NEW MEXICO

Public Education Department

Monitoring for Success:
A Collaborative Approach to Supporting Student Outcomes in New Mexico

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Presentation for… Special Education Director's Academy

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Purpose

To Increase Understanding of New Mexico's IDEA-B Monitoring System
- Overview of OSE's monitoring program
- Highlight the State's collaborative approach
- Clarify the OSE/LEA partnership through monitoring
- Focus on improved student outcomes

Overview of NM IDEA Monitoring System

- The general supervision monitoring system serves to evaluate and enhance special education.
- The comprehensive review ensures alignment with IDEA requirements.
  - 3 Monitoring Tiers
- Primary objective is to collaborate and support LEAs to improve student outcomes.

Monitoring Tiers at a Glance

- Self-Monitoring
  - The LEA conducts its own review of student files.
- Desktop Monitoring
  - The district uploads required documents for OSE review.
- On-Site Monitoring
  - OSE staff and partners complete onsite visits to complete monitoring.

How Monitoring Tiers are Determined

Tiers are determined through data analysis of:
- Performance on Statewide Assessments
- Graduation Rates
- Dropout Rates
- LEA Determination Outcomes
- Additional risk factors:
  - State Complaints
  - Fiscal Audit Findings
  - Identification for State Systemic Improvement Plan (SSIP)

Key Monitoring Components

- Child Find
  - Policies/Procedures and Initial Referral/Evaluations
- Least Restrictive Environment (LRE)
- Service Delivery
- Discipline
- Early Childhood Special Education (ECSE)
- Alternate Assessment
- Secondary Transition

Collaboration is Central

1. **Transparency**
   - OSE:
     - Clearly communicate monitoring criteria, timelines, and decision rules.
     - Share how evidence is weighed and findings are determined.
   - LEA:
     - Ask for clarity and support when needed in preparation for monitoring.
     - Ensures staff understands criteria and timelines.

Outcome: Reduce errors that delay services.

Collaboration is Central

2. **Predictability**
- OSE:
    - Use consistent monitoring cycles, tools, and communication structures.
- LEA:
    - Implements consistent internal processes to prepare for monitoring.
    - Anticipates areas needing clarification or support.

Outcome: Improve implementation fidelity across schools.

Collaboration is Central

3. **Voice and Inclusion**

- OSE:
  - Incorporate input from administrators, teachers, service providers, parents, and students when appropriate
  - Use structured interviews to ensure consistency
- LEA:
  - Communicate openly and respond in a timely manner
  - Schedule staff and caregiver interviews as requested for stakeholder input

Outcome: Services align more closely to student needs.

Collaboration is Central

4. **Shared Problem Solving**
- OSE:
  - Frame findings as system challenges, not individual failure
  - Develop corrective actions collaboratively
- LEA:
  - Engage in collaborative problem solving
    - Use Root Cause Analysis to guide
  - Co-develops and implements corrective actions

Outcome: Corrective actions lead to real practice change.

Collaboration is Central

5. Capacity Building

- OSE:
  - Align technical assistance and professional development to monitoring data
  - Reinforce learning throughout the year
- LEA:
  - Train staff effectively and continuously
  - Utilize resources from PED

Outcome: Staff apply skills consistently, improving service quality.

Monitoring is completed. Now what?

- Meet with your EA when you receive:
  - Monitoring Protocol
    - Discuss pre-findings.
    - Begin Pre-Finding Corrections
  - Official Compliance Monitoring Results Memo
    - Root Cause Analysis
    - Develop Corrective Action Plan
    - Get Resources

The Collaboration Doesn't Begin or End Here

- Education Administration Specialists (EAS) are assigned to LEAs
- EAS are available to:
  - Identify trends early, allow for targeted technical assistance
  - Promote staff learning and retention of institutional knowledge
  - Build district capacity
  - Reduce risk of findings based on incomplete or misunderstood information
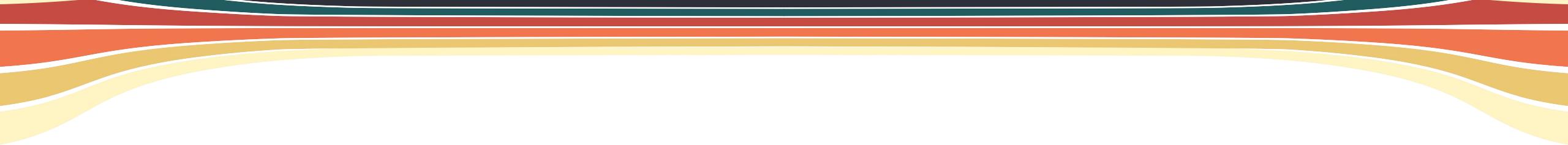
How does the collaborative process improve student outcomes?

- The process establishes collaborative effort between OSE and the LEAs
- Enhances the quality of the IEP through individualization and meeting the needs of the students
- Provides access to the general education curriculum
- Implementation of the IEP is improved
- Increases the input and voice of all stakeholders in providing multiple perspectives to support continuous improvement
  - Helps avoid predetermined outcomes

Resources

- LEA Managed Information Booklet
- OSE Monitoring Guide
- Monitoring Protocol
- Monitoring Training

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Questions?

For More Information

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