



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT**

**FFY 2005 -2010 State Performance Plan
For Special Education**

**Submitted to the
Office of Special Education Programs
United States Department of Education**

**New Mexico Public Education Department
Special Education Bureau**

www.ped.state.nm.us/seo/index.htm

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Acronyms

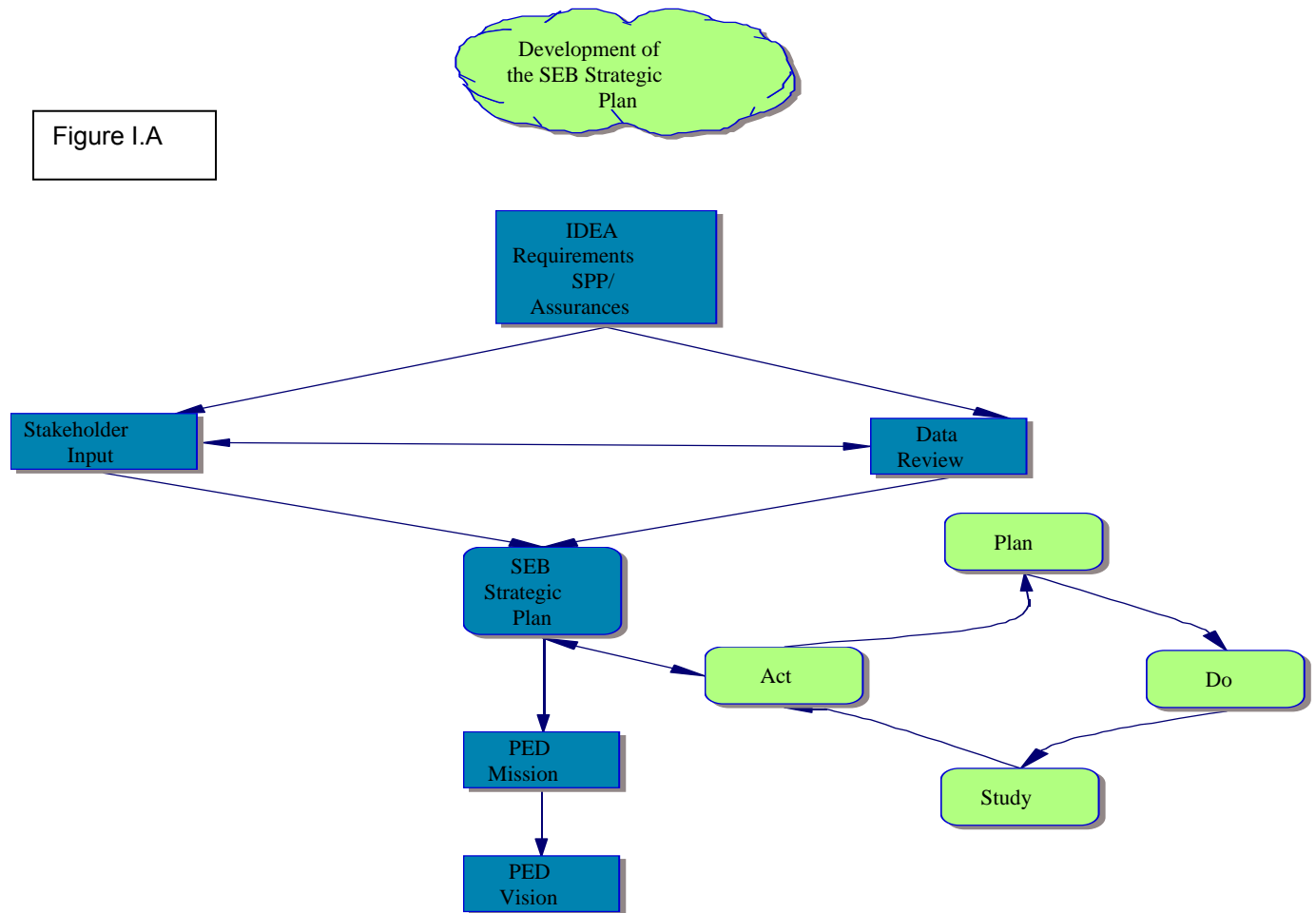
AAO	Administrative Appeal Officer
ADR	Alternative Dispute Resolution
ADS	Accountability Data System
APR	Annual Performance Report
AYP	Adequate Yearly Progress
BIPs	Behavior Intervention Program
CAP	Corrective Action Plan
CDD	Common Core of Data
CIO	Chief Information Officer
CRT	Criterion Referenced Test
DOH	Department of Health
DPH	Due Process Hearing
DVR	Division of Vocational Rehabilitation
EOY	End of Year
FAPE	Free Appropriate Education
FBAs	Functional Behavior Assessment
FFY	Federal Fiscal Year
FIEP	Facilitated Individual Education Program
FIT	Family Infant and Toddler
FM	Focus Monitoring
FTE	Full Time Equivalent
GED	General Education Diploma
GSEG	General Supervision Enhancement Grant
HS	High School
IEP	Individual Education Program
IDEA	Individuals with Disabilities Education Act
IHO	Impartial Hearing Officer
IPP	Institute of Public Policy
I.T.	Information and Technology
LEA	Local Education Agency
JPA	Joint Powers Agreement
LRE	Least Restrictive Environment
MESA	Mathematical Educational Science Academy
MRTs	Measurable and Rigorous Targets
NA	Not Applicable
NCLB	No Child Left Behind
NCSEAM	National Center for Special Education Accountability Monitoring
NEREC	Northeast Regional Education Cooperative
NM	New Mexico
NMAC	New Mexico Administrative Code
NMPED	New Mexico Public Education Department
NMSBA	New Mexico Standard Based Assessment

**New Mexico Part B State Performance Plan (SPP)
Federal Fiscal Years 2005 through 2010**

Introduction

Overview of the State Performance Plan (SPP) Development:

The New Mexico Public Education Department (NMPED) Special Education Bureau (SEB) staff reviewed and analyzed the requirements of the State Performance Plan set forth by the United States Department of Education, Office of Special Education Programs (OSEP). As part of their annual retreat in May 2005, the SEB staff developed an action plan for meeting the requirements of the SPP. The staff wrote a two-year strategic plan that included strategies and timelines to complete the SPP and the Annual Performance Report (APR) due on February 1, 2007. The plan also included a system for broad stakeholder input, easy-to-follow flow charts for each indicator, and a data matrix highlighting all of the data requirements. As a part of our strategic plan, every SEB staff member has an employee work plan. The employee work plan lists specific tasks along with timelines for completion. Every SEB employee has personal ownership of the SPP and the APR. The SEB utilizes the Plan-Do-Study-Act (PDSA) model to revise the resource components, implementation and evaluation timelines, and/or professional development activities associated with the strategic plan. See Figure I.A.



The proposed strategic plan, flow charts, and data matrix were presented to the NMPED Assistant Secretary of Instructional Support and members of the division in June 2005. Members of the Instructional Support Division included the Bureau Chief for Bilingual and Multicultural Education, Bureau Chief for Charter Schools and Alternative Education, and the Bureau Chief for Early Childhood Education. Bureau Chiefs from the division had an opportunity to provide input on the plan, and the Bureau Chiefs were able to determine how their individual bureaus would support the SPP. Once the data matrix was reviewed by NMPED's Executive Team, the matrix was forwarded to NMPED's Information and Technology Department for incorporation into the state's Accountability Data System (ADS). The SEB Information and Technology (I.T.) data manager revised the ADS manual for the Local Education Agencies (LEAs).

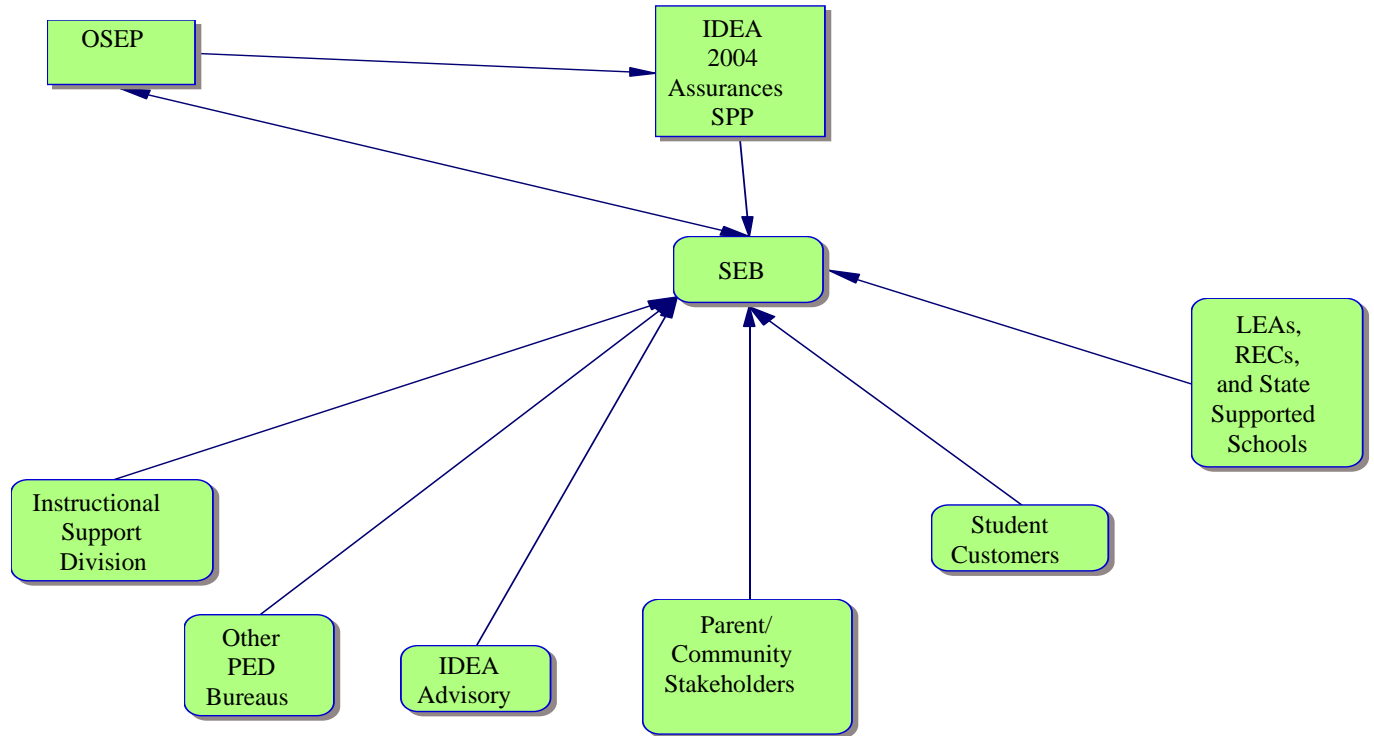
On June 9, 2005, the Part B Indicator Measurement Table, SEB data matrix, and flow charts for each indicator were presented to LEA Special Education Directors and Charter School Special Education Coordinators. Each indicator was examined in great detail with the directors and coordinators. The process for collecting the required data and the data formulas were also reviewed. On June 21, 2005, the New Mexico State Individuals with Disabilities Education Act (IDEA) Advisory Panel received the same presentation as described above. The purpose of the meetings was to raise awareness across New Mexico about the changes in the IDEA and the upcoming SPP. The timelines and plan for broad stakeholder input was shared at that time.

The SEB staff obtained broad stakeholder input on the SPP, for the FFY 2004 (July 1, 2004 – June 30, 2005), from members of the NMPED, LEAs and Charter Schools, and the state IDEA advisory panel. LEAs and Charter Schools had the opportunity to provide input on the measurable and rigorous targets (MRTs) as well as improvement activities/timelines/resources on October 13, 2005. The LEAs and Charter Schools were shown New Mexico's educational data, as it relates to the SPP, through a Power Point presentation. Every individual was given an advanced organizer for each indicator. The individuals were encouraged to write down suggested activities/timelines/resources to meet the proposed targets. The state IDEA Advisory Panel was given the identical presentation and participated in the exact same activities on September 15 and 16, 2005 and November 10 and 11, 2005. See Figure I.B. See Appendix A for the advanced organizer for obtaining input on the original SPP for FFY 2004.

Once the SEB staff defined all of the tasks to be completed for each indicator, the staff analyzed the tasks to determine whether or not the scope of work could be completed by existing SEB staff members. It was determined that some of the tasks required additional support and expertise from New Mexico's Regional Educational Cooperatives (RECs) and universities. A budget review was completed by SEB staff members. New Mexico's RECs are located in various regions of the state and represent some of the state's diverse and rural populations. The RECs were awarded IDEA funds to assist the SEB with the SPP indicators. Each REC received a scope of work that highlighted the indicator, tasks to be completed, and timelines for completion. The SEB worked diligently to align SEB IDEA funds with the SPP and the IDEA assurances. This budget systems alignment was part of the bureau's strategic plan. See Appendix C for the REC map.

Many of the Indicators' Improvement Activities, Resources, Timelines, and Outcomes are identical. This is a result of the strategic alignment underway at the NMPED. It is our belief that initiatives such as Least Restrictive Environment (LRE), Positive Behavior Support (PBS), and transition should be woven together in order to have the most beneficial and supporting outcomes for students in New Mexico. None of the Indicators in the SPP stand alone. Every SPP Indicator serves as a pedestal of supports for the preceding, existing, and upcoming Indicators and improvement activities.

Figure I.B



Following the submission of New Mexico’s State Performance Plan to the U. S. Department of Education, Office of Special Education Programs, and the New Mexico Public Education Department will post the final version of the plan on the department’s website. Notification will be sent to stakeholders regarding the availability of the plan for downloading. Hard copies will be sent to each LEA, Charter School, and state IDEA Advisory Panel member.

The input for the FFY 2005 (July 1, 2005 – June 30, 2006) State Performance Plan for Indicators 4B, 7, 8, 9, 10, 11, 13, 14, and 18 was similar to the method used when gathering input for the FFY 2004 SPP.

The SEB staff obtained broad stakeholder input on the new SPP Indicators from members of the NMPED, LEAs, RECs, Charter Schools, and the State IDEA Advisory Panel. The LEAs, RECs, and Charter Schools had an opportunity to provide input on the measurable and rigorous targets (MRTs) as well as the improvement activities/timelines/resources on November 2, 2006. The State IDEA Advisory Panel provided input on the above on December 15, 2006. A sample of the form in which the stakeholders provided input can be located in Appendix B of this report. The stakeholders were also afforded the opportunity to give additional and updated input on the original Indicators 1, 2, 3, 4A, 5, 6, 12, 15, 16, 17, 19, and 20, targets and improvement activities. Details on the original Indicators are included in the FFY 2005 Annual Performance Report (APR) which can be obtained on the SEB website.

FFY 2006

The Broad Stakeholder input for the FFY 2006 (July 1, 2006 – June 30, 2007) State Performance Plan for Indicators 7 and 14 and the Annual Performance Report for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, and 20 was obtained on November 29, 2007 and December 14, 2007. The State IDEA panel provided input on the Measurable and Rigorous Targets (MRTs) and the improvement activities/timelines/resources at their second quarter meeting in Roswell, New Mexico on November 29, 2007. The LEAs, RECs, and Charter Schools had a similar opportunity at the tri-annual meeting in Albuquerque, New Mexico on December 14, 2007. Input was gathered from both stakeholder groups during the presentations on those days. In addition, both groups were given an input form, for each Indicator. Input was taken though December 2007. Samples of the forms are located in Appendix H

Part B State Performance Plan (SPP) for 2005 - 2010**Overview of the State Performance Plan Development for this Indicator:**

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

<p>Monitoring Priority: Free Appropriate Education (FAPE) in the Least Restrictive Environment (LRE)</p>

Indicator 1: Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

<p>Measurement:</p>

<p>Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.</p>
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Overview of Issue/Description of System or Process:New Mexico Graduation Requirements:

New Mexico is one of many states with a high stakes high school graduation examination. New Mexico's high school graduation exam is called the New Mexico High School Competency Exam. New Mexico is the only state that provides graduation options for students with disabilities to earn a regular high school diploma. These graduation options, or pathways, enable the IEP team to develop a program of study that is most conducive to preparing a student to achieve his or her post-school goals while maintaining the integrity of the high school diploma. The graduation options for students receiving special education supports and services were established in State Rules in November of 1998. The intent was to create consistency in graduation practices in all 89 districts and reduce the drop out rate. Prior to the development of these options districts graduation practices were inconsistent and discriminatory towards students receiving special education supports and services. The NMPED established a Task Force to study graduation practices after a complaint was filed with the U.S. Department of Education's Office for Civil Rights. The three graduation options are described in detail below. For the purpose of accountability and reporting to the U.S. Office of Special Education Programs, New Mexico reports only those students who graduate on the Standard Pathway or regular diploma.

The Standard Pathway or regular diploma is a program of study based upon meeting or surpassing all requirements for graduation as identified in the New Mexico Standards of Excellence, with or without reasonable modification of delivery and assessment methods. The IEP team selects required courses and electives based on the student's post-school goals, interests, and needs. If the IEP team chooses a pathway other than the Standard Pathway, the team must provide documentation to support its selection of the Career Readiness or Ability Pathway. Students graduating under the standard graduation option must meet the following requirements.

Successful completion of a minimum of twenty-three units aligned to the state academic content and performance standards shall be required for graduation. If the district's minimum number of requirements is higher than the state's requirements, the student must meet district requirements. According to the New Mexico Standards for Excellence Rules, Content Standards and Benchmarks at 6.30.2 New Mexico Administrative Code (NMAC), these units shall be as follows:

- (1) four units in English, with major emphasis on grammar and literature;

- (2) three units in mathematics, at least one of which is equivalent to the algebra one level or higher;
- (3) two units in science, one of which shall have a laboratory component, provided, however, that with students entering ninth grade beginning in the 2005-2006 school year, three units in science shall be required, one of which shall have a laboratory component;
- (4) three units in social science, which shall include United States history and geography, world history and geography, and government and economics;
- (5) one unit in physical education or other physical activity;
- (6) one unit in communication skills or business education, with major emphasis on writing and speaking, which may include a language other than English; and
- (7) nine elective units and eight elective units for students entering the ninth grade in 2005-2006 school year that meet the state board content and performance standards. Student service learning shall be offered as an elective.

(Note: Students entering ninth grade in 2005-2006 must take Algebra I and Algebra II or Geometry or equivalents course work aligned with the State Standards with Benchmarks. Students entering ninth grade in 2006-2007 must take all three math courses or equivalent in order to graduate on the standard pathway or regular diploma.)

The Career Readiness Pathway is a program of study based upon meeting the State Board of Education's Career Readiness Standards with Benchmarks as defined in the IEP, with or without reasonable modification of delivery and assessment methods. The Career Readiness Pathway takes into account the individual student's interest, career preference, and needs and allows for the substitution of classes as appropriate. The IEP team bases the goals and objectives on the student's needs and New Mexico's Career Readiness Standards with Benchmarks. The IEP team uses the IEP to document mastery of those standards and benchmarks.

The Ability Pathway is a program of study based upon meeting or surpassing IEP goals and objectives, with or without reasonable modification of delivery and assessment methods, referencing skill attainment at a student's ability level, which may lead to meaningful employment. The IEP team designs the Ability Pathway to meet the student's needs, with IEP goals, objectives, and benchmarks developed to provide the most appropriate program for the student. Typically, IEP teams develop the Ability Pathway for students with severe cognitive and/or physical disabilities or students with severe mental health challenges. The Ability Pathway varies from the standard high school graduation requirements. The IEP team must individualize the Ability Pathway to meet each student's needs.

Subparagraph (J)(9) 6.30.2.10 of the NMAC requires districts to document changes from the Standard Pathway on the prior written notice (PWN). IEP teams must identify the reasons for changing the student's pathway, provide parents with clear and concise definitions of the Career Readiness or Ability Pathway, and notify parents and students of the potential consequences that may limit the student's post-secondary options. In addition, districts are required to maintain an accurate accounting of graduation pathways for students with disabilities. Beginning with students entering tenth grade in the 2005 – 2006 school year, districts must ensure that 80-100 percent of graduating seniors are on the Standard Pathway, no more than 10-15 percent of the students shall graduate on the Career Readiness Pathway, and no more than 1-3 percent of the students shall graduate on the Ability Pathway. Districts exceeding the above maximum percentages must submit a request for a waiver to NMPED Special Education Bureau for review and approval. Once the waiver is submitted, the SEB reviews each case and determines whether or not the waiver will be approved.

Baseline Data for FFY 2004 (2004-2005)

The NMPED will meet the SPP Indicator One as measured by an increase in the percent of youth graduating from high with a regular diploma (standard pathway).

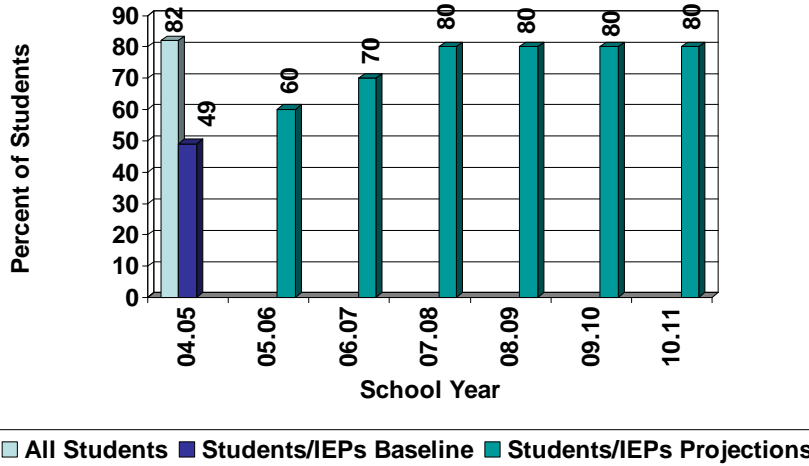


Figure 1.A

Discussion of FFY 2004 Baseline Data:

The percent of youth with and without IEPs graduating from high school with a regular diploma is illustrated in Figure 1.A. 82% (15,434 [students with regular diploma]/18,807 [all students]) of the youth in New Mexico graduated from high school with a regular diploma and 49% (1,254 [students with disabilities – regular diploma]/2,559 [all students with disabilities]) of students with IEPs graduated on the standard pathway with a regular diploma during the 2004-2005 school year. New Mexico calculates the graduation rate utilizing the following formula: the number of students with and without disabilities enrolled on the 40th day compared to the number of students with or without disabilities graduating the same year.

There is a discrepancy in the graduation rates when compared to previous Annual Performance Reports (APRs) submitted to OSEP. The last two APRs listed the graduation rates for students with disabilities as 72.6% and 71.1% respectively. Prior to this year’s SPP utilizing the state formula, the SEB calculated the graduation rate using the Focused Monitoring Formula. According to SEB staff, that formula did not include students who were retained and the formula only included students who were present during all counting periods.

According to the NMAC, beginning with the 2007-2008 school year, 80 – 100 percent of seniors with disabilities must graduate on the Standard Pathway with a regular diploma.

FFY	Measurable and Rigorous Target
	See Figure 1. A
2005 (2005-2006)	The NMPED will meet SPP Indicator One as measured by an increase of 11% of youth with IEPs graduating from high school with a regular diploma (Standard Pathway). 2004.2005 SY Baseline = 49% 2005.2006 SY Target = 60%

SPP Template – Part B (3)

New Mexico
State

<p>2006 (2006-2007)</p>	<p>The NMPED will meet SPP Indicator One as measured by an increase of 10% of youth with IEPs graduating from high school with a regular diploma (Standard Pathway).</p> <p><i>2005.2006 SY = 60% 2006.2007 SY Target = 70%</i></p>
<p>2007 (2007-2008)</p>	<p>The NMPED will meet SPP Indicator One as measured by an increase of 10% of youth with IEPs graduating from high school with a regular diploma (Standard Pathway)</p> <p><i>2006.2007 SY = 70% 2007.2008 SY Target = 80%</i></p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet SPP Indicator One as measured by maintaining at least 80% of youth with IEPs graduating from high school with a regular diploma (Standard Pathway).</p> <p><i>2007.2008 SY = 80% 2008.2009 Target = 80%</i></p>
<p>2009 (2009-2010)</p>	<p>The NMPED will meet SPP Indicator One as measured by maintaining at least 80% of youth with IEPs graduating from high school with a regular diploma (standard pathway).</p> <p><i>2008.2009 SY = 80% 2009.2010 SY Target = 80%</i></p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet SPP Indicator One as measured by maintaining at least 80% of youth with IEPs graduating from high school with a regular diploma (standard pathway).</p> <p><i>2009.2010 SY = 80% 2010.2011 SY Target = 80%</i></p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timelines	Outcome
<p>1. New Director's Academy – training for new directors and charter school coordinators on the Pathways to Diplomas</p>	<p>TA documents NMAC rules</p>	<p>September 2005 Annually in fall through 2010 - 2011</p>	<p>Directors aware of Pathways and NMAC – train staff and meet state goals</p>
<p>2. Revise Pathways to Diploma document to align with IDEA 2004</p>	<p>Current document IDEA final regs. NMAC rules</p>	<p>Within one month of IDEA 2004 final regs.</p>	<p>Updated TA document</p>

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timelines	Outcome
<p>3. Tri-Annual Meeting sponsored by the SEB for special education directors and charter school coordinators – training on transition and New Mexico High School Competency Exam</p>	<p>TA documents NMAC rules Accommodation guide</p>	<p>October 2005 January 2006 April 2006 Three times/year through 2010 - 2011</p>	<p>State goals met regarding transition, NM HS Competency exam, and graduation rates</p>
<p>4. Develop and revise the Trainer of Trainer Module to build capacity</p>	<p>Pathways document SEB transition specialist Project Coordinator</p>	<p>January 2006 Annually through 2010 – 2011</p>	<p>Additional teachers, coordinators, directors trained - sustainability</p>
<p>5. Develop guidance memo for LEAs and Charters addressing issues related to graduation rates for students with disabilities</p>	<p>SEB transition consultant SEB admin. support</p>	<p>January 2006</p>	<p>Increase graduation rates, decrease dropout rates</p>
<p>6. Develop training package – New Mexico High School Exit Exam Domains Specification</p>	<p>Domain specifications SEB transition consultant, assessment consultant, and transition project coordinator</p>	<p>January 2006 develop package Domains in website Training annually through 2010 - 2011</p>	<p>Training package developed Increase in number of students passing the state exam Increase graduation rate on standard pathway Decrease dropout rate</p>

SPP Template – Part B (3)

Improvement Activities	Resources	Timelines	Outcome
<p>7. Provide training for directors, coordinators, and principals on developing equivalent math courses that are functional and address the NM Standards and Benchmarks grades 9 - 12</p>	<p>NM math standards and benchmarks</p> <p>Identification of additional resources to support this activity</p> <p>LRE initiative as part of the SIG</p>	<p>Fall 2006</p>	<p>District level staff trained in curriculum development</p> <p>Increase graduation rates and decrease dropout rates</p>
<p>8. Provide training for directors, coordinators, principals, teachers, and parents on strategies, methods, curriculum accomm., to increase the number of students with disabilities in settings one and two at the secondary level</p>	<p>LRE initiative as part of the SIG</p>	<p>Prof. dev. activities several times/year and LRE Summer Institute annually through 2010 - 2011</p>	<p>Increase in the number of secondary students in settings one and two – the LRE</p> <p>Access to the general education curriculum</p> <p>Increase graduation rate on standard pathway and decrease dropout rate</p>
<p>9. Positive Behavior Support (PBS) training</p>	<p>Part of the SIG, LRE and transition</p>	<p>Several times/year for existing cohorts and new cohorts</p> <p>Exiting cohorts receive TA for sustainability</p> <p>Annually through 2010 - 2011</p>	<p>Additional LEAs and schools trained</p> <p>Increase graduation rates and decrease drop out rates</p> <p>Increase students in settings one and two</p>
<p>10. Statewide professional development at the annual “All Kids Can” conference</p>	<p>Collaboration with NMPED assessment, priority schools, Title I, and Indian Education and the instructional support division</p>	<p>June 2006 and annually through 2010 – 2011</p>	<p>Close the achievement gap between students with and without disabilities</p>

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timelines	Outcome
11. High Schools that Work is a pilot project in ten high schools across the state – focuses on career and technical education	Partnership between SEB and Career and Technical Education Bureau	Ongoing through 2010 - 2011	Increased graduation rate and enrolled in post – secondary education Decrease in drop out rate
12. Making Schools Work Initiative – New Mexico’s Report Card on Public Education	Coordination with all NMPED divisions	Ongoing through 2010 - 2011	Increased graduation rates Decreased drop out rates Improved student achievement
13. Coordination with School Health Bureau on the coordination of Title IV funds to be utilized of alternative educational settings for students to keep in high school	SEB coordinates with School Health Bureau and LEA with low graduation rates and high drop out rates	Ongoing through 2010 - 2011	Same as above
Revised Improvement Activities February 1, 2007 APR	Resources	Timeline	Outcome
14. Align Pathway graduation rules to IDEA and revise alternative graduation options in state rules	Statewide Transition Coordinating Council Children, Youth and Families Reps from Health and Human Services Other various stakeholders	June 2007	Increase in the number of students with IEPs graduating

SPP Template – Part B (3)

New Mexico
State

Revised Improvement Activities February 1, 2007 APR	Resources	Timeline	Outcome
15. Revise graduation options to require a waiver from LEAS if #'s exceed the required %	Input from stakeholders	June 2007	Same
16. Revise state rules to ensure graduation planning begins in eighth grade and includes next steps plan/transition	Input from stakeholders	June 2007	Same
17. Implement new data warehouse system that requires graduation pathway reporting at the 40 th , 80 th , and 120 th day and EOY. Data will be reviewed regularly to identify patterns	I.T. staff	Summer 2007	Same
18. Encourage LEAs to participate in the Leadership Development Project and/or SPDG. (For complete description see page 28)	IDEA dollars Discretionary SPDG	Fall 2006 and annually based on LEAs performance on state targets	Increase in the number of LEAs meeting the state's targets.
19. Redesigning the New Mexico High School Education System – Governor's and NMPED Initiative. Shift in roles,	State dollars	Fall 2007 and ongoing	Increase in the number of students graduating from and high school and reducing the number of students dropping out of school.

SPP Template – Part B (3)

New Mexico
State

function and purpose.			
Revised Improvement Activities February 1, 2008 APR	Resources	Timeline	Outcome
20. Revise and streamline STARS templates to reduce the number of fields required to be completed in order to determine graduation rates.	Funds for updates to STARS templates Training for SEB staff and LEAs	Spring 2008 to prepare for 2008 – 2009 school year	Increased accuracy and reliability of data

For an explanation on the state's progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB's website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005- 2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free and Appropriate Public Education in the Least Restrictive Environment

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

When collecting and analyzing student dropout data, New Mexico utilizes the Common Core of Data (CDD) Dropout Statistic Handbook. Dropout data are reported annually with the CCD School Agency Universe Survey. The data are compiled by the State Education Agency (SEA) from information furnished by local school districts.

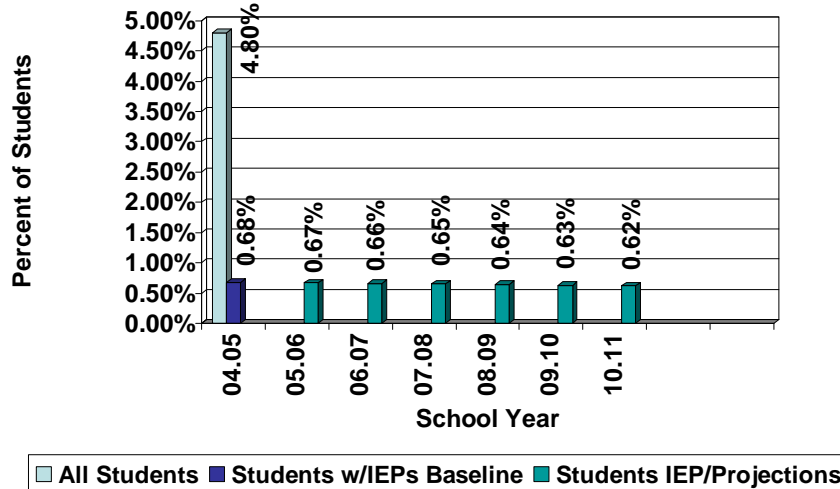
New Mexico has adopted the CDD’s definition of dropout and requires all LEAs to follow the guidelines when reporting the data to the SEA. A dropout is an individual who:

1. Was enrolled in school at some time during the previous school year;
2. Was not enrolled at the beginning of the current school year;
3. Has not graduated from high school or completed a state or district approved program, and
4. Does not meet any of the following exclusionary conditions:
 - a. Transfer to another public school district, private school, or state- or district-approved education program
 - b. Temporary absence due to suspension or school-approved illness
 - c. Death

In addition, New Mexico follows the CDD’s definitions in regards to a school year, a school completer, and a state and district approved program. A school year is defined as the 12-month period of time beginning with the normal opening of school in the fall. A school completer is someone who has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities. A state- or district-approved program may include special education programs, home-based instruction, and school sponsored elementary or secondary programs leading to a GED or some other certification differing from the regular diploma.

Baseline Data for FFY 2004 (2004-2005):

The NMPED will meet SPP Indicator Two as measured by a decrease in the percent of youth with IEPs dropping out of high school.



Discussion of FFY 2004 Baseline Data:

During the 2004 – 2005 school-year, there were 99,182 students enrolled in grades nine through twelve. A total of 4,809 students were reported as drop outs according the above definition. Six hundred seventy six of the students were youth with IEPs. The total number all students dropping out was 4.8% (4,809/99,182). The percent of youth with IEPs dropping out of high school was .68% (676/99,182).

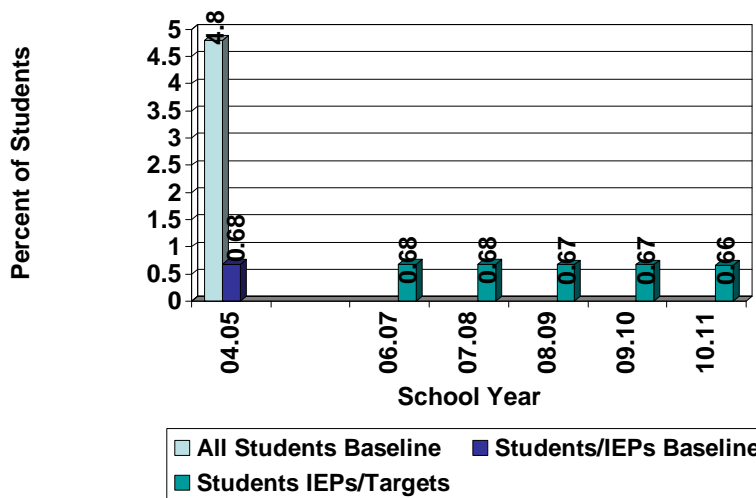
FFY	Measurable and Rigorous Target
2005 (2005-2006)	The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. 2004.2005 SY Baseline = .68% 2005. 2006 SY Target = .67%
2006 (2006-2007)	The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. 2005.2006 SY = .67% 2006. 2007 SY Target = .66%
2007 (2007-2008)	The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. 2006.2007 SY = .66% 2007. 2008 SY Target = .65%
2008 (2008-2009)	The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. 2007.2008 SY = .65% 2008. 2009 SY Target = .64%

SPP Template – Part B (3)

<p>2009 (2009-2010)</p>	<p>The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. 2008.2009 SY = .64% 2009. 2010 SY Target = .63%</p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. 2009.2010 SY = .63% 2010. 2011 SY Target = .62%</p>

The State is adjusting the Targets for FFY 2006 through FFY 2010.

Revised Measurable and Rigorous Targets Indicator Two



FFY	February 1, 2007 APR Revised Measurable and Rigorous Targets
<p>FFY 2006 2006-2007</p>	<p>The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. Target 0.68%</p>
<p>FFY 2007 2007-2008</p>	<p>The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. Target = 0.68%</p>
<p>FFY 2008 2008-2009</p>	<p>The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth with IEPs dropping out of high school. Target = 0.67%</p>
<p>FFY 2009 2009-2010</p>	<p>The NMPED will meet SPP Indicator Two as measured by maintaining the number of youth with IEPs dropping out of high school. Target = 0.67%</p>
<p>FFY 2010</p>	<p>The NMPED will meet SPP Indicator Two as measured by a decrease of .01% of youth</p>

2010-2011	with IEPs dropping out of high school. Target = 0.66%
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Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timeline	Outcome
SPP December 2, 2005			
1. All of the improvement activities listed for Indicator 1 apply to Indicator 2	Same	Same	Decreased drop out rates
2. Identify LEAs with higher than average dropout rates when compared to students with disabilities. LEA responds to NMPED with an analysis of causes LEA submits specific plan.	Collaboration with School Health Unit NMPED staff to monitor Training for LEAs on unexcused absences and truancy reporting	Fall 2006 and annually through 2010 - 2011	Proactive approach to dropout rates – resulting in a decrease dropout rates
3. Include data collection on reasons for dropping out of school on post-school outcomes survey included in Indicator 14	Coordination between NMPED SEB and RECs administering the survey	Baseline Cohort = HS seniors 2005 – 2006 SY Survey administered annually in Spring between April and June through 2010 - 2011	Questions included in the survey
4. Use data from above survey to develop state-wide strategies, programs prof. development, activities, etc.	Data from survey returned and analyzed in a timely manner Coordination between SEB and School Health Bureau	Survey administered annually in Spring between April and June through 2010 - 2011	Student data used to create programs for students Decrease in dropout rates
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome

SPP Template – Part B (3)

New Mexico
State

<p>5. Develop a survey to determine if the LEAs are using the same set of terms, definitions and procedures when collecting and reporting drop out rates.</p>	<p>IDEA Discretionary dollars</p> <p>Statewide Transition Coordinating Council</p> <p>District and REC stakeholders to assist in developing the survey instrument</p>	<p>March and April 2007</p>	<p>Survey results will inform NMPED as to the consistent practices NM districts are following when collecting and reporting data for this indicator resulting in a decrease in the number of students with IEPs dropping out of school.</p>
<p>6. Implement a life span transition planning process beginning with Part C to Part B throughout elementary and secondary programs to improve post school outcomes.</p>	<p>Statewide Transition Coordinating Council</p> <p>CYFD Youth in Foster Care Transition Task Force</p> <p>Various stakeholders</p>	<p>Proposed effective date June 30, 2007, the proposed rule will need to follow the process outlined in IDEA 2004</p>	<p>Life span transition planning can reduce dropout rates, by providing relevance to the educational program, and build positive adult relationships for all students receiving special education and related services including those students who are in foster care and the juvenile justice system. The process would include both vertical and horizontal transitions.</p>
<p>7. Include question on reasons for dropping out on post-school outcomes survey.</p>	<p>REC 4</p> <p>IDEA discretionary dollars</p>	<p>Spring 2007 and annually</p>	<p>Data will provide the SEB and LEAs with data that will assist in identifying I professional development needs.</p>
<p>8. Redesigning the New Mexico High School Education System – Governor’s and NMPED Initiative. Shift in roles, function and purpose.</p>	<p>State dollars</p>	<p>Fall 2007 and ongoing</p>	<p>Increase in the number of students graduating from and high school and reducing the number of students dropping out of school.</p>

For an explanation on the state’s progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB’s website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005 – 2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the State’s AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

SPP Template – Part B (3)

New Mexico
State

New Mexico's statewide assessment system is called the *New Mexico Standards Based Assessment (NMSBA)* and the alternate assessment against alternate achievement standards is called the *Original New Mexico Alternate Assessment*. These are the same assessments used to report under the No Child Left Behind Act (NCLB).

The 2004-2005 school year was the first year New Mexico administered the latest version of the NMSBA. Two years ago, New Mexico switched from a norm-referenced test (NRT) to a criterion referenced test (CRT). The NMSBA aligns with state content standards. Students are assessed in grades three through nine and grade eleven, annually, during the spring. The state utilizes four categories to summarize the students' proficiency rate:

- Advanced
- Proficient
- Nearing Proficiency
- Beginning Steps

When calculating Adequate Yearly Progress (AYP), the NMPED calculates the district rate using three grade spans. Elementary (grades 3 – 5), middle school (grades 6-8), and high school (grades 9 and 11). The process also includes looking at results for two years. New Mexico's minimum "n" size for the disability subgroup is 25.

Baseline Data for FFY 2004 (2004-2005):

Indicator 3 A

of districts meeting the state's AYP reading objectives (1) divided by the total number of districts meeting the state's minimum size (37) = 3%.

of districts meeting the state's AYP math objectives (3) divided by the total number of districts meeting the state's minimum size (37) = 8%.

The NMPED will meet the SPP Indicator Three (A) as measured by an increase in the percent of LEAs meeting the state's AYP objectives for progress for the disability subgroup.

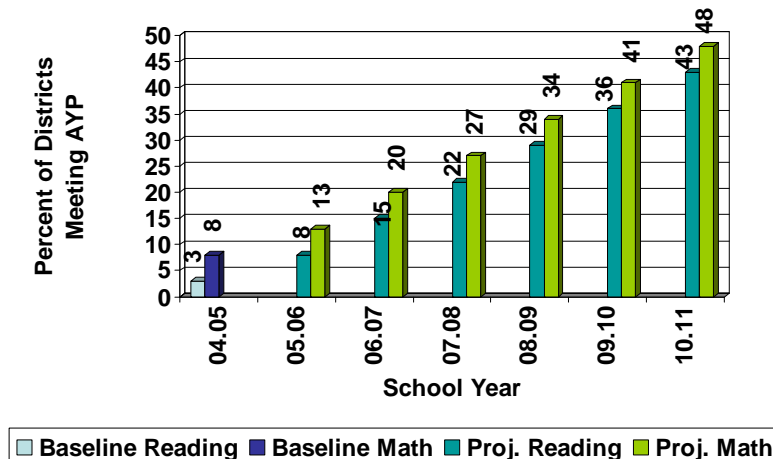


Figure 3.A

Indicator 3 B

SPP Template – Part B (3)

Reading

Percent = $16,155 (b) + 10,654 (c) + 0 (d) + 1478 (e) = 28,287/29,845 (a)$ times 100 = 94.8%

Math

Percent = $11,840 (b) + 15,317 (c) + 0 (d) + 1478 (e) = 28,635/29,845 (a)$ times 100 = 95%

The NMPED will meet SPP Indicator Three (B) as measured by an increase in the participation rate for students with IEPs in the regular assessment, with or without accommodations, and the alternate assessment.

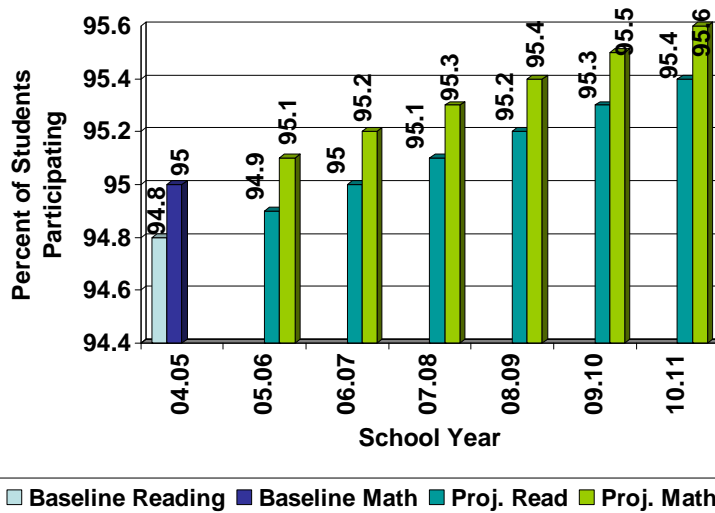


Figure 3.B

Indicator 3 C

Reading

Percent = $2,926 (b) + 807 (c) + 0 (d) + 1070 (e) = 4,803/29,845 (a)$ times 100 = 16.1%

Math

Percent = $1,234 (b) + 807 (c) + 0 (d) + 666 (e) = 2,707/29,845 (a)$ times 100 = 9.0%

The NMPED will meet SPP Indicator Three (C) as measured by an increase in the proficiency rate of students with IEPs on the standards based assessment and the alternate assessment.

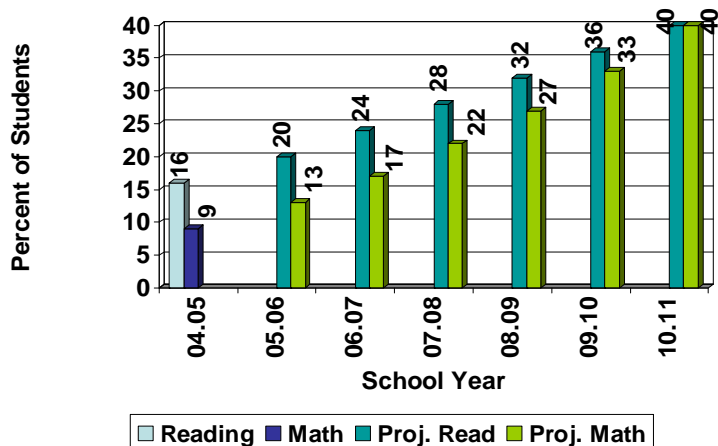


Figure 3.C

Discussion of FFY 2004 Baseline Data:

The percent of districts meeting the state’s AYP objectives for the disability subgroup are displayed in Figure 3.A. NMPED calculated the AYP results using the formula discussed on page 19 of this report. New Mexico has 89 school districts. 37 districts met the sample size of 25 students or more assessed. Out of those 37 districts, only one out of the 37 or 3%, met AYP in reading and three out of 37 or 8% met AYP in math.

The participation rate for students with IEPs, with or without accommodations, in the NMSBA or the Original New Mexico Alternate Assessment are presented in Figure 3.B. 94.8% (28,287/29,845) of students with disabilities participated in the NMSBA or the Original New Mexico Alternate Assessment reading assessment and 95% (28,635/29,845) participated in the NMSBA or the Original New Mexico Alternate Assessment math assessment. New Mexico does not administer an alternate assessment against grade level standards (d).

The table below accounts for the students included in “a” but not included in “b, c, or e.”

Withdrew Before Completion	Non-allowed Accomm.	Language Exemption	Parental Refusal	Extreme Frustration	Other Non-completion
13	55	4	19	377	1,067

The proficiency rates for students with IEPs against grade level standards and alternate achievement standards are presented in Figure 3.C. 16% (4,803/29,845) of students with IEPs were considered proficient or above in reading and 9% (2,707/29,845) were considered proficient or above in math.

FFY	<p align="center">Measurable and Rigorous Target</p> <p align="center">See Figures 3.A, 3.B, 3.C</p>
<p align="center">2005 (2005-2006)</p>	<p>The NMPED will meet SPP <u>Indicator Three (A)</u> as measured by an increase of 5% in the number of LEAs meeting the state’s AYP objectives, in reading and math, for the disability subgroup. <i>2004.2005 SY Reading Baseline = 3% Math Baseline = 8% 2005.2006 SY Reading Target = 8% Math Target = 13%</i></p> <p>The NMPED will meet SPP <u>Indicator Three (B)</u> as measured by an increase of .1% in the participation rate for students with IEPs in the regular assessment, with or without accommodations, and the alternate assessment. <i>2004.2005 SY Reading Baseline = 94.8% Math Baseline =95% 2005.2006 SY Reading Target = 94.9% Math Target = 95.1%</i></p> <p>The NMPED will meet <u>Indicator Three (C)</u> as measured by an increase of 4% in the reading and math proficiency rate of students with IEPs on the standards based assessment and the alternate assessment. <i>2004.2005 SY Reading Baseline = 16% Math Baseline = 9% 2005.2006 SY Reading Target = 20% Math Target = 13%</i></p>
<p align="center">2006 (2006-2007)</p>	<p>The NMPED will meet SPP <u>Indicator Three (A)</u> as measured by an increase of 7% in the number of LEAs meeting the state’s AYP objectives, in reading and math, for the disability subgroup. <i>2005.2006 SY Reading = 8% Math = 13% 2006.2007 SY Reading Target = 15% Math Target = 20%</i></p> <p>The NMPED will meet SPP <u>Indicator Three B</u> as measured by an increase of .1% in the participation rate for students with IEPs in the regular assessment, with or without accommodations, and the alternate assessment. <i>2005.2006 SY Reading = 94.9% Math =95.1% 2006.2007 SY Reading Target = 95% Math Target = 95.2%</i></p> <p>The NMPED will meet <u>Indicator Three (C)</u> as measured by an increase of 4% in the reading and math proficiency rate of students with IEPs on the standards based assessment and the alternate assessment. <i>2005.2006 SY Reading = 20% Math = 13% 2006.2007 SY Reading Target = 24% Math Target = 17%</i></p>
<p align="center">2007 (2007-2008)</p>	<p>The NMPED will meet SPP <u>Indicator Three (A)</u> as measured by an increase of 7% in the number of LEAs meeting the state’s AYP objectives, in reading and math, for the disability subgroup <i>2006.2007 SY Reading = 15% Math = 20% 2007.2008 SY Reading Target = 22% Math Target = 27%</i></p> <p>The NMPED will meet SPP <u>Indicator Three B</u> as measured by an increase of .1% in the participation rate for students with IEPs in the regular assessment, with or without accommodations, and the alternate assessment. <i>06.07 SY Reading = 95% 06.07 SY Math =95.2% 07.08 SY Reading Target = 95.1% 07.08 Math Target = 95.3%</i></p> <p>The NMPED will meet <u>Indicator Three (C)</u> as measured by an increase of 4% in the reading proficiency rate and an increase 5% in the math proficiency rate for students with IEPs on the standards based assessment and the alternate assessment. <i>2006.2007 SY Reading = 24% Math = 17% 2007.2008 SY Reading Target = 28% Math Target = 22%</i></p>

SPP Template – Part B (3)

New Mexico
State

<p>2008 (2008-2009)</p>	<p>The NMPED will meet SPP <u>Indicator Three (A)</u> as measured by an increase of 7% in the number of LEAs meeting the state's AYP objectives, in reading and math, for the disability subgroup. <i>2007.2008 SY Reading = 22% Math = 27% 2008.2009 SY Reading Target = 29% Math Target = 34%</i></p> <p>The NMPED will meet SPP <u>Indicator Three B</u> as measured by an increase of .1% in the participation rate for students with IEPs in the regular assessment, with or without accommodations, and the alternate assessment. <i>07.08 SY Reading = 95.1% 07.08 SY Math =95.3% 08.09 SY Reading Target = 95.2% 08.09 SY Math Target = 95.4%</i></p> <p>The NMPED will meet <u>Indicator Three (C)</u> as measured by an increase of 4% in the reading proficiency rate and an increase 5% in the math proficiency rate for students with IEPs on the standards based assessment and the alternate assessment. <i>2007.2008 SY Reading = 28% Math = 22% 2008.2009 SY Reading Target = 32% Math Target = 27%</i></p>
<p>2009 (2009-2010)</p>	<p>The NMPED will meet SPP <u>Indicator Three (A)</u> as measured by an increase of 7% in the number of LEAs meeting the state's AYP objectives, in reading and math, for the disability subgroup. <i>2008.2009 SY Reading = 29% Math = 34% 2009.2010 SY Reading Target = 36% Math Target = 41%</i></p> <p>The NMPED will meet SPP <u>Indicator Three B</u> as measured by an increase of .1% in the participation rate for students with IEPs in the regular assessment, with or without accommodations, and the alternate assessment. <i>08.09 SY Reading = 95.2% 08.09 SY Math =95.4% 09.10 SY Reading Target = 95.3% 09.10 SY Math Target = 95.5%</i></p> <p>The NMPED will meet <u>Indicator Three (C)</u> as measured by an increase of 4% in the reading proficiency rate and an increase 5% in the math proficiency rate for students with IEPs on the standards based assessment and the alternate assessment. <i>2008.2009 SY Reading = 32% Math = 27% 2009.2010 SY Reading Target = 36% Math Target = 33%</i></p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet SPP <u>Indicator Three (A)</u> as measured by an increase of 7% in the number of LEAs meeting the state's AYP objectives, in reading and math, for the disability subgroup. <i>2009.2010 SY Reading = 36% Math = 41% 2010.2011 SY Reading Target = 43% Math Target = 48%</i></p> <p>The NMPED will meet SPP <u>Indicator Three B</u> as measured by an increase of .1% in the participation rate for students with IEPs in the regular assessment, with or without accommodations, and the alternate assessment. <i>09.10 SY Reading = 95.3% 09.10 Math =95.2% 10.11 SY Reading Target = 95.4% 10.11 SY Math Target = 95.3%</i></p> <p>The NMPED will meet <u>Indicator Three (C)</u> as measured by an increase of 4% in the reading proficiency rate and an increase 7% in the math proficiency rate for students with IEPs on the standards based assessment and the alternate assessment. <i>2009.2010 SY Reading = 36% Math = 33% 2010.2011 SY Reading Target = 40% Math Target = 40%</i></p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Resource	Timeline	Outcome
1. SEB Tri-Annual meetings with special education directors, charter school coordinators, REC directors, and principals – NMSBA results and accomm. training	NMSBA and Alternate Assessment accomm.	October 2005, January and April 2006 and tri-annually through 2010 - 2011	Increase participation rate for students with disabilities
2. Increase the number of all students in setting 1 and 2, same as Indicator 1, activity 8	Same	Same	Same
3. Positive Behavior Support – LRE and access to the general education curriculum same as Indicator 1, activity 9	Same	Same	Same
4. Closing the Achievement Gap Conference – same as Indicator 1, activity 10	Same	Same	Same
5. Provide professional development for principals and teachers on how to deliver the general education curriculum to students with IEPs in general education classroom	SEB coordinates with Instructional Support Division	June 2006 Annually through 2010 - 2011	Improved proficiency rate for students with IEPs Increased graduation rate Decreased dropout rate Increased number of students in LRE

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resource	Timeline	Outcome
6. Parent/family training on the NMSBA, LRE, allowable accommodations, and attendance	SEB coordinates activities with PTI	Spring 2006 and annually through 2010 - 2011	Same as # 5 above
7. Making Schools Work Initiative - New Mexico's Report Card on Public Education. A state wide focus on student achievement, academic standards and assessments, and closing the opportunity gap. See Appendix C.	Coordination with NMPED divisions	Ongoing through 2010 - 2011	Increased proficiency and participation rate Increase in number of LEAs meeting AYP – disability subgroup
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome
8. The SEB and Assessment Division will have personnel study the disability subgroup assessment results. The purpose of the study will be to provide additional information and analysis leading to the development of initiatives, guidance, etc.	IDEA dollars	Spring and Summer 2007	Increase in the number of LEAs meeting AYP and an increase in the number of students with IEPs proficient or above.
9. The state's PTI works in conjunction with the NMPED on the Parent Involvement Campaign	NMPED PIO and state PTI	Spring 2006	Same as above

SPP Template – Part B (3)

New Mexico
State

regarding assessment			
10. Encourage LEAs to participate in the Leadership Development Project and/or SPDG. (For complete description see page 28	IDEA Discretionary dollars SPDG	Fall 2006 and annually based on LEAs performance on state targets	Increase in the number of LEAs meeting the state's targets.
Revised Improvement Activities APR February 1, 2008	Resources	Timeline	Outcome
11. Provide training for the LEAs on the use of accommodations for students with IEPs	TA guide and training materials	Annually in the Fall	Increased proficiency rates for students with IEPs in reading and math Increase in the number districts meeting AYP
12. Work in conjunction with the Priority Schools Bureau (NCLB) and assign special education staff to school districts as part of the targeted assistance teams	Opportunity for Collaboration Data sharing Training materials	Fall and Spring Semester	Increased proficiency rates for students with IEPs in reading and math Increase in the number districts meeting AYP

For an explanation on the state's progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB's website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005 – 2010**Overview of the State Performance Plan Development for this Indicator:**

The SPP development for Indicator Four A was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(2))

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by [(# of districts in the State times)] 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State) times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:**Past Practice**

During SY 2004 - 2005 the NMPED collected suspension and expulsion data through the state's Safe Schools Report. In addition, the NMPED reported data to OSEP utilizing Table 5 of the *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days*.

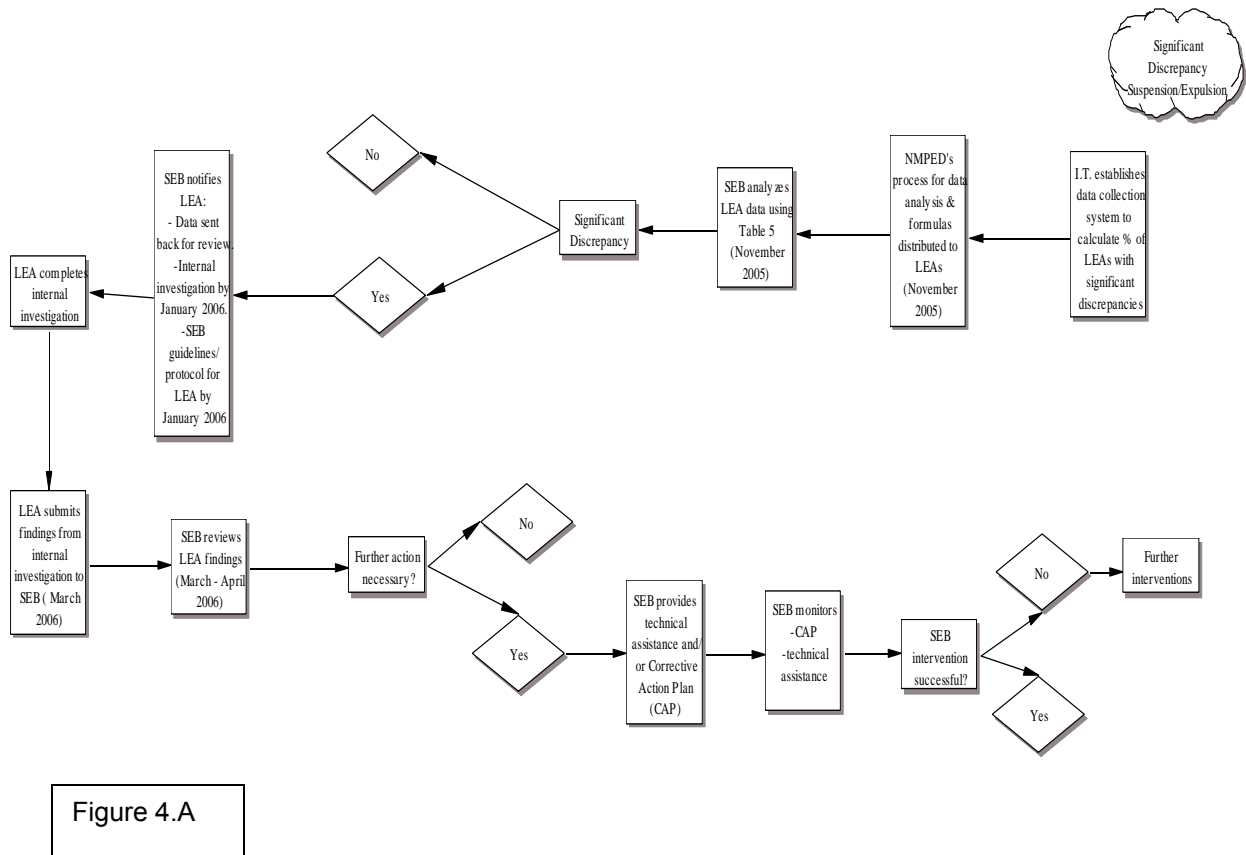
The NMPED has local Board of Education-approved LEA policies on file. It is unclear from that documentation if or how LEAs with significant discrepancies in their suspension/expulsion data or the LEAs being focused monitored revised their policies, procedures, and practices.

Recent Steps (August-September 2005)

1. The Special Education Bureau (SEB) of the NMPED has worked closely with the NMPED's Information Systems and Technology (I.T.) Support Bureau to review data submission and collection from the LEAs.
2. The SEB, I.T., and the NMPED's Chief Information Officer (CIO) have defined suspension rates for the state as well as the definition of "significant discrepancy."

Prospective Plan

1. During October 2005, I.T. established a data collection system to calculate the percentage of LEAs with significant discrepancies.
2. The NMPED’s process for data analysis and formulas was distributed to LEAs during November 2005.
3. During November 2005, the SEB analyzed LEA data using Table 5 of the *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 days of the Annual Report of Children Served*.
4. If a significant discrepancy is identified, the SEB will notify the relevant LEA by January 2006 and send data back to the LEA for review, internal investigation, and possible revision. SEB guidelines and protocol for LEA internal investigation will also be developed and disseminated to LEAs by January 2006.
5. An LEA that receives notification of findings of significant discrepancy will be instructed to complete an internal investigation by February 2006, using the protocol created by the SEB.
6. The LEA will be required to submit the findings from its internal investigation to the SEB for review by March 2006.
7. The SEB will review the LEA’s findings to determine whether further state-level investigation or corrective action is warranted to address a significant discrepancy. This review and determination will take place during March-April 2006.
8. Also during March-April 2006, a Corrective Action Plan (CAP) will be developed and issued to the LEA, if necessary, to ensure the correction of significant discrepancy.
9. Designated, trained SEB personnel will monitor CAP enforcement, and provide technical assistance and/or implement further corrective action as necessary to correct significant discrepancy within one year of notification to the LEA.
10. For any significant discrepancy not corrected within one year, the SEB will implement, monitor, and document provision of further technical assistance and/or corrective action, as necessary.



Baseline Data for FFY 2004 (2004-2005):

Indicator 4 A

Percent = # of districts identified by the state as having significant discrepancies (7) divided by the number of districts (89) times 100 = 7.9%.

The NMPED will meet the SPP Indicator Four (A) as measured by a decrease in the percent of LEAs having significant discrepancies in rates of suspension/expulsion of students with disabilities.

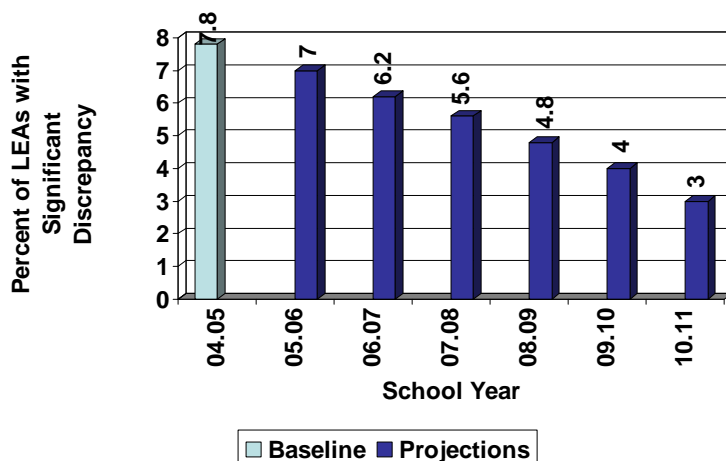


Figure 4.B

Discussion of FFY 2004 Baseline Data for Indicator 4 A:

New Mexico organized the data for Indicator Four using OSEP’s Table 5, Section A of the *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 days* of the Annual Report of Children Served. During the 2004 – 2005 school year, 260 students were long-term suspended or expelled. Out of the 260 students suspended, 76 or 29% were students with disabilities. There are 89 school districts or LEAs in New Mexico. In order to calculate the average number of students suspended by district, the 260 students suspended were divided by the number of districts (260/89 times 100 = 3).

New Mexico uses a comparison of the suspension/expulsion rates of students with disabilities to the rates of non-disabled students within the local education agency. The data from the table was arranged by LEAs and the ratios were set up as follows:

District Name	# SWD Long-Term Suspension (A)	Total Long Term Suspensions (B)	# SWD Child Count Ages 3 – 21 (C)	Total Student Count (D)	% SWD Long-Term Suspension (A/C)	% ALL Students Long-Term Suspension (B/D)	Difference (positive or negative)
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The difference is the % of SWD with long-term suspension/expulsion (A/C) MINUS all students with long-term suspension (B/D). New Mexico’s definition of “significant discrepancy” is any LEA with a suspension rate equal to or above the state average with a positive difference in the number of students with disabilities suspended when compared to all students suspended. For example:

SPP Template – Part B (3)

New Mexico
State

District Name	#SWD Long-Term Suspensions (A)	Total Long-Term Suspensions (B)	#SWD Child Count Ages 3-21 (C)	Total Student Count (D)	% SWD Long-Term Suspension (A/C)	% ALL Students Long-Term Suspension	Difference (positive or negative)
xxx	10	34	226	1,116	4.42%	3.05%	1.38

Out of 89 districts, 7 or 7.9% met the state's definition of significant discrepancy. The NMPED will implement the prospective plan described above on pages 26 - 27.

New Mexico's plan to collect data for Indicator 4 (B) is similar to the data collection for Indicator 4 (A). Data will be compiled by district and ethnicity using the 2005-2006 (EOY) Suspension/Expulsion Rates (Ages 3-21). The data will be placed in the following table:

District name	Ethnicity	# SWD Long-Term Suspension (A)	TOTAL Long-Term Suspension (B)	# SWD Count (Dec 1) (C)	Total Student Count (Dec 1) (D)	% SWD Long-Term Suspension (A/C)	% ALL Students Long-Term Suspension (B/D)	Difference (positive or negative)
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The LEAs with a positive difference, in other words, LEAs that suspend students with disabilities in specific racial and ethnic groups at a greater rate than other students will meet the state's definition of "significant discrepancy." Once the NMPED has identified those LEAs, the NMPED will follow the prospective plan described above on pages 26 - 27.

FFY	Measurable and Rigorous Target
	See Figure 4.B
2005 (2005-2006)	The NMPED will meet the SPP <u>Indicator Four (A)</u> as measured by a decrease of .8% of LEAs having significant discrepancies in the rates of suspension/expulsion of students with disabilities. <i>2004.2005 SY Baseline = 7.8% 2005.2006 SY Target = 7%</i> Measurable and Rigorous Targets for Indicator 4 (B) to be determined.
2006 (2006-2007)	The NMPED will meet the SPP <u>Indicator Four (A)</u> as measured by a decrease of .8% of LEAs having significant discrepancies in the rates of suspension/expulsion of students with disabilities. <i>2005.2006 SY = 7% 2006.2007 SY Target = 6.2%</i> Measurable and Rigorous Targets for Indicator 4 (B) to be determined.

<p>2007 (2007-2008)</p>	<p>The NMPED will meet the SPP <u>Indicator Four (A)</u> as measured by a decrease of .8% of LEAs having significant discrepancies in the rates of suspension/expulsion of students with disabilities. <i>2006.2007 SY = 6.2% 2007.2008 SY Target = 5.6%</i></p> <p>Measurable and Rigorous Targets for Indicator 4 (B) to be determined.</p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet the SPP <u>Indicator Four (A)</u> as measured by a decrease of .8% of LEAs having significant discrepancies in the rates of suspension/expulsion of students with disabilities. <i>2007.2008 SY = 5.6% 2008.2009 SY Target = 4.8%</i></p> <p>Measurable and Rigorous Targets for Indicator 4 (B) to be determined.</p>
<p>2009 (2009-2010)</p>	<p>The NMPED will meet the SPP <u>Indicator Four (A)</u> as measured by a decrease of .8% of LEAs having significant discrepancies in the rates of suspension/expulsion of students with disabilities. <i>2008.2009 SY = 4.8% 2009.2010 SY Target = 4%</i></p> <p>Measurable and Rigorous Targets for Indicator 4 (B) to be determined.</p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet the SPP <u>Indicator Four (A)</u> as measured by a decrease of .8% of LEAs having significant discrepancies in the rates of suspension/expulsion of students with disabilities. <i>2009.2010 SY = 4% 2010.2011 SY Target = 3%</i></p> <p>Measurable and Rigorous Targets for Indicator 4 (B) to be determined.</p>

February 1, 2008 Revised Baseline and Definition of Significant Discrepancy

The State’s revised definition of “significant discrepancy” is any LEA with greater than 10 suspensions/expulsions and who has a risk ratio and weighted risk ratio of 3.0 or above. In FFY 2006, two LEAs were considered to have a “significant discrepancy” in accordance with the proposed revised formula.

New Mexico proposes the following changes to the State Baseline and Measurable and Rigorous Targets for FFY 2007 through FFY 2010.

<p>2006 (2006 – 2007)</p>	<p>Recalculated Baseline According to the revised definition of “significant discrepancy”= 2.2%</p>
<p>2007 (2007-2008)</p>	<p>The NMPED will meet the SPP Indicator 4 (A) as measured by 2.2% or 2 LEAs considered to have a significant discrepancy in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet the SPP Indicator 4 (A) as measured by 2.2% or 2 LEAs considered to have a significant discrepancy in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p>
<p>2009</p>	<p>The NMPED will meet the SPP Indicator 4 (A) as measured by 1.1% or 1 LEA</p>

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(2009-2010)	considered to have a significant discrepancy in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year.
2010 (2010-2011)	The NMPED will meet the SPP Indicator 4 (A) as measured by 1.1% or 1 LEA considered to have a significant discrepancy in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year.

Improvement Activities/Timelines/Resources for Indicator 4 A: (Activities and timelines for Indicator 4 (B) will be provided in the February 1, 2007 APR)

Improvement Activities	Resources	Timeline	Outcome
1. Positive Behavior Support – same as Indicator 1, activity 9	Same	Same	Same
2. Revise model policies, procedures, and practices for LEAs as described in OSEP letter dated 10/31/05	Final IDEA regs. NM state rules	February 2006, revise as needed through 2010 - 2011	New model policies, procedures, and practices that align with IDEA 2004

Improvement Activities	Resources	Timeline	Outcome
3. Train LEAs and Charter Schools on model policies, procedures, and practices	Model policies, procedures and practices	April 2006 and ongoing as changes made through 2010 - 2011	Training complete. LEAs adopt model policies, procedures, and practices
4. Revise the SEB Discipline Manual to incorporate IDEA 2004 changes and provide training to directors and new directors	Current manual Final IDEA Regs.	Revision spring 2006 Training April 2006 Training annually through 2010 - 2011	Training complete Decrease in the number of suspensions/expulsions of students with disabilities Increase in the number of positive behavior supports FBAs conducted and

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			BIPs developed
5. FBA and BIP Train-the-Trainer Workshops for directors and coordinators		September 2005 and annually through 2010 - 2011	Application of FBAs and BIPs resulting in a decrease in the number of suspensions/expulsions
6. Provide training on the SAT Manual (Three-Tiered Model of Interventions)	SEB works in collaboration with the Quality Assurance Bureau	Annually in the fall through 2010 - 2011	Behavioral Interventions applied at Tier I or II resulting in a decrease of inappropriate referrals for special education services
7. Apply NMPED's prospective plan to LEAs with significant discrepancies as described on pages 26 - 27 of this report	Model policies, internal monitoring system, approval of plan form OSEP	November 2005 through June 2006 Update as necessary through 2010 - 2011	Decrease in number of suspensions/expulsions

Improvement Activities	Resources	Timeline	Outcome
8. Provide parent/family awareness of FBA and BIP process	SEB ADR coordinator collaborates activities with PTI	Spring 2006 and annually through 2010 - 2011	Decrease in number of suspensions/expulsions
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome
9. Require LEAs to participate in the Leadership Development Project and/or SPDG activities (For complete description see page 28)	IDEA Discretionary dollars SPDG	Fall 2006 and annually based on LEAs performance on state targets	Increase in the number of LEAs meeting the state's targets. Increase student instruction time and improve student outcomes.

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For an explanation on the state's progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB's website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005-2010

Part B State Performance Plan (SPP) for 2005 - 2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for Indicator Four B was identical to the overall SPP development described in pages three through five of this report with the exception of the dates broad stakeholder input were obtained for the new SPP indicators. The Special Education Bureau (SEB) staff obtained broad stakeholder input on the SPP indicators from members of the NMPED, LEAs and Charter Schools, and the state IDEA advisory Panel. LEAs and Charter Schools had an opportunity to provide input on the measurable and rigorous targets (MRTs) as well as the improvement activities/timelines/resources on November 2, 2006. The state IDEA advisory panel provided input on the above on December 15, 2006. The updated SPP with the new indicators will be posted on the SEB’s website. An email will be sent to all LEAs and various stakeholders on how to access the SPP.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)22))

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by [(# of districts in the State times)] 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State) times 100.

Include State’s definition of “significant discrepancy.”

Overview of Issue/Description of System or Process:

The average number of students long-term suspended or expelled per LEA, each year is three students. New Mexico’s definition of “significant discrepancy” is any LEA, which long-term suspended or expelled more than three students, with a suspension/expulsion rate equal to or above the state average with a positive difference in the number of students with disabilities suspended or expelled when compared to all students.

At the end of every school year, LEAs submit their suspension and expulsion data to the NMPED. Charter Schools are to submit their data through the LEA, the authorizing agent. The data was compiled and sorted by LEA, disability, and the ethnicity of the students with IEPs suspended greater than 10 days or expelled during FFY 2005 (July 1, 2005 – June 30, 2006). In addition, this state wide data was submitted to OSEP as part of the Annual Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 days.

Data and ratios for Indicator Four B were disaggregated by LEA into the following table.

District LEA	Student Ethnicity	#students with IEPs long-term suspended /expelled	Total ALL students long-term suspended /expelled	#students with IEPs	Total LEA student count	%long-term suspended /expelled	%ALL students long-term suspended expelled	Difference (positive or negative)
		(A)	(B)	(C)	(D)	(A/C)	(B/D)	

The difference is the percent of students with IEPs long-term suspended or expelled (A/C) minus all students long-term suspended or expelled (B/D).

Those LEAs considered significantly discrepant are encouraged to participate in the SEB’s Leadership Development Project. The Leadership Development Project (LDP) vision is to develop and enhance the capacity of districts (including schools, administrators, and teachers) to expand and deepen their knowledge through professional learning communities to increase outcomes for students with IEPs. The LDP braids previous initiatives: School wide Positive Behavioral Supports (PBS), Transition Specialist Cadre (TSC), the Least Restrictive Environment (LRE) Initiative, and Early Childhood Transition (ECT) Initiative, along with committed and involved parent organizations. In addition, supporting schools that are currently improving classroom culture and supporting students by continuing this work from previous initiatives, newly identified school or district-based teams will participate in the project. These teams have been identified by the Special Education Bureau as targeted schools, based on State Performance Plan (SPP) indicator targets. Professional development will focus on building an infrastructure to build capacity through targeted professional development. Training content consists of: Systems and Change, Utilizing Data to Drive Instruction, Targeted Professional Development, and the development of Professional Learning Communities. Regional trainings and support will be provided to assist in building the infrastructure and capacity to embed professional development at the school and/or district level.

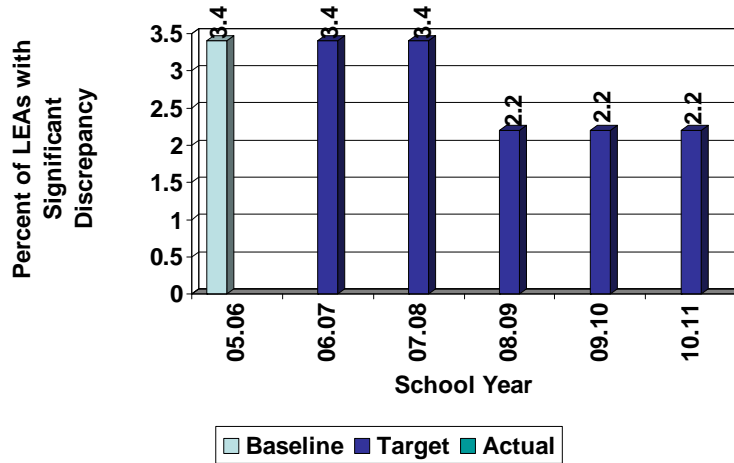
The Leadership Development Project provides training for teams developed by the LEAs, including parents, on how to examine their own data, policies, and procedures with an emphasis on practices. Once the LEAs self-assess, goals or strategies for improvement are written into the districts EPSS. The SEB continues to provide support using regional coordinators who work at the LEA site to assist with their implementation and adjustment of the action plans throughout the district. The LEAs progress is monitored by the SEB.

Baseline Data for FFY 2005 (2005 – 2006)

Indicator Four B

Percent = [# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

The NMPED will meet the SPP Indicator Four (B) as measured by a decrease in the percent of LEAs having significant discrepancies in rates of suspension/expulsion of students with IEPs by race and ethnicity.



Discussion of Baseline FFY 2005 Data for Indicator 4 B:

A comparison of the suspension/expulsion rates of students with IEPs was compared to the rates of the suspension rates of all students within the LEA was made. Out of the 89 LEAs in New Mexico, three LEAs or 3.4% suspended students with IEPs by race/ethnicity at a greater rate than all students.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline year = 3.4%
2006 (2006-2007)	The NMPED will meet the SPP <u>Indicator Four (B)</u> as measured by maintaining a rate of 3.4% of 89 LEAs long-term suspending or expelling students with IEPs by race/ethnicity at a greater rate than all students by race ethnicity.
2007 (2007-2008)	The NMPED will meet the SPP <u>Indicator Four (B)</u> as measured by maintaining a rate of 3.4% of the 89 LEAs long-term suspending or expelling students with IEPs by race/ethnicity at a greater rate than all students by race ethnicity.
2008 (2008-2009)	The NMPED will meet the SPP <u>Indicator Four (B)</u> as measured by a decrease of 1.2% (3.4% to 2.2%) in the number of LEAs long-term suspending or expelling students with IEPs by race/ethnicity at a greater rate than all students by race/ethnicity.
2009	The NMPED will meet the SPP <u>Indicator Four (B)</u> as measured by maintaining a rate of

(2009-2010)	2.2% of the 89 LEAs long-term suspending or expelling students with IEPs by race/ethnicity at a greater rate than all students by race/ethnicity.
2010 (2010-2011)	The NMPED will meet the SPP <u>Indicator Four (B)</u> as measured by maintaining a rate of 2.2% of the 89 LEAs long-term suspending or expelling students with IEPs by race/ethnicity at a greater rate than all students by race/ethnicity.

Improvement Activities/Timelines/Resources for Indicator Four B:

Improvement Activities	Resources	Timeline	Outcome
<p>1. Target LEAs significantly discrepant to participate in the Leadership Development Project and SPDG – focus on Positive Behavioral Supports and Interventions through the use of local data, policies, procedures, and practices</p> <p>(see description on page 27 of this report)</p>	<p>IDEA Discretionary dollars</p> <p>SPDG</p> <p>REC 3 and 9</p> <p>Parents Reaching Out</p>	<p>Winter 2006 – 2007 and ongoing as LEAs identified</p>	<p>Decrease in the number of LEAs significantly discrepant due to a focus of self assessment and self improvement</p>
<p>2. Revise state model policies and procedures as described in OSEP letter dated 10/31/05</p>	<p>IDEA discretionary dollars to hire contractor to develop model policies and procedures for state and LEAs</p>	<p>Project delayed due to the postponed release of the IDEA Part B final regulations. Revised date of spring 2007</p>	<p>New state and LEA level policies and procedures that align with final Part B regulations</p>
<p>3. Train LEAs and Charter Schools on model policies, procedures, and practices.</p>	<p>Final model state and LEA policies, procedures, and practices.</p>	<p>April 2007</p>	<p>Training complete and LEAs adopt model policies, procedures, and practices reducing the number of long-term suspensions and expulsions</p>

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Improvement Activities	Resources	Timeline	Outcome
4. Train LEAs and Charter Schools and parents/families on the revised statewide discipline manual.	IDEA discretionary dollars to hire contractor to complete manual.	Complete manual spring 2007 and complete training in August and September 2007	<p>Training complete</p> <p>Decrease the number of suspensions/expulsions of students with IEPs.</p> <p>Increase the number of positive behavioral interventions and supports.</p>
5. FBA and BIP training for LEAs/Charters and families	SEB staff and PTI staff to train	September 2006 and yearly thereafter	Application of FBAs and BIPs resulting in the decrease in the number of suspensions/expulsions due to a practice improvement
6. Train LEAs on the proper data entry into the STARS data warehouse	Training opportunities STARS manual	August 2006 and annually	Increase in the number of LEAs reporting accurate and reliable data – procedural improvement

When setting the targets and the improvement activities for Indicator 4 B, the state carefully reviewed all of the data for this Indicator. Trend data was not available to review to assist the state and the stakeholders with the setting of the targets, however there was agreement that the number should be reduced. The state needs the opportunity to implement the improvement activities listed below for a couple of years, monitor the LEAs, and gather additional information from the LEAs before reducing the number of LEAs considered significantly discrepant.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue/Description of System or Process:

New Mexico used the section 618 data reported to OSEP on December 1, 2004 to determine the number of students in each of the sub-groups listed below in Indicators 5A, 5B, and 5C. The NMPED collects this data via the Accountability Data System (ADS) from each LEA, state-supported school, and correctional facility. The SEB determines how many students are served in each program setting or educational environment (ages 6 – 21). Data is collected on the following environments:

- Outside regular class < 21% of the day
- Outside regular class 21 – 60% of the day
- Outside regular class > 60% of the day
- Separate school/Facility

The number of students is converted to percentages and the percentages are used to determine whether or not the educational environment has changed over time.

SPP Template – Part B (3)

Baseline Data for FFY 2004 (2004-2005):

Indicator 5 A

of students with IEPs removed from the regular class less than 21% of the day (20,719) divided by the total number of students aged 6 through 21 (45,257) times 100 = 45.7%

Indicator 5 B

of students with IEPs removed from the regular class greater than 60% of the day (9,746) divided by the total number of students aged 6 through 21 (45,257) times 100 = 21.5%

Indicator 5 C

of students with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements (920) divided by the total number of students aged 6 through 21 (45,257) times 100 = 2.03%

The NMPED will meet the SPP Indicator Five (A) as measured by an increase in the percent of students with IEPs aged 6 – 21 removed from the regular class <21% of the day.

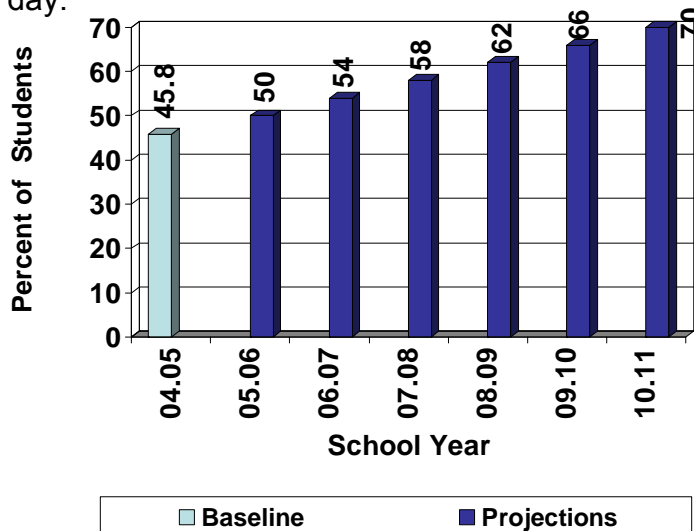


Figure 5.A

The NMPED will meet the SPP Indicator Five (B) as measured by a decrease in the percent of students with IEPs aged 6-21 removed from the regular class > 60% of the day.

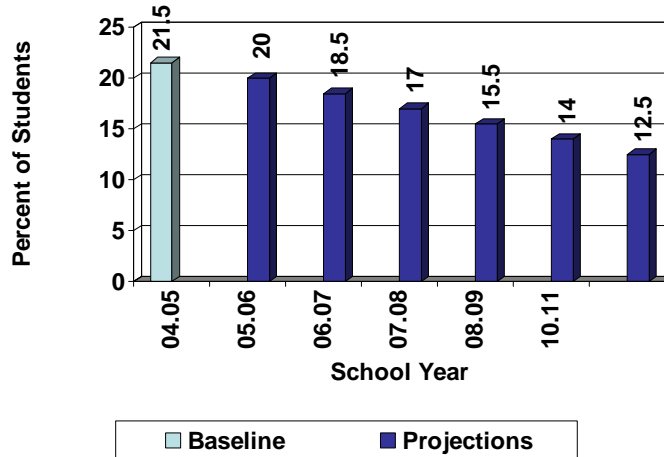


Figure 5.B

The NMPED will meet the SPP Indicator Five (C) as measured by a decrease in the percent of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements.

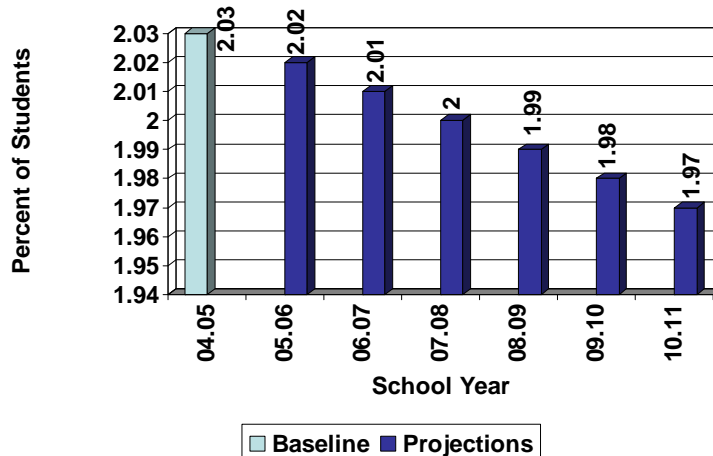


Figure 5.C

Discussion of FFY 2004 Baseline Data:

The number of students with IEPs aged 6 through 21 removed from the regular education class less than 21% of the day has been reported in the last two APRs as 37.5% and 41.4% respectively. During the 2004 – 2005 school year, as illustrated in Figure 5.A, the percent of students removed from the regular education classroom less than 21% of the day was 45.8%. The percentage of students has increased approximately 3 to 4% over the past four years due to New Mexico’s

professional development focus on the Least Restrictive Environment (LRE) and Positive Behavior Support (PBS) initiative.

The number of students with IEPs removed from the regular class more than 60% of the day has decreased 2-3% over the past three years according to data submitted in New Mexico’s last two APRs. The baseline for the 2004 – 2005 school year was 21.5%. See Figure 5.B. The reduction in the number of students removed from the regular class greater than 60% of the day is due to New Mexico’s focus on the LRE and PBS initiatives as mentioned above.

In 2002, the number of students in a separate school/facility constituted 1.7% of the population of students with IEPs ages 6 – 21. In 2003, the number increased to 1.93%, an increase of .23%. During the 2004 – 2005 school year (baseline year) the percent of students in a separate/school facility was 2.04%. The increase was .11%. Students counted in the separate school/facility setting include students placed at New Mexico School for the Deaf and New Mexico School for the Blind and Visually Impaired, by their parents, through the IEP process. It also includes students placed in residential treatment centers and juvenile and adult corrections facilities through the New Mexico court system. See Figure 5.C

FFY	<p align="center">Measurable and Rigorous Target</p> <p align="center">See Figures 5. A, 5.B, and 5.C</p>
<p align="center">2005 (2005-2006)</p>	<p>The NMPED will meet the SPP <u>Indicator Five (A)</u> as measured by an increase of 3.2% in the percent of students with IEPs aged 6 – 21 removed from the regular class <21% of the day. <i>2004.2005 SY Baseline = 45.8% 2005.2006 SY Target = 50%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (B)</u> as measured by a decrease of 1.5% in the number of students with IEPs aged 6 – 21 removed from the regular class > 60% of the day. <i>2004.2005 SY Baseline = 21.5% 2005.2006 SY Target = 20%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements. <i>2004.2005 SY Baseline = 2.03% 2005.2006 SY Target = 2.02%</i></p>
<p align="center">2006 (2006-2007)</p>	<p>The NMPED will meet the SPP <u>Indicator Five (A)</u> as measured by an increase of 4% in the percent of students with IEPs aged 6 – 21 removed from the regular class <21% of the day. <i>2005.2006 SY = 50% 2006.2007 SY Target = 54%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (B)</u> as measured by a decrease of 1.5% in the number of students with IEPs aged 6 – 21 removed from the regular class > 60% of the day. <i>2005.2006 = 20% 2006.2007 Target = 18.5%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements. <i>2005.2006 SY = 2.02% 2006.2007 SY Target = 2.01%</i></p>

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<p>2007 (2007-2008)</p>	<p>The NMPED will meet the SPP <u>Indicator Five (A)</u> as measured by an increase of 4% in the percent of students with IEPs aged 6 – 21 removed from the regular class <21% of the day. <i>2006.2007 SY = 54% 2006.2007 SY Target = 58%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (B)</u> as measured by a decrease of 1.5% in the number of students with IEPs aged 6 – 21 removed from the regular class > 60% of the day. <i>2006.2007 = 18.5% 2007.2008 Target = 17%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements. <i>2006.2007 SY = 2.01% 2007.2008 SY Target = 2.0%</i></p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet the SPP <u>Indicator Five (A)</u> as measured by an increase of 4% in the percent of students with IEPs aged 6 – 21 removed from the regular class <21% of the day. <i>2007.2008 SY = 58% 2008.2009 SY Target = 62%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (B)</u> as measured by a decrease of 1.5% in the number of students with IEPs aged 6 – 21 removed from the regular class > 60% of the day. <i>2007.2008 = 17% 2008.2009 Target = 15.5%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements. <i>2007.2008 SY = 2.0% 2008.2009 SY Target = 1.99%</i></p>
<p>2009 (2009-2010)</p>	<p>The NMPED will meet the SPP <u>Indicator Five (A)</u> as measured by an increase of 4% in the percent of students with IEPs aged 6 – 21 removed from the regular class <21% of the day. <i>2008.2009 SY = 62% 2009.2010 SY Target = 66%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (B)</u> as measured by a decrease of 1.5% in the number of students with IEPs aged 6 – 21 removed from the regular class > 60% of the day. <i>2008.2009 = 15.5% 2009.2010 Target = 14%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements. <i>2008.2009 SY = 1.99% 2009.2010 SY Target = 1.98%</i></p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet the SPP <u>Indicator Five (A)</u> as measured by an increase of 4% in the percent of students with IEPs aged 6 – 21 removed from the regular class <21% of the day. <i>2009.2010 SY = 66% 2010.2011 SY Target = 70%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (B)</u> as measured by a decrease of 1.5% in the number of students with IEPs aged 6 – 21 removed from the regular class > 60% of the day. <i>2009.2010 = 14% 2010.2011 Target = 12.5%</i></p> <p>The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements. <i>FFY2010 Target = 1.97%</i></p>

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Revised Baseline and Targets APR February 1, 2008

FFY	Revised Measurable and Rigorous Target
2005 (2005-2006)	Indicator 5 C Baseline = 1.63%
2006 (2006-2007)	FFY 2005 Actual Data = 1.58%
2007 (2007-2008)	The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements.
2008 (2008-2009)	The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements.
2009 (2009-2010)	The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements.
2010 (2010-2011)	The NMPED will meet the SPP <u>Indicator Five (C)</u> as measured by a decrease of .01% in the number of students served in public/private separate schools, residential treatment centers, or homebound or hospital placements.

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timeline	Outcome
1. LRE same as Indicator 1, activity 8, settings 1 and 2 for students 6 - 21	Same SIG	Same	Same
2. Positive Behavior Support same as Indicator 1, activity 9	Same SIG	Same	Same
3. Collaborative Planning and Co-teaching LRE	SIG Collaboration between	LEAs apply annually for sliver grant	Increase in the number of students in the LRE and

SPP Template – Part B (3)

New Mexico
State

Institute/SIG	SEB, RECs, and LEAs	November 2005, February 2006 and annually in the fall through 2010 - 2011 Summer Institute June 2006 and annually through 2010 - 2011	improved access to the regular education curriculum Decrease in dropout rates and increase in the graduation rates. Decrease in suspension/expulsion Increase in performance on NMSBA
4. Discipline manual training and FBA/BIP training same as Indicator 4, activities 4 and 5	Same	Same	Same
5. Professional development for principals and teachers same as Indicator 3, activity 5	Same	Same	Same
Improvement Activities	Resources	Timeline	Outcome
6. Families as Faculty Program collaborative between PTI, NM higher education, and the SEB as part of SIG LRE initiative	SEB collaborates with PTI	Fall 2005 and annually through 2010 – 2011 depending on funding	Increase the number of students in the LRE Improved proficiency rate on NMSBA Increased graduation rate and decreased dropout rate
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome
7. Encourage LEAs to participate in the Leadership Development Project and/or SPDG. (For	IDEA Discretionary dollars SPDG	Fall 2006 and annually based on LEAs performance on state targets	Increase in the number of LEAs meeting the state's targets.

SPP Template – Part B (3)

New Mexico
State

complete description see page 28)			
8. Allocate funds to study Indicator 5 C to determine how placement decisions made. Research question: Which LEAs should be compared to state target in this Indicator?	IDEA discretionary dollars Grant Agreement with scope of work	Spring and Summer 2007	Reduce the number of LEAs not meeting the state target for this Indicator due to out-of-district or out-of-state placements and parental placements.
9. Review setting data from post school outcomes to determine if any correlations.	Post-school outcomes survey	Summer 2007 and annually	Increase number of students in the LRE and improve access to the general education setting and curriculum.

For an explanation on the state’s progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB’s website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

New Mexico used data collected for reporting under section 618 (Annual Report of Children Served) submitted to OSEP on December 1, 2004 to calculate the percent for this indicator. Preschool setting data is collected through the Accounting Data System (ADS). LEAs submit data to the NMPED using following preschool settings:

- Early Childhood Setting
- Part-time Early Childhood Setting/Part-time Special Education Setting
- Home
- Separate School/Facility
- Itinerant Services Outside the Home
- Reverse Mainstream Setting

Once the data is incorporated into the Annual Report of Children Served, the numbers are changed into percentages and the percentages are used to determine whether or not the educational environment has changed over time.

Baseline Data for FFY 2004 (2004-2005):

Number of preschool students with IEPs who received all special education and related services in settings with typically developing peers 3,334 divided by the total number of preschool students 6,207 with IEPs times 100 = 53.7%

The NMPED will meet SPP Indicator Six as measured by an increase in the percent of preschool students with IEPs receiving services with typically developing peers.

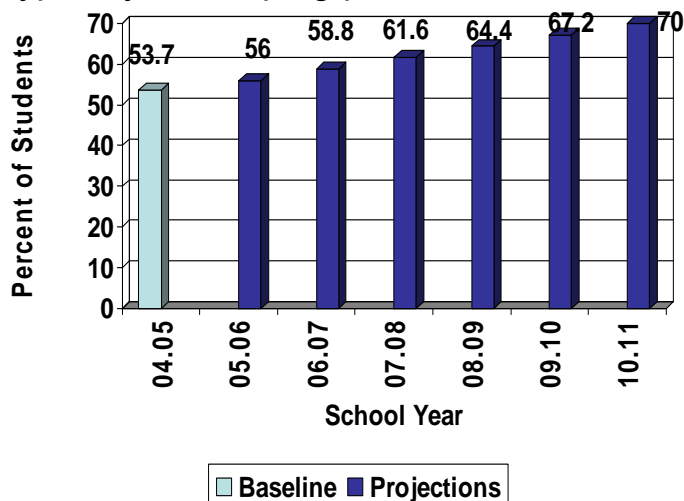


Figure 6.A

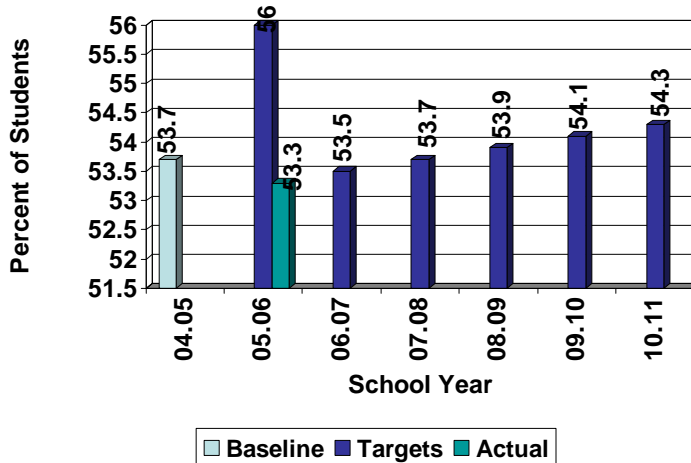
Discussion of FFY 2004 Baseline Data:

During the 2004 – 2005 school year, 3,334 or 53.7% of the 6,207 of students ages 3 - 5 received special education and related services in settings with typically developing peers. This was an increase of only .10% from the previous school year and an increase of almost 7% since 2002.

FFY	Measurable and Rigorous Target See Figure 6.A
2005 (2005-2006)	The NMPED will meet SPP Indicator Six as measured by an increase of 2.8% in the percent of preschool students with IEPs receiving services with typically developing peers. <i>2004.2005 SY Baseline = 53.7% 2005.2006 SY Target = 56%</i>
2006 (2006-2007)	The NMPED will meet SPP Indicator Six as measured by an increase of 2.8% in the percent of preschool students with IEPs receiving services with typically developing peers. <i>2005.2006 SY = 56% 2006.2007 SY Target = 58.8%</i>
2007 (2007-2008)	The NMPED will meet SPP Indicator Six as measured by an increase of 2.8% in the percent of preschool students with IEPs receiving services with typically developing peers. <i>2006.2007 SY = 58.8% 2007.2008 SY Target = 61.6%</i>
2008 (2008-2009)	The NMPED will meet SPP Indicator Six as measured by an increase of 2.8% in the percent of preschool students with IEPs receiving services with typically developing peers. <i>2007.2008 SY = 61.6% 2008.2009 SY Target = 64.4%</i>

<p>2009 (2009-2010)</p>	<p>The NMPED will meet SPP Indicator Six as measured by an increase of 2.8% in the percent of preschool students with IEPs receiving services with typically developing peers. 2008.2009 SY = 64.4% 2009.2010 SY Target = 67.2%</p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet SPP Indicator Six as measured by an increase of 2.8% in the percent of preschool students with IEPs receiving services with typically developing peers. 2009.2010 SY = 67.2% 2010.2011 SY Target = 70%</p>

Revised Measurable and Rigorous Targets Indicator 6



The Measurable and Rigorous Targets Revised on February 1, 2007. Revisions accepted by OSEP on June 15, 2007.

<p>2006 (2006-2007)</p>	<p>The NMPED will meet SPP Indicator Six as measured by 53.5% of the students receiving special education and related services in settings with typically developing peers.</p>
<p>2007 (2007-2008)</p>	<p>The NMPED will meet SPP Indicator Six as measured by 53.7% of the students receiving special education and related services in settings with typically developing peers.</p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet SPP Indicator Six as measured by 53.9% of the students receiving special education and related services in settings with typically developing peers.</p>

SPP Template – Part B (3)

New Mexico
State

<p>2009 (2009-2010)</p>	<p>The NMPED will meet SPP Indicator Six as measured by 54.1% of the students receiving special education and related services in settings with typically developing peers.</p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet SPP Indicator Six as measured by 54.3% of the students receiving special education and related services in settings with typically developing peers.</p>

Improvement Activities/Timelines/Resources:

Improvement Activities SPP December 2, 2005	Resources	Timeline	Outcome
<p>1. Development of the Preschool Inclusion DVD for LEAs, Part C Providers, and parents</p>	<p>Collaboration with LEAs for filming DVD distribution and copying to SEB website</p>	<p>June 2005</p>	<p>Training materials for LEAs and PTI</p>
<p>2. Families as Faculty Program as described in Indicator 5, activity 6</p>	<p>Same</p>	<p>Same</p>	<p>Same</p>
<p>3. Positive Behavior Support as described in Indicator 1, activity 9</p>	<p>Coordination of SIG to include more preschool sliver grant applications Reapplication of SIG to include preschool LRE as state wide initiative</p>	<p>Spring 2006 and annually through 2010 - 2011</p>	<p>Increase the number of preschools participating in the PBS program; Increase the number of students receiving special education and related services with typically developing peers</p>
<p>4. NM Public Pre-kindergarten</p>	<p>SEB collaborates with early childhood division and Children, Youth, and Families Department</p>	<p>2005 – 2006 SY Continuation depends on NM Legislative Session</p>	<p>Increase the number of students with IEPs in public pre-kindergarten setting</p>
Improvement Activities	Resources	Timeline	Outcome
<p>5. Training for</p>	<p>SEB collaborates with PTI</p>	<p>Spring 2006 and annually</p>	<p>Increase in the number of</p>

SPP Template – Part B (3)

New Mexico
State

families on LRE and access to the gen. ed. curric.		through 2010 - 2011	students receiving services with typically developing peers
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome
1. The SEB provides financial support to the University of New Mexico Preschool Network to provide professional development for LEAs and targeted assistance for those LEAs unable to meet the state target through the LDP project (See page 28)	IDEA Discretionary dollars Collaboration with Leadership Development Project	Fall 2006 and ongoing annually as needed and funds available	Increase in the number of LEAs meeting the state target for this indicator
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome
2. The SEB will study the LEA preschool settings across the state. The purpose of the study will be to determine best practices for the LEAs regarding funding and typically developing peers.	IDEA dollars REC 4	Spring 2007	Best practices identified for LEAs leading to an increase in the number of preschool students receiving services with typically developing peers.

For an explanation on the state’s progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB’s website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development for this Indicator:**

The census progress data for Indicator 7 was collected through the North East Regional Education Cooperative (NEREC). The student data and information was collected via a web-based program. The entry data was shared with the State IDEA advisory Panel November 29, 2007 and the LEAs, RECs, and Charter Schools on December 14, 2007. Input was gathered from both stakeholder groups during the presentations on those days for improvement activities. In addition, both groups were given an input form, for Indicator 7. Input was taken though December 2007.

A copy of the revised SPP that includes the progress data and improvement activities for Indicator can be accessed on the SEB's homepage at www.ped.state.nm.us/seo/index.htm.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment

Indicator 7: Percent of preschool children with IEPs who demonstrate improved

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - c. Percent of preschool children who improved functioning to a level nearer to same –aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})]$

times 100.

- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same –aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same –aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

I. Executive Summary

The Early Childhood Outcomes Study is a statewide effort of the New Mexico Public Education Department-Special Education Bureau, conducted by the Northeast Regional Education Cooperative (NEREC). This study was conducted as a census of the 4,530 three and four year olds in early childhood programs across the state. Progress was reported on a total of 2,419 of these participant children. The data was used to evaluate provider assessment data collection as well as child outcomes.

II. Methodology

A census of pre-school children enrolled in 619 Part-B Programs in the state was conducted in school year 2006-2007. Children who were 3 years of age on the last day of school were reported between November 15 and December 31, 2006, and children who were 4 years of age on the last day of school were reported between March 1 and April 15, 2007. The survey was web-based with multiple-site simultaneous access. Information on the survey was delivered to all provider agencies beginning in January, 2007. Technical assistance on completion of the surveys was available through regional trainings and was supported by information on a web-site and via direct phone support. Survey data was collected and submitted electronically for compilation and analysis. Each of the school districts was assigned a unique password to assure confidentiality of information. Districts were able to view only their own data.

III. Purpose

The Early Childhood Progress Survey addressed the following questions:

1. What is the progress of preschool children with IEPs enrolled in 619 Part-B programs?

All programs were asked to complete progress information in the following areas:

- Use of Appropriate Behaviors to Meet Their Needs
- Acquisition and Use of Knowledge and Skills (including early language communication and early literacy)
- Positive Socio-emotional Skills (including social relationships)

2. What instruments are being used to assess progress in the identified skills areas?

3. What problems were encountered in collecting valid and reliable data?

The data collected in each of these three areas was analyzed and will be used to improve the reporting process in 2007-2008.

IV. Research Population

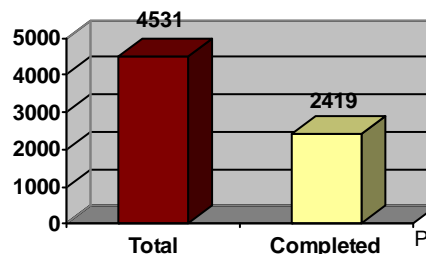
Of the 4,530 children enrolled in early childhood programs in New Mexico, data was reported on 2,419, (a return rate of 53.4%). There are a total of 89 school districts plus two state supported schools in the state that have 619 Part B programs. The latter include the School for the Deaf and the School for the Blind and Visually Handicapped. A total of 80 of the districts and both state supported schools reported data included in this report, representing 96.4% of districts that had 619-B Participants. Six districts had no children in programs, and three did not report.

It should be noted that three year old children were under-reported in this survey. Data was collected on 712 three year-old children compared to 1707 four year-old children. Interviews of programs conducted after the survey was complete indicated the reason for this under-reporting of 3Y children was that the scheduled reporting window, (Nov. 15 – Dec. 31), did not allow sufficient time between assessments conducted on children entering programs and progress assessments used to gather data for reporting. With the exception of the age of reported children, selection bias was determined not to be a factor in the data collected and reported.

Descriptive data on a total of 592 of children reported in this survey was not available on the NMPED data report (December 1, 2006). The charts do not represent those areas where data is missing.

V. Descriptive Statistics

Total Research Population:
N= 2,419



SPP Template – Part B (3)

New Mexico
State

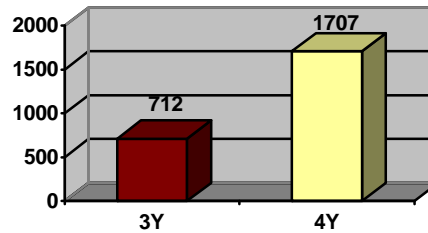
Survey Return Rate:

2,419/ 4,531 = 53.4%

Age

3 Year Olds = 712/ 29.4%

4 Year Olds = 1,707/ 70.6%

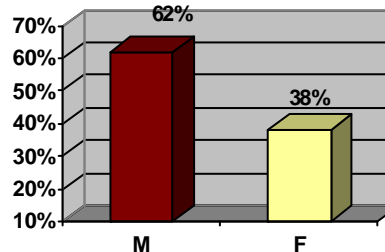


Gender

M= 1,146/ 62.4%

F= 691/ 37.6%

No Data Available= 582



Race/Ethnicity

Caucasian- 654/ 35.6%

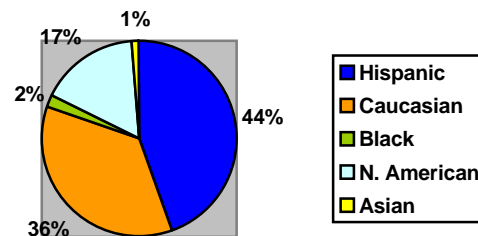
Hispanic- 817/ 44.5%

Black- 43/ 2.3%

Native American- 310/ 16.9%

Asian- 13/ .7%

No Data Available- 592



Disability

DD (Developmental Disability) - 1111/ 60.9%

SLD (Speech Language Deficiency) – 594/ 32.3%

AU (Autism) - 27/ 1.5%

MD (Multi-Disabled) - 23/ 1.3%

OHI (Other Hearing Impairment)- 31/ 1.7%

HI (Hearing Impaired) - 19/ 1%

MR (Mentally Retarded) - 3/ .2%

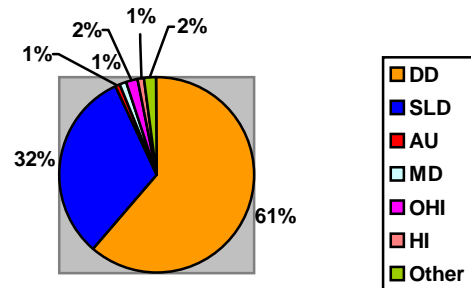
TBI (Traumatic Brain Injury) - 5/ .3%

ED (Emotionally Disturbed) - 4/ .3%

VI (Visually Impaired) - 11/ .6%

OI (Orthopedic Impairment) - 9/ .5%

No Data Available -592



Service Level (amount of special education services provided)

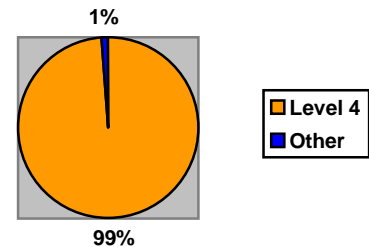
1 (less than 10% of day) - 18/ 1%

2 (11-49% of day) - 2/ 0%

3 (50% or more of day but less than full day) - 0/ 0%

4 (up to full day) - 1817/ 99%

No Data Available - 592

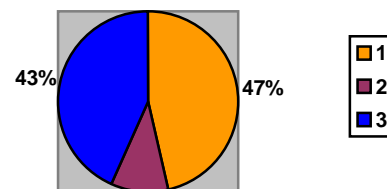


SPP Template – Part B (3)

New Mexico
State

Setting (location where learning takes place)

1 (at least 80% in reg. ed. setting)	- 801/ 46.7%
2 (40–79% in reg. ed. setting)	- 171/ 10%
3 (less than 40% in reg. ed. Setting)	- 743/ 43.3%
No Data Available	- 704



Progress Data for FFY 2006

Measurement

A. Positive social-emotional skills (including social relationships):

[(121)(a) + (524)(b) + (533)(c) + (630)(d) + (589)(e) = 2,397 or 99.1%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

[(131)(a) + (607)(b) + (560)(c) + (616)(d) + (484)(e) = 2,398 or 99.1%

C. Use of appropriate behaviors to meet their needs

[(105)(a) + (512)(b) + (503)(c) + (602)(d) + (677)(e) = 2,399 or 99.2%

The progress data, which includes the raw data and percentages in accordance with the measurement table, for FFY 2006 are illustrated below. The State is utilizing the Early Childhood Outcomes Summary Form (COSF). A student who is considered to be “comparable to same-aged peers” is defined as a child who has been scored as a 6 or 7 on the COSF. The reason why each of the Indicators does not sum up to 100% is because of incorrectly entered data.

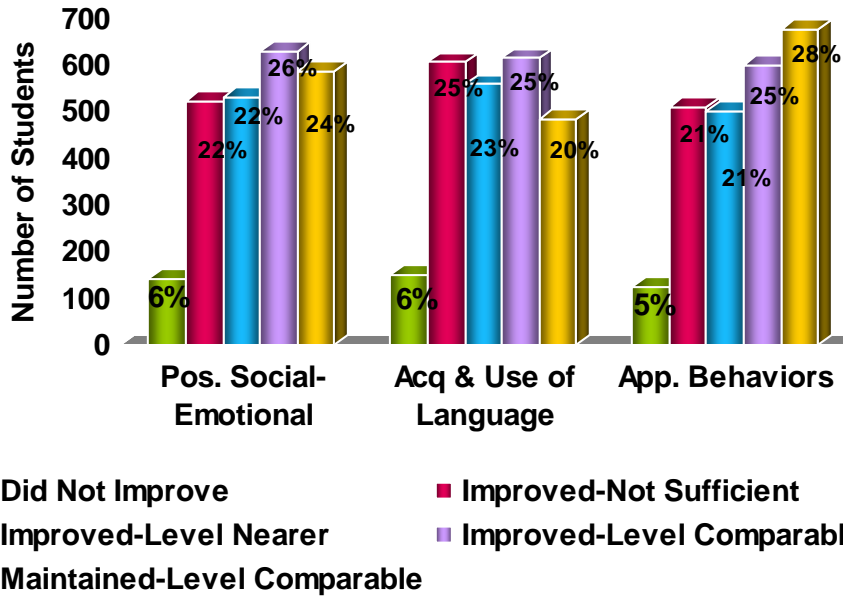
Indicator 7 APR Reporting Table

N=2,419

- *Difference in totals of A., B. and C. due to incorrectly entered data*

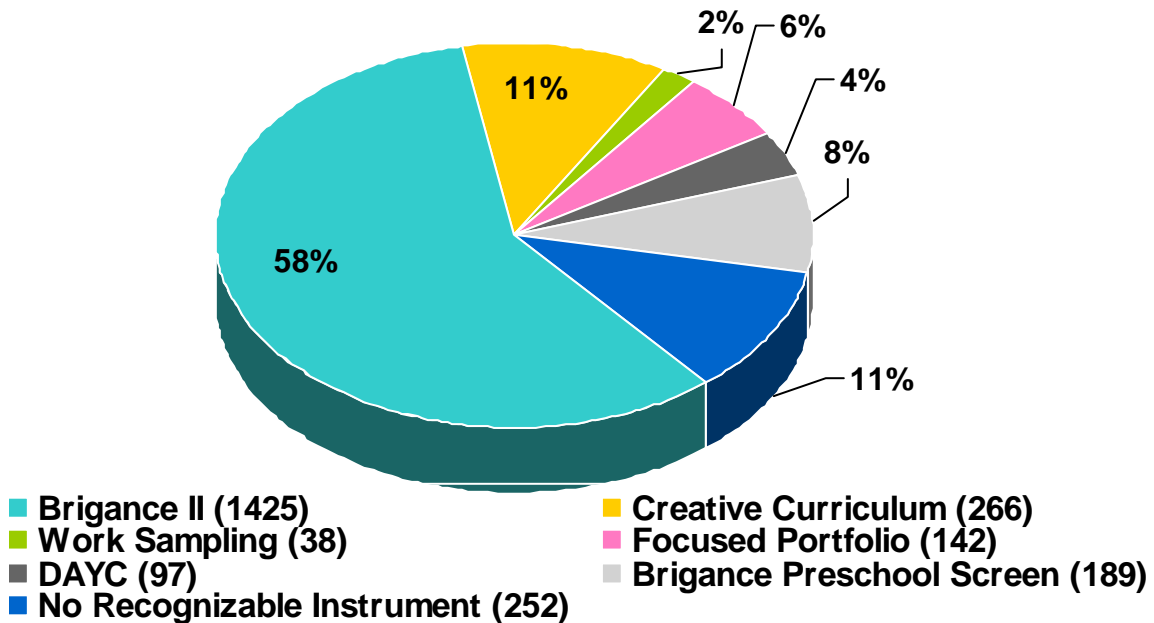
	A. Positive social-emotional skills	B. Acquisition and use of knowledge and skills	C. Use of appropriate behaviors
a.	121/ 5%	131/ 5.4%	105/ 4.3%
b.	524/ 21.7%	607/ 25.1%	512/ 21.2%
c.	533/ 22%	560/ 23.2%	503/ 20.8%
d.	630/ 26%	616/ 25.5%	602/ 24.9%
e.	589/ 24.3%	484/ 20%	677/ 28%
Totals	2,397/ 99.1%	2,398/ 99.1%	2,399/ 99.2%

- Did not improve functioning*
- Improved functioning but not sufficient to move nearer to functioning comparable to same aged peers*
- Improved functioning to a level nearer to same aged peers but did not reach it*
- Improved functioning to reach a level comparable to same aged peers*
- Maintained functioning at a level comparable to same aged peers*



VII. Instruments Used

A total of 1729 (71.5%) of respondents reported that they used one of the approved instruments including the Brigance II, Creative Curriculum and Work Sampling. A total of 438 respondents (18%) reported other instruments including Focused Portfolio, Brigance Preschool Screen-II, DAYC and Child Development Inventory. A total of 252 respondents (10.4%) reported no recognizable instrument.



Improvement Activities/Timelines/Resources for FFY 2007:

Improvement Activities SPP February 1, 2008	Resources	Timelines	Outcome
1. Provide specific guidance and training on data collection for Indicator to prevent errors in reporting	Collaboration with ECO State Team Annual Directors' Academy	Annually in the Fall	Improved data collection resulting in better IEP planning for students
2. Send a State team to the ECO National conference and training	IDEA Discretionary dollars Representative State team	Annually as needed	Ensure a broad spectrum of input from stakeholders and Improved reporting and results for students
3. Explore creating ECO fields in STARS. Develop a system to ensure valid and reliable data that meets the OSEP reporting requirements.	Collaboration with ECO team, NMPED I.T. personnel, LEAs, and STARS personnel		

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development for this Indicator:**

The SPP development for Indicator Eight was identical to the overall SPP development described in pages three through five of this report with the exception of the dates broad stakeholder input were obtained for the new SPP indicators. The Special Education Bureau (SEB) staff obtained broad stakeholder input on the SPP indicators from members of the NMPED, LEAs and Charter Schools, and the state IDEA advisory Panel. LEAs and Charter Schools had an opportunity to provide input on the measurable and rigorous targets (MRTs) as well as the improvement activities/timelines/resources on November 2, 2006. The state IDEA advisory panel provided input on the above on December 15, 2006. The updated SPP with the new indicators will be posted on the SEB's website. An email will be sent to all LEAs and various stakeholders on how to access the SPP.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment.

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Overview of Issue/Description of System or Process:

On February 14, 2006, the NMPED received approval from OSEP regarding its State Performance Plan Sampling Plan for Indicator number eight. In March 2006, a parent survey was administered by all nine Regional Educational Cooperatives (RECs), that included 59 of New Mexico's most rural school districts, New Mexico's only LEA with an enrollment greater than 50,000 students, and two medium-sized LEAs (one urban and one rural). In addition, the state's Parent and Training and Information Center (Parents Reaching Out - PRO) administered the survey. The survey was representative of the state's racial and ethnic population, geographical locations, urban and rural populations, disability categories, and student's grade level.

The survey included 25 questions that were selected from the original NCSEAM parent/family survey by the LEAs and the State IDEA Advisory Panel. The questions pertained to the school's efforts in working with parents, teachers and administrators, and parental participation. The survey included a six point Likert rating scale. The Likert ratings included very strongly agree, strongly agree, agree, disagree, strongly disagree, and very strongly disagree. A sample of the survey can be found in Appendix E.

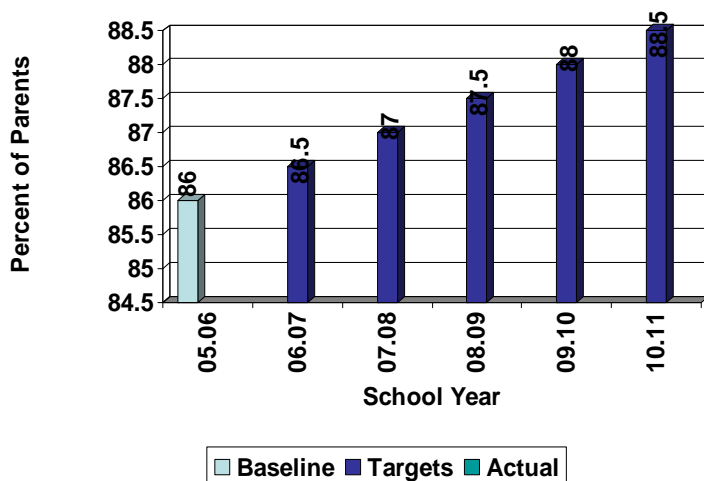
Each of the LEAs, RECs, and PRO were assigned a bar code by the Scantron Corporation. All results were sent to Scantron who disaggregated the results by the individual participants, such as the LEAs and the RECs, and calculated the state's aggregate using the OSEP formula above.

During the FFY 2006 (2006 – 2007), the parent survey will be administered to the above participants as well as three additional LEAs in rural, urban, and semi-urban areas. The Developmental Disabilities Planning Council (DDPC) and the Education for Parents of Indian Children with Special Needs (EPICS) will be assisting the SEB in the administration of the parent survey this year. The SEB

will continue to add five to six representative LEAs every year of the state’s population through FFY 2010 when the state will move from a sampling model to a census model.

Baseline Data for FFY 2005 (2005-2006):

The NMPED will meet the SPP Indicator Eight as measured by an increase in the percent of parents reporting that schools facilitated parent involvement.



Discussion of FFY 2005 Baseline Data:

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

$[(552)/(641)] \times 100 = 86\%$

Eighty six percent of the parents surveyed agreed, strongly agreed, or very strongly agreed that “The school facilitated parent involvement as a means of improving services for my child(ren)” and 13.2% of the parents surveyed disagreed, strongly disagreed, or very strongly disagreed. One thousand three hundred surveys were administered and 641 or 49% of the surveys were returned. All participants returned a portion of their surveys to the SEB.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2005 (2005-2006)	Baseline Year = 86%
2006 (2006-2007)	The NMPED will the SPP Indicator Eight as measured by an increase of .5% (86% to 86.5%) in the number of parents reporting that the schools facilitated parent involvement.

SPP Template – Part B (3)

New Mexico
State

2007 (2007-2008)	The NMPED will the SPP Indicator Eight as measured by an increase of .5% (86.5% to 87%) in the number of parents reporting that the schools facilitated parent involvement.
2008 (2008-2009)	The NMPED will the SPP Indicator Eight as measured by an increase of .5% (87% to 87.5%) in the number of parents reporting that the schools facilitated parent involvement.
2009 (2009-2010)	The NMPED will the SPP Indicator Eight as measured by an increase of .5% (87.5% to 88%) in the number of parents reporting that the schools facilitated parent involvement.
2010 (2010-2011)	The NMPED will the SPP Indicator Eight as measured by an increase of .5% (88% to 88.5%) in the number of parents reporting that the schools facilitated parent involvement

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timelines	Outcome
1. The NMPED will continue to fund the state's PTI to provide training and information for NM families.	Grant Agreement utilizing IDEA discretionary dollars	Fall 2006 and Spring 2007 and ongoing as needed	Increase in parental advocacy skills. An increase in the number of parents reporting that the schools facilitated parental involvement as measured by the Indicator Eight survey administered by the organization.
2. The NMPED will continue to fund EPICS to provide training and information as well as advocacy skills for parents of Native American students with IEPs	Grant Agreement utilizing IDEA discretionary dollars	Fall 2006 and Spring 2007 and ongoing as needed	Increase in parental advocacy skills. An increase in the number of parents reporting that the schools facilitated parental involvement as measured by the Indicator Eight survey administered by the organization.

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timelines	Outcome
<p>3. The state's PTI (PRO) participates in the statewide leadership development project by working with parents at the local level on how to assist their child's school in meeting the SPP indicators.</p>	<p>Grant Agreement utilizing IDEA discretionary dollars and a portion of the State Personnel Development Grant (SPDG)</p>	<p>Fall 2006 and yearly as determined</p>	<p>Increase in the number of parents assisting LEAs in meeting the state targets for the SPP Indicators</p>
<p>4. Provide parent/family awareness of FBA and BIP process:</p>	<p>SEB ADR coordinator collaborates activities with PTI</p>	<p>Fall 2007 and annually as needed</p>	<p>An increase in the number of parents reporting that the schools facilitated parental involvement as measured by the Indicator Eight survey administered by the organization.</p>
<p>5. Work with PTI to provide statewide conferences on FBA and BIP for parents/families with an emphasis on Spanish Speaking parents</p>	<p>Provide consultation to PTI on dissemination of written materials to parents/families</p>	<p>Fall 2007 and annually as needed</p>	<p>An increase in the number of parents reporting that the schools facilitated parental involvement as measured by the Indicator Eight survey administered by the organization.</p>

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for Indicator Nine was identical to the overall SPP development described in pages three through five of this report with the exception of the dates broad stakeholder input were obtained for the new SPP indicators. The Special Education Bureau (SEB) staff obtained broad stakeholder input on the SPP indicators from members of the NMPED, LEAs and Charter Schools, and the state IDEA advisory Panel. LEAs and Charter Schools had an opportunity to provide input on the measurable and rigorous targets (MRTs) as well as the improvement activities/timelines/resources on November 2, 2006. The state IDEA advisory panel provided input on the above on December 15, 2006. The updated SPP with the new indicators will be posted on the SEB’s website. An email will be sent to all LEAs and various stakeholders on how to access the SPP.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

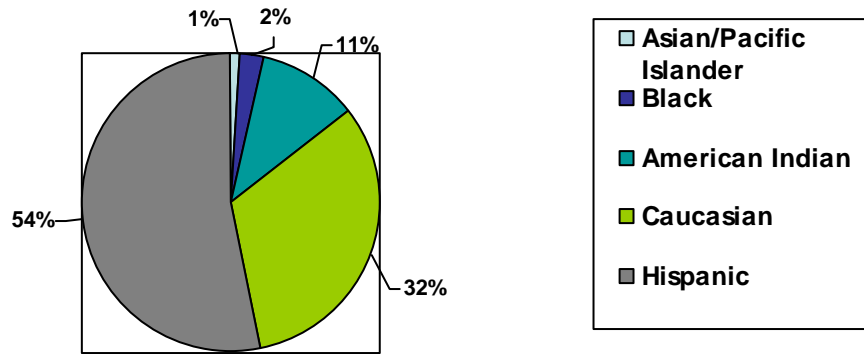
Percent = # of districts [(with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by(# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

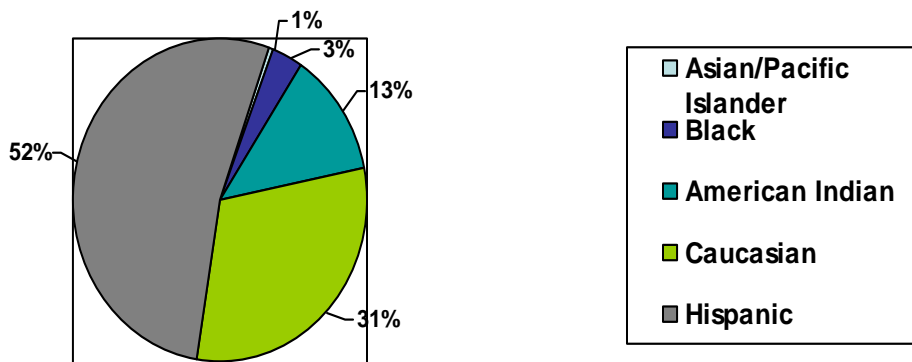
Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

During FFY 2005 (July 1, 2005 – June 30, 2006) the state collected data on students with IEPs enrolled in LEAs. The December 1, 2005 Annual Report of Children Served data was utilized to calculate the number of LEAs with disproportionate representation of racial and ethnic groups receiving special education and related services as a result of inappropriate identification. The state followed the plan approved by OSEP with the exception of the professional development and targeted assistance component as part of the Leadership Development Project.



FFY 2004 Total Number (n= 325,113) of All Students (3-21)



FFY 2004 Total Number (n= 51,621) of Students with IEPs (3-21)

Based on the information displayed in the charts above, the state decided that in order to determine if an LEA is disproportionate, the LEA must be compared to itself and not to the state averages. Therefore, the state has chosen to use the Westat Risk Ratio and Westat Weighted Risk Ratio to determine disproportionality. Each LEAs data was disaggregated into the table below.

LEA	Risk Ratio					Westat Risk Ratio					Westat Weighted Risk Ratio				
	Amer Indian	Asian	Black	Hispanic	White	Amer. Indian	Asian	Black	Hispanic	White	Amer. Indian	Asian	Black	Hispanic	Black

Each of the LEAs data was examined individually. In order to be considered disproportionate, an LEA must have an equity index greater than 1.5 in the Westat Risk Ratio and Weighted Risk Ratio in any ethnic group and disability. The state has set up a tiered system of disproportionality as illustrated below.

Risk Ratio Range	LEA Consideration
1.5 – 1.99	At-risk for disproportionality
2.0 – 2.99	Disproportionate
3.0 – 3.99	Significantly Disproportionate

Every LEA considered at-risk, disproportionate, or significantly disproportionate as a result of the Westat Risk Ratio and Weighted Risk Ratio, was notified in November 2006. As part of the general supervision and monitoring system, a SEB consultant has been assigned to each LEA throughout the

state. The SEB consultants are working closely with the LEAs and providing technical assistance while supporting the LEA in determining whether or not the disproportionality was a result of inappropriate identification by focusing on the LEA’s practices such as the use of the Student Assistance Team (SAT) or Response to Intervention. Further self assessment on the part of the LEAs is currently underway to determine if the disproportionality clearly was a result of inappropriate identification. The model state policies and procedures have been reviewed and are in the process of being updated to reflect the final IDEA regulations that went into effect on October 13, 2006. Based on the information above, adjustments may be made to the baseline, at the end of the year, as a result of the review of additional information from the LEAs.

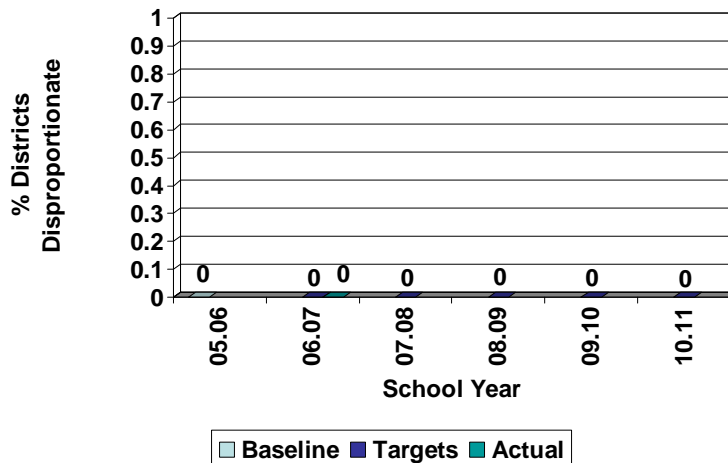
Every LEA considered disproportionate is required to write a practice strategy in the LEA’s Educational Plan for Student Success (EPSS) to meet the state’s target. In addition, those LEAs considered disproportionate or significantly disproportionate must participate in the state’s Leadership Development Project (LDP) and/or the SPDG activities. These projects teach teams from each LEA, that includes parents, on how to examine the data, review the LEAs policies, procedures, and practices and develop strategies for their EPSS to prevent the possible disproportionality from continuing. The SEB consultants are monitoring the progress of each LEA. For a complete description of the LDP, see page 27 of this report.

The state is in the process of implementing the plan approved by OSEP in March 2006 with some additional improvements such as the Leadership Development Project in which districts self assess, the SPDG, and having district teams make district improvements through the EPSS.

Revised Baseline Data for FFY 2005 (2005-2006):

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100. [(0)/(89)] x 100 = 0%

The NMPED will meet the SPP Indicator Nine as measured by a decrease in the number of LEAs reporting a disproportionate representation of racial and ethnic groups as a result of inappropriate identification.



Discussion of FFY 2005 Baseline Data:

Zero out of 89 LEAs were considered to have disproportionate representation due to inappropriate identification. The data included in the SPP dated February 1, 2007 was inaccurate. At the time of the SPP submission, the State was still in the process of collecting practice data and information from the LEAs.

FFY 2006 (2006 – 2007) State’s Definition of Disproportionate Representation:

The State’s definition of disproportionate representation is any LEA that has a risk ratio and weighted risk ratio of 3.0 or above (over-representation) or a risk ratio and weighted risk ratio of .25 or less (under-representation). The formulas are applied to sample sizes of greater than 10.

In order for a LEA to meet the State’s definition of disproportionate representation as a result of inappropriate identification, the following criteria must be met:

- Risk Ratio and Weighted Risk Ratio of 3.0 or above (over-representation) students aged 6 – 21 or
- Risk Ratio and Weighted Risk Ratio .25 or less (under-representation) students aged 6 - 21; and
- Deficient policies, procedures, and/or practices.

Once the LEAs are numerically flagged, they are required to validate the accuracy and reliability of the data again. If there is a discrepancy, the LEA must submit documentation to the State. After the State reviews the numerical information, then the State reviews the district’s policies and procedures utilizing a checklist to determine if the policies and procedures are not in alignment with the State’s policies and procedures. District practices are assessed utilizing The National Center for Culturally Responsive Educational Systems (NCCRESt) instrument. If it is determined that the disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification due to deficient policies, procedures, and/or practices, the LEA will be required to correct the non-compliance, including revising the district’s policies, procedures, and practices.

There has been a great deal of confusion amongst the States and LEAs regarding the difference between disproportionate representation and significant disproportionality. The State has worked closely with OSEP and the Mountain Plains Regional Resource Center (MPRRC) over the past year to develop a greater understanding of the difference between 34 CFR §300.600 (Disproportionate Representation) and 34 CFR § 300.646 (Significant Disproportionality). The State has taken advantage of technical assistance and professional development opportunities. As a result, the State was able to develop State and local policies and procedures regarding the regulations.

The State utilizes a three-tiered system of disproportionate representation. The three-tiered system assists the State in monitoring districts over time by identifying and notifying districts at risk for disproportionate representation or those who are approaching disproportionate representation at a significant rate.

Even though the State utilizes the formula of 3.0 or above in both the risk ratio and weighted risk ratio to determine if a district has significant disproportionality in accordance with 34 CFR § 300.646, the three-tiered table and explanation in last year’s SPP, has caused confusion. As a result, the State changed the wording in the table to reflect disproportionate representation.

Risk Ratio and Weighted Risk Ratio Range Students aged 6 – 21	LEA Consideration
1.5 – 1.99	At-risk for disproportionate representation
2.0 – 2.99	Approaching disproportionate representation

SPP Template – Part B (3)

New Mexico
State

3.0 or above	Disproportionate representation at a significant level
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FFY	Measurable and Rigorous Target Revised February 1, 2008
2005 (2005-2006)	Revised Baseline = 0%
2006 (2006-2007)	The NMPED will meet the SPP Indicator Nine as measured by 0% of the LEAs considered to have disproportionate representation due to inappropriate identification.
2007 (2007-2008)	The NMPED will meet the SPP Indicator Nine as measured by 0% of the LEAs considered to have disproportionate representation due to inappropriate identification.
2008 (2008-2009)	The NMPED will meet the SPP Indicator Nine as measured by 0% of the LEAs considered to have disproportionate representation due to inappropriate identification.
2009 (2009-2010)	The NMPED will meet the SPP Indicator Nine as measured by 0% of the LEAs considered to have disproportionate representation due to inappropriate identification.
2010 (2010-2011)	The NMPED will meet the SPP Indicator Nine as measured by 0% of the LEAs considered to have disproportionate representation due to inappropriate identification.

Improvement Activities/Timelines/Resources:

Improvement Activities SPP February 1, 2007	Resources	Timelines	Outcome
1. LEA's teams participate in Leadership Development Project and SPDG	IDEA Discretionary dollars REC 3 and 9 PTI	Fall 2006 and Winter 2007	Decrease in the LEAs disproportionality due to state and LEAs examination of updated policies, procedures, and practices

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timelines	Outcome
<p>2. Focus on LEA practices</p> <p>Train LEAs in the use of the SAT process and appropriate identification of students through the use of the NM Team manual</p>	<p>Same as above</p>	<p>Winter 2007</p> <p>Spring 2007</p>	<p>Decrease in the number of LEAs considered disproportionate due to the improvement of LEA practices</p>
<p>3. Same improvement activities as listed in indicator 11 on pages 74 – 75.</p>	<p>Same as Indicator 11</p>	<p>Same as Indicator 11</p>	<p>Decrease in the number of LEAs considered disproportionate or significantly disproportionate</p>
<p>4. Cultural/Diversity and Disability Culture professional development for LEAs</p>	<p>IDEA Discretionary dollars for professional development</p> <p>Coordination with state IDEA Advisory Panel</p>	<p>Fall 2007</p>	<p>Decrease in the number of LEAs considered disproportionate or significantly disproportionate</p>

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for Indicator Ten was identical to the overall SPP development described in pages three through five of this report with the exception of the dates broad stakeholder input were obtained for the new SPP indicators. The Special Education Bureau (SEB) staff obtained broad stakeholder input on the SPP indicators from members of the NMPED, LEAs and Charter Schools, and the state IDEA advisory Panel. LEAs and Charter Schools had an opportunity to provide input on the measurable and rigorous targets (MRTs) as well as the improvement activities/timelines/resources on November 2, 2006. The state IDEA advisory panel provided input on the above on December 15, 2006. The updated SPP with the new indicators will be posted on the SEB’s website. An email will be sent to all LEAs and various stakeholders on how to access the SPP.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = $\left[\frac{\text{(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification)}}{\text{(# of districts in the State)}} \right] \times 100$.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

During FFY 2005 (July 1, 2005 – June 30, 2006) the state collected data on students with IEPs enrolled in LEAs. The December 1, 2005 Annual Report of Children Served data were utilized to calculate the number of LEAs with disproportionate representation of racial and ethnic groups receiving special education and related services in the specific disability categories (mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism) as a result of inappropriate identification.

The state decided that in order to determine if an LEA is disproportionate, the LEA must be compared to itself and not to the state averages. Therefore, the state has chosen to use the Westat Risk Ratio and Westat Weighted Risk Ratio to determine disproportionality. Each LEA’s data was disaggregated into the table below. For the number of students with and without IEPs ages three through twenty one, see page 62.

Specific Disability Category

Risk Ratio		Westat Risk Ratio						Westat Weighted Risk Ratio							
LEA	Amer Indian	Asian	Black	Hispanic	White	Amer. Indian	Asian	Black	Hispanic	White	Amer. Indian	Asian	Black	Hispanic	Black

Each of the LEA’s data was examined individually by race/ethnicity and within the six specific disability categories. In order to be considered disproportionate, an LEA must have an equity index greater than 1.5 in the Westat Risk Ratio and Weighted Risk Ratio in any ethnic group and the specific disability categories. The state has set up a tiered system of disproportionality as illustrated below.

Risk Ratio Range	LEA Consideration
1.5 – 1.99	At-risk for disproportionality
2.0 – 2.99	Disproportionate
3.0 – 3.99	Significantly Disproportionate

Every LEA considered at-risk, disproportionate, or significantly disproportionate as a result of the Westat Risk Ratio and Weighted Risk Ratio, was notified in November 2006. As part of the general supervision and monitoring system, a SEB consultant has been assigned to each LEA throughout the state. The SEB consultants are working closely with the LEAs and providing technical assistance while supporting the LEA in determining whether or not the disproportionality was a result of inappropriate identification by focusing on the LEA’s practices such as the use of the Student Assistance Team (SAT) or Response to Intervention. Further self assessment on the part of the LEAs is currently underway to determine if the disproportionality clearly was a result of inappropriate identification. The model state policies and procedures have been reviewed and are in the process of being updated to reflect the final IDEA regulations that went into effect on October 13, 2006. Based on the information above, adjustments may be made to the baseline, at the end of the year, as a result of the review of additional information from the LEAs.

Every LEA considered disproportionate is required to write a practice strategy in the LEAs Educational Plan for Student Success (EPSS) to meet the state’s target. In addition, those LEAs considered disproportionate or significantly disproportionate must participate in the state’s Leadership Development Project and/or the SPDG activities. These projects teach teams from each LEA, that includes parents, on how to examine the data, review the LEAs policies, procedures, and practices and develop strategies for their EPSS to prevent the possible disproportionality from continuing. The SEB consultants are monitoring the progress of each LEA.

The state is in the process of implementing the plan approved by OSEP in March 2006 with some additional improvements such as the Leadership Development Project in which districts self assess, the SPDG, and having district teams make district improvements through the EPSS.

Revised Baseline Data for FFY 2005 (July 1, 2005 – June 30, 2006):

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Overall Baseline = 10.1%

SPP Template – Part B (3)

Specific Learning Disabilities $[(0)/(89)] \times 100 = 0\%$

Emotional Disturbance $[(0)/(89)] \times 100 = 0\%$

Speech Language Impairment $[(1)/(89)] \times 100 = 1.1\%$

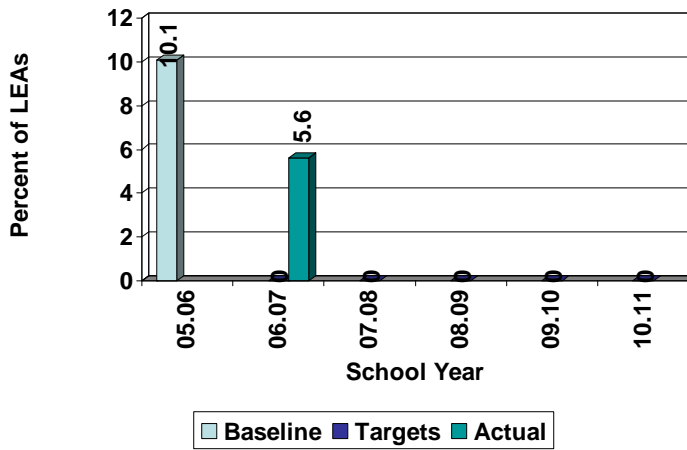
Autism $[(0)/(89)] \times 100 = 0\%$

Mental Retardation $[(2)/(89)] \times 100 = 2.2\%$

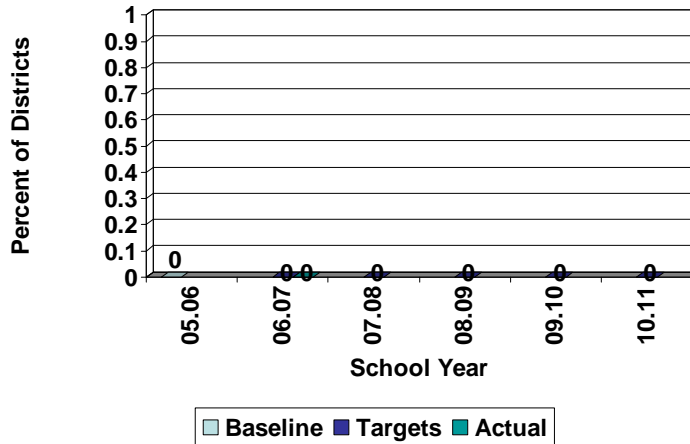
Other Health Impairment $[(6)/(89)] \times 100 = 6.7\%$

The graphs below reflect the revised FFY 2005 baseline and the FFY 2006 data.

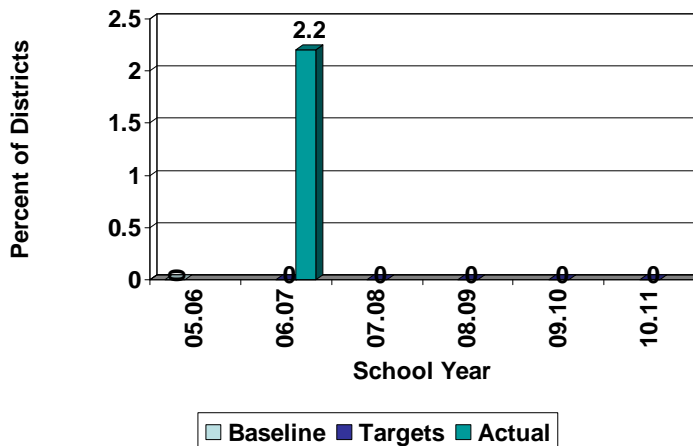
The NMPED will meet the Overall SPP Indicator 10 as measured by a decrease in the number of LEAs with disproportionate representation due to inappropriate identification.



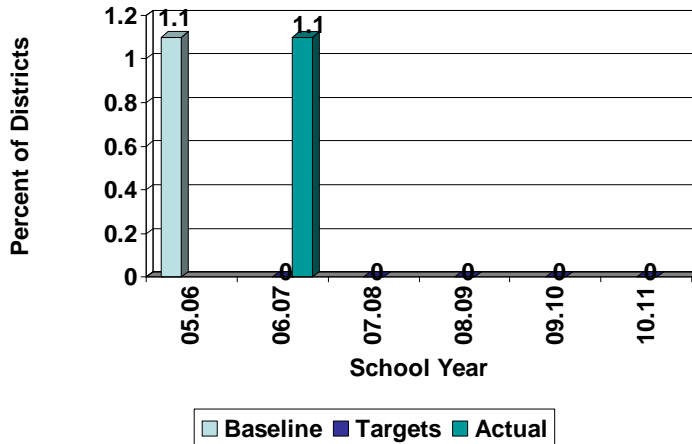
The NMPED will meet the SPP Indicator Ten as measured by a decrease in the number of LEAs reporting a disproportionate representation of racial and ethnic groups in specific disability categories (Specific Learning Disabilities) due to inappropriate identification.



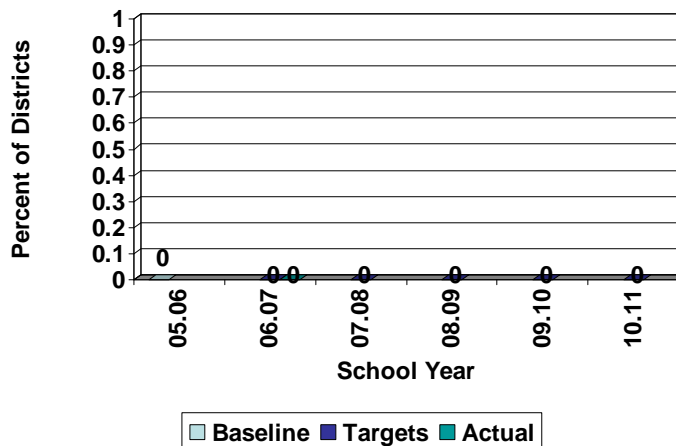
The NMPED will meet the SPP Indicator Ten as measured by a decrease in the number of LEAs reporting a disproportionate representation of racial and ethnic groups in specific disability categories (Emotional Disturbance) due to inappropriate identification.



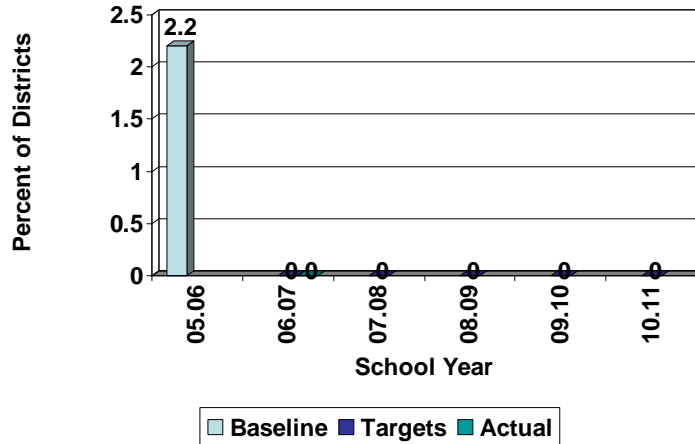
The NMPED will meet the SPP Indicator Ten as measured by a decrease in the number of LEAs reporting a disproportionate representation of racial and ethnic groups in specific disability categories (Speech Language Impairment) due to inappropriate identification.



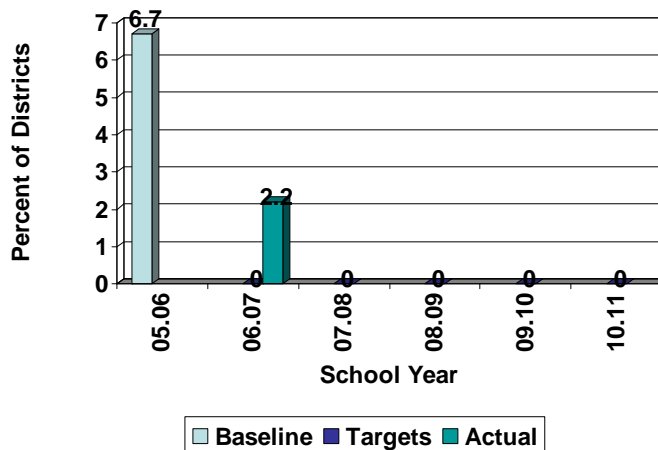
The NMPED will meet the SPP Indicator Ten as measured by a decrease in the number of LEAs reporting a disproportionate representation of racial and ethnic groups in specific disability categories (Autism) due to inappropriate identification.



The NMPED will meet the SPP Indicator Ten as measured by a decrease in the number of LEAs reporting a disproportionate representation of racial and ethnic groups in specific disability categories (Mental Retardation) due to inappropriate identification.



The NMPED will meet the SPP Indicator Ten as measured by a decrease in the number of LEAs reporting a disproportionate representation of racial and ethnic groups in specific disability categories (Other Health Impairment) due to inappropriate identification.



Discussion of FFY 2005 Revised and Recalculated Baseline Data:

In FFY 2005, 9 districts were considered to have disproportionate representation at a significant level in other words a weighted risk ratio and risk ratio of 3.0 or above. All of the district’s policies and procedures were not up-to-date and it was determined that all nine of the districts had deficient practices. Consequently, all nine were considered to have disproportionate representation due to inappropriate identification. One district had two areas of disproportionate representation due to inappropriate identification. The districts were required to include a practice strategy in the district’s

Educational Plan for Student Success (EPSS) to address the area of non-compliance. Seven of the districts made the correction within one year. Out of the remaining two districts, one has been assigned the Determination of Needs Substantial Intervention and is addressing the non-compliance through a Corrective Action Plan and the remaining district has been assigned the Determination of Needs Assistance and is addressing the non-compliance through the Educational Plan for Student Success (EPSS). Both of the districts are being monitored by the Special Education Bureau staff.

FFY 2006 (2006 – 2007) State’s Definition of Disproportionate Representation:

The State’s definition of disproportionate representation is any LEA that has a risk ratio and weighted risk ratio of 3.0 or above (over-representation) or a risk ratio and weighted risk ratio of .25 or less (under-representation). The formulas are applied to sample sizes of greater than 10.

In order for a LEA to meet the State’s definition of disproportionate representation as a result of inappropriate identification, the following criteria must be met:

- Risk Ratio and Weighted Risk Ratio of 3.0 or above (over-representation) students aged 6 – 21 or
- Risk Ratio and Weighted Risk Ratio .25 or less (under-representation) students aged 6 - 21; and
- Deficient policies, procedures, and/or practices.

Once the LEAs are numerically flagged, they are required to validate the accuracy and reliability of the data again. If there is a discrepancy, the LEA must submit documentation to the State. After the State reviews the numerical information, then the State reviews the district’s polices and procedures utilizing a checklist to determine if the policies and procedures are not in alignment with the State’s policies and procedures. District practices are assessed utilizing The National Center for Culturally Responsive Educational Systems (NCCREST) instrument. If it is determined that the disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification due to deficient policies, procedures, and/or practices, the LEA will be required to correct the non-compliance, including revising the district’s policies, procedures, and practices.

There has been a great deal of confusion amongst the States and LEAs regarding the difference between disproportionate representation and significant disproportionality. The State has worked closely with OSEP and the Mountain Plains Regional Resource Center (MPRRC) over the past year to develop a greater understanding of the difference between 34 CFR §300.600 (Disproportionate Representation) and 34 CFR § 300.646 (Significant Disproportionality). The State has taken advantage of technical assistance and professional development opportunities. As a result, the State was able to develop State and local polices and procedures regarding the regulations.

The State utilizes a three-tiered system of disproportionate representation. The three-tiered system assists the State in monitoring districts over time by identifying and notifying districts at risk for disproportionate representation or those who are approaching disproportionate representation at a significant rate.

Even though the State utilizes the formula of 3.0 or above in both the risk ratio and weighted risk ratio to determine if a district has significant disproportionality in accordance with 34 CFR § 300.646, the three-tiered table and explanation in last year’s SPP, has caused confusion. As a result, the State changed the wording in the table to reflect disproportionate representation.

Risk Ratio and Weighted Risk Ratio Range Students aged 6 – 21	LEA Consideration
1.5 – 1.99	At-risk for disproportionate representation
2.0 – 2.99	Approaching disproportionate representation
3.0 or above	Disproportionate representation at a significant level

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p><u>Recalculated and Revised</u> Baseline Year</p> <p>Overall Baseline = 10.1%</p> <p>Specific Learning Disabilities = 0%</p> <p>Emotional Disturbance = 0%</p> <p>Speech Language Impairment = 1.1%</p> <p>Autism = 0%</p> <p>Mental Retardation = 2.2%</p> <p>Other Health Impairment = 6.7%</p>
<p>2006 (2006-2007)</p>	<p>The NMPED will meet the SPP Indicator Ten as measured by maintaining the target of 0% in the number of LEAs considered disproportionate or significantly disproportionate by race/ethnicity as a result of inappropriate identification in the six specific disability categories.</p>
<p>2007 (2007-2008)</p>	<p>The NMPED will meet the SPP Indicator Ten as measured by maintaining the target of 0% in the number of LEAs considered disproportionate or significantly disproportionate by race/ethnicity as a result of inappropriate identification in the six specific disability categories.</p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet the SPP Indicator Ten as measured by maintaining the target of 0% in the number of LEAs considered disproportionate or significantly disproportionate by race/ethnicity as a result of inappropriate identification in the six specific disability categories.</p>
<p>2009 (2009-2010)</p>	<p>The NMPED will meet the SPP Indicator Ten as measured by maintaining the target of 0% in the number of LEAs considered disproportionate or significantly disproportionate by race/ethnicity as a result of inappropriate identification in the six specific disability categories.</p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet the SPP Indicator Ten as measured by maintaining the target of 0% in the number of LEAs considered disproportionate or significantly disproportionate by race/ethnicity as a result of inappropriate identification in the six specific disability categories.</p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timelines	Outcome
1. LEA's teams participate in Leadership Development Project and SPDG (See page 27 of this report)	IDEA Discretionary dollars REC 3 and 9 PTI	Fall 2006 and Winter 2007	Decrease in the LEAs disproportionality due to state and LEAs examination of updated policies, procedures, and practices
2. Focus on LEA practices Train LEAs in the use of the SAT process and appropriate identification of students through the use of the NM Team manual	Same as above	Winter 2007 Spring 2007	Decrease in the number of LEAs considered disproportionate due the improvement of LEA practices
3. Same Improvement Activities as those listed in Indicator 11 on pages 74 – 75.	Same as Indicator 11	Same as Indicator 11	Decrease in the number of LEAs considered disproportionate or significantly disproportionate
4. Cultural/Diversity and Disability Culture professional development for LEAs	IDEA Discretionary dollars for professional development Coordination with state IDEA Advisory Panel	Fall 2007	Decrease in the number of LEAs considered disproportionate or significantly disproportionate
5. LEAs participate in a self assessment and drilling down to determine if disproportionality a result of inappropriate identification especially in the area of OHI.	Leadership Development Project SEB consultants assigned to LEAs	Fall 2006 and ongoing annually	Decrease in the number of students inappropriately identified for special education and related services.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The SPP development for Indicator Eleven was identical to the overall SPP development described in pages three through five of this report with the exception of the dates broad stakeholder input were obtained for the new SPP indicators. The Special Education Bureau (SEB) staff obtained broad stakeholder input on the SPP indicators from members of the NMPED, LEAs and Charter Schools, and the state IDEA advisory Panel. LEAs and Charter Schools had an opportunity to provide input on the measurable and rigorous targets (MRTs) as well as the improvement activities/timelines/resources on November 2, 2006. The state IDEA advisory panel provided input on the above on December 15, 2006. The updated SPP with the new indicators will be posted on the SEB’s website. An email will be sent to all LEAs and various stakeholders on how to access the SPP.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

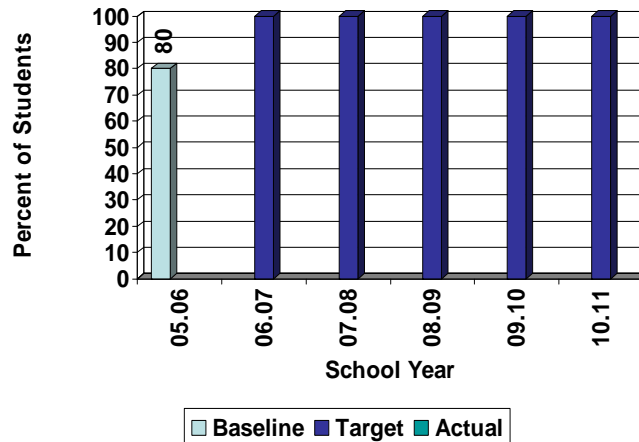
Overview of Issue/Description of System or Process:

During the FFY 2005, baseline data for this indicator was collected through the state’s focused monitoring process. The state utilized a sampling method and gathered the timeline information through an actual on site file review. The state reviewed IEP files for initial evaluation timeline data in the state’s only LEA with greater than 50,000 students, two LEAs who are members of a REC, and one medium-sized urban school district. The sampling method took into account district enrollment, geographic location, and ethnic and racial populations.

During FFY 2006, the state shifted from a sampling method to a census method of data collection for this indicator. This year, the state implemented a data warehouse system known as the Student Teacher Accountability Reporting System (STARS). Last year, in preparation for the new data warehouse, the SEB was able to insert the required data fields for this indicator that will allow the SEB to collect census data. This year, using the student’s unique identifying number, the LEAs must enter the date parental consent for the initial evaluation was obtained. Next, the LEAs must enter the date the initial evaluation was completed. The state will compare the two dates submitted by the LEA. The LEAs that completed the student’s evaluation beyond the sixty day time limit will be considered non-compliant with this indicator and will be required to develop an EPSS goal or strategy to address the non-compliance.

Baseline Data for FFY 2005 (2005-2006):

The NMPED will meet the SPP Indicator Eleven as measured by an increase in the percent of students who were evaluated and eligibility determined within 60 days of parent consent.



Discussion of FFY 2005 Baseline Data:

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

$$[(0 + 8)/(10)] \times 100 = 80\%$$

During the FFY 2005 (2005 – 2006), data for this indicator was gathered through the focused monitoring system as described in the overview above. A total of 58 files were reviewed. Ten out of the 58 included initial evaluations. Out of the 10 files reviewed, 8 or 80% of the students had the initial evaluation completed within the sixty day timeline. The two students remaining evaluations were completed within 30 days beyond the 60 day timeline. The reasons for delay were due to a shortage of diagnosticians.

The two LEAs whose timelines exceeded the 60 day timeline, were considered non-compliant and were issued an improvement plan to meet compliance as soon as possible but in no case later than one year from the issuance of the report.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline Year = 80%
2006 (2006-2007)	The NMPED will meet the SPP Indicator Eleven as measured by an increase of 20% (80% to 100%) in the number of students for whom parental consent was received and whose evaluations were completed within sixty days.
2007 (2007-2008)	The NMPED will meet the SPP Indicator Eleven as measured by maintaining the 100% target in the number of students for whom parental consent was received and whose evaluations were completed within sixty days.
2008 (2008-2009)	The NMPED will meet the SPP Indicator Eleven as measured by maintaining the 100% target in the number of students for whom parental consent was received and whose evaluations were completed within sixty days.
2009 (2009-2010)	The NMPED will meet the SPP Indicator Eleven as measured by maintaining the 100% target in the number of students for whom parental consent was received and whose evaluations were completed within sixty days.
2010 (2010-2011)	The NMPED will meet the SPP Indicator Eleven as measured by maintaining the 100% target in the number of students for whom parental consent was received and whose evaluations were completed within sixty days.

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timelines	Outcome
1. Provide financial support to the University of New Mexico (UNM) Center for Development and Disability (CDD) to assist with the evaluation of students who need additional assessment information for the LEAs	IDEA Discretionary dollars	Annually as needed	Increase in the number of evaluations within the 60 day timeline due to an increase in accuracy of information.

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timelines	Outcome
2. Collaborate with the UNM CDD and train LEA diagnosticians	IDEA Discretionary dollars	Annually as needed	Increase in the number of diagnosticians trained in specific disability areas resulting in an increase in the number of students evaluated within the 60 day timeline
3. Provide support to New Mexico State University (NMSU) on the development of a diagnostician training program that considers students cultural and linguistic needs	Letter of support	Winter 2007	Increase in the number of diagnosticians trained who consider cultural and linguistic information as part of the evaluation resulting in a decrease in the number of inappropriate referrals and an increase in the number of students evaluated within the 60 day timeline
4. Provide training to LEAs and RECs on the NMTEAM manual	IDEA Discretionary dollars for printing and distribution Time to train LEAs and RECs	Spring 2007 and annually as needed	Decrease in the number of inappropriate referrals for testing and an increase in the number of students evaluated within the 60 day timeline
Revised Improvement Activities APR February 1, 2008	Resources	Timelines	Outcome
5. Provide specific guidance to the LEAs regarding data entry into STARS and post on website.	Updated STARS manual and data fields	Fall 2007	Increased compliance Students receive evaluation within 60 day time period
6. Provide training at fall and spring data conference and Directors' Academy on	STARS personnel Funds for materials	Fall 2007 and Spring 2008 and ongoing annually	Increased compliance with Indicator, more accurate reporting in STARS

SPP Template – Part B (3)

New Mexico
State

data entry fields and compliance.			
7. Update STARS fields	STARS contractor	Fields updated in fall 2007	Increased compliance with Indicator, more accurate reporting in STARS

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

The New Mexico Department of Health (DOH) coordinates the IDEA Part C Family, Infant, and Toddler (FIT) programs. The NMPED SEB is responsible for oversight of the section 619 preschool programs. Both departments maintain student data in two separate data systems that do not communicate with each other. Every year, the FIT program sends a list of transitioning students to the NMPED, in late spring.

Prior to the 2005 – 2006 school year, the NMPED gathered this information via a parent survey. Parents were asked questions such as “Was an IEP in place prior to the first day of school?” This method of data collection was determined to be subjective and unacceptable by OSEP. Therefore, the data is to be collected from state monitoring of the state data system.

This year, the list of transitioning students was imported into an Excel spreadsheet. The SEB I.T. Data Manager determined which school system the student should attend and added that information to the spreadsheet. There are numerous Part C providers within each school district and some students attend Part C programs that are not located in their school district. The Excel spreadsheet was sent to every school district. The school district was responsible for verifying the spreadsheet and including information such as Part B eligibility determination date, IEP date, number of days delayed beyond the third birthday and reasons for the delays. The data and information was returned to the NMPED between September 28, 2005 and November 4, 2005, also known as the 40th day data submission period.

The NMPED will continue to collect three- and four-year-old data every counting period. New Mexico’s counting periods are the 40th day, 80th day, 120th day, December 1st, and end-of-year (EOY). At this time, the SEB I.T. Data Manager is working with LEAs to assign each of the current three-year-old students a unique identifier number. This number will follow a student throughout his/her entire school career.

SPP Template – Part B (3)

New Mexico
State

The NMPED SEB will be working with the Office of General Counsel (OGC) on revising the Joint Powers Agreement (JPA) with the NM Department of Health (DOH). The SEB proposes that the DOH

- has access to the NMPED ADS and assign students their unique identifier as soon as they enter the Part C program;
- works with the NMPED on developing a system that notifies the NMPED when a student turns 2.6 years old; and
- sends lists of the potential transitioning students to the NMPED annually on December 1 and March 1.

Baseline Data for FFY 2004 (2004-2005):

$c (450) \text{ divided by } a (770) \text{ minus } b (104) \text{ times } 100 = 67.5\%$

The NMPED will meet the SPP Indicator Twelve as measured by an increase in the number of students, found eligible for Part B services, who receive services on their third birthday.

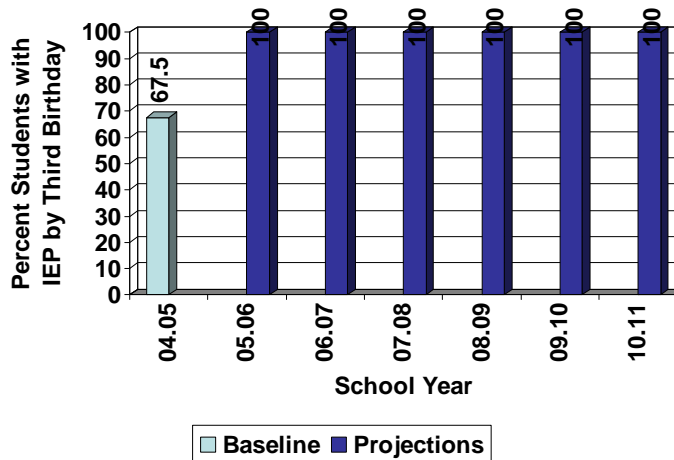


Figure 12.A

Discussion of FFY 2004 Baseline Data:

During the 2004 – 2005 school year, the NMPED received a list of 770 students who were served in the Part C programs. Out of those 770 students, 104 or 14% did not qualify for Part B services. 450 or 59% of the students were found eligible and had an IEP developed and implemented by their third birthdays. 99 or 13% of the students were determined eligible and had an IEP in place 2 – 43 days after their third birthdays. The reasons for the delay in the IEP development are unknown. We are unaware of whether the NMPED has collected this data. The NMPED was unable to locate 2% or 16 students. The baseline data is depicted in Figure 12.A.

FFY	<p align="center">Measurable and Rigorous Target</p> <p align="center">See Figure 12.A</p>
<p align="center">2005 (2005-2006)</p>	<p>The NMPED will meet the <u>SPP Indicator Twelve</u> as measured by an increase of 32.5% in the number of students, found eligible for Part B services, who have an IEP developed and implemented by their third birthday. <i>2004.2005 SY Baseline = 67.5%</i> <i>2005.2006 SY Target = 100%</i></p>
<p align="center">2006 (2006-2007)</p>	<p>The NMPED will meet the SPP Indicator Twelve as measured by maintaining 100% of the number of students, found eligible for Part B services, who have an IEP developed and implemented by their third birthday. <i>2005.2006 SY = 100%</i> <i>2006.2007 SY Target = 100%</i></p>
<p align="center">2007 (2007-2008)</p>	<p>The NMPED will meet the SPP Indicator Twelve as measured by maintaining 100% of the number of students, found eligible for Part B services, who have an IEP developed and implemented by their third birthday. <i>2006.2007 SY = 100%</i> <i>2007.2008 SY Target = 100%</i></p>
<p align="center">2008 (2008-2009)</p>	<p>The NMPED will meet the SPP Indicator Twelve as measured by maintaining 100% of the number of students, found eligible for Part B services, who have an IEP developed and implemented by their third birthday. <i>2007.2008 SY = 100%</i> <i>2008.2009 SY Target = 100%</i></p>
<p align="center">2009 (2009-2010)</p>	<p>The NMPED will meet the SPP Indicator Twelve as measured by maintaining 100% of the number of students, found eligible for Part B services, who have an IEP developed and implemented by their third birthday. <i>2008.2009 SY = 100%</i> <i>2009.2010 SY Target = 100%</i></p>
<p align="center">2010 (2010-2011)</p>	<p>The NMPED will meet the SPP Indicator Twelve as measured by maintaining 100% of the number of students, found eligible for Part B services, who have an IEP developed and implemented by their third birthday. <i>2009.2010 SY = 100%</i> <i>2010.2011 SY Target = 100%</i></p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timelines	Outcome
1. Update TA manual on Part C to Part B transition – updated manual to include ADS data entry procedures	Final IDEA regs. and state rules SEB preschool (619) consultant coordinates with Part C	Spring 2006 and update as needed through 2010 - 2011	Students transition within timelines
2. Provide training for special education directors and charter school coordinators on transition from Part C to Part B	Same as above	Fall 2006 and annually through 2010 - 2011	Students are eligibility determined and have an IEP in place by third birthday
3. Update JPA with NM DOH	SEB OGC coordinates with NM DOH	Spring 2006 with updates as needed through 2010 - 2011	Improved communication Adequate time for transition
4. Train ADS data entry personnel and directors on proper 3Y and 4Y data entry	SEB I.T. Data Manager coordinates training with SEB Data and Fiscal Manager and LEAs/Charters	Fall 2006 and annually through 2010 - 2011	Accurate and timely data submitted to SEB and OSEP

For an explanation on the state’s progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2005 (July 1, 2005 – June 30, 2006) Annual Performance Report (APR) located on the SEB’s website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report. The purpose of this indicator is to measure the quality and accountability of transition planning within the IEP for high school students, by assessing the presence of the student's priority post-school goals (training or education, employment, independent living when applicable), a set of coordinated transition services including the course of study, accountability of those transition services (through timeframes, personnel responsible, and measurability), results-focus, and attention to both academic and functional skill achievement.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $\left[\frac{\text{(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals)}}{\text{(# of youth with an IEP age 16 and above)}} \right] \text{ times } 100.$
--

Overview of Issue/Description of System or Process:

In the past, the Focused Monitoring process gathered information from a limited number of LEAs regarding transition services and post-secondary goals. Therefore, in order to enhance the monitoring of Indicator 13, the SEB implemented a second monitoring process to gather a broader sampling of post-secondary goal data. The SEB has determined that the Transition Outcomes Project provides a broader sampling and the SEB will use this process to gather data for Indicator 13.

New Mexico participates in the Transition Outcomes Project developed by Dr. Ed O'Leary and his colleagues. This project has been used in NM LEAs since the FFY 2000 when five LEAs piloted the project for NM. The Mountain Plains Regional Resource Center website reports the use of the Transition Outcomes Project (TOP) in at least 21 states, the Bureau of Indian Affairs, and the U.S. Virgin Islands. The project trains teams to review IEP files to assess quality implementation of transition planning requirements. The results of the file reviews were used to assist school personnel in making changes in district practices. Prior to the FFY, LEA participation was voluntary. To date, over 40 of the 89 school districts have participated in this project. The SEB along with stakeholders, in consultation with Dr. O'Leary, revised the checklist and added the IDEA 2004 requirements. Items considered include:

1. Does the student have measurable post-secondary goals related to: training, education, employment, and independent living?
2. Are the annual IEP goals coordinated with measurable post-secondary goals?
3. Are the student's annual IEP goals measurable while the student is still in school?

The selection process for the Transition Outcomes Project will follow the district student enrollment process established by the FM system. Every third district from the FM alphabetical enrollment group list will be selected every federal fiscal year.

Every year, beginning in FFY 2005, one-third of the LEAs (including state-supported and charter schools) will be randomly selected (every third district) from student enrollment lists (descending numerically) to participate in data collection of SPP Indicator 13. Once selected, adjustments were then made to ensure representation across geographic regions, ethnic composition, and Regional Education Cooperative affiliation. Due to population size one-third of Albuquerque schools will participate every year.

The State’s long-term plan is that each district will participate in the formal file review twice during the cycle of this SPP. LEAs needing targeted assistance will participate in informal reviews every year and will provide data to the SEB and Project Coordinator. As part of the process for collecting the SPP Indicator 13 data, two new questions were embedded into the Transition Outcomes Project (TOP) process. New Mexico has been using this process on a voluntary basis for the previous five years. The TOP process involves training on the IDEA transition and New Mexico graduation requirements, random sample review of IEP transition planning components, summary data review, and goal-setting for improvement. A portion of the top form is below.

12. Does the IEP include appropriate measurable post-school goals, based on age-appropriate transition assessment, related to:	
A. training	Yes ___ No ___ N/A___
B. education	Yes ___ No ___ N/A___
C. employment	Yes ___ No ___ N/A___
D. where appropriate, independent living skills?	Yes ___ No ___ N/A___
(Reference—Are goals for after high school recorded for the areas above? Does the course of study include measurable experiences – courses and other activities – that help the student reach those specific goals? Does the transition plan include measurable strategies that help the student reach those specific goals?)	
Comments:	
13. Are the transition services, activities, and strategies designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a student receiving special education services?	
	Yes___ No___
Comments:	

Those LEAS who did not meet the state’s target were notified in November 2006 and have developed an action plan to correct the finding. The LEAs will be expected to correct the finding of non-compliance as soon as possible but in no case later than one year.

Baseline Data for FFY 2005 (2005-2006):

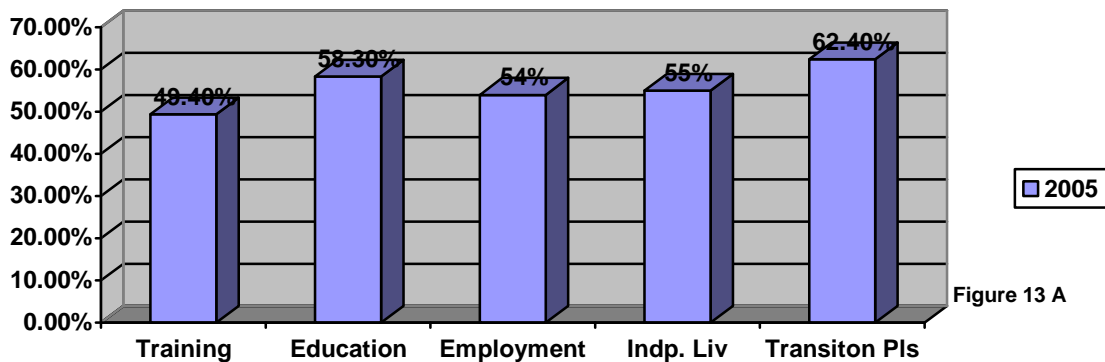


Figure 13 A

Discussion of FFY 2005 Baseline Data:

During the FFY, 2005 the state randomly selected 30 districts, 3 charter schools and one state supported school to participate in this project. A total of 568 files were reviewed. New Mexico did not make the 100% target for three reasons. First, in order to ensure quality file reviews, IEP files must be randomly selected, providing a representation of each district’s population. Some of the IEP files reviewed early on were still effective prior to reauthorization of IDEA. Second, the state file reviewers rated files based on having at least two measurable post-school goals. Third, files were pulled for students in grades 8-9 (as well as grades 10-12). Due to State laws for both, students with and without disabilities require future directed planning. Younger students’ files may not have included this 16-year-old requirement.

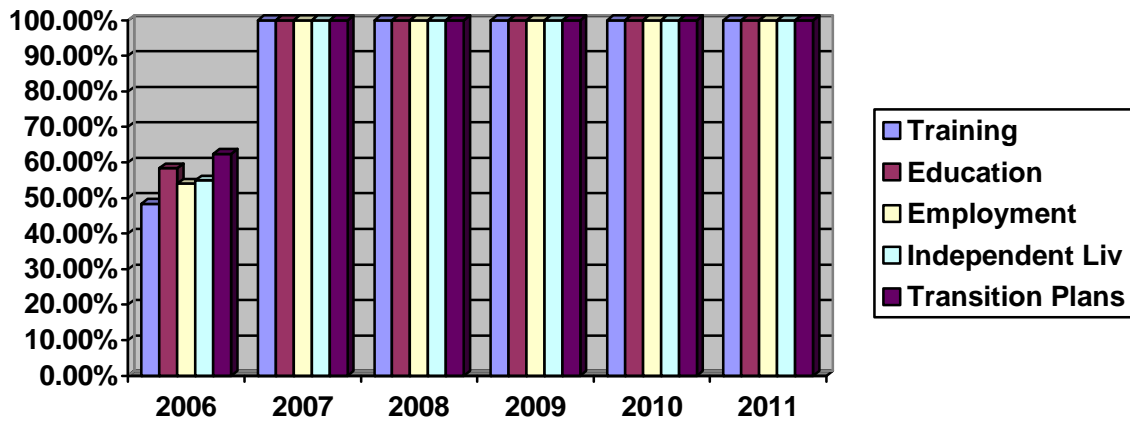
In addition to the randomly selected LEAs described above, 16 other LEAs and one residential treatment center voluntarily requested participation in the TOP/SPP Indicator 13 data collection process, strictly for improvement purposes. Those LEAs’ data are not reported herein, so that their data are collected and reported in their year of random selection.

The information below provides a written explanation for figure 13 A:

State level average on writing measurable post-school goals/activities in the IEP = 54.2% (N=568)

Disaggregated for training:	49.4%
Disaggregated for education:	58.3%
Disaggregated for employment:	54.0%
Disaggregated for independent living (when appropriate):	55.0%

Average for transition planning being results oriented and focused on both academic and functional skill achievement = 62.4% (N=568)



The information below provides a written explanation for figure 13 B:

The figure above further clarifies targets for training, education, employment, and independent living.

State level average on writing measurable post-school goals/activities in the IEP = 54.2% (N=568)

Disaggregated for training:	49.4%
Disaggregated for education:	58.3%
Disaggregated for employment:	54.0%
Disaggregated for independent living (when appropriate):	55.0%

Average for transition planning being results oriented and focused on both academic and functional skill achievement = 62.4% (N=568)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline year = 62.4%
2006 (2006-2007)	The NMPED will meet SPP Indicator Thirteen as measured by an increase of 37.5% of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. FFY 2006 Target = 100%
2007 (2007-2008)	The NMPED will meet SPP Indicator Thirteen as measured by maintaining 100% of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. FFY 2007 Target = 100%
2008 (2008-2009)	The NMPED will meet SPP Indicator Thirteen as measured by maintaining 100% of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. FFY 2008 Target = 100%
2009	The NMPED will meet SPP Indicator Thirteen as measured by maintaining 100% of

SPP Template – Part B (3)

New Mexico
State

(2009-2010)	youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. FFY 2009 Target = 100%
2010 (2010-2011)	The NMPED will meet SPP Indicator Thirteen as measured by maintaining 100% of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. FFY 2010 Target = 100%

Improvement Activities/Timelines/Resources

Improvement Activities	Resources	Timeline	Outcome
1. Propose changes to State special education rules to include transition planning and measurable post-school begin in the 8th grade.	<p>Support SEB staff assigned to writing rules with additional time beyond the work day.</p> <p>Additional funding through IDEA Discretionary dollars.</p> <p>Trained individuals to provide targeted interventions relating to new state rules.</p>	June 30, 2007, acceptance of the proposed rule change must follow IDEA process requirements for proposed rule changes.	<p>Improvement of data for this indicator.</p> <p>Improved outcomes for students.</p>
2. The NMPED SEB designed a professional development initiative that provides regional training opportunities. The professional development opportunities will address all SPP indicators and IDEA mandates and imbed those targets within districts' existing strategic planning processes.	<p>IDEA Discretionary dollars.</p> <p>Contracted services with Regional Educational Cooperatives (RECs), Higher Education Institutions, Parent Training Information Centers, outside consultants, Statewide Transition Coordinating Council, and Transition Cadre.</p> <p>Identify and contract with trained personnel outside of the bureau to provide targeted interventions during the school year.</p>	Ongoing beginning with the FFY 2006-	Trained professionals with increased knowledge of IDEA requirements and skills to provide services to students with IEPs.
3. Provide onsite technical assistance and training to districts participating in the LDP and TOP on transition planning, graduation plans, and writing measurable	<p>IDEA Discretionary dollars.</p> <p>Trained personnel contracted by the bureau to provide training, technical assistance, and</p>	Ongoing beginning in FFY 2005	<p>Improved data for this indicator.</p> <p>Improved post-school outcomes for students with</p>

SPP Template – Part B (3)

Improvement Activities	Resources	Timeline	Outcome
post-school goals.	conducting file reviews.		IEPs
4. Provide on-site training to districts on results of file reviews. Lead districts in developing action plans to improve transition planning and IEP development.	IDEA Discretionary dollars. Trained personnel contracted by the bureau to provide training, technical assistance, and conducting file reviews	Ongoing beginning in FFY 2005	Improved data for this indicator. Improved post-school outcomes for students with IEPs
5. Provide training and overviews at Tri-Annual and Director's Academy in 2007-2008.	IDEA Discretionary dollars. Joint presentations with LEAs and SEB staff on improving data.	FFY 2007-2011	Improved data for this indicator. Improved post-school outcomes for students with IEPs

Improvement Activities	Resources	Timeline	Outcome
<p>6. Provide face-to-face and video-cast-option training on writing measurable post-school goals/activities - open to all districts.</p>	<p>State Personnel Development Grant dollars</p> <p>Collaboration with RECs and SEB to ensure trainings are aligned with State and Federal laws and rules.</p>	<p>Jan. 30, 2007</p>	<p>Improved data for this indicator.</p> <p>Improved post-school outcomes for students with IEPs</p>
<p>7. Create & offer online module on writing measurable post-school goals/activities to be available statewide.</p>	<p>State Personnel Improvement Grant</p> <p>Statewide Transition Coordinating Council</p> <p>Collaboration with RECs and SEB to ensure trainings are aligned with State and Federal laws and rules.</p>	<p>March 2, 2007</p>	<p>Improved data for this indicator.</p> <p>Improved post-school outcomes for students with IEPs</p>
<p>8. Develop and broadcast videoconference on writing measurable post-school goals/activities for all transition specialists statewide.</p>	<p>IDEA Discretionary dollars.</p> <p>Joint presentations with LEAs and SEB staff on improving data.</p> <p>Collaboration with RECs and SEB to ensure trainings are aligned with State and Federal laws and rules.</p>	<p>March 2, 2007</p>	<p>Improved data for this indicator.</p> <p>Improved post-school outcomes for students with IEPs</p>
<p>9. Change data reporting to show number of students with at least one measurable goal and those who have more than one.</p>	<p>Trained file reviewers will need to revise data collection tool to ensure data is accurate.</p>	<p>February 2007</p>	<p>Provision of accurate data for 2008 APR.</p>

:

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The census data for Indicator 14 was collected through the North East Regional Education Cooperative (NEREC). The NEREC has been working on the post-school outcomes project for many years. Over the past two years, the NEREC has been revising the study to meet the OSEP reporting requirements and the Part B SPP Measurement Table.

The Baseline data was shared with the State IDEA advisory Panel November 29, 2007 and the LEAs, RECs, and Charter Schools on December 14, 2007. Input was gathered from both stakeholder groups during the presentations on those days for measurable and rigorous targets and improvement activities. In addition, both groups were given an input form, for Indicator 14. Input was taken through December 2007.

A copy of the revised SPP that includes the progress data and improvement activities for Indicator 14 can be accessed on the SEB’s homepage at www.ped.state.nm.us/seo/index.htm.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(# of youths who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue/Description of System or Process:

I. Executive Summary

The New Mexico Post School Outcomes Study 2007 is a statewide effort of the New Mexico Public Education Department-Special Education Bureau and participating school districts in New Mexico. The research was conducted by the Northeast Regional Education Cooperative (NEREC) with the assistance of New Mexico Highlands University. The purpose of the study is to evaluate the employment and post-secondary education/ training outcomes of students who received special education services one year after leaving school. In addition, the data will be used to evaluate school programs in relationship to these outcomes.

For the purposes of OSEP requirements NMPED utilizes the following definitions:

- **Definition of competitive employment** – (Rehabilitation Act definition, encouraged by OSEP for our use) – means work – (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who

are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)).

- **Definition of postsecondary school** – enrollment in a formal post-high school education or training program, full or part-time, that produces some type of certification of completion that verifies achievement of a particular set of academic, career-technical, or other adult learning competencies. “Full-time school” status at the post-high school level (grades 13-16) means enrollment in the equivalent of 12 or more semester credit hours; “part-time school” status means enrollment in the equivalent of 11 or fewer semester credit hours.

In an effort to improve survey returns, new strategies for data collection were implemented in this year’s survey in response to analysis of the previous year survey process. Process evaluation will continue to be an essential component of the post school outcomes survey.

Measurement

Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Percent = [(894 youth)/(1,022)] x 100 = 87.5%

The chart below highlights the raw data and percentages.

Employed Only	PS Ed/ Training Only	Work and PS Ed/Training	No employment and No PS Ed/Training	TOTAL (N)
382/ 37.4%	84/ 8.2%	428/ 41.9%	128/ 12.5%	1022/ 100%

II. Methodology

Students who received special education services under the Individuals with Disabilities Education Act, (IDEA) and exited from high school in 2006 were surveyed between April 3, 2007 and September 30, 2007. The survey and relevant information for completion of tasks was posted on a website and sent as a link sent to all school districts. Schools were asked to appoint a coordinator for the survey effort to assume responsibility including assignment of tasks to complete the work required. Staff assigned by the schools, conducted phone interviews of former students and entered responses on the online survey form which were then downloaded to a database.

A stipend of \$10 was paid to interviewers for each completed and entered survey. Contact information collected on previous year surveys of graduating students was sent to schools to assist them in contacting former students.

The survey effort also included an in-school component to gather contact information and current school program information for students who are targeted for follow-up outcomes surveying in the following year.

Information regarding distribution, administration and processing of the survey was delivered to all schools beginning in February 2007. Technical assistance on completion of the surveys was available both on a web-site and via direct phone support by NEREC. Survey data was collected and submitted electronically for compilation and analysis.

In addition to information on the numbers of students employed and who participated in post-secondary education and/or training since leaving school, the survey also collected data on the quality of employment and post-secondary education and participation in school programs to establish possible correlations leading to successful outcomes.

A follow-up survey of school staff that completed the tasks required in this effort was conducted to determine how the process of gathering data on post-school outcomes could be improved.

IV. Survey Questions - The survey questions are located in Appendix I.

V. Research Population

Of the 4,390 students that received special education services and exited high schools in New Mexico in the 2005-2006 school year, survey responses were obtained from 1,022, (a return rate of 23.2%). The sample is generally representative of the sub-groups in the state's population. A more thorough discussion of the representativeness of the sample is in the Analysis Section of this report.

It should be noted that although this year's return rate is lower than last year's rate of 29.5%, the base list of exiters this year was expanded to include not only those who were enrolled in 12th grade as in the 2006 survey, but all of those who exited high school in 2005-2006 school year. This list included dropouts and those listed as moved, status unknown in grades 9-12. The inclusion of these additional categories expanded the list of former students to be surveyed from 2,643 in the previous year to 4,390 in this survey.

There are a total of 89 school districts plus three state-supported entities including the School for the Deaf, the School for the Blind and Visually Handicapped and Juvenile Justice in the state. A total of 45 of the districts submitted data included in this report. Three districts had no exiting students, 41 did not report, and two districts reported too late to be included in the analysis. None of the state supported entities reported.

V. Descriptive Statistics

Total Research Population:

N= 1,022

Survey Return Rate:

1,022/ 4,390 = 23.2%

Gender

M= 617/ 60.4%

F= 405/ 39.6%

Race/Ethnicity

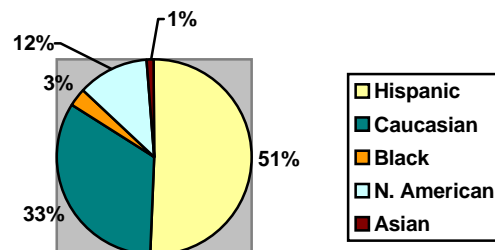
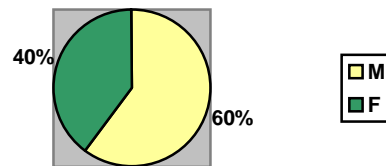
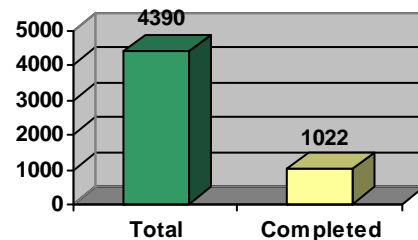
Caucasian- 338/ 33%

Hispanic- 515/ 50.4%

Black- 34/ 3.3%

Native American- 123/ 12%

Asian- 12/1.1%

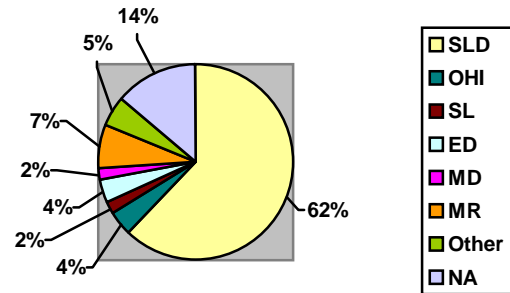


SPP Template – Part B (3)

New Mexico
State

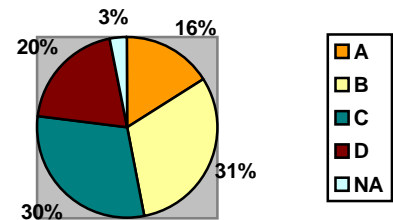
Disability

ED (Emotionally Disturbed)	-	42/ 4.1%
SLD (Specific Learning Disability)	-	637/ 62.3%
MD (Multi-Disabled)	-	23/ 2.3%
OHI (Other Health Impaired)	-	45/ 4.4%
MR (Mentally Retarded)	-	74/ 7.2%
SL (Speech Language)	-	20/ 2%
HI (Hearing Impaired)	-	7/ .68%
AU (Autism)	-	5/ .48%
TBI (Traumatic Brain Injury)	-	6/ .59%
OI (Orthopedic Impairment)	-	3/ .29%
VI (Visually Impaired)	-	4/ .4%
DB (Deaf/ Blind)	-	0/ 0%
NA (not available)		145/ 14.2%



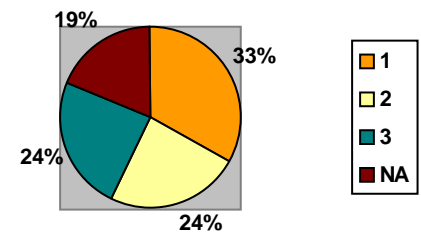
Service Level (amount of special education services provided)

1 (less than 10% of day)	181/ 17.7%
2 (11-49% of day)	240/ 23.5%
3 (50% or more of day but less than full day)	279/ 27.3%
4 (up to full day)	170/ 16.6%
Not Available	152/ 14.9%



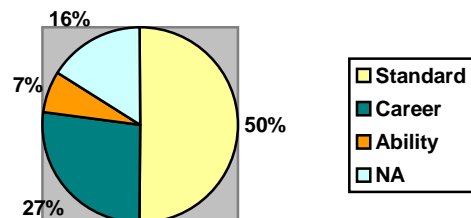
Setting (amount of time in Regular Ed. Classroom)

1 (Less than 11% in segregated setting)	338/ 33%
2 (12 – 59% in segregated setting)	249/ 24.4%
3 (60% or more in segregated setting)	242/ 23.7%
Not Available	193/ 18.9%



Pathway to Diploma

Standard	511/ 50%
Career	277/ 27.1%
Ability	73/ 7.1%
Not Available	161/ 15.8%

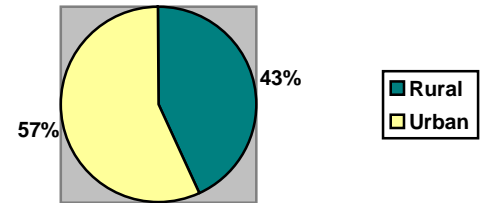


SPP Template – Part B (3)

New Mexico
State

Rural/ Urban

Rural 536/ 52.4%
Urban (Albuquerque, Santa Fe, Las Cruces, Rio Rancho) 486/ 47.6%



In summary, the majority of youth (87.5%) who had IEPs, who are no longer in secondary school, are enrolled in a post-secondary education program, employed, or both. Most of the youth (41.9%) are enrolled in a post-secondary education program and are working. Based upon the results from the FFY 2006 study, the State has set the Measurable and Rigorous Target for FFY 2007 through FFY 2010.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not applicable.
2006 (2006-2007)	The Baseline for FFY 2006 is 87.5%
2007 (2007-2008)	The number of youth who had IEPs, who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase by 0.1%. Target = 87.6%
2008 (2008-2009)	The number of youth who had IEPs, who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase by 0.1%. Target = 87.7%
2009 (2009-2010)	The number of youth who had IEPs, who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase by 0.1%. Target = 87.8%
2010 (2010-2011)	The number of youth who had IEPs, who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase by 0.1%. Target = 87.9%

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timeline	Outcome
1. Annual training for directors on the various Pathways to a Diploma	TA guides Directors' Academy	Annually in the fall	Improved post-school outcomes for youth
2. Annual training on transition requirements and successful transition planning that involves the student	Training materials IDEA discretionary dollars	Annually in the fall with follow up from the CADRE	Improved post-school outcomes for youth
3. Training for parents on the transition requirements under the law	Collaboration with PTI and EPICS Funds for additional training and materials Translation of materials	Annually	Improved post-school outcomes for youth
4. Provide update on results from the survey to district directors of special education.	Collaboration Northeast Educational Cooperative Tri-Annual director's meeting	April 2008	Increased participation and improved reporting
5. Include participation data on District Profile	IDEA Discretionary dollars Profiles published on SEB website	Annually as needed	Increase in districts participating in the census follow-up study
6. Ensure all districts provide a coordinator or contact person to lead district staff in completing requirements of this indicator.	Written notification of consequences for non-participation Contact information of project coordinator Timeline for trainings and activities to be completed for tier one and tier two surveys OSEP reporting requirements	April 2008 tri-annual and annually	Increased participation and improved reporting

Part B State Performance Plan (SPP) for 2005 - 2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

The NMPED's system for monitoring, identifying and correcting noncompliance involves three components: the Due Process Hearing (DPH) system, Focused Monitoring, and the state-level Complaint Investigation system.

DPH System

During the Federal Fiscal Year (FFY) 2004-2005, New Mexico had a two-tiered due process hearing procedure with the first and second levels of hearings conducted by an impartial hearing officer (IHO) assigned by the NMPED. The NMPED changed to a one-tier system in July 2005. All IHOs and administrative appeal officers (AAOs) are attorneys who are knowledgeable about the IDEA and who have received training through the NMPED.

Focused Monitoring

During FFY 2004-2005, the NMPED continued to implement a system of focused monitoring (FM) to identify and correct noncompliance with IDEA requirements. This system utilizes information from the state Accountability Data System (ADS) to select LEAs and Charter schools with wide variances from the state averages on key indicators for students with disabilities.

A statewide group of stakeholders meets biannually to review the key focus areas used to monitor New Mexico school districts. The focus areas for the FFY 2004-2005 were as follows:

1. Least restrictive environment, emphasizing inclusion of students with disabilities in regular classes to the maximum extent appropriate with access to the general education curriculum
2. Identification and evaluation of students with disabilities, emphasizing possible over-identification of students as learning disabled
3. Participation of students with disabilities on statewide assessments of educational development, emphasizing the performance of students with disabilities in the general curriculum
4. Graduation of seniors with disabilities, emphasizing post-secondary transition planning

Monitoring visits focus on the specific processes related to the indicators that put LEAs and charter schools on the "visit" list and are aimed at helping LEAs improve their performance on those indicators. On-site visits include file reviews, classroom observations and interviews with staff members, students and parents. A parent input meeting is held on the first evening of the on-site visit. Under the graduation variable (#4 above), a student meeting is held with students with disabilities who are in 12th grade.

If the results of the visit indicate that the LEA is out of compliance with federal or state regulations, then the LEA is required to develop an Improvement Plan to specifically address the findings in the report. This Improvement Plan is monitored by the NMPED until the specific areas of noncompliance are corrected.

For districts that do not correct all identified areas of noncompliance within one year of notification, the following progressive interventions may be implemented, as determined appropriate by NMPED personnel:

1. Level One Interventions may include
 - a. a requirement that the monitored agency allocate additional time and resources to address continued noncompliance; and
 - b. NMPED guidance on how the monitored agency can shift state or IDEA Part B funds to address continued noncompliance.
2. Level Two Interventions may include
 - a. NMPED direction regarding how the monitored agency's IDEA Part B funds will be expended to ensure correction of noncompliance; and
 - b. release of IDEA Part B funds to the monitored agency on a conditional basis.

3. Level Three Interventions may include
 - a. withholding part or all of the monitored agency’s IDEA Part B funds following appropriate notice and opportunity for a hearing;
 - b. disapproval of the monitored agency’s special education programs in whole or in part following appropriate notice and opportunity for a hearing; and
 - c. appointment by the NMPED of a special master or management team to oversee the Level Three Improvement Plan and strategies until compliance is achieved.

Complaint Investigation

The NMPED employs two full-time and one contract state complaint investigator who work under the supervision of a full-time Complaint Management Consultant. All three of these investigators are licensed attorneys with experience in special education law. The Complaint Management Consultant assigns incoming complaints, monitors the investigation progress, and reviews and signs off on all final complaint reports.

Upon a finding of noncompliance identified through a state administrative complaint, corrective action is ordered in a complaint report to require the immediate provision of services or the immediate cessation of noncompliance, whichever is necessary. The report also outlines the necessary steps and deadlines required to prevent the reoccurrence of noncompliance, and requires sufficient documentation to ensure that the noncompliance has been addressed and the past effects of the violations have been eliminated. The NMPED employs a full-time Education Consultant who serves as the Corrective Action Compliance Monitor to collect the required documentation, monitor timelines, and provide technical assistance as necessary. When this Consultant determines that compliance has been achieved, he submits a recommendation for case closure. His recommendation and all documentation provided by the district receive a second level of review by one of the complaint investigators. Depending on the results of this review, the case remains open pending further action and monitoring, or is closed.

Baseline Data for FFY 2004 (2004 – 2005):

Indicator 15 A:

$a = 14 \ b = 5 \quad 14/5 = .28 \text{ times } 100 = 28\%$

Indicator 15 B:

$a = 11 \ b = 1 \quad 11/1 = .09 \text{ times } 100 = 9\%$

Indicator 15 C:

$a = 25 \ b = 56 \ c = 52 \quad 52/56 = .92 \text{ times } 100 = 92.8\%$

Corrected Formula 02/01/07:

Indicator 15 A:

$5 (b) / 14 (a) \times 100 = 36\%$

Indicator 15 A (Priority Areas)	Number of Findings	Indicator 15 B (Non-Priority Areas)	Number of Findings
Over-Identification of Learning Disabilities	3	IEP	8
LRE	3	Student Performance	0
Graduation Rate/Transition	4	LRE	3
Student Performance on the CRT	4		
Total Findings Priority	14	Total Findings Non-	11

SPP Template – Part B (3)

New Mexico
State

Areas		priority Areas	
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Total Corrections Priority Areas	5	Total Corrections Non-priority Areas	1
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Indicator 15 C		
Number of agencies identified	Number of findings of non-compliance	Number of corrections completed as soon as possible, no later than one year
25	56	52

The NMPED will meet the SPP Indicator 15 (A) as measured by an increase in the percent of non-compliance, in the Focused Monitoring Priority Areas, corrected within one year.

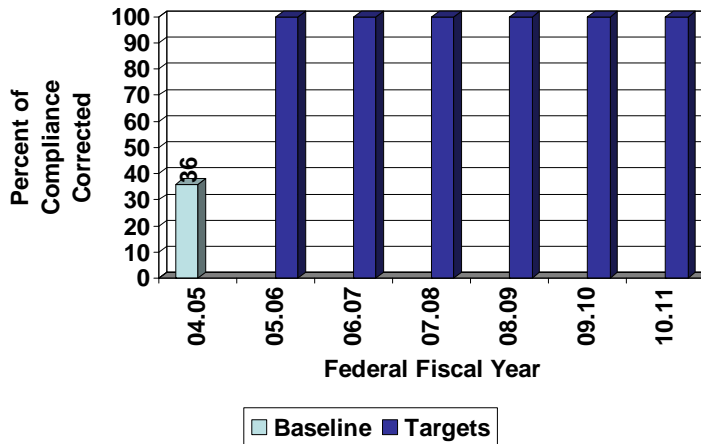


Figure 15.A

The NMPED will meet the SPP Indicator Fifteen (B) as measured by an increase in the percent of non-compliance, in the Focused Monitoring Non-Priority Areas, corrected within one year.

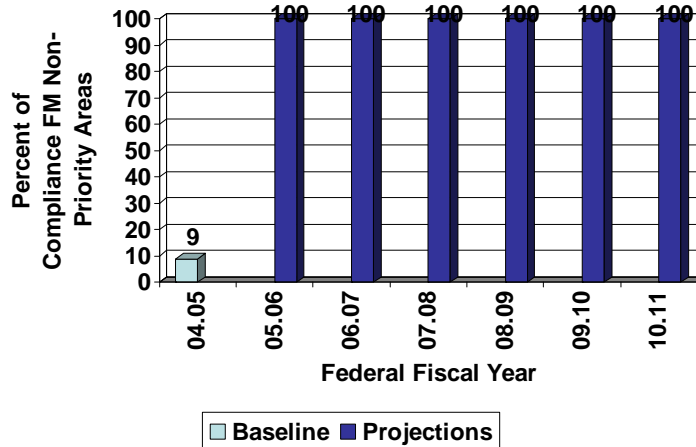


Figure 15.B

The NMPED will meet the SPP Indicator Fifteen (C) as measured by an increase in the percent of Corrective Action Plans (CAPs) completed within one year.

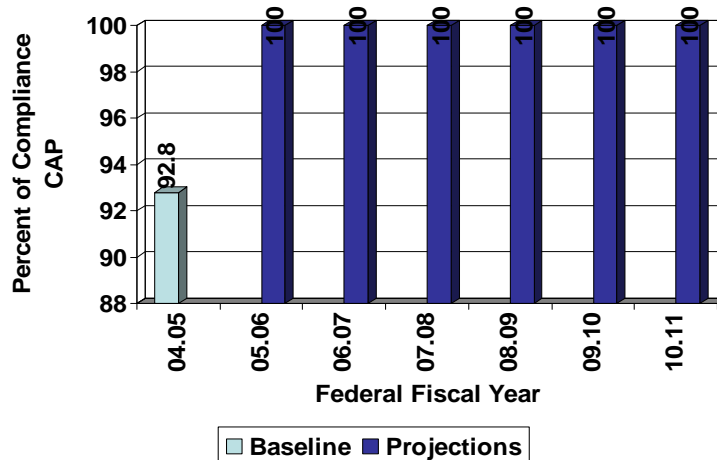


Figure 15.C

Discussion of FFY 2004 Baseline Data:

The calculations for the baseline data for Indicators 15 A, 15 B, and 15 C are presented on page 84 of this report and illustrated in Figures 15.A, 15.B, and 15.C. The data for this indicator is from the FFY July 1, 2003 – June 30, 2004 or the year the non-compliance was identified. LEAs and charters had from July 1, 2004 – June 30, 2005 to meet compliance. This is also known as the correction year.

During the FFY 2003 – 2004, twelve LEAs and/or Charter Schools were selected for Focused Monitoring. A total of 14 findings were discovered in the priority areas and 11 findings in the non-priority areas. Of the twelve LEAs and Charter Schools monitored, all of them had at least one finding of noncompliance in the priority areas. Nine out of the twelve LEAs and Charter Schools had findings in the non-priority areas. As part of the focused monitoring process, all of the LEAs and Charter Schools are required to develop an Improvement Plan. Two of the LEAs and one Charter School met the conditions of their Improvement Plan and came into compliance within one year of the approval of their Improvement Plan. The remaining nine LEAs and Charter Schools are in various improvement phases of the Focused Monitoring process. See Improvement Activity two for the process for the nine remaining LEAs and Charter Schools.

The NMPED received the FFY 2003 APR letter from OSEP in September 2005. The letter discussed the submission of data to OSEP indicating that NMPED was not conforming to the one-year timeline for correction of noncompliance identified through the monitoring process. Staff at the SEB had the understanding that the Focused Monitoring one-year timeline did not begin until after the SEB approved the LEAs or Charter School's Improvement Plan. The NMPED sought clarification from OSEP on the timeline. According to OSEP, the timeline begins one year from the date the NMPED notifies the LEA of the noncompliance. It is OSEP's expectation that within 30 days of the FM visit, the report will be issued to the LEA or Charter School via issuance of the SEB's FM report. The NMPED will abide by this timeline. In addition, the NMPED recognizes that substantial problems continue to exist in our efforts to ensure timely correction of noncompliance through Focused Monitoring. We plan to address these issues through the Improvement Activities described in this section.

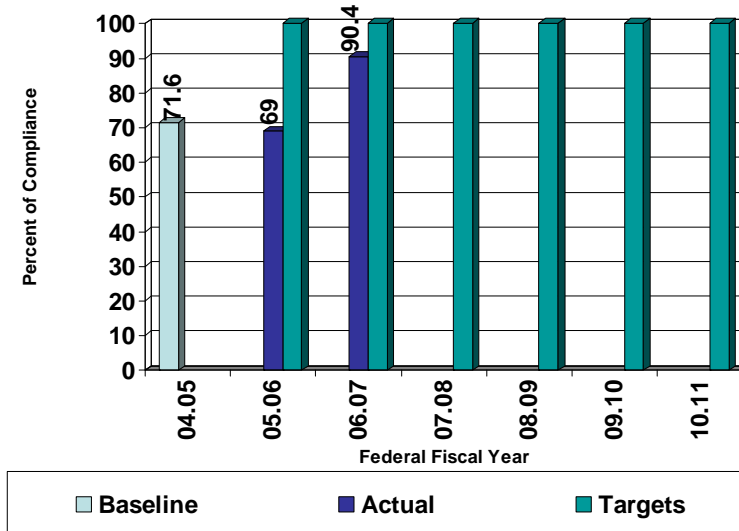
During the FFY 2003 – 2004, 25 agencies had noncompliance identified through the administrative complaint process. A total of 56 findings were identified amongst the 25 agencies. That is an average of about 2 plus findings per agency. 52 out 56 (92.8%) of the corrections were completed as soon as possible or within one year. Out of the 25 agencies, 21 or 84% corrected their areas of non-compliance within one year. Four agencies have Corrective Action Plans remaining open due to compensatory services that extended beyond the one-year timeline. One of the four CAPS is currently under legal review regarding a student who was entitled to compensatory services but has since moved out of state.

It appears that submitted in previous APRs for Indicators 15 A, B, and C were collected on a School Year (SY) cycle. The data sequence did not align with the Federal Fiscal Years (FFY).

FFY 2006 Revisions

The graph below reflects a revision to the State's baseline due to a change in the measurement table for FFY 2005.

The NMPED will meet the SPP Indicator Fifteen as measured by an increase in the percent of non-compliance, in the General Supervision System, corrected within one year.



FFY	<p align="center">Measurable and Rigorous Target</p> <p align="center">See Figures 15.A, 15.B, and 15.C</p>
<p>2005 2005-2006)</p>	<p>The NMPED will meet the SPP Indicator Fifteen (A) as measured by an increase of 72% in the number of areas of noncompliance, in the Focused Monitoring Priority Areas, corrected within one year. <i>2004. 2005 SY Baseline = 28% 2005.2006 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (B) as measured by an increase of 91% in the number of areas of noncompliance, in the Focused Monitoring Non-Priority Areas, corrected within one year. <i>2004.2005 SY Baseline = 9% 2005.2006 SY Target = 100%.</i></p> <p>The NMPED will meet SPP Indicator Fifteen (C) as measured by an increase of 7.2% in the number of Corrective Action Plans (CAPs) corrected within one year. <i>2004.2005 SY Baseline = 92.8% 2005.2006 SY Target = 100%</i></p>

SPP Template – Part B (3)

New Mexico
State

<p>2006 (2006-2007)</p>	<p>The NMPED will meet the SPP Indicator Fifteen (A) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Priority Areas, corrected within one year. <i>2005. 2006 SY = 100% 2006.2007 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (B) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Non-Priority Areas, corrected within one year. <i>2005.2006 SY = 100% 2006.2007 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (C) as measured by maintaining 100% of the number of Corrective Action Plans (CAPs), corrected within one year. <i>2005.2006 SY = 100% 2006.2007 SY Target = 100%</i></p>
<p>2007 (2007-2008)</p>	<p>The NMPED will meet the SPP Indicator Fifteen (A) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Priority Areas, corrected within one year. <i>2006. 2007 SY = 100% 2007.2008 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (B) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Non-Priority Areas, corrected within one year. <i>2006.2007 SY = 100% 2007.2008 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (C) as measured by maintaining 100% of the number of Corrective Action Plans (CAPs), corrected within one year. <i>2006.2007 SY = 100% 2007.2008 SY Target = 100%</i></p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet the SPP Indicator Fifteen (A) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Priority Areas, corrected within one year. <i>2007. 2008 SY = 100% 2008.2009 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (B) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Non-Priority Areas, corrected within one year. <i>2007.2008 SY = 100% 2008.2009 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (C) as measured by maintaining 100% of the number of Corrective Action Plans (CAPs), corrected within one year. <i>2007.2008 SY = 100% 2008.2009 SY Target = 100%</i></p>
<p>2009 (2009-2010)</p>	<p>The NMPED will meet the SPP Indicator Fifteen (A) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Priority Areas, corrected within one year. <i>2008. 2009 SY = 100% 2009.2010 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (B) as measured by maintaining 100% of noncompliance, in the Focused Monitoring Non-Priority Areas, corrected within one year. <i>2008.2009 SY = 100% 2009.2010 SY Target = 100%</i></p> <p>The NMPED will meet SPP Indicator Fifteen (C) as measured by maintaining 100% of the number of Corrective Action Plans (CAPs), corrected within one year. <i>2008.2009 SY = 100% 2009.2010 SY Target = 100%</i></p>

Improvement Activities/Timelines/Resources:

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timeline	Outcome
<p>1. SEB will revise internal monitoring and tracking systems, including databases</p>	<p>OGC, CAP monitor, FM consultants, and complaint manager collaboratively develop internal monitoring system</p>	<p>Spring 2006 and updated annually, as needed due to personnel changes and/or process updates, through 2010 - 2011</p>	<p>CAPs and Improvement Plans completed within one year timeline</p>
<p>2. SEB will create a mechanism to notify LEAs still out of compliance about changes in deadlines</p>	<p>List of LEAs out of compliance submitted to OGC for review OGC collaborates with FM consultant</p>	<p>January 2006</p>	<p>Open Improvement Plans, greater than one year, closed</p>

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timeline	Outcome
3. Desk top manuals created by FM consultant, complaint manager, and CAP monitor to improve communication within NMPED	IDEA regs. and state rules	Spring 2006 and updated annually as needed through 2010 - 2011	Manuals complete and published for internal use
4. FM system and CAP monitoring process and expectations published for LEAs and Charters	Coordination of monitoring activities Publication and website updates	Fall 2006 and annually through 2010 - 2011	Expectations with actual timelines clear for stakeholders
5. Revise FM training materials for team leaders and members to include updated OSEP timelines	FM consultant coordinates with team leaders	Spring 2006 and annually through 2010 - 2011	Materials and training manual reflect IDEA 2004
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome
6. Require LEAs to participate in the Leadership Development Project and/or SPDG activities. (For complete description see page 28)	IDEA Discretionary dollars SPDG	Fall 2006 and annually based on LEAs performance on state targets	Increase in the number of LEAs meeting the state's targets.

For an explanation on the state's progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB's website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development for this Indicator:**

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

1. The signed, written formal complaints are received in the New Mexico Public Education Department's Special Education Bureau (SEB) and forwarded to the Complaint Management Consultant for complaint management.
2. The Complaint Management Consultant performs intake on the complaint, which includes:
 - a. Reviewing the complaint for jurisdictional issues and acceptance
 - b. If the complaint is accepted, the complaint is assigned a case number and case files are set up
 - c. The LEA is notified via phone or fax within 1-2 days that a complaint has been filed and to await an official acknowledgement letter
 - d. The complaint information is entered into the complaint database
 - e. The Complaint Management Consultant assigns a complaint investigator
 - f. Within five days, the Complaint Management Consultant develops and mails the official acknowledgement letter to the parties
 - g. The Complaint Management Consultant forwards the case file to the assigned complaint investigator.
3. The investigation is completed by the complaint investigator.

Extensions are determined on a case-by-case basis. Examples of when a case may warrant an extension include but are not limited to the following:

1. A case with an extensive number of issues (5 or more)
2. A situation involving more than one student
3. Extensive documentation provided by the complainant
4. New issues submitted by the complainant after the complaint has been received
5. Complaints filed on the cusp of winter or spring break periods when school staffs are not immediately available to respond and provide documents or be available for interviews
6. Summer breaks when school staffs are not available to provide documentary responses or interviews and when schools are closed down and the SEB cannot retrieve needed student records and documents.

Upon completion of the final complaint report, the Consultant for Complaint Management forwards a copy of the final report, which includes the step-by-step corrective action plan (CAP) and a CAP tracking chart, to the consultant who serves as the CAP monitor. The Monitor also serves as the

SPP Template – Part B (3)

parties' point of contact during the CAP implementation phase of the case. The cover letter of the final report and the final report to the parties includes the name of the CAP monitor and explains the CAP monitor role.

Baseline Data for FFY 2004 (2004-2005):

Section A: Signed, written complaints:

(1) Signed, written complaints total	43
(1.1) Complaints with reports issued	43
(a) Reports with findings	39
(b) Reports within timeline	31
(c) Reports with extended timelines	12
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending in a due process	0

Figure 16.A

$(1.1(b) 31 + 1.1(c) 12) \text{ divided by } (1.1) 43 \text{ times } 100 = 100\%$

The NMPED will meet the SPP Indicator Sixteen as measured by maintaining 100 percent of formal administrative complaints resolved within the 60-day timeline or properly extended timeline.

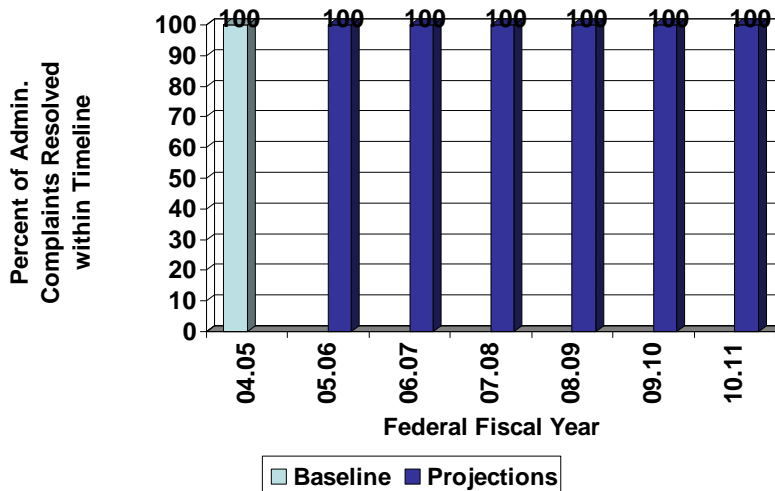


Figure 16.B

Discussion of Baseline Data:

During the FFY 2004 (July 1, 2004 – June 30, 2005), 43 signed written complaints were submitted to the SEB. Out of the 43 complaints, 39 reports were issued with findings. 31 of the reports were issued

SPP Template – Part B (3)

within the timelines and 12 had mutually agreed-upon extensions. The scenarios in which extensions are granted are listed above.

FFY	<p align="center">Measurable and Rigorous Target</p> <p align="center">See Figure 16.B</p>
<p align="center">2005 (2005-2006)</p>	<p>The NMPED will meet SPP Indicator Sixteen as measured by maintaining 100 percent of formal administrative complaints resolved within the 60-day timeline. <i>2004.2005 SY Baseline = 100% 2005.2006 SY Target = 100%</i></p>
<p align="center">2006 (2006-2007)</p>	<p>The NMPED will meet SPP Indicator Sixteen as measured by maintaining 100 percent of formal administrative complaints resolved within the 60-day timeline. <i>2005.2006 SY = 100% 2006.2007 SY Target = 100%</i></p>
<p align="center">2007 (2007-2008)</p>	<p>The NMPED will meet SPP Indicator Sixteen as measured by maintaining 100 percent of formal administrative complaints resolved within the 60-day timeline. <i>2006.2007 SY = 100% 2007.2008 SY Target = 100%</i></p>
<p align="center">2008 (2008-2009)</p>	<p>The NMPED will meet SPP Indicator Sixteen as measured by maintaining 100 percent of formal administrative complaints resolved within the 60-day timeline. <i>2007.2008 SY = 100% 2008.2009 SY Target = 100%</i></p>
<p align="center">2009 (2009-2010)</p>	<p>The NMPED will meet SPP Indicator Sixteen as measured by maintaining 100 percent of formal administrative complaints resolved within the 60-day timeline. <i>2008.2009 SY = 100% 2009.2010 SY Target = 100%</i></p>
<p align="center">2010 (2010-2011)</p>	<p>The NMPED will meet SPP Indicator Sixteen as measured by maintaining 100 percent of formal administrative complaints resolved within the 60-day timeline. <i>2009.2010 SY = 100% 2010.2011 SY Target = 100%</i></p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timeline	Outcome
<p>1. Indicator 16 improvement activities include activities 1, 3, and 4 from Indicator 15</p>	<p>Same</p>	<p>Same</p>	<p>Same</p>

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timeline	Outcome
<p>2. Promote alternative dispute resolution (ADR) to keep the caseload manageable</p>	<p>SEB, OGC</p> <p>Contract complaint investigators</p> <p>IEP Facilitators and IEP Facilitator Trainers</p> <p>Funding for ongoing ADR training, FIEP training, and IEP facilitation services</p> <p>ADR coordinator collaborates with PTI</p>	<p>Fall 2005 through 2010</p>	<p>Complaint reports will be issued within 60 days or within the extended deadline determined to be warranted in an individual case</p>
<p>3. Provide yearly training to LEA special education directors in ADR strategies and in Facilitated IEP (FIEP) meetings to resolve situations that are about to become a complaint or those in which complaints have just been filed</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>
<p>4. Provide state-trained IEP Facilitators to parties to a complaint who request this ADR option. FIEP meetings are intended to address a complaint and resolve it, thereby reducing the need for a complex investigation and achieving a quicker resolution.</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

SPP Template – Part B (3)

New Mexico
State

Improvement Activities	Resources	Timeline	Outcome
5. Create additional SEB FTE through SIG to serve as an Alternative Dispute Resolution coordinator and CAP monitor	SIG	August 2005 and annually through SIG renewal	Increase in ADR and CAP monitoring
Revised Improvement Activities APR February 1, 2007	Resources	Timeline	Outcome
6. The SEB is exploring a database system that will assist in tracking various activities such as the 60 day timeline, ADR options, due process hearing requests and CAPs. This will allow the SEB to track violations more closely.	Funds for database and computer upgrades	Summer 2007	Increase tracking of IDEA compliance and the state meets SPP compliance Indicator 15

For an explanation on the state’s progress and slippage of the Measurable and Rigorous Targets and Improvement Activities, see the FFY 2006 (July 1, 2006 – June 30, 2007) Annual Performance Report (APR) located on the SEB’s website at www.ped.state.nm.us/seo/index.htm

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development for this Indicator:**

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either (or both) party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

The NMPED has developed a booklet entitled *Parent and Child Rights in Special Education*, which is available on the Department's website and which is distributed to individuals who file a formal state-level complaint or a due process hearing request. This booklet describes the various options for dispute resolution available to interested parties. It also provides information regarding the Parent Liaison at the Special Education Bureau (SEB) of the NMPED, who is available to answer questions and act as an unofficial "go-between" when a concern or dispute arises between a parent and a school district. Finally, this booklet provides contact information for numerous parent advocacy and support groups, free or low-cost legal services, and special education websites.

During FFY 2004-2005, New Mexico operated under a two-tiered due process system with the first level of hearings conducted by an Impartial Hearing Officer (IHO) assigned randomly by the NMPED. All IHOs are attorneys who are knowledgeable about the IDEA and who have received training through the NMPED. Under the two-tiered system, appeals from a decision at the first hearing level were conducted by Administrative Appeal Officers (AAO) assigned randomly by the NMPED. The attorneys who serve as IHOs also served as AAOs.

Beginning July 29, 2005, New Mexico moved from its previous two-tiered due process system to a one-tier system. Under the current system, DPH requests are received by the NMPED and then immediately assigned randomly to an IHO (as described above). The NMPED issued a Request for Proposals (RFP) on October 19, 2005 to secure the ongoing services of current and additional IHOs.

SPP Template – Part B (3)

Baseline Data for FFY 2004 (2004-2005):

Section C: Hearing Requests

(3) Hearing Requests total	39
(3.1) Resolution Sessions	N/A
(a) Settlement Agreements	N/A
(3.2) Hearings (fully adjudicated)	10
(a) Decisions within timeline	4
(b) Decisions within extended timelines	6
(3.3) Resolved without a hearing	28

Figure 17.A

(3.2(a) 4 + 3.2(b) 6) divided by (3.2) 10 times 100 = 100%

Section D: Expedited hearing requests (related to disciplinary decision)

(4) Expedited hearing requests total	5
(4.1) Resolution Sessions	N/A
(a) Settlement agreements	N/A
(4.2) Expedited hearings (fully adjudicated)	3
(a) Change of placement ordered	1

Figure 17.B

The NMPED will meet the SPP Indicator Seventeen as measured by maintaining 100 percent of due process hearings fully adjudicated within the 45-day timeline or properly extended timeline.

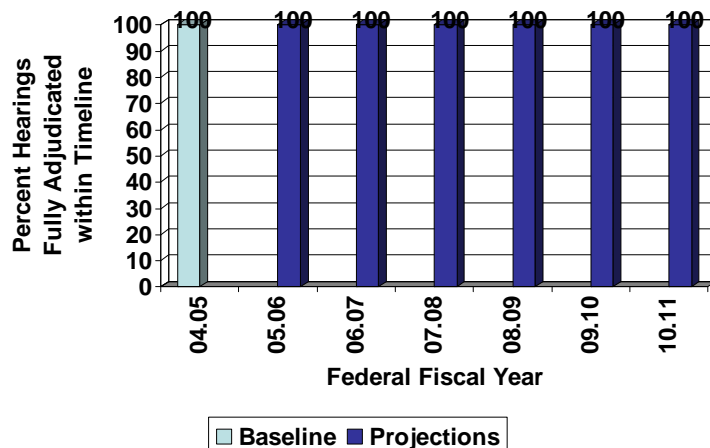


Figure 17.C

Discussion of FFY 2004 Baseline Data:

The percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party are illustrated in Figures 17.A and 17.B. To date, 100% of the due process hearings reached a decision within the timeline or a properly extended timeline. At the time of the data collection for this report, one request out of the 39 requests was pending, with an extended timeline.

Data was collected during FFY 2004-2005 to indicate:

- the date on which each due process hearing (DPH) request was filed;
- the date on which an Impartial Hearing Officer (IHO)'s final decision was entered in each case; and,
- the reasons for any extensions granted to the 45-day timeline in each case.

All extensions granted by first tier IHOs were based upon mutual agreement of the parties.

FFY	Measurable and Rigorous Target
	See Figure 17.C
2005 (2005-2006)	The NMPED will meet the SPP Indicator Seventeen as measured by maintaining 100 percent of the due process hearings fully adjudicated within the 45-day timeline. <i>2004.2005 SY Baseline = 100% 2005.2006 SY Target = 100%</i>
2006 (2006-2007)	The NMPED will meet the SPP Indicator Seventeen as measured by maintaining 100 percent of the due process hearings fully adjudicated within the 45-day timeline. <i>2005.2006 SY = 100% 2006.2007 SY Target = 100%</i>

SPP Template – Part B (3)

New Mexico
State

2007 (2007-2008)	The NMPED will meet the SPP Indicator Seventeen as measured by maintaining 100 percent of the due process hearings fully adjudicated within the 45-day timeline. <i>2006.2007 SY = 100% 2008.2009 SY Target = 100%</i>
2008 (2008-2009)	The NMPED will meet the SPP Indicator Seventeen as measured by maintaining 100 percent of the due process hearings fully adjudicated within the 45-day timeline. <i>2007.2008 SY = 100% 2008.2009 SY Target = 100%</i>
2009 (2009-2010)	The NMPED will meet the SPP Indicator Seventeen as measured by maintaining 100 percent of the due process hearings fully adjudicated within the 45-day timeline. <i>2008.2009 SY = 100% 2009.2010 SY Target = 100%</i>
2010 (2010-2011)	The NMPED will meet the SPP Indicator Seventeen as measured by maintaining 100 percent of the due process hearings fully adjudicated within the 45-day timeline. <i>2009.2010 SY = 100% 2010.2011 SY Target = 100%</i>

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timeline	Outcome
1. Update DPH database to include all SPP required components	SEB I.T. personnel update using the SPP template	August 2005	Accurate and timely reporting to OSEP
2. SEB and Mt. Plains RRC develop DPH procedure manual	Final regs.	Spring 2006 and annually through 2010 – 2011 due to changes in rules	Manual created and published
3. SEB and Mt. Plains RRC train IHOs	OGC coordinates with Mt. Plains	Summer 2006 and annually for new IHOs	Training complete and timelines met
4. SEB and OGC revise pertinent state rules to enhance clarity of all DPH requirements	Final IDEA regs.	Spring 2006 and annually as needed through 2010 - 2011	Final state rules
5. SEB publishes ADR continuum info. for LEAs and parents/families	ADR continuum published in “use friendly” manner	Spring 2006 and annually in fall through 2010 - 2011	Increase in ADR and decrease in DPH

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for Indicator Eighteen was identical to the overall SPP development described in pages three through five of this report with the exception of the dates broad stakeholder input were obtained for the new SPP indicators. The Special Education Bureau (SEB) staff obtained broad stakeholder input on the SPP indicators from members of the NMPED, LEAs and Charter Schools, and the state IDEA advisory Panel. LEAs and Charter Schools had an opportunity to provide input on the measurable and rigorous targets (MRTs) as well as the improvement activities/timelines/resources on November 2, 2006. The state IDEA advisory panel provided input on the above on December 15, 2006. The updated SPP with the new indicators will be posted on the SEB’s website. An email will be sent to all LEAs and various stakeholders on how to access the SPP.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

New Mexico has incorporated Resolution Sessions into state special education rules and has included this option as part of the state’s Alternative Dispute Resolution (ADR) System. With regard to accessing resolution sessions, the LEA is responsible for convening the resolution session within 15 days of the due process request unless both the LEA and parents agree in writing to waive the resolution session or agree to a FIEP or mediation. This information is provided through Fact Sheets, in both English and Spanish, and is available on the SEB’s website. This information was also distributed to advocacy organizations.

Baseline Data for FFY 2005 (2005-2006):

According to the Office of Special Education Programs (OSEP), states are not required to establish baseline if the number of resolution sessions is less than ten.

Discussion of Baseline Data:

During the FFY 2005, there was only one case in which a resolution session was conducted and no agreement was reached. In the other cases, either the resolution session was waived (n = 2), mediation was requested (n = 1) and in one case, the due process hearing request was withdrawn before the resolution session could be conducted.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline Year
2006 (2006-2007)	According to the Office of Special Education Programs (OSEP), states are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, the State must develop baseline, targets, and improvement activities, and report them in the corresponding APR.
2007 (2007-2008)	To be determined
2008 (2008-2009)	To be determined
2009 (2009-2010)	To be determined
2010 (2010-2011)	To be determined

Improvement Activities/Timelines/Resources:

According to the Office of Special Education Programs (OSEP), states are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, the State must develop baseline, targets, and improvement activities, and report them in the corresponding APR. Even though the state is not required to do so, an improvement activity has been added for this Indicator.

Improvement Activities	Resources	Timeline	Outcome
1. Provide training to LEAs and parents/families on the Resolution Session process and potential benefits.	ADR coordinator State's PTI EPICS	Fall 2007 and ongoing annually as needed	Decrease in the number of due process hearings as a result of resolution sessions.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

The NMPED has developed a booklet entitled *Parent and Child Rights in Special Education*, which is available on the Department’s website and which is distributed to individuals who file a formal state-level complaint or a due process hearing request. This booklet describes the various options for dispute resolution available to interested parties, including the option to utilize state-funded mediation services to resolve conflicts over special education matters.

During FFY 2004-2005, the NMPED offered state-funded mediation services to parties whenever a DPH request was filed. Following acceptance of each request, the NMPED randomly assigned a mediator at the same time that it assigned an Impartial Hearing Officer (IHO) to the case. The NMPED has consistently contracted with a pool of trained, experienced mediators for this purpose, and also provides periodic additional training to these individuals.

Each assigned mediator promptly contacted the parties to discuss the availability and benefits of mediation services. If the parties jointly agreed to use these services, the mediator and the parties together arranged a time and place for the mediation session(s). At the conclusion of the mediation session(s), the mediator provided written confirmation to the IHO and the NMPED regarding whether the parties reached a mediated agreement or not. If agreement was reached, the parties determined the terms of that agreement. If agreement was not reached, the mediator certified to the parties, in writing, that the mediation had been unsuccessful.

Baseline Data for FFY 2004 (2004-2005):

Section B: Mediation requests:

(2) Mediation requests total	31
(2.1) Mediations	31
(a) Mediations related to due process	28
(i) Mediation agreements	19

Figure 19.A

(b) Mediations not related to due process	N/A
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	3

$(2.1(a)(i))\ 19 + 2.1(b)(i))\ 0\ divided\ by\ (2.1)\ 31 = 61.3\%$

The NMPED will meet SPP Indicator Nineteen as measured by an increase in the percent of mediations resulting in a mediation agreement.

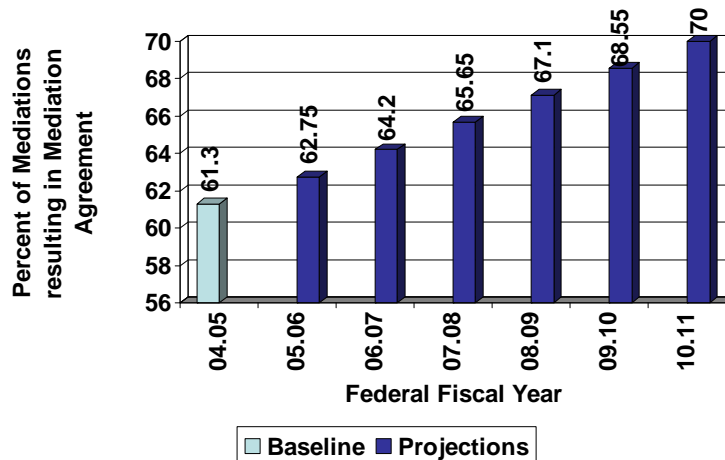


Figure 19.B

Discussion of FFY 2004 Baseline Data:

In FFY 2004-2005, mediation agreements between the parties have been reached in a majority of cases, 61.3%. Mediations were requested but not held in two cases due to a settlement reached between the parties prior to convening the mediation session. Mediation was requested but not completed in a third case because the case was dismissed during the mediation process. The breakdown of the mediation requests and agreements are illustrated in Figure 19.A.

The NMPED has set targets which reflect an overall increase in the number of mediations that result in agreement. However, the NMPED maintains that mediation results are necessarily based on the goals and actions of the parties involved, which are outside the Department’s control. To seek to impose an arbitrary target on mediation outcomes runs counter to the goal of encouraging client-centered mediation processes, and also runs counter to rights of parties under the IDEA to pursue due process proceedings if they wish to do so.

FFY	Revised Measurable and Rigorous Targets APR February 1, 2008
2006 (2006 – 2007)	Baseline = 63% (n = 19)
2007 (2007-2008)	The NMPED will meet the SPP Indicator Nineteen as measured by a range of 63 – 70% of mediation requests resulting in mediation agreements.
2008 (2008-2009)	The NMPED will meet the SPP Indicator Nineteen as measured by a range of 70 – 75% of mediation requests resulting in mediation agreements.
2009 (2009-2010)	The NMPED will meet the SPP Indicator Nineteen as measured by a range of 70 – 75% of mediation requests resulting in mediation agreements.
2010 (2010-2011)	The NMPED will meet the SPP Indicator Nineteen as measured by a range of 75 – 80% of mediation requests resulting in mediation agreements.

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timeline	Outcome
1. Indicator 19 improvement activity same as Indicator 17, activity 5 (promotion of ADR)	Same	Same	Same
2. Same activities as Indicator 16, # 4 ADR coordinator)	Same	Same	Same

SPP Template – Part B (3)

Improvement Activities	Resources	Timeline	Outcome
<p>3. SEB OGC revises state rules and notice of parent/student rights, which broadens options for informal dispute resolution</p>	<p>Final IDEA regs.</p>	<p>July 2005 and annually through 2010- 2011 as needed for state rule changes</p>	<p>Revised state rules and notice of parent/student rights</p>
<p>4. Provide training for LEAs/Charters and families/parents on the state-funded mediation process</p>	<p>ADR coordinator collaborates with PTI</p>	<p>Spring 2006 and annually every fall through 2010 - 2011</p>	<p>LEAs/Charters and parents/families utilize ADR methods</p>

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development for this Indicator:

The SPP development for this indicator was identical to the overall SPP development described and illustrated on pages three through five of this report.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (section 618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including section 618 data and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

The SEB's Data and Fiscal Manager and SEB I.T. Data Manager work collaboratively to collect the data for the section 618 data reporting and the Annual Performance Reports. The SEB I.T. Data Manager gathers the LEA-specific data via the ADS system. The data is incorporated into the appropriate OSEP spreadsheets. Then, the data is sent to the SEB Data and Fiscal Manager for review. The Data and Fiscal Manager reviews the data and compares it to the previous year's data submission. If there are inconsistencies in the data, the Data and Fiscal Manager contacts the LEA and requests written clarification and explanation of the data change. If there was an error in the data submission, the LEA will work together with the SEB I.T. Data Manager on the correction and resubmission of the data. If the data discrepancy was not the result of improper data submission, the SEB Data and Fiscal Manager will contact the LEA to complete a data review. Depending on the results of the review, the SEB may apply further interventions.

All annual data prepared for submission to OSEP will be reviewed and validated by the Chief Information Officer (CIO) or designee. After the CIO or designee reviews the data for accuracy, the data will be sent to OSEP.

The SEB's Annual Performance Reports (APRs) will be reviewed by the Assistant Secretary of Instructional Support and routed as needed before submission to OSEP.

Baseline Data for FFY 2004 (2004-2005):

The Federal Fiscal Year (FFY) 2003 APR was submitted to OSEP on April 18, 2005 and resubmitted on June 7, 2005.

Discussion of FFY 2004 Baseline Data:

The APR was due to OSEP on February 1, 2005. The report was submitted late due to an absence of a State Director of Special Education and Data and Fiscal Manager. The Deputy Director of Special Education completed the report. The FFY 2004 Baseline was 50%.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>The NMPED will meet the <u>SPP Indicator Twenty</u> as measured by meeting 100% of the timelines for data submission to OSEP. The NMPED will ensure that the data being submitted to OSEP is accurate, reliable, and timely.</p>
<p>2006 (2006-2007)</p>	<p>The NMPED will meet the <u>SPP Indicator Twenty</u> as measured by meeting 100% of the timelines for data submission to OSEP. The NMPED will ensure that the data being submitted to OSEP is accurate, reliable, and timely.</p>
<p>2007 (2007-2008)</p>	<p>The NMPED will meet the <u>SPP Indicator Twenty</u> as measured by meeting 100% of the timelines for data submission to OSEP. The NMPED will ensure that the data being submitted to OSEP is accurate, reliable, and timely.</p>
<p>2008 (2008-2009)</p>	<p>The NMPED will meet the <u>SPP Indicator Twenty</u> as measured by meeting 100% of the timelines for data submission to OSEP. The NMPED will ensure that the data being submitted to OSEP is accurate, reliable, and timely.</p>
<p>2009 (2009-2010)</p>	<p>The NMPED will meet the <u>SPP Indicator Twenty</u> as measured by meeting 100% of the timelines for data submission to OSEP. The NMPED will ensure that the data being submitted to OSEP is accurate, reliable, and timely.</p>
<p>2010 (2010-2011)</p>	<p>The NMPED will meet the <u>SPP Indicator Twenty</u> as measured by meeting 100% of the timelines for data submission to OSEP. The NMPED will ensure that the data being submitted to OSEP is accurate, reliable, and timely.</p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Resources	Timeline	Outcome
<p>1. Update ADS/STARS data system to collect all IDEA 2004 data requirements</p>	<p>Data matrix Final IDEA regs.</p>	<p>Summer 2005 and as needed through 2010 – 2011 as data system is updated and/or changes from OSEP</p>	<p>Accurate and timely data to OSEP</p>

SPP Template – Part B (3)

Improvement Activities	Resources	Timeline	Outcome
<p>2. Create desk-top manual for data gathering and reporting</p>	<p>SPP and APR requirements</p> <p>618 reporting requirements</p> <p>Data/Fiscal Manager works with SEB I.T.</p>	<p>Spring 2006 and ongoing as needed through 2010 - 2011</p>	<p>Accurate and timely data reporting to OSEP</p>
<p>3. Cross train staff on data access, reporting, and submission</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>
<p>4. Develop a system for communicating OSEP reporting requirements to CIO, Assistant Secretary, etc.</p>	<p>Same as above</p>	<p>Fall 2005 and ongoing as necessary through 2010 – 2011</p>	<p>Same as above</p>
<p>5. Create system for comparing prior year data submission to current data to identify inconsistencies or inaccuracies</p>	<p>Same as above</p>	<p>Fall 2005 and ongoing as necessary due to data reporting changes or system changes, through 2010 - 2011</p>	<p>Same as above</p>
<p>Revised Improvement Activities APR February 1, 2008</p>	<p>Resources</p>	<p>Timeline</p>	<p>Outcome</p>
<p>6. Provide training at least annually to special education directors and STARS coordinators on the importance of accurate, timely, and reliable data. Training to include the appropriate STARS templates.</p>	<p>IDEA discretionary dollars</p> <p>Updated STARS templates and manuals</p>	<p>Annually</p>	<p>Improved data accuracy</p>

Appendix A

**STAKEHOLDER INPUT REGARDING STATE PERFORMANCE PLAN (SPP)
INDICATORS AND IMPROVEMENT ACTIVITIES**

<p>SPP Indicator Monitoring Priority: FAPE in the LRE</p> <p>1. Percent of youth with IEPs graduating from high school with a regular high diploma compared to percent of all youth in the State graduating with a regular diploma</p> <p>(20 U.S.C 1412 (a) (15))</p>	<p>Suggested Strategies:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>SPP Indicator Monitoring Priority: FAPE in the LRE</p> <p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>(20 U.S.C. 1416 (A)(3))</p>	<p>Suggested Strategies:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>

Appendix B

SPP Indicator 8: Parent Involvement

SPP Indicator 8 Monitoring Priority: FAPE in the LRE

1. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Input Proposed Targets

Baseline 05 - 06	Target 06 - 07	Target 07 - 08	Target 08 - 09	Target 09 - 10	Target 10 - 11

Suggested Improvement Activities: (must be measurable)

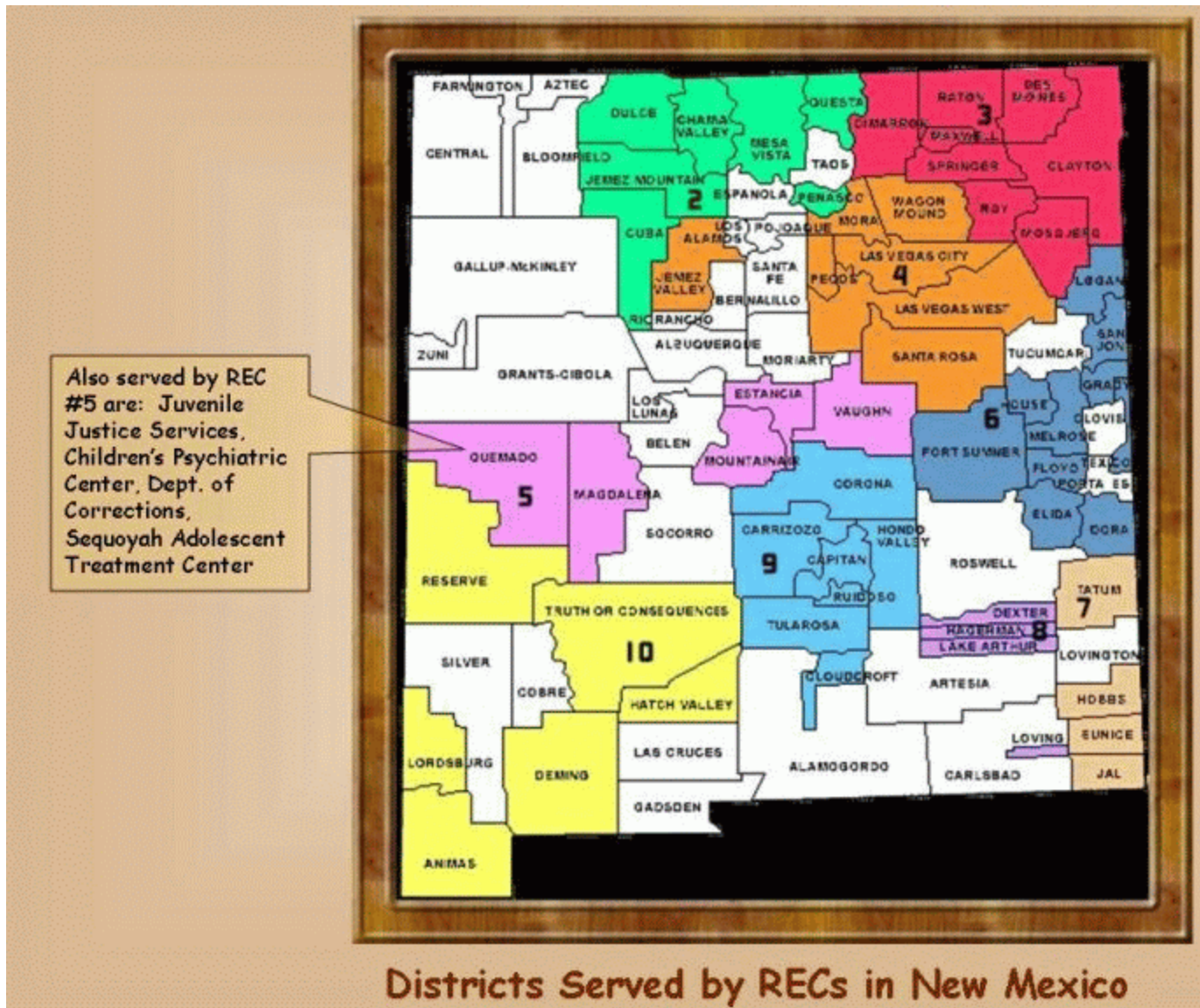
1.

2.

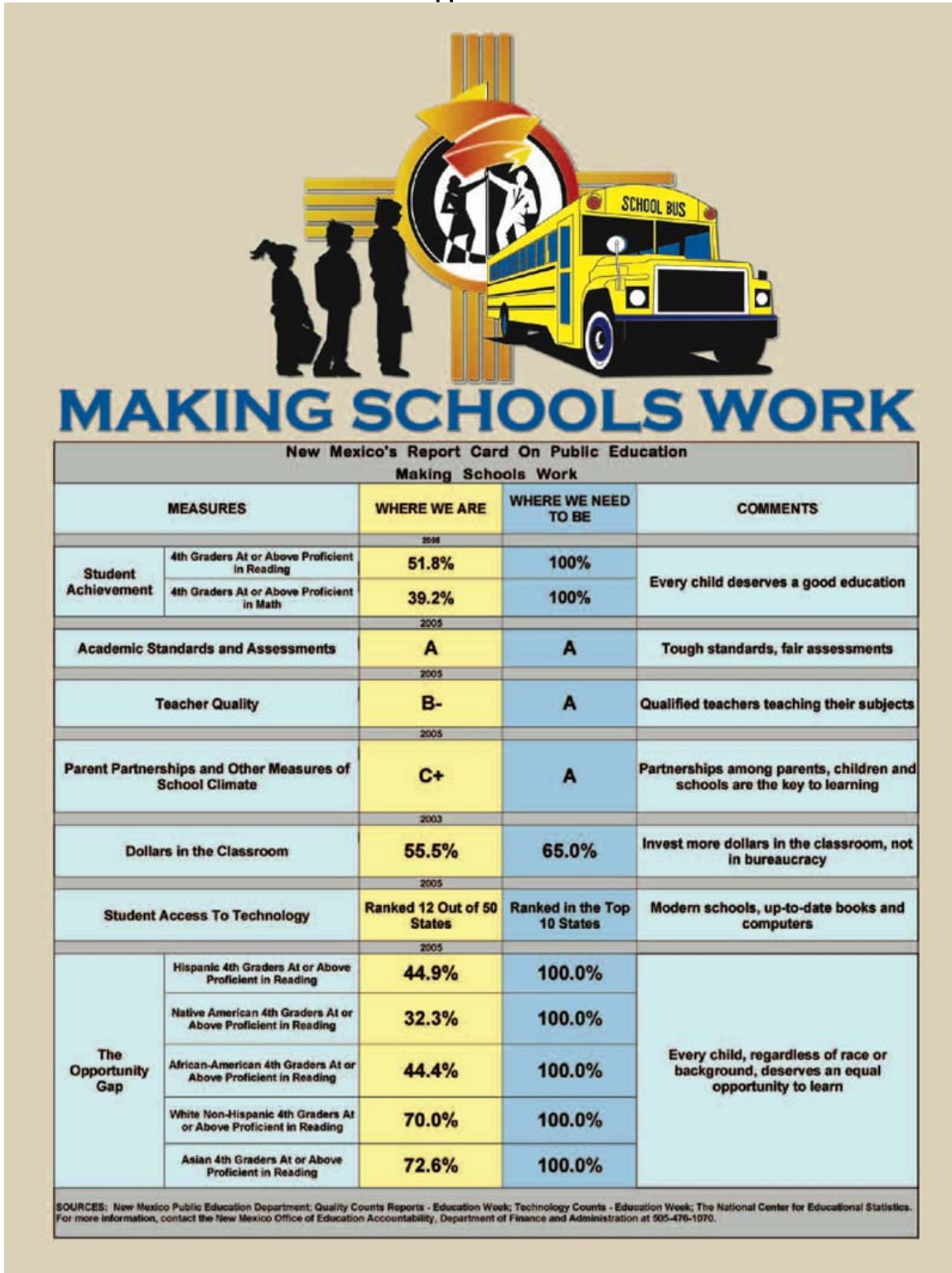
3.

4.

Appendix C



Appendix D



Appendix E

Parent Survey-Special Education

Questions	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. The school facilitated parent involvement as a means of improving services for my child(ren)						
Questions referring to School's Efforts to Partner with Parents:						
2. I am considered an equal partner with teachers and other professional in planning my child'						
3. All of my concerns and recommendations were documented on the IEP.						
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.						
5. At the IEP meeting, we discussed how my child would participate in statewide assessments.						
6. I have been asked for my opinion about how well special education services are meeting my child's needs.						
7. Teachers are available to speak with me.						
8. Teachers treat me as a team member.						
9. I was given information about organizations that offer support for parents of students with disabilities.						
Questions referring to Teachers and Administrators:						
10. Ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].						
11. Encourage me to participate in the decision-making process.						
12. Show sensitivity to the needs of students with disabilities and their families.						
Questions referring to the School:						
13. Communicates regularly with me						

SPP Template – Part B (3)

regarding my child's progress on IEP goals.						
1. Provides information on agencies that can assist my child in the transition from school.						
2. Explains what options parents have if they disagree with a decision of the school.						
Question referring to Quality of Service:						
3. My child is taught in regular classes, with supports, to the maximum extent appropriate.						
Question referring to Teachers:						
4. Expect my child to succeed.						
5. General education and special education teachers work together to assure that my child's IEP is being implemented.						
Question regarding Administrators:						
6. The principal does everything possible to support appropriate special education services in the school.						
Question referring to the School:						
7. Provides my child with all the services documented on my child's IEP.						
Questions referring to Impact of Special Education Services on Your Family:						
8. Make changes in family routines that will benefit my child with special needs						
Questions referring to Parent Participation:						
9. I engage in learning activities with my child at home.						
10. I communicate to my child that it is important to do well in school.						
11. I communicate with my child's teacher(s) to discuss my child's needs or progress						
12. I let school staff know right away if I have a concern about my child.						

Appendix F

Student Exit Survey (Tier 1) (2006 Graduates)

Timeline: April 1, 2006 to May 15, 2006 (Revised 3/3/2006)

Your answers to the following questions will help your high school to determine if programs and services are effective in preparing students for jobs, careers, college and training. This information can be used to evaluate school programs and services.

- Please answer the questions as completely as you can.
(The information will also be sent to the Public Education Department in summary form (not individual data), to meet a federal reporting requirement.)
- Make sure that you provide 2 valid phone numbers and contact information.
(This will help us reach you or your designated family member(s) for a one-year follow-up next spring.)

Last Name _____ First Name _____ DOB _____ Mailing
Address: _____, City: _____,

State: _____, Zip code: _____ Phone: () _____ - _____

Cell Phone: () _____ - _____ Email: _____

Contact Information:

Contact 1: If I am not available, please contact: _____

Relationship: _____ Contact Phone: () _____ - _____

Cell Phone: () _____ - _____ Email: _____

Contact 2: If I am not available, please contact: _____

Relationship: _____ Contact Phone: () _____ - _____

Cell Phone: () _____ - _____ Email: _____

~~What Pathway to the Diploma is specified in your IEP?

_____ Standard Pathway

_____ Career Pathway

_____ Ability Pathway

_____ I don't know

High School Programs

1. Have you applied to or do you intend to apply to any academic or vocational training program?

- _____ Y
- _____ N
- _____ NA

2. If yes to the previous question, which of the following best describes the program you applied to?
 Adult Basic Education or GED Program
 4-year College or University (specify) _____
 2-year Community College (specify) _____
 Vocational Certificate Program (specify) _____
 Military
 Other (specify) _____
 NA
3. In your last year in high school, are you participating in a school-sponsored work-study program?
 Y
 N
4. If you are participating in work-study, are you working at your school or somewhere else?
 School
 Somewhere else
 NA
5. Not including school sponsored work-study programs, do you have a paid job (answer all that apply)
 after school?
 on weekends?
 Summer?
 NA
6. In high school, did you receive any assessments related to transition or vocational choices and strengths, or career interests?
 Y
 N
7. Which of following best describes your participation in IEP meetings? (Answer only one.)
 I led the meeting
 I assisted leading the meetings
 I told the team what I wanted to do
 I just listened
 I didn't attend
8. Did you take any of the following vocational education courses at your high school, or through a local community college while you were enrolled in high school? (Check all that apply.)
 Auto mechanics
 Building trades
 Computer applications
 Food service
 None of these
 Welding
 Other (specify) _____
9. Did you have the opportunity to explore different careers or academic goals through courses or counseling that you received in high school?
 Y
 N
10. Do you have a driver's license?
 Y
 N

11. While you were in high school, were you referred to any of the following agencies? (Check all that apply.)
- Division of Vocational Rehabilitation, (DVR)
 - Medicaid Waiver
 - Department of Labor/ WIA
 - Other (specify) _____
 - NA
12. Did you participate in any of the following activities while you were in high school? (Check all that apply.)
- 4H or FFA
 - Band
 - Cheerleading/ Drill Team
 - Clubs
 - DECA
 - Drama
 - MEChA
 - MESA
 - Sports
 - Student Government
 - Other (specify) _____
 - None
13. Do you receive income assistance from any of the following sources? (Check all that apply.)
- TANF
 - SSDI or SSI
 - Other (specify) _____
 - NA
14. Have you visited the One Stop Career Center in your region?
- Y
 - N
15. Did your high school provide you with a written summary of your
- (1) academic and learning skills
 - (2) your social and independent living skills
 - (3) recommended accommodations
 - (4) other recommendations to assist you in achieving your post-school goals, including your
 - (5) current assessments?
- Y
 - N
16. Date survey was completed: ____/____/____
17. List your District and High School.
- _____ District
 - _____ High School
-

Post School Outcomes Survey (Tier 2) (2005 Graduates) (Revised 3/3/06)
Timeline: April 1, 2006 – May 15, 2006

Your answers to the following questions will help your former high school to determine if programs and services are effective in preparing students for jobs, careers, college and training. This information can be used to evaluate school programs and services.

- Please answer the questions as completely as you can.
(The information will also be sent to the Public Education Department in summary form (not individual data), to meet a federal reporting requirement.)
- You will receive \$10 for this completed survey when it is received and confirmed.
(All survey questions must be answered to receive the stipend.)
- Please use the stamped envelope in the packet to return the survey by May 15, 2006. No surveys will be processed and no stipends processed after June 30, 2006.
- Make sure that you provide 2 valid phone numbers and contact information.
(This will help to ensure that you receive your \$10 check.)
- If the stamped envelope is misplaced, please return this survey to the sender at the return address on the envelope, or call 505-426-2085 for instructions.

Last Name _____ First Name _____ DOB _____

Mailing Address: _____, City: _____,

State: _____, Zip code: _____ Phone: () _____ - _____

Cell Phone: () _____ - _____ Email: _____

Contact Information:

Contact 1: If I am not available, please contact: _____

Relationship: _____ Contact Phone: () _____ - _____

Cell Phone: () _____ - _____ Email: _____

Contact 2: If I am not available, please contact: _____

Relationship: _____ Contact Phone: () _____ - _____

Cell Phone: () _____ - _____ Email: _____

College or Vocational Training

18. Did you enroll in any of the following academic or vocational training programs at any time since you left high school?

- Y
 N
 NA

19. If yes to the previous question, which of the following best describes the program you were enrolled in? (Check only one.)

- Adult Basic Education or GED Program
 4-year College or University (specify) _____
 2-year Community College (specify) _____

- Vocational Certificate Program (specify) _____
- Military
- Other (specify) _____
- NA

20. Are you enrolled in an academic or vocational training program?

- Yes, Full Time, (12 or more hours per semester)
- Yes, Part Time, (11 or less hours per semester)
- No
- NA

21. If yes to the previous question, which of the following best describes your program? (Check only one.)

- Adult Basic Education or GED Program
- 4-year College or University
- 2-year Community College
- Military
- Vocational Certificate Program
- Other (specify) _____
- NA

22. If you attended college or vocational training, did you request any of the following services or accommodations through special services offered at the institution? (Check all that apply)

- None requested
- Tutoring
- Assistive technology
- Accommodated testing and assignments
- Other (specify) _____
- NA

23. If you did not enroll in college or vocational training since high school, why did you choose not to?(Check only one.)

- Got a job
- Not interested
- Financial reasons
- Transportation problems
- Child care problems
- Health problems
- Family obligations
- Academic help not available
- Not well prepared for college
- Other (specify) _____
- NA

Employment

24. Have you worked at a paid job since leaving high school?

- Y
- N

25. Do you currently have a paid job?

- Y
- N

26. Have you visited the One Stop Career Center in your region?

- Y

____ N

27. If you are currently working or have recently worked, what setting best describes your employment? (Check only one.)

- ____ In a competitive job with regular hours for pay
- ____ In the military
- ____ In a work experience or job training program
- ____ In a sheltered employment setting for people with disabilities
- ____ Odd jobs for family members and friends
- ____ Other (specify) _____
- ____ NA

28. If you are working, or if you have recently worked, which of the following best describes your job? (Check only one.)

- ____ Agriculture
- ____ Building maintenance
- ____ Building trades
- ____ Computer or electronics technician
- ____ Cosmetology
- ____ Education
- ____ Food service
- ____ Human services (Helping people)
- ____ Janitorial
- ____ Landscaping
- ____ Law enforcement/ security
- ____ Mechanical
- ____ Medical services
- ____ Retail sales
- ____ Secretarial/ office
- ____ Transportation
- ____ Other (specify) _____
- ____ NA

29. How many months were you employed in the past year?

- ____ 1 month or less
- ____ 2-3 months
- ____ 4-6 months
- ____ 7-9 months
- ____ 10-12 months
- ____ NA

30. What was your most recent hourly wage?

(specify) \$ _____ per hour

31. How many hours on average do you usually work per week?

(specify) _____ hours per week

32. Do you receive any of the following benefits from your job? (Check all that apply)

- ____ None of these
- ____ Health insurance
- ____ Paid holidays
- ____ Retirement
- ____ Sick days
- ____ Vacation/ annual leave

33. If you are not working, which of the following best describes the reason? (Check only one)

- Can't find a job
- Child-care problems
- Don't want to lose my benefits
- Don't want to work
- Family obligations
- Fired
- Going to school
- Health problems
- Jobs don't pay enough
- Laid off
- No transportation
- Not enough training
- Other (specify) _____
- NA

High School Programs

34. In your last year in high school, did you participate in a school-sponsored work-study program?
- Y
 - N
35. If you participated in work-study, did you work at your school or somewhere else?
- School
 - Somewhere else
 - NA
36. Not including school sponsored work-study programs, did you have a paid job while you were in high school.... (answer all that apply)
- after school?
 - on weekends?
 - Summer?
 - NA
37. Which of following best describes your participation in IEP meetings? (Check only one)
- I led the meeting
 - I assisted leading the meetings
 - I told the team what I wanted to do
 - I just listened
 - I didn't attend
38. Did you take any of the following vocational education courses at your high school, or through a local community college while you were enrolled in high school? (Check all that apply.)
- Auto mechanics
 - Building trades
 - Computer applications
 - Food service
 - Welding
 - Other (specify) _____
 - None
39. In high school, did you receive any assessments related to transition or vocational choices and strengths or career interests?
- Y
 - N

40. Did you have the opportunity to explore different careers or academic goals through courses or counseling that you received in high school?

Y
 N

41. Did you participate in any of the following activities while you were in high school? (Check all that apply.)

4H or FFA
 Band
 Cheerleading/ Drill Team
 Clubs
 DECA
 Drama
 MEChA
 MESA
 Sports
 Student Government
 Other (specify) _____
 None

42. Do you have a driver's license?

Y
 N

43. Do you receive income assistance from any of the following sources? (Check all that apply.)

TANF
 SSDI or SSI
 Other (specify) _____
 NA

44. Since leaving high school, have you received services through any of the following agencies? (Check all that apply.)

Division of Vocational Rehabilitation, (DVR)
 Medicaid Waiver
 Department of Labor/ WIA
 Other (specify) _____
 NA

45. Which of the following best describes your living situation? (Answer only one.)

Alone, on my own
 With parents or relatives
 With roommate(s)
 With husband/wife
 With boyfriend/ girlfriend
 Other (specify) _____

46. Date survey was completed: ____/____/____

47. List your district and high school

_____ District
_____ High school

Appendix G

FFY 2004 (JULY 1, 2004 – JUNE 30, 2005)

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	43
(1.1) Complaints with reports issued	43
(a) Reports with findings	39
(b) Reports within timeline	31
(c) Reports within extended timelines	12
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	31
(2.1) Mediations	31
(a) Mediations related to due process	28
(i) Mediation agreements	19
(b) Mediations not related to due process	N/A
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	3
SECTION C: Hearing requests	
(3) Hearing requests total	39
(3.1) Resolution sessions	N/A
(a) Settlement agreements	N/A
(3.2) Hearings (fully adjudicated)	10
(a) Decisions within timeline	4
(b) Decisions within extended timeline	6
(3.3) Resolved without a hearing	28
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	5
(4.1) Resolution sessions	N/A
(a) Settlement agreements	N/A
(4.2) Expedited hearings (fully adjudicated)	3
(a) Change of placement ordered	1

APPENDIX H

DATE _____

NAME _____

AGENCY/ ORGANIZATION _____

STAKEHOLDER INPUT REGARDING SPP INDICATORS

SPP Indicator 1: Graduation Rates

SPP Indicator Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) Percent of youth with Individualized Education

Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Input Proposed Targets

Baseline 04 - 05	Target 05 - 06	Target 06 - 07	Target 07 - 08	Target 08 - 09	Target 09 - 10	Target 10 - 11
49%	Target = 60%	Target = 70%	Target = 80%	Target = 80%	Target = 80%	Target = 80%
	Actual = 58%	Actual =	Actual =	Actual =	Actual =	Actual =

Revised Improvement Activities: (must be measurable)

1.

2.

3.

4.

APPENDIX I

The Post-School Outcomes Study asked individuals the following survey questions:

- 48. Did you enroll in any of the following academic or vocational training programs at any time since you left high school?*
- 2. What type of program were you enrolled in?*
- 3. Are you currently enrolled in an academic or vocational training program?*
- 4. What type of program are you enrolled in?*
- 5. If you attended college or vocational training, did you request any accommodations through special services offered at the institution?*
- 6. Did you enroll in college or vocational training, and then drop out?*
- 7. If you dropped out of college or vocational training since high school, what were the reasons?*
- 8. Have you worked at a paid job since leaving high school?*
- 9. Do you currently have a paid job?*
- 10. If you are currently working or have recently worked, in what type of job setting?*
- 11. If you are working, or if you have recently worked, at what type of job?*
- 12. How many months were you employed in the past year?*
- 13. What was your most recent hourly wage?*
- 14. How many hours on average do you usually work per week?*
- 15. What benefits were you provided by your employer?*
- 16. If you are not working, why not?*
- 17. Did you receive a high school diploma, GED, drop out or other?*
- 18. In your last year in high school, did you participate in a school-sponsored work-study program?*
- 19. If you participated in work-study, did you work at your school or somewhere else?*

- 20. Not including school sponsored work-study programs, did you have a paid job while you were in high school?*
- 21. In what ways did you participate in IEP meetings?*
- 22. What vocational education courses did you complete while you were in at your high school, or through a local community college while you were enrolled in high school.*
- 23. What academic courses did you complete while you were in high school through concurrent enrollment at a college?*
- 24. In high school, did you receive any assessments related to transition, vocational aptitudes and/or career interests?*
- 25. Did you have the opportunity to explore different careers or academic goals through courses or counseling that you received in high school?*
- 26. Did you participate in any school sponsored extra-curricular activities while you were in high school.*
- 27. Do you have a driver's license?*
- 28. Are you currently receiving public income assistance?.*
- 29. Identify agencies you have received services from since leaving high school.*
- 30. What is your living situation?*