



# Mary Chappell



## PROFESSIONAL BACKGROUND

- Deputy Director, Curriculum and Instruction
  - Special Education Division of NM Public Education Department
- National Board Certified Teacher
  - School librarian
  - Classroom teacher
  - Literacy specialist

## EDUCATION

2

- Working towards Ed.D. in Leadership & Learning at Peabody College, Vanderbilt University
- M.A. in Curriculum, Teaching & Learning
- B.S. in Elementary Education

# Lisa Creecy



## PROFESSIONAL BACKGROUND

- ECLIPSE Coordinator & Education Administrator
  - Special Education Division of NM Public Education Department
- Special Education Teacher
  - Gifted
  - Resource
  - Life Skills

## EDUCATION

3

- Master of Education, Special Education
- Bachelor of Business Administration, Management

# IDEA-B Panel Purpose

**Purpose:** The State must establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in New Mexico.

The New Mexico IDEA State Advisory Panel Shall:

- Advise the State Educational Agency (SEA) of unmet needs within the State in the education of children with disabilities;
- Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618;<sup>4</sup>
- Advise the SEA in developing Corrective Action Plans to address findings in the Federal Monitoring Reports under Part B of the Act; and
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

# The Story Behind the IDEA B Indicators

## **Are services initiated in a timely manner?**

- Indicator 11 Initial Evaluation Timelines (Child Find)

## **Are young children with disabilities entering kindergarten ready to learn?**

- Indicator 6 Preschool Educational Environments
- Indicator 7 Preschool Outcomes
- Indicator 12 Early Childhood Transition from Part C to Part B

## **Are students with disabilities achieving at high levels?**

- Indicator 3 Assessment Participation & Performance
  - Alternate Assessment Participation

## **To what extent do students with disabilities have access to the general education environment?**

- Indicator 4 Suspension/Expulsion
- Indicator 5 School-age Educational Environments

## **Does the district implement IDEA to improve services and results for children with disabilities?**

- Indicator 8 Facilitated Parent Involvement
- Indicator 15 Timely Correction of Noncompliance Findings

## **Are students receiving equitable services and supports?**

- Disproportionality: Identification for Special Education (Indicators 9 & 10)
- Disproportionality: Placement of Students with Disabilities
- Disproportionality: Discipline of Students with Disabilities

## **Are students with disabilities prepared for life, work and postsecondary education?**

- Indicator 1 Graduation
- Indicator 2 Dropout
- Indicator 13 Secondary Transition
- Indicator 14 Postsecondary Outcomes

# Indicator 11

## Child Find (Initial Evaluation)

**What:** Indicator 11 ensures that students are evaluated within 60 days.

**Why:** Students who are eligible receive special education services without unnecessary delay.

Indicator

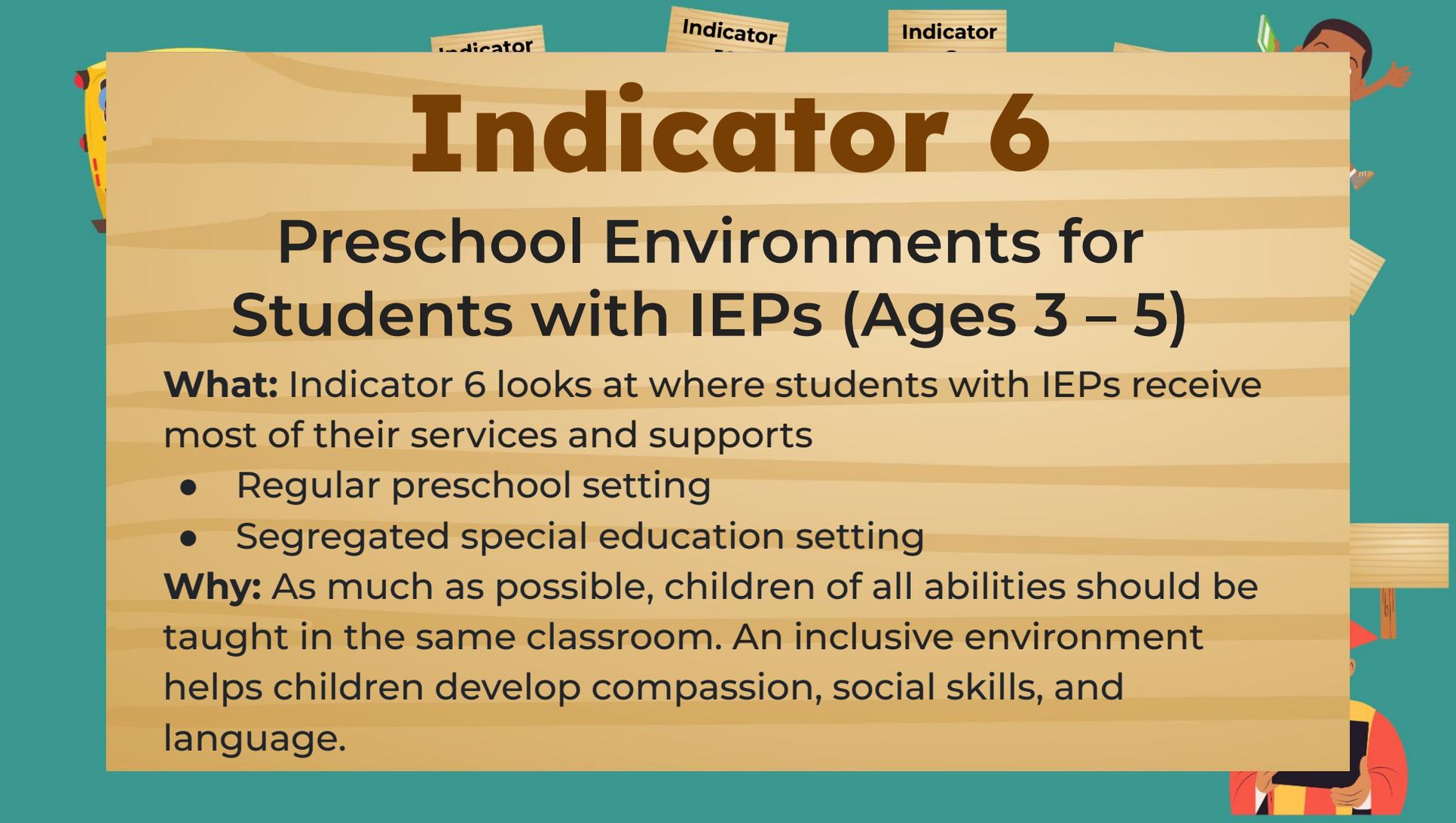
Indicator

# Indicator 12

## Part C → Part B Transition

**What:** Indicator 12 demonstrates the timeliness of transition IEPs from Early Intervention (birth to age 3) to special education (ages 3 to 21 years old).

**Why:** Students who are eligible receive special education services without unnecessary delay.



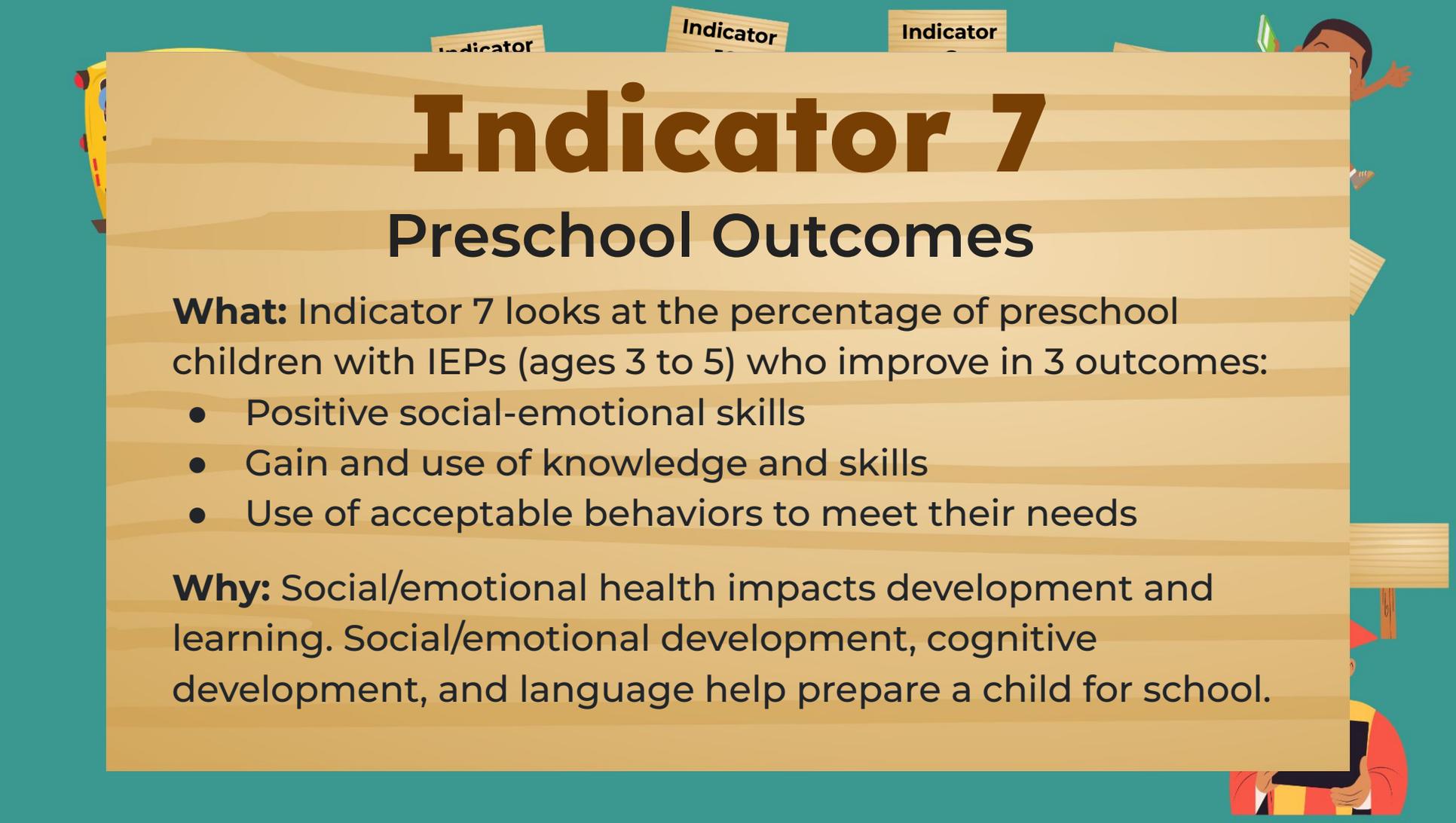
# Indicator 6

## Preschool Environments for Students with IEPs (Ages 3 – 5)

**What:** Indicator 6 looks at where students with IEPs receive most of their services and supports

- Regular preschool setting
- Segregated special education setting

**Why:** As much as possible, children of all abilities should be taught in the same classroom. An inclusive environment helps children develop compassion, social skills, and language.



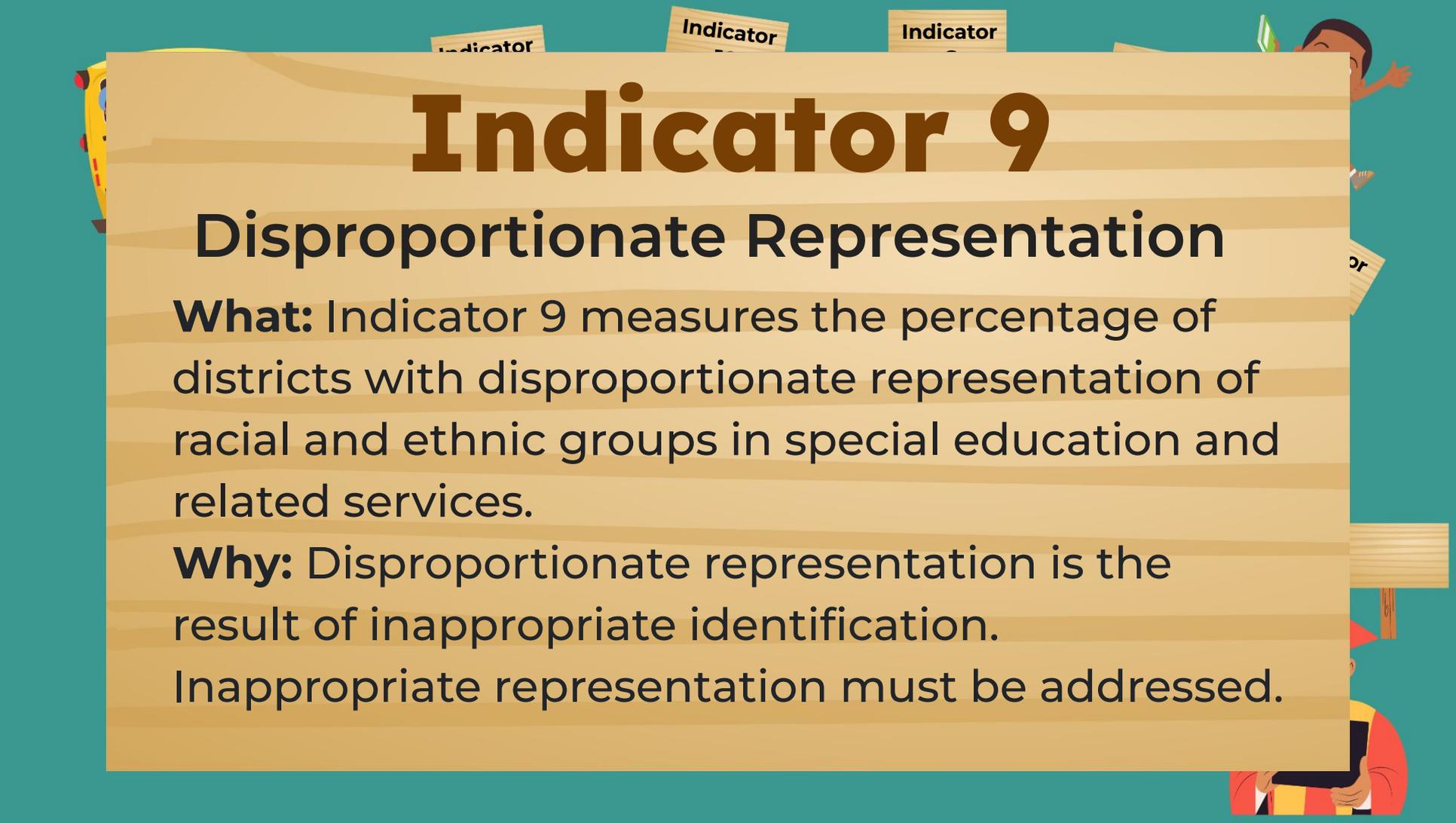
# Indicator 7

## Preschool Outcomes

**What:** Indicator 7 looks at the percentage of preschool children with IEPs (ages 3 to 5) who improve in 3 outcomes:

- Positive social-emotional skills
- Gain and use of knowledge and skills
- Use of acceptable behaviors to meet their needs

**Why:** Social/emotional health impacts development and learning. Social/emotional development, cognitive development, and language help prepare a child for school.

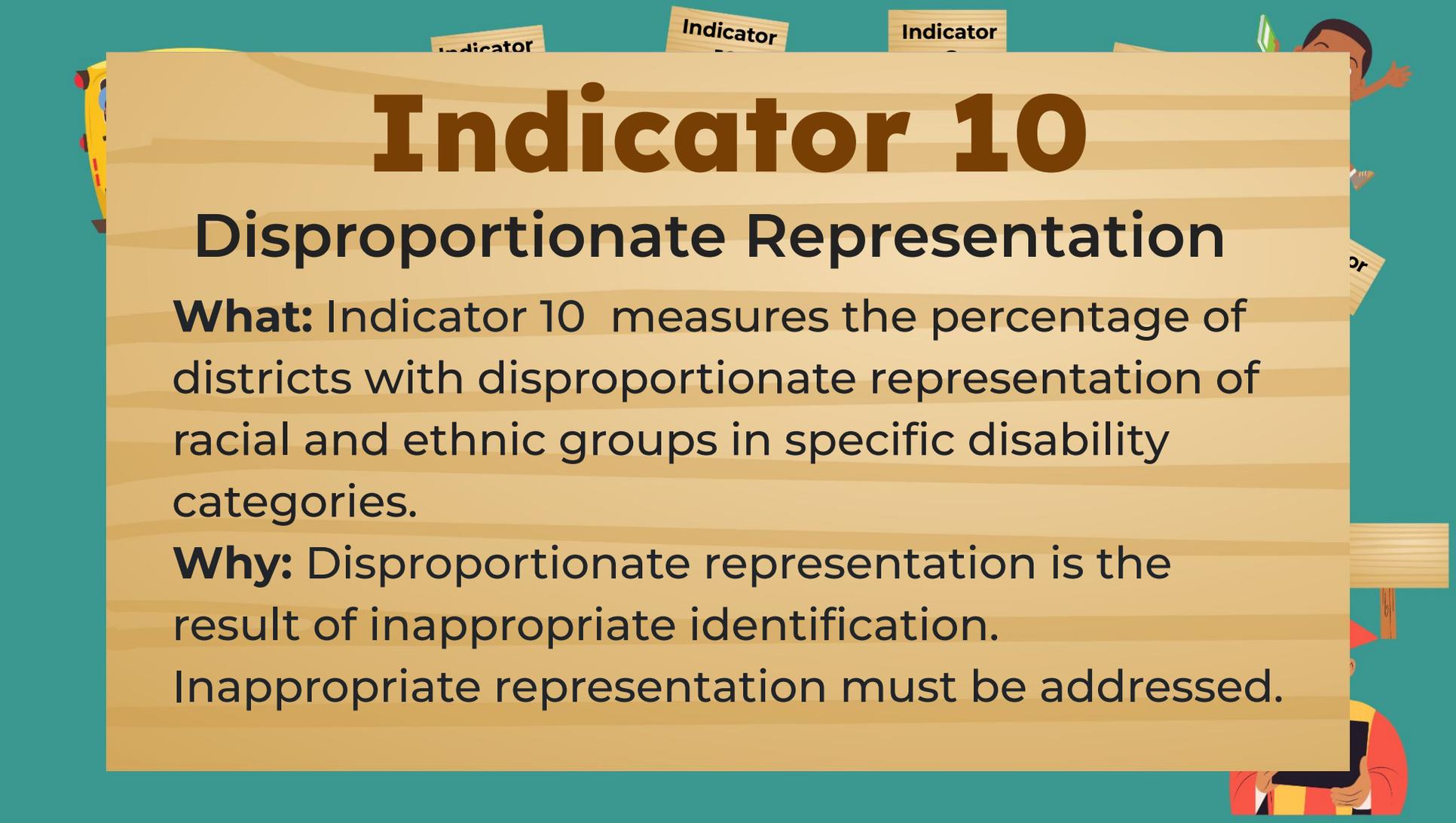


# Indicator 9

## Disproportionate Representation

**What:** Indicator 9 measures the percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services.

**Why:** Disproportionate representation is the result of inappropriate identification. Inappropriate representation must be addressed.

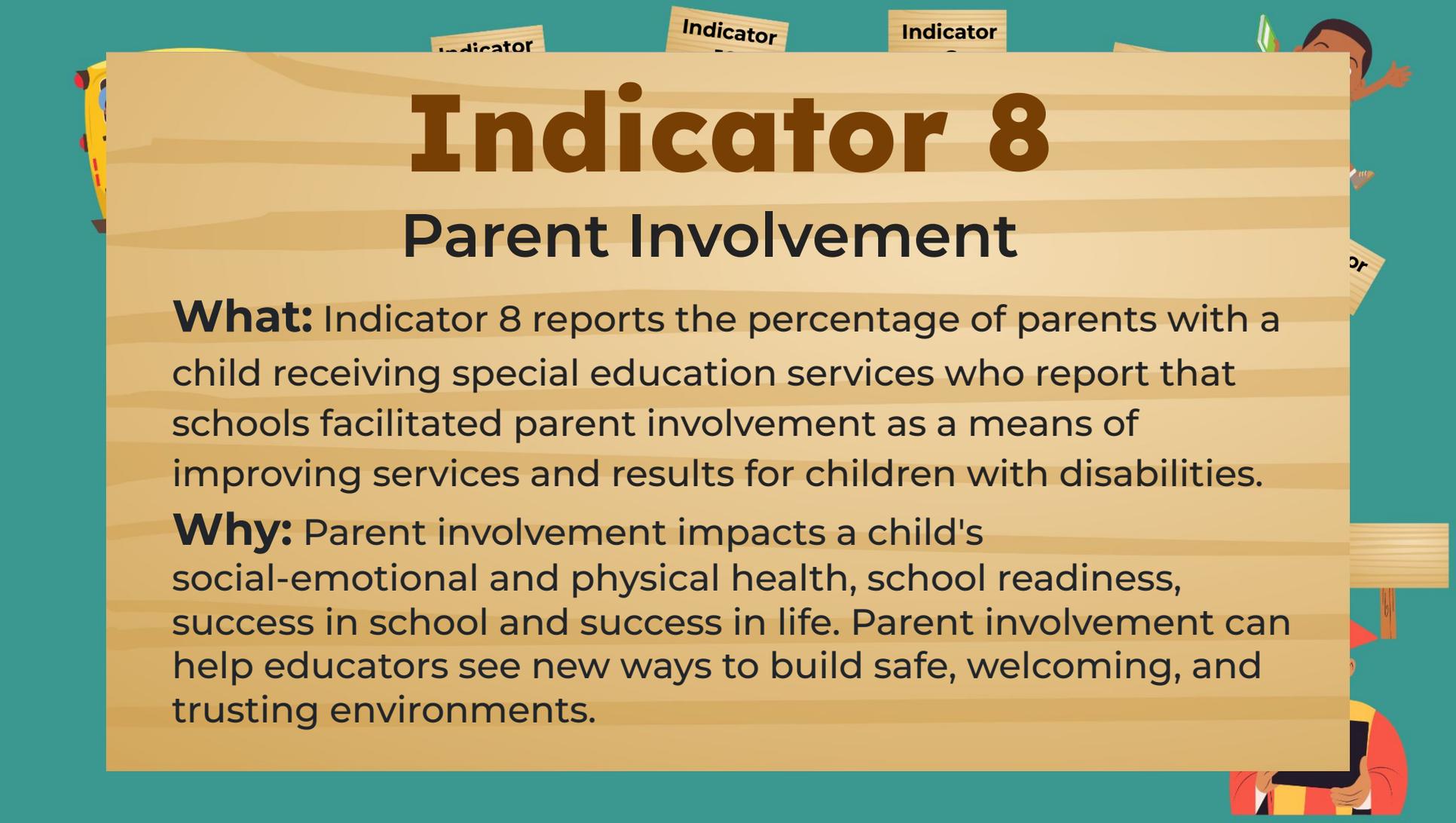


# Indicator 10

## Disproportionate Representation

**What:** Indicator 10 measures the percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories.

**Why:** Disproportionate representation is the result of inappropriate identification. Inappropriate representation must be addressed.

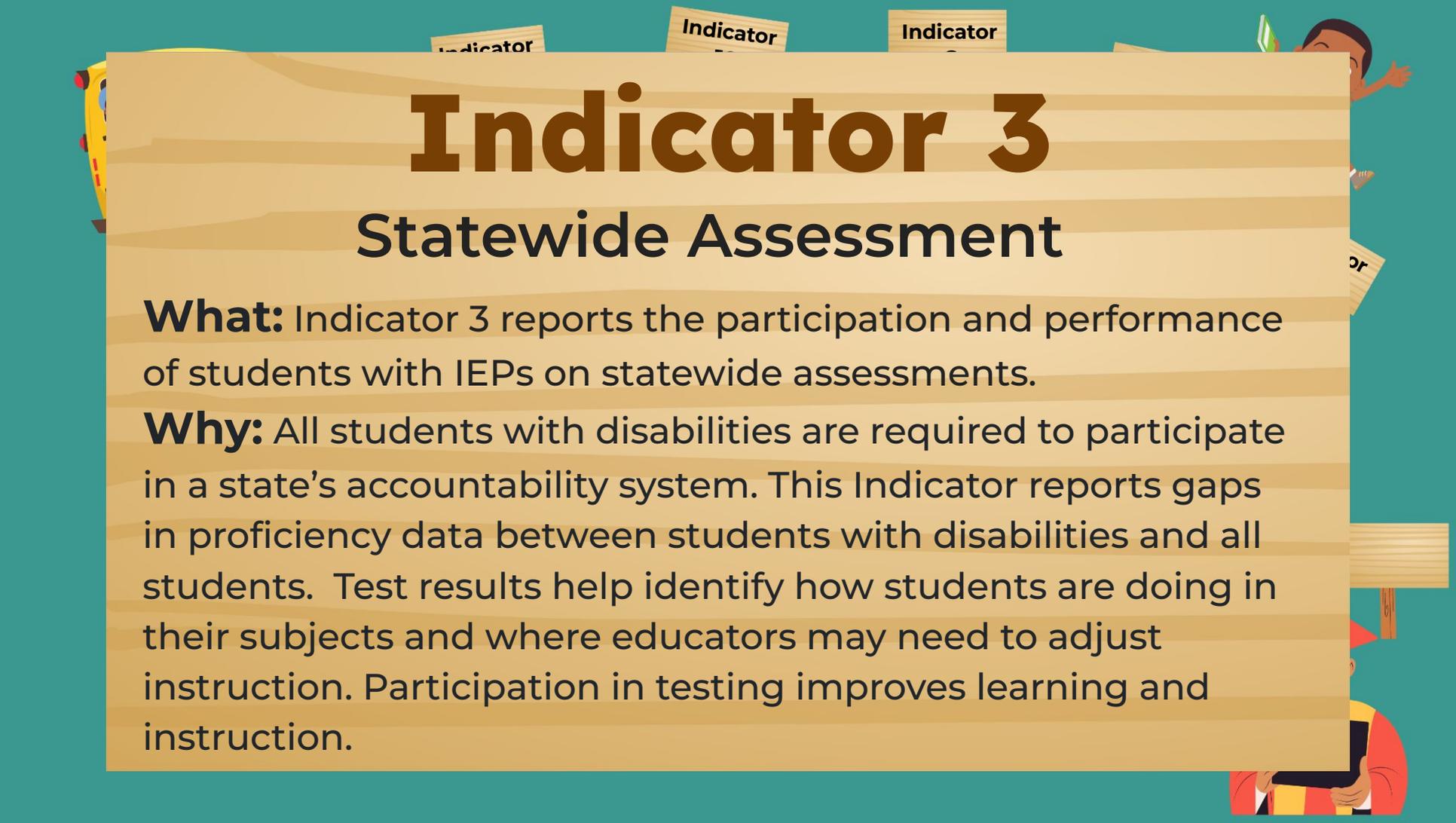


# Indicator 8

## Parent Involvement

**What:** Indicator 8 reports the percentage 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.

**Why:** Parent involvement impacts a child's social-emotional and physical health, school readiness, success in school and success in life. Parent involvement can help educators see new ways to build safe, welcoming, and trusting environments.

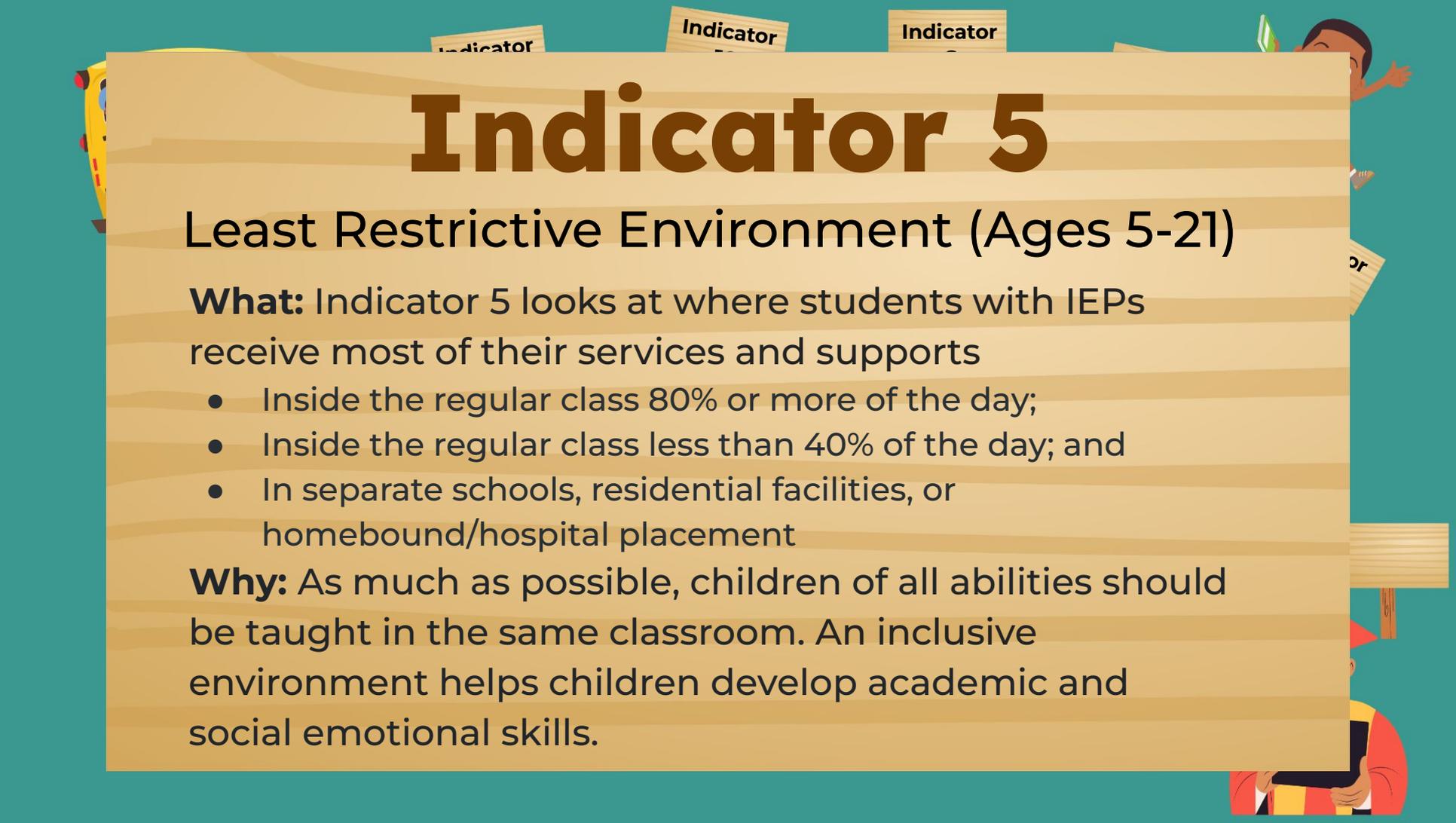


# Indicator 3

## Statewide Assessment

**What:** Indicator 3 reports the participation and performance of students with IEPs on statewide assessments.

**Why:** All students with disabilities are required to participate in a state's accountability system. This Indicator reports gaps in proficiency data between students with disabilities and all students. Test results help identify how students are doing in their subjects and where educators may need to adjust instruction. Participation in testing improves learning and instruction.



# Indicator 5

## Least Restrictive Environment (Ages 5-21)

**What:** Indicator 5 looks at where students with IEPs receive most of their services and supports

- Inside the regular class 80% or more of the day;
- Inside the regular class less than 40% of the day; and
- In separate schools, residential facilities, or homebound/hospital placement

**Why:** As much as possible, children of all abilities should be taught in the same classroom. An inclusive environment helps children develop academic and social emotional skills.

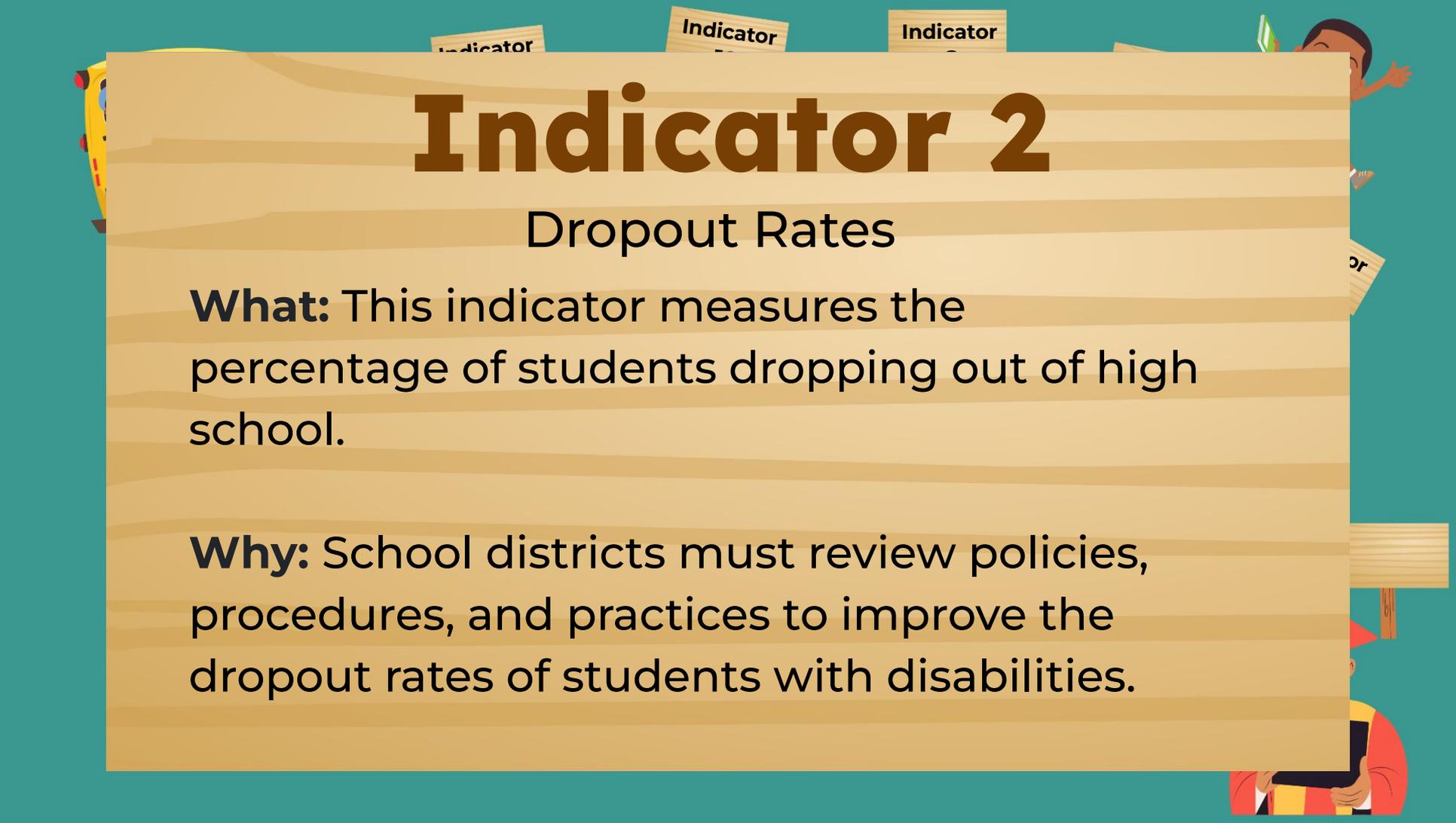


# Indicator 4

## Suspension and Expulsion

**What:** Indicator 4 monitors the percent of districts in which there is a significant discrepancy in the number of students with disabilities, by race and ethnicity, who have more than 10 days of suspensions and expulsions. It also monitors the policies, practices, and procedures that may contribute to the discrepancy.

**Why:** District and schools must ensure that staff use positive behavior supports, as much as possible, to keep students with disabilities in school.

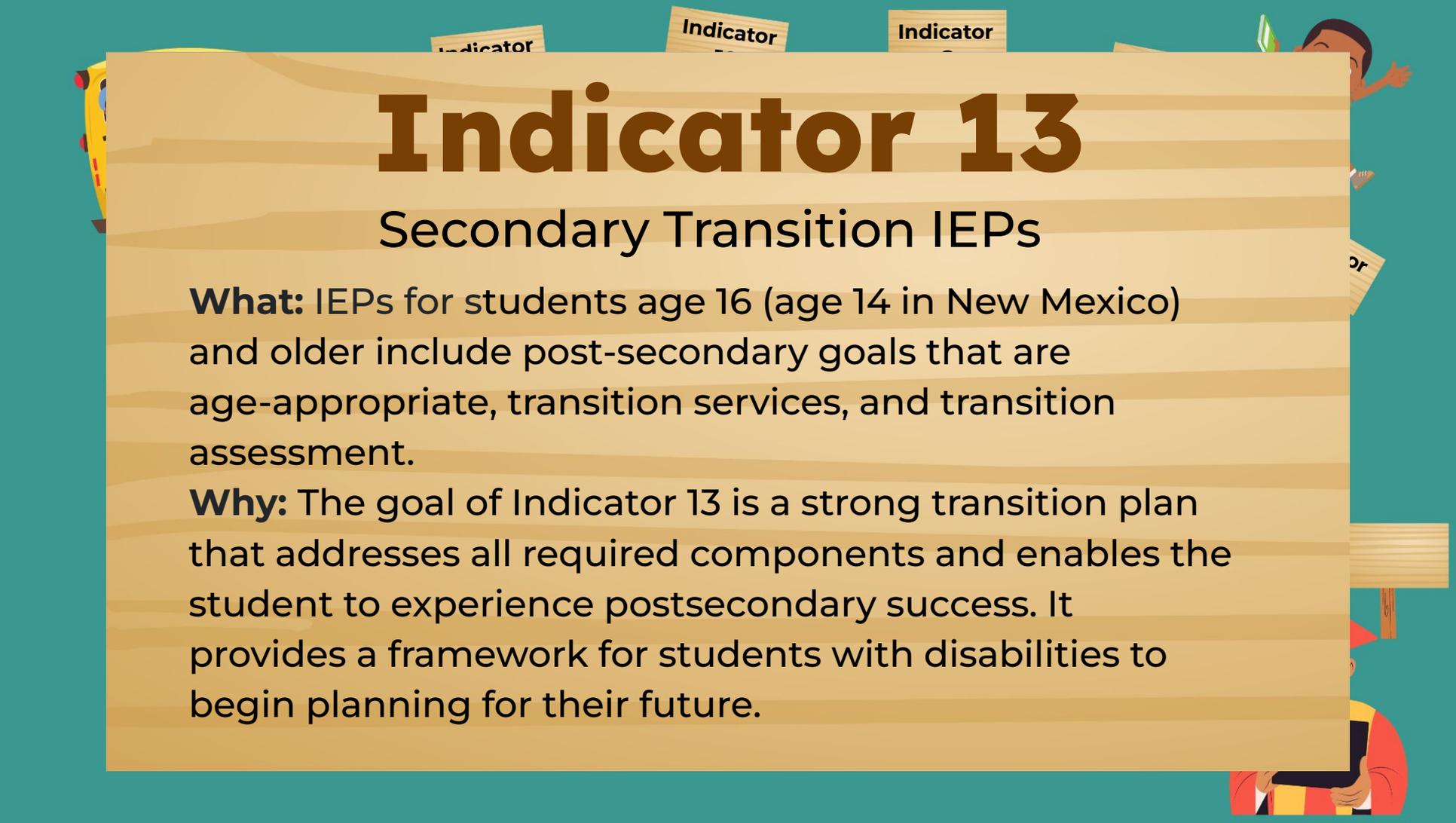


# Indicator 2

## Dropout Rates

**What:** This indicator measures the percentage of students dropping out of high school.

**Why:** School districts must review policies, procedures, and practices to improve the dropout rates of students with disabilities.

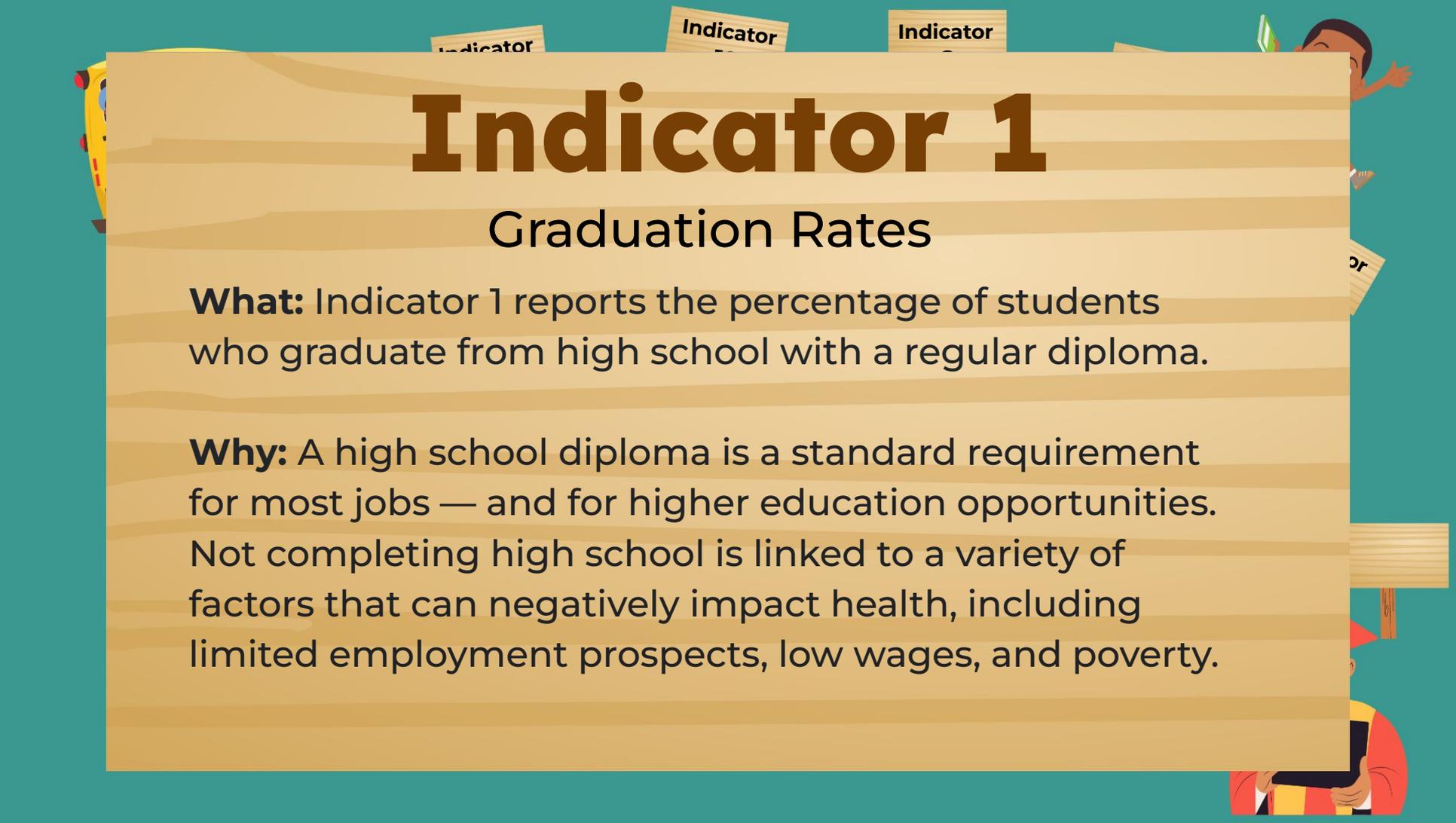


# Indicator 13

## Secondary Transition IEPs

**What:** IEPs for students age 16 (age 14 in New Mexico) and older include post-secondary goals that are age-appropriate, transition services, and transition assessment.

**Why:** The goal of Indicator 13 is a strong transition plan that addresses all required components and enables the student to experience postsecondary success. It provides a framework for students with disabilities to begin planning for their future.

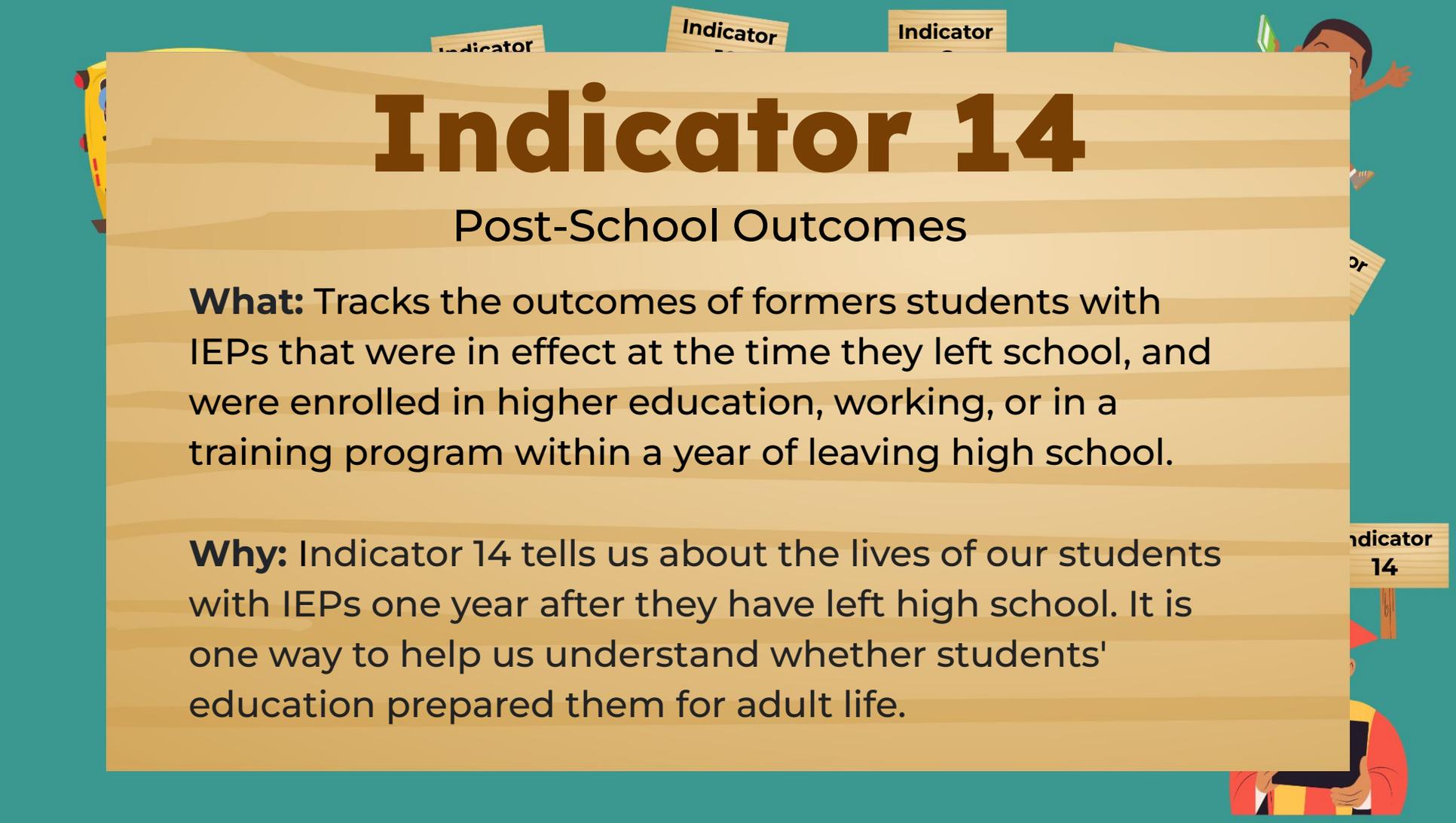


# Indicator 1

## Graduation Rates

**What:** Indicator 1 reports the percentage of students who graduate from high school with a regular diploma.

**Why:** A high school diploma is a standard requirement for most jobs — and for higher education opportunities. Not completing high school is linked to a variety of factors that can negatively impact health, including limited employment prospects, low wages, and poverty.

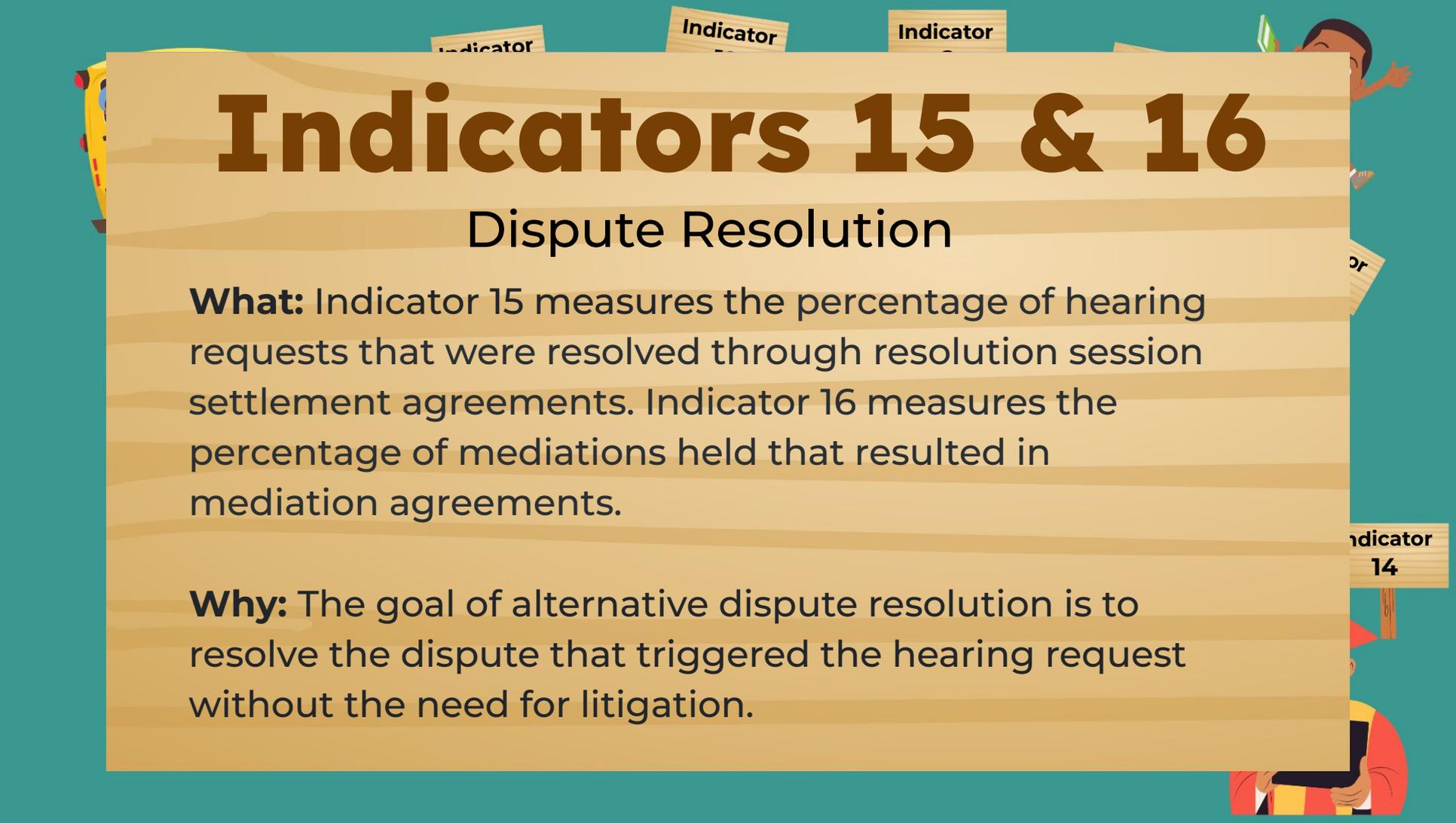


# Indicator 14

## Post-School Outcomes

**What:** Tracks the outcomes of former students with IEPs that were in effect at the time they left school, and were enrolled in higher education, working, or in a training program within a year of leaving high school.

**Why:** Indicator 14 tells us about the lives of our students with IEPs one year after they have left high school. It is one way to help us understand whether students' education prepared them for adult life.

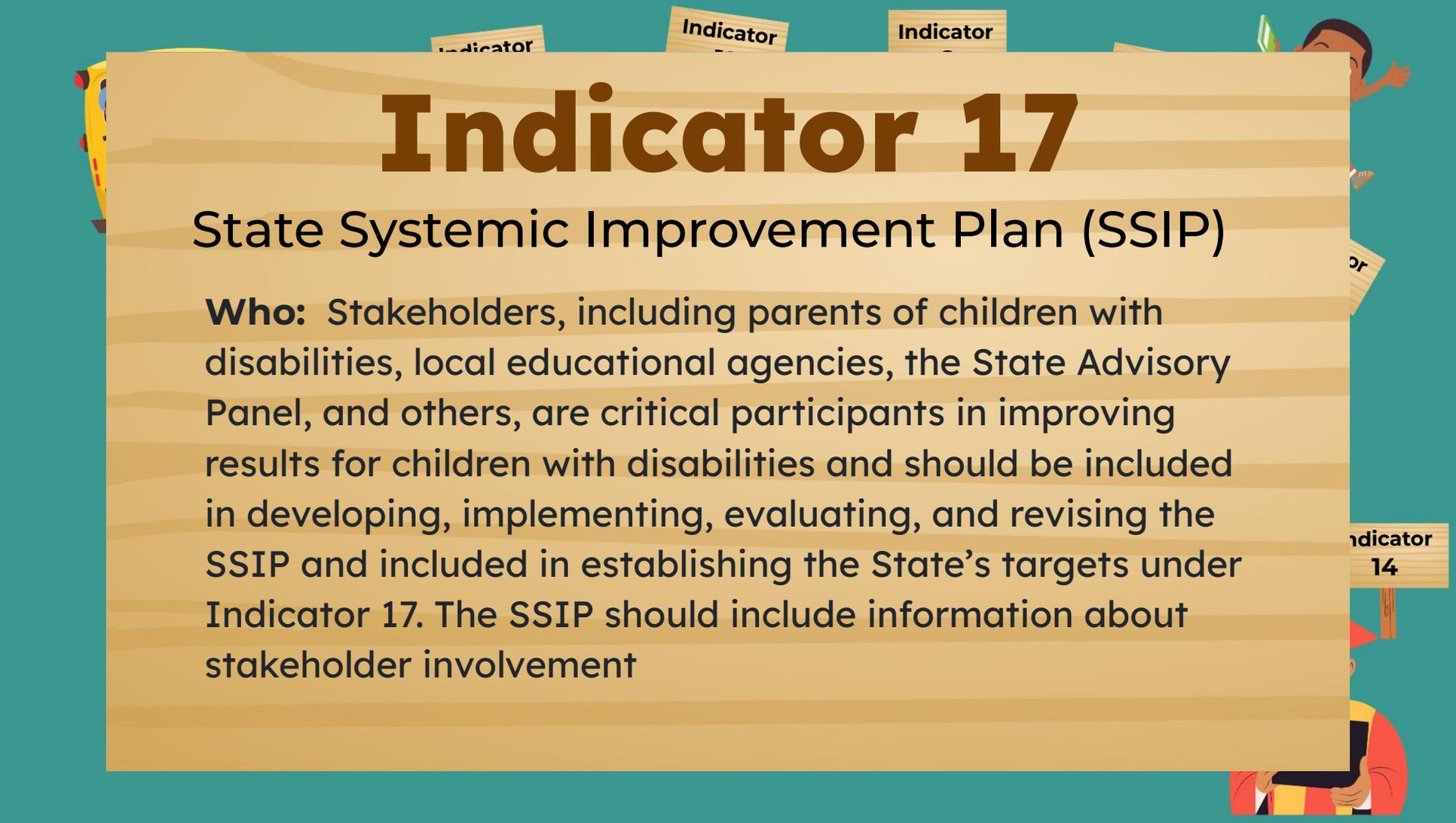


# Indicators 15 & 16

## Dispute Resolution

**What:** Indicator 15 measures the percentage of hearing requests that were resolved through resolution session settlement agreements. Indicator 16 measures the percentage of mediations held that resulted in mediation agreements.

**Why:** The goal of alternative dispute resolution is to resolve the dispute that triggered the hearing request without the need for litigation.

The background is a teal color with several paper scraps and cartoon figures. At the top, there are three paper scraps with the word "Indicator" written on them. On the right side, there is a cartoon figure of a person with dark skin and hair, wearing a red shirt, holding a green object. At the bottom right, there is another cartoon figure of a person with dark skin and hair, wearing a red and yellow shirt, holding a white object. The main content is on a large, light brown paper scrap that has a wavy top edge.

# Indicator 17

## State Systemic Improvement Plan (SSIP)

**Who:** Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 17. The SSIP should include information about stakeholder involvement

Indicator  
14



START



Indicator 11

Indicator 12

Indicator 6

Indicator 7

Indicator 3

Indicator 17

Indicator 9

Indicator 5

Indicator 8

Indicator 10

Indicator 15

Indicator 16

Indicator 4

Indicator 2

Indicator 13

Indicator 1

Indicator 14

FINISH



# IDEA B Indicators

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For more information about each of the indicators, click on the following link:

[Indicator Table](#)

# Questions

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