




B i t e - S i z e

 PED released high school graduation rates for the 2022-2023 four-year cohort, reporting a graduation rate of 76.7 percent statewide, an increase from the 76.2 percent reported for the 2021-2022 cohort. While the statewide average has held steady for years, differences remain between student subgroups.

 LESC staff finalized a list of invitees for a middle school working group. The working group will meet three times, in person and virtually, during the 2024 interim on July 30, August 15, and September 5. Meetings of the middle school working group will be open to all LESC members.

 May 2024 revenues transferred to the lottery tuition fund totaled \$3.7 million, a decrease from April 2024 revenues of \$4.3 million. To date, FY24 proceeds total \$47.7 million compared with \$46.8 million in the same period last year, an increase of nearly 2 percent.



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Representative G. Andrés Romero, Chair / Senator William P. Soules, Vice Chair / Gwen Perea Warniment, Director / July 2024

From the Chair

As we look forward to another fall semester, I'd like to briefly reflect on the work done to change our high school graduation requirements and the work left to do before next year's implementation. Over the course of three years there were countless iterations of what became House Bill 171, and many meetings with students, families, district leaders, community members and legislators all over the state. The LESC made high school redesign a central part of our 2022 workplan because this will better prepare our students for trade school, college, career, and life beyond high school.

The final bill that was passed and signed during the 2024 legislative session included many of the core principles the years of work and various stakeholder input had brought us. These features include: requirements relevant to all high school students, an increase in student autonomy in choosing the classes and subjects that interest them, flexibility for districts to include classes important to their community, expanding career and technical class options for students, and the ability for students to explore multiple disciplines throughout their high school career. These are the features I believe New Mexico students will benefit from as they pursue their high school diplomas and their post-education plans.

While the work in crafting and passing a high school graduation redesign bill may be done, the work implementing it has only just begun. Local school districts are tasked with engaging their communities to fulfill two class requirements for their students, discuss adding classes above the state minimum of 24, and creating a 'Profile of a Graduate' outlining what content and skills they want to see out of their graduating students.

I'm excited about the possibilities available to each high school and district across the state and cannot wait to see what your version of high school will be like for our students. Please be on the lookout for information on how you can participate with your district in these changes.

Tracking Student Progress from Cradle to Career

The RISE NM statewide longitudinal data system has completed Phase I and is entering the next phase of implementation. RISE NM—Research Informing Success in Education—is a shared data system among the Early Childhood Education and Care Department, the Public Education Department, the Higher Education Department, the Division of Vocational Rehabilitation, and the Department of Workforce Solutions. This statewide longitudinal data system will provide for reliable, cross-agency data stakeholders can use to guide decisions and policies as students transition from each phase of their education and into careers.

Historically, ECECD, PED, HED, DVR, and DWS have used separate data systems to generate reports and analyze trends, which requires requesting information from one another in order to access data. RISE NM will eliminate this bureaucracy and allow connections of data following students from early childhood to the workforce.

While 42 other states already use a longitudinal data system that includes prekindergarten through career data, RISE NM is the first statewide longitudinal

data system in the nation to be built on the cloud. HED has been shepherding the project, but has partnered closely with its sister agencies as well as national policy partners. RISE NM also has several technical partners, including Google, to help create and manage the platform. Once the system is launched, interactive dashboards, reports, and visualizations will be available to the public and policymakers. RISE NM will allow for robust data analysis and visualization to explore New Mexico education and workforce data to help government agencies, researchers, policymakers, and citizens identify trends in different areas.

The Legislature has appropriated over \$12 million to support the RISE NM project since the 2020 legislative session, and the Office of the Governor reported the project also received \$2 million in federal funding in 2022 due to support from New Mexico's congressional delegation.

RISE NM represents a strong collaborative effort among ECECD, PED, HED, DVR, and DWS. New Mexico's other data systems may benefit from this type of cross-agency collaboration as they are developed, ensuring systems make

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Restraint and Seclusion Working Group Recommendations

The findings and recommendations of the Restraint and Seclusion Working Group, organized by the New Mexico Developmental Disability Council (DDC) in response to Senate Memorial 68 from the 2023 legislative session, will be presented to LESC at the July committee meeting. Although Senate Memorial 68 was not adopted or formally approved by the Senate, DDC was committed to moving this work forward “due to the use and impact on its constituents of restraint and seclusion in the public schools, including concern with the disproportionate number of students with disabilities who have been subjected to restraint and seclusion.”

The 16 members of the working group, represent key stakeholders across the state including representatives from public schools, parents, PED, LESC, DDC, Parents Reaching Out, the Native American Disability Law Cen-

ter, and Disability Rights New Mexico. The group met monthly beginning in August 2023 to identify issues of concern related to restraint and seclusion laws, rules, practices, and training, and discuss possible solutions.

Although restraint and seclusion predominantly impacts students with disabilities, New Mexico law and rule regarding restraint and seclusion apply to all students. The report notes there is concern about the standards for restraint and seclusion and their implementation. As there is no federal law, New Mexico law and rule set the standard for restraint and seclusion in its public schools.

The working group report provides an overview of the legal framework for restraint and seclusion, as well as how the issue intersects with special education. Next, the working group report outlines seven findings where

the working group achieved consensus, with multiple recommendations related to each. The findings and recommendations touch on issues ranging from the need for more training on de-escalation, restraint, and seclusion, to the need for reliable data. The report also notes that practice and implementation of restraint and seclusion requirements is different around the state, and additional oversight and monitoring from PED is needed. Finally, the report suggests amending existing statute and rule on restraint and seclusion, particularly around providing greater clarity on existing definitions and adding definitions.

These findings and recommendations will be discussed in detail at the upcoming LESC hearing in Los Alamos on Wednesday, July 24.

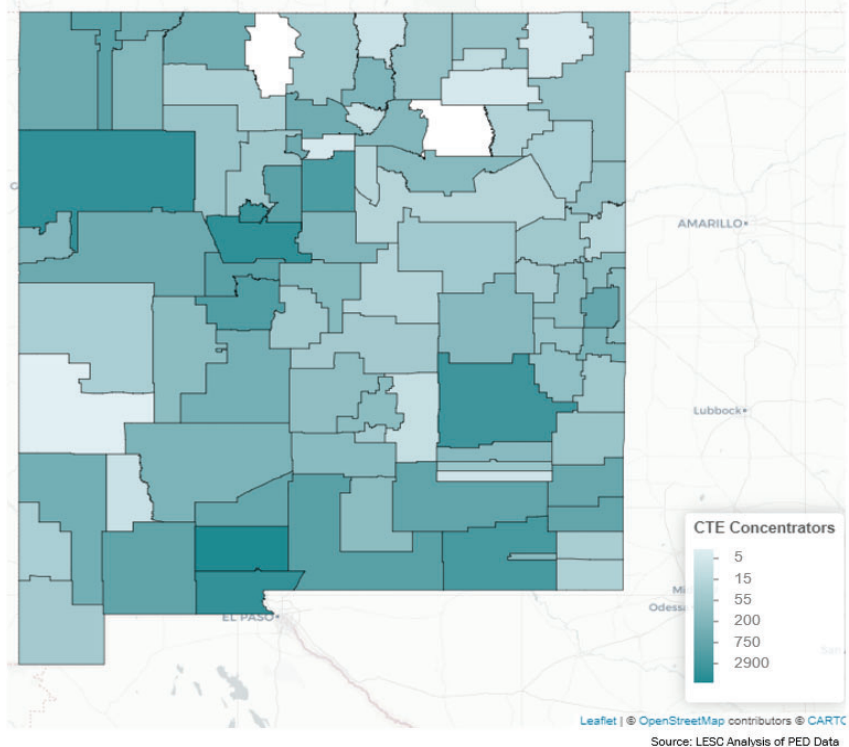
RISE NM statewide longitudinal data system

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data transparent, usable, and insightful. Throughout the 2024 interim, LESC has embarked on a study of educational data governance, asking whether the state should consider a formal governance body to enhance collaborative development and use of data systems. The collaboration on RISE NM could serve as a model for using data to make informed decisions and policy to improve education for students statewide.

You can visit <https://rise.nm.gov/> to learn more about the project.

FY23 CTE Concentrators in NM School Districts



CTE concentrators—students who take at least two connected courses in a single CTE pathway—are known to graduate from high school at higher rates than non-CTE concentrators. PED reports the graduation rate for CTE concentrators in FY23 is 95.7 percent compared with an overall graduation rate of 76.7 percent. All but two school districts in New Mexico have CTE concentrators that graduated in FY23. Based on data from PED, LESC staff found the highest concentration of CTE concentrators in Las Cruces Public Schools, with over 2,900 CTE concentrators reported in the FY23 school year.

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