i) Is under the **general supervision** of the persons responsible for educational programs for children with disabilities

  - (ii) Meets the **educational standards of NMPED, including IDEA**.

Part B FFY 2020–2025 SPP/APR

IDC IDEA DATA CENTER

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Dropout.** % of youth with IEPs dropping out.
3. **Assessment.** (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.
4. **Suspension and Expulsion.** (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.
5. **Educational Environments.** % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/ hospital placements.
6. **Preschool Environments.** % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
7. **Preschool Outcomes.** % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement.** % of parents who report that the school facilitated parent involvement.
9. **Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups in special education and related services due to inappropriate identification.
10. **Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
11. **Child Find.** % of children evaluated within 60 days of parental consent for initial evaluation or state time frame.
12. **Early Childhood Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
13. **Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services, and courses.
14. **Post-School Outcomes.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15. **Resolution Sessions.** % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. **Mediation.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan (SSIP).** SPP/APR includes comprehensive, ambitious, yet achievable multi-year SSIP, with stakeholder engagement in all phases, for improving results for children with disabilities.
18. **General Supervision.** % of findings of noncompliance corrected within one year of identification.

IDEA 618 Data Collections

IDC IDEA DATA CENTER

- **Child Count and Educational Environments**
  - Children with Disabilities (IDEA) School Age (FS002)
  - Children with Disabilities (IDEA) Early Childhood (FS089)

- **Personnel**
  - Special Education Teachers (FTE) (FS070)
  - Special Education Related Services Personnel (FS099)
  - Special Education Paraprofessionals (FS112)

- **Exiting**
  - Children with Disabilities (IDEA) Exiting Special Education (FS009)

- **Discipline**
  - Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting (FS005)
  - Children with Disabilities (IDEA) Suspensions/Expulsions (FS006)
  - Children with Disabilities (IDEA) Reasons for Unilateral Removal (FS007)
  - Children with Disabilities (IDEA) Disciplinary Removals (FS088)
  - Children with Disabilities (IDEA) Total Disciplinary Removals (FS143)
  - Educational Services During Expulsion (FS144)

- **Assessment**
  - Academic Achievement in Mathematics (FS175)
  - Academic Achievement in Reading/Language Arts (FS178)
  - Assessment Participation in Mathematics (FS185)
  - Assessment Participation in Reading/Language Arts (FS188)

  Note: *Assessment data for students with disabilities are a subset in the assessment data files for all students.*

- **MOE Reduction and CEIS**
- **Dispute Resolution**

ideadata.org
03/26/2024

OSEP Federal Indicators

1. Graduation Rate – Percentage of students with disabilities graduating with a regular diploma.

2. Dropout Rate – Percentage of students with disabilities who leave school without a diploma.

3. Assessment Participation & Proficiency – Measures participation and performance in statewide assessments.

4. Suspension/Expulsion – Tracks disciplinary removals of students with disabilities.

5. Least Restrictive Environment (LRE) for Ages 6-21 – Percentage of students in general education settings.

6. Least Restrictive Environment (LRE) for Ages 3-5 – Percentage of preschool children in inclusive settings.

7. Preschool Outcomes – Measures developmental progress in social, knowledge, and behavioral skills.

8. Parent Involvement – Assesses parental engagement in special education services.

9. Disproportionate Representation in Special Education – Identifies racial/ethnic disparities in identification.
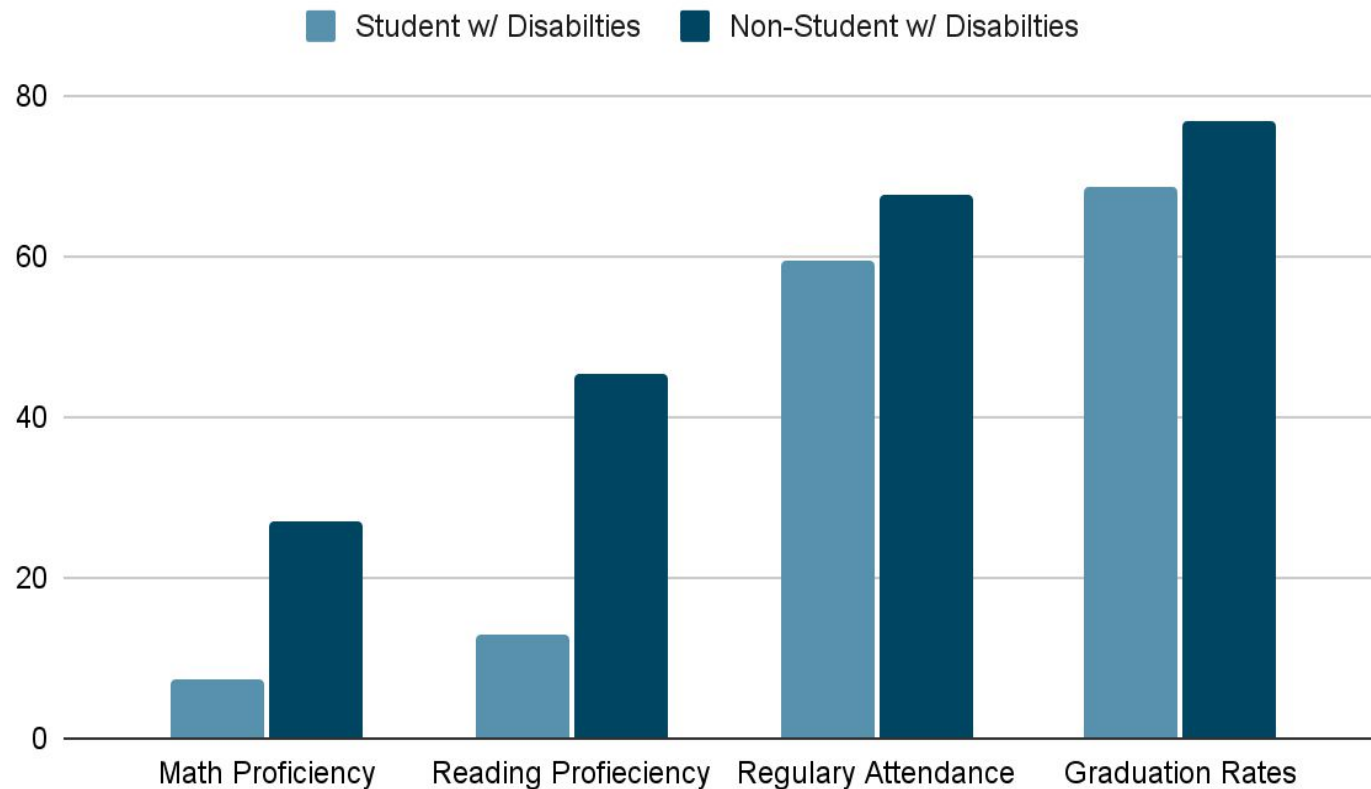
OSEP Federal Indicators

10. Disproportionate Representation in Specific Disability Categories – Checks for racial/ethnic disparities in disability classifications.

11. Child Find – Ensures timely evaluations of children suspected of having disabilities.

12. Early Childhood Transition – Tracks smooth transitions from early intervention (Part C) to preschool (Part B).

13. Secondary Transition – Measures transition planning for post-school outcomes in IEPs.

14. Post-School Outcomes – Tracks student engagement in education, training, or employment after high school.

15. Resolution Sessions – Measures success rates of dispute resolutions before due process hearings.

16. Mediation – Assesses the effectiveness of mediation in resolving disputes.

17. State Systemic Improvement Plan (SSIP) – Evaluates state efforts to improve outcomes for students with disabilities.

18. Significant Disproportionality – Identifies racial/ethnic disparities in identification, placement, or discipline.

23/24 Statewide Data: Student with Disabilities (SWD)

Percentage Rates

Student w/ Disabilties   Non-Student w/ Disabilties

Math Proficiency   Reading Profieciency   Regulary Attendance   Graduation Rates

*Grades 3-8, and grade 11

Proficiency Rates

Students Math Proficiency 23%

SWD Proficiency Rates **7.5%**

Students Reading Proficiency 39%

SWD Proficiency Rates **13%**

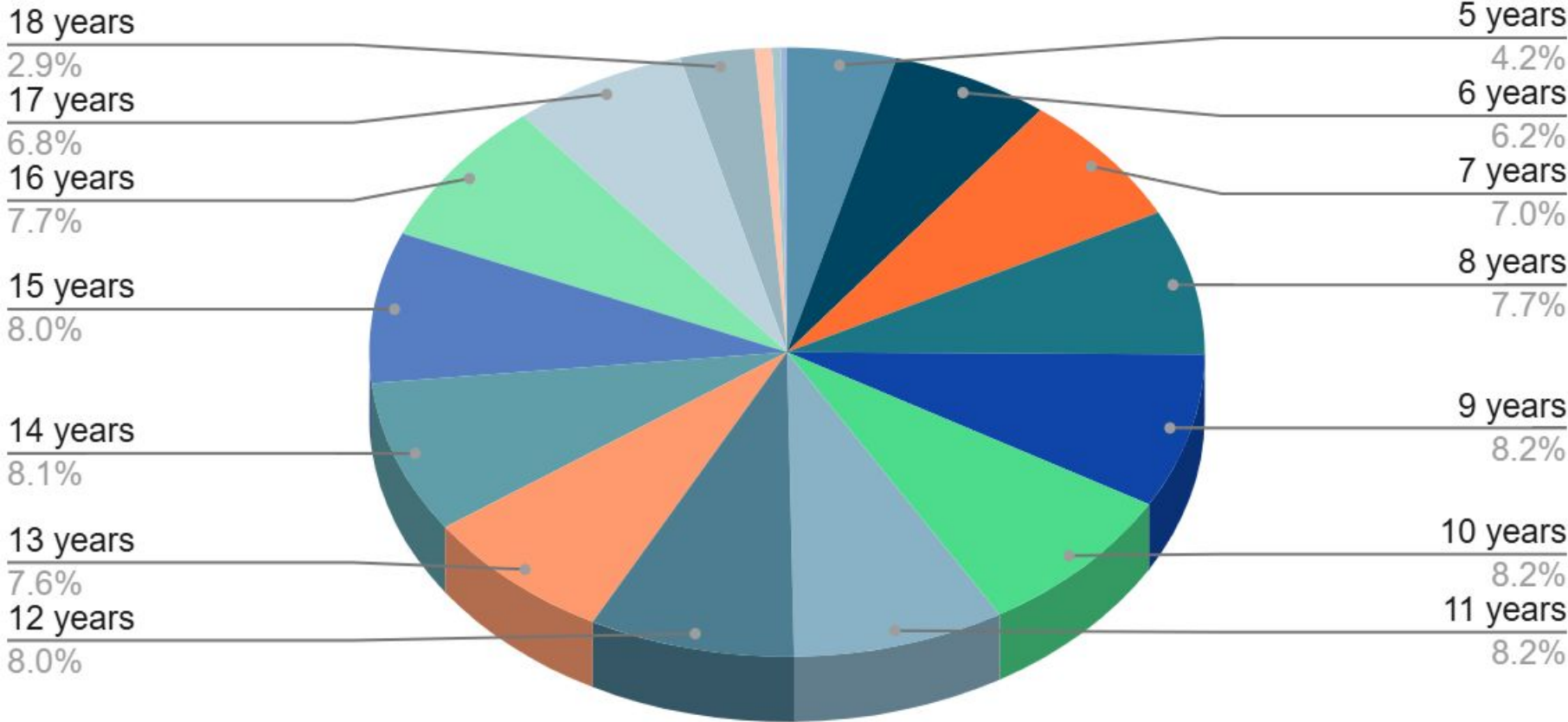**Attendance 67.6%**

Attendance SWD **59.34%**

Four Year Graduation Rate

Overall 76.7%

Students with Disabilities **68.5%**

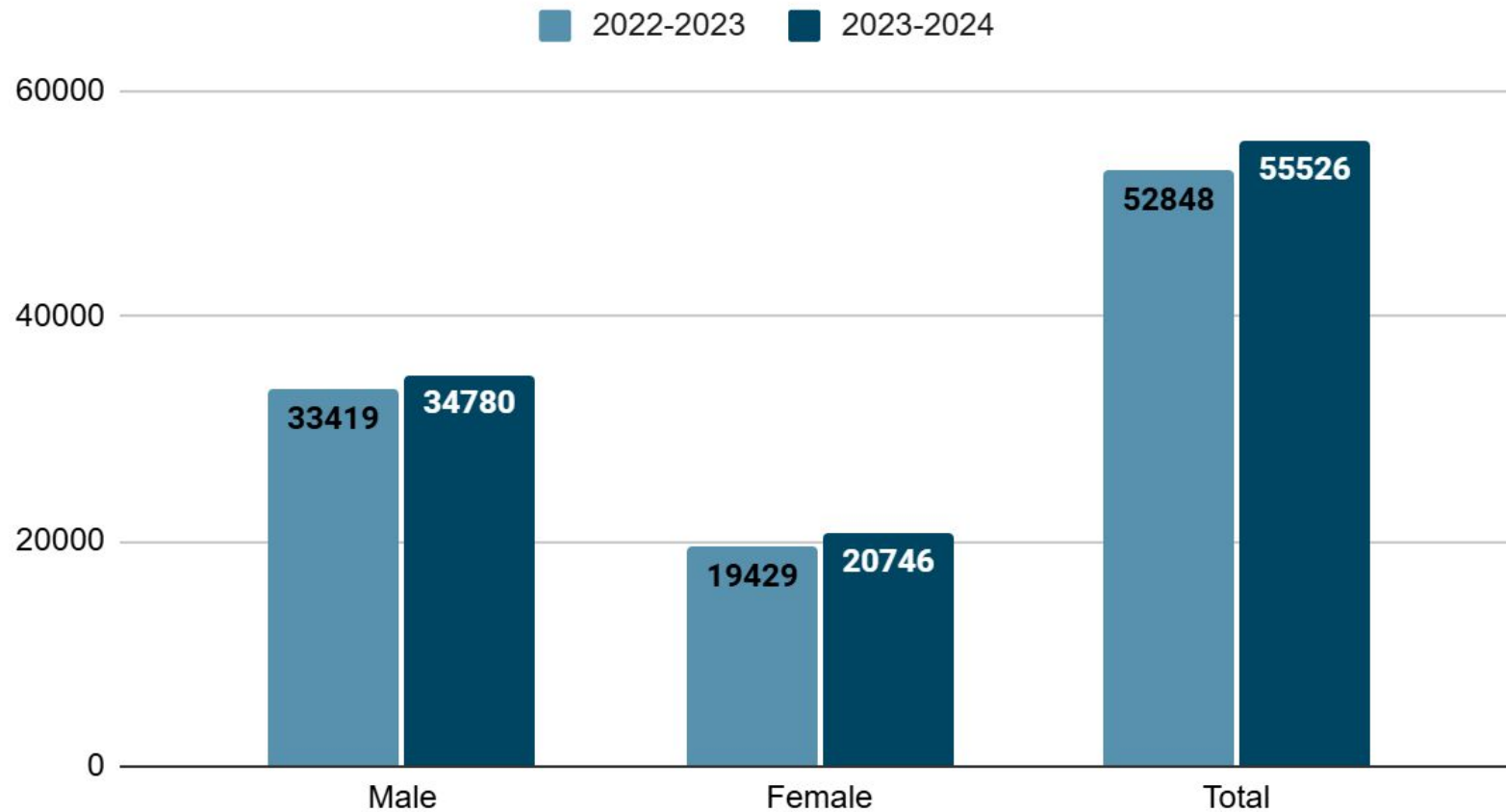**Data from NM Vistas: Click here to access**

Student with Disabilities: Age

Percentage of students with disabilities in each age group 2023-2024

Student with Disabilities: Gender
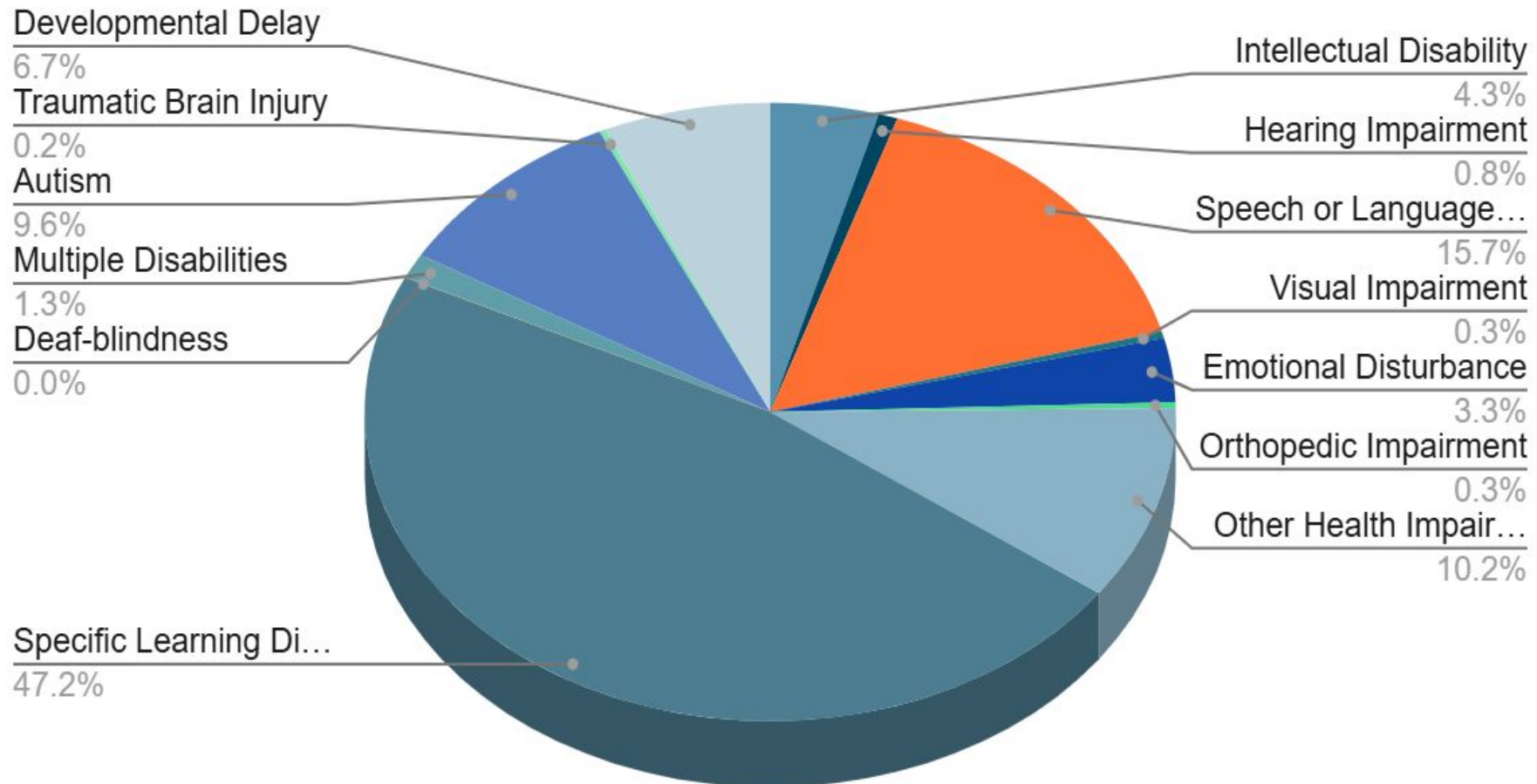

School Age SWDs Child Count by Gender

■ 2022-2023   ■ 2023-2024

Gender	2022-2023	2023-2024
Male	33419	34780
Female	19429	20746
Total	52848	55526

Student with Disabilities: Race/ Ethnicity

2023-2024 School Age SWDs Race/Ethnicity

Two or more races
2.3%
White
19.8%

Native Hawaiian or…
0.1%
Black or African Ame…
2.0%
Asian
0.6%
American Indian or A…
10.4%

Hispanic/Latino
64.7%
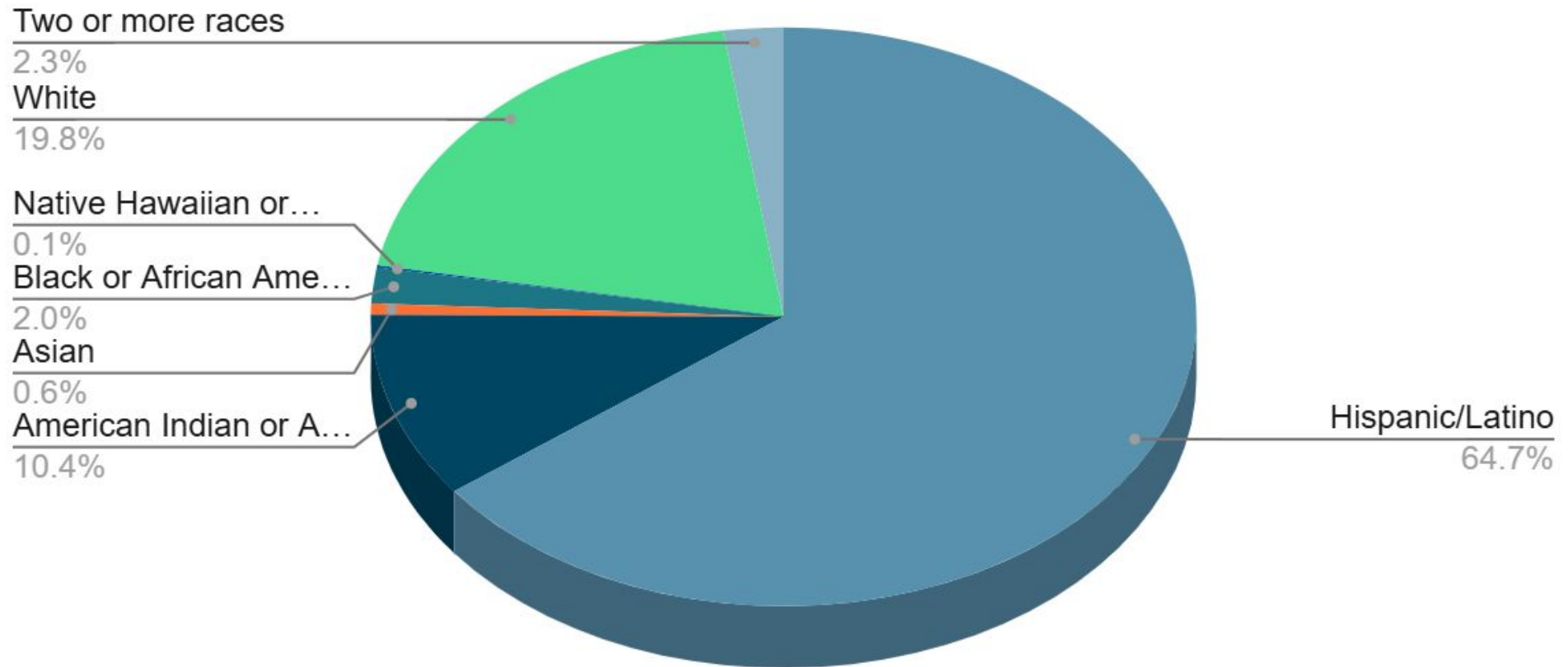
Student with Disabilities: Disability Category

2023-2024 School Age SWDs Comparison by Disability

Developmental Delay 6.7%
Traumatic Brain Injury 0.2%
Autism 9.6%
Multiple Disabilities 1.3%
Deaf-blindness 0.0%
Specific Learning Di... 47.2%
Intellectual Disability 4.3%
Hearing Impairment 0.8%
Speech or Language... 15.7%
Visual Impairment 0.3%
Emotional Disturbance 3.3%
Orthopedic Impairment 0.3%
Other Health Impair... 10.2%

Student with Disabilities: Dropout Rates

State Drop Out Rates
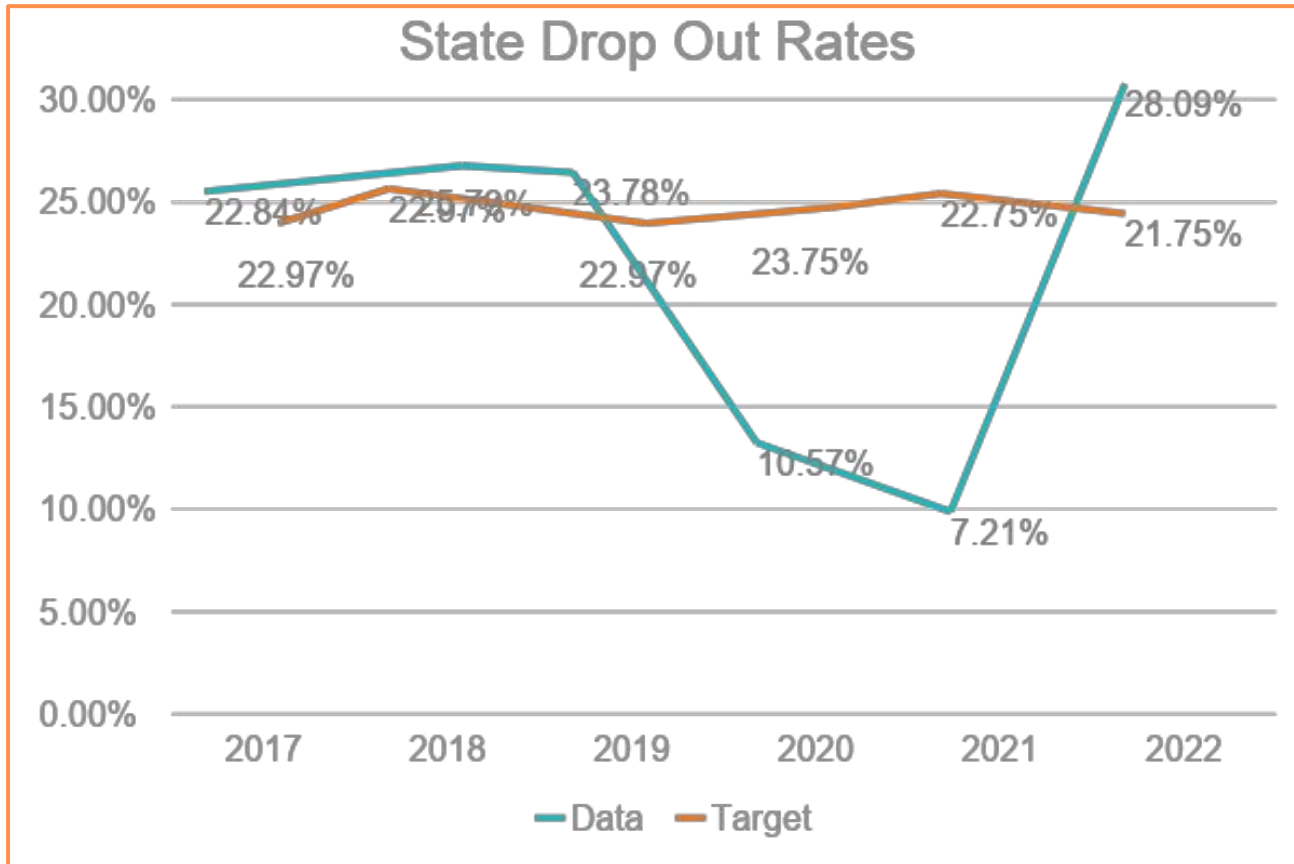
Year	Rate
2017	22.84%
2018	25.79%
2019	23.78%
2020	10.57%
2021	7.21%
2022	28.09%

Statewide Data: Dropout Rates

Percentage of SWDs who Dropped Out

- 2017: 26%
- 2019: 23%
- 2020: 26%
- 2021: 24%
- 2022: 11%
- 2023: 7%
- 2024: 28%
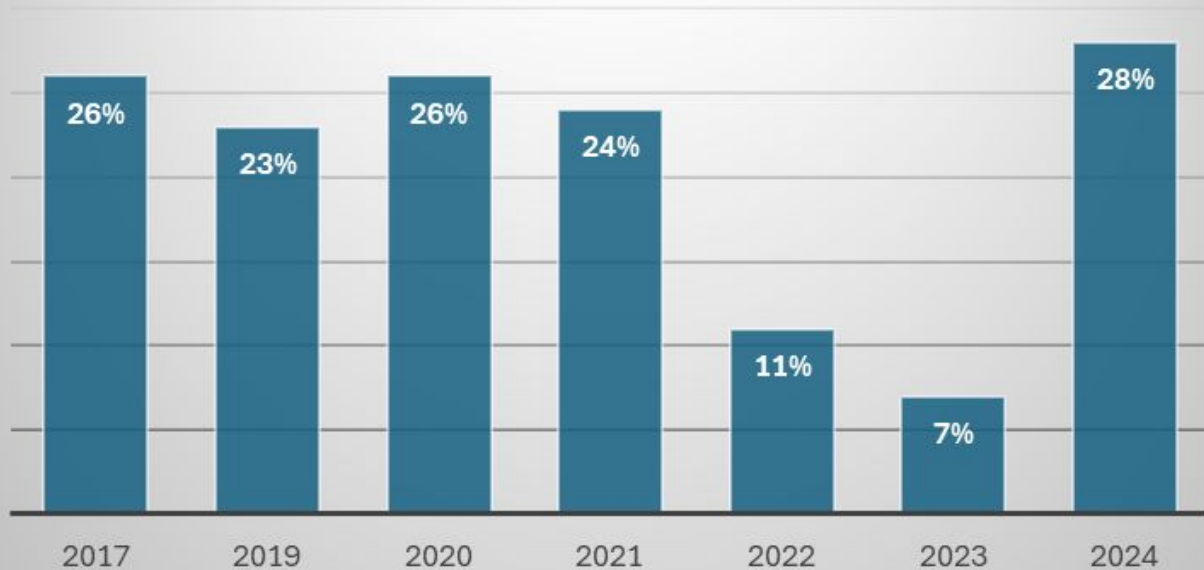
Percentage of SWDs who Graduated with a Regular High School Diploma

- 2020: 73%
- 2021: 75%
- 2022: 86%
- 2023: 91%
- 2024: 71%
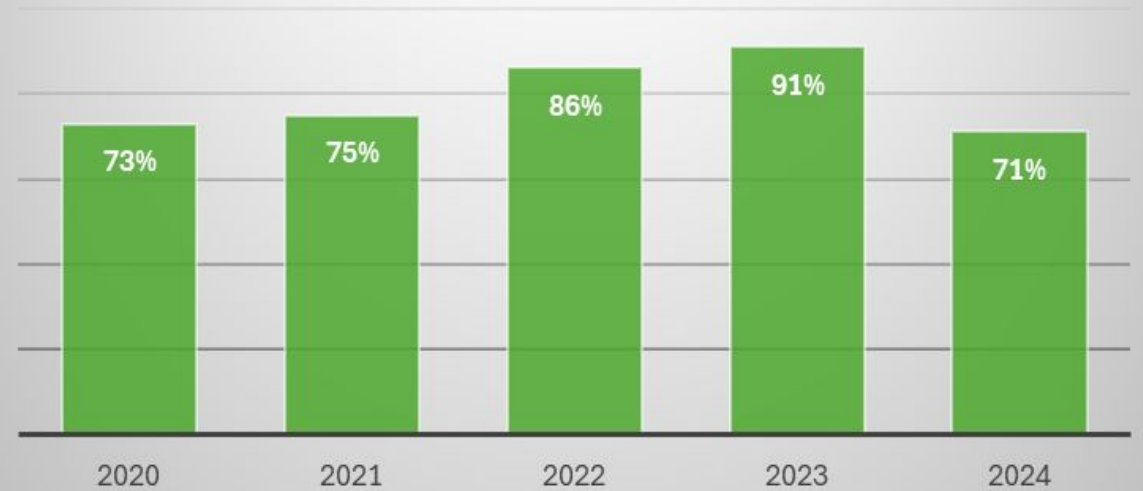
Percentage Point Proficiency Gap between Children with Disabilities and All Students on the Regular 4th grade Reading Assessments: SY 2022-23

New Mexico
28.64

15   20   25   30   35   40   45
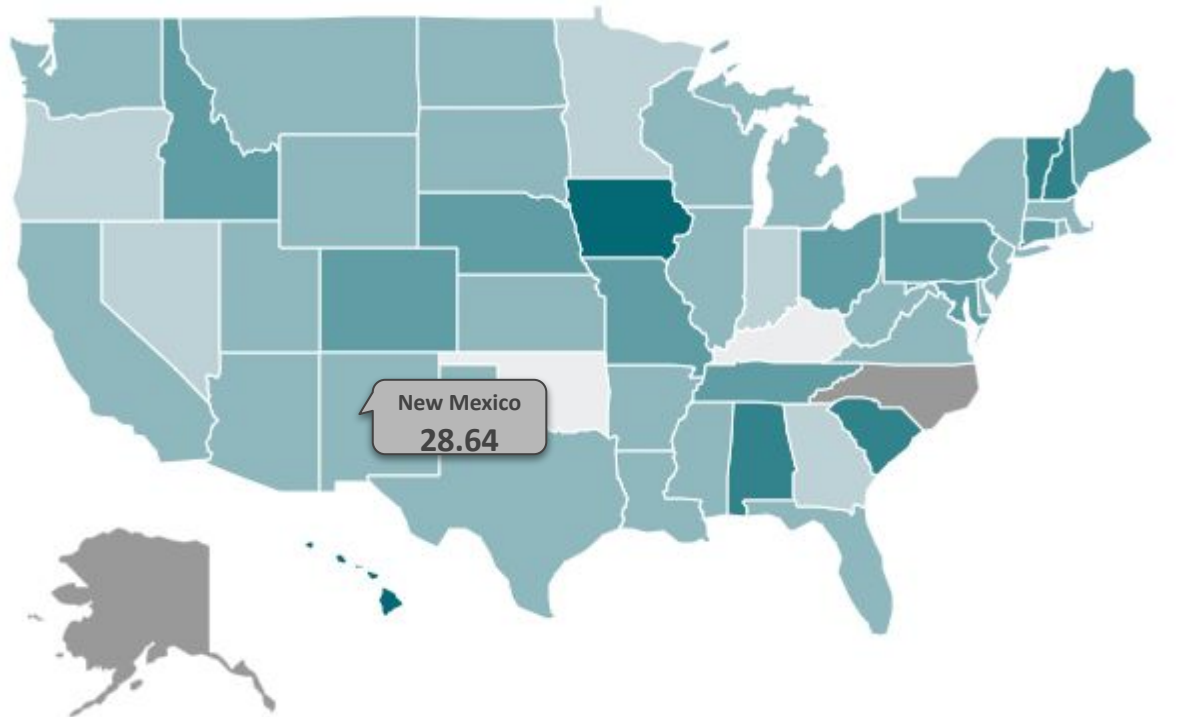
↧ Download data

Note: The percentage point gap methodology compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. Data for AK are missing. Data for NC were suppressed due to data quality.

Source: FFY 2022 SPP/APR Indicator 3D. Data reported via EDFacts using File Specifications 185 and 188

"In school year 2022-23, the percentage of fourth-grade students with disabilities who scored at or above proficient on the reading assessment was 16.69 to 43.42 percentage points lower than all students within individual states across the United States."

-Office of Special Education Programs

IDEAs that Work

www.ed.gov/about/ed-offices/osers/osep

Data Activity

Instructions : District Deep Dive

1. **Access Data** – Go to <u>NM Vistas</u> and locate your district's data on students with disabilities.
2. **Review Key Indicators** – Focus on graduation rates, proficiency, discipline, and least restrictive environment (LRE).
3. **Compare & Analyze** – Identify trends over time and compare district data to state averages.
4. **Draw Conclusions** – Write down 1-2 key insights based on the data.
5. **Discuss & Reflect** – Share findings with the group and consider potential next steps

NEW MEXICO
VISTAS

Scan Here!

Data Activity: Statewide Data

Percentage Rates
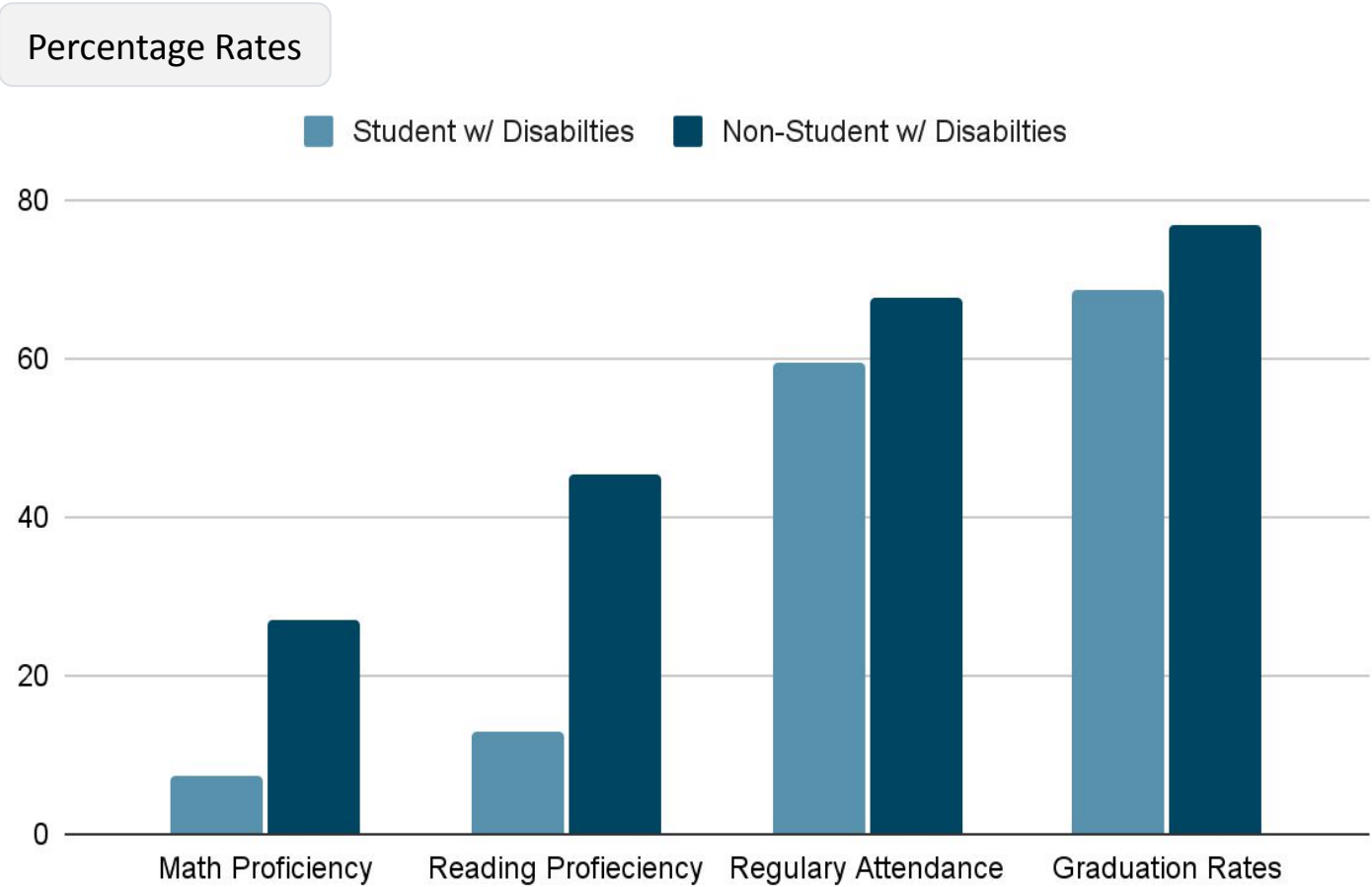
2023/2024 Statewide Data

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Attendance 67.6%

Attendance SWD **59.34%**

Graduation Rates

Overall 76.7%

Students with Disabilities **68.5%**

Utilizing Data Effectively

Things to Remember:

- **Define a Clear Process** – Ensure data is collected, analyzed, and used consistently.

- **Evaluate Collection Methods** – Is your LEA's data process effective? Identify gaps and areas for improvement.

- **Assess Tools & Strategies** – Are current methods working, or do they need updating?

- **Review Current Policies & Procedures** – Do policies support students with disabilities, or should they be revised?

- **Engage Stakeholders** – Involve educators, administrators, and families in data-driven decisions.

Benefits of Using Data Effectively

Extract Meaningful Insight

Analyzing data can greatly benefit students with disabilities by helping identify their needs and tailoring educational strategies to support students as well as educators.

- Early Identification
- Personalized Learning Plans
- Accessible Curriculum and Instruction
- Assistive Technologies
- Student Engagement and Support
- Academic Performance
- Transition Support (C to B, after HS support)
- Effective Child Find Systems

School Boards & Data Driven Decision Making

- **Identifying Student Needs & Equity Gaps**
  - Analyze performance, graduation rates, and special education data to ensure all students receive support.
- **Evaluating Program Effectiveness**
  - Compare district data to state/national benchmarks to identify and apply best practices.
- **Budget & Resource Allocation**
  - Use data to distribute funding for special education and interventions; prioritize infrastructure needs.
- **Supporting Teacher Retention & Professional Development**
  - Guide professional development with student performance data; track mentorship impact on retention.
- **Strengthening Community & Stakeholder Engagement**
  - Share data with parents and stakeholders to build transparency and understand community needs.
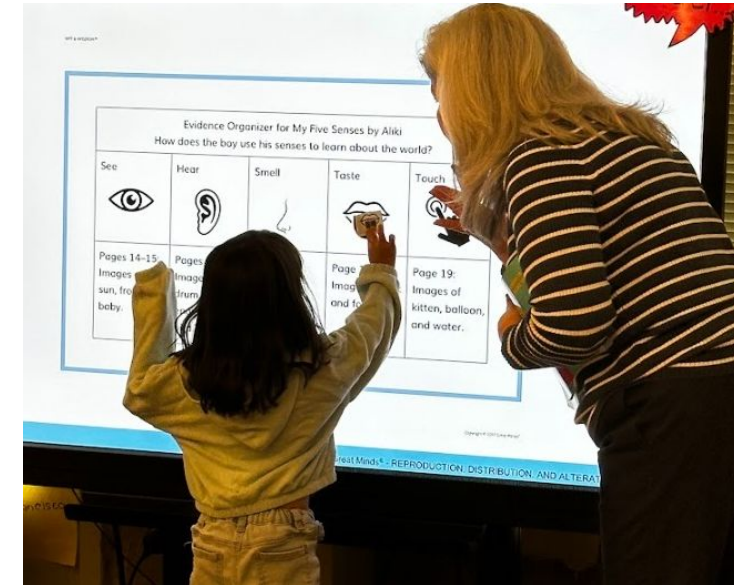
Case Study: Pojoaque Valley Schools

Pojoaque Data Analysis

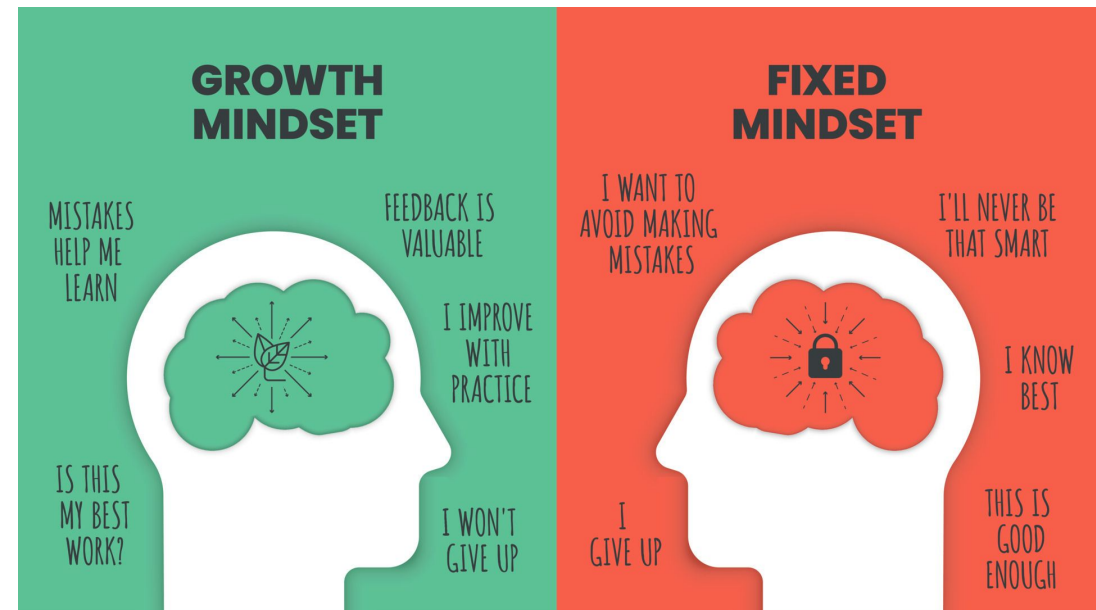| 2019 Proficiency Rates by Subject		
Subject	Overall Proficiency	Students with Disabilities (SWD) Proficiency
English Language Arts (ELA)	28%	5%
Math	10%	4%
Science	30%	7%

Covid happened…

A Change in Mindset

- We needed to rethink how we addressed education for ALL students.

- Special Education is not magic.

- All means all, students are students first.

GROWTH MINDSET

MISTAKES HELP ME LEARN

FEEDBACK IS VALUABLE

I IMPROVE WITH PRACTICE

IS THIS MY BEST WORK?

I WON'T GIVE UP

FIXED MINDSET

I WANT TO AVOID MAKING MISTAKES

I'LL NEVER BE THAT SMART

I KNOW BEST

I GIVE UP

THIS IS GOOD ENOUGH

POJOAQUE
VALLEY SCHOOL DISTRICT

A Story of Student Triumph

- Student with an Specific Learning Disability (SLD) in reading with the characteristics of Dyslexia

- The family made a proposal; May Center for learning

Why can't all students have access to this level of instruction?

The Three C's

Creative

Courageous

and maybe a little…

Crazy

Support from Above

- A **Superintendent** with **VISION**

- A **SUPPORTIVE** and **ACTIVE** School Board

- **AUTHENTIC** Community Partnerships

POJOAQUE
VALLEY SCHOOL DISTRICT

slow
growth
equals
Strong
roots

mary marantz

The Data Results…2021 - 2023

Student Proficiency Data SY 2021-2023						
Year	ELA	SWD ELA	Math	SWD Math	Science	SWD Science
2021	32%	13%	18%	13%	22%	6%
2022	35%	16%	10%	0.5%	25%	11%
2023	33%	16%	12%	5%	25%	11%

Pojoaque Valley Public Schools

What's Next?

Office of Special Education Resources

OSE Monthly Newsletter

Office of Special Education Monthly Newsletter

❖ **Important Updates**
  ➢ **Special Education Practices & Procedures**
  ➢ **Supporting Students with Disabilities**
  ➢ **IDEA-B Compliance**
  ➢ **Important Dates**
❖ **Upcoming Professional Development & Learning Opportunities**
❖ **Highlights from Office of Special Education**
❖ **OSE Office Hours & More!**

Scan or click here to register to receive the OSE Monthly Newsletter

NEW MEXICO
NMPED
Public Education Department
Special Education

OSE Office Hours

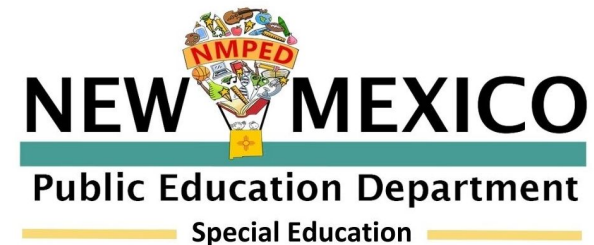## Office of Special Education Office Hours

❖ **Every third Tuesday of the month**
  ➢ 3:30-4:30 PM
  ➢ Microsoft Teams

Office Hour Structure

❖ **15-20 Minutes of Professional Development or Update on Current Events**
❖ **Opportunity for Questions & Technical Assistance**

Scan or click here to join the next OSE Office Hours

NMPED
NEW MEXICO
Public Education Department
Special Education

NM Special Education Parent Support and Resources

- **The Office of Special Education, Parent and Community Liaison, Elizabeth Cassel, Ph.D: (505) 490-3918**

- **Parents Reaching Out (PRO) Website: www.parentsreachingout.org Phone: (505) 247-0192** Services: Provides parent-to-parent support, educational workshops, and resources for families of children with disabilities.

- **EPICS NM** (Education for Parents of Indian Children with Special Needs) **Website: www.epicsnm.org Phone: (888) 499-2070** Services: Provides support, education, and advocacy for Native American families of children with disabilities in New Mexico.

- **Autism Programs Parent Home Training (PHT):** Learn how to help your child develop and gain new skills through Autism Programs Parent Home Training (PHT). PHT is a three-to-four month-long educational program funded by the Department of Health and offered within families' homes. **PHT is available for children under age six. Check out the website here: Parent Home Training | Center for Development & Disability | UNM Health System | Albuquerque, New Mexico**

- **New Mexico Department of Health - Developmental Disabilities Supports Division www.nmhealth.org/about/ddsd Phone: (505) 827-2574** Services: Manages Medicaid waiver programs, provides case management, and supports individuals with developmental disabilities.

- **Disability Rights New Mexico Website: www.drnm.org Phone: (505) 256-3100** Services: Provides legal advocacy, information on disability rights, and assistance with discrimination cases.

- **ECECD, Special Education Preschool**: (505)372-8670, 619coordinator@ececd.nm.gov preschool special education and related services programmatic support, intensive training, and technical assistance.

Thank You!!

Please take a moment to take a quick exit survey about your experience today!

Thank you for your dedication to supporting students with disabilities!

Questions

Thank You

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