

New Hampshire
Department of Education

IDEA Part B Special Education
Annual Performance Report (APR)
For FFY 2011
(2011 – 2012)

Submitted February 15, 2013

Revised April 17, 2013

*New Hampshire Department of Education
Bureau of Special Education*

State Director of Special Education

Santina Thibedeau

101 Pleasant Street

Concord NH 03301

*For copies of the Annual Performance Report and the State Performance Plan,
contact the Bureau at (603) 271-3741 or visit our website:*

http://www.education.nh.gov/instruction/special_ed/spp.htm

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Table of Contents	Pages
Indicator 1. Percent of youth with IEPs graduating from high school with a regular diploma.	1-6
Indicator 2. Percent of youth with IEPs dropping out of high school.	7-8
Indicator 3: Participation and performance of children with IEPs on statewide assessments: A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup. B. Participation rate for children with IEPs. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.	9-18
Indicator 4. Rates of suspension and expulsion: A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	19-22 23-28
Indicator 5. Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements.	29-31
Indicator 6. Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. Separate special education class, separate school or residential facility.	32
Indicator 7. Percent of preschool children aged 3 through 5 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.	33-42
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.	43-53
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.	54-56
Indicator 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	57-59

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Table of Contents	Pages
Indicator 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	60-65
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.	66-71
Indicator 13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	72-77
Indicator 14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	78-88
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.	89-98
Indicator 16. This indicator has been deleted from the SPP/APR. States report data on the timeliness of State complaint decisions as part of the data they submit under IDEA section 618.	99
Indicator 17. This indicator has been deleted from the SPP/APR. States report data on the timeliness of State due process hearing decisions as part of the data they submit under IDEA section 618.	99
Indicator 18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	100-101
Indicator 19. Percent of mediations held that resulted in mediation agreements.	102-103
Indicator 20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	104-105

Overview of the Annual Performance Report Development:

Stakeholder Input

In the development of the State Performance Plan (SPP) and the Annual Performance Report (APR), submitted on February 15, 2013, the NHDOE sought input and shared data with key stakeholders, including the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC). At the SAC monthly meetings, the NHDOE made available information and data relative to the SPP and APR, soliciting input and feedback from SAC members as needed. In addition, the NHDOE sought input from the NH Family-Centered Early Supports & Services Interagency Coordinating Council (ICC) on indicators related to preschool special education. The NHDOE has maximized opportunities for stakeholder input from broader constituencies through a variety of formal and informal input sessions, work with the NH Association of Special Education Administrators, and through feedback loops built into key initiatives. We have specifically sought input from NH parent organizations such as the Parent Information Center (NH's Parent Training Institute), NH Family Voices and NAMI-NH.

Details about stakeholder input that is specific to a given indicator are found in the overview section for that indicator.

Technical Assistance

The NHDOE sought technical assistance for the February 15, 2013 submission of the SPP and APR as follows:

- Participated in OSEP's teleconferences regarding the SPP and APR;
- Accessed guidance materials from the OSEP Right IDEA website at: <http://therightidea.tadnet.org/events>;
- Received ongoing consultation from our OSEP State Contact;
- Support from OSEP-funded Technical Assistance Center such as DAC, CADRE, ECO, NECTAC, NPSO, NSTTAC;
- Participated in activities sponsored by and sought technical assistance from the Northeast Regional Resource Center (NERRC);
- Accessed materials found on the IDEA 2004 website: <http://idea.ed.gov/explore/home>
- Attended OSEP-sponsored conferences for Part B and Section 619

Details about technical assistance are found in the related indicators.

SPP Revisions

In accordance with OSEP Memorandum 13-6 and the SPP/APR application packet, the NHDOE respectfully submits:

- **Indicator 3:** NH SPP Improvement Activity 10 was added to this year's submission of the SPP/APR. The NHDOE has reviewed the improvement activities and identified one new improvement activity to support improved results for this indicator. This activity has been added to the State Performance Plan and the NHDOE has chosen to report on this activity in the FFY 2011 APR.
- **Indicator 6:** Pursuant to *OSEP Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table*, in the FFY 2011 submission, due February 15, 2013, the NHDOE has established a new baseline, targets, and as needed, improvement activities for this indicator in the SPP using the 2011-2012 data. States are not required to report on this indicator in this APR.
- **Indicator 11:** NH SPP Improvement Activities 6 & 7 were added to this year's submission of the SPP/APR. These activities were developed based on identified root causes for noncompliance.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- An updated Overview of the SPP including a description of where, on the NHDOE website, a complete copy of the State's revised SPP, including any revisions, is available, as well as where the NHDOE has reported to the public on the performance of each district in NH against the target's in the NH SPP. In addition, the SPP has been updated to include current information, such as the latest submission date, current website links, updated table of contents and information on revisions.

The NHDOE has informed the public of these revisions in the overview section of the SPP and APR as well as within the revised indicator. As required by the US Department of Education, Office of Special Education Programs (OSEP), the complete copy of the NH SPP (including revisions) has been posted on the NHDOE website by the February 15, 2013 deadline.

Public Reporting

The New Hampshire Department of Education (NHDOE) makes its State Performance Plan (SPP) and Annual Performance Report (APR) available through public means, including posting on the NHDOE website, distribution to the media and distribution through public agencies (20 USC 1416 Section 616(b)(2)(C)(ii)(I)). The NHDOE reports annually to the public (through this same dissemination process) on the progress and/or slippage in meeting the measurable and rigorous targets found in the SPP using the Annual Performance Report (APR). The revised SPP and the FFY 2011 APR submitted February 15, 2013 are posted on the NHDOE website at:

http://www.education.nh.gov/instruction/special_ed/spp.htm

In addition to posting on the NHDOE website, the NHDOE provides notification on how to access the SPP and APR to: the NH State Board of Education; the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC); NH Special Education Administrators Association; the State Library and the Parent Information Center. Paper and electronic copies via email will be available upon request from the Bureau of Special Education, NHDOE. These documents are available in alternate format upon request.

As required by OSEP, the NHDOE reports annually to the public on specific performance of each local school district in the State on the targets set out in the SPP by posting District Data Profiles on the NHDOE website. These profiles report the performance of each local school district regarding the indicators in the SPP. The District Data Profiles can be viewed at:

http://www.education.nh.gov/instruction/special_ed/data_profiles.htm

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Overview of FFY Data:

FFY 2004 SPP – Baseline Year: 73%

FFY 2005 APR – First year of data: 72%

FFY 2006 APR – Second year of data: 75%

FFY 2007 APR – Third Year of data: 71%

FFY 2008 APR (data collected in FFY 2007) – third year of data: 71%

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

FFY 2009 APR – Fourth year of data: 91.11%

FFY 2010 APR – New Baseline Year*: 71.56% four-year cohort rate

FFY 2011 APR – First year of data: 69.46% four-year cohort rate

75.60% five-year cohort rate

*In the FFY 2010 SPP, the NHDOE's measurement for this indicator was revised to reflect the cohort graduation rate.

Reporting year: Consistent with the OSEP Part B Indicator Measurement Table, the NHDOE has described the results of the examination of the data for the year before the reporting year (e.g., for the FFY 2011 APR, use data from 2010-2011), and compared the results to the target that was set for 2009-2010 in the State Performance Plan.

Data Examination for 2009-2010: This is the first year NH has been able to report a four-year cohort graduation rate for all students and for the disaggregate population of students with disabilities using the CSPR data. This resets the baseline data for this Indicator. Moving forward the NHDOE will be able to calculate, in addition to a four-year cohort graduation rate, a five-year and a six-year cohort graduation rate for all students and for students with disabilities. The data are the same data reported under ESEA and are provided by the Bureau of Information Services, Division of Program Support, New Hampshire Department of Education.

Aligning Graduation Rate Targets with Title I of ESEA: As required by OSEP, the NHDOE has aligned targets for *SPP Indicator 1: Graduation Rates for Youth with IEPs* with the graduation rate targets for all students under Title I of the ESEA for the FFY 2010 SPP/APR submission. NHDOE converted to a cohort graduation rate beginning with the 2009-2010 school year. As identified in the *NH Consolidated State Performance Report (CSPR): Parts I and II for State Formula Grant Programs under the Elementary and Secondary Education Act (ESEA) for reporting on School Year 2009-2010*, for High School AYP determinations, the ultimate graduation rate target for all students is 95% in AYP year 2013-2014 (which reflects graduates from the previous school year of 2012-2013) and the graduation rate target for all students is 80% in AYP year 2010-2011.

FFY	Measurable and Rigorous Target
FFY 2011 APR (using 2010-2011 data)	80%

FFY	Actual Target Data
FFY 2011 APR (using 2010-2011 data)	69.46% (Note: 5 Year Cohort 75.60%)

Calculation

On time graduates by 2011 (spring + summer graduates) = 2,054

**-----
[[first time 9th graders in year 07-08 + (transfers in) – (transfers out)]= 2,957**

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Explanation of Calculation

When reporting graduation rates for the APR, OSEP permits states to use the same data as used for reporting to the US Department of Education under Title I of the Elementary and Secondary Education Act (ESEA). These data are reported in the CSPR for all students. In order to calculate this for students with IEPs, the Bureau of Information Services identified youth with IEPs in the overall data and performed the same calculation for this subgroup as the calculation used for all youth.

As reported in the 2010-2011 CSPR in reference to Section 1.8.1 Graduation Rates: "This response is taken directly from Section 7.3 of New Hampshire's Accountability Workbook. Currently NH reports drop-out rates. NH uses a modified NCES definition of graduation (does not include GED) rate until such time as a data collection system allows us to gather more accurate graduation rates. New Hampshire's graduation rate is calculated as the percentage of students who complete high school and earn a regular high school diploma within the standard number of years. The standard number of years for youth with an IEP/504 plans are specified in those documents. NH Graduation Rate = Completer Rate X Regular Diploma Rate Where, Completer rate = 100% - Cumulative Dropout Rate % and Regular Diploma Rate in the standard # of years = # of completers with regular diplomas earned in the standard # of years Number of Completers with regular + nonstandard diplomas."

For the FFY 2011 APR, NH calculated a five-year cohort rate in addition to the four-year cohort rate for FFY 2010. The FFY 2010 four-year graduation rate was 71.56%. The five-year cohort graduation rate for FFY 2011 was 75.60%.

NH will be able to calculate a five-year cohort rate for FFY 2012 for next year's APR submission, in conjunction with the four-year cohort rate that is reported in this APR for FFY 2011. NH also anticipates reporting a six-year cohort rate for FFY 2012 in next year's APR submission.

Definition and Requirements for Graduation with a Regular Diploma

RSA 186-C: 9 Education Required states that an educationally disabled child "shall be entitled to continue in an approved program until such time as the child has acquired a high school diploma or has attained the age of 21, whichever occurs first..." New Hampshire does not recognize alternative diplomas, IEP diplomas, the GED, certificates of attendance or any other form but a regular high school diploma for the purposes of counting a child as fulfilling the diploma exiting requirement of RSA 186-C:9. To earn a regular high school diploma, a child must, as specified in the Minimum Standards for Public School Approval effective 7/1/05, Section Ed 306.27, earn "a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply". In NH, a regular high school diploma is conferred by the local school board.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Note: The NHDOE reports improvement activities previously completed or not completed based on the expectations for the reporting period. Many activities are ongoing and will be continued in the next year even though they have been completed for the reporting period. In addition, many of the activities reported in Indicator 1 are referenced in other related indicators.

NH SPP Improvement Activity 1: Completed

In the summer of 2011, the NHDOE sought a five year SPDG grant with the goal of increasing NH's students with disabilities' college and career readiness. The grant was awarded in the fall of 2012. As part of this grant, the NHDOE not only was looking at improving transition planning, which includes successful completion of high school, but was also looking at how to better prepare students for life after high school graduation through enhanced transition planning. The NH SPDG focused on developing and sustaining the skills of New Hampshire school district personnel and families to increase the number of students with disabilities graduating from high school that are college and career ready. The grant had four strategies to achieve this goal: (1) increasing student competency through increased use of Extended Learning Opportunities (ELOs), (2) enhanced transition planning and increased transition activities and opportunities, (3) greater family-school engagement, and (4) sustaining practices through

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

our state Institutions of Higher Education (IHEs), regional professional development intermediaries, a transition Community of Practice, and the use of technology.

NH SPP Improvement Activity 2: Completed

The NHDOE provided public reporting on graduation rates, as required by OSEP.

NH SPP Improvement Activity 3: Completed

NH Senate Bill 18 raised the compulsory age of school attendance from 16 to 18. This went into effect July 1, 2009. New Hampshire continues to enforce Senate Bill 18 across the state and has seen an increase in graduation rates and a decrease in dropout rates since the bills inception. However, the NH legislature did not provide funding in the recent bi-annual budget to continue funding the initiatives that came out of the original passing of the bill, such as ELOs and High School Redesign. Grants were provided to districts by the state to support these initiatives. NH has a five-year cohort graduation rate.

NH SPP Improvement Activity 4: Completed

The Governor and Commissioner of Education continue to strongly advocate and support the success of all students in the state towards successfully obtaining a high school diploma, even when a student becomes incarcerated. However, there was no 2012 Governor's Summit for High School Graduation.

NH SPP Improvement Activity 5: Completed

The NHDOE, Bureau of Special Education re-issued an RFP under the title *Supporting At-Risk Children and Youth with Disabilities through Evidence-Based Problem Solving Frameworks Statewide Technical Assistance* in late summer of 2009. The successful bidder was awarded a two-year contract for \$750,000 in the early months of 2010, and awarded a two-year renewal that will end on June 30, 2013. The successful bidder was the University of New Hampshire's *Institute on Disability* (IOD), with a proposal titled *Achievement for Dropout Prevention and Excellence III* (APEX III). APEX III focuses on reducing NH's high school dropout rate for students with disabilities, while increasing the graduation rate of students with disabilities, as well using flexible approaches to help youth with IEPs who have already dropped out of high schools re-enter to complete their secondary education. APEX III is providing direct services, training, and technical assistance to seven high schools in the state that had higher-than-state-average dropout rates and high rates of disciplinary problems among youth with IEPs during the baseline year, and developing and providing high quality training for middle and high schools throughout the state.

The APEX III model consists of two complimentary interventions to target dropouts and students at-risk: *Positive Behavioral Interventions and Supports* (PBIS) and *Rehabilitation for Empowerment, Natural Supports, Education and Work* (RENEW). APEX III project will build a systematic approach to provide behavior support services for all students (Tier 1), as well as targeted (Tier 2) and intensive, individualized school-to-career services (Tier 3) in the seven (7) high schools that applied to participate. The demonstration high schools during the first two years of the grant were: Manchester's West High School and Memorial High School in Manchester, Raymond High School in Raymond, Nute High School in Milton, Campbell High School in Litchfield and Pittsfield High School in Pittsfield. Beginning in the summer of 2011 the APEX III project began working with the 7th school, Pinkerton Academy in Derry, focusing only on their Freshman Academy at the Tier 2 and Tier 3 levels. Pinkerton Academy serves the largest population of students in the state. By providing direct services to the highest risk students with disabilities and training and technical assistance for school staffs within a positive behavioral support problem-solving framework, the IOD will to assist and enable those schools to improve their outcomes for students with disabilities.

Of the seven (7) APEX III high schools from 2009-2010 to 2010-2011, two maintained a 0% dropout rate, one saw a decrease, and four experienced a slight increase in their dropout rate. With the calculation of the five-year cohort graduation rate in addition to the four-year cohort graduation rate that was reported for 2009-2010, 5 of the 7 APEX III high schools increased their graduation rate and 2 of the 7 high schools maintained the same graduation rate. In comparing the original four-year cohort graduation rate from 2009-2010 to the four-year cohort graduation for 2010-2011, 5 of the 7 APEX III high schools increased their graduation rate, and 2 of the 7 APEX III saw a decrease in their graduation rate. The

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

NHDOE will be able to compare the five-year cohort rates for each of the APEX III high schools in next year's APR and also report on the six-year cohort rate for 2009-2010 reporting cycle to accurately depict the percent of students with disabilities in the APEX III high schools that are being awarded a regular high school diplomas to NH students with disabilities. This rate does not take into account the students with disabilities who will exit high school with a certificate of completion at age 21 instead of a regular high school diploma.

APEX III, beyond providing direct services and technical support to the (7) seven above-mentioned high schools, also successfully provided multiple training sessions and webinars across the state, open to the public, around secondary transition, career readiness, and extended learning opportunities for students with disabilities. APEX III also co-sponsored the NH Transition Community of Practice's Sixth Annual Summit in the fall of 2012 and held the Seventh Annual APEX Summer Institute in August 2012 that was open to all NH high schools as well as high schools in surrounding New England states.

NH SPP Improvement Activity 6: Completed

The NHDOE contracted with four Technical Assistance Consultants (TAC) during the 10-11 school year and one TAC during the 11-12 school year. The TACs provided various professional development sessions, at the individual request of NH school districts, in areas such as writing measurable annual IEP goals and post-secondary goals, writing successful secondary transition plans, and special education process and policies. TACs also acted as the trainers for various NHDOE ran programs such as the IEP Facilitation Program and the Educational Surrogate Parent Program. TACs also strongly supported the NHDOE, Bureau of Special Education in the on-site monitoring process for Indicator 13 acting as reviewers in conjunction with NHDOE staff during on-site visits with school districts.

The Bureau also released a new RFP in early 2012 requesting proposals for TACs for the upcoming school year. The Bureau has successfully contracted with two TACs for the 2012-2013 school year. The Bureau re-released this RFP in the early fall of 2012 to secure contracts with up to three more TACs for 2012-2014.

NH SPP Improvement Activity 7: Completed

The Bureau has continued to monitor the NH Houses of Corrections and local school districts to ensure that student with disabilities who become incarcerated prior to obtaining their high school diploma are receiving special education supports and services while incarcerated. The Bureau, acting as a liaison between the ten (10) NH Houses of Corrections (HOCs) and NH school districts, is responsible to notify school districts of a student's incarceration and to ensure the school districts are aware of their obligation to support those students through the age of 21 or until the receipt of high school diploma. The Bureau provides support and technical assistance to all of the NH HOCs and NH school districts in this process and will continue to do so.

Explanation of Progress or Slippage

The NHDOE did not meet the target for 2010-2011.

State Actual Data: 69.46% Target: 80%

NH experienced a 2.1% slippage from 71.56% in FFY 2010 (2009-2010) to 69.46% in FFY 2011 (2010-2011), based on a comparison of the four-year cohort graduation rates. The 5-year cohort rate demonstrated progress.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR.

Stakeholder Input

The NHDOE sought input regarding this indicator through statewide, regional and individual discussions with special education directors. In addition, a number of improvement activities provide an ongoing opportunity for discussions.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

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

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Overview of FFY Data:

FFY 2008 APR – Baseline Year: 4.53%

FFY 2009 APR – First Year of data: 2.30%

FFY 2010 APR – Second Year of data: 0.67%

FFY 2011 APR – Third Year of data: 0.85%

Reporting year: Consistent with the OSEP Part B Indicator Measurement Table, the NHDOE has described the results of the examination of the data for the year before the reporting year (e.g., for the FFY 2011 APR, use data from 2010-2011), and compare the results to the target that was set for 2009-2010 in the State Performance Plan.

FFY	Measurable and Rigorous Target
FFY 2011 (using 2010-2011 data)	3.2%

FFY	Actual Target Data
FFY 2011 (using 2010-2011 data)	0.85%

Note: There are no dropout rate targets established in the New Hampshire *Consolidated State Performance Report (CSPR): Parts I and II for State Formula Grant Programs* under the *Elementary and Secondary Education Act (ESEA)* for reporting on School Year 2009-2010. Therefore, the NHDOE Bureau of Special Education will continue to use the targets established in the SPP until the calculation based on a cohort group is in place. As permitted by OSEP in Memo 13-6, the NHDOE

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

has chosen to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012.

Calculation

Percent = Dropout count of youth with IEPs *divided* by the October 1 enrollment of youth with IEPs of that school year *plus* the # of youth with IEPs who dropped out between the 1st day of school and October 1, 2010 *times* 100.

$$0.85\% = [87 / (10,286 + 0)] \times 100$$

Explanation of Calculation and Definitions (if applicable)

The calculation for the dropout rate for students with IEPs used in this FFY 2011 APR was the same calculation that the NHDOE Bureau of Data Management used to determine dropout rates for all students for 2010-2011. In addition, the NHDOE has chosen to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012.

The count of youth with IEPs is based on the Class of 2011 (2010-2011). The enrollment of youth with IEPs was based on data for October 1, 2010.

Narrative describing what counts as dropping out for all youth and, if different, what counts as dropping out for youth with IEPs.

For 2010-2011, any early exitter who has not received a GED or been enrolled in college prior to the compilation of this report is considered a dropout. This definition holds true for all students, with and without an IEP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The NHDOE exceeded the target of 3.2% for 2010-2011 by 2.35 percentage points.

State Actual Data: 0.85% Target: 3.2%

As specified in OSEP Memorandum 13-6, in order to reduce reporting burden, in the FFY 2011 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2011 target.

Therefore the NHDOE will not be providing an explanation of progress or improvement activities for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional APR Template Part B (3) for this Indicator.

Stakeholder Input

The NHDOE Bureau of Accountability received input from the NH Adequate Yearly Progress (AYP) Task Force regarding the NH system for statewide assessments for accountability reporting under Title I of the ESEA. The task force advises the department on all policies and procedures relative to statewide assessment.

The Bureau of Special Education conducted ongoing meetings with representatives from the Office of Accountability and the EDFacts Coordinator to ensure that the data used in this indicator reflected the federal and state accountability requirements that annually measure and publicly report the progress of students in each school and district in meeting statewide performance targets (Annual Measurable Objectives-AMOs) on the statewide assessment. Based on these discussions, the NHDOE intends to link the information regarding the participation and performance of children with IEPs on statewide assessment from the Accountability webpage to the District Data Profiles.

Monitoring Priority: FAPE in the LRE

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

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

A.1 AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)] . The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Overview of FFY Data:

	A. District AYP Data	B: Overall Participation Rate	C. Proficiency Rate
FFY 2004 SPP – Baseline Year -	42%	96.18%	Reading Proficiency: 33.45% Mathematics Proficiency: 44.59%
FFY 2005 APR – First year of Data (Grade10 only) -	District AYP was not determined for this reporting period (see FFY 2005 APR)	Reading Participation: 97.24% Mathematics Participation: 96.64%	Reading Proficiency: 41.49% Mathematics Proficiency: 31.81%
FFY 2006 APR – Second year of Data (Grade 3-8)	41%	Reading Participation: 98.8 % Mathematics Participation: 98.6%	Reading Proficiency: 29.12% Mathematics Proficiency: 28.36%
FFY 2007 APR – Third year of Data (Grade 3-8 and 11)	35%	Reading Participation: 97.8% Mathematics Participation: 97.6%	Reading Proficiency: 31.9% Mathematics Proficiency: 26.9%
FFY 2008 APR – Fourth year of Data (Grade 3-8 and 11)	33.58%	Reading Participation: 98.21% Mathematics Participation: 97.94%	Reading Proficiency: 35.18% Mathematics Proficiency: 29.22%
FFY 2009 APR – Fifth Year of Data (Grade 3-8 and 11)	24.63 %	Reading Participation: 97.71% Mathematics Participation: 97.81%	Reading Proficiency: 38.45% Mathematics Proficiency: 33.96%
FFY 2010 APR – Six Year of Data (Grade 3-8 and 11)	28%	Reading Participation: 99% Mathematics Participation: 98%	Reading Proficiency: 37% Mathematics Proficiency: 31%
FFY 2011 APR – Seventh Year of Data (Grade 3-8 and 11)	20%	Reading Participation: 98% Mathematics Participation: 98%	Reading Proficiency: 37% Mathematics Proficiency: 28%

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Targets and Actual Target Data for FFY 2011:

Data for the indicator were provided by the NHDOE, Bureau of Accountability. These data include the 2012 AYP results based on the October 2011 New England Common Assessment Program (NECAP) result for Grades 3-8 and 11 and the May 2011 NH-Alternate Assessment results for Grade 2-7 and 10. These AYP data are used for accountability reporting under Title I of the ESEA. The NHDOE reports annually to the public on specific performance of each local district in the state on the targets regarding this indicator by posting District Data Profiles on the NHDOE website. For posting District Data Profiles for this indicator the NHDOE will refer directly to the Bureau of Accountability website for the District Assessment Results regarding the participation and the performance for students with disabilities.

For more information regarding the 2012 AYP results and the NH State Assessment including the NHSEA Accountability Workbook, please visit:

<http://reporting.measuredprogress.org/nhprofile/reports.aspx?view=34>

<http://www.education.nh.gov/instruction/accountability/ayp/2012.htm>

FFY 2011	Measurable and Rigorous Targets									
	Districts Meeting AYP for Disability Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2011	48%		Reading		Math		Reading		Math	
			97.25%		97.25%		71%		70%	
Actual Target Data for FFY 2011	#	%	#	%	#	%	#	%	#	%
		27/137	20%	15,706/16,054	98%	15,686/16,051	98%	6,005/16,054	37%	4,514/16,051

The NHDOE has chosen to report targets and actual target data for 3.A, 3.B, and 3.C in one table. Actual numbers used to make the calculations are provided under each of the sub-indicators. The NHDOE set measurable and rigorous proficiency targets for students with IEPs across all grades 3-8 and 11 in reading and math in the State Performance Plan. The NHDOE ESEA targets are based on annual measurable objectives known as index targets for reading and math. OSEP requires states to report on ESEA measurable objects as a percentage, not as an index. Therefore, since the targets set in the SPP are percentages, the NHDOE has decided to continue to use the targets established in the SPP.

As required by OSEP for this annual report, the NHDOE has provided participation data separately for reading and math. Participation rates were inclusive of all ESEA grades assessed (3-8 and 11 in high school and 2-7 and 10 for the alternate assessment for children with disabilities). All children with IEPs were accounted for in all grades assessed, including children not participating in assessments and children enrolled for less than a full academic year, whether or not they were participants.

Below is information on NH assessment accommodations and valid scores.

- Accommodations yielding valid scores: Tests taken by students who were provided accommodations that have been approved by the State are considered valid and the students should be included as participants.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- Accommodations may be approved in one or two ways: (1) in most cases approved accommodations are selected from the NHDOE list of preapproved accommodations; (2) the NHDOE allowed the IEP team to seek approval from the SEA for use of accommodations that do not appear on the preapproved list. In these cases, the tests may still yield a valid score, if the State determined that the accommodations did not invalidate the score. Students who received these accommodations were included in the participation rates.
- Unapproved accommodations: Scores for students who received accommodations that were NOT approved by the State are invalid. 34 CFR §§300.160(b) and 300.160(f)(1).
- Invalid scores due to unapproved accommodations: All students who received invalid scores due to an accommodation that was not approved by the State (as determined by the State), must be counted as non-participants. In making the calculations, these students must be included in the denominator (# children with IEPs enrolled during the testing window), but NOT in the numerator (# children with IEPs participating in the assessment). NH complies with this calculation. These students are not included in the numerator or denominator for calculating performance.

Other invalid scores: Under certain circumstances, students whose scores are considered invalid for any other reason may be considered participants, consistent with the State's ESEA Accountability Workbook, for example: *the student left test booklet blank, or used a pen instead of a pencil.*

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

NH SPP Improvement Activity 1: Completed

The NHDOE Bureau of Accountability and Bureau of Special Education provided ongoing professional development and technical assistance relative to the participation requirement of all students, including students with disabilities on statewide assessments with the opportunities available in the following activities:

- State policy documents were posted publicly that specify the requirement that all students are expected to participate in the required content area assessments at specified grades.
- All statewide test administration workshops were conducted annually for both NECAP general assessment and NH ALPs alternate assessment based on alternate achievement standards contained the information concerning the participation requirement.
- All statewide test administration manuals and related training materials contain this information concerning the participation requirement.
- Several other statewide workshops related to statewide assessment and funded under the; *Gaining Access to What Students with Cognitive Disabilities Know* included this information relative to the participation requirement.

NH SPP Improvement Activity 2: Completed

The NHDOE Bureau of Accountability and Bureau of Special Education provided ongoing professional development and technical assistance relative to accommodations and modifications, assisting schools, districts, and non-public special education programs as they align curriculum, instruction, and assessment to demanding content standards in mathematics and reading. The following activities conducted to support this effort included:

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- The NH Alternate Learning Progressions Assessment (ALPs) and NECAP workshops provided technical assistance to test administrators.
- NH Alternate Learning Progressions Assessment staff provided weekly statewide individualized coaching sessions that offered guidance for teachers and IEP team members in understanding how to make reading, mathematics, writing and science state content standards accessible in meaningful ways for students with the most severe cognitive disabilities. These sessions also taught teachers how to develop student work samples that would clearly indicate evidence of student performance on these challenging academic standards.
- Workshops were also conducted with Special Education Administrators regarding alignment of student work to the newly developed alternate achievement standards linked to the NH Curriculum Frameworks for all students.

NH SPP Improvement Activity 3: Completed

The NHDOE sought additional grants from the USDOE to support the participation and performance of children with disabilities on statewide assessments.

Activities included:

1. The NHDOE continued to work as a partner on the multiple year *Enhanced Assessment Grant* under the Office of Elementary and Secondary Education Act, entitled *The Accessible Portable Item Protocol Project (APIP)*. The NHDOE continued to support the development of the Interactive Accessible Protocol Standard by serving as an active member of the IMS Global Leadership Consortium representing end users. The NHDOE will continue to work with test developer engineers internationally to develop a universally designed assessment.
2. The NHDOE continued to partner with several states on a grant to create a universal Student Accessibility Assessment System (SAAS) in the Nimble Assessment System. This tool informs schools, and families to make effective decisions as to how a student will participate in the statewide assessment. The NHDOE also worked on the development of a student personal needs profile.

NH SPP Improvement Activity 4: Completed

The NHDOE supported an assessment coach to work directly through the Bureau of Accountability to provide technical assistance support to school districts regarding the implementation of the New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment.

Outcomes of the work included:

- The assessment coach worked during the 2011-2012 school year with content specialists and sensory/communication access specialists to finalize and disseminate guidelines for teachers about the new alternate assessment: *The New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment*.
- The assessment coach supported schools, families and other members of IEP teams to embrace the expectation that students with disabilities who participate in *The New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* are able to demonstrate progression in their content performance. This assessment coach also provided technical assistance and support to the field to help teachers find better ways to help students learn the content and demonstrate what they know and can do.
- The assessment coach was involved in providing statewide general information sessions for educators whose students participated in the *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessments* during the 2011-2012 school year. These sessions introduced the new format of the assessment and provided guidance on how to plan and prepare for the March-May 2011 data collection period.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- The assessment coach was involved in test administration training workshops to general and special educators regarding the new version of the NH Alternate Assessment: *The New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* scheduled during the 2011-2012 school year. These regional trainings continued to provide targeted technical assistance to educators about the concept of defined learning progressions, or clusters of concepts (GLEs) that appear to develop together within mathematics, reading, writing and science. Educators were trained to gather evidence through the use of both video clips and structured written narrative documentation to show us how their students are performing on specified content standards in integrated, authentic ways. The trainings instructed educators about the type of data and process about what data collection would effectively assess how they could document student growth based on evidences of work samples that reflects “highest & best” performance of the school year.

NH SPP Improvement Activity 5: Completed

For the Annual Performance Report (APR) to be submitted February 15, 2013, the NHDOE received broad stakeholder input to ensure that improvement activities, timelines, and resources are effective for meeting the targets of this indicator.

NH SPP Improvement Activity 6: Completed

The NHDOE, as a governing member of the Smarter Balanced Assessment Consortium, continued to create adaptive online exams, using “open source” technology. This online system provides accurate assessment information to teachers on the progress of all students including students with disabilities, English language learners and low and high performing students. The online system includes a variety of tools, processes and practices that teachers may use in planning and implementing ongoing assessment. This assists teachers in understanding what students are and are not learning on a daily basis so they can adjust instruction accordingly. In 2011-2012, the NHDOE as part of the Smarter Balanced Assessment Consortium worked on writing and reviewing assessment items and performance tasks for the Pilot Test of the assessment system in early 2013. These assessment items for ELA/literacy and mathematics include assessment targets supported by sample technology enhanced items that allow students to manipulate an object or text. The NHDOE Bureau of Accountability and Bureau of Special Education also participated in several webinars to review sample assessment items and performance tasks to better understand how the Smarter Balanced Assessment measures the depth and breadth of the Common Core State Standards.

As part of the Smarter Balanced Assessment Consortium, the NHDOE continued to attend several subgroups to work on the development of next-generation assessments that are aligned to the [Common Core State Standards](#) that accurately measure student progress toward college and career readiness. The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process.

In the Spring of 2012, the NHDOE, Bureau of Accountability, provided statewide workshops on the Common Core Standards that covered three aspects relating to the implementation of the Common Core State Standards adopted in July 2010. These three aspects include the instructional and assessment shifts that are necessary to implement the Common Core State Standards, a strategic planning tool for schools and districts to support the transition to the Common Core State Standards, and the exploration of the literacy and mathematics standards and structures of how the Common Core State Standards are designed to support focus, coherence and rigor for students in grades K through 12.

NH SPP Improvement Activity 7: Completed

The NHDOE provided professional development and technical assistance training to special education teachers about the *New Hampshire Alternate Assessment Learning Progressions (NH-ALPs) Assessment*.

Activities included:

- The NHDOE continued to provide Fall Information Sessions statewide for educators whose students will be participating in the *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessments* during the 2011-2012 school year. These sessions continued to provide the format of the assessment and guidance on how to plan and prepare for the 2012 data collection period.
- In January 2012, the NHDOE continued to provide official test administration training workshops to general and special educators regarding the new version of the NH Alternate Assessment: *The New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment*. These regional trainings provided targeted technical assistance to educators about the concept of defined learning progressions, or clusters of concepts that appear to develop together within mathematics, reading, writing and science. Educators were trained to gather evidence through the use of both video clips and structured written narrative documentation to show us how their students are performing on specified content standards in integrated, authentic ways. The trainings instructed educators about the type of data and process about what data collection would effectively assess how student growth is documented based on evidences of work samples that reflects “highest & best” performance of the school year.

NH SPP Improvement Activity 8: Completed

The NHDOE continued to partner with 10 other states, The National Center for Educational Outcomes, Center for Applied Special Technology, other national advisors, and Measured Progress, Inc., to develop the Student Accessibility Assessment System Project (SAAS). This project developed an online system based upon our prior work that developed the Nimble Assessment Accessibility Tools.

NimbleTools is designed for use by general education students and students with special needs. The accessibility and accommodation tools embedded within NimbleTools provides students with disabilities and special needs appropriate accommodations in a standardized and controlled manner. NimbleTools monitors each student’s accessibility and accommodation tool usage to ensure accuracy in the reporting of test accommodation use.

The accessibility and accommodation tools built into NimbleTools include:

- Read aloud of text with choice of human or digital reader (the student has the choice)
- Accessibility by IntelliKeys™ keyboard with custom keyboard overlays
- Tab/Enter navigation of the interface (allowing keyboard or switch access)
- Presentation of signed text in American Sign Language or Signed English
- Magnification of text and images for students with moderate visual impairments
- Magnification of text and images for students with low vision
- Masking of test items
- Masking of answers
- Auditory Calming
- Reverse contrast with selection of contrast color
- Color overlays with selection of overlay color
- Reading assistant with option of color overlay and/or magnification
- Talking Calculator
- Talking formula sheets
- Extended Time

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

NH SPP Improvement Activity 9: Completed

The NHDOE streamlined the newly developed *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment*. The *NH Access by Design: Individualized Communication & Access Needs (I-CAN) Inventory & Resource System-Tools for Teachers of Students Participating in Alternate Assessments* is a tool that helps educators identify what students need to achieve learning, communication and performance goals. The *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* was approved with recommendations by the United State Department of Education. The two recommendations were the continued training to teachers to understand how learning progressions align with core curriculum standards and the assurance that parents receive their child's results of *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* in a timely manner.

NH SPP Improvement Activity 10: Completed New Activity: The NHDOE has reviewed the improvement activities and identified a new improvement activity to support improved results for this indicator. This activity has been added to the State Performance Plan and the NHDOE has chosen to report on these activities in the FFY 2011 APR.

The NHDOE Bureau of Special Education provided technical assistance to schools and families to ensure that students with print disabilities receive instructional materials in a timely manner.

Technical assistance to schools and families included:

- The design, dissemination, and implementation of the New Hampshire Accessible Instructional Materials Guidelines.
- Awareness of the American Printing House for the Blind Federal Quota Census.
- Establishment of an advisory committee to provide input to the NHDOE about the efficient dissemination of APH products and an explanation of all services available to all parties serving students through the Federal Quota accounts.
- The provision of information about products available through Federal Quota and services in statewide webinars, newsletters, on websites and within listserv groups.
- Training to ensure that districts comply with requirements regarding the National Instructional Materials Accessibility Standard to provide instructional materials to blind students or other persons with a print disability. Digital source files must be used accurately and produce reliable instructional materials in a variety of alternate formats using the same source file.
- The distribution of the APH *Louis* Database to access over 377,788 records, including materials available in braille, large type, audio recording, computer disk, electronic file, and tactile graphics. Duplication of materials in accessible format is eliminated by maintaining this comprehensive listing on the internet.
- The development of the NH Accessible Instructional Materials Quality Indicators through the leadership of the National Accessible Instructional Materials Center and New Hampshire stakeholders to ensure the timely provision of accessible instructional materials.
- The presentation of NHAIM to schools and families to ensure the timely provision of accessible instructional material.

Explanation of Progress or Slippage

3A. District AYP Target: The NHDOE did not meet the target of 48% for AYP for the disability subgroup in 2011-2012.

State Actual Data: 20% Target: 48%

The Elementary and Secondary Education Act requires that all students perform at proficient and above by the 2013-2014 school year. Based on that requirement, the NHDOE's performance targets for meeting AYP increases every two years. The NHDOE demonstrated a loss of 8 percentage points (from 28% in 2011 to 20% in 2012) in the percent of districts that met AYP for the disability subgroup.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

A contributing factor may be the results of district percentage of adequate yearly progress in each content area:

- A total of 36 percent of the New Hampshire districts made adequate yearly progress in Reading. This is a decrease from 46% in 2010-2011 to 36% in 2011-2012.
- A total of 26 percent of the New Hampshire districts made adequate yearly progress in Math. This is a decrease from 34% in 2010-2011 to 26% in 2011-2012. New Hampshire continues to review improvement activities for this indicator and assess the effectiveness as implementation of these activities occurs.
- This is the first year that the NH Alternate Learning Progressions Assessment was administered.

3B. Participation Rate Target: The NHDOE exceeded the target of 97.25% for 2011-2012 for both reading and math. NH continues to ensure that children with disabilities participate in the statewide assessment.

Reading:

State Actual Data: 98% Target: 97.25%

Math

State Actual Data: 98% Target: 97.25%

3C. Proficiency Targets:

Reading:

State Actual Data: 37% Target: 71%

Reading Proficiency: The NHDOE did not meet the target of 71% for 2011-2012. New Hampshire's proficiency rate in reading remained at 37%, consistent with 2010-2011.. In FFY 2004 New Hampshire's established reading baseline proficiency rate was 33.45%.

Math:

State Actual Data: 28% Target: 70 %

Math Proficiency: The NHDOE did not meet the target of 70% for 2011-2012. New Hampshire's proficiency rate decreased from 31% in 2010-2011 to 28% in 2011-2012. In FFY 2004 New Hampshire's established math baseline proficiency rate was 29.22%.

Public Reporting Information <http://reporting.measuredprogress.org/nhprofile/reports.aspx?lid=91457>

The NHDOE made available to the public and reported to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the number of children with disabilities participating in regular assessments and alternate assessments based on alternate academic achievement standards. NH does not provide alternate assessments based on grade level or modified academic achievement standards.

All students, both with and without IEPs, are eligible for test accommodations as determined appropriate on an individual basis. As of the fall 2010 assessment (school year 2010-2011) the data on the number of children with disabilities who were provided an accommodation in order to participate in the assessment is publicly reported in accordance with 34 CFR §300.160(f).

The NHDOE reported on assessments for nondisabled children at the district and school level, as well as the State level. The NHDOE reported on the participation of children with disabilities broken down by any of the assessments listed above that are administered by the NHDOE, at those same levels, subject to cell size restrictions.

No additional information was required by the OSEP APR Response Table for this Indicator.

**Revisions, with Justifications, to Proposed Targets / Improvement Activities/ Timelines/
Resources for FFY 2011:**

The NHDOE has reviewed the improvement activities and identified one new improvement activity to support improved results for this indicator. This activity has been added to the State Performance Plan and the NHDOE has chosen to report on this activity in the FFY 2011 APR.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Technical Assistance

The NHDOE has continued to benefit from the support of the Office of Special Education Programs (OSEP), the Northeast Regional Resource Center (NERRC), and colleagues in other states regarding Indicator 4A. This support has assisted in the continued improvements to the methodology of comparing of the rates of suspensions and expulsions of children with IEPs among LEAs within the state, the state examination of the data of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year, and the review of policies, procedures, and practices by permitting districts to provide data and information to the NHDOE through a self-assessment.

In March 2012, the NHDOE staff reviewed the *Link to Measuring Significant Discrepancy: An Indicator B4 Guide* and revised the current practices for 4A particularly regarding data source, measurement and minimum cell size requirements.

In July 2012, the NHDOE attended the 2012 OSEP Leadership Conference Session: “*Leading Together to Achieve Success from Cradle to Career and participated in the Indicator B4: A Review of the Methodologies Used by State and a Discussion of State’s Policies Procedures, and Practice Reviews.*” This session described the methods that states use to analyze Indicator 4A and provided a summary of findings from this year’s Annual Performance Report (APR) review.

In September 2012, the NHDOE staff worked with representatives from NERRC to incorporate information from the Indicator B4 Guide, the 2012 OSEP conference session, and other state training modules from colleagues in New York and Alaska to further revise the NHDOE Indicator 4A training around the district self-assessment process. These revisions focused on providing information to districts regarding the review of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The NHDOE also reviewed the New York and Alaska state models of Indicator B4A Self-Assessment Checklists and Comprehensive Review Manuals. This review supported the department in the development of the NHDOE Indicator 4 Self-Assessment Checklist and the NHDOE Indicator 4 Comprehensive Review Manual that included technical assistance resources, an overview of the self-assessment, directions for conducting the self -assessment, a presentation of results of the self-assessment, and the identification of non-compliance to provide continued targeted technical guidance to districts regarding Indicator 4A.

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion:

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

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

Measurement:

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

Overview of FFY Data:

FFY 2009 SPP – Baseline Year: 2.87%

FFY 2010 APR – First Year of data: 3.45%

FFY 2011 APR – Second Year of data: 1.15%

Overview of Issue/Description of System or Process:

Data for this indicator are from *Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Subject to Disciplinary Removal for the school year — 2010-2011 due November 1, 2011)*. These data were submitted by districts via NHSEIS, the State database. The NHDOE verified the reliability and accuracy of the data through automated verification checks built into NHSEIS. The NHDOE did not sample from the State’s 618 data.

Definition of Significant Discrepancy

The NHDOE defines a “significant discrepancy” as any district with a rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs that is greater than 3% of students with IEPs enrolled in the district.

For any district that had greater than 3% students with IEPs suspended or expelled for greater than 10 days in a school year, districts that did not meet the following minimum “n” size requirements were removed from the count:

- A minimum of 11 children with IEPs in the district, consistent with the state assessment, NECAP.
- At least 4 students with IEPs suspended or expelled for greater than 10 days.

Identification of Comparison Methodology

Discrepancies were computed by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the state. The results of the NHDOE examination of the data are for the year before the reporting year (e.g. for the FFY 2011 APR, data are from 2010-2011), including data disaggregated to determine if significant discrepancies occurred in the rates of long-term suspensions and expulsions of children with IEPs. If the NHDOE determined that there were significant discrepancies in the suspension and expulsion rates, the NHDOE reviewed, and if appropriate, revised (or required the district to revise) the district’s policies, practices, and procedures relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards to ensure that the policies, procedures and practices complied with Part B.

FFY	Measurable and Rigorous Target
FFY 2011 (using 2010-2011 data)	2.75%

FFY	Actual Target Data
FFY 2011 (using 2010-2011 data)	1.15%

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Describe the results of the State examination of the data.

A. 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.

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 the (# of districts in the State)] times 100.

$$1.15 \% = [2/174] * 100$$

Of the 174 school districts in NH in the 2010-2011 reporting period, 2 districts or 1.15% met the definition of “significant discrepancy” in the rates of suspension and expulsion for greater than 10 days in a school year.

There are three steps in this process: 1) identify districts with greater than 3% suspension/expulsion of students with IEPs for more than 10 days in a school year; 2) from that group of districts, remove the districts from the calculation if there were fewer than 11 students with IEPs in the district; 3) remove from the remaining districts any districts with fewer than 4 students with IEPs suspended or expelled for more than 10 days in the school year.

- The NHDOE determined that there were 3 districts that had greater than 3% suspension/expulsion of students with IEPs for more than 10 days in a school year.
- There were 0 of the 3 districts that had fewer than 11 students with IEPs, leaving 3 districts for consideration.
- Of the 3 districts remaining, 1 district that had fewer than 4 students with IEPs suspended or expelled for more than 10 days in the school year, leaving 2 districts that met the definition of significant discrepancy, for both the threshold and minimum “n” size.
- In total, the NHDOE removed 1 district from the numerator of 3 districts based on the minimum “n” size.

There were 2 districts that were determined to meet the definition of significant discrepancies in the rates of suspension and expulsions of greater than 10 days in a school year for children with IEPs.

Districts with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies	Percent of Districts that have a Significant Discrepancies in Rates for Suspension and Expulsion
FFY 2011 (using 2010-2011 data)	174	2	1.15%

*The NHDOE chose to use the total number of districts as the denominator for this indicator.

Review of Policies, Procedures, and Practices (completed in FFY 2011 using 2010-2011 data): If any Districts are identified with significant discrepancies:

For each of the 2 districts that the NHDOE identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, the NHDOE reviewed and, when appropriate, revised (or required the affected district to revise) the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. The NHDOE conducted the review required by 34 CFR §300.170(b) by permitting the districts to provide data and information to the NHDOE through a self-assessment. The district's self-assessment specifically covered a review of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. For any district that had significant discrepancies in both 4A and 4B, the NHDOE conducted an on-site visit to review the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

The NHDOE met the target for this indicator.

State Actual Data: 1.15 %

Target: 2.75%

As specified in OSEP Memorandum 13-6, in order to reduce reporting burden, in the FFY 2011 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2011 target.

Therefore the NHDOE will not be providing an explanation of progress or improvement activities for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Technical Assistance received by the NHDOE for this indicator is described in Indicator 4A.

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Overview of FFY Data:

FFY 2009 – SPP-Baseline Year: 0%

FFY 2010 – First Year of data: 0%

FFY 2011 – Second Year of data: 1.15%

Overview of Issue/Description of System or Process:

Data for this indicator are from *Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Subject to Disciplinary Removal for the school year — 2010-2011 due November 1, 2011)*. These data were submitted by districts via NHSEIS, the State database. The NHDOE verified the reliability and accuracy of the data through automated verification checks built into NHSEIS. The NHDOE did not sample from New Hampshire’s 618 data.

Definition of Significant Discrepancy

The NHDOE defines a “significant discrepancy” as any district with a rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs that is greater than 3% of students with IEPs enrolled in the district.

For any district that had greater than 3% students with IEPs suspended or expelled for greater than 10 days in a school year, districts that did not meet the following minimum “n” size requirements are removed from the count:

- A minimum of 11 children with IEPs in the district, consistent with the state assessment, NECAP.
- At least 4 students with IEPs suspended or expelled for greater than 10 days.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

For Indicator 4B, these minimum cell sizes are applied to the population of students with IEPs in each race and ethnicity category.

Identification of Comparison Methodology

Discrepancies were computed by comparing the rates of suspensions and expulsions for children with IEPs among LEAs (districts) within the state. The results of the NHDOE examination of the data are for the year before the reporting year (e.g. for the FFY 2011 APR, data are from 2010-2011), including data disaggregated to determine if significant discrepancies occurred in the rates of long-term suspensions and expulsions of children with IEPs. If the NHDOE determined that there were significant discrepancies in the suspension and expulsion rates, the NHDOE reviewed, and if appropriate, revised (or required the district to revise) the district’s policies, practices, and procedures relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards to ensure that the policies, procedures and practices comply with Part B.

FFY	Measurable and Rigorous Target
FFY 2011 (using 2010-2011 data)	0%

FFY	Actual Target Data
FFY 2011 (using 2010-2011 data)	1.15%

Describe the results of the State examination of the data.

Percent of districts that have: a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Percent=[(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs); and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

$$1.15\% = [(2/174)]*100$$

Of the 174 school districts in NH in 2010-2011, there were 2 or 1.15% that (a) met the definition of “significant discrepancy”, by race or ethnicity, in the rates of suspension and expulsion for greater than 10 days in a school year and (b) had policies, procedures or practices that contributed to the significant discrepancy and did not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

There are three steps in this process: 1) identify districts with greater than 3% suspension/expulsion of students with IEPs, by race or ethnicity, for more than 10 days in a school year; 2) from that group of districts, remove the districts from the calculation if there were fewer than 11 students with IEPs in the district in the identified racial or ethnic group(s); 3) remove from the remaining districts any districts with fewer than 4 students with IEPs in the identified racial or ethnic group suspended or expelled for more than 10 days in the school year.

- The NHDOE determined that there were 8 districts that had greater than 3% suspension/expulsion of students with IEPs for more than 10 days in a school year in one or more racial or ethnic group.
- There were 2 of the 8 districts that had fewer than 11 students with IEPs in the identified racial or ethnic group(s), leaving 6 districts for consideration
- Of the 6 districts remaining, there were 4 districts that had fewer than 4 students with IEPs in the identified racial or ethnic group(s) suspended or expelled for more than 10 days in the school year, leaving 2 districts that met the definition of significant discrepancy, for both the threshold and minimum “n” size.
- In total, the NHDOE removed 4 districts from the numerator of 6 districts based on the minimum “n” size.
- There were 2 districts that were determined to meet the definition of significant discrepancies by race or ethnicity in the rates of suspension and expulsions of greater than 10 days in a school year for children with IEPs.
- Of the 2 districts, 2 were determined to have policies, procedures or practices that contributed to the significant discrepancy and did not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

4B(a). Districts with Significant Discrepancy, by Race or Ethnicity*, in Rates of Suspension and Expulsion:

Year	Total Number of Districts**	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2011 (using 2010-2011 data)	174	2	1.15%

*All States are required to report race and ethnicity data using the new racial and ethnic categories no later than the data that the State reports for the 2010-2011 school year. This means that all States must report under Indicator 4B on significant discrepancies of children in the “two or more races” category with this APR.

**The NHDOE chose to keep the total number of districts in the denominator.

4B(b). Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent**
FFY 2011 (using 2010-2011 data)	174	2	1.15%

Review of Policies, Procedures, and Practices *(completed in FFY 2011 using 2010-2011 data):*

For each of the 2 districts that had significant discrepancies by race or ethnicity in the rates of suspensions and expulsions, the NHDOE conducted an on-site visit to review the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. The NHDOE conducted the review required by 34 CFR §300.170(b) by permitting the districts to provide data and information to the NHDOE during the on-site visit based on the *New Hampshire Department of Education Indicator 4 Self-Assessment Checklist*. These on-site reviews occurred prior to the February 15, 2013 submission of the APR.

Based on these reviews, the NHDOE was able to determine that 2 of the 2 districts had areas of noncompliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Of these 2 districts, one district was determined to have policies and procedures in place to implement IDEA relative to this indicator; however, local practices regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards contributed to the significant discrepancy. In order to effectively change these practices, the district has plans for systemic professional development and support for administration and staff in the high school regarding the appropriate implementation of the procedures, specifically with respect to students with IEPs who have challenging behaviors, including issues related to drug and alcohol abuse. The other district had a policy specific to manifestation determination that contributed to the significant discrepancy, which cascaded into issues regarding related procedures and practices. This district is working with the local administration and the school board to correct this policy and to develop the appropriate procedures related to this policy. Once this is done, training will be provided for staff around appropriate practices. Written findings of noncompliance, consistent with OSEP Memo 09-02, were made based on these data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

NH SPP Improvement Activity 1: Completed

The NHDOE reviewed several documents provided by OSEP as well as modules from other states then worked with representatives from NERRC to develop trainings for districts that had significant discrepancies. These trainings were designed to help districts prepare for their self-assessment of

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

policies, procedures and practices and to identify any root cause that may contribute to the significant discrepancy in the number of students with IEPs who were suspended or expelled greater than 10 days of the school year in their district. The 2012 Indicator 4 NHDOE on-site team worked with NERRC to review New York and Alaska models to support continued improvement of the on-site review team process. The 2012 Indicator 4 NHDOE on-site review team made revisions to the self-assessment requirements by providing improved detailed instructions for conducting the self-assessment. Information and technical assistance resources were made available to districts being reviewed, including the assistance from other districts that no longer have significant discrepancies in this area. Prior to the on-site visit, the NHDOE conferenced with the 2 districts to ensure that each district fully understood the requirements of the self-assessment. The NHDOE will use the information gathered from the on-site reviews to continue to develop training modules regarding this indicator.

NH SPP Improvement Activity 2: Completed

The NHDOE reviewed and made available to districts the *Measuring Significant Discrepancy: An Indicator B4 Technical Assistance Guide* released on March 12, 2012. The NHDOE used the information from the guide, particularly regarding Chapter 6 Small Cell Sizes to support smaller districts in the measurement of including informal reviews with the district of policies, practices and procedures, the use of positive behavior interventions and supports and procedural safeguards to reduce suspension and expulsion rates for children with IEPs. The NHDOE attributes the increase in the number of districts with small cell sizes that met the target for the indicator to the information provided in this technical assistance guide.

NH SPP Improvement Activity 3: Completed

The NHDOE researched and made information available to districts regarding effective behavioral supports and interventions. The NHDOE under our federally funded State Personnel Development Grant - NH RESPONDS has provided ongoing Positive Behavior Intervention and Supports (PBIS) training and technical assistance under a Response to Intervention framework for literacy and behavior to 13 schools (includes Early Childhood Education programs, Elementary Schools and 2 high schools) in our 5 SAU Demonstration Sites located throughout the state during 2011-2012. The NH RESPONDS grant had to cancel the planned final statewide NH RESPONDS RTI training for literacy and behavior to school teams on May 10, 2012 due to a conflict with a NHDOE Common Core State Standards training. The final Statewide NH RESPONDS RTI training was rescheduled for October 29, 2012 and included the NH RESPONDS demonstration sites presenting on their RTI tools, strategies, and data to other NH school teams. In addition, the NH RESPONDS staff are members of the NH State RTI Professional Learning Community (PLC) in an effort to collaborate and incorporate our NH RESPONDS work on RTI for literacy and PBIS into the NH State RTI framework. This year the NH State RTI PLC has been developing a NH RTI Implementation Plan.

NH SPP Improvement Activity 4: Completed

The NHDOE provided technical assistance on request to districts to support the use of positive behavioral interventions for students with disabilities as part of the work under our federally funded State Personnel Development Grant- NH RESPONDS.

NH SPP Improvement Activity Cluster: Completed

Improvement Activities listed in Indicator 1, 2, 3, 5, 8, 9, 10, and 13, are also relevant to improvement for this indicator.

Explanation of Progress and Slippage

The NHDOE did not meet the target of 0% compliance with this indicator.

State Actual Data: 1.15%

Target: 0%

The NHDOE demonstrated slippage in this indicator. In past years the NHDOE met the target of 0% for this indicator. This year 2 districts were determined to have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for the racial subgroup of White children with IEPs and had policies, procedures or practices that contributed to the significant discrepancy

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

and did not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. These are the same 2 districts that were identified with significant discrepancies under indicator 4A. The NHDOE, through the assessment and review process, identified the policies, procedures and/or practices that resulted in the significant discrepancies. One district has already implemented corrections (additional staff, positive program interventions, supports for students with behavioral issues, etc.). Issues in the other district appear to be more pervasive and the district is actively engaged in correcting policies, procedures or practices that were determined to have contributed to the noncompliance. The NHDOE will report on the correction of noncompliance as required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR.

Stakeholder Input

The NHDOE, Bureau of Special Education, continued to host the quarterly meetings with stakeholders to review the NH Special Education Information System (NHSEIS). A major focus of this group has been on Indicator 5 and FAPE in the LRE, specifically regarding the data used for this indicator. As a result, there has been an increase in the consistency of language regarding LRE, better understanding regarding IEP team decisions regarding placement, and improved quality of data entry at the local level.

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by (the total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% 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 separate schools, residential facilities, or homebound/ hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Overview of FFY Data	A. Inside the regular class 80% or more of the day.		B. Inside the regular class less than 40% of the day.		C. Served in public or private separate schools, residential placements, homebound or hospital placements.	
	Actual Data	Target	Actual Data	Target	Actual Data	Target
FFY 2009 APR- Baseline	48.71%		19.18%		2.82%	
FFY 2010 APR First year of Data	72.62%	49%	8.56%	18%	2.67%	2.82%
FFY 2011 APR Second Year of Data	73.73%	51%	8.32%	16%	2.60%	2.75%

Actual Target Data for FFY 2011 (reporting period July 1, 2011 – June 30, 2012):

Calculation

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
73.73% = [(19,364) / (26,264)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
8.32% = [(2,184) / (26,264)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
2.60% = [(684) / (26,264)] times 100.

Explanation of Calculation

Data reported in the federal Annual IDEA Data Report, *Table 1 Report of Children with Disabilities receiving Special Education under Part B of the Individuals with Disabilities Education Act* and *Table 3 Part Individuals with Disabilities Education Act Implementation of FAPE Requirements* were used for this indicator. The NHDOE based the numbers for the calculation of this indicator on the data entered by districts into the special education statewide data system (NHSEIS): 26,264 children with IEPs ages 6-21 with data points in NHSEIS on 10/1/2011. As in the past, the NHDOE has not included the non-duplicated counts for youth in correctional facilities and children parentally placed in private schools in the reported data for this indicator.

These figures reflect data submitted through EDEN by the NHDOE for Table 3 for October 1, 2011 and are consistent with the 618 data reported by the NHDOE.

The NHDOE used a number of district entered data points from NHSEIS to calculate the amount of time a student was in the regular class (part A. and part B. of the measurement). The data points include the

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

type of service, the setting in which the service was to be provided, the length of time for the service and length of the school day for the student. The NHDOE calculated the amount of time the child was inside the regular class by taking the length of the school day less the time the child was in a special education setting. In other words, if the length of the school day for a child was 6 hours and the child had 1 hour of services in a special education setting, the child was considered to be in the regular class for 5 hours a day or 83.33% of the time. The NHDOE included students enrolled in public academies and joint management agreement (JMA) schools in the same manner as students enrolled in public schools.

The NHDOE data analysis to determine the amount of time the child was in special education settings did not include time when a child was receiving transportation, in a regular education class, or overlapping services. When the NHDOE calculated the data, if the length of school day for the child did not correspond with the total hours of services identified in the IEP, the NHDOE used the length of school day for the school the child was attending. The length of school day for the school was entered by the district in the reference site in NHSEIS.

For part C. of the measurement, the NHDOE included all children with IEPs served in a separate school, residential facility or homebound/hospital placements.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

A. Inside the regular class 80% or more of the day		A. Status	B. Inside the regular class less than 40% of the day		B. Status	C. Served in public or private separate schools, residential placements, homebound or hospital placements.		C. Status
Actual Data	Target		Actual Data	Target		Actual Data	Target	
73.73%	51%	Met	8.32%	16%	Met	2.60%	2.75%	Met

As specified in OSEP Memorandum 13-6, in order to reduce reporting burden, in the FFY 2011 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2011 target.

Therefore the NHDOE will not be providing an explanation of progress or improvement activities for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Measurement:

- A. Percent = $\left[\frac{\text{(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total # of children aged 3 through 5 with IEPs)}} \right]$ times 100.
- B. Percent = $\left[\frac{\text{(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility)}}{\text{(total # of children aged 3 through 5 with IEPs)}} \right]$ times 100.

Pursuant to OSEP *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table*, in the FFY 2011 SPP submission, the NHDOE has establish baseline, targets, and improvement activities for this indicator using the 2011-2012 data. States are not required to report on this indicator in this APR.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE elected to use the *ECO Suggested Format for APR Indicator B7*, in the development of this indicator.

Stakeholder Input

The NHDOE sought input from New Hampshire Special Education Preschool providers, New Hampshire Special Education Directors, PTAN Regional groups, the New Hampshire Parent Information Center (NH's PTI), representatives from the three Preschool Outcomes Measurement System (POMS) publishers – (Brookes Publishing – AEPSi; Curriculum Associates – Brigance; and Teaching Strategies – TS GOLD) in the development of this indicator.

The NHDOE, after careful review of the Curriculum Associates – Brigance IED II system and collaboration with ECO and field users of the Brigance IED II, concluded that it was no longer feasible to use the Brigance IED II as one of the tools to measure progress for preschool children with disabilities in NH. FFY 11 is the final year for reporting data for the Brigance IED II.

In August 2012, the NHDOE hosted a Stakeholder meeting with selected key field users throughout the state representing the different regions of the state; size of districts; role in the district; and different POMS tools. The purpose of the meeting was to examine the way POMS data was being publically reported and shared with the local school districts. Areas of examination included: was reported data understandable and usable at the district level; was there a better way to publically report the data [the small cell size in many NH districts impacts percentages]; and how were districts using the data to inform instruction and improve services for children.

Technical Assistance

The NHDOE has continued to benefit from support from: the Office of Special Education Programs (OSEP); the National Early Childhood Technical Assistance Center (NECTAC); the Early Childhood Outcome Center (ECO); the Northeast Regional Resource Center (NERRC); and colleagues in other states. This support has assisted the NHDOE with the development and implementation of the outcome system described in this indicator, including: increased validity and reliability of data, more effective implementation of the outcome system, enhanced system for monitoring, and professional development to enhance local capacity. Technical assistance has included: phone, e-mail and on-site support; resources (PowerPoints, FAQs, etc.) from OSEP and ECO; national conferences; meetings with Nebraska, Colorado, ECO and the publishers. A stakeholder meeting held in August 2012 was co-presented by Cornelia Taylor of ECO and the NHDOE, to examine how the data is reported back to districts. The NHDOE has participated in ECO conferences and teleconferences to support the development of the NH Preschool Outcome Measurement System as well as in the OSEP Mega Conference, and the Outcomes Conference.

In June 2011, the NHDOE participated in a webinar by Lynne Kahn of ECO at UNC and Kathy Hebbeler of ECO at SRI International: *Updates on Child Outcomes for Early Childhood Special Education* regarding reporting requirements and national data.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 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:

Outcomes:

- 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.

Progress categories for A, B and C:

- 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 = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = $[\# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in category (d)} \div [\# \text{ of preschool children reported in progress category (a) plus } \# \text{ of preschool children reported in progress category (b) plus } \# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in progress category (d)}] \times 100$.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = $[\# \text{ of preschool children reported in progress category (d) plus } \# \text{ of preschool children reported in progress category (e)} \div \text{the total } \# \text{ of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)}] \times 100$.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Target Data and Actual Target Data for FFY 2011 (2011-2012)
Targets and Actual Data for Preschool Children Exiting in FFY 2011 (2011-2012)

Summary Statements	Actual FFY 2010 (% and # children)	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program. Formula: $c+d/a+b+c+d$	69.6% (n= 665)	70% (n=693)	67%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program. Formula: $d+e/a+b+c+d+e$	68.4% (n= 1070)	67.2% (n= 1069)	71.5%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program. Formula: $c+d/a+b+c+d$	73% (n= 911)	73.7% (n= 882)	68%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program. Formula: $d+e/a+b+c+d+e$	50.7% (n= 1070)	55.9% (n= 1069)	53.7%
Outcome C: Use of appropriate behaviors to meet their needs			
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program. Formula: $c+d/a+b+c+d$	68% (n= 843)	73.9% (n= 881)	69%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program. Formula: $d+e/a+b+c+d+e$	55.2% (n= 1070)	58.8% (n= 1069)	63.5%

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Progress Data for Preschool Children FFY 2011

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	24	2.2%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	184	17.2%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	143	13.4%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	342	32%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	376	35.2%
Total	N= 1069	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	19	1.8%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	213	19.9%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	239	22.4%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	411	38.4%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	187	17.5%
Total	N= 1069	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	30	2.8%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	200	18.7%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	210	19.6%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	441	41.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	188	17.6%
Total	N= 1069	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

NH SPP Improvement Activity 1: Completed

The NHDOE, working with the POMS TA and PTAN implemented a plan that provided intensive TA supports to those districts to support progress to meet the State targets. Ongoing intensive technical assistance was provided by the NHDOE through the POMS TA consultant in conjunction with PTAN via e-mail, phone support, regional meetings and on-site visits to review and explain established state targets. Support and guidance was provided to districts to review program and service provisions for children to enable districts to meet state targets. The development of the *POMS Calculation and Explanation Guide* was provided to districts to assist in explaining the districts performance in relation to the State targets for Indicator 7.

In addition the NHDOE, working with the POMS TA consultant, PTAN and Lynne Kahn from the National Early Childhood Technical Assistance Center (NECTAC) hosted a stakeholders meeting in August to obtain information for future decision making regarding the process of reporting data to districts and provided local districts with information and resources to assist in understanding, reporting and using data to inform instruction.

NH SPP Improvement Activity 2: Completed

POMS updates regarding the termination of Curriculum Associates Brigance IED II system as an assessment tool for POMS was posted on the PTAN website, mailed electronically to preschool special education administrators statewide and discussed at regional clinical support meetings statewide. Information regarding trainings for Brookes Publishing AEPSi and Teaching Strategies GOLD was also posted on the PTAN website and disseminated electronically.

The POMS TA consultant in collaboration with PTAN attended various regional PTAN meetings to review the process for the transfer of data from the Curriculum Associates Brigance IED II system to either Brookes Publishing AEPSi or Teaching Strategies GOLD system.

NH SPP Improvement Activity 3: Completed

The NHDOE, through the POMS TA consultant collaborated with PTAN to review and revise the *Preschool Outcome Measurement Toolkit*. Due to the termination of the Curriculum Associates Brigance IED II system, the *Preschool Outcomes Measurement Toolkit* required revision to eliminate references to the tool and include more information regarding Teaching Strategies GOLD which took the place of Creative Curriculum.

A newly revised spreadsheet of each district's POMS tool was developed to assist districts in locating which district was using which tool in order to make the transfer of data for children more seamless when moving from one district to another and to promote collegial support and collaboration. *Tip Sheets for Data Entry* were reviewed and updated as necessary as well as the development of "*Troubleshooting Tips*" for each tool. Work on a tip sheet for districts to run the OSEP Progress Report is underway.

NH SPP Improvement Activity 4: Completed

PTAN and the POMS TA consultant responded to questions regarding the outcome measurement system with e-mail, telephone consultation and/or on-site visits. In addition, the POMS TA consultant attended PTAN regional meetings to provide updated POMS information throughout the year. A process was developed to assist districts in the transfer of data from the Curriculum Associates Brigance IED II system to Teaching Strategies GOLD and AEPSi. The POMS TA consultant visited regional PTAN meetings to review the process- disseminating handouts, conducting a power point presentation and answering questions regarding the process from the field.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

NH SPP Improvement Activity 5: Completed

PTAN project staff in collaboration with the NHDOE and POMS TA consultant assembled a POMS advisory committee consisting of preschool special education administrators committed to supporting the State's efforts to develop and improve the outcome measurement system. The Advisory Committee was instrumental in providing the Department with feedback and recommendations regarding terminating use of the Brigance IED II system as a POMS assessment tool. In addition, PTAN project staff in collaboration with the POMS TA consultant identified key preschool special education administrators who demonstrated expertise and leadership in the administration of their district's chosen POMS tools. These 'POMS tool experts' have provided technical assistance, mentorship and training for their colleagues statewide.

NH SPP Improvement Activity 6: Completed

Due to the termination of Curriculum Associates Brigance IED II system as a POMS assessment tool, the NHDOE and the POMS TA consultant worked with Brookes Publishing (AEPSi) and Teaching Strategies (TS GOLD) to offer incentives for former users of Brigance IED II to enter into an agreement with one of those two publishers.

Each publisher – Brookes Publishing (AEPSi) and Teaching Strategies (TS GOLD) offered training opportunities at no cost to the field to learn about their tool. By the end of March 2012, all NH districts were trained in the use of the new assessment system they had chosen. Both publishers provided ongoing technical support (via telephone and/or e-mail consultation) as well as online tutorials with updated information for experienced as well as new users. Plans are being made for a webinar by Brookes Publishing in the fall for the newest users of the system to gain more insight about AEPSi. Teaching Strategies is collaborating with the NHDOE to develop the next step in using the results of the tool to inform instruction.

NH SPP Improvement Activity 7: Completed

The NHDOE Preschool Education Consultant working with the POMS TA consultant and in collaboration with PTAN and field users identified a distinct need to make a decision regarding the continuation of Curriculum Associates Brigance IED II system as a viable POMS assessment tool for New Hampshire. As a result of the August 2011 Roundtable discussion with all publishers and continual efforts by the NHDOE to work with remediating and rectifying ongoing concerns with the Brigance IED II system, it was determined that it was inevitable that Curriculum Associates Brigance IED II would be eliminated as a tool for POMS assessment. THE NHDOE outlined to field users the ongoing difficulty with continuing with the tool through memos and e-mails from the department.

The NHDOE Preschool Education consultant through activities such as the POMS Stakeholder's Meeting, POMS Advisory Committee meetings, collaboration with the POMS TA Consultant and PTAN project staff, and ongoing e-mail and telephone contact with field users identified new areas of data entry as it applied to the transition of the Brigance IED II system to Teaching Strategies GOLD and Brookes Publishing AEPSi. Ongoing work with the publishers kept field users up to date with enhancements to the online systems. Identifying key field users in NH as '*resident experts*' in their respective tools has further assisted other field users in understanding and implementing the assessments correctly.

NH SPP Improvement Activity 8: Completed

Three months prior to running the final Preschool Outcomes Measurement report for OSEP, the NHDOE runs a trial report. A comparison of that data is made to the information provided by each district to the NHDOE earlier in the year regarding entry and exit data. Districts were notified electronically of the preliminary run, as well as it being discussed at PTAN regional meetings. "*Tip Sheets for Data Entry*" and "*Troubleshooting Tips*" for each publisher's tool were provided electronically to each user along with the notification. In addition, the document "*Steps for Running Progress Data Reports*" for each publisher's tool was provided to users to proactively insure accurate data reported. After the preliminary report run, feedback was provided to each district in the form of e-mail, telephone contact or on-site visits; depending upon the level of support required to insure validity and accuracy of data. Due to the termination of Curriculum Associates Brigance IED II system, the POMS TA consultant provided technical assistance early on to insure that data from that tool was reported as accurately and completely as possible.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

At the conclusion of the final OSEP run, data was then reviewed and compiled. Districts still in need of support were targeted for more intensive technical assistance in order to insure accuracy of the data being provided.

Explanation of Progress or Slippage: Discussion of Summary Statements and a-e Progress Data for FFY 2011

- Compare last year's actual summary statement data to this year's actual summary statement data and discuss whether or not progress was made.

Summary Statement 1	Actual FFY 2010 (% and # children)	Actual FFY 2011 (% and # children)	Progress
Outcome A – Social/Emotional Skills	69.6% (n=665)	70% (n=693)	Increase of .4 percentage points
Outcome B - Knowledge and Skills	73% (n=911)	73.7% (n=882)	Increase of .7 percentage points
Outcome C – Appropriate Behaviors	68% (n=843)	73.9% (n=881)	Increase of 5.9 percentage points

Summary Statement 2	Actual FFY 2010 (% and # children)	Actual FFY 2011 (% and # children)	Progress
Outcome A – Social/Emotional Skills	68.4% (n=1070)	67.2% (n=1069)	Decrease of 1.2 percentage points
Outcome B - Knowledge and Skills	50.7% (n=1070)	55.9% (n=1069)	Increase of 5.2 percentage points
Outcome C – Appropriate Behaviors	55.2% (n=1070)	58.8% (n=1069)	Increase of 3.6 percentage points

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- Compare this year’s actual summary statement data to the summary statement targets and discuss whether or not targets were met.

Summary Statement 1	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)	Target Met
Outcome A – Social/Emotional Skills	70% (n=693)	67%	Yes
Outcome B - Knowledge and Skills	73.7% (n=882)	68%	Yes
Outcome C – Appropriate Behaviors	73.9% (n=881)	69%	Yes

Summary Statement 2	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)	Target Met
Outcome A – Social/Emotional Skills	67.2% (n=1069)	71.5%	No
Outcome B - Knowledge and Skills	55.9% (n=1069)	53.7%	Yes
Outcome C – Appropriate Behaviors	58.8% (n=1069)	63.5%	No

Summary Statement 1: Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

The NHDOE exceeded the targets for Summary Statement 1 for each of the three outcomes. The state made progress on outcomes A, B, and C. The State attributes this progress to: 1) the collaboration between the NHDOE, POMS TA consultant and PTAN providing intensive ongoing technical assistance to districts resulting in more consistent and accurate data being reported; 2) ongoing communication with the publishers; and 3) performance support from the National Early Childhood Center (NECTAC) and Early Childhood Outcomes Center (ECO).

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turn 6 years of age or exited the program.

The NHDOE exceeded 1 of the targets for Summary Statement 2 on Outcome B. The state made progress on Outcomes B and C.

- **Discuss the number of children in the data set and the number/percentage of children missing in the outcomes data. Describe how you calculate the missing data.**

The NHDOE will work with ECO and stakeholders to determine if targets for Summary Statement 2 need to be re-established. The slippage appears to be a factor of a higher than expected percentage of children in category “e” (children who maintained functioning at a level comparable to same age peers). The NHDOE did a tool-by-tool analysis and noted that Brigance had an inflated percent of Outcome A, category “e” (51.1%). TS GOLD also had higher than expected results for Summary Statement 2, category “e” (A = 28.4%; B = 26.9%; and C = 31.4%), which added to the higher percentage in e. As Brigance is no longer in use that will not impact future data. The NHDOE will work with TS GOLD to determine if this is a system wide issue based on the assessment tool or if there is a need for increased rater-reliability.

The NHDOE reported POMS data for 1,069 children. This is consistent with the expected number of children who would be exiting preschool special education in New Hampshire. This expectation is based on the assumption that slightly more than one third of children ages 3 through 5 would be exiting preschool special education. The federal child count for children ages 3-5 with IEPs on 10/1/11 was 3,158. One third of that number is 1,053. Another way to base the expected number of children exiting would be to compare the number reported as exited (1,069) to the number of five year olds in preschool special education (1,165). Therefore it is reasonable to conclude that the actual number reported is representative of the children who should be included in the data. In addition the number of children reported is very consistent with the number reported last year FFY 10 of 1,070.

NH continues to recognize that there were a small number of children with missing data. This was a result of missing data on children who move into or out of a district that uses the Brigance tool published by Curriculum Associates (CA). CA has been unable to allow for the sharing of the Child Outcome Score. While this is not believed to be a significant number at the state level, it has a potentially significant result for some districts. The NHDOE, with support from ECO, worked with CA to try and resolve this issue. After numerous attempts to resolve the continued concerns with the Brigance IED II, the NHDOE reached the decision to eliminate the Brigance IED II as one of the approved POMS tools in NH. FFY 11 will be the last year results will be reported for the Brigance IED II. In addition, there is 1 district that has not been compliant with the requirements to report on POMS. This is a small district so once again it is not believed that this has an impact on State level results but does impact local data. Additional monitoring and enforcement actions have been taken with this district.

- **Discuss the a-e progress data with regard to patterns in the data and how they compare to what you would expect. Is the state’s percentage in “a” higher than you would expect? Is the State’s percentage in “b”, “c”, “d”, or “e” lower or higher than you would expect?**

A review of the a-e progress data reflects patterns for NH that was expected for all categories except “e.” The state’s percentage in category “a” is lower than other categories and is on target for the population assessed. It was expected that categories “b” and “c” be somewhat comparable to each other, while category “d” score higher. Category “e” being lower than category “d” is also expected except for the higher score in Outcome A. This was due largely in part to the higher percent (51.1%) for the Brigance, coupled with the somewhat inflated score (28.4%) for TS GOLD on category “e” in Outcome A. Overall the patterns in the data for NH are expected.

The NHDOE has experienced many challenges with the Curriculum Associates Brigance IED II and has looked closely at the data reported by each of the three tools. When reviewing the data of categories a-e, the Brigance IED II indicates some anomalies in the pattern. An alternative review of the data was made minus the Brigance IED II. The data pattern without the Brigance IED II was more consistent between AEPSi and Teaching Strategies GOLD. New Hampshire exceeded all state targets for Summary Statement 1 and met or exceeded 2 out of 3 targets for Summary Statement 2. See below:

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Summary Statement 1 With AEPSi and TS GOLD Data only	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)	Target Met
Outcome A – Social/Emotional Skills	77.3% (n=472)	67%	Yes
Outcome B - Knowledge and Skills	77.4% (n=486)	68%	Yes
Outcome C – Appropriate Behaviors	81.7% (n=471)	69%	Yes

Summary Statement 2 With AEPSi and TS GOLD Data only	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)	Target Met
Outcome A – Social/Emotional Skills	64% (n=617)	71.5%	No
Outcome B - Knowledge and Skills	60.6% (n=617)	53.7%	Yes
Outcome C – Appropriate Behaviors	68.6% (n=617)	63.5%	Yes

NH will continue to use AEPSi and Teaching Strategies GOLD for POMS reporting. The NHDOE in collaboration with Teaching Strategies, Brookes Publishing, PTAN, and ECO will continue to provide trainings opportunities for former Brigance IED II users in the other tools and will provide continued technical assistance for those users as they transition to other tools. Training opportunities during the 2011-2012 year included: on-site regional training by the publishers; mentoring opportunities for new users with veteran users of AEPSi and TS GOLD; intensive technical assistance by the NHDOE POMS TA consultant and PTAN. By December 2012 all children in the Brigance IED II were transferred into either AEPSi or TS GOLD. There will be a transition period for this change. The NHDOE has worked closely with ECO to ensure that this transition is as smooth as possible and results in the minimum amount of data loss.

Additional information required by OSEP APR Response Table for the indicator:

Statement from Response Table	State's Response
The State must report progress data and actual target data for FFY 2011 with the FFY 2011 APR.	The NHDOE has reported on progress data and actual target data in this APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR.

Stakeholder Input

The NHDOE sought input from families, the New Hampshire Parent Information Center (NH's PTI), individuals from the NH State Advisory Committee on the Education of Students/Children with Disabilities (SAC) and school representatives through all phases of this process for the 2011-2012 parent survey. This is the fifth year of the Indicator 8 workgroup where school and family members met to provide support to the Department of Education regarding the parent survey.

Technical Assistance

The NHDOE received technical assistance from the Data Accountability Center (DAC), previously the NCSEAM Center.

The New Hampshire Department of Education, Bureau of Special Education continued to use the "Improving Relationships & Results: Building Family and School Partnerships Toolkit" in trainings during the 2011-2012 school year. All technical assistance trainings from the Bureau of Special Education funded "NH Connections" project provided to schools and organizations during the 2011-2012 school year were based on the "Improving Relationships & Results: Building Family and School Partnerships" training. The training is posted on the NH Connections website at:

<http://www.nhconnections.org/resources.shtml> and is a course option in our Online Professional Education Network (OPEN) program located at:

<http://nheon.org/opennh/courses/CurrentCourseSchedule.html>

<http://nheon.org/opennh/courses/syllabi/index.html>

Dr. Batya Elbaum from DAC provided ongoing technical assistance to the Bureau regarding the parent survey administration and parent involvement improvement activities via conference calls, webinars and statewide trainings.

- Batya Elbaum provided the following technical assistance to support improvements to the 2011-2012 parent survey: measurement over time of survey results; analysis of data and outcomes at the state, district and school level; the determination of effectiveness of the improvement activities at the state and district level based on survey results and informal feedback, and the analysis of the relationship of the impact of the improved success of this indicator regarding school and family partnerships.
- On December 5, 2011, Batya Elbaum from Data Accountability Center (DAC), staff from Measurement Incorporated, the NH Connections Project, the Bureau of Special Education and local Special Education Directors presented a statewide webinar entitled, "Decision Making Based on the Data". This webinar reviewed the 2011 statewide results, explained how the data is shared with districts, and discussed how to use the results to increase family/school partnerships in special education.
- Batya Elbaum coordinated with the NHDOE, Measurement Incorporated and the "NH Connections" project to present *Indicator 8 Parent Survey Data Utilization Training* on Wednesday, May 2, 2012. The full day training worked with district staff to be able to:
 - Understand the Indicator 8 parent survey data, how the data is analyzed and what the results tell us about schools' facilitation of parent involvement.
 - Understand how data can be used as a tool to develop strategies to improve family-school partnerships in special education.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- Develop improvement planning strategies based on a research-based model of improvement planning.
- During the month of June 2012, Batya Elbaum worked with the NHDOE, Measurement Incorporated and NH Connections to prepare a presentation to the State Association of Special Educators. This presentation reviewed the work accomplished in the 2011-2012 school year and explored what schools and families need to support their continuing efforts in establishing and maintaining school and family partnerships to support effective outcomes for students with disabilities for the coming school year.
- During the month of August 2012, Batya Elbaum reviewed early data results from 2011-2012 parent survey and provided guidance to the Department regarding the need for statewide supports including examples of improvement activities from other states to promote continued progress for 2012-2013 school year.

In summary, the technical assistance provided by the Data Accountability Center focused on the following areas during the 2011-2012 parent survey administration year:

- Built school and family partnerships based on research that embrace the community culture.
- Designed training modules that takes the research model to the school level where data is utilized to create an improvement plan that meets the needs of the community.
- Established a community of practice where schools and community partner at a local regional and state level to facilitate parent involvement as a means of improving services and results for children with disabilities. Such community of practice has created local and statewide leadership regarding parent involvement.
- Engaged schools and families to envision resources and supports to sustain the schools and family partnerships and to think about how such partnerships had direct relationship to the improved outcomes for children with disabilities. Please refer to the improvement activities for Indicator 8 listed below for additional information.

Monitoring Priority: FAPE in the LRE

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 FFY Data:

- FFY 2007 SPP – Baseline Year: 32%**
- FFY 2008 APR – First Year of data: 45%**
- FFY 2009 APR – Second Year of data: 47%**
- FFY 2010 APR – Third Year of data: 50%**
- FFY 2011 APR – Fourth Year of data: 51%**

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

FFY	Measurable and Rigorous Target
FFY 2011	In NH, 36% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

FFY	Actual Target Data
FFY 2011	51%

Actual Target Data for FFY 2011 (reporting period July 1, 2011 – June 30, 2012):

Calculation

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.

$$51\% = [2,494/4,891) \times 100$$

Explanation of calculation

Response Rate

In order to interpret the results it is important to understand the overall response rate.

The surveys were sent to New Hampshire parents of all children with disabilities: 2,832 parents of preschool and 29,090 parents of school age children with a combined total of 31,922. A total of 4,891 parents of children with disabilities completed the survey.

$$15\% = [(4,891/31,922) \times 100]$$

This is an overall statewide response rate of 15%.

This is a decrease of 4 percentage points in the response rate from the 19% response in both 2010-2011 and in 2009-2010. It is consistent with the response rate of 2008-2009. Although there is no definitive information on why there has been a decrease, the NHDOE is aware that this may be a result of survey fatigue. The NHDOE is looking at strategies to improve the response rate and open to exploring options that would meet OSEP requirements for this indicator but reduce the burden on parent's to complete the survey on an annual basis.

Results

New Hampshire had a total of 2,494 respondent parents of children with disabilities who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This means that 51% of the respondents reported that schools facilitated parent involvement.

These data show progress of 1 percentage points from 50% in 2010-2011 to 51% in 2010-2011.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

The following table shows the 2011-2012 NH Survey Results of the Percentage of Parents Response At or Above the Standard. The standard is set at a Rasch score of 600 based on recommendations from the NCSEAM pilot study.

2011-2012					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD *		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
Preschool	634	398	63%	59.1%	66.6%
School Age	4,257	2,096	49%	47.9%	50.9%
Combined	4,891	2,494	51%	49.8%	52.6%

For more detailed information on the survey and the results, please refer to:
http://www.education.nh.gov/instruction/special_ed/parent_involv.htm

Representativeness

Of the **4,891** surveys received, **4,740** or 96.91% of the surveys held enough data/information to be included in the determination of representativeness. For the student demographic variables of gender and race/ethnicity the parents who responded to the survey were representative of the statewide population of parents of children with disabilities based on the October 2011 Federal Child Count for Special Education. This was determined through a comparison of the respondents' children to the special education population overall by gender and race/ethnicity. More information on this is available at:
http://www.education.nh.gov/instruction/special_ed/documents/year4_statewide_nh_parent_survey_report.pdf

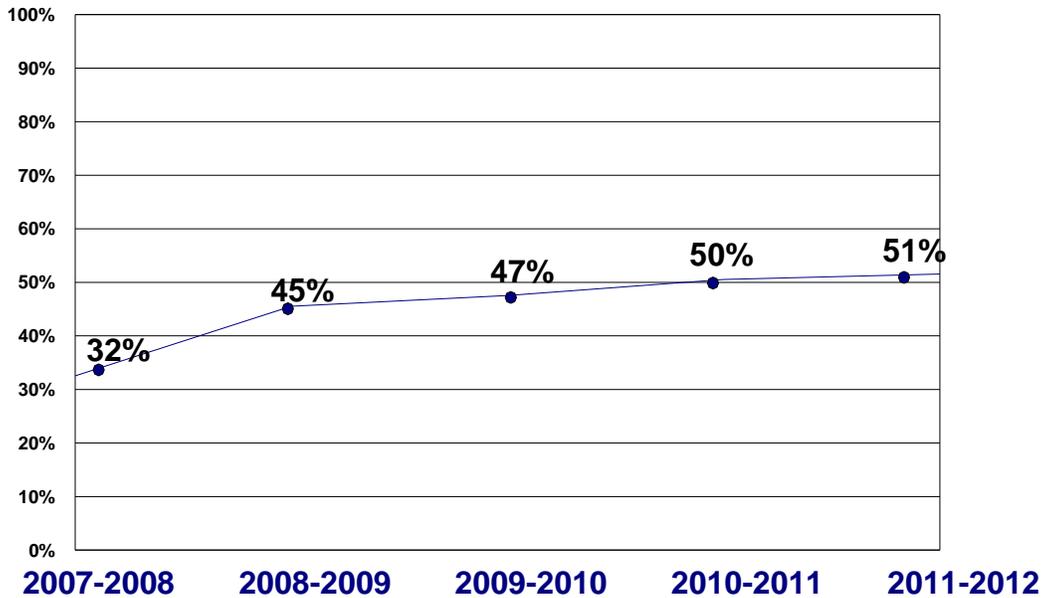
Definitions

Rasch Score: The Rasch measurement model provides an accurate, reliable method for measuring the extent to which parents report that their schools facilitated parent involvement as a means of improving services and results for children with disabilities. For Indicator 8, New Hampshire used the Rasch measurement model to score each set of survey responses based on a valid, reliable measurement scale. This is the same approach used in estimating scores on standardized tests such as the **Scholastic Aptitude Test (SAT)**. Similar to any standardized testing, this then allows for a cut-off point or a standard to be set. For this survey, the standard was set at 600 which reflects a substantially high level of parental agreement with the survey items. When a parent's survey score is 600 or above it is reasonable to say that they are reporting that their schools facilitated parent involvement as a means of improving services and results for children with disabilities. A parent's survey score of 600 or above can be interpreted as an indication of partnership between the school and the family.

The following graph illustrates that since the baseline was established in the 2007-2008 school year, there has been a 19 percentage point increase from 32% to 51% of the total number of parents of children with disabilities who replied to the survey and reported that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.

In 2012, there was a 1% increase in the statewide percentage of parents who indicated that schools facilitated parent engagement as a means of improving special education services. This represents continued significant improvement (19%) over the past five years from 32% to 51% in parent ratings on this parent involvement indicator.

Figure 1
Percentage of Agreement with Indicator B-8
Across the Past Five Years



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Note: The NHDOE reports improvement activities previously completed or not completed based on the expectations for the reporting period. Many activities are ongoing and will be continued in the next year even though they have been completed for the reporting period.

NH SPP Improvement Activity 1: Completed

During the 2011-2012 administration of the parent survey, the NHDOE and Measurement Incorporated, the designated contractor, continued to provide targeted technical assistance to districts to increase the number of accurate addresses to which the surveys were sent in the following ways:

- The NHDOE issued FY12 Memo #23 the New Hampshire Parent Involvement Survey Administration on March 12, 2012. This memo included detailed information outlining the process to be used regarding the survey administration to districts to ensure efficiency in distributing the survey to parents. This memo included improvements to the parent survey administration based on feedback to the NHDOE by districts and families .For more detailed information please refer to: http://www.education.nh.gov/instruction/special_ed/documents/fy12_memo23_parent_involvement_survey_2011_2012.pdf
- In 2011-2012 the Bureau continued to host Indicator B-8 Input Group meetings to discuss improvement activities and procedures to increase the accuracy of contact information of parents for the 2011-2012 survey administration. Members of the Indicator B-8 Input Group, consisting of representatives from school and family organizations, provided suggestions to the Bureau of Special Education. Many of the suggestions were incorporated into the technical assistance that was provided to districts. Targeted technical assistance was given to each district in the state. Additional support was provided for districts with new staff and those districts who asked for assistance to improve their overall response rate. The assistance supported district staff to update databases regarding parent contact information.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- During the 2011-2012 school year, Measurement Incorporated worked with districts to ensure that the most accurate contact information for parents was used in mailing the survey to the parents. Arrangements were made for the surveys to be mailed directly to the parents from the district.
- During the 2011-2012 Parent Survey Administration time period, Measurement Incorporated provided ongoing “hotline” communication to provide parents, informed citizens, and districts the targeted technical assistance needed for the 2011-2012 survey dissemination to ensure the accuracy and efficiency of the survey administration process.
- Following the completion of the 2011-2012 Parent Survey, Measurement Incorporated conducted a web-based survey with follow-up phone calls to receive feedback from the Directors of Special Education regarding the administration of the Parent Involvement Survey. The NHDOE will make improvements to the process and are developing trainings to the districts based on the results of the feedback survey for the 2012-2013 Parent Survey Administration.

NH SPP Improvement Activity 2: Completed

Measurement Incorporated continued to increase their outreach to districts to support the use of alternative survey methods (i.e., interpreters, readers, on-line access) for families in need of these services in the following:

- Each district was contacted to ensure that families were provided the supports of alternative survey methods needed.
- School districts and parent group outreach campaigns were supported in how to inform families about alternative survey options.
- Measurement Incorporated offered technical assistance to districts to upload the Parent Involvement online survey onto their websites in response to requests from parent groups.
- Readers from the NH State Public Library were made available to families to read the survey. Families were made aware of this option through the “hotline” communication service provided by Measurement Incorporated.
- Universally versions of the survey (i.e., preschool and school age) were provided in Spanish and English. Thirty-nine or 0.8% of the surveys were completed and submitted in Spanish in the 2011-2012 administration.
- Thirty-one surveys or 0.6% were submitted by parents who had an interpreter translate the survey to their native language in 2011-2012. Surveys were translated for parents whose native languages were Mai-Mai, Somali, Albanian, Arabic, Bosnian, Croation, Krahn, Vietnamese, Liberian, Cantonese, Greek, Russian, Rawandan, Swahili, Nepalese, Kurundi, Krio, Haitian French Creole, and French.
- In the 2011-2012 school year 12% of respondents (566 of the 4891 parents) completed the survey online. The online survey was available in both English and Spanish for parents of preschool and school age children.

NH SPP Improvement Activity 3: Completed

During the 2011-2012 school year, the NHDOE provided technical assistance through its various vendors, Measurement Incorporated and NH Connections at the State, Regional and local level. The NHDOE worked with Measurement Incorporated and the NH Connections project to assist districts in identifying specific strategies in multiple ways:

- The NH Connections project reached out to all districts that had a response rate below the state target, sharing what has worked in other communities and encouraging them to participate in regional activities that shared strategies among school districts and families to strengthen partnerships. This distribution of information and showcase of what is working in other districts allowed districts to learn from each other and provided a vehicle for follow-up phone calls and invitations to statewide and regional events to discuss the survey.
- The NHDOE hosted a webinar entitled “Decision-Making Based on Data.” Batya Elbaum from Data Accountability Center (DAC), staff from Measurement Incorporated, the NH Connections Project, the Bureau of Special Education and Districts designed this webinar. This webinar reviewed the 2011 statewide results, explained how the data is shared with districts, and discussed how to use the results to increase family/school partnerships in special education. NH school district examples were showcased so that school districts could learn from each other.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- The NH Connections project worked with school districts in each of the five Superintendent regions to hold a regional follow-up topical meetings aligned with the information outlined in the webinar such as strategies to increase response rates and on how to read and interpret district results. These regional meetings were hosted by districts who have been successful not only with their response rate but in performance on the Indicator. These districts shared their successes with their communities and peers.
- NH Connections provided individualized targeted technical assistance to districts across the state to develop improvement plans. The improvement planning process used the model developed by Dr. Batya Elbaum from the Data Accountability Center (DAC). NH Connections facilitated in the development of these improvement plans to assist districts in demonstrating the use of the parent survey data as a strategy to improve response rates. This targeted technical assistance allowed districts to develop improvement strategies such as workshops and staff development opportunities, co-facilitating family-school meetings, the development and support of family-school partnership groups, updating parent education sections of school district special education websites and implementing strategies to increase family-school communication.

NH SPP Improvement Activity 4: Completed

The NHDOE, Measurement Incorporated, and the NH Connections project reached out to all districts that substantially exceeded the state target to be involved in NH's Indicator 8 Input Group. The NH Indicator 8 Input Group is a multi-stakeholder group that meets bi-annually to review data and provide feedback to the NHDOE. Additionally, these districts were invited to participate and present their practices in statewide webinars and trainings and in regional activities. Having these districts actively involved in events offered other districts and parent leaders research-based strategies that have contributed to increased parent involvement including; the importance of building strong leadership; positive home-school relationships characterized by effective two-way meaningful communication; on-going professional development on family engagement; staff members dedicated to family engagement; and development of parent leaders.

Parent leaders and administrators in these selected districts that substantially exceeded the state target mentored other districts on strategies or methods to increase parent involvement in special education. This included on-site visits and meeting facilitation in addition to regional presentations.

NH SPP Improvement Activity 5: Completed

The NHDOE explored options to improve partnership efforts between schools and families, based on survey results during the 2011-2012 school year. The NHDOE took a strategic approach to exploring all the options to improve partnership efforts between schools and families. The NHDOE identified through its work with districts that there was a need to help districts read and understand their results as well as understand how to use them in improvement planning. Therefore, the NHDOE expanded its work with the Data Accountability Center to improve partnership efforts based on survey results.

The NHDOE hosted a statewide training entitled "Data Utilization Training." Batya Elbaum from Data Accountability Center (DAC), staff from Measurement Incorporated, the NH Connections Project, the Bureau of Special Education and Districts designed this training. This training, presented by Batya Elbaum of the Data Accountability Center (DAC), provided participants with an increased understanding on the following:

- How to analyze and interpret the Indicator 8 data and what the results mean.
- How data can be used as a tool to develop strategies to improve family-school partnerships in special education.
- How to create improvement planning strategies based on a research-based model of improvement planning.

This statewide training was followed-up by a mini-training for Special Education Administrators from across the state at their annual meeting in the spring. NH Connections then provided targeted technical assistance to districts following the completion of each training and/or webinar.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

NH Connections provided training, facilitation, evidence-based strategies and support to local districts and families. Through this project, districts studied the responsiveness of the current culture and climate and utilized the Indicator 8 data as a tool to develop and implement more culturally responsive strategies and activities related to improving family-school partnerships in special education. Utilizing the Improving Planning Process developed by DAC, the NHDOE and NH Connections assisted school districts and parent leaders to implement improvement planning strategies at the district level. Together, parents and school districts around the state have developed improvement strategies that included: sponsored workshops and staff development opportunities, fostered family-school partnership groups, updated parent education sections of school district special education websites and implemented strategies to increase family-school communication. This multi-year strategic project has resulted in a cultural shift within districts from viewing Indicator 8 as “just data to be reported” to data that can be used to improve both parent-school partnerships and results for students.

Additionally, NH Connections determined that there was a need for parents to receive training to be able to participate in school level partnership and improvement activities. NH Connections conducted multiple Parent Leadership Trainings designed to give parents the skills necessary to partner with school personnel on joint efforts for improved family-school partnerships in special education. To specifically support those parent leaders who coordinate Family-School Partnership Groups, NH Connections began holding quarterly Parent Leader Meetings to support the unique needs of those parents actively engaged in partnership activities at the local level. Statewide, many districts and parents expressed an interest in developing Family-School Partnership Groups, but lacked an understanding of what this truly meant. NH Connections facilitated a statewide Family-School Partnership Group Information Session specifically designed for Special Education Administrators and their Parent Leaders. This meeting featured Family-School Partnership leaders from across the state. In this meeting they shared their strategies for successful partnership and parent support.

NH SPP Improvement Activity 6: Completed

The NHDOE worked with family organizations and districts to improve the survey response rate and ensure representativeness during the 2011-2012 school year.

The NHDOE Indicator 8 Input Group recommended a multi-pronged campaign to market the Parent Involvement Survey. Measurement Incorporated created a flyer to be distributed by e-mail to all family organizations, school districts and community agencies to market the survey in multiple formats. The flyer was translated into Spanish to increase outreach efforts. In addition, the NH Connections project, in collaboration with PTI project of the Parent Information Center targeted e-mails to their listservs which includes families as well as other family organizations such as NH Family Voices, the National Alliance on Mental Illness- NH (NAMI NH), Granite State Federation of Families, Family Support persons at the Area Agencies, Institute on Disabilities Leadership, Autism Society, CHADD groups, Learning Disabilities Association – NH, local family-school partnership groups, the Parent Information Center, and other local community groups. Sample e-mails and other tools were provided to these organizations to ensure that families understood the importance of completing the survey. Organizations then forwarded the e-mail notices via their various listservs and posted information on their websites. NH Connections also marketed the survey to Parent Leaders in their networks as well as others through their website and on-line newsletter.

NH SPP Improvement Activity 7: Completed

The NHDOE disseminated results of the Parent Survey in the following ways:

- The NHDOE posted the Parent Survey Statewide results, the Parent Survey Input Group Participant List, and a list of Parent Involvement Resources to the website on September 2012. Additional information can be found at:
http://www.education.nh.gov/instruction/special_ed/parent_involv.htm
- The NHDOE:

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

- Disseminated the Parent Survey Statewide Survey Statewide Results to schools, agencies, and organizations.
- Made available Parent Involvement Resources.
- Provided districts with their individual 2011 – 2012 parent survey results.
- Each district was provided an opportunity to request technical assistance to review the results with the NHDOE to prepare public reports.

NH SPP Improvement Activity 8: Completed

Measurement Incorporated, the designated contractor, collaborated with the NHDOE in the following ways:

- Measurement Incorporated worked more frequently with NH Connections to provide to districts the data needed in the development of their improvement plans.
- In this year's mailing of surveys to each school district, Measurement Incorporated included 10 copies of a flyer that the district could post/circulate to improve awareness and promote participation in the Parent Involvement Survey. This flyer was translated into Spanish and electronic versions were e-mailed to districts, parents, and the NH Connections project to increase survey participation.
- Measurement Incorporated conducted a web-based survey followed by phone conference calls to collect feedback from Special Education Directors about the survey process and procedures. Based on the 2011-2012 feedback, Measurement Incorporated created a tracking system to record all surveys returned due to a wrong address. Each survey was then mailed again to the current address. At the end of the administration process in June, all districts were e-mailed the participant names on the returned surveys so they can update their files for next year's administration.
- In May 2012, Measurement Incorporated participated in full-day training with DAC, NH Connections and the NHDOE to support districts to improve the use of their data. During that training, Measurement Incorporated worked with multiple districts to help them to understand their data and develop ways to use the data to benefit their families and achieve stronger school-family partnerships. As a result of the training, Measurement Incorporated generated additional strategies to assist school districts and families with the development of improvement plans. Special projects in development include assisting small school districts with data, disaggregating school level data, and disaggregating high school data.
- In June 2012, Measurement Incorporated provided the data needed to the NHDOE and NH Connections to present at the Special Education Directors Association. This presentation provided information to districts about what specific research based strategies are available for the coming school year to support their school and family partnership campaigns.

NH SPP Improvement Activity 9: Completed

The NHDOE worked with new district staff as well as offered support to all staff in school districts and family organizations to understand the administration of the survey and the effectiveness of family and school partnerships to improve outcomes for students with disabilities during the 2011-2012 school year.

NH Connections conducted strategic outreach to school district administrators new to their positions regarding the parent involvement survey. This included personal invitations to attend state level webinars and trainings and individual meetings to discuss the parent involvement survey. In addition to regional topical discussions on the parent involvement survey administration and response rate, NH Connections provided staff development training to interested districts regarding the parent involvement survey and strategies to increase response rate and data utilization for program improvement. NH Connections dedicated one edition of its on-line Newsletter to the parent involvement survey as a tool to be shared with district staff and families.

NH SPP Improvement Activity 10: Completed

The NHDOE worked with family organizations and preschool staff to explore options to increase outcomes for preschool children with disabilities through improved parent and school involvement during the 2011-2012 school year.

The NHDOE recognized that preschool families have unique experiences related to their children's education. To this end, the NHDOE partnered with the Preschool Technical Assistance Project (PTAN) whose priorities include parent involvement. NH Connections attended several regional clinical support meetings attended by preschool coordinators and administrators to discuss the survey and strategies for using the data. NH Connections further collaborates with PTAN to distribute parent involvement survey information as well as best practice strategies through its extensive list serve. Additionally, a representative of PTAN is a member of the Indicator 8 Input Group.

Preschool coordinators from multiple districts received targeted technical assistance in developing strategies and an action plan for increasing response rates.

NH SPP Improvement Activity 11: Completed

The NHDOE worked with specific disability organizations that support students identified under disabilities categories that are underrepresented in the survey to promote awareness about the importance of the parent survey and the significance of family and school partnerships to improve outcomes for students with disabilities.

The NHDOE has included representatives of private providers of special education and out of district programs as members of the Indicator 8 Input Group. NH Connections, in collaboration with PTI project of the Parent Information Center sent targeted outreach to families who had contacted them for support and services. In addition, the NH Connections project provided other family organizations such as NH Family Voices, the National Alliance on Mental Illness - NH (NAMI NH), Granite State Federation of Families, Family Support persons at the Area Agencies, Institute on Disabilities Leadership, Autism Society, CHADD groups, Learning Disabilities Association – NH, local family-school partnership groups, and other local community groups with sample e-mails and other tools to ensure that families understood the importance of completing the survey. Organizations then forwarded the e-mail notices via their various listservs and posted information on their websites. NH Connections also marketed the survey to existing local parent support groups across the state.

NH SPP Improvement Activity 12: Completed

The NHDOE worked with schools and family organizations to support families of students with disabilities who are transitioning to new schools and programs.

The NHDOE developed a plan based on data to address barriers and challenges related to parents in the transition process. The plan included specifically what parents encounter as their child moves from preschool, elementary, middle, and high school. Evidence of the barriers and challenges were a product of five years of data from the parent survey. Improvement activities include: training to school staff and community organizations around the challenges and strategies to provide staff with tools to welcome new parents into the school culture. Implementation timeline for this project is scheduled for the 2012-2013 school year.

NH SPP Improvement Activity 13: Completed

The NHDOE worked with high schools and family organizations to promote the survey to families of high school aged students (an underrepresented population in the survey) to increase their response rate and to identify specific strategies to improve partnerships between schools and families, based on survey results.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

The NHDOE met with the NH Association of Special Education Administrators about working with high schools and family organizations. The NHDOE, Measurement Incorporated, and NH Connections developed a pilot project to promote the survey and implement family/school partnership strategies at the high school level. This project is scheduled to be implemented during the 2012-2013 survey administration year.

Explanation of Progress or Slippage

The NHDOE exceeded the target of 36% for 2011-2012.

State Actual Data: 51% Target: 36%

In 2011-2012, New Hampshire continued to show an increase in the percentage of parents who indicated that schools facilitated parent involvement as a means of improving special education services and results for children with disabilities, from

- 50% to 51% or a 1 percentage point increase among parents of preschool and school age children.
- 51% is 15 percentage points higher than the state target for this year.

The 2011-2012 survey results demonstrate the efforts schools are making to support parents. In general, statewide results suggest that school and family partnerships overall are strong and parental involvement is being facilitated. Based on the survey items, over 90% of responding parents strongly agreed that:

- Families were given information about their rights as a parent(s) of a child who is eligible for special education services;
- Family School Partnerships are part of the IEP decision making process.

Over the past five years of statewide survey administrations there have been continued significant improvements in parent ratings on this parent involvement indicator. These positive results suggest that the improvement activities implemented by the Bureau of Special Education, the local districts and their partner organizations have had a dramatic, positive effect on parent involvement and family - schools partnerships.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP optional template for this Indicator.

Technical Assistance

NH continues to achieve a high level of compliance with this indicator, as noted in the June 2012 OSEP letter regarding NH's determination.

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 the (# of districts in the State)] times 100.

Overview of FFY Data:

FFY 2004 – Baseline not required by OSEP

FFY 2005 – Baseline Year: 0%

FFY 2006 – First Year of data: 0%

FFY 2007 – Second Year of data: 0%

FFY 2008 – Third Year of data: 0%

FFY 2009 – Fourth Year of data: 0%

FFY 2010 – Fifth Year of data: 0%

FFY 2011 – Sixth Year of data: 0%

Data analysis for this indicator:

The NHDOE used data collected on *Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended)* for all children with disabilities aged 6 through 21 served under IDEA. The NHDOE reported race and ethnicity data using the new racial and ethnic categories including children in the “two or more races” category.

The NHDOE used data collected for the *October 1, 2011 Enrollments in NH Public Schools* through the state's all-student data system to determine, by race/ethnicity, the total number of students enrolled in each district.

The NHDOE began reporting under Indicator 9 on disproportionate representation of children in the “two or more races” category with the FFY 2010 APR, due February 1, 2012.

Definition of “Disproportionate Representation” and Methodology

Definition of Disproportionate Representation

The NHDOE has defined disproportionate representation of racial and ethnic groups in special education and related services as a weighted risk ratio above 3.00.

Methodology

All racial/ethnic groups were included in the analysis, as required by OSEP. A weighted risk ratio was used in analyzing the district data. In order to calculate the weighted risk ratio, there had to be at least two racial/ethnic subgroups in the district that met the minimum “n” size. The minimum “n” size was defined as at least 40 students enrolled in the district in two or more racial/ethnic subgroups and within those subgroups, at least 10 students identified as receiving special education and related services. The cell size was selected to protect individually identifiable student information and to ensure that there were sufficient students in the subgroups to allow for appropriate identification of disproportionate representation. The cell size is consistent with the cell size NHDOE uses for determining AYP. The *OSEP/Westat technical guide: Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide, July 2007* (<https://www.ideadata.org/TAMaterial.asp>) was used in developing this methodology. The NHDOE used the electronic spreadsheet developed by WESTAT that calculates both weighted and un-weighted risk ratios to determine state and district level data.

Step One: *States must provide the **number of districts identified with disproportionate representation** of racial and ethnic groups in special education and related services.*

Using the criteria established above, the NHDOE determined that, out of 174 school districts, 14 school districts met the cell size requirement for data analysis. Of those 14 school districts, 0 were identified as meeting the data threshold for disproportionate representation of over representation.

In FFY 2009 the NHDOE, with support from NERRC and DAC, conducted an intensive review of our procedure for identification of LEAs with disproportionate representation. Based on this examination, the NHDOE determined that the process as explained in the SPP was sound. The small number of districts that met the cell size was a direct result of the homogeneous nature of New Hampshire’s population.

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification *States must report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2011 reporting period, i.e., after June 30, 2012.*

Through the process used for this indicator (described above), if any districts identified in Step One had been determined to have overrepresentation in the identification of students with disabilities, the NHDOE would have utilized the following monitoring process to determine whether the disproportionate representation (see above definition) was the result of inappropriate identification. The NHDOE would examine the districts’ child find, evaluation, eligibility and other related policies, procedures and practices to ensure an equitable consideration for special education and related services for all racial and ethnic groups and that those eligibility determinations were conducted appropriately. For each district that met the criteria in Step One, the State would have consulted with the local Director of Special Education regarding the data and reviewed local policies, procedures and practices related to this indicator. In addition, the NHDOE would have reviewed the data for complaints and due process hearings for any issues regarding inappropriate identification that may have been found in either of these dispute resolution mechanisms.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

FFY	Measurable and Rigorous Target
FFY 2011	0%

FFY	Actual Target Data
FFY 2011	0%

Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification:

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011-2012)	174	0	0	0.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The State has met and maintained the target of 0% compliance with this indicator.

State Actual Data: 0% Target: 0%

As specified in OSEP Memorandum 13-6, in order to reduce reporting burden, in the FFY 2011 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2011 target.

Therefore the NHDOE will not be providing an explanation of progress or improvement activities for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE utilized OSEP’s optional APR template to report on this indicator.

Technical Assistance

NH continues to achieve a high level of compliance with this indicator, as noted in the June 2012 OSEP letter regarding NH’s determination.

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 = [(# 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.

Overview of FFY Data:

FFY 2004 – Baseline not required by OSEP

FFY 2005 – Baseline Year: 0%

FFY 2006 – First Year of data: 0%

FFY 2007 – Second Year of data: 0%

FFY 2008 – Third Year of data: 0%

FFY 2009 – Fourth Year of data: 0%

FFY 2010 – Fifth Year of data: 0%

FFY 2011 – Sixth Year of data: 0%

Data analyses for this indicator:

The NHDOE used data collected on *Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended)* for all children with disabilities aged 6 through 21 served under IDEA. The NHDOE reported race and ethnicity data using the new racial and ethnic categories including children in the “two or more races” category in the six following disability categories: mental retardation/intellectually disabled, specific learning disability, emotional disturbance, speech or language impairments, other health impairments and autism.

The NHDOE used data collected for the *October 1, 2011 Enrollments in NH Public Schools* through the state’s all-student data system to determine, by race/ethnicity, the total number of students enrolled in each district.

Definition of “Disproportionate Representation” and Methodology

Definition of Disproportionate Representation

The NHDOE has defined disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification as a weighted risk ratio above 3.00.

Methodology

All racial/ethnic groups were included in the analysis, as required by OSEP. A weighted risk ratio was used in analyzing the district data. In order to calculate the weighted risk ratio, there had to be at least two racial/ethnic subgroups in the district that met the minimum “n” size. The minimum “n” size was defined as at least 40 students enrolled in the district in two or more racial/ethnic subgroups and within those subgroups, at least 10 students identified in the specific disability category (specific learning disability, mental retardation (now referred to as intellectual disability), autism, other health impaired, speech language impaired, and emotional disturbance) for the racial/ethnic subgroup being compared. The cell size was selected to protect individually identifiable student information and to ensure that there were sufficient students in the subgroups to allow for appropriate identification of disproportionate representation. The cell size is consistent with the cell size used for determining AYP. The *OSEP/Westat technical guide: Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide, July 2007* (<https://www.ideadata.org/TAMaterial.asp>) was used in developing this methodology. The NHDOE used the electronic spreadsheet developed by WESTAT that calculates both weighted and un-weighted risk ratios to determine state and district level data.

Step One: States are to provide the *number of districts identified with disproportionate representation* of racial and ethnic groups in specific disability categories

Using the criteria established above, the NHDOE determined that, out of 174 school districts, 14 school districts met the cell size requirement for data analysis. Of those 14 school districts, 0 were identified as meeting the data threshold for disproportionate over-representation.

In FFY 2009 the NHDOE, with support from NERRC and DAC, conducted an intensive review of our procedure for identification of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Based on this examination, the NHDOE determined that the process as explained in the SPP was sound. The small number of districts that met the cell size was a direct result of the homogeneous nature of New Hampshire’s population.

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification *States must report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2010 reporting period, i.e., after June 30, 2011.*

Through the process used for this indicator (described above), if any districts identified in Step One had been determined to have overrepresentation in the identification in any of the specified disability areas, the NHDOE would have utilized the following monitoring process to determine whether the disproportionate representation (see above definition) was the result of inappropriate identification. The NHDOE would examine the districts’ child find, evaluation, eligibility and other related policies, procedures and practices to ensure an equitable consideration for racial and ethnic groups in specific disability categories that is the result of inappropriate identification and that eligibility determinations were conducted appropriately. For each district that met the criteria in Step One, the NHDOE would consult with the local Director of Special Education regarding the data and review local policies, procedures and practices related to this indicator. In addition, the NHDOE would review the data for complaints and due process hearings for any issues regarding inappropriate identification that may have been found in either of these dispute resolution mechanisms.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

FFY	Measurable and Rigorous Target
FFY 2011	0%

FFY	Actual Target Data
FFY 2011	0%

Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011-2012)	174	0	0	0.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The NHDOE has met and maintained the target of 0% compliance with this indicator.

State Actual Data: 0% Target: 0%

As specified in OSEP Memorandum 13-6, in order to reduce reporting burden, in the FFY 2011 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2011 target.

Therefore the NHDOE will not be providing an explanation of progress or improvement activities for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Stakeholder Input

The NHDOE sought input from stakeholders who participated in the New Hampshire Special Education Information System (NHSEIS) trainings to gain a better understanding of districts' needs regarding this indicator. The NHDOE continues to modify our trainings in order to effectively meet the needs of districts for this indicator.

Technical Assistance

NH continues to achieve a high level of compliance with this indicator, as noted in the June 2012 OSEP letter regarding NH's determination.

The NHDOE continued to review the OSEP funded website *The Right Idea* for new information regarding Indicator 11 at:

http://therightidea.tadnet.org/assets/browse_by_folder?folder=146&folder_name=11%3A+Child+Find.

Resources reviewed included: Investigative Questions for B11; and OSEP Timely Correction Memo (09-02). These resources supported the State's understanding of how to report on the data and identify and verify correction of findings of noncompliance for this indicator.

The NHDOE participated in NERRC sponsored teleconferences regarding the SPP/APR and compliance indicators.

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

Monitoring Priority: Effective General Supervision Part B / Child Find

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

Overview of FFY Data:

- FFY 2005 -- Baseline Year: 81.1%**
- FFY 2006 -- First Year of data: 95%**
- FFY 2007 -- Second year of data: 77%**
- FFY 2008 -- Third Year of data: 81%**
- FFY 2009 -- Fourth Year of data: 95%**
- FFY 2010 -- Fifth Year of data: 96%**
- FFY 2011 -- Sixth Year of data: 95%**

New Hampshire Department of Education
 Part B State Performance Report (APR) for FFY 2011

FFY	Measurable and Rigorous Target
FFY 2011	100%

FFY	Actual Target Data
FFY 2011	95%

Describe the method used to collect data – if data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2011 – June 30, 2012).

NHDOE’s established timeframe for completion of initial evaluation, per the NH Rules for the Education of Children with Disabilities, is 45 days from the receipt of parental consent for testing. With written consent from both parties, the 45 day time limit may be extended by no more than 15 days for a total of 60 days, consistent with IDEA timelines. In order for an extension to be considered valid, both parties must sign the extension prior to the 45th day.

The NHDOE monitored each district in the state for compliance with this indicator. The data for this indicator were only partially available through the State database known as the New Hampshire Special Education Information System (NHSEIS). NHSEIS does not collect written consent for time extensions or data on exceptions. The data were collected for this indicator through a desk audit monitoring process soliciting additional documentation from the districts to demonstrate compliance. Monitoring data for FFY 2011 were collected on all children for whom parental consent to evaluate was received for the time period of September 1 - November 30, 2011.

For the desk audit, districts were required to submit evidence of compliance including student information regarding date of referral, date of receipt of parental consent to evaluate and date of eligibility determination for special education. This information was entered by the district into NHSEIS. The NHDOE desk audit also required that districts with written consent for an extension submit written documentation of the extensions so that the NHDOE could determine if the parties had signed it by the 45th day. These data points were then analyzed to determine compliance at both the state and district level for completion of initial evaluations.

The desk audit also allowed districts to present evidence of exceptions to the timeline when the timeframe set for initial evaluation does not apply to a public agency because: “1) the parent of a child repeatedly fails or refuses to produce the child for evaluation or 2) a child enrolls in a school of another public agency after the relevant timeframe [for initial evaluations] has begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability,” as allowed by 34CFR §300.301(d). As permitted by OSEP in the Measurement Table, the NHDOE did not report these exceptions in either the numerator or denominator.

Children Evaluated Within 60 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	1,301
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	1,234
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	95%

Account for children included in (a) but not included in (b):

Of the 1,301 children for whom parental consent for initial evaluation was received, 67 children, in 29 districts, did not have evaluations completed within the State established timelines (45 days or 60 days with signed extension). Pursuant to OSEP FAQ dated 9/3/08, NHDOE groups individual instances of noncompliance in a district related to this Indicator as one finding of noncompliance. The review of FFY 2011 data resulted in 29 findings of noncompliance. The NHDOE will report on correction of those findings in the FFY 2012 APR.

Indicate the range of days beyond the timeline and provide reasons for the delays:

Range of Days Beyond State Timelines	1-15 Days	16-30 Days	31-45 Days	46-60 Days	+60 Days	Total
# of Initial Evaluations	39	4	8	1	15	67

Reasons for Delay:

In analyzing the data, the majority of delays reported are the result of data entry errors. For example, a district may have entered the wrong date for eligibility or inactivated the student before entering the eligibility date. Districts were given an opportunity to review and correct data but some districts did not do so. Another reason for delay in the timely completion of evaluations was extensions not being timely (signed within the initial 45 day time frame. The NHDOE has added 2 new improvement activities to the SPP based on the reasons for delays and the subsequent noncompliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

NH SPP Improvement Activity 1: Completed

The NHDOE continued to refine and enhance the general supervision process to ensure compliance and timely correction for this indicator. The NHDOE developed consistent language, based on OSEP Memo 09-02, for written notification of identified noncompliance and the documentation required for verification of correction.

NH SPP Improvement Activity 2: Completed

The NHDOE continued to use the established process to monitor compliance and to ensure the correction of identified findings of noncompliance, consistent with OSEP Memo 09-02. The NHDOE provided districts with specific timelines to submit evidence of the implementation of IDEA relative to this indicator. The NHDOE generated specific forms to aid the districts in understanding the documentation required to provide evidence of correction.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

NH SPP Improvement Activity 3: Completed

The NHDOE incorporated technical assistance regarding this indicator in NHSEIS trainings for a variety of stakeholders. This included explanation of the data collection and analysis process as well as the federal requirements for timely evaluations. Providing this training allowed the districts to ask questions and use the information in formulating their process.

NH SPP Improvement Activity 4: Completed

The NHDOE included in the NHSEIS trainings an explanation of the appropriate use of time extensions for initial evaluations, consistent with the federal and state requirements.

NH SPP Improvement Activity 5: Completed

The NHDOE has continued to work with the districts through email and phone conversations providing technical assistance regarding the timelines and correction of noncompliance for this indicator. Technical assistance includes support with data entry, improved understanding of federal and state requirements, and strategies for ensuring evaluations are completed timely.

Explanation of Progress or Slippage

The NHDOE did not meet the target of 100% compliance with this indicator.

State Actual Data: 95% Target: 100%

The NHDOE's data indicate slippage of 1 percentage point from the FFY 2010 APR (from 96% compliance to 95% compliance). These data demonstrate continued substantial compliance for purposes of OSEP determinations. The NHDOE has benefited from support from the Data Accountability Center to ensure the quality and completeness of the data. Since the State did not report 100% compliance in the FFY 2011 APR, the NHDOE reviewed the improvement activities. Based on the reasons for delay, the NHDOE has revised the improvement activities in the SPP.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 96%.

In FFY 2010, the NHDOE made written findings of noncompliance relative to Indicator 11 based on FFY 2009 data. The level of compliance for FFY 2009 was 95%. In FFY 2010, the NHDOE made a finding for each individual instance of noncompliance. Written findings of noncompliance based on the FFY 2010 data were made in FFY 2011.

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	96
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	96
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent):

For States that Reported Less than 100% Compliance for FFY 2010 for Indicator 11

For each finding, the NHDOE verified the correction of noncompliance, consistent with OSEP Memo 09-02, as follows:

(1) The NHDOE verified that each district was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of data subsequently collected through a desk audit monitoring process. During the correction period, the NHDOE reviewed local policies and procedures and supported

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

districts with accurate data collection and entry in order to ensure districts were providing timely evaluations.

(2) The NHDOE, through a data review of the desk audits submitted by districts and additional data as needed, verified that each district had completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child was no longer within the jurisdiction of the LEA. Therefore, the NHDOE has verified that, for each of these individual cases, the district had completed the required action, although late, unless the child was no longer within the jurisdiction of the LEA, prior to the identification of findings, as reported in the FFY 2010 APR.

These findings reflect all noncompliance identified with this indicator through monitoring and data collections and written findings were made consistent with OSEP Memorandum 09-02 that identified the LEAs where noncompliance occurred and their levels of noncompliance and included the regulatory citations. All noncompliant practices were addressed through root cause analyses and improvement activities. Policies and procedures were revised as necessary.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance reflected in the FFY 2010 data the State reported for this indicator.	The NHDOE reported on the status of the correction of noncompliance in the section: <i>Correction of FFY 2010 Findings of Noncompliance</i> .
When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in the FFY 2010 data the State reported for this indicator: (1) is correctly implementing 34 CFR § 300.301(c)(1)(i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer with the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008 (OSEP Memo 09-02). In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	The NHDOE reported on the verification of correction of noncompliance in the section: <i>Verification of Correction of FFY 2010 noncompliance (either timely or subsequent)</i> .
If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	The NHDOE responded to this in the section on <i>Explanation of Progress or Slippage</i> .

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

The NHDOE has added two new improvement activities to the SPP based on identified root causes for noncompliance.

New Activity (effective 2012-2013): Based on a preliminary review of data, the NHDOE will work with districts with identified data entry errors prior to the NHDOE making findings of noncompliance. By providing targeted technical assistance to districts earlier in the process, districts can correct data entry errors and train staff in appropriate data entry.

New Activity (effective 2012-2013): The NHDOE will release a memo reminding districts of the requirements and the associated timelines for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP optional template for this Indicator.

Stakeholder Input

The NHDOE continued to meet with a variety of stakeholders, including the NH Interagency Coordinating Council and the Supporting Successful Early Transitions (SSECT) advisory group, for input on this activity. SSECT has been nationally recognized and has been funded by the NHDOE to support smooth and effective transitions from Part C to Part B/619.

Technical Assistance

NH continues to achieve a high level of compliance with this indicator, as noted in the June 2012 OSEP letter regarding NH's determination. The NHDOE accessed the OSEP funded RRFC website for technical assistance regarding this indicator. NH also utilized material from the Early Childhood Transition Workgroup of the RRCP General Supervision Priority Team. The NHDOE also benefitted from support from the Data Accountability Center regarding data collection, processing, analysis and verification of correction of noncompliance.

The NHDOE attended the OSEP Mega conference, including the Early Childhood strand. NERRC has provided specific support to the NHDOE and the Part C office to assist us with early transition requirements.

In 2012, SSECT also received funding from the NH Part C office to support interagency work regarding early transitions and the new Part C regulations. The NHDOE and the Supporting Successful Early Childhood Transitions (SSECT) project have worked closely with the Part C office to ensure full implementation of the Part C regulations specific to this indicator, seeking technical assistance as necessary from OSEP, NERRC, and NECTAC.

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 for Part B 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.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children *determined to be eligible for early intervention services under Part C* less than 90 days before their third birthdays.

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

Percent = [(c) divided by (a – b – d – e)] times 100.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Overview of FFY Data:

- FFY 2004 – Baseline Year: 58.96%**
- FFY 2005 – First Year of data: 88.26%**
- FFY 2006 – Second Year of data: 66%**
- FFY 2007 – Third Year of data: 92%**
- FFY 2008 – Fourth Year of data: 95%**
- FFY 2009 – Fifth Year of data: 97%**
- FFY 2010 – Sixth Year of data: 98%**
- FFY 2011 – Seventh Year of data: 99%**

FFY	Measurable and Rigorous Target
FFY 2011	100%

FFY	Actual Target Data
FFY 2011	99%

Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2011 – June 30, 2012).

The NHDOE collected data from each district in the state to determine compliance with this indicator. Data were collected for this indicator through a desk audit monitoring process, as the data required for this indicator were only partially available through the State database known as NHSEIS. Data were collected on all children who were served in Part C and referred to Part B for eligibility determination from the time period of July 1 – October 31, 2011. The data were collected from all geographic areas and accurately represent data for the full reporting period.

For the desk audit monitoring process, districts were required to submit data to the NHDOE in an Excel workbook template. Data elements on the workbook demonstrated compliance or noncompliance with the measurement and allowed the district to provide evidence when parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. In order to ensure data quality the NHDOE verified data in NHSEIS. In addition, SSECT (Supporting Successful Early Childhood Transitions) staff conducted on-site reviews of files, policies and procedures as needed. This is the same process that was used to report in the FFY 2010 APR.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	291
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	36
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	238
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	13
e. # of children <i>determined to be eligible for early intervention services under Part C</i> less than 90 days before their third birthdays.	1
# in a but not in b, c, d, or e.	3
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 Percent = [(c) / (a-b-d-e)] * 100	98.76%

Account for Children Included in a, but not in b, c, d, or e:

There were 3 children who had been served in Part C and referred to Part B for Part B eligibility determination who were not in b, c, d, or e above. These children were referred to 3 NH districts in 2011-2012.

Indicate the range of days beyond the third birthday and the reasons for the delays:

Range of days beyond third birthday	1-15 days	16-30 days	31-45 days	46-60 days	>60 days	Total
# of children with delays	2	0	1	0	0	3

Reasons for delays were reported by districts as: One child was found not eligible on the child's third birthday. The district attributed this to a late referral from early intervention to the district, even though the child was referred to early intervention more than 90 days before the child's third birthday.

In one case the IEP meeting was scheduled less than 14 day prior to 3rd birthday and parents took the full 14 days or longer to consider the IEP, resulting in a fully developed and implemented IEP one day after the child turned three. Upon review of the district practice, it was determined that the district did not act in a timely manner when the referral was made.

The third child had an IEP in place thirty-three days after the third birthday. It appears the child may have been ill and that the family may have moved to another town within the district during this period however

the district was found in noncompliance because the data were not entered correctly into the state data system and evidence of compliance was not documented.

SSECT, as directed by the NHDOE, uses information about the root cause of noncompliance to provide customized technical assistance to districts.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

NH SPP Improvement Activity 1: Completed

SSECT staff worked with the Part C office and the NHDOE to engage stakeholders in reviewing the NHDOE/NHDDHHS Policy Manual: Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff, based on current rules and regulations. This was updated and published in the fall of 2011. Due to the changes in the Part C regulations, the Policy Manual will be revised over the course of the next year.

The online training module, "Who is Doing What in Early Childhood Transitions" was developed in conjunction with the Part C office, the NHDOE and SSECT and was made available in the Fall of 2011. To date, the module has been accessed by 59 people from early intervention and preschool special education. For more information, go to the SSECT website: www.nhssect.org.

NH SPP Improvement Activity 2:

Districts involved in NHDOE desk audit monitoring process were reviewed for compliance with this indicator and other related requirements relative to early transitions. Districts received written notification of identified noncompliance, to be corrected as soon as possible but no later than one year from the date of identification.

NH SPP Improvement Activity 3:

The NHDOE and the SSECT staff provided technical assistance and support to districts based on the root causes of noncompliance to ensure compliance and to improve the quality of early transitions. Technical assistance was provided on the phone or on-site, based on need. Districts were able to request technical assistance as issues of concern were self-identified. In addition, targeted support was provided to districts based on concerns raised in the desk audit process.

NH SPP Improvement Activity 4: Completed

NH's rate of compliance for transition continues to improve, which may in part be attributed to the effectiveness of the SSECT Project in assisting districts in meeting the requirements of IDEA. SSECT recommended to the NHDOE, Bureau of Special Education that a focus on LRE would be an effective first step to addressing the larger Preschool Special Education system (including Child Find). The NHDOE released a Request for Proposals in December of 2011 to develop an initiative that would continue to support smooth and effective transitions and would also address broader child find requirements and preschool LRE.

NH SPP Improvement Activity 5:

Since the State did not report 100% compliance in the FFY 2010 APR, the NHDOE reviewed the improvement activities. Based on the consistent improvement in results, the high level of compliance and the timely correction of noncompliance, the NHDOE determined that it is not necessary to revise the improvement activities.

New Hampshire Department of Education
 Part B State Performance Report (APR) for FFY 2011

Explanation of Progress or Slippage

The State did not meet the target of 100% compliance with this indicator.

State Actual Data: 99% Target: 100%

The NHDOE demonstrated progress in this indicator of 1 percentage point from the FFY 2010 APR (from 98% compliance to 99% compliance). These data demonstrate continued substantial compliance for purposes of OSEP determinations. Progress on this indicator has increased 40 percentage points from FFY 2004 when baseline was established at 59% compliance. This progress may be attributed in part to the work of the Supporting Successful Early Childhood Transition project which is funded by IDEA 619 funds. Since the NHDOE began reporting on this indicator a variety of factors have supported this progress. NH adopted new rules that require districts to have a written transition process and a Memorandum of Agreement with the local early intervention providers. The NHDOE has also benefited in the past from support from the Data Accountability Center to ensure the quality and completeness of the data.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR):

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 98%.
 Written findings of noncompliance based on the FFY 2010 data were made in FFY 2011. The NHDOE will report on the correction of findings made based on FFY 2010 data in the FFY 2012 APR, due February 1, 2014.

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 97%.

In FFY 2010 the NHDOE made written findings of noncompliance relative to Indicator 12 based on FFY 2009 data. The level of compliance for FFY 2009 was 97%. Data were collected through a monitoring desk audit process from each district for this indicator for the FFY 2009 APR. There were 7 findings of noncompliance issued in FFY 2010 based on these data.

1. Number of findings of noncompliance the State made during FFY 2010 based on the FFY 2009 data	7
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	7
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction (either timely or subsequent) and Specific Actions Taken to Verify Correction of Findings Identified in FFY 2010:

In FFY 2010, the NHDOE made findings of noncompliance based on FFY 2009 data. For each finding, the NHDOE verified the correction of noncompliance, consistent with OSEP Memo 09-02, as follows:

(1) The NHDOE verified that each district was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of data subsequently collected through a desk audit monitoring process. During the correction period, SSECT reviewed local policies and procedures and supported districts with accurate data collection and entry in order to ensure districts were providing timely and quality transitions.

(2) Prior to issuing written findings of noncompliance, the NHDOE, through a data review, verified that each district had developed and implemented the IEP, although late, for any child for whom

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

implementation of the IEP was not timely, unless the child was no longer within the jurisdiction of the LEA. Therefore, the NHDOE has verified that, for each of these individual cases, the district had completed the required action, although late, unless the child was no longer within the jurisdiction of the LEA, prior to the identification of findings, as reported in the FFY 2010 APR.

These findings reflect all noncompliance identified with this indicator through monitoring and data collections and written findings were made consistent with OSEP Memorandum 09-02 that identified the LEAs where noncompliance occurred and their levels of noncompliance and included the regulatory citations. All noncompliant practices were addressed through root cause analyses and improvement activities. Policies and procedures were revised as necessary.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance reflected in the FFY 2010 data the State reported for this indicator.	The NHDOE reported on the status of correction of noncompliance for FFY 2010 in Indicator B-12, section: <i>Correction of FFY 2010 Findings of Noncompliance (if the State reported less than 100% compliance in its FFY 2010 APR)</i> .
When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in the FFY 2010 data the State reported for this indicator: (1) is correctly implementing 34 CFR§300.124(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	The NHDOE has addressed this in the section <i>Verification of Correction (either timely or subsequent)</i> .
If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	The NHDOE has addressed this under <i>NH SPP Improvement Activity 5</i> .

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Stakeholder Input

The NHDOE has been working with a variety of stakeholders to implement the plan developed at the NSTTAC Conference.

Technical Assistance

The NHDOE continued to look to national technical assistance centers (NERRC, NSTTAC, DAC) to ensure appropriate identification and correction of non-compliance for Indicator 13 as well as other compliance indicators.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of FFY Data:

FFY 2009 – Baseline data: 47%

FFY 2010 – First year of data: 50.9%

FFY 2011 – Second year of data: 94.2%

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

FFY	Measurable and Rigorous Target
FFY 2011	100%

FFY	Actual Target Data
FFY 2011	94.2%

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2011 (2011-2012)	120	113	94.2%

The NHDOE collected these data through on-site monitoring. Indicator 13 monitoring for 2011-2012 included 15 districts with 16 high schools/academies. Smaller high schools/academies had a total of 5 student files reviewed and larger ones had 10 student files reviewed.

Findings of noncompliance were made based on each high school/academy's results. Of the 16 high school/academies monitored, 14 high schools/academies were in 100% compliance. There were 2 findings of noncompliance in 2 high schools based on 7 individual instances of noncompliance. NHDOE will report on the correction of those findings of noncompliance (made in FFY 2011) in the FFY 2012 APR, due February 1, 2014.

Describe the process for selecting LEAs for Monitoring:

NHDOE FFY 2011 monitoring for Indicator 13 was conducted through an on-site file review using the NSTTAC checklist with eight (8) questions. FFY 2011 was the first year in NHDOE's second monitoring cycle since the development of the SPP in FFY 2005.

NH currently has 81 public high schools and public academies. There are school districts that do not have public high schools/academies and some public high schools/academies serve multiple districts. Graduation and Drop Out rates are reported for all youth and for youth with IEPs by disability based on the public high school/academy of attendance rather than school district. The NHDOE, with guidance from NERRC, has chosen to report Indicator 13 in the same manner as the Graduation and Drop Out rates, by school or academy rather than school district. Three districts have more than one high school so data are reported and findings are made by high school within those districts.

The NHDOE selected 16 of the 81 high schools/academies representative of the state located in 15 districts for Indicator 13 monitoring in 2011-2012. If a high school was selected from a district with more than one high school, all high schools in that district were monitored. Each of the next four years will have an additional 15-16 high schools/academies selected to complete the five year monitoring cycle for this Indicator.

Each on-site monitoring visit is conducted by a team of 2 NHDOE reviewers, including NHDOE staff, Technical Assistance Consultants (TACS) and/or qualified reviewers who are trained in the requirements

for Indicator 13 compliance. Selected high schools were notified in advance that the NHDOE would be conducting an on-site file review for this Indicator.

The NHDOE provided numerous statewide trainings around the compliance requirements and review process for Indicator 13 as well as other professional development opportunities available for secondary transition, writing measurable post-secondary goals, best practices in transition planning, etc. All NHDOE offered trainings were made available at no-cost to school district personnel. The NHDOE also made available TACs to do on-site, individualized professional development with high schools in the area of secondary transition and Indicator 13. Districts were encouraged to take advantage of trainings offered at the NHDOE and/or to have Technical Assistance Consultants come to their districts to provide training to them.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

NH SPP Improvement Activity 1: Completed

The NHDOE reviewed our postsecondary goals and transitions data collection process with stakeholder input, as well as guidance from NERRC and OSEP and made three significant changes to the monitoring and data collection process for Indicator 13.

Beginning with the 2011-2012 school year, the NHDOE stopped using the Focused Monitoring process for the Indicator 13 compliance review, and solely utilized the on-site monitoring review process. This ensures consistency with NH's review process, data entry and reporting processes, as well as NH school district understanding and expectations with regard to the overall process.

The second change NHDOE made to the data collection process, in conjunction with technical assistance from NERRC, was to move from monitoring individual school districts, to monitoring high schools. Many NH high schools serve numerous school districts, while there are NH school districts that do not have a high school. By doing the data collection through high schools, it allows the NHDOE to monitor multiple school districts at once.

The third way the NHDOE altered the data collection process for this Indicator was by ramping up the level of NHDOE communication with high schools and the professional development opportunities for NH school district personnel around Indicator 13 compliance requirements, writing measurable post-secondary goals and annual goals related to transition, as well as educating NH high schools on the NHDOE data collection process.

NH SPP Improvement Activity 2: Completed

The NHDOE provided technical assistance to school districts in two ways: 1) technical assistance through direct, on-site work sessions at NH high schools, and; 2) technical assistance through statewide trainings offered at no cost to all NH school district personnel. Through the NHDOE's Technical Assistance Consultants (TAC) project, during the 2011-2012 school year, ongoing technical assistance was provided to 22 high schools in the area of understanding the requirements of and how to be in compliance for Indicator 13; writing measurable post-secondary goals; writing annual IEP goals that will reasonably enable the student to meet their transition needs; understanding, using, and documenting formal and informal transition assessments; understanding what transition services a student might need based on their disability(s) and their post-secondary goal, and; best practices in transition planning and IEP plan writing. There were 4 statewide professional development sessions conducted by TACs made available to the entire state in area of Indicator 13 compliance and the review process. The intent was and is for the Indicator 13 review process to be transparent and clear to all district personnel involved in secondary transitioning for student with disabilities.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

NH SPP Improvement Activity 3: Completed

The NHDOE staff provided two (2) professional development sessions to a limited audience on the compliance requirements and data collection process for Indicator 13. One of the professional development opportunities was specifically for Special Education Administrators and one was designed and offered only to the 30 high schools being monitored during the 2011-2012 school year for Indicator 13. NHDOE staff also participated in multiple panel presentations at conferences around secondary transition and the compliance requirements of NH high schools in transition planning for students with disabilities; provided ongoing support to school districts in person, by phone and via email.

NH SPP Improvement Activity 4: Completed

The NHDOE collaborated with NH Transition Community of Practice (COP) to create best practices within the transition services and other grant focused programs, such as NH's APEX III project, NH RESPONDS project, and the RENEW project. Through this collaboration the NH Transition COP held their Sixth Annual Transition Summit, as well as a transition series of workshops and webinars that ran throughout the 2011-2012 school year, continuing into the 2012-2013 school year. Over 240 people attended the Transition Summit in November 2012, where there were multiple sessions occurring throughout the day in the areas of: parent involvement, student led transition planning, youth engagement, understanding IDEA and NH regulations for secondary transition, etc. NHDOE staff also funded, participated and presented in a Transition Workshop Series offered in conjunction with the University of New Hampshire's Institute on Disability (IOD). This series included numerous workshops and webinars throughout the year offered to the public, including private school personnel, that addressed Indicator 13 compliance, best practices in transition planning, family involvement in secondary transition, developing measurable post-secondary goals and age appropriate transition assessments, developing courses of study and transition services, and developing annual goals that address transition service needs.

NH SPP Improvement Activity 5: Completed

The NHDOE continued to use NSTTAC to guide the NHDOEs work on the process and the collection of data for this Indicator. NSTTAC's website and resources are utilized throughout the year in the technical assistance provided by the NHDOE to school districts, including NH's guidance document for compliance and understanding the review process for Indicator 13 that is maintained on the NHDOE's website for school districts use. NH has modeled its compliance and transition IEP writing based on NSTTAC's guidance and compliance checklist.

NH SPP Improvement Activity 6: Completed

NHDOE released an RFP during the winter of 2011 for an Indicator 13 Coordinator who was contracted with beginning on July 1, 2011 through June 30, 2012. The Indicator 13 Coordinator provided on-site school district technical assistance and statewide trainings in the area of Indicator 13 compliance and statewide trainings. The Indicator 13 Coordinator also served as a reviewer for on-site monitoring visits and represented the NHDOE as a member of the NH Transition COP.

Explanation of Progress or Slippage

The NHDOE did not meet the target of 100% for 2010-2011 by 5.8% percentage points.

State Actual Data: 94.2% Target: 100%

The NHDOE demonstrated progress in this indicator of 43.3 percentage points from FFY 2010, making progress from a compliance rate of 50.9% to 94.2%). These data show significant progress even though the target of 100% was not met. The NHDOE attributes this progress to the institution of a comprehensive review process for this indicator and the development of key resources and technical assistance to support districts with compliance. http://www.education.nh.gov/instruction/special_ed/sec_trans.htm

Correction of FFY 2010 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 50.9%

In 2010-2011, the NHDOE made 14 findings of noncompliance based on 108 individual instances of noncompliance identified in 14 school districts.

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	14
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	4
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	10
4. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(3) above]	10
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	10
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

For each finding identified in FFY 2010, the NHDOE verified the correction of noncompliance, consistent with OSEP Memo 09-02, as follows:

Effective February 15, 2013

(1) The NHDOE verified that 13 of the 14 districts with a finding of noncompliance were correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of data subsequently collected through a desk audit monitoring process and/or through an on-site file review.

(2) The NHDOE, through a desk audit data review, verified that each individual instance of noncompliance was corrected, unless the student was no longer within the jurisdiction of the LEA. The data that were reviewed included the individual student's updated and signed IEP and any other necessary documentation such as meeting invitations and age-appropriate transition assessments.

For the one district with ongoing noncompliance, the NHDOE has verified that each individual instance of noncompliance identified in 2010-2011 has been corrected. The NHDOE has taken additional enforcement actions with this district requiring monthly reporting to the NHDOE including updated evidence of implementation of the regulations of IDEA relative to this indicator and mandatory trainings. The NHDOE has redirected a portion of the district's federal funds to engage in specific actions to remedy the noncompliance.

Updated information effective April 17, 2013

The NHDOE has verified subsequent correction of noncompliance consistent with OSEP Memo 09-02 for the one remaining district with ongoing noncompliance.

New Hampshire Department of Education
 Part B State Performance Report (APR) for FFY 2011

Additional information required by OSEP APR Response Table for the indicator:

Statement from Response Table	State's Response
<p>The State must demonstrate, in the FFY 2011 APR, that the State is in compliance with the secondary transition requirements in 34 CFR §§ 300.320(b) and 300.321(b). Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance reflected in the FFY 2010 data the State reported for this indicator.</p>	<p>The NHDOE reported on the status of correction of noncompliance for FFY 2010 in the section: <i>Correction of FFY 2010 Findings of Noncompliance.</i></p>
<p>When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in the FFY 2010 data the State reported for this indicator: (1) is correctly implementing 34 CFR §§ 300.320(b) and 300.321(b)(i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify correction.</p>	<p>The NHDOE has reported on this in the section: <i>Verification of Correction (either timely or subsequent).</i></p>
<p>If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>The NHDOE has reviewed the improvement activities and did not revise them as substantial progress was made during FFY 2011 and the NHDOE believes that the current improvement activities will continue to adequately allow for progress towards the FFY 2012 target of 100%.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the Part B indicator APR format from the NPSO Center.

Technical Assistance

The NHDOE participated in National Post-School Outcomes Center (NPSO) sponsored community of practice calls and documents offering guidance on the development and reporting of this indicator.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Overview of FFY Data	A. youth enrolled in higher education, within one year of leaving high school.	B. youth enrolled in higher education or competitively employed, within one year of leaving high school.	C. youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment, within one year of leaving high school.
FFY 2009 SPP – Baseline Year:	43.2%	70.2%	82.6%
FFY 2010 APR – First Year of Data:	54.4%	75.7%	87.9%
FFY 2011 APR – Second year of Data:	40.3%	62.7%	79.7%

FFY	Measurable and Rigorous Target
2011 (2011-2012)	<p>A. 45.2% of youth who had IEPs, are no longer in secondary school have been enrolled in higher education, within one year of leaving high school.</p> <p>B. 72.2% of youth who had IEPs, are no longer in secondary school have been enrolled in higher education or competitively employed, within one year of leaving high school.</p> <p>C. 84.6% of youth who had IEPs, are no longer in secondary school have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment , within one year of leaving high school.</p>

Actual Target Data for FFY 2011 (reporting period July 1, 2011 – June 30, 2012):

Calculation and Actual Numbers Used

To calculate the indicator 14 measurements, the following calculation was used (see Figure 14.1 below for visual of this calculation):

A = #1 divided by total respondents

B = #1 + #2 divided by the total respondents

C = #1 + #2 + #3 + #4 divided by the total respondents

There were **236 total respondents** that completed and returned the post school outcomes census survey. Each leaver is counted only once in the highest category.

1. # of respondent leavers enrolled in “higher education” = 95
2. # of respondent leavers in “competitive employment” (and not counted in 1 above) = 53
3. # of respondent leavers enrolled in “some other postsecondary education or training” (and not counted in 1 or 2 above) = 14
4. # of respondent leavers enrolled in “some other employment” (and not counted in 1, 2 or 3 above) = 26

New Hampshire Department of Education
 Part B State Performance Report (APR) for FFY 2011

5. # of respondent leavers not counted in 1 – 4 above = 48

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

A. $40.3\% = [(95) / (236)] \times 100$

A. $\% = [(#1) / (\text{total respondents})] \times 100$

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. $62.7\% = [(95+53) / (236)] \times 100$

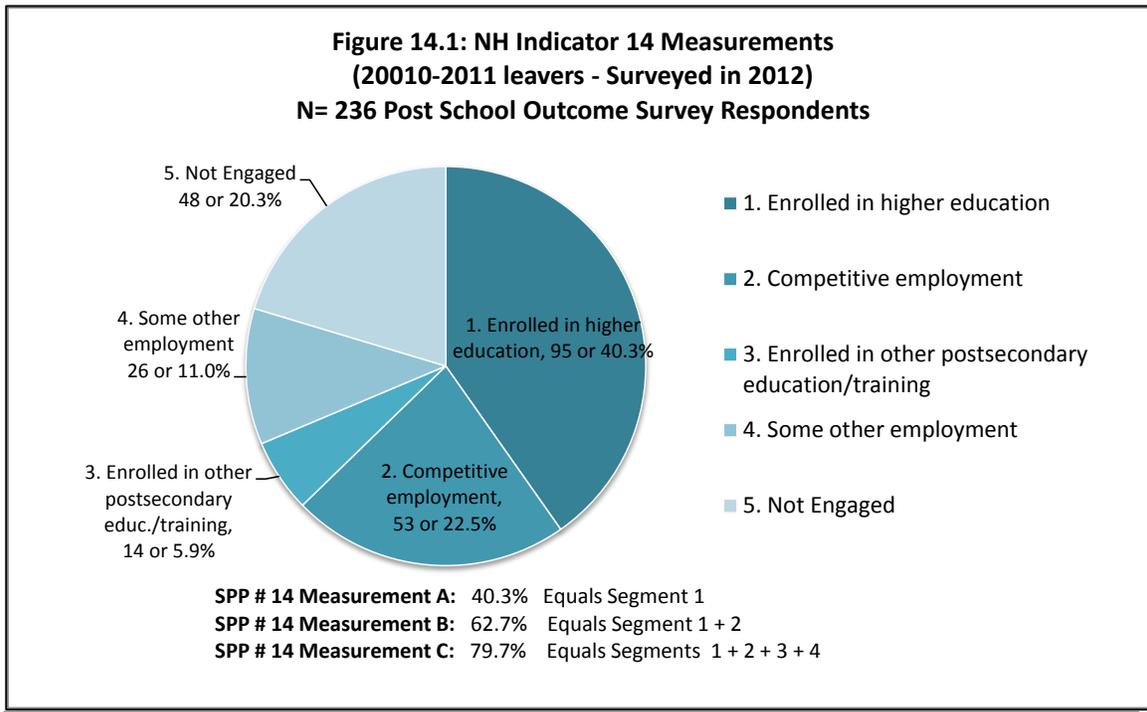
B. $\% = [(#1 + #2) / (\text{total respondents})] \times 100$

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. $79.6\% = [(95+53+14+26) / (236)] \times 100$

C. $\% = [(#1 + #2 + #3 + #4) / (\text{total respondents})] \times 100$

Figure 14.1: Pie Chart of State's Post School Outcomes for 2010-2011 leavers, shows the outcome categories, include the not engaged category, and the percentage of leavers in each outcome category. Below the chart are the percentages for each measure A, B, and C.



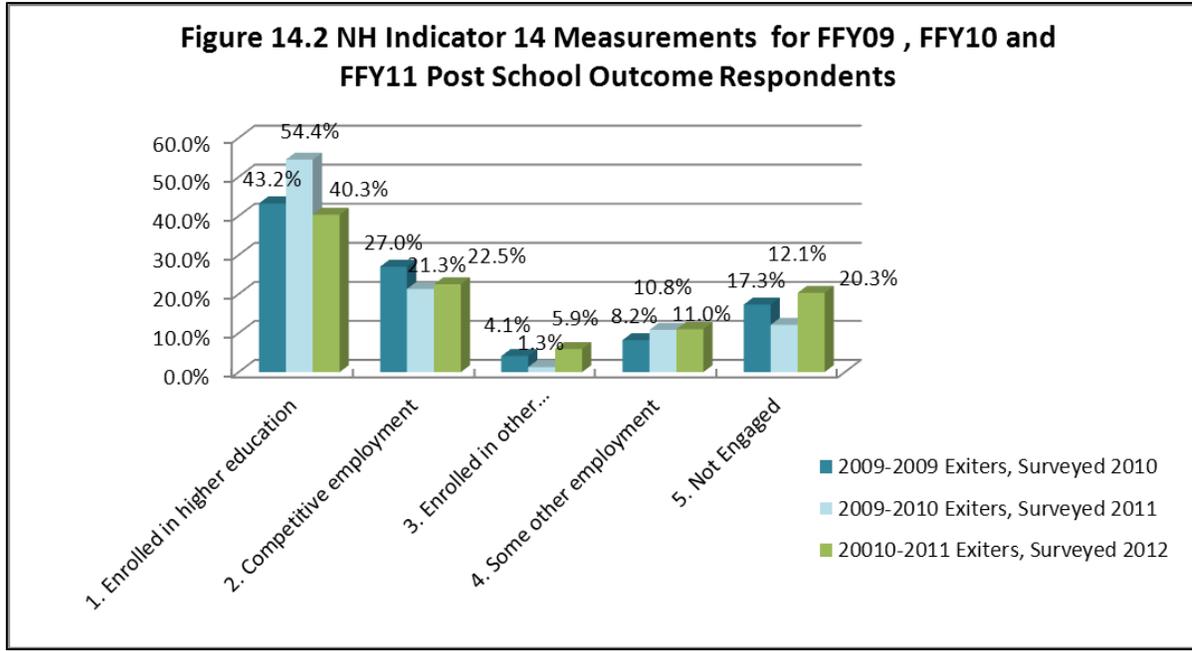


Figure 14.2 above shows Indicator 14 measurements of engagement from post school outcome survey respondents for this year (FFY 11) as compared to the last two years (FFY 09 and FFY10). There were slight increases this year in the percentage of respondents who are enrolled in some other postsecondary education or training. However, the percentage of respondents that were enrolled in higher education or competitively employed decreased and the percentage of respondents who were not engaged increased.

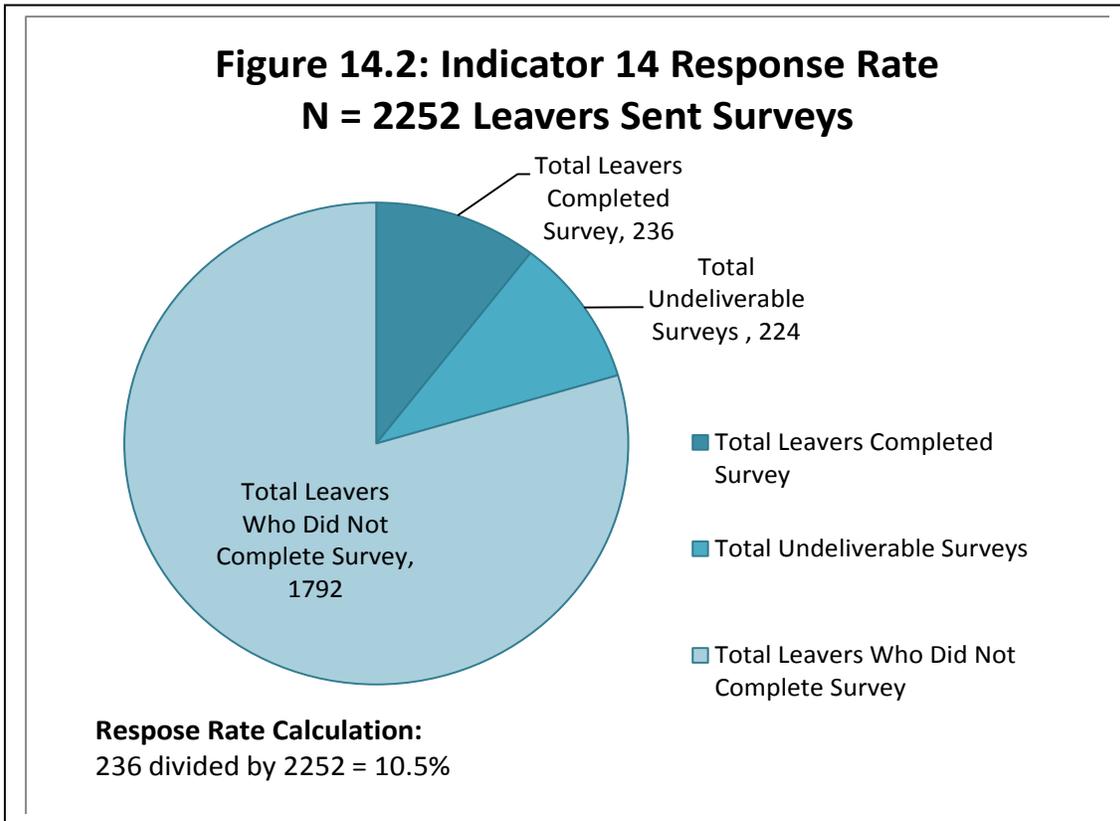
Response Rate and Representativeness

As seen in Table 14.1: Response Rate Calculation and Figure 14.3 Indicator 14 Response Rate, the New Hampshire statewide special education data collection system (NHSEIS) data reported 2,252 Leavers (youth ages 16-22) with an IEP during the 2010-2011 year graduated from high school, received a certificate, dropped out, or reached the maximum age to receive services. These data are the same data used for the Federal Table 4 Exiting Data. These youth were sent surveys in June 2012 to complete and return; within one year of leaving high school. The response rate was $236/2,252 \times 100 = 10.5\%$.

Table 14.1 Response Rate Calculations
(2009-2010 Leavers – surveyed in 2011)

Total Number of Leavers in the state	2,270
- Subtract the number of youth ineligible (those who had returned to school or were deceased)	-18
Total Number of Leavers sent surveys	2,252
Total Number of Leavers who completed the survey	236
Response Rate: $(236/2,252) \times 100$	10.5%

Of the 2,252 leavers contacted, 236 leavers completed the survey. In addition, 224 student surveys were returned by the Post Office to the school districts due to undeliverable addresses and thus never reached the student.



The NHDOE used the NPSO Response Calculator (see Tables 14.2 and 14.3) to calculate representativeness of the respondent group on the characteristics of disability type, ethnicity, gender, and dropout in order to determine whether the youth who responded to the survey were similar to, or different from, the total population of youth with an IEP who exited school in 2010-2011.

Table 14.2 Response Rate By Demographics Chart
 (2010-2011 Leavers – Surveyed in 2012)

Response Rate is percentage of each targeted disability category that responded to the survey.

	Overall	LD	ED	ID	AO	Female	Minority	Dropout
Target Leaver Totals	2,252	1,080	314	107	751	740	123	274
Response Totals	236	107	17	16	96	79	7	7
Response Rate	10.48%	9.91%	5.41%	14.95%	12.78%	10.68%	5.69%	2.55%

Table Legend:

- Leavers with Learning Disabilities (LD)
- Leavers with Emotional Disturbance (ED)
- Leavers with Mental Retardation/Intellectual Disability (ID)
- Leavers from all other disability categories (AO)

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

The above Table 14.2 shows that the ED, Minority and Dropouts were under-represented in this survey response. The NHDOE has identified under our new vendor contract for the administration of the Post School Outcomes survey along with Parent Involvement survey a plan to do more awareness marketing and follow up outreach activities with districts and students to try to reach these under-represented populations of ED, Minority and Dropouts next year. See improvement activity 1 below.

Table 14.3 Representativeness Chart

Target Leaver Representation is the percentage of all Leavers within each targeted disability category. Respondent Representation is the percentage of surveys returned from all targeted demographic groups. Difference is the difference between the representation of each targeted group within all leavers and among all returned surveys.

	Overall	LD	ED	ID	AO	Female	Minority	Dropout
Target Leaver Totals	2,252	1,080	314	107	751	740	123	274
Response Totals	236	107	17	16	96	79	7	7
Target Leaver Representation		47.96%	13.94%	4.75%	33.35%	32.86%	5.46%	12.17%
Respondent Representation		45.34%	7.20%	6.78%	40.68%	33.47%	2.97%	2.97%
Difference		-2.62%	-6.74%	2.03%	7.33%	0.61%	-2.50%	-9.20%

According to the NPSO Response Calculator differences between the Respondent Group and the Target Leaver Group of $\pm 3\%$ are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, red is used to indicate a difference exceeding the $\pm 3\%$ interval.

LD, ID, Females and Minority responded to the survey at a rate consistent with their representation in the Total Leaver Group.

- AO were over-represented.
- ED and Dropouts were under-represented.

Leavers in the category of AO continued to have a strong response rate. There was progress in the representativeness of the LD response rate, which was under-represented last year. It is important to note that the Part B SPP/APR Indicator Analysis for 2011 prepared by NPSO, states that: "Using the $\pm 3\%$ criterion to determine representativeness, NPSO staff found only one state had a respondent group representative of the target leavers based on all five subgroup categories – disability, gender, race/ethnicity, age, and exit status." This document further reports that: "States that examined representativeness found youth were underrepresented in the categories of (a) method of exit - drop out, (b) disability category - emotional disorder, and (c) race/ethnicity -- black youth were underrepresented in the respondent groups." This is consistent with the results in NH as Leavers identified with the disability category of ED and those with an exit method of dropped out of special education continue to be underrepresented.

Many of our improvement activities for this indicator focus on activities that can assist us in improving our response rate and the representativeness of responses. Our goals for this past year was to work with our vendor, Measurement Incorporated to develop a survey administration process with ongoing communication with district personnel about survey administration and follow up procedures for contacting exiters who had not responded as yet to the initial survey. This year we received a more

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

accurate number of undeliverable surveys (224) as they were returned to Measurement Incorporated who then reached out to school districts to see if there was a newer address for the exiter on file with the school district.

The NHDOE plans to work with Measurement Incorporated to do more awareness marketing and follow up outreach activities with districts and students to try to reach these under-represented populations of ED and Dropouts next year. See Improvement Activity 1 below. Thus, we will focus on strategies to increase our overall response rate and to reach the under-represented categories of exiters.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

The NHDOE emailed each school district in March 2012 an Indicator 14 Post School Outcomes Report that outlined their district data for the baseline data year FFY 2009, the first actual data year FFY 2010 as compared to the statewide Indicator 14 actual FFY 2009, FFY 2010 data and State Targets for Indicator 14. The purpose of this report was to share this data directly with the school districts for improvement purposes for Indicator 14. The NHDOE plans to send out Indicator 14 Post School Outcomes Reports again this year showing FFY 2009, FFY 2010 and FFY 2011 data this coming March 2013.

Data Collection and Systems Administration Improvement Activities

NH SPP Improvement Activity 1: Completed

The NH Department of Education put out a joint Request for Proposal in September 2011 for a vendor to administer the two SPP surveys (Parent Involvement Survey – Indicator 8 and the Post School Outcomes Survey – Indicator 14). The selected vendor (Measurement Incorporated) was given the task of administering the surveys, collection and analysis of the data as well as to implement improvement activities for both indicators for the remaining years of the current SPP/APR. In particular, our improvement activities plan includes the development of survey materials and envelopes that are user-friendly and easily identified as NHDOE materials, closer contact with districts on managing student contact information to ensure it is current, and follow up contact to students who have not completed the survey especially from those under-represented groups to improve response rates and representativeness. Measurement Incorporated set up a process for the Post School Outcomes Survey that was similar to the Parent Involvement Survey process in which district point of contacts were established to oversee the dissemination of the Post School Outcomes Survey. In addition, Measurement Incorporated added a reminder post card to complete the Post School Outcome Survey that school districts would send out to exited students who have not responded to the survey as of mid-August 2012 in an effort to increase survey response rates.

The NH Department of Education issued Memo #25 Indicator 14 Post School Outcomes Survey Administration on April 12, 2012. This memo to the field contained detailed information about the updated Indicator 14 Post School Outcomes Survey Collection process.

http://www.education.nh.gov/instruction/special_ed/documents/fy12_memo25_post_school_outcomes_survey_administration.pdf

The NH Department of Education issued Memo #32 Indicator 14 Post School Outcomes Survey Dissemination on May 29, 2012. This memo to the field outlining the Post School Outcomes Survey District Package school districts would be receiving from Measurement Incorporated at the beginning of June to be mailed out to their exited students by June 15, 2012.

http://www.education.nh.gov/instruction/special_ed/documents/fy12_memo32_post_school_outcomes_survey.pdf

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

During the spring of 2011, the Bureau of Special Education met with the NHDOE State data team to discuss the possibility of using the National Clearinghouse data on NH students who attended 2 or 4 year post-secondary schools for inclusion in our Indicator 14 reporting. The two teams discussed data definitions, required elements to meet Indicator 14 reporting requirements and the timing of when the report is pulled. We decided to pull some preliminary data using the FFY 2010 as our test year for correlation of the data and validation of the data for possible reporting in future years in addition to our actual results collected directly from student surveys. We were not able to pull a data report in accordance with Indicator 14 requirements at this time. Therefore, we will not be reporting National Clearinghouse data on NH students who attended 2 or 4 year post-secondary schools for inclusion in our Indicator 14 reporting in our APR for February 15, 2013.

Post School Outcomes Improvement Activities

NH SPP Improvement Activity 2: Not Completed

The NHDOE will examine this year's Indicator 14 data to identify districts with high survey response rates and positive Indicator results under the new survey dissemination process. This group will form the basis for a stakeholder group to identify best practices that can be replicated in districts in need of improvement. Suggestions from this stakeholder group will be taken into consideration in the Indicator 14 process.

NH SPP Improvement Activity 3: Completed

The NHDOE Technical Assistance consultants provided technical assistance and training to 19 LEAs, and one public academy upon request or as directed on transition planning, writing measurable goals or to assist with Indicator 13 compliance requirements. The majority of these trainings were 3 hours in length and three of the LEAs had additional 1-2 follow up trainings. Five of the 19 LEAs requested technical assistance and training for Indicator 13 compliance for their staff prior to their spring of 2012 Indicator 13 on-site reviews being conducted. Another 6 of the 19 LEAs were found out of compliance in the spring of 2011 and requested Indicator 13 follow up training to improve their staff's knowledge and skills with Indicator 13 requirements.

NH SPP Improvement Activity 4: Completed

The NHDOE, as required by OSEP, publically reported on district performance (District Data Profiles) on Indicator 14 based on the FFY 2010 APR. The NHDOE worked with Measurement Incorporated on ways that we could increase the post school outcomes survey response rate through the use of follow up post card reminders to exited students. In addition, Measurement Incorporated provides to school districts technical assistance to reach out to exited students to improve post school outcome results, such as survey translations services as needed, etc.

NH SPP Improvement Activity 5: Completed

The NHDOE staff presented to the New Hampshire Association of Special Education Administrators at their monthly meeting on November 18, 2011 on *Indicator 13 Monitoring Results for 2010-11 and Looking Ahead to 2011-12*. The NHDOE provided a half-day training to districts on *Indicator 13 Compliance and the Monitoring process* on March 8, 2012. In particular, districts being monitored for Indicator 13 compliance audit were encouraged to attend this training. In addition, a 5-part Transition Series was provided on transition related workshops to district personnel, parents and community members under the APEX III project and the NH RESPONDS grant. The Transition series trainings included: *The Basics of Secondary Transition*, *The Foundation for a Student-Driven Process: Personal Futures Planning*, *Assistive Technology and Transition*, *Think Outside the Box: Student-Centered Educational and Employment Options*, and *Resource Development: Who Needs to Come to the Table?* There were approximately 60 participants in each session. Another collaborative effort of the above projects was the development of the 3rd in a series of transition webinars entitled *Developing Annual Goals that are Related to Transition Service Needs* on April 11, 2012 and that was recorded. All three recorded webinars are available at the following link:

<https://iodmeetings.webex.com/iodmeetings/j.php?ED=181649197&UID=494699277&PW=NZTk2ZGI3Z WU5&RT=MIMxMQ%3D%3D>.

New Hampshire Department of Education
 Part B State Performance Report (APR) for FFY 2011

In addition, the NHDOE has continued to participate in the NH Transition Community of Practice (COP) Coordinating Group and activities of this group. The NH Transition COP activities included the development and implementation of the Annual NH Secondary Transition Summit that was held November 16, 2011 entitled *Youth Driven Transition* with 240 participants, including students, parents, teachers, special education administrators, transition coordinators, and vocational rehabilitation counselors. The Summit included a student strand that was planned by NH students with disabilities.

NH Improvement Activity Cluster

Improvement activities listed in Indicator 1, 2, and 13 are also relevant to improvement for this indicator.

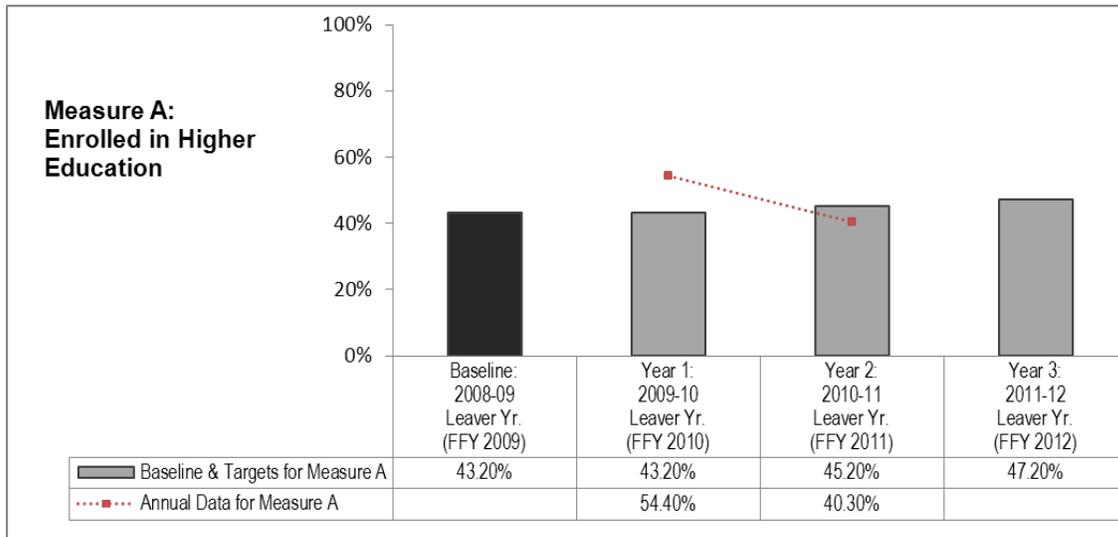
Explanation of Progress or Slippage

14A. The NHDOE did not meet the target of 45.2% for 2010-2011 for measurement A of this Indicator.

State Actual Data: 40.3% Target: 45.2%

This represents a slippage of 4.9 percentage points from the results for measurement A of this indicator last year. (See figure 14.4 Trend Data Display for Measure A below.) A contributing factor to this slippage may be the results of increased college tuition rates and families not being able to afford these increased costs. In addition, the fact that fewer exiters responded to the post school outcomes survey this year as compared to past years and more surveys were returned as undeliverable this year it appears that the addresses for exiters are changing during this first year upon exiting school and school districts are not able to access more current addresses for these exiters.

Figure 14.4: Trend Data Display for Measure A

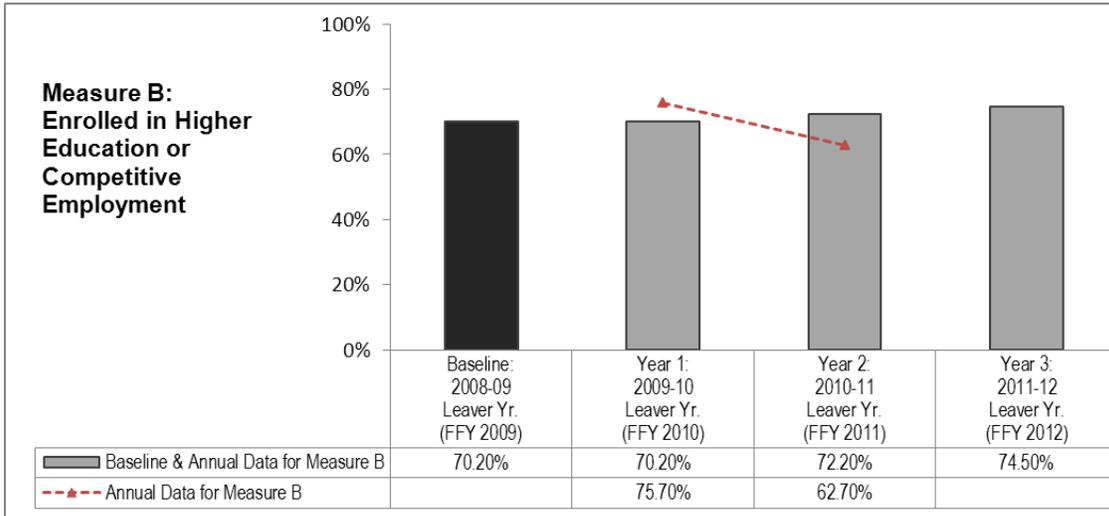


14B. The NHDOE did not meet the target of 72.2% for 2010-2011 for measurement B of this Indicator.

State Actual Data: 62.7% Target: 72.2%

This represents a slippage of 9.5 percentage points from the results for measurement B of this indicator last year. (See figure 14.5 Trend Data Display for Measure B below.) A contributing factor may be the impact the economy has had on the job market and unemployment. There was a decrease in available jobs for youth both with and without disabilities this year. In addition, the fact that fewer exiters responded to the post school outcomes survey this year as compared to past years and more surveys were returned as undeliverable this year it appears that the addresses for exiters are changing during this first year upon exiting school and school districts are not able to access more current addresses for these exiters.

Figure 14.5: Trend Data Display for Measure B

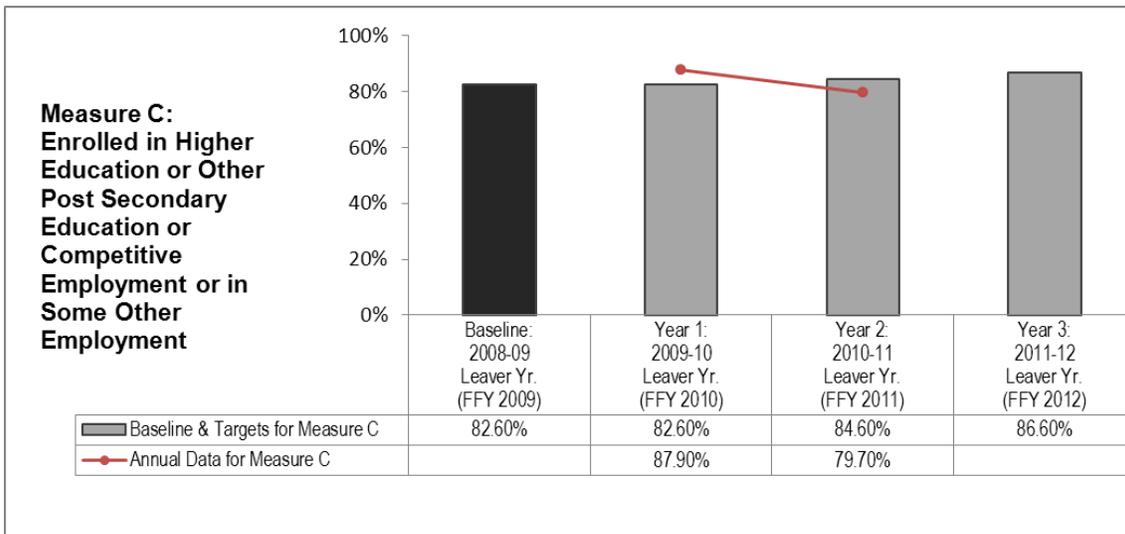


14C. The NHDOE did not meet the target of 84.6% for 2010-2011 for measurement C of this Indicator.

State Actual Data: 79.7% Target: 84.6%

This represents a slippage of 4.9% percentage points from the results for measurement C of this indicator last year. (See figure 14.6 Trend Data Display for Measure C below.) Although there was an increase in the number of students who were enrolled in some other postsecondary education training it did not make up for the decreases in the other areas. Again, contributing factors may be the results of increased college tuition costs, and higher unemployment rates due to declines in the economy. In addition, the fact that fewer exiters responded to the post school outcomes survey this year as compared to past years and more surveys were returned as undeliverable this year it appears that the addresses for exiters are changing during this first year upon exiting school and school districts are not able to access more current addresses for these exiters.

Figure 14.6: Trend Data Display for Measure C



Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Technical Assistance

In the OSEP letter regarding NH's determination dated June 27, 2012, OSEP notes that Indicator 15 reflects a high level of performance. The NHDOE continued to work with the Data Accountability Center (DAC) and Northeast Regional Resource Center (NERRC) around this indicator.

The NHDOE continued to seek technical assistance from NERRC through teleconferences to gain a better understanding of the components of this indicator. The NHDOE used the *B15_Optional ARR_Template_FFY2010*, the *Part B Indicator 15 Self-Calculating Worksheet* and the *Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan(SPP)/Annual Performance Report (APR)* found on the Right Idea website. In addition, the NHDOE used the OSEP Memorandum 09-02: *Reporting on Correction of Noncompliance in the Annual Performance Report Required under Sections 616 and 642 of the IDEA* for detailed information related to reporting on the correction of noncompliance.

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:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- 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.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

Overview of FFY Data:

FFY 2004 – Baseline Year: 83%

FFY 2005 – First year of data: 72%

FFY 2006 – Second year of data: 72%

FFY 2007 – Third year of data: 91%

FFY 2008 – Fourth year of data: 96%

FFY 2009 – Fifth year of data: 99.40%

FFY 2010 – Sixth year of data: 96.64%

FFY 2011 – Seventh year of data: 93.65%

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

FFY	Measurable and Rigorous Target
FFY 2011	100%

FFY	Actual Target
FFY 2011	93.65%

Describe the process for selecting LEAs for Monitoring:

The NHDOE monitors districts through many components of its general supervision system. For this indicator, the NHDOE reported on all findings of noncompliance identified in districts through: data reviews, desk audits, on-site monitoring, and focused monitoring. This indicator also includes all noncompliance identified through complaints and due process hearings. Several APR indicators were monitored in all districts through a desk audit process for compliance.

The NHDOE also monitored approved private special education schools. This monitoring occurs on a cyclical basis. When child specific findings of noncompliance were identified in these approved private special education schools, the finding was made against the LEA responsible for the child.

Districts are selected for focused monitoring based on a key performance indicator. The key performance indicator used in NH is the achievement gap between students with disabilities who score proficient and students without disabilities who score proficient on the statewide assessment. This indicator was selected by a stakeholder group representing various districts and agencies. Districts are divided into six enrollment groups based on the district total student population and then selected based on performance based on the indicator. For additional information on the NHDOE process for selecting LEAs for monitoring, please refer to the NH State Performance Plan.

http://www.education.nh.gov/instruction/special_ed/documents/spp_april_18_2011.pdf

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

Improvement Activities:

Note: The NHDOE reports improvement activities as completed or not completed based on the expectations for the activity for the reporting period. Even though an activity may be reported as completed for the reporting period, the activity may be ongoing and continue in the next year.

NH SPP Improvement Activity 1: Completed

The NHDOE continued to engage the OSEP funded Data Accountability Center (DAC) (until that contract ended) and the Northeast Regional Resource Center in on-site, telephone and email technical assistance specific to this indicator. The NHDOE continued to implement the work plan submitted to the OSEP State Contact for NH. The work plan included policies and procedures to implement the OSEP Memorandum 09-02: *Reporting on Correction of Noncompliance in the Annual Performance Report Required under Sections 616 and 642 of the IDEA*. The NHDOE has continued to develop and refine the general supervision system.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Consultants from the NHDOE also attended the OSEP sponsored leadership conference in August 2012 for additional technical assistance and resources.

NH SPP Improvement Activity 2: Completed

The NHDOE continued to refine the data collection process for on-site monitoring including: new forms and technical assistance to the on-site team regarding collecting reliable data from multiple sources. The NHDOE continued to implement the Memorandum of Understanding that clarified the roles of the State and the contractor with regard to the oversight of the contractor's findings of noncompliance and the verification of correction, and the mechanism by which SEA personnel make decisions regarding the identification and verification of correction of noncompliance.

NH SPP Improvement Activity 3: Completed

The Focused Monitoring Team implemented a regular status review of districts to periodically connect with the districts to provide technical assistance, verify progress and ensure timely correction. When districts were not able to correct the identified areas of noncompliance within a year, the NHDOE took measures to ensure that the correction and verification of the correction was completed as soon as possible. The NHDOE implemented the Memorandum of Understanding with its contractor for outlining the processes of decision making regarding the identification, and verification of the correction of noncompliance. The NHDOE has implemented procedures for tracking timely correction of both prong 1 and prong 2 of OSEP memo 09-02.

NH SPP Improvement Activity 4: Completed

The NHDOE has provided many opportunities for technical assistance to districts that are found to be in noncompliance. These opportunities have been through phone conversations, person to person and on-site visits. Technical assistance and redirecting funds are enforcement actions for long standing noncompliance.

NH SPP Improvement Activity 5: Completed

The NHDOE provided grants for the 2011-2012 school year for districts that were selected for Focused Monitoring. The grants were provided to assist the districts in their efforts to improve outcomes for students with disabilities.

NH SPP Improvement Activity 6: Completed

The NHDOE provided several guidance memos to LEAs for technical assistance regarding policies for timely correction of noncompliance for Indicator 11, 12 and 13.

Explanation of Progress or Slippage:

The NHDOE did not meet the target of 100% for 2011-2012.

State Actual Data: 93.65%

Target: 100%

The NHDOE had slippage in this indicator from the previous 2010 APR with a 2.99 percentage point decrease. Although there was slippage, it should be noted that the each individual instance of noncompliance, although not always timely, was subsequently corrected prior to the submission of this APR. One district has not demonstrated that it is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data. The NHDOE has taken enforcement actions for this remaining finding as described in Indicator 13. The NHDOE continues to provide continuous professional development opportunities to the field so as to decrease the number of findings of noncompliance.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p>			
<p>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 training program, or both, within one year of leaving high school.</p>	<p>Dispute Resolution: Complaints, Hearings</p>			
<p>3. Participation and performance of children with disabilities on statewide assessments.</p> <p>7. Percent of preschool children with IEPs who demonstrated improved outcomes.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p>			
<p>4A. Percent of districts identified 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.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p>			

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings			
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	1	2	2
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings			
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	46	96	96
	Dispute Resolution: Complaints, Hearings	3	3	3
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	7	7
	Dispute Resolution: Complaints, Hearings			

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	15	15	5
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Measurable Goals	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	7	7
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Certified Personnel, Admin/Policy	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	3	3
	Dispute Resolution: Complaints, Hearings			

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: IEP Process, Service Provision	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	12	26	26
	Dispute Resolution: Complaints, Hearings	15	30	28
Sum the numbers down Column a and Column b			189	177
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	93.65%

Note: For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2010 (July 1, 2009 through June 30, 2010) and verified as corrected as soon as possible and in no case later than one year from identification.

Timely Correction of FFY 2010 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	189
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	177
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	12

FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	12
-----------------------------------------------------------------------------------------	-----------

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	12
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction for findings of noncompliance identified in FFY 2010 (either timely or subsequent):

As required by OSEP’s June 20, 2011, *NH Part B FFY 2009 SPP/APR Response Table*, NHDOE verified that each LEA with noncompliance identified in FFY 2010: (1) *is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring, State data system or desk audit; and (2) has corrected each individual case of noncompliance or in the case of a timeline-specific requirement, completed the required action, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP memo 09-02.*

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):

For the 189 findings identified in 2010-2011, the NHDOE used the following process to verify correction as soon as possible but no later than one year from identification. The State verified the correction of the noncompliance either through on-site visit and file review and/or through a NHDOE desk audit monitoring review of district-submitted written documentation of the correction of the noncompliance. The NHDOE verified correction of noncompliance to ensure that the LEA had corrected each individual case of noncompliance, unless the child was no longer in the jurisdiction of the LEA. Specifically, the NHDOE reviewed files for correction or required LEAs to submit data demonstrating individual correction.

In addition, the NHDOE verified that the LEA was correctly implementing the specific regulatory requirements related to the findings through the review of subsequent data demonstrating 100% compliance. The verification was accomplished through an on-site monitoring visit with a review of a representative selection of student files, policies and procedures and other evidence to ensure that the LEA is implementing the specific regulatory requirements. The NHDOE file review includes a representative selection of student files to ensure confidence that the LEA has implemented the regulations with 100% compliance. In responding to indicators 3B, 11, 12 and 13 in the FFY 2011 APR, the NHDOE reported on the correction of noncompliance as described in the NH Part B FFY 2010 SPP/APR Response Table.

The findings reported in this indicator reflect all noncompliance identified through monitoring, data collections, and dispute resolution. Written findings were made consistent with OSEP Memorandum 09-02 that identified the LEAs where noncompliance occurred and their levels of noncompliance and included the regulatory citations. All noncompliant practices were addressed through root cause analyses and improvement activities. Policies and procedures were revised as necessary.

Actions Taken if Noncompliance Not Corrected

For the 12 findings of noncompliance that were not timely corrected, the NHDOE verified that each individual instance of noncompliance, although not always timely, was subsequently corrected prior to the submission of this APR. Effective February 15, 2013, eleven of the 12 districts demonstrated that they were correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data. The NHDOE has taken enforcement actions for the one remaining finding as described in Indicator 13 including the redirection of funds. Updated information effective April 2013: the one district, with an uncorrected finding of noncompliance specific to Indicator 13, demonstrated that it is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data verified by the NHDOE prior to the April 17, 2013 revision of the APR

New Hampshire Department of Education
 Part B State Performance Report (APR) for FFY 2011

Additional Information required by the OSEP FFY 2010 APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>In reporting on correction of findings of noncompliance in the FFY 2010 APR, the State must report that it verified that each LEA with noncompliance identified in FFY 2009: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2010 APR, the State must use the Indicator 15 Worksheet.</p>	<p>The State has reported on this in the FFY 2010 APR</p>
<p>In addition, in responding to Indicators 3B, 11, 12, and 13 in the FFY 2010 APR due February 1, 2012, the State must report on correction of the noncompliance described in this table under those indicators.</p>	<p>The State has reported on this in the FFY 2010 APR</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

Pursuant to OSEP Memorandum 13-6 and the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, Indicators 16 (Complaints) and 17 (Due Process hearings) have been deleted from the SPP/APR, effective with the FFY 2011 submission of the APR. Data related to these two indicators are reported in November to the Department of Education Office of Special Education as part of reporting required under Section 618 of the IDEA. This data may be found at: <https://www.ideadata.org/PartBDispRes.asp>

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR.

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 FFY Data:

FFY 2004 SPP - No Data – NH did not meet the threshold for reporting of at least 10 resolution sessions.

FFY 2005 SPP - No Data – NH did not meet the threshold for reporting of at least 10 resolution sessions.

FFY 2006 SPP – Baseline year: 38.7%

FFY 2007 APR – First year of data: 100%

FFY 2008 APR – Second year of data: 84%

FFY 2009 APR – Third year of data: 69%

FFY 2010 APR – Fourth year of data: 71%

FFY 2011 APR – Fifth year of data: 100% (3 of 3)

FFY	Measurable and Rigorous Target
FFY 2011	62-72% of resolution sessions held will result in a signed written agreement.

FFY	Actual Target Data
FFY 2011	Three of three resolution sessions resulted in agreements. (100%)

Calculation

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

100% = [(3 divided by 3)] times 100

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Explanation of Calculation

The Office of Legislation and Hearings reported that the total number of resolution meetings for the time period of July 1, 2011 to June 30, 2012, was 3. The Office of Legislation and Hearings identified that 3 of the 3, 100%, of the resolution sessions resulted in written settlement agreements.

Data for this indicator are provided in the federal annual Table 7, *Report of Resolution Under Part B, of The Individuals With Disabilities Education Act 2009 – 10*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The NHDOE reported fewer than 10 resolution sessions held in FFY 2011. The NHDOE is not required to meet targets or provide improvement activities in any fiscal year in which fewer than 10 resolution sessions were held.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR.

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 FFY Data:

- FFY 2004 SPP – Baseline year: 77.61%**
- FFY 2005 APR – First year of data: 88.33%**
- FFY 2006 APR – Second year of data: 51.5%**
- FFY 2007 APR – Third year of data: 100%**
- FFY 2008 APR – Fourth year of data: 78%**
- FFY 2009 APR – Fifth year of data: 82%**
- FFY 2010 APR – Sixth year of data: 60%**
- FFY 2011 APR – Seventh year of data: 78.2%**

FFY	Measurable and Rigorous Target
FFY 2011	During this period 75-85% of mediations will result in a signed written agreement.

FFY	Actual Target Data
FFY 2011	78.2%

Actual Target Data for FFY 2011 (reporting period July 1, 2011 – June 30, 2012):

Calculation

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

78.2% = [(7 + 11) divided by 23] times 100.

Explanation of Calculation

The Office of Legislation and Hearings reported that the total number of mediation requests and mediations held for the time period of July 1, 2011 to June 30, 2012, was 23. The Office of Legislation and Hearings identified that 18 of the 23, 78.2%, of the mediations resulted in a signed written agreement. Of the 18 mediations that settled, 7 were related to due process complaints and 11 were not related to due process complaints.

Data for this indicator are provided in the federal annual Table 7, *Report of Resolution Under Part B, of The Individuals With Disabilities Education Act 2009– 10*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The NHDOE met the target of 75-85%.

State actual data: 78.2% Target: 75-85%

As specified in OSEP Memorandum 13-6, in order to reduce reporting burden, in the FFY 2011 APR, States:

- 1) Are not required to provide an explanation of a) progress: b) no change in actual data from the data for FFY 2010; or c) slippage if the State meets its target.**
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2011 target.**

Therefore, the NHDOE will not be providing an explanation of progress or improvement activities for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There were no revisions to the SPP for this indicator.

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2011 is described in the Overview section of the APR.

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

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

<p>Measurement:</p> <p>State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:</p> <ul style="list-style-type: none"> a. Submitted on or before due dates (February 2 for child count, including race and ethnicity; placement; November 2 for exiting, discipline, personnel and dispute resolution; December 15, assessment; and February 1 for Annual Performance Reports and assessment); and b. Accurate, including covering the correct year and following the correct measurement. <p>States are required to use the “Indicator 20 Scoring Rubric” for reporting data for this indicator (see Attachment B).</p>

Overview of FFY Data:

- FFY 2004 SPP – Baseline Year: 100%**
- FFY 2005 APR – First year of data: 95%**
- FFY 2006 APR – Second year of data: 85.6%**
- FFY 2007 APR – Third year of data: 89%**
- FFY 2008 APR – Fourth year of data: 90.47%**
- FFY 2009 APR – Fifth year of data: 92.86%**
- FFY 2010 APR – Sixth year of data: 100%**
- FFY 2011 APR – Seventh year of data: 100%**

FFY	Measurable and Rigorous Target
FFY 2011	100%

FFY	Actual Target Data
FFY 2011	100%

New Hampshire Department of Education
Part B State Performance Report (APR) for FFY 2011

Calculation

The New Hampshire Department of Education, per OSEP instruction in the 2013 Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, did not report data for this indicator for the initial FFY 2011 APR submission on February 15, 2013. The NHDOE accepts OSEP's calculation of 100% for this indicator.

Explanation of Calculation

Detailed information about the actions the NHDOE is taking to ensure compliance are included below, including a description of the NHDOE mechanisms for ensuring error-free, consistent, valid and reliable data and evidence that these standards are met. Please note that targets for timeliness and accuracy are 100%.

Submission of SPP/APR Data

The NHDOE ensured that data submitted in the SPP/APR are valid and reliable through a variety of means. Data tied to the 618 data reporting requirements have data quality checks built into the data collection process. Data collected through a desk audit monitoring process and statewide surveys are reviewed by the NHDOE and verified through cross-checks for data accuracy and completeness. The NHDOE verifies the timely correction of noncompliance, consistent with OSEP memo 09-02, through a review of a representative selection of students, policies and procedures and other evidence as needed to ensure that the LEA is implying the specific regulatory requirements.

Submission of 618 data (Federal Tables)

The NHDOE used different databases for the collection of the 618 data for the federal tables and submitted through EDFacts. Table 1, 3, 4, and 5 are generated using information from the New Hampshire Special Education Information System (NHSEIS). Table 2 was generated using information from the NHDOE Bureau of Special Education through a survey sent to all districts and signed by the appointing authority. Table 6 was generated using information from the NHDOE Bureau of Accountability, Table 7 was generated using the database from the NHDOE Office of Legislation and Hearing and Bureau of Special Education, Complaint Officer, and Table 8 was generated using the data collected through a desk audit process by the Bureau of Special Education.

NHSEIS was designed as a data collection instrument which ensures through its business rules that data entered into the system were valid and reliable. NHSEIS provides error message with explanation when data are entered that are incorrect giving districts an opportunity to reenter correct data. The NHDOE offered continuous technical assistance and training to districts including monthly forums, on-site training and phone/e-mail support as well as a training manual. NHDOE staff members were available to assist districts on a daily basis with NHSEIS.

The NHDOE worked with EDFacts to verify and agree with Part B Report that all report and error messages that were sent to the NHDOE had been submitted and responded in a timely and accurate data for FFY 2012.