New Hampshire
Department of Education

IDEA Part B Special Education
State Performance Plan (SPP)
For 2005-2012

Submitted February 15, 2013

New Hampshire Department of Education
Bureau of Special Education

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

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New Hampshire Department of Education
Part B State Performance Plan (SPP) for 2005-2012

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 North East 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 establish 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.

- 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 Issue/Description of System or Process:

As required by *OSEP Memorandum 12-4*: *Part B State Performance Plan (part B-SPP) and Part B Annual Performance Report (APR),* the NHDOE submitted a revised SPP on February 1, 2012 (using the SPP template) because the State made revisions to the SPP since the SPP that it submitted with its FFY 2009 APR in 2011. These revisions include new baseline, targets and revised (if necessary) improvement

activities because NH began calculating graduation rates using a 4-year cohort graduation rate effective this reporting period (09-10 school year).

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 12/14/11, 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.

Local school districts have until November 15th of each year to submit graduation rate information for all youth to the New Hampshire Department of Education (NHDOE) for the previous school year. The actual report is not available until the following spring.

Graduation Rate is a key component of federal Title I (NCLB) accountability for states, districts, and schools. In October 2008, the U.S. Department of Education (US ED) announced final regulations establishing a uniform and more accurate way of calculating high school graduation rates that will be comparable across states. The US ED requires that, beginning with the 2010-2011 assessment year, states must use a 4-year cohort graduation rate for AYP determinations.

The October 2008 Title I regulations require each state to establish a single graduation rate goal and annual targets that reflect continuous and substantial improvement from the prior year toward meeting or exceeding the goal (C.F.R. § 200.19 (b)(3)(i)(A)-(B)). States are required to establish a graduation rate goal (e.g., 95 percent of students will graduate) that represents the rate they expect high schools to meet, and define annual targets for AYP that schools and districts must demonstrate to show continuous and substantial improvement from the prior year. To make AYP, a school or district must meet the state established graduation rate goal or the state-established graduation rate targets. The US ED sets many conditions that must be followed when calculating the graduation rate – for example, we cannot include students who do not meet the state minimum standards for graduation, we must only count students who graduate within four years (which includes the summer after the fourth year) and include *all* students, including students on individual education plans and English language learners.

In January 2010, each state submitted its goal and targets for peer review and U.S. Department of Education (Department) approval. The Department then worked with each state to help ensure that its goal and targets complied with the regulations. New Hampshire's goals and targets were approved May 2010. NH has currently set 95% as the ultimate goal for all high schools. NH started with a 75% target for 2010 (Class of 2009) and will increase the targets by 5% each year. The targets may not vary by school or subgroups.

Beginning with the 2009-2010 year, the NHDOE calculated a 4-year cohort graduation rate using individual student counts and using US ED accepted parameters. Starting with this class (2009-2010), the NHDOE will also be producing, for public information, a 5-year and a 6-year graduation rate for each cohort of students.

Overview of FFY Data prior to establishment of new baseline cohort graduation data in FFY 2010:
FFY 2004 SPP – Baseline Year (2004-2005 Data): 73%
FFY 2005 APR – First year of data (2005-2006 Data): 72%
FFY 2006 APR – Second year of data (2006-2007 Data): 75%
FFY 2007 APR- Third Year of data (2007-2008 Data): 71%
FFY 2008 APR*– Third year of data (2007-2008 Data): 71%
FFY 2009 APR – Fourth year of data (2008-2009 Data): 91.11%
FFY 2010 SPP-Baseline Data (2009-2010 Data): 71.56%

*Note: Beginning with the FFY 2008 SPP/APR, OSEP required data be reported for this indicator based on the prior year

Baseline Data for FFY 2010 (2009-2010):

Based upon the information from the ***Bureau of Information Services, Division of Program Support, New Hampshire State Department of Education***, new baseline data are being established for FFY 2010 (July 1, 2009 to June 30, 2010 data year) based on the revised cohort calculation. All data used in these calculations have been provided from the same source (noted above).

Calculating graduation rates:

Graduation Rates for all Students for 2009 – 2010 School year for New Hampshire

To calculate the 4-year graduation rate, the NHDOE tracked a cohort of students from 9th grade through 12th grade and then divide the number of students who graduate with a regular high school diploma or an adult high school diploma within four years by the total number in the cohort. In other words, the rate provided the percentage of the cohort that graduates in four years or fewer. The formula for the 4-year cohort that began in 2007, based on data for all students, is:

$$\frac{\textbf{On time graduates by 2010 (spring + summer graduates)}}{\textbf{[(first time 9th graders in year 06-07 + (transfers in) – (transfers out)]}}$$

The final regulations define the "four-year adjusted cohort graduation rate" as the number of students who graduate in four years with a regular high school diploma or an adult high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés and deceased students—see below).

$$\textbf{All Students} = 85.89\% = \frac{14{,}407}{16{,}773}$$

Graduation Rates for Students with IEPs for 2009-2010 School Year for New Hampshire

The calculation for students with IEPs was identical to the cohort calculation used for all NH students and comes from the same all-student data source. For the *Students with Disabilities* sub-group the criteria used for identifying and reporting on this subgroup of *Students with Disabilities*, a student with an IEP at any time since entering the 8th grade will be in the Students with Disabilities sub-group. The same method was used for identifying the English Language Learners and Economically Disadvantaged subgroups. For race/ethnicity, the last data submitted for that student was used for grouping. These are all the federally required subgroups.

$$71.56\% = \frac{2{,}083}{2{,}911}$$

Discussion of Baseline Data:

The percentage of youth with IEPs graduating from high school with a regular diploma or an adult high school diploma in four years is 71.56%. Compared to all youth in the state graduating with a regular diploma in four years at 85.89%, it shows a gap of 14.33 percentage points. The graduation rate for this baseline data submission was based on a four year cohort for 2009-2010. The 2010-2011 graduation calculations will reflect a new 4-year cohort rate, as well as a 5-year cohort graduation rate for students who did not graduate in four years at the end of the 2009-2010 school year. The 2011-2012 graduation calculations will reflect a new 4-year cohort rate, a 5-year rate for students who did not graduate in four years at the end of 2010-2011, as well as 6-year cohort rate for students who did not graduate in four years at the end of 2009-2010 or in five years at the end of 2010-2011. Moving forward the NHDOE will be able to determine the total number of students who graduated with a regular high school diploma, regardless of whether it takes a student four years to graduate or six years to graduate. The cohort

graduate rate is in no way an inverse calculation of the dropout rate, which is not a cohort calculation, but rather an annual calculation.

In order to narrow the gap, the NHDOE will focus improvement efforts on increasing the rate at which youth with IEPs graduate from high school with a regular diploma.

FFY APR (Data Year)	Measurable and Rigorous Target Historical Information
2005 (2005-2006)	For 2005-2006, the percentage of youth with IEPs graduating with a regular diploma will be 78%.
2006 (2006-2007)	For 2006-2007, the percentage of youth with IEPs graduating with a regular diploma will be 83%.
2007 (2007-2008)	For 2007-2008, the percentage of youth with IEPs graduating with a regular diploma will be 87%.
2008 (2007-2008 Data)	For 2007-2008, the percentage of youth with IEPs graduating with a regular diploma will be 87%. Data lag as per OSEP instruction.
2009 (2008-2009)	For 2008-2009, the percentage of youth with IEPs graduating with a regular diploma will be 89%.

FFY APR (Data Year)	Measurable and Rigorous Target Revised based on Baseline established FFY 2010
2010** (2009-2010)	For 2009-2010, the percentage of youth with IEPs graduating with a regular diploma will be 75%.
2011 (2010-2011)	For 2009-2010, the percentage of youth with IEPs graduating with a regular diploma in four years will be 80%.
2012 (2011-2012)	For 2010-2011, the percentage of youth with IEPs graduating with a regular diploma in four years will be 85%.

FFY	Improvement Activities/Timelines/Resources
2005 **(2005-2006)**	The NHDOE's recent award from the U.S. Department of Education's Office of Elementary and Secondary Education for $2,143,000 is a 3 year dropout prevention grant (APEX II). APEX II will be implemented in 11 high schools and their feeder middle schools. This project combines positive behavioral supports with a focus on students at high risk of dropping out as well as those not attending. The NHDOE will analyze statewide data comparing the percent of youth with IEPs graduating from high school with a regular diploma to the percent of all youth in the state graduating with a regular diploma for the 2004-2005 school year. This analysis will result in the NHDOE developing and implementing state action steps to narrow the graduation gap between these groups.
2006 **(2006-2007)**	Continue with APEX II (PBIS, RENEW, and Student Leadership) The NHDOE will review the action steps developed in 2005, determine the effectiveness of these action steps or interventions, and make adjustments in these interventions where indicated. The NHDOE will seek grants from the USDOE that will support youth with IEPs graduating with a regular diploma. The NHDOE will participate in the Governor's/ Commissioner of Education's Dropout Summit during this school year. The following improvement activities have been added to this February 1, 2008 SPP submission: The NHDOE, Bureau of Special Education will issue a new request for proposal for individuals to act in the role of technical assistance consultants to provide TA to school districts and private special education school/program. The NHDOE, Bureau of Special Education will review New Hampshire's twenty-three Adult High Schools to determine the enrollment of students with IEPs. The NHDOE, Bureau of Special Education will implement a new information system for recording and reporting all data related to students with disabilities. The NHDOE will begin implementation of the Commissioner of Education's initiative entitled *Follow the Child* which will focus on personalized learning and assessment to ensure the success of each, individual student. The New Hampshire Senate will review the current compulsory age of public education to determine if changes are necessary to improve rates of high school graduation and decrease rates of high school dropouts. The NHDOE will explore the option of designating GED completers as "high school completers."

2007 **(2007-2008)**	Continue with APEX II. (PBIS, RENEW, and Student Leadership) In 2007, the NHDOE will consider and implement Governor's/ Commissioner of Education's Dropout Summit recommendations as deemed appropriate. The NHDOE will seek grants from the USDOE that will support youth with IEPs graduating with a regular diploma. For the Annual Performance Report (APR) to be submitted February 1, 2009 the NHDOE, with broad stakeholder input, will reassess SPP targets (to determine if they continue to be rigorous and measurable) and strengthen improvement activities, timelines, and resources to ensure they are effective for meeting the targets. NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. The following improvement activities have been added to this February 1, 2008 SPP submission: The NHDOE, Bureau of Special Education will implement a new Technical Assistance program. The NHDOE will continue with implementation of the Commissioner of Education's initiative entitled *Follow the Child.* Alternative Education grants will be awarded for this year in response and preparation to SB 18 which goes into effect in FFY 2009.
2008 **(2008-2009)**	The NHDOE will seek grants from the USDOE that will support youth with IEPs graduating with a regular diploma. NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. The following improvement activities have been added to this February 1, 2008 SPP submission: The NHDOE will continue implementation of the new Technical Assistance program. The NHDOE will continue with implementation of the Commissioner of Education's initiative entitled *Follow the Child.* School districts will continue implementation of Alternative Education grants
2009 **(2009-2010)**	The NHDOE will seek grants from the USDOE that will support youth with IEPs graduating with a regular diploma. NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the state website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee for Students/Children with Disabilities (SAC), the NH State Board of Education, the NH Parent Information Center (PTI), and the NH Association of Special Education Administrators. The following improvement activities have been added to this February 1, 2008 SPP submission: SB 18 goes into effect July 1, 2009. The NHDOE will begin enforcement of this bill, which changes the compulsory age of public education from 16 to 18. The following improvement activities have been added to this February 2, 2011 SPP

	submission: The NHDOE will participate in the Governor's/ Commissioner of Education's Summit for High School Graduation. The NHDOE, Bureau of Special Education will issue a new request for proposal that will support youth with IEPs graduating with a regular high school diploma. The NHDOE will continue implementation of the new Technical Assistance program. The NHDOE will monitor the houses of corrections and act as a liaison for school districts to ensure that youth with IEPs, age 17-21, who become incarcerated prior to receipt of their high school diploma, will continue to receive education while incarcerated.
2010 **(2010-2011)** **2011** **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* The NHDOE will seek grants from the USDOE that will support youth with IEPs graduating with a regular diploma. *NH SPP Improvement Activity 2:* NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the state website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee for Students/Children with Disabilities (SAC), the NH State Board of Education, the NH Parent Information Center (PTI), and the NH Association of Special Education Administrators. *NH SPP Improvement Activity 3:* The NHDOE will continue enforcement of Senate Bill 18, which changes the compulsory age of public education from 16 to 18. *NH SPP Improvement Activity 4:* The NHDOE will participate in the Governor's/ Commissioner of Education's Summit for High School Graduation. *NH SPP Improvement Activity 5:* The NHDOE, Bureau of Special Education will continue to fund APEX III, a grant that supports youth with IEPs graduating with a regular high school diploma. *NH SPP Improvement Activity 6:* The NHDOE will continue implementation of the new Technical Assistance program. *NH SPP Improvement Activity 7:* The NHDOE will continue monitoring the houses of corrections and act as a liaison for school districts to ensure that youth with IEPs, age 17-21, who become incarcerated prior to receipt of their high school diploma, will continue to receive education while incarcerated.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan development is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

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 Issue/Description of System or Process:

The NHDOE has revised the indicator language and measurement for this indicator as required by OSEP memorandum 10-3.

Dropout data on all youth for the baseline year (2004-2005) was not available from the Bureau of Information Services, New Hampshire State Department of Education for the December 2, 2005 submission of the SPP. The February 1, 2007 SPP has been revised based on the appropriate data.

Dropout data for all youth is reported by districts to the New Hampshire Department of Education (NHDOE). The due date for reporting dropout data for all youth is October 15th of each year. The most recent dropout data available for all youth is for the 2004-2005 school year.

The total percentage of dropouts was 3.4% of the total high school population. The total percentage of dropouts for students with disabilities was 3.8%.

The following instructions are from the NHDOE, Division of Program Support, Bureau of Information Services instructions to local school districts for reporting dropouts. For a complete definition of dropout, please see Information Services website at:
www.ed.state.nh.us/education/data/ReportsandStatistics/DropOuts/Dropouts%202005-2006/Dropout%20INstructions%202005-2006.htm

Dropout Reporting Procedures for the 2004-2005 School Year are as follows:

1. Any student who was enrolled at the end of the 2004-2005 school year but did not return to school the following fall (i.e. 2005). She/he is considered a dropout as of the 16th attendance day of 2005-2006.

2. Any student that dropped out during the 2004-2005 school year and did not return by the 16th attendance day of the 2005-2006 school year.

3. DO NOT include students who were taught at home by their parents immediately prior to dropping out. DO include homebound students educated at district expense that became dropouts.

A student who drops out, returns, and drops out again during the same school year is reported as a dropout only once, as of the last dropout date. According to Information Services, any student that leaves a school to pursue a GED is counted as a dropout.

Calculating Dropout Rates:

Based upon the most current information from the ***Bureau of Information Services, New Hampshire State Department of Education***, these data have been updated to reflect the 2004-2005 school year.

NHDOE collects enrollment data on all students on October 1st of each year. For purposes of calculating enrollment, the October 1st figure is adjusted by removing home schooled students. The number of dropouts for the school year is then divided by the adjusted October 1st enrollment count plus the count of September dropouts for that same year. For example, the 2004-2005 dropout count is divided by the adjusted October 1, 2004 enrollment plus the number of students who dropped out in September of 2004 (September dropouts are primarily those students who do not return after the summer). The same calculation used to determine dropout rates for all students is used to determine dropout rates for youth with IEPs.

$$\text{Annual High School Dropout Rate For all Students} = \frac{\text{2004-2005 Dropout Count}}{\text{2004 Fall Enrollment + September 2004 Dropouts}}$$

A similar approach can be used to determine dropout rates for students with IEPs, although it is necessary to make assumptions for the 2004-2005 year. The estimate of the return rate for students with disabilities who drop out in one school year and return the following school year is 18%. The estimate of the students with disabilities who may drop out in the beginning of a school year is 23%. These estimates must be made since the New Hampshire Special Education Information System (NHSEIS) does not collect this data. These estimates are based on the actual data for all students.

For Indicator 2 the Bureau of Special Education has complied with Table A – New Hampshire Part B Required Action of the March 20, 2006 letter from the Office of Special Education (OSEP) and Rehabilitative Services regarding the December 2, 2005 State Performance Plan. The Bureau of Special Education has complied by including in the SPP the baseline data from FFY 2004 (July 1, 2004 through June 30, 2005). This baseline data is referenced in the FFY 2005 APR. The progress data will be calculated when the data on the dropout rate for all youth in the state is available. NH will submit as addendum to the APR to OSEP by April 1, 2007 the progress data from FFY 2005 (July 1, 2005 through June 30, 2006) for this indicator in order to comply with Table A – NH Part B Required Action of the March 20, 2006 letter.

Baseline Data for FFY 2004- 2005:

$$\text{Annual Dropout Rate (all high school)} = \frac{\text{(2,306 youth) 2004-2005 Dropout Count}}{\text{(66,828 youth) 2004 Fall Enrollment + (2,306 youth) September 2004 Dropouts = 69,134}}$$

Annual Dropout rate for all youth = 2,306 divided by 69,134 = .034 x 100 =3.4%

$$\text{Annual Dropout Rate (for youth 14–21 with IEPs)} = \frac{\text{(545) July 2004 – June 2005 Dropout Count – (545 x 18\% = 98) returned September 2004 = 447}}{\text{(11,736 youth with IEPs) 12/01/05 Enrollment Count + (447 x 23\% = 103) Dropouts = 11,839}}$$

Dropout Rate for youth with IEPs = 447 divided by 11,839 = .039 X 100 = 3.8%

Discussion of Baseline Data:

When comparing the percent of youth with IEPs dropping out of high school (3.8%) compared to the percent of all youth in the State dropping out of high school (3.4%) there is a gap of 0.4%. In order to narrow the gap, the NHDOE is going to focus improvement efforts on decreasing the rate at which youth with IEPs dropout of high school.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The dropout rate for youth with IEPs will be 3.7%.
2006 (2006-2007)	The dropout rate for youth with IEPs will be 3.6%.
2007 (2007-2008)	The dropout rate for youth with IEPs will be 3.5%.
2008 (2008-2009)	The dropout rate for youth with IEPs will be 3.4%.
2009 (2009-2010)	The dropout rate for youth with IEPs will be 3.3%.
2010 (2010-2011)	The dropout rate for youth with IEPs will be 3.2%.
2011 (2011-2012)	The dropout rate for youth with IEPs will be 2.5%.
2012 (2012-2013)	The dropout rate for youth with IEPs will be 2.0%**.**

FFY	Improvement Activities/Timelines/Resources
2005 (2005-2006)	The NHDOE's recent award from the U.S. Department of Education's Office of Elementary and Secondary Education for $2,143,000 is a 3-year dropout prevention grant (APEX II). APEX II will be implemented in 11 high schools and their feeder middle schools. This project combines positive behavioral supports with a focus on students at high risk of dropping out as well as those not attending. Positive Behavioral Interventions and Supports (PBIS) is a NHDOE statewide initiative currently in more than 105 schools throughout the state. The goal is to retain students in school, increasing the number(s) of students who are on track for high school completion and graduation. The Center for Effective Behavioral Interventions and Supports (CEBIS) implements this initiative by providing training and technical assistance to local schools implementing the PBIS systems change program to decrease dropout rates and increase the numbers of students staying in school and completing their high school education.
2006 (2006-2007)	The NHDOE's recent award from the U.S. Department of Education's Office of Elementary and Secondary Education of a 3-year dropout prevention grant (APEX II) will be implemented in 11 high schools and their feeder middle schools. This project combines positive behavioral supports with a focus on students at high risk of dropping out as well as those not attending. Positive Behavioral Interventions and Supports (PBIS) is a NHDOE statewide initiative currently in more than 105 schools throughout the state. The goal is to retain students in

	school, increasing the number(s) of students who are on track for high school completion and graduation. The Center for Effective Behavioral Interventions and Supports (CEBIS) implements this initiative by providing training and technical assistance to local schools implementing the PBIS systems change program to decrease dropout rates and increase the numbers of students staying in school and completing their high school education. The NHDOE will participate in the Governor's/Commissioner of Education's Dropout Summit in 2006. For the Annual Performance Report (APR) to be submitted February 1, 2007 the NHDOE, with broad stakeholder input, will review and revise SPP targets to determine if they continue to be rigorous and measurable; and to strengthen improvement activities, timelines, and resources to ensure they are effective for meeting the targets. The following improvement activities have been added to this February 1, 2008 SPP submission: The NHDOE, Bureau of Special Education will issue a new request for proposal for individuals to act in the role of technical assistance consultants. These technical assistance consultants will be able to offer technical assistance on behalf of the NH DOE to school districts and private special education school/program. The NHDOE will begin implementation of the Commissioner of Education's initiative entitled *Follow the Child* which will focus on personalized learning and assessment to ensure the success of each, individual student. The New Hampshire Senate will review the current compulsory age of public education to determine if changes are necessary to improve rates of high school graduation and decrease rates of high school dropouts. The NH DOE budget will be reviewed if changes are made to the compulsory age of public education. The NHDOE will explore the option of designating GED completers as "high school completers."
2007 **(2007-2008)**	The NHDOE's recent award from the U.S. Department of Education's Office of Elementary and Secondary Education of a 3-year dropout prevention grant (APEX II) will be implemented in 11 high schools and their feeder middle schools. This project combines positive behavioral supports with a focus on students at high risk of dropping out as well as those not attending. APEX II will hold a summer 2007 Leadership Institute and invite high schools and middle schools from throughout the state in an effort to expand the APEX II model to other schools statewide. The NHDOE will consider recommendations from the 2006 Governor's/Commissioner of Education's Dropout Summit for possible implementation in the fall of 2007. For the Annual Performance Report (APR) to be submitted February 1 of each year the NHDOE, with broad stakeholder input, will review and revise SPP targets to determine if they continue to be rigorous and measurable; and to strengthen improvement activities, timelines, and resources to ensure they are effective for meeting the targets. NHDOE will annually publish District Data Profiles which show how each district

	compares to state targets in the SPP. This will be published on the state website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC). The NH State Board of Education, the NH Parent Information Center, and the NH Association of Special Education Administrators. The following improvement activities have been added to this February 1, 2008 SPP submission: The NHDOE, Bureau of Special Education will implement a new technical assistance program. The NHDOE will continue implementation of the Commissioner of Education's initiative entitled *Follow the Child*. Alternative Education grants will be awarded for this year in response and preparation to Senate Bill 18 (SB 18) which raises the compulsory age of public education from 16 to 18. SB 18 goes into effect in FFY 2009. Schools receiving these grants will begin implementation.
2008 **(2008-2009)**	The NHDOE will consider the use of sliver grant monies and other state and federal resources to support dropout prevention efforts related to this indicator. The NHDOE will support sustainability efforts through ongoing technical assistance to all APEX I and APEX II schools. For the Annual Performance Report (APR) to be submitted February 1 of each year the NHDOE, with broad stakeholder input, will review and revise SPP targets to determine if they continue to be rigorous and measurable; and to strengthen improvement activities, timelines, and resources to ensure they are effective for meeting the targets. NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the State website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC). The NH State Board of Education, the NH Parent Information Center, and the NH Association of Special Education Administrators. The following improvement activities have been added to this February 1, 2008 SPP submission: The NHDOE will continue implementation of the new technical assistance program. The NHDOE will continue with implementation of the Commissioner of Education's initiative entitled *Follow the Child*. School districts will continue implementation of Alternative Education grants.
2009 **(2009-2010)**	The NHDOE will consider the use of sliver grant monies and other state and federal resources to support dropout prevention efforts related to this indicator. The NHDOE will support sustainability efforts through ongoing technical assistance to all APEX I and APEX II schools. For the Annual Performance Report (APR) to be submitted February 1 of each year the NHDOE, with broad stakeholder input, will review and revise SPP targets to determine if they continue to be rigorous and measurable; and to strengthen improvement activities,

	timelines, and resources to ensure they are effective for meeting the targets. NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the State website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC). The NH State Board of Education, the NH Parent Information Center, and the NH Association of Special Education Administrators. The following improvement activities have been added to this February 1, 2008 SPP submission: SB 18 goes into effect July 1, 2009. The NHDOE will begin enforcement of this bill, which changes the compulsory age of public education from 16 to 18. The following improvement activities have been added to this February 2, 2011 SPP submission: The NHDOE will participate in the Governor's/ Commissioner of Education's Summit for High School Graduation. The NHDOE will continue implementation of the new Technical Assistance program. The NHDOE will continue monitoring the houses of corrections and act as a liaison for school districts to ensure that youth with IEPs, age 17-21, who become incarcerated prior to receipt of their high school diploma, will continue to receive education while incarcerated.
2010 **(2010-2011)**	*NH SPP Improvement Activity 1*: The NHDOE will consider the use of sliver grant monies and other state and federal resources to support dropout prevention efforts related to this indicator. *NH SPP Improvement Activity 2:* The NHDOE will support sustainability efforts through ongoing technical assistance to all APEX I and APEX II schools. *NH SPP Improvement Activity 3:* For the Annual Performance Report (APR) to be submitted February 1 of each year the NHDOE, with broad stakeholder input, will review and revise SPP targets to determine if they continue to be rigorous and measurable; and to strengthen improvement activities, timelines, and resources to ensure they are effective for meeting the targets. *NH SPP Improvement Activity 4:* NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the State website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC). The NH State Board of Education, the NH Parent Information Center, and the NH Association of Special Education Administrators. *NH SPP Improvement Activity 5:* The following improvement activities have been added to this February 2, 2011 SPP submission: *NH SPP Improvement Activity 6:* The NHDOE will continue enforcement of Senate Bill 18, which changes the compulsory age of public education from 16 to 18.

	NH SPP Improvement Activity 7: The NHDOE will participate in the Governor's/ Commissioner of Education's Summit for High School Graduation. *NH SPP Improvement Activity 8:* The NHDOE, Bureau of Special Education will continue to fund APEX III, a grant that supports youth with IEPs graduating with a regular high school diploma. *NH SPP Improvement Activity 9:* The NHDOE will continue implementation of the new Technical Assistance program. *NH SPP Improvement Activity 10:* The NHDOE will continue monitoring the houses of corrections and act as a liaison for school districts to ensure that youth with IEPs, age 17-21, who become incarcerated prior to receipt of their high school diploma, will continue to receive education while incarcerated.
2011 **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1*: The NHDOE will seek grants from the USDOE that will support youth with IEPs graduating with a regular diploma. *NH SPP Improvement Activity 2*: NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the state website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee for Students/Children with Disabilities (SAC), the NH State Board of Education, the NH Parent Information Center (PTI), and the NH Association of Special Education Administrators. *NH SPP Improvement Activity 3*: The NHDOE will continue enforcement of Senate Bill 18, which changes the compulsory age of public education from 16 to 18. *NH SPP Improvement Activity 4*: The NHDOE will participate in the Governor's/ Commissioner of Education's Summit for High School Graduation. *NH SPP Improvement Activity 5*: The NHDOE, Bureau of Special Education will continue to fund APEX III, a grant that supports youth with IEPs graduating with a regular high school diploma. *NH SPP Improvement Activity 6*: The NHDOE will continue implementation of the new Technical Assistance program. *NH SPP Improvement Activity 7*: The NHDOE will continue monitoring the houses of corrections and act as a liaison for school districts to ensure that youth with IEPs, age 17-21, who become incarcerated prior to receipt of their high school diploma, will continue to receive education while incarcerated.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan development is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

February 2009: Based on a letter from the Office of Special Education (OSEP) and Rehabilitative Services regarding the July 2006 verification visit, the Bureau of Special Education has made revisions to this indicator regarding the participation rate of children with IEPs in statewide assessment. Based on this same letter, the Bureau of Special Education has issued a guidance memo regarding district wide assessment and the monitoring of the participation and performance of students with disabilities on district wide assessments.

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. 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 enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issues /Description of System or Process

The NHDOE has revised the indicator language and measurement for this indicator as required by OSEP memorandum 10-3.

Pursuant to the No Child Left Behind Act of 2001, IDEA 2004 and NH State RSAs 193 (C), (E) and (H), all New Hampshire students participate in the statewide academic assessment program.

NHDOE's system of statewide academic assessments is designed so that all students may participate. This system includes a general assessment without accommodation, and a general assessment with accommodations. In addition there is an alternate assessment based on alternate achievement standards for those students with significant cognitive disabilities who cannot participate in the general assessment, even with accommodations. In New Hampshire, statewide assessment is conducted with all students in grades 3, 4, 5, 6, 7, 8, and 10 each school year.

New Hampshire has 176 school districts, of which 163 received AYP reports in 2004. The difference is 13 school districts. These 13 school districts are considered small schools. The small school review process in New Hampshire looks at data for these small schools across a number of years. There are no data to appropriately report for these small schools for the 2004 year alone. Of the 163 districts, 98

received an AYP determination for this subgroup of children with IEPs. The cell size was too small in the other 65 districts to make a statistically reliable AYP determination in this subgroup. Of the 65 districts, 57 districts had an insufficient cell size in 2004 and 8 school districts had an insufficient cell size in 2003. Therefore, AYP could not be calculated for these 65 districts. In New Hampshire, the cell size of a district must be greater than or equal to 11 to make this performance determination in a reliable manner.

NHDOE baseline data for this report are derived from the NHEIAP State Assessment at grades 3, 6, and 10. However, in October 2005, NHDOE implemented a newly designed statewide assessment called the New England Common Assessment Program (NECAP). In late 2005, following the first implementation of the NECAP assessment, new AYP performance targets based on this completely new assessment will be set for all students tested in grades 3, 4, 5, 6, 7 and 8. These new AYP performance targets will be applied to the AYP determinations for the 2005-2006 school years. Based upon data yet to arrive from the October 2005 launch of the NECAP assessment, the new AYP targets will be calculated for all students using the federal NCLB formula for establishing baseline Annual Measurable Objectives. These changes in the statewide assessment will require a change in the measurable and rigorous targets for the FFY 2005 February 1, 2007 Annual Performance Report.

In accordance with 20 U.S.C. 1412 (a)(16)(A), the NHDOE has issued policy memos FY'07 Memo #18 directing districts to follow the same procedures for district wide assessment as those required for state wide assessments.

Baseline Measurement Indicators: FFY 2004 (AYP Year 2004-2005):

AYP determinations for 2004-2005 are based on Statewide Assessment data collected during the academic year 2003-2004.

A. District AYP Data:

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

A = 41 of 98, or 42%, of districts met the NH AYP objectives for progress for the disability subgroup (children with IEPs) for 2004.

(Source: District AYP Reports for spring 2004 New Hampshire Education and Improvement Assessment Program www.ed.state.nh.us)

B. Participation Rate:

a. Number of children with IEPs in grades assessed:
   = **7342 (Grades 3, 6, and 10)**

b. Percent of children with IEPs in regular assessment with no accommodations:
   = **(1343/7342) x 100** = **18.29%**

c. Percent of children with IEPs in regular assessment with accommodations (includes non-comparable) = (**5365/7342) x100** = **73.07%**

d. Percent of children with IEPs in alternate assessment against grade level standards **(0/7342) x100** = **0% (NH has no grade level alternate assessment.)**

e. Percent of children with IEPs in alternate assessment against alternate achievement standards **(354/7342) x100** = **4.82%**

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

= **1343+5365+0+354/7342 = 96.18%**

C. Proficiency Rate:

a. Number of children with IEPs in grades assessed:

7342 Children with IEPs in grades 3, 6, 10 assessed in Reading
7342 Children with IEPs in grades 3, 6, 10 assessed in Math

b. Percent of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations:
(Use 'a' as denominator.)

= Reading: **(689/7342) x100** = **9.38%**
= Math: (**1069/7342) x100** = **14.56%**

c. Percent of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations:

= Reading: **(1488/7342) x100** = **20.26%**
= Math: **(1942/7342) x100** = **26.45%**

d. Percent of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards:

= Reading: **0% (No assessment of this type exists in NH)**
= Math: **0% (No assessment of this type exists in NH)**

e. Percent of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against alternate achievement standards:

= Reading: **(279/7342) x100** = **3.80%**
= Math: **(263/7342) x100** = **3.58%**

Overall Percent Reading Proficiency = b + c + d + e divided by a
= (**689+1488+0+279)/7342 = 33.45**%

Reading Proficiency: 33.45% of students with IEPs across all grades assessed (3, 6, &10) achieved reading scores to be proficient or above.

Overall Percent Mathematics Proficiency = b + c + d + e divided by a

= **(1069 +1942 +0 +263/7342) =44.59%**

Mathematics Proficiency: 44.59% of students with IEPs across all grades assessed (3, 6, & 10) achieved math scores considered to be proficient or above.

Discussion of Baseline Data:

Districts making AYP: Forty two percent (42%) of NH districts with a reliable sample size were found to be meeting adequate yearly progress objectives for the students with disabilities subgroup in 2004.

Participation Data: As reported here, statewide participation data for the subgroup of students with disabilities show that 96.18% of students with disabilities were assessed under statewide assessment in the 2004-2005 AYP year. In the current school year (2005-2006), NHDOE is implementing for the first time a statewide data system of unique student identifier numbers. This will allow the state a much better ability to track students, and provide an opportunity to check the participation numbers for students with disabilities and all populations in a more accurate and comprehensive manner than ever before.

FFY	Measurable and Rigorous Target for the subgroup of students with disabilities:
2005 **(2005-2006)**	**A. District AYP Target:** 42% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase the participation rate of 96.18% of students participating in statewide assessments. **C. Proficiency Targets:** ▪ **Reading Proficiency:** 33.45% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 44.59% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics.
2006 **(2006-2007)**	**A. District AYP Target:** 43% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase the 96.18% participation rate of students with disabilities participating in statewide assessment. **C. Proficiency Targets:** ▪ **Reading Proficiency:** 40.84**%** of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 50.74**%** of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics.
2007 **(2007-2008)**	**A. District AYP Target:** 44% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase a participation rate of no less than 96.18% of students with disabilities participating in statewide assessment. **C. Proficiency Targets:** ▪ **Reading Proficiency:** 48.23% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 56.89% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics.
2008 **(2008-2009)**	**A. District AYP Target:** 45% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase a participation rate of no less than 96.18% of students with disabilities participating in statewide assessment.

	C. Proficiency Targets: ▪ **Reading Proficiency:** 55.62% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 63.04% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics.
2009 **(2009-2010)**	**A. District AYP Target:** 46% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase a participation rate of no less than 97% of students with disabilities participating in statewide assessment. **C. Proficiency Targets:** ▪ **Reading Proficiency:** 63.01% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 69.13% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics.
2010 **(2010-2011)**	**A. District AYP Target:** 47% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase a participation rate of no less than 97% of students with disabilities participating in statewide assessment. **C. Proficiency Targets:** ▪ **Reading Proficiency:** 70.40% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 69.19% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics.
2011 **(2011-2012)**	**A. District AYP Target:** 48% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase a participation rate of no less than 97.25% of students with disabilities participating in statewide assessment. **C. Proficiency Targets:** ▪ **Reading Proficiency:** 71% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 70% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics
2012 **(2012-2013)**	**A. District AYP Target:** 49% of NH districts will demonstrate adequate yearly progress

	for the students with disabilities subgroup. **B. Participation Rate Target:** The state will maintain or increase a participation rate of no less than 97.35% of students with disabilities participating in statewide assessment. **C. Proficiency Targets:** ▪ **Reading Proficiency:** 70.40% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ **Mathematics Proficiency:** 70.20% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics

FFY	Improvement Activities/Timelines/Resources
2005 **(2005-2006)**	Fall 2005–Winter 2006. The NHDOE Bureau of Accountability and Bureau of Special Education staff will meet with state stakeholders to impart knowledge, activities, and timelines regarding the implementation of the New England Common Assessment Program (NECAP). Spring 2006. The NHDOE Bureau of Accountability and Bureau of Special Education will share data regarding the results with the state stakeholder group of the New England Common Assessment Program. The NHDOE Bureau of Accountability and Bureau of Special Education will provide 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.
2006 **(2006-2007)**	*NH SPP Improvement Activity 1:* The NHDOE Bureau of Accountability and Bureau of Special Education will share data regarding the results with the state stakeholder group of the New England Common Assessment Program. *NH SPP Improvement Activity 2:* The NHDOE Bureau of Accountability and Bureau of Special Education will provide ongoing professional development and technical assistance relative to the participation rate of students with disabilities on statewide assessments. *NH SPP Improvement Activity 3:* The NHDOE Bureau of Accountability and Bureau of Special Education will provide 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. *NH SPP Improvement Activity 4:* The NHDOE will seek grants from the USDOE to support the participation and performance of children with disabilities on statewide assessments.
2007 **(2007-2008)**	*NH SPP Improvement Activity 1:* The **Beyond Access for Assessment**

2008 **(2008-2009)** **2009** **(2009-2010)** **2010** **(2010-2011)**	**Accommodations** project will provide support to schools and IEP teams to determine appropriate use of accommodations to maximize the potential for students with disabilities to access and progress in the general curriculum and to participate in the statewide assessments. To learn more about this go to http://www.iod.unh.edu. *NH SPP Improvement Activity 2:* From October 2007 until March 2009 New Hampshire will partner with Montana, Maine, Rhode Island and Vermont to work on a project awarded an Enhanced Assessment Grant to study the assessment needs of high school students with disabilities regarding reading comprehension. To learn more about this go to : http://www.measuredprogress.com *NH SPP Improvement Activity 3:* The General Supervision Enhancement Grant (NH-GSEG): **Gaining Access to What Students with Cognitive Disabilities Know** was awarded for 2007-2010 and is currently on-going. The NHDOE will develop alternate achievement standards (AAS) aligned with the state's general academic achievement standards and provide technical assistance to districts in assessing students based on these standards. More information is available upon request. *NH SPP Improvement Activity 4:* Consistent with new rules, regulations, and stakeholder input, the NHDOE will review and revise, as needed, the targets for participation and performance of children with disabilities on statewide assessments. *NH SPP Improvement Activity 5:* The NHDOE Bureau of Accountability and Bureau of Special Education will provide ongoing professional development and technical assistance relative to the participation rate of students with disabilities on statewide assessments. *NH SPP Improvement Activity 6:* The NHDOE Bureau of Accountability and Bureau of Special Education will provide 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. *NH SPP Improvement Activity 7:* The NHDOE will seek grants from the USDOE to support the participation and performance of children with disabilities on statewide assessments. *NH SPP Improvement Activity 8:* The NHDOE will consider IDEA set aside and state resources to support improvement activities that will result in improving the participation and performance of children with disabilities on statewide assessments. *NH SPP Improvement Activity 9:* For the Annual Performance Report (APR) to be submitted February 1, 2007 and each year thereafter the NHDOE, with broad stakeholder input, will review and revise SPP targets to determine if they continue to be rigorous and measurable; and to strengthen improvement activities, timelines, and resources to ensure they are effective for meeting the targets. *NH SPP Improvement Activity 10:* NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the state website and disseminated broadly to the media and key stakeholder groups such as the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC). The NH State Board of Education, the NH Parent Information Center, and the NH Association of Special Education Administrators.

2010 **(2010-2011)** **2011** **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* The NHDOE Bureau of Accountability and Bureau of Special Education will provide ongoing professional development and technical assistance relative to the participation rate of students with disabilities on statewide assessments. *NH SPP Improvement Activity 2:* The NHDOE Bureau of Accountability and Bureau of Special Education will provide 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. *NH SPP Improvement Activity 3:* The NHDOE will seek grants from the USDOE to support the participation and performance of children with disabilities on statewide assessments. *NH SPP Improvement Activity 4:* The NHDOE will consider IDEA set aside and state resources to support improvement activities that will result in improving the participation and performance of children with disabilities on statewide assessments. *NH SPP Improvement Activity 5:* For the Annual Performance Report (APR) to be submitted February 1, 2007 and each year thereafter the NHDOE, with broad stakeholder input, will review and revise SPP targets to determine if they continue to be rigorous and measurable; and to strengthen improvement activities, timelines, and resources to ensure they are effective for meeting the targets. *NH SPP Improvement Activity 6:* The NHDOE, as a governing member of the Smarter Balance Assessment Consortium, will continue to create adaptive online exams, using "open source" technology. The online system will provide 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 will include a variety of tools, processes and practices that teachers may use in planning and implementing ongoing assessment. This will assist teachers in understanding what students are and are not learning on a daily basis so they can adjust instruction accordingly. *NH SPP Improvement Activity 7:* The NHDOE will provide professional development and technical assistance to train special education teachers to provide students with disabilities access to the core curriculum during NH Alternate Assessment Learning Progressions Assessment Trainings (NH-ALPs). *NH SPP Improvement Activity 8:* The NHDOE will partner with Measured Progress on the Student Accessibility Assessment System Project (SAAS)as a member of the Nimble Assessment Tools team to create an online system for assessing individual student access needs. *NH SPP Improvement Activity 9:* The NHDOE will launch and implement the newly developed NH Alternate Learning Progressions Assessment to provide a tool for teams to identify the needs of students to achieve learning, communication and performance goals. The tool is called the: *NH Access by Design: Individualized Communication & Access Needs (I-CAN) Inventory & Resources System - tools* for teachers of students participating in alternate assessment. *NH SPP Improvement Activity 10:* New February 15, 2013. The NHDOE Bureau of Special Education New Hampshire Accessible Instructional Materials (NHAIM) will provide professional development and targeted technical assistance to schools and

	families to ensure that students with print disabilities receive instructional materials in a timely manner, access the core curriculum, and have the opportunity to improve performance on statewide assessments.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan development is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010. The NHDOE utilized the optional templates from OSEP to support the development of this indicator.

Technical Assistance
The NHDOE worked with NERRC and Data Accountability Center (DAC) in the development of this indicator. Technical assistance included specific guidance regarding our procedures for data analysis and identification of LEAs with significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Additional technical assistance was obtained through *SPP/APR Calendar*, including the resources: *"Reporting and Analyzing Racial and Ethnic Data Based on Seven Categories related to Indicators 4-B, 9 and 10 and Significant Disproportionality"* and *"B 4 Analysis of APRs for Suspension/Expulsion and Disproportionality"*. The NHDOE participated in the OSEP teleconference regarding this indicator and has used the *Indicator B4: Rates of Suspensions and Expulsions* power point and the *Indicator B4 Side-by-Side Comparison* as guidance for this indicator.

Monitoring Priority: FAPE in the LRE

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; and

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.

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

Measurement:

A. 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.
B. 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.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process (4A and 4B):

Note: The NHDOE made changes to Indicator 4A, as described in this indicator and in the APR. As a result of these changes, FFY 2009 (based on 2008-2009 data) is a baseline year for Indicator 4A. Indicator 4B is new for FFY 2009 (based on 2008-2009 data) and is also a baseline year. The new definition and methodology for 4A and 4B are described in this indicator.

Data for this indicator (4A and 4B) are from *Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Subject to Disciplinary Removal).* 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 examines data to determine if significant discrepancies are occurring in the rate of long term suspensions and expulsions of children with disabilities among local school districts. Significant discrepancies are 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 2009 APR, data are from 2008-2009), including data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs, as required at 20 U.S.C. 1412(a)(22). If the NHDOE determines that there are significant discrepancies in the suspension and expulsion occurring, the NHDOE reviews, and if appropriate, revises (or requires the district to revise) its 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.

When the NHDOE examined the FFY 2008 data, we discovered that a large number of districts were being identified with significant discrepancies in 4A. The NHDOE decided to conduct an in-depth analysis of this indicator to determine if the methodology used to determine if districts were being identified as having a significant discrepancy in the rates of suspensions and expulsions greater than 10 days was resulting in a valid and reliable count of districts with significant discrepancies. We approached DAC and NERRC to assist us with this examination. At the same time, we explored the parameters for defining and analyzing 4B.

In order to conduct the extensive analysis, we reviewed the thresholds (for 4A) identified by other states in their definition and examined the small "n" requirements in states that were similar to NH, such as Vermont and Maine. As a result of this examination, it was discovered that the threshold of 2.2 % for "significant discrepancy" was not a reasonable threshold for NH and that 3% was a more appropriate threshold (described in the section above titled: "*Definition of Significant Discrepancy and Methodology").* In addition, small districts in NH were often being identified based on extremely small numbers of children suspended or expelled for more than 10 days. For example, in one district there were 49 children with IEPs in the district and 3 were suspended or expelled for more than 10 days resulting in a rate of 6.12%. In another example there were 32 children with IEPs in the district and 1 was suspended or expelled for more than 10 days resulting in a rate of 3.13%. Based on this analysis, the NHDOE has created the following minimum "n" size requirements, as described in the section above titled: "*Definition of Significant Discrepancy and Methodology".*

The 3% threshold and these minimum "n" size requirements have been designed to ensure that NH is implementing a meaningful, valid and reliable way to identify those districts with significant discrepancies in the rates of suspensions and expulsions greater than 10 days for children on IEPs. These are further defined in the *Definition and Methodology section* below.

After much consideration of the data and information, the NHDOE decided to use the same measurement methodology to calculate 4A and 4B. As a result this indicator contains new baseline data, a revised discussion of these new baseline data and revised targets in this section of the state performance plan. The baseline data from FFY 2009 (based on 2008-2009 data) for 4Aare also included in this Annual Performance Report immediately following this note in the "Actual Target Data for FFY 2009" section.

The NHDOE also included two additional years for targets and improvement activities for 4A in the SPP, as required by OSEP.

Definition of Significant Discrepancy (revised FFY 2009 SPP)

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

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

4 A. Baseline Data for FFY 2009 (2008-2009):

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.

2.87% = [(5/174)]*100

4. A. Discussion of Baseline Data for FFY 2009 (2008-2009):

Of the 174 school districts in NH in 2008-2009, 5 or 2.87% meet 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 13 districts that had greater than 3% suspension/expulsion of students with IEPs for more than 10 days in a school year.
- There was 1of the 13 districts that had fewer than 11 students with IEPs, leaving 12 districts for consideration.
- Of the 12 districts remaining, there were 7 districts had fewer than 4 students with IEPs suspended or expelled for more than 10 days in the school year, leaving 5 districts that met the definition of significant discrepancy, for both the threshold and minimum "n" size
- In total, the NHDOE removed 8 districts from the 174 districts based on the minimum "n" size.

There were 5 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.

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

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies	Percent
FFY 2009 **(using 2008-2009 data)** **Revised Baseline Data**	174	5	2.87%

4A. Review of Policies, Procedures, and Practices *(completed in FFY 2009 using 2008-2009 data): If any LEAs are identified with significant discrepancies:*

For each of the 5 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, if 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 districts' 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 onsite 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.

Based on this review, the NHDOE made no findings of noncompliance in any of the 5 districts and did not revise or require the districts to revise any policies, procedures or practices.

4A. Correction of FFY 2008 Findings of Noncompliance: There were no findings of noncompliance related to this indicator in FFY 2008.

4. B. Baseline Data from FFY 2009 (2008-2009):

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.

4B. 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.

0.00% = [(0) divided by (174)] times 100.

4. B. Discussion of Baseline Data for FFY 2009:

In order to determine baseline data, the NH Department of Education (NHDOE) used the data reported in the federal Annual IDEA Data Report Table 5, Section A, Columns 3A, 3B, and 3C, *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 days*.

The NHDOE then compared these numbers of suspended or expelled students by racial/ethnic group against the total number of children with IEPs by racial/ethnic groups in each district. Of the 174 districts in the state:

- The NHDOE determined that there were 13 districts that had greater than 3% suspension/expulsion of students with IEPs for more than 10 days in a school year.

- Of these 13 districts, 1 was removed from the calculation because there were fewer than 11 students with IEPs in any racial/ethnic subgroup leaving 12 districts for consideration.
- Of the 12 districts remaining, 8 were removed because there were fewer than 4 students with IEPs in the comparison racial/ethnic subgroup suspended or expelled for more than 10 days in the school year.

- In total, the NHDOE removed 9 districts from the 174 districts based on the minimum "n" size.

There were 4 districts that were determined to meet the definition of significant discrepancies, by race and ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year.

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

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

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2009 **(using 2008-2009 data)**	174	4	2.30%

4B(b). LEAs 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.

Year	Total Number of LEAs*	Number of LEAs 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 2009 **(using 2008-2009 data)**	174	0	0.00%

Review of Policies, Procedures, and Practices *(completed in FFY 2009 using 2008-2009 data): If any LEAs are identified with significant discrepancies:* Based on the data, the NHDOE identified 4 districts with significant discrepancies by race for this reporting period. For these districts, the NHDOE conducted an on-site review of information on each of the students in the specific race category that were suspended or expelled for 10 or more days. This on-site review was conducted to determine if there were any policies, procedures or practices that contributed to the significant discrepancy or if there was a lack of compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Each of the districts had data and documentation to support implementation of IDEA relative to this indicator. Therefore, the NHDOE determined that policies, procedures and practices did not contribute to the significant discrepancy and that the districts complied with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

FFY	Measurable and Rigorous Targets (Revised FFY 2009)
2009 **(using 2008–2009 data))**	4A: 2.87% 4B: NA/new indicator
2010 **(using 2009-2010 data)**	4A: 2.87% 4B: 0%
2011 **(using 2010-2011 data)**	4A: 2.75% 4B: 0%
2012 **(using 2011-2012 data)**	4A: 2.5% 4B: 0%

FFY	Improvement Activities/Timelines/Resources
2010 **(using 2009-2010 data)** **2011** **(using 2010-2011 data)** **2012** **(using 2011-2012 data)**	*NH SPP Improvement Activity 1:* The NHDOE will develop, make available and assess the effectiveness of a webinar or other professional development activity to support districts with understanding the impact of policies, practices and procedures on suspension/expulsion rates, the use of positive behavior interventions and supports and procedural safeguards to reduce suspension and expulsion rates for children with IEPs. *NH SPP Improvement Activity 2:* For smaller districts that do not meet the minimum "n" size, the NHDOE will share data and provide 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. *NH SPP Improvement Activity 3:* The NHDOE will research and make information available to districts regarding effective behavioral supports and interventions. *NH SPP Improvement Activity 4:* The NHDOE will make technical assistance available on request to districts to support the use of positive behavioral interventions for students with disabilities. *NH SPP Improvement Activity Cluster:* Improvement activities related to this indicator are also found in Indicators 1,2,3,5, 8, 9, 10, and 13.

Overview of the State Performance Plan Development:

Baseline data established in 2004-2005 was generated from the old State database (SPEDIS) that was not able to calculate when special education services were occurring in the regular class. The new State database (NHSEIS) is able to make that calculation. The NHDOE has worked for the last 3 years with DAC and NERRC to support districts with accurate data entry into NHSEIS regarding placement and services. The NHDOE is using the 12/1/09 data to establish a new baseline and to generate new targets. The continuum of learning environments available for children with disabilities needs to be reflected in the targets. It is an IEP team's decision as to what setting on the continuum is appropriate for an individual child and how much time the child is in the regular classroom. Through the process of public reporting, it has become evident the targets established in 2007 for 5A and 5B are not reasonable to achieve and do not reflect national or state results. We are also adjusting the targets for 5C since we have exceeded those targets that were set previously. We have received feedback from stakeholders that the targets originally set (for example 77% of students with disabilities inside the regular classroom 80% or more of the day) are not in keeping with IEP teams decisions about where children should receive special education and related services. This discrepancy between the actual data and the targets has been a burden for districts as they explain how and where special education and related services are provided to their local community. Therefore, the NHDOE is re-establishing baseline and setting new targets for 2009-2010 through the (expanded) end of the SPP.

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.

Overview of Issue/Description of System or Process:

In New Hampshire, the NHDOE ensures that the placement of children with IEPs, aged 6-21, is in accordance with the following NH Rules for the Education of Children with Disabilities

Ed 1111.01(a) Placement in the Least Restrictive Environment.

(a) Each LEA shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private providers of special education, are educated with children who do not have disabilities and that, consistent with 34 CFR 300.114, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Ed 1111.02 Placement Decisions.
(a) The IEP team shall make placement decisions in accordance with 34 CFR 300.116.

Ed 1111.03 Continuum of Alternative Placements.
(a) The LEA shall comply with the requirements of 34 CFR 300.115, relative to continuum of alternative placements

Baseline Data for FFY 2009 (2009-2010):

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.

   48.71% = [(13,210) / (27,120)] 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.

   19.18 % = [(5,202) / (27,120)] 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.

   2.82 % = [(764) / (27,120)] times 100.

Discussion of Baseline Data:

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): 27,120 children with IEPs ages 6-21 with data points in NHSEIS on 12/1/2009. 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.

The NHDOE used a number of data points entered by districts in NHSEIS to calculate the amount of time a student was in the regular class (A. and B. of the measurement): the 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 setting 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.

The Table 5.1 below provides a look at national data and state trends. This was used to support the development of targets for this indicator. It is important to note that the children with IEPs who are in regular class less than 80% of the day but more than 40% of the day (between 5A and 5B) are not included in this report but represent about 25% of the children with IEPs.

Table 5.1	A. In class 80% of the day or more	B. In class less than 40% of the day	C. In separate schools, residential facilities, or homebound placements
National Data (2007)	57%	15%	3.0%
NH Actual 07-08	51.70%	22.62%	3.2%
NH Actual 08-09	45.02%	26.98%	3.2%
NH Actual 09-10	**48.71%**	**19.18%**	**2.82%**
NH 3 year average	48.48%	22.93%	3.07%
NH 3 yr + National/4	50.60%	20.95%	3.06%

The targets below will be used to compare State and district result for public reporting beginning in the spring of 2011 for the 2009-2010 data.

FFY	**Measurable and Rigorous Target**		
2009 (2009-2010)	**5A: 48.71%**	**5B:19.18%**	**5C:2.82%**
2010 (2010-2011)	**5A: 49%**	**5B:18%**	**5C: 2.82%**
2011 (2011-2012)	**5A: 51%**	**5B:16%**	**5C: 2.75%**
2012 (2012-2013)	**5A: 53%**	**5B:15%**	**5C: 2.5%**

FFY	**Improvement Activities/Timelines/Resources**
2010 (2010-2011) **2011 (2011-2012)** **2012 (2012-2013)**	*NH SPP Improvement Activity 1:* The NHDOE will maintain its monitoring/oversight of policies, practices and procedures of districts and nonpublic special education programs to ensure young children with IEPs have access to free appropriate public education in the least restrictive environment. Noncompliance will be corrected as soon as possible but no more than one year from identification. *NH SPP Improvement Activity 2:* The NH Instructional Materials Center will provide access to students with print disabilities through specialized formats. *NH SPP Improvement Activity 3:* The NH Deaf Education Initiative will provide families and schools information to support students who are deaf and hard of hearing through the NH Deaf Education Guidelines. *NH SPP Improvement Activity 4:* The NHDOE will seek grants from the USDOE that will support children and youth with IEPs aged 6-21 being educated in the Least Restrictive Environment. *NH SPP Improvement Activity Cluster:* Improvement activities related to this indicator are also found in Indicators 1, 2, 3, 8, 9, 10, and 13.

Overview of the State Performance Plan Development:

OSEP Memo 13-6, Part B SPP/APR Indicator/Measurement Table requires States, in the FFY 2011 submission, to establish new baseline, targets and, as needed, improvement activities for this indicator using the 2011-2012 data.

The introduction to the State Performance Plan and FFY 2011 Annual Performance Reports include detailed information on how the state obtained broad input from stakeholders and how the NHDOE will disseminate the SPP to the public.

The NHDOE worked with NECTAC, the NH PTI, local district administrators and preschool special education coordinators from across the state to obtain broad input on the development of this indicator. The NHDOE Preschool Special Education (619) Coordinator participated in OSEP sponsored trainings at the summer institutes regarding this indicator over the past years and sought technical assistance from NECTAC in the development of the data system, establishing targets and improvement activities.

In the fall of 2011 the NHDOE, in conjunction with NECTAC, held a series of stakeholder meetings to build capacity within the field regarding this indicator. That group focused on developing a common understanding of the indicator and the terms being used and explored the implications at the state and local level regarding the data reporting requirements. Those meetings helped inform the NHDOE about potential improvement activities.

The NHDOE met with the New Hampshire Special Education Information System stakeholder group, including a broad representation of special education administrators, preschool special education coordinators, and others to review the baseline data and obtain explore potential improvement activities and to make recommendations regarding targets.

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 = [(# 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) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

The NHDOE, Bureau of Special Education released FY' 13 Memo #9: "Preschool LRE Requirements and Data Reporting". Attached to this memo was the OSEP letter dated February 29, 2012 that "reiterates that the least restrictive environment (LRE) requirements in section 612(a) (5) of the Individuals with Disabilities Education Act (IDEA) apply to the placement of preschool children with disabilities." The letter

confirms that, for all children with disabilities, including children aged 3-5, "…separate classes, separate schooling, or other removal of children with disabilities from the regular educational environment may occur only when the nature or severity of the disability of a child is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." NHDOE Memo #9 also provided information about the age range of preschool children to be reported (children ages three through five, including five year olds in kindergarten on the reporting date), OSEP reporting requirements and the New Hampshire Special Education Information System (NHSEIS) data entry. NHSEIS is the statewide data system for special education,

The NHDOE worked with Public Consulting Group (PCG), the vendor for NHSEIS, to ensure that the data system was prepared to collect data based on the new 618 data reporting requirements and Indicator 6. The NHDOE provided training on data entry to the field several times over the past year and is preparing an on-line training module for ongoing support to districts. The NHDOE will continue to respond to the data entry needs of districts and monitor the fidelity of the data being entered.

Baseline Data from FFY 2011 (October 1, 2011):

Calculation

A. Percent = [(# 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) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

   50.03% = [(1,580)/(3,158)] x 100

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

   10.26% = [(324)/(3,158)] x 100

Discussion of Baseline Data:

The NHDOE, with support from NECTAC, completed an analysis of the baseline data. Data for C2 and D1 are suppressed because the cell size is less than 5.

Indicator 6 measurement A. (1,580 children) includes children in A1 (1,222) and B1 (458) below. Indicator 6 measurement B. (324 children) includes children in C1, C2 and C3. These data are consistent with the 618 federal data reported to OSEP.

A1	A2	**B1**	B2	**C1**	**C2**	**C3**	D1	D2	Total
1122	618	**458**	620	**320**	**X**	**0**	X	13	3,158
35.53%	19.57%	**14.50%**	19.63%	**10.13%**	**X**	**0.00%**	X	0.41%	100.00%

Regular Early Childhood Program **includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs).**	**A = at least 10 hours per week**	**A1.**	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
		A2.	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
	B = less than 10 hours per week	**B1.**	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).
		B2.	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).
Special Education Program **includes less than 50 percent nondisabled children (i.e., children not on IEPs).**	**C = Special Education Program**	**C1.**	Separate class. *Child* attends a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program.) Mark only this category **even if the child <u>also</u> receives special education services in the home (row D1) or in the service provider location or some other location (row D2).**
		C2.	Separate school. *Child* receives education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program.) Mark only this category **even if the child <u>also</u> receives special education services in the home (row D1) or in the service provider location or some other location (row D2).**
		C3.	Residential facility. *Child* receives education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program.) Mark only this category **even if the child <u>also</u> receives special education services in the home (row D1) or in the service provider location or some other location (row D2).**
Neither a Regular Early Childhood Program nor a Special Education Program (as defined above)	**D = Home or Other (not regular early childhood; not special education program)**	**D1.**	Home. *Child* receives special education and related services in the principal residence of the child's family or caregivers, and **attends neither a Regular** Early Childhood Program **nor** a Special Education Program provided in a separate class, separate school, or residential facility. This includes the child who receives special education both at home and in a service provider location **or some other location that is not in any other category (D2)**. The term caregiver includes babysitters.
		D2.	Service provider location **or Some Other location that is not in any other category**. *Child* receives all special education and related services from a service provider **or some other location that is not in any other category**, and who attends **neither** a **Regular** Early Childhood Program **nor** a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: private clinicians' offices, clinicians' offices located in school buildings, and hospital facilities on an outpatient basis.

FFY	Measurable and Rigorous Targets	
2012 (2012-2013)	6A: 51%	6B: 10%

FFY	Improvement Activities/Timelines/Resources
2012 **(2012-2013)**	*NH SPP Improvement Activity 1:* Data Collection The NHDOE, Bureau of Special Education will continue to promote a data system that effectively collects and reports timely and accurate data for 618 reporting and Indicator 6. *NH SPP Improvement Activity 2:* Data Entry The NHDOE, Bureau of Special Education will provide professional development and technical assistance to the field regarding data collection and entry into NHSEIS. *NH SPP Improvement Activity 3:* Continuum of LRE The NHDOE, Bureau of Special Education will provide universal, targeted, and intensive professional development and technical assistance to the field regarding settings and least restrictive environment. *NH SPP Improvement Activity 4:* Evaluation The NHDOE will engage in evaluative activities to assess the capacity, infrastructure and practices of the field regarding the provision of FAPE in the LRE for preschool children with disabilities.

Overview of the State Performance Plan Development:

In addition to the process described in the beginning of this Part B State Performance Plan (SPP), the following activities were utilized to gather stakeholder input for this indicator. The NHDOE utilized the ECO Suggested Format for the development of this indicator.

FFY 2009 Overview of SPP Development for 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 publishers – (Brookes Publishing – AEPSi; Curriculum Associates – Brigance; and Teaching Strategies – Creative Curriculum) in the development of this indicator.

A focus group representing a variety of perspectives met with the NHDOE to assist with the FFY 2009 data review and analysis. It was unanimously agreed by that group that we should re-establish the baseline and set new targets in the SPP submitted February 1, 2011 based on the revised data conversion process as described below. An Advisory Group is being formed through PTAN to provide ongoing input to the NH Preschool Outcome Measurement System.

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 North East 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, email and onsite support; resources (Power Points, FAQs, etc) from OSEP and ECO; national conferences; meetings with Nebraska, Colorado, ECO and the publishers. A webinar, done by Lynne Kahn of NECTAC and the NHDOE, was held last year to explain the preliminary data and reporting requirements.

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.

Historic review of the development of Indicator 7: Preschool Outcomes

The NHDOE received a USDOE General Supervision Enhancement Grant (GSEG) to support the development of NH's infrastructure for the Preschool Outcome Measurement System. This GSEG was known as "NH Cornerstone" project. The "NH Cornerstone" project was in effect from October 2004-September 2006. This indicator has received significant input from a variety of stakeholders through the NH Cornerstone project, including family organization representatives and consumer families, early-intervention service providers, preschool special educators, program administrators, technical assistance providers, agency, Institutes of Higher Education (IHE) and professional development personnel. Mechanisms for enlisting input and feedback included a statewide meeting to open the project, meetings of subcommittees on Infant-Toddler, Preschooler and Family Outcomes, eleven public forums held around the state, a statewide Family Outcomes Survey for participation by mail and an on-line survey of both child and family outcomes. The NHDOE worked with ECO and NECTAC, through the GSEG, to engage stakeholders in determining the instruments and procedures to be used to gather data for this indicator.

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 = [(# of preschool children who did not improve functioning) divided by (# 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 = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# 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 = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# 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 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 = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # 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 = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process

The NHDOE, in collaboration with the National Early Childhood Technical Center (NECTAC) and Early Childhood Outcome Center (ECO), worked with a stakeholder group in New Hampshire in 2008-2009 to set targets for Summary Statements for FFY 2009 and FFY 2010. Since those targets were established, Teaching Strategies (Creative Curriculum) and Brookes Publishing (AEPSi) went through a data conversion process because field users were finding that higher than expected percentages of their children were scoring in the typically developing range based upon online reports generated for B7 OSEP reports. This was also occurring in other states that used these online systems.

Both publishers believe the scores now to be more accurate and reflective of a change in measurement rather than a change in performance. This work was done with the support of the statistician from Early Childhood Outcome Center (ECO). Based on this improvement in the data conversion process, the NHDOE and stakeholders agreed that baseline needed to be re-established in the FFY 2009 submission of the SPP and new targets set for FFY 2009-2012. The improvement activities in place were determined to be highly effective and did not need to be revised. The NHDOE, per OSEP instructions, has added two additional years of targets and improvement activities to the SPP.

Data increased in quality from 2008-2009 to 2009-2010 and the NHDOE met its revised targets for FFY 2009. Upon implementation of the new measure, the direction of change was estimated correctly for each target, (A and B were predicted to increase, and C was predicted to decrease with higher quality data) showing that the assumptions made about the baseline data were correct.

Policies and procedures to guide outcome assessment and measurement practices:

The NHDOE provided memos to the field to guide outcome assessment and measurement practices. To date, the primary intent of the memos was to make districts aware of data reporting requirements and to support the districts with the completion of timely and accurate data.

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

FY ’10 Memo #23: *Preschool Outcome Data Reporting.*

FY ’09 Memo #13: *NH Preschool Outcome Data Reporting Process and Timeline for 2007-2008.*

FY ’09 Memo #30: Inform districts of timelines for local data verification and state reporting process.

FY ’09 Memo #34: Guidance on the use of American Recovery and Reinvestment Funds, including appropriate uses to support the preschool outcome measurement system.

FY ’09 Memo # 45: Inform districts that technical assistance is available to ensure timely and accurate and complete data; also informed districts of a requirement to provide additional information on key elements for data validation.

FY ’08 Memo #16: Provided districts with the process and timeline to ensure accurate and valid data is in the system. Districts worked with publishers and the NHDOE to ensure data are complete and accurate.

FY ’08 Memo #29: Offered answers to frequently asked questions about the measurement system.

FY ‘07 Memo #2: Described the NH preschool outcome measurement system and district responsibilities for federal reporting beginning with data collection for preschool children receiving special education as of September 1, 2006. This memo notified the field of the selected assessment tools for measuring preschool outcomes in NH and the process for districts to implement the system as well as other details relative to this new requirement.

Because negotiations with the publishers for data collection and pricing were not complete and training for the field had not occurred, a third memo, FY ’07 Memo #3, notified districts that, effective November 1, 2006, all NH districts were required to assess all newly identified preschool children with IEPs to determine each child’s status relative to the three outcome areas.

FY ’06 Memo #29 informed districts of federal funds available to support preschool special education. Districts were encouraged to use these funds to support startup costs for this new indicator.

Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use

July 1, 2009-June 30, 2010

The NHDOE sponsored a number of initiatives that provided a variety of levels of professional development and technical assistance specific to the preschool outcome measurement system.

- The Preschool Technical Assistance Network (PTAN):
  - Facilitated regional preschool special education coordinator support group meetings across the state throughout the year. These provided an opportunity for peer support and information sharing about preschool outcomes. Questions raised in these meetings were then used to develop further professional development opportunities and resources.
  - Assisted individuals through email and phone contact with finding more information about the online system, the use of the tool and data collection and NH preschool outcome requirements.
  - As requested by the NHDOE, researched measurement challenges and solutions; specifically looking at how to ensure children who move from district to district are tracked within the outcome system.
  - Maintained a website with easy-access to NH preschool outcome measurement system topics, trainings and resources.
  - Sponsored webinars with the publishers to support local personnel with the specific tool and data entry
  - Collaborated with the NHDOE Technical Assistance Consultant to provide support to preschool providers regionally throughout the state
- The mentorship project matched individuals who needed support with assessment and measuring outcomes to other preschool special educators in the state with expertise in assessment. There was a specific focus on new administrators being mentored by a colleague with more experience.
- The NHDOE made individual Technical Assistance available to support districts with data quality. This TA consultant worked directly with individual districts, the state and the publishers to trouble-shoot data issues and support district verification of data. Based on issues raised by districts, tip sheets were developed to support more efficient and accurate data collection and entry.
- The NHDOE, in collaboration with PTAN and the National Early Childhood Technical Assistance Center (NECTAC) and Early Childhood Outcome Center (ECO) hosted a round-table discussion for each of the 3 assessment tools used in New Hampshire. Participants included districts personnel familiar with the tool, the publisher of the tool, state TA providers, the NHDOE preschool special education consultant and Lynn Kahn from NECTAC/ECO. As a result of these sessions: 1) the publishers gained a better understanding of how their product is being used in New Hampshire and challenges regarding use of the tool and the online data system and develop strategies for next steps for improvement. 2) Local district personnel shared and learned creative solutions and time-saving tips, identified the next step in implementation of the outcome system at a local level, and increased their understanding of how to use the data for program improvement and child progress; 3) the National Consultant gained a better understanding of the NH preschool outcome system and how it fits into the federal outcome system as well as links to other states, identify key issues that cut across states and publishers to promote preschool outcome systems nationally and 4) the NH Department of Education and technical assistant consultants gained a better understanding of how the outcome system is being understood and carried out in the field, with an increased understanding of what is working well and areas of need, to support the implementation of the outcome system through policy development and professional development

- The NHDOE, in collaboration with the National Early Childhood Technical Assistance Center (NECTAC) and Early Childhood Outcome Center (ECO) hosted a webinar on preschool outcomes, baseline data and target setting. This was followed by a stakeholder group who met to recommend targets.
- The NHDOE worked with publishers of the online reporting system on accurate listings of school districts in order have data available to report to individual districts

The PTAN website http://ptan.seresc.net/ hosts key information on the NH Preschool Outcomes Measurement System. This site houses state policy and information memos, the Preschool Outcome Toolkit, information on trainings, links to resources and other key information. In addition, PTAN facilitates technical assistance and professional development to promote positive outcomes for preschoolers with disabilities in NH. The timelines below provide more detail on this.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data

Quality assurance and monitoring are closely tied. As a result of the round-table discussion for the assessment tools, all districts were able to generate OSEP reports and verify their data directly. Districts contacted the NHDOE with questions and concerns about the data. The NHDOE, in conjunction with the TA Consultant and PTAN, then responded to those inquiries to ensure the data for OSEP reports was complete and accurate.

During 2009-2010 the NHDOE monitored state data twice during the year prior to the final reporting. By monitoring the data, the NHDOE was able to provide technical assistance to those districts in need, thereby improving the data entry capability of district personnel and accuracy of the data reported.

Building quality into the state system
The web-based data systems are designed to reduce input errors and allow both the state and the district to analyze the quality of the data.

Timelines for the NHDOE reporting for 2009-2010 were as follows:

- February 26, 2010: The NHDOE generated Preschool Outcome OSEP reports to determine data quality for the first 6 months of the reporting period (July 1, 2009-December 30, 2010). This data was analyzed by the NHDOE for data quality.
- June 15, 2010: Districts provided the NHDOE with an estimated number of children expected to have entry data and progress data during the full year of the reporting period (July 1, 2009-June 30, 2010). See attached form.
- July 16, 2010: NHDOE generated district and State level Preschool Outcome OSEP reports for July 1, 2009-June 30, 2010. This data was assessed for data accuracy and completeness, including a comparison to the estimates provided to the NHDOE by June 15, 2010.
- July 16-August 30, 2010: NHDOE completed data processing for data quality.
- September 1-September 30, 2010: Districts requested Technical Assistance from the NHDOE if, after generating reports and attempting corrections, they were still having difficulty verifying their data.
- October 15, 2010: NHDOE ran final reports for APR and district data profiles
- NHDOE met with stakeholders to review data and make recommendations for targets

Data system elements for outcome data input and maintenance, and outcome data analysis

The NHDOE is using the three publisher's web-based data management systems for data entry, maintenance, analysis, and reporting. The NHDOE generates reports from each of the 3 systems, creating a spreadsheet with a single complete set of the data.

Measurement Strategies used to collect data

- ***Who is included in the measurement, i.e. what population of children?***

Effective November 1, 2006, all NH districts were required to begin assessing the entry level and exit data on each of the three outcomes for all preschool children who began receiving special education from that date on. Only children who are receiving preschool special education in NH for at least 6 months are included in the measure.

- ***What assessment measurement tools and or other data sources were used?***

The three assessment instruments being used to measure preschool outcomes in NH are:

a) Assessment, Evaluation, and Programming (AEPS®):
http://www.brookespublishing.com/store/books/bricker-aeps/osep.htm
b) Brigance® Inventory of Early Development II (IED-II):
http://www.curriculumassociates.com/products/detail.asp?title=BrigIED2&Type=SCH&CustId=2385205916706160649593
c) The Creative Curriculum® Developmental Continuum Assessment for Ages 3-5 (GOLD):
http://www.creativecurriculum.net/

- ***Who conducted the assessments?***

District personnel are responsible for ensuring the assessments are conducted with fidelity. They are encouraged to work closely with the child's family members, Child Care /Head Start provider(s), and others who may have knowledge of a child when conducting an assessment. Some districts have hired/contracted with additional individuals to oversee the assessment process while others have designated this responsibility to specific personnel already on staff.

- ***When did measurement occur?***

The child's status at entry is measured within 6 weeks of the child beginning to receive special education or related services. Assessments on child status on the outcomes are measured at least annually. The child's status on exit is measured near exit.

- ***If multiple data sources were used, what method was used to summarize the data for each child?***

Multiple data sources are not used when assessing a child for the NH Preschool Outcome Measurement System.

- ***What data was reported to the state, and how was that data transmitted?***

Districts subscribe to the web-based data management systems with the publisher of the tool(s) they opt to use. The district enters assessment data into the web-based data management system as assessments are completed. The NHDOE runs aggregate reports directly from the publisher's web-based data systems. This data can be disaggregated at both a state and district level for monitoring of implementation of the system and for federal reporting. The NHDOE does not have access to child specific data for the Preschool Outcome Measurement System.

- ***What data analysis methods were used to determine the progress categories?***

The publishers, with direction from the NHDOE and ECO, have created systems to analyze the data at a state and district level based on the federal reporting requirements. This analysis converts the raw data from the assessment items to the ECO COSF scores and calculates progress as required by OSEP.

The criteria used to determine whether a child's functioning was "comparable to same aged peers"

New Hampshire calculates "comparable to same-aged peers" using the Early Childhood Outcome (ECO) Child Outcome Summary Form (COSF) through an online calculation by each of the 3 publishers of the tools used in this state. The criteria for defining "comparable to same-aged peers" has been defined as a child who has been scored as a 6 or 7 on the COSF.

Progress Data for Preschool Children Exiting 2009-2010

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	24	2.5%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	170	17.4%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	86	8.8%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	296	30.4%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	399	40.9%
Total	N= 975	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	38	3.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	222	22.8%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	194	19.9%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	337	34.6%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	184	18.9%
Total	N= 975	100%
C. Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	14	1.4%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	212	21.7%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	134	13.7%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	358	36.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	257	26.4%
Total	N= 975	100%

Note: The NHDOE used the ECO Summary Statements Calculator to generate the baseline data for the table below. This was done by entering into the calculator data from the progress tables above for each outcome.

Baseline Data for Preschool Children Exiting 2009-2010

Summary Statements	Baseline FFY 2009 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)	
• 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	66.3%
• The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	71.3%
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	67.1%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	53.4%
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	68.5%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	63.1%

Discussion of Baseline Data

The NHDOE, with support from ECO/NECTAC, completed an analysis of the progress data. This analysis compared state data to national data, and compared data by tool and by region.

Extent to which this year's data are representative of the children the program serves

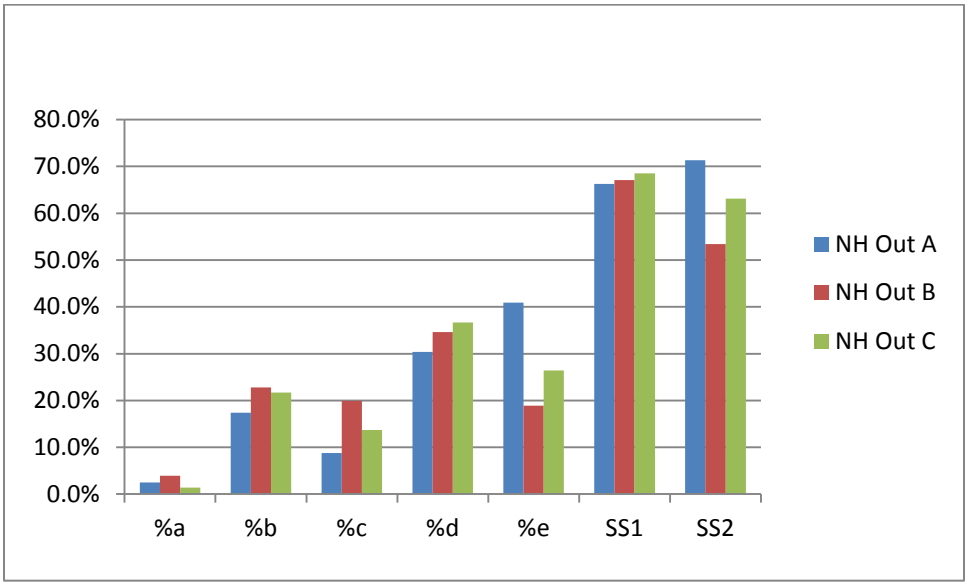
Districts began to assess child outcomes in November 2006 for all preschool children with disabilities. All districts are now measuring child outcomes for preschool children receiving special education and related services. The data for this year represents 191 more children than last year's data. In order to estimate the approximate number of children expected to have progress data, the NHDOE considered the number of children who were age five on 12/1/09. While there would not be a direct correlation, it is reasonable to assume the numbers should be similar. There were 1,105 children who were age 5 on 12/1/09 child count compared to the 975 children with progress data. That, and the data checks that have been implemented, give us confidence that the numbers are representative of the children the program serves.

Missing data

The NHDOE reviewed the data disaggregated at the district-level as well as at a state level. There were 5 districts that began assessment for preschool outcomes in 2008-2009. The NHDOE has made technical assistance available to these districts regarding preschool outcomes. They are now collecting and reporting data on preschool children and progress data will become available as children exit.

A small number of children may be missing from the data for children who move from one district to another when another tool is being used. These data are not being consistently collected. ECO and PTAN are supporting the NHDOE with working with the publishers to address this issue. For each of the publishers, an analysis converts the raw data from the assessment items to the ECO Child Outcome Summary scores and calculates progress. There are working to determine how to share those scores across tools. This has been resolved for 2 of the 3 tools. There may be a very small number of children not included in these data because of this issue.

Graphic representation of the Data



Tool to Tool Comparison

While the conversion has reduced the tool to tool differences, there still remain some inconsistencies in the tool to tool comparisons. This may be due in part to differences in the children being assessed, in which case the differences would be expected. It may also be due in part to the fidelity with which the measurement is completed and reported. The NHDOE improvement activities are address this issue through professional development and technical assistance. ECO and the NHDOE will continue to work with the publishers to ensure that the analysis of the scores is accurate.

Targets for Preschool Children Exiting in FFYs 2009 through FFY 2012

Summary Statements	Targets FFY 2009	Targets FFY 2010	Targets FFY 2011	Targets FFY 2012
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	**66.3%**	**66.3%**	**67%**	**68%**
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**71.3%**	**71.3%**	**71.5%**	**72%**
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 A, the percent who substantially increased their rate of growth by the time they exited the program	**67.1%**	**67.1%**	**68%**	**69%**
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**53.4%**	**53.4%**	**53.7%**	**54%**
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 A, the percent who substantially increased their rate of growth by the time they exited the program	**68.5%**	**68.5%**	**69%**	**70%**
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**63.1%**	**63.1%**	**63.5%**	**64%**

Rationale for targets based on analyses of data quality and strategies for program improvement.

The NHDOE convened a stakeholder group comprised of many of the same participants as the group that met the year before, building on a base on knowledge and understanding of the data and the system. The group included people from all regions of the state, with experience with each of the three tools. They represented preschool special educators, special education administrators, technical assistance providers and the Parent Information Center. The charge of the group was to review the first year of actual data, compare that to national data as well as to the NH's data from the prior year (baseline) and to the FFY

2009 and 2010 targets established in the FFY 2008 APR. After an update on the conversion process done by the publishers and a review of national and state data the stakeholder group recommended the targets (above) based on the following rationale:

a. Recommendation: Targets for FFYs 2009 and 2010 (July 1, 2010-June 30, 2011) should be the same as the baseline for FFY 2009. Rationale: Because the data were reviewed in late fall of 2010 and targets published in February 2011, it is reasonable to assume that there is not enough time to impact change in the trajectory of the data by June 2011

b. Recommendation: Targets for FFY 2011 (July 1, 2011-June 30-2012) should show a minimum increase from FFY 2010. Rationale: Progress data are based on experiences children have over the entire time they receive preschool special education services. Therefore, to impact change in the data will take time.

c. Recommendation: Targets for FFY 2012 (July 1, 2012-June 30, 2013) should be higher than baseline and show a slight improvement from FFY 2011. Rationale: OSEP requires that the final target be higher than baseline. Efforts to date have been on data collecting and reporting. The impact of the NHDOE increased supports to improve results will not be demonstrated in the progress data for some time due to the nature of the progress data.

Other factors that the group considered:

- Continued improvement by publishers of the analysis of the data may result in the need to re-establish baseline in the future.
- There is an expectation that the quality of the data will improve at the local level over time, as a result of increased fidelity with administration of the assessments and improved data collection and reporting. This is supported by the professional development and technical assistance made available by the NHDOE.
- Efforts will continue to focus on enhancing data quality while increasing the focus on supporting districts with understanding the utility of the data for child and program improvement.

FFY	Improvement Activities/Timelines/Resources
2009 **(2009-2010)** **2010** **(2010-2011)** **2011** **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* The NHDOE, working with the Preschool Outcome Measurement System Technical Assistance (POMS TA) consultant and PTAN will: ❖ Implement the plan to provide intensive TA supports to those districts to support progress to meet the State targets *NH SPP Improvement Activity 2:* Information about the preschool outcome measurement system will be: ❖ Updated in the PTAN website as it becomes available ❖ Mailed electronically to preschool special education administrators statewide. ❖ Disseminated and discussed regional clinical support meetings for preschool special education administrators. *NH SPP Improvement Activity 3:* PTAN will collaborate with the NHDOE and the POMS TA consultant and to enhance previously developed documents (such as the Preschool Outcomes Toolkit) and/or create new documents as the Preschool Outcome Measurement System evolves.

	NH SPP Improvement Activity 4: PTAN the POMS TA consultant will respond to local questions about the outcome measurement system with email, telephone consultation and/or onsite visits. *NH SPP Improvement Activity 5:* PTAN will sponsor (co-sponsor) leadership opportunities responsive to needs identified by the NHDOE and/or preschool special education administrators regarding the preschool outcomes measurement system. *NH SPP Improvement Activity 6:* Each of the publishers of the assessment tools provides a variety of training opportunities and technical assistance for their subscribers. *NH SPP Improvement Activity 7:* The NHDOE, Preschool Special Education Consultant, through ongoing communication with representatives of the each assessment tool and with personnel from the field, will identify and address concerns with the implementation of the Preschool Outcome measurement system. Clarification regarding data entry procedures, required assessment items, and implementation issues will be identified. Each region will explore next steps and provide additional feedback to the state. The Preschool Special Education Consultant will coordinate technical details with the publisher. Additional guidance will be developed by the NHDOE for the field. *NH SPP Improvement Activity 8:* The NHDOE will monitor the implementation of the Preschool Outcome Measurement system by reviewing district data at least 2 times per year to: ❖ ensure all districts are entering data as required ❖ work with districts to ensure validity and accuracy of data

Overview of State Performance Plan Development

The overview of the State Performance Plan is described in the beginning of this part B State Performance Plan. In addition to the process described in the beginning of this February 1, 2009 SPP for 2005-2010, the following activities to encourage stakeholder input were utilized. The NHDOE has revised this indicator because the methodology for data collection has been changed. In the past SPP and APR(s) parent surveys were distributed through districts that were participating in the onsite cyclical monitoring process. For the data collection for 2007-2008 the NHDOE has gone to a census data collection of all parents of children with disabilities.

Stakeholder Input

The NHDOE sought stakeholder input from families, family organizations, individuals from the State Advisory Committee on the Education of Children/Students with Disabilities and school representatives through all phases of this process. This input included feedback on: the development of the preschool and school age survey; data collection procedures; access and participation strategies; targets and improvement activities.

Technical Assistance

The NHDOE received technical assistance from Batya Elbaum from Data Accountability Center (DAC) and the NCSEAM Center. This technical assistance from DAC impacted the development of this indicator as followed: survey design, the method of data analysis, measurement of the survey results and the determination of improvement activities. The NHDOE reviewed other state's model used for this indicator. Additionally, the NHDOE utilized the RRFC reference documents to develop this indicator.

http://spp-apr-calendar.rrfcnetwork.org/explorer/view/id/227

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 Issue/Description of System or Process:

Revision of Indicator 8 based on OSEP requirement for census plan

The content of this indicator has been developed to address *OSEP Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: Instructions for Indicators Measurement* of June 6, 2008 sent by OSEP to the NHDOE. The NHDOE has ensured that data submitted February 1, 2009 in the SPP are derived from census data through a method approved by OSEP. This information has been included in the February 1, 2009 State Performance Plan and is referenced in the FFY 2007 APR.

Census Plan Design

The NHDOE issued a Request for a Proposal (RFP) to conduct a statewide parent involvement survey for the reporting requirements of this indicator. In August 2007, NHDOE contracted with Measure Incorporated for all phases of statewide parent survey process. This includes: survey development, distribution, data collection, input, processing, data analysis, and a data summary report.

The NHDOE selected the *Preschool and School Age Survey- Special Education* created by the National Center for Special Education Accountability Monitoring (NCSEAM) as its survey tool. Survey items were selected consistent with NCSEAM guidance and based on stakeholder input, including the PTI (NH Parent Information Center).

Implementation of Census Plan

Once the preschool and school age surveys were developed, the NHDOE disseminated the survey to all parents of children with disabilities in the spring of 2008. The NHDOE issued the parent cover letter in English and Spanish for all parents of children (3, 4, and 5 year olds) and the other for parents of school age children (6 to 21 year olds). An online version of the survey was available in addition to providing translators and other supports for parents. Technical assistance was available to parents when completing the survey through the NHDOE and the PTI (NH Parent Information Center).

Policies and procedures to guide census plan implementation

The NHDOE and Measurement Incorporated (MI) worked with Special Education Directors in each district to coordinate the details of the 2007-2008 survey administration. Arrangements were made for the surveys to be labeled and mailed from each school district. Each survey packet mailed to a parent contained a postage–paid stamped envelope addressed to Measured Incorporated. Parents were assured that their responses would come directly to the independent contractor, guaranteeing their confidentiality. The New Hampshire Department of Education provided the survey data collection procedure in FY08 Memo # 26.

http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/documents/FY08 Memo26MAGIParentSurvey.pdf

Provision of training and technical assistance supports to administrators in parent involvement data collection, reporting, and use

The NHDOE worked with Measurement Incorporated to provide training and technical assistance to special education administrators and the family organizations to ensure parent and student confidentiality. A plan to ensure parent and student confidentiality included the following steps:

- All addresses were verified at the district level using existing child names and identification numbers.
- The return envelopes for the survey were confidential and anonymous – the State will not have the ability to track a particular survey response to a particular family. The only identifying information for the survey itself will be the district where the survey was answered and respondent entered demographic information (race, gender, age, and primary disability of child).

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the parent involvement data

In April 2008, surveys were mailed to parents' homes and they had one month to complete and return their survey in the postage –paid envelope. Included in these results were responses from parents to an online survey in both English and Spanish developed for both the preschool and school age survey as an option to parents. Additionally, 16 surveys were received that had been completed by families with the assistance of interpreters. These surveys had been translated for parents whose native language were Maay-Maay, Somali, Albanian, Arabic, Bosnian, Croatian, Dinka/French Linguala, Krahn, or Kurdish. Parents in some instances were supplied the option to receive assistance in local libraries on how to complete the surveys.

Data system elements for parent involvement data input and maintenance, and data analysis

During the survey process the NHDOE and Measured Incorporated and the Parent Survey Advisory group developed a plan to promote survey participation. Measured Incorporated and the Parent

Information Center developed a flyer to distribute to key parent advocacy and support groups. These groups distributed the flyer and provided public awareness by notifying their clients and members of the 2007-2008 parent involvement survey. The NHDOE and Measured Incorporated implemented data tracking procedures to ensure that surveys were monitored at each step in the administration process to ensure validity and reliability. A 'hotline" communication with NHDOE staff, Special Education Directors, school district personnel, and parents throughout the process.

Measurement strategies used to collect data

- **Who is included in the measurement, i.e. what population of parents?**

  Data tracking procedures were implemented to ensure that surveys were monitored during each step in the administration process. In the analysis stage of the project the Measured Incorporated examined the data in terms of its representativeness on key demographic variables, i.e., age group, race/ethnicity, and disability category. These results allowed the NHDOE to make determinations about how well these results can be generalized to the overall population of New Hampshire parents of children receiving special education services.

- **What is the frequency with which the survey will be administered?**

  The NHDOE administered the survey for 2007-2008. After administering the survey for 2007-2008 and 2008-2009, the NHDOE will determine whether or not to administrator the survey every other year. The administration of the survey every other year will allow time for improvement activities to effect parent survey measurement results.

- **What was the process for conducting the survey (district, MI, and NHDOE roles/process?**

  - All addresses were verified at the district level using existing child names and identification numbers.
  - The return envelopes for the survey were confidential and anonymous – the State will not have the ability to track a particular survey response to a particular family. The only identifying information for the survey itself will be the district where the survey was answered and respondent entered demographic information (race, gender, age, and primary disability of child).

- **When did measurement occur?**

  In May 2008 Measured Incorporated collected and analyzed the data. The data analysis included the response rate, the representativeness of the data, survey items with strong agreement and disagreement, the percentage of parent responses at or above the standard, and the Rasch Score averages.

- **How was the data reported to the State?**

  In June 2008, Measured Incorporated presented the 2007-2008 Parent Involvement Survey Results. The report included an executive summary, methodology, findings, conclusions and appendices. This report is found on the NHDOE website at: http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/ParentInvolvement/ParentInvolvement.htm

- **What data analysis methods were used to determine parent involvement?**

  The NHDOE was provided technical assistance from Batya Elbaum for this indicator regarding data analysis. The NHDOE evaluated the survey results by examining Rasch

average score. Using this method allows the NHDOE to make judgments about the accuracy that group came to meeting the standard and allows comparisons to be made across groups.

Baseline Data for FFY 2007 (2007-2008):

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.

32%=[(1766/5509) x 100]

Discussion of Baseline Data:
The survey was sent to 2,766 Preschool and 32,698 school age parents with a combined total of 35,464 parents of children with disabilities. New Hampshire had a total number of **5509** respondent parents of children with disabilities.

New Hampshire had **1766** number in total of respondent parents of children with disabilities who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

In the 2007-2008 school year 32% of parents number in total of respondent parents of children with disabilities who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The following table shows the 2007-2008 NH Survey Results of **the Percentage of Parent Response At or Above the Standard.**

2007-2008 New Hampshire Percentage of Parent Response At or Above the Standard

Statewide	Total Response	Responses at or Above the Standard*	
		Number	Percent
Preschool	574	304	53%
School Age	4935	1462	30%
Combined	5509	1766	32%

Response Rate and Representativeness

The overall response rate for the New Hampshire 2007-2008 Parent involvement survey was 16 %. The preschool response rate was 21% and the school age response rate was 15%. For the demographic variables of age group and ethnicity, the parents who responded to the survey are representative of the statewide population of parents with children with IEPs.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**N/A**
2006 (2006-2007)	**N/A**
2007 (2007-2008)	The NHDOE established baseline and targets in 2007. There is no target or target data for this indicator for this reporting period.

2008 **(2008-2009)**	In NH, 32% 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.
2009 **(2009-2010)**	In NH, 34% 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.
2010 **(2010-2011)**	In NH, 35% 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.
2011 **(2011-2012)**	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.
2012 **(2012-2013)**	In NH, 37% 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	Improvement Activities/Timelines/Resources
2008 **(2008-2009)** **2009** **(2009-2010)** **2010** **(2010-2011)**	*NH SPP Improvement Activity 1:* The contractor will provide technical assistance to districts to improve the accuracy of the number of surveys needed for district dissemination. *NH SPP Improvement Activity 2:* The contractor will increase the use of alternative survey methods (i.e. Interpreters, readers, on line access) for families in need of services. *NH SPP Improvement Activity 3:* The NHDOE will work with school districts that had a rate below the state target to identify specific strategies for their school districts (e.g., use local parent groups to promote participation, identify families that needing interpreters/readers to be able to complete the survey, etc.). *NH SPP Improvement Activity 4:* The NHDOE will work with selected districts that substantially exceed the state target to share methods/activities that have contributed to parent involvement. *NH SPP Improvement Activity 5:* The NHDOE will explore options to improve partnership efforts between schools and families, based on survey results. *NH SPP Improvement Activity 6:* The NHDOE will work with family organizations and districts to improve the survey response rate and ensure representativeness.

	NH SPP Improvement Activity 7: Information about the parent survey will be: ❖ Updated on the NHDOE website as it comes available. ❖ Disseminated to schools, agencies, and organizations. *NH SPP Improvement Activity 8:* Measured Incorporated or the designated contractor will collaborate with the NHDOE to: ❖ Evaluate survey administration processes and procedures and revise the elements of survey administration based on those findings. ❖ Work with the Data Accountability Center and other local and national resources to continue to provide the NHDOE with research based effective process to increase student success through improved parent and school involvement.
2011 **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* The contractor will provide technical assistance to districts to improve the accuracy of the number of surveys needed for district dissemination. *NH SPP Improvement Activity 2:* The contractor will increase the use of alternative survey methods (i.e., Interpreters, readers, on line access) for families in need of services. *NH SPP Improvement Activity 3:* The NHDOE will work with school districts that had a rate below the state target to identify specific strategies for their school districts (e.g., use local parent groups to promote participation, identify families that needing interpreters/readers to be able to complete the survey, etc.). *NH SPP Improvement Activity 4:* The NHDOE will work with selected districts that substantially exceed the state target to share methods/activities that have contributed to parent involvement. *NH SPP Improvement Activity 5:* The NHDOE will explore options to improve partnership efforts between schools and families, based on survey results. *NH SPP Improvement Activity 6:* The NHDOE will work with family organizations and districts to improve the survey response rate and ensure representativeness. *NH SPP Improvement Activity 7:* Information about the parent survey will be: ❖ Updated on the NHDOE website as it comes available. ❖ Disseminated to schools, agencies, and organizations. *NH SPP Improvement Activity 8:* The contractor will collaborate with the NHDOE to: ❖ Evaluate survey administration processes and procedures and revise the elements of survey administration based on those findings. ❖ Work with the Data Accountability Center and other local and national resources to continue to provide the NHDOE with research based effective process to increase student success through improved parent and school involvement. *NH SPP Improvement Activity 9:* The NHDOE will work with new district staff as well as offer 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.

	NH SPP Improvement Activity10: The NHDOE will work with family organizations and preschool staff to explore options to increase outcomes for preschool children with disabilities through improved parent and school involvement. *NH SPP Improvement Activity 11:* The NHDOE will work 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. *NH SPP Improvement Activity 12:* The NHDOE will work with schools and family organizations to support families with student with disabilities who are transitioning to new schools and programs. *NH SPP Improvement Activity 13:* The NHDOE will work 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.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan development is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

In addition, the NHDOE worked with the national technical assistance centers, Westat and NERRC, in the development of the indicator.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. 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 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue/Description of System or Process:

As required by OSEP in the NH Part B FFY 2005 SPP/APR Response Table of June 15, 2007 (pages 5-8), and with assistance from Westat, the NHDOE provides the following revisions to the SPP:

In the NH Part B FFY 2005 SPP/APR Response Table of June 15, 2007 (pages 5-8), OSEP noted that, in NH's reporting on disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification, the State: 1) did not use the proper measurement, 2) only provided data on over-identification, 3) did not make an annual determination of the percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification, and 4) used different terms to identify disproportionate representation. The NHDOE has addressed each of these items noted by OSEP and made revisions to the SPP for the 2005-2006 reporting period.

1) Using the proper measurement, the NHDOE went back to the 2005-2006 data and recalculated the data for this indicator. The NHDOE reached out to Westat for their expertise in calculating disproportionate representation. As a result, the 2005-2006 data analysis for this indicator is revised in the February 1, 2008 SPP using a corrected methodology. With support and direction from Westat we have a better understanding of the data and its analysis for this indicator. Therefore, revisions below include corrected baseline data and discussion using the OSEP_disproportionality_template0506all spreadsheet. All racial/ethnic groups (i.e., American Indian/Alaska Native, Asian, Black, Hispanic, and White), as required by OSEP, were included in the analysis. A weighted risk ratio was used in analyzing district data based on a cell size of at

least 40 students in the racial/ethnic group enrolled in the district and at least 10 in the comparison group. The comparison group are those students identified as receiving special education and related services. The cell size was selected to protect individually identifiable student information. 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 analysis.

2) The weighted risk ratio disproportionality template 0506all used by OSEP was used to calculate disproportionate representation for both over-representation and under-representation.

3) The NHDOE will make an annual determination of the percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification. Once a district has been identified as having a disproportionate representation of racial/ethnic groups in special education and related services, the NHDOE will review policies, practices and procedures through monitoring and complaint information to determine if the disproportionate representation of racial/ethnic groups in special education and related services is the result of inappropriate identification.

4) The term "disproportionate representation" as developed with assistance from Westat, is used consistently in reporting on this measure. All other terms used previously have been eliminated. See below **Discussion of Baseline Data** for definition of disproportionate representation.

Baseline Data for FFY 2005 (2005-2006):

Although there are 176 school districts in the state, for purposes of this measurement, NH will be using 162, since fourteen of the 176 districts have no schools.

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

0% = [(0) / (162)] x 100

Discussion of Baseline Data:

The NHDOE is defining disproportionate representation of racial and ethnic groups in special education and related services as a weighted risk ratio above 3.00 for over-representation and a weighted risk ratio below .33 for under-representation (see below). The data analyzed is the same as reported for OSEP Child Count.

The OSEP Child Count report is the federal Annual IDEA Data Report *IDEA Part B Child Count Table 1-16 Students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2005.* *https://www.ideadata.org/arc_toc7.asp#partbCC*

For FFY 2005 (2005-2006 school year), the NHDOE identified 28 (17%) of 162 districts with disproportionate representation of racial/ethnic groups in special education and related services.

Of the 28 districts, 27 had over-representation of White students (above 3.00 weighted risk ratio) and 1 had under-representation of White students (below .33 weighted risk ratio). In addition, one of the 28 had under-representation of Hispanic students (below .33 weighted risk ratio) and under-representation of Black students (below .33 weighted risk ratio).

NH process to determine if disproportionate representation was the result of inappropriate identification

Through 2005-2006, NH conducted cyclical onsite monitoring of districts. These monitoring visits include a review of policies, practices and procedures including but not limited to: referral, evaluation, and identification.

If the district with disproportionate representation of racial/ethnic groups in special education and related services was monitored within 2 years of the finding, the NHDOE will review the final report of the

monitoring visit to determine if the referral, evaluation and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral.

If a district is not monitored within 2 years of a finding of disproportionate representation of racial/ethnic groups in special education and related services, the NHDOE will conduct a focused review of the district's policies, practices and procedures to determine if the referral, evaluation and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral.

2005-2006 NHDOE Review of Districts for Inappropriate Identification
Each of the 28 districts identified in 2005-2006 with disproportionate representation of racial/ethnic groups in special education and related services was monitored within 2 years of the finding. The NHDOE has determined that none of the districts had disproportionate representation of racial/ethnic groups in special education and related services as the result of inappropriate identification.

There were no findings of noncompliance identified through the NHDOE General Supervision systems (monitoring, complaints, due process hearings, etc) in the 2005-2006 reporting period.

FFY	Measurable and Rigorous Target
2006 **(2006-2007)**	The percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).
2007 **(2007-2008)**	The percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).
2008 **(2008-2009)**	The percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).
2009 **(2009-2010)**	The percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).
2010 **(2010-2011)**	The percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).
2011 **(2011-2012)**	The percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).
2012 **(2012-2013)**	The percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).

FFY	Improvement Activities/Timelines/Resources
2005 (2005-2006) **2006** (2006-2007) **2007** (2007-2008) **2008** (2008-2009)	*NH SPP Improvement Activity 1:* For districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification, the NHDOE will examine district policies, procedures, and practices through NH general supervision activities (including monitoring, complaint review and other process) to determine if they are consistent with the requirements of Part B and are race-neutral and revised when necessary to comply with the law. This examination will include a review of: ➢ The availability and use of intervention strategies prior to referral for special education evaluation, ➢ The selection and use of evaluation instruments and materials, ➢ The selection and use of evaluation criteria; and ➢ The reasons for referral and evaluation for specific disability categories and evaluation. *NH SPP Improvement Activity 2:* Districts identified as having disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification, will be directed by the NHDOE to correct the noncompliance as soon as possible but in no case later than one year from identification. *NH SPP Improvement Activity 3:* The NHDOE, Bureau of Special Education contract with individuals to act in the role of technical assistance consultants. These technical assistance consultants will be able to offer technical assistance on behalf of the NHDOE to school districts and private special education school/program. Technical assistance may include review of policies and procedures as well as promoting promising practices to ensure disproportionate representation of racial/ethnic groups in special education and related services is not a result of inappropriate identification. *NH SPP Improvement Activity 4:* The NHDOE will work with parent organizations and special education administrators to educate the field and the parent community about diversity and issues related to disproportionate representation of racial/ethnic groups in special education and related services that result of inappropriate identification.
2009 (2009-2010) **2010** (2010-2011) **2011** (2011-2012) **2012** (2012-2013)	*NH SPP Improvement Activity 1:* For districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification, the NHDOE will examine district policies, procedures, and practices through NH general supervision activities (including monitoring, complaint review and other process) to determine if they are consistent with the requirements of Part B and are race-neutral and revised when necessary to comply with the law. This examination will include a review of: ➢ The availability and use of intervention strategies prior to referral for special education evaluation, ➢ The selection and use of evaluation instruments and materials, ➢ The selection and use of evaluation criteria; and ➢ The reasons for referral and evaluation for specific disability categories and evaluation. *NH SPP Improvement Activity 2:* Districts identified as having disproportionate representation of racial/ethnic groups in special education and related services that is

	the result of inappropriate identification, will be directed by the NHDOE to correct the noncompliance as soon as possible but in no case later than one year from identification. *NH SPP Improvement Activity 3:* The NHDOE, Bureau of Special Education contract with individuals to act in the role of technical assistance consultants. These technical assistance consultants will be able to offer technical assistance on behalf of the NHDOE to school districts and private special education school/program. Technical assistance may include review of policies and procedures as well as promoting promising practices to ensure disproportionate representation of racial/ethnic groups in special education and related services is not a result of inappropriate identification. *NH SPP Improvement Activity 4:* The NHDOE will work with parent organizations and special education administrators to educate the field and the parent community about diversity and issues related to disproportionate representation of racial/ethnic groups in special education and related services that result of inappropriate identification. *NH SPP Improvement Activity 5:* In 2009 the NHDOE issued and awarded an RFP for the purpose of providing the NHDOE with translation services for the provision of special education documents to parents or guardians of English Language Learners, in an understandable and uniform format, and to the extent practicable, in language that the parent can understand. The NHDOE utilized data from the CSPR and Title III as well as reached out to the largest, most urban, school districts in the state to determine what languages, other than English, were most spoken by parents of students with disabilities. Based on the feedback we received, the NHDOE translated the New Hampshire Special Education Procedural Safeguards document for parents into Arabic, Bosnian, Chinese, Maay-Maay, Portuguese, Russian, Spanish and Vietnamese. The translated documents are posted on the NHDOE website for public usage. Furthermore, all NH school districts were notified that this service was available in other languages and for other special education documents, if the need should arise. Currently, the NHDOE is having the Procedural Safeguards document translated into Indonesian and Nepalese based on requests /needs from school districts and these documents will also be posted on the NHDOE website. The NHDOE anticipates releasing a second RFP in the winter of 2011 to continue this service for another two years.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan development is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

In addition, the NHDOE worked with the national technical assistance centers, Westat and NERRC, in the development of the indicator.

Monitoring Priority: Disproportionality

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

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

Measurement:

Percent = [(# 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.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. 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 FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue/Description of System or Process:

As required by OSEP in the NH Part B FFY 2005 SPP/APR Response Table of June 15, 2007 (pages 8-10), and with assistance from Westat, the NHDOE provides the following revisions to the SPP:

In the NH Part B FFY 2005 SPP/APR Response Table of June 15, 2007 (pages 8-10), OSEP noted that, in NH's reporting on disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification, the State: (1) did not use the proper measurement, (2) only provided data on over-identification, (3) did not make an annual determination of the percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification, and (4) used different terms to identify disproportionate representation. The NHDOE has addressed each of these items noted by OSEP and made revisions to the SPP for the 2005-2006 reporting period.

(1) Using the proper measurement, the NHDOE went back to the 2005-2006 data and recalculated the data for this indicator. The NHDOE reached out to Westat for their expertise in calculating disproportionate representation. As a result, the 2005-2006 data analysis for this indicator is revised in the February 1, 2008 SPP using a corrected methodology. With support and direction from Westat we have a better understanding of the data and its analysis for this indicator.

Therefore, revisions below include corrected baseline data and discussion using the OSEP_disproportionality_template0506all spreadsheet. All racial/ethnic groups (i.e. American Indian/Alaska Native, Asian, Black, Hispanic, and White), as required by OSEP, were included in the analysis. A weighted risk ratio was used in analyzing district data based on a cell size of at least 40 students in the racial/ethnic group enrolled in the district and at least 10 in the comparison group. The comparison group are those students identified as receiving special education and related services. The cell size was selected to protect individually identifiable student information. 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 analysis.

(2) The weighted risk ratio disproportionality template 0506all used by OSEP was used to calculate disproportionate representation for both over-representation and under-representation.

(3) The NHDOE will make annual determination of the percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that are the result of inappropriate identification. Once a district has been identified as having a disproportionate representation of racial/ethnic groups in specific disability categories, the NHDOE will review policies, practices and procedures through monitoring and complaint information to determine if the disproportionate representation of racial/ethnic groups in specific disability categories is the result of inappropriate identification.

(4) The term “disproportionate representation” as developed with assistance from Westat, is used consistently in reporting on this measure. All other terms used previously have been eliminated. See below **Discussion of Baseline Data** for definition of disproportionate representation.

This indicator is similar to Indicator 9. Both Indicators 9 & 10, report out on the percent of districts with disproportionate representation of racial and ethnic groups. Indicator 9 is specific to disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, whereas Indicator 10 is specific to disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. In order to complete Indicator 10, the data collected for Indicator 9 will be analyzed in more depth regarding specific disability categories.

Baseline Data for FFY 2005 (2005-2006):

Although there are 176 school districts in the state, for purposes of this measurement, NH will be using 162, since fourteen of the 176 districts have no schools.

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.

0% = [(0 / 162)] x 100

Discussion of Baseline Data:

The NHDOE is defining disproportionate representation of racial and ethnic groups in special education and related services as a weighted risk ratio above 3.00 for over-representation and a weighted risk ratio below .33 for under-representation. The data analyzed is the same as reported for OSEP Child Count. The OSEP Child Count report is the federal Annual IDEA Data Report *IDEA Part B Child Count Table 1-16 Students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2005.* *https://www.ideadata.org/arc_toc7.asp#partbCC*

For FFY 2005 (2005-2006 school year), the NHDOE identified 69 (43%) of 162 districts with disproportionate representation of racial/ethnic groups in specific disability categories.

Of the 69 districts, 60 had over-representation of White students (above 3.00 weighted risk ratio) in one or more disability categories, 8 had under-representation of White students (below .33 weighted risk ratio) in one or more disability categories , and 1 had under-representation of Black students (below .33 weighted risk ratio) in one disability category.

NH process to determine if disproportionate representation was the result of inappropriate identification:

Through 2005-2006, NH conducted cyclical onsite monitoring of districts. These monitoring visits include a review of policies, practices and procedures including but not limited to: referral, evaluation, and identification.

If the district with disproportionate representation of racial/ethnic groups in specific disability categories was monitored within 2 years of the finding, the NHDOE will review the final report of the monitoring visit to determine if the referral, evaluation, and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral.

If a district is not monitored within 2 years of a finding of disproportionate representation of racial/ethnic groups in specific disability categories, the NHDOE will conduct a focused review of the district's policies, practices and procedures to determine if the referral, evaluation, and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral.

2005-2006 NHDOE Review of Districts for Inappropriate Identification
Sixty-three of the 69 districts identified in 2005-2006 with disproportionate representation of racial/ethnic groups in specific disability categories were monitored within 2 years of the finding. For the 6 districts not monitored within 2 years of a finding of disproportionate representation of racial/ethnic groups in specific disability categories, the NHDOE will conduct a focused review of the district's policies, practices and procedures to determine if the referral, evaluation, and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral. The NHDOE has determined that none of the districts had disproportionate representation of racial/ethnic groups in specific disability categories as the result of inappropriate identification.

There were no findings of noncompliance identified through the NHDOE General Supervision systems (monitoring, complaints, due process hearings, etc) in the 2005-2006 reporting period.

FFY	Measurable and Rigorous Target
2006 **(2006-2007)**	The percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).
2007 **(2007-2008)**	The percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).
2008 **(2008-2009)**	The percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).
2009 **(2009-2010)**	The percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).

2010 **(2010-2011)**	The percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).
2011 **(2011-2012)**	The percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).
2012 **(2012-2013)**	The percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).

FFY	Improvement Activities/Timelines/Resources
2005 **(2005-2006)** **2006** **(2006-2007)** **2007** **(2007-2008)** **2008** **(2008-2009)**	*NH SPP Improvement Activity 1:* For districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification, the NHDOE will examine district policies, procedures, and practices through NH general supervision activities (including monitoring, complaint review and other process) to determine if they are consistent with the requirements of Part B and are race-neutral and revised when necessary to comply with the law. This examination will include a review of: ➢ The availability and use of intervention strategies prior to referral for special education evaluation, ➢ The selection and use of evaluation instruments and materials, ➢ The selection and use of evaluation criteria; and ➢ The reasons for referral and evaluation for specific disability categories and evaluation. *NH SPP Improvement Activity 2:* Districts identified as having disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification, will be directed by the NHDOE to correct the noncompliance as soon as possible but in no case later than one year from identification. *NH SPP Improvement Activity 3:* The NHDOE, Bureau of Special Education contract with individuals to act in the role of technical assistance consultants. These technical assistance consultants will be able to offer technical assistance on behalf of the NHDOE to school districts and private special education school/program. Technical assistance may include review of policies and procedures as well as promoting promising practices to ensure disproportionate representation of racial/ethnic groups in specific disability categories is not a result of inappropriate identification. *NH SPP Improvement Activity 4:* The NHDOE will work with parent organizations and special education administrators to educate the field and the parent community about diversity and issues related to disproportionate representation of racial/ethnic groups in specific disability categories that result of inappropriate identification.
2009 **(2009-2010)**	*NH SPP Improvement Activity 1:* For districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification, the NHDOE will examine district policies, procedures, and practices through NH general supervision activities (including monitoring, complaint review and

2010 **(2010-2011)** **2011** **(2011-2012)** **2012** **(2012-2013)**	other process) to determine if they are consistent with the requirements of Part B and are race-neutral and revised when necessary to comply with the law. This examination will include a review of: ➢ The availability and use of intervention strategies prior to referral for special education evaluation, ➢ The selection and use of evaluation instruments and materials, ➢ The selection and use of evaluation criteria; and ➢ The reasons for referral and evaluation for specific disability categories and evaluation. *NH SPP Improvement Activity 2:* Districts identified as having disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification, will be directed by the NHDOE to correct the noncompliance as soon as possible but in no case later than one year from identification. *NH SPP Improvement Activity 3:* The NHDOE, Bureau of Special Education contract with individuals to act in the role of technical assistance consultants. These technical assistance consultants will be able to offer technical assistance on behalf of the NHDOE to school districts and private special education school/program. Technical assistance may include review of policies and procedures as well as promoting promising practices to ensure disproportionate representation of racial/ethnic groups in specific disability categories is not a result of inappropriate identification. *NH SPP Improvement Activity 4:* The NHDOE will work with parent organizations and special education administrators to educate the field and the parent community about diversity and issues related to disproportionate representation of racial/ethnic groups in specific disability categories that result of inappropriate identification. *NH SPP Improvement Activity 5:* In 2009 the NHDOE issued and awarded an RFP for the purpose of providing the NHDOE with translation services for the provision of special education documents to parents or guardians of English Language Learners, in an understandable and uniform format, and to the extent practicable, in language that the parent can understand. The NHDOE utilized data from the CSPR and Title III as well as reached out to the largest, most urban, school districts in the state to determine what languages, other than English, were most spoken by parents of students with disabilities. Based on the feedback we received, the NHDOE translated the New Hampshire Special Education Procedural Safeguards document for parents into Arabic, Bosnian, Chinese, Maay-Maay, Portuguese, Russian, Spanish and Vietnamese. The translated documents are posted on the NHDOE website for public usage. Furthermore, all NH school districts were notified that this service was available in other languages and for other special education documents, if the need should arise. Currently, the NHDOE is having the Procedural Safeguards document translated into Indonesian and Nepalese based on requests /needs from school districts and these documents will also be posted on the NHDOE website. The NHDOE anticipates releasing a second RFP in the winter of 2011 to continue this service for another two years.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan development is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

As required by OSEP in the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: Instructions for Indicators Measurement* baseline, targets and improvement activities are to be provided with the FFY 2005 APR due February 1, 2007. This information has been included in the February 1, 2007 State Performance Plan and is referenced in the FFY 2005 APR.

Monitoring Priority: Effective General Supervision Part B / Child Find

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.

(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 Issue/Description of System or Process:

The NHDOE has revised the indicator language and measurement for this indicator as required by OSEP memorandum 10-3. The Local Education Agency (LEA) shall comply with *34 CFR 300.320* relative to initial evaluations and 34 CFR 300.531 & 300.533 relative to evaluation procedures. The child's educational history shall be reviewed, including identification of the child's past opportunities to have acquired important skills and information (Ed 1107.01(a)).

Effective with the FFY 2009 APR, the NHDOE, based on clarification from OSEP, considers compliance to be determined based on the timeline from date of parent consent to evaluate to date of completion of evaluation. In previous SPP and APRs, NH measured the timeline from the date of parent consent to evaluate to date of determination of eligibility. Based on this clarification, data for Indicator 11 should not be compared from previous years to FFY 2009. Therefore, there is no progress or slippage to report for FFY 2009. Data for FFY 2009 APR were calculated to reflect the measurement in the indicator, as clarified by OSEP.

As per current *NH Rules for the Education of Children with Disabilities (Ed 1107.04(a-d)* qualified examiners shall administer and interpret test results and provide written reports to the LEA. This evaluation process, including the written report(s) shall be completed <u>within 45 days after receipt of parental permission for testing or, if testing is ordered by a court, the process shall be completed within the time limit set by the court. This time requirement shall be extended for a specific number of days if both the parent and the LEA agree in writing to the extension</u>. Documentation of all agreements shall be filed with the child/student's records maintained by the LEA.

New Hampshire Department of Education (NHDOE) is aware that our 45 day time limit for evaluations is more restrictive than the federal requirement of 60 days. We will be reviewing this through our formal rule making process.

New data requirements from the Office of Special Education Programs (OSEP) necessitate changes to NH data collection system. OSEP is now requiring states to gather and analyze data on children who are referred and are determined not to be eligible under Part B of IDEA. During 2005-2006, the NHDOE will continue to collect data on the number of children determined eligible whose evaluations and eligibility determinations were completed within 45 days (NH Rules established timeline). Beginning July 1, 2006 and using a new statewide special education data collection system entitled New Hampshire Special Education Information System (NHSEIS). NHDOE will collect data from all school districts on all initial evaluations. For more on NHSEIS, see Indicator #20. These data will include the following:

a. # of children for whom parental consent to evaluate was received.
b. # of children determined not eligible whose evaluations and eligibility determinations were completed within 45 days (NH Rules established timeline).
c. # of children determined eligible whose evaluations and eligibility determinations were completed within 45 days (NH Rules established timeline), and

This data will be analyzed as follows:

1. Number of children included in a but not included in b or c.
2. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.
3. Percent = b = + c divided by a times 100.

Based on a letter from OSEP regarding the July 2006 verification visit, the Bureau of Special Education in response to previously identified noncompliance has provided separate data for evaluation and re-evaluation. See appendix.

Baseline Data for FFY 2005 (2005-2006):

a. # of children for whom parental consent to evaluate was received.

Eight thousand seven hundred and seventy-five (8,775) children for whom parental consent to evaluate was received.

b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).

The number of children determined not eligible whose evaluations and eligibility determinations were completed within 45 days (NH Rules established timeline) is **unknown** (data not collected during this year).

c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Seven thousand one hundred and seventeen (7,117) children determined eligible whose evaluations and eligibility determinations were completed within 45 days (NH Rules established timeline) or within agreed upon timelines as allowed by law.

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

The 1,058 children included in a but not in b or c were those children for whom consent to evaluate was received, and the evaluations were completed but not within 45 days or within agreed upon timelines as allowed by law.

Data is not available on the range of days beyond the timeline for completion of evaluations. This data collection mandates a programming modification which will require staffing and financial considerations. It will be available for the next reporting period.

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

81% = [(0+7117)/8775

Discussion of Baseline Data:

The data for this indicator was taken from the State's Special Education Information System (SPEDIS) for the 7/1/05-6/30/06 time period based on a snapshot of the data in the system on May 9, 2006. Seven thousand one hundred seventeen (7,117) or 81.1% of children for whom parental consent was received were evaluated within 45 days or within agreed upon timelines as allowed by law.

Reasons for the delays in completing evaluations within the timeline: lack of available qualified examiners, the challenge of scheduling and coordinating with parents for evaluations and meetings, lack of backup plans when qualified examiners are not available, doing more assessments and testing than was necessary, not clarifying to teachers, specialists, and other personnel the full range of qualified examiners for each disability category.

FFY	Measurable and Rigorous Target
2006 **(2006-2007)**	100% of children with parental consent to evaluate will be evaluated within the state established timelines.
2007 **(2007-2008)**	100% of children with parental consent to evaluate will be evaluated within the state established timelines.
2008 **(2008-2009)**	100% of children with parental consent to evaluate will be evaluated within the state established timelines.
2009 **(2009-2010)**	100% of children with parental consent to evaluate will be evaluated within the state established timelines.
2010 **(2010-2011)**	100% of children with parental consent to evaluate will be evaluated within the state established timelines.
2011 **(2011-2013)**	100% of children with parental consent to evaluate will be evaluated within the state established timelines.
2012 **(2012-2013)**	100% of children with parental consent to evaluate will be evaluated within the state established timelines.

FFY	Improvement Activities/Timelines/Resources

2006 **(2006-2007)**	The Bureau of Special Education, through its General Supervision process, has identified school districts not meeting compliance with evaluation timelines for initial evaluations and re-evaluations from July 1, 2006 through September 30, 2006. For all school districts that are not in 100% compliance, one of the following three levels of corrective action will be required based upon each district's percentage of full compliance: ***Level 1***: School districts with compliance rates from *90%* through *99%* » Provide written assurance(s), within 15 days of identification notice, to the Bureau of Special Education, Department of Education that all noncompliance(s) regarding timeliness of evaluations will be corrected as soon as possible. ***Level 2***: School districts with compliance rates from *75%* through *89%* » Complete a self-assessment of policies and procedures governing the local special education evaluation process and submit a report to the Bureau of Special Education, NH Department of Education within 30 days of the identification notice. The report must include written assurance(s) that the noncompliance(s) regarding timeliness of evaluations will be corrected, as soon as possible. ***Level 3***: School districts with compliance rates *74%* and below. » Complete a self-assessment of policies and procedures governing the local special education evaluation process and submit a corrective action plan within 30 days of the identification notice. Technical assistance will be provided through the Department for the self-assessment and the corrective action plan. » The Bureau of Special Education, NHDOE will review the corrective action plan prior to implementation by the district. Corrective action plans not approved must be resubmitted. Technical assistance will be provided by the Department. » The corrective action plan must include written assurance(s) that the noncompliance(s) regarding timeliness of evaluations will be corrected, as soon as possible. Throughout the school year, the Bureau will be monitoring the Special Education Information System (SPEDIS) to determine progress toward compliance with timeliness of evaluations for all school districts. Districts not making adequate progress toward 100% compliance will be contacted to determine if more technical assistance is needed and/or what next steps may be necessary to correct noncompliance(s).
2007 **(2007-2008)** **2008** **(2008-2009)** **2009** **(2009-2010)**	The NHDOE will review its General Supervision process for ensuring compliance with the indicator and revise the process as necessary. Improvement activities will be developed based on data from the field to ensure timely completion of evaluations. The NHDOE will continue to monitor districts for compliance with evaluation timelines and ensure correction of noncompliance as soon as but in no case later than one year from identification.

2010 **(2010-2011)** **2011** **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* The NHDOE will review its General Supervision process for ensuring compliance with the indicator and revise the process as necessary. *NH SPP Improvement Activity 2:* The NHDOE will continue to monitor districts for compliance with evaluation timelines and ensure correction of noncompliance as soon as but in no case later than one year from identification. *NH SPP Improvement Activity 3:* The NHDOE will incorporate into NHSEIS trainings the data elements that used to generate results for Indicator 11. *NH SPP Improvement Activity 4:* Although time extensions are not captured in NHSEIS, the NHDOE will include in NHSEIS trainings an explanation of the appropriate use of time extensions for initial evaluations. *NH SPP Improvement Activity 5:* The NHDOE will provide customized technical assistance through email and phone to local districts based on identified needs and root causes of noncompliance. *NH SPP Improvement Activity 6:* New 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. *NH SPP Improvement Activity 7:* New effective 2012-2013: The NHDOE will release a memo reminding districts of the requirements and the associated timelines for this indicator.

Overview of the State Performance Plan Development:

In addition to the process described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010, the following activities to encourage stakeholder input were utilized. The NH Interagency Coordinating Council (NH ICC for Part C of IDEA) provided specific input for this indicator. The NH ICC gave feedback on the overview of the issue, reviewed baseline data, and provided comments on improvement activities, timelines, and resources to achieve compliance with this indicator. The NH ICC is comprised of representatives from across the state consistent with state and federal requirements, including: parents, service providers, state legislators, and representatives from personnel preparation, local Area Agencies, preschool special education, health insurance, Head Start, child care, McKinney Vento Homeless Act, public health, and others.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

a. # of children who have been served in Part C and referred to Part B ~~(LEA notified pursuant to 637(a)(9)(A))~~ for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was 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.
e. # of children who were referred to 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.

Overview of Issue/Description of System or Process:

The NHDOE has revised the indicator language and measurement for this indicator as required by OSEP memorandum 10-3. Part C of the Individuals with Disabilities Education Improvement Act (IDEA 2004) provides states with federal requirements for the provision of early intervention services to eligible infants and toddlers with disabilities. The Lead Agency (LA) for early intervention in NH is the New Hampshire Department of Health & Human Services (NHDHHS), Division of Developmental Services. Through broad stakeholder input it was determined that in New Hampshire early intervention services would be referred to as Family-Centered Early Supports & Services (ESS). The NH Department of Education (NHDOE) is the lead agency for special education (Part B of IDEA 2004). The NHDOE and the NHDHHS work closely together to ensure smooth and effective transitions from one system to the other. This is supported by the NH Rules for the Education of Children with Disabilities and the NHDHHS Developmental Services Rules.

The following NH rules address smooth and effective transitions from Part C to Part B:

NH Rules for the Education of Children with Disabilities ED 1103.01 (b) *"The LEA shall develop a written child find system which assures that all potential children with disabilities residing within its jurisdiction are referred to the IEP team."*

NH Rules for the Education of Children with Disabilities ED 1103.01 (c) *"The child find system shall contain specific provisions to meet the particular circumstances pertinent to the following groups of persons: (1) For children up to three years, the LEA using the IEP team process shall identify and evaluate all children who are potentially children with disabilities and who are suspected by the LEA of being in need of special education or special education and related services;"*

NH Rules for the Education of Children with Disabilities ED 1107.02 (h) *"The LEA shall comply with 34 CFR 300.132 when accepting referrals and transition children from Part C of IDEA to preschool programs."*

CFR 300.132 of IDEA 97 provides the requirement for the smooth and effective transition of children from Part C early-intervention to preschool special education programs, including the provision that by the third birthday of a child who is transitioning from early-intervention to preschool special education, an IEP or, IFSP if consistent with other federal and state rules, has been developed and is being implemented for the child. Each LEA will participate in the transition planning conferences arranged by the designated lead agency for early-intervention.

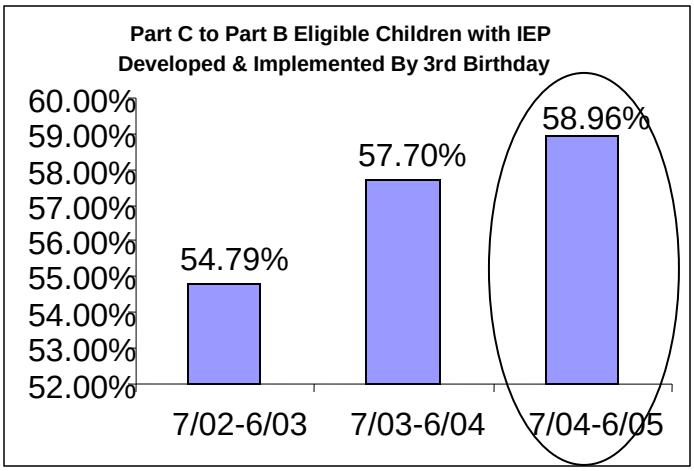
NHDOE is in the process of gathering early input for the revision of the NH Rules for the Education of Children with Disabilities. A stakeholder group is focused on revising the rules for preschool children with disabilities including childfind and early childhood transitions. Once the federal regulations for IDEA 2004 are finalized and the formal rule making process is completed the NHDOE will disseminate the new rules.

In 2003 the NHDHHS and NHDOE worked with the National Early Childhood Technical Assistance Center (NECTAC) to develop the NH Early Childhood Transition State Work Plan. A broad representation of stakeholders worked with the NHDOE to identify barriers, strengths and strategies for improvement. The plan outlined activities for state policy development, family and professional development, improved local relationships between systems, and enhanced data collection. Implementation of the plan began upon its approval and it is still being utilized by the state at this time. Ongoing activities are described in the Improvement Activities, Timeline and Resources section of this indicator.

New OSEP data requirements necessitate changes to NH data collection system. OSEP is now requiring states to gather and analyze data on children who are referred and are determined not to be eligible under Part B of IDEA. In addition, OSEP has asked states to indicate the range of days beyond the third birthday when eligibility was determined and the reasons for delays. In fall 2006, the new special education data collection system (NHSEIS) in NH will: 1) track the number of children referred and found not eligible for preschool special education, 2) track the range of days beyond the third birthday when eligibility was determined and 3) identify the reasons for the delays. (See Indicator #20 for more on NHSEIS). This data will be available for the FFY 2005 February 2007 Annual Performance Report. The data available for this report reflects the percent of children referred by Part C prior to age three who are found eligible for Part B and who have an IEP developed and implemented by their third birthdays.

Baseline Data for FFY 2004 (2004-2005):

Between July 1, 2004 and June 30, 2005 four hundred two (402) children were served in Part C (ESS) and referred and found eligible for Part B preschool special education. As of August 26, 2005 100% of these children had an IEP developed and being implemented. Two hundred thirty seven (237) of the 402 children (or 58.96%) had an IEP developed and implemented by their third birthdays. One hundred and sixty-five (165) had an IEP developed and implemented after their third birthday.



Discussion of Baseline Data:

NHDOE has begun implementation of the Compliance Plan approved by OSEP August 31, 2005 and has demonstrated progress in achieving compliance. NHDOE will establish a system to assess reasons for delays in the development and implementation of IEPs (per the OSEP Part B State Performance Plan Questions and Answers document dated 10-12-05). Effective fall 2006, NHDOE will gather data on children referred from Part C to Part B who are determined to be NOT eligible and whose eligibility was determined prior to their third birthday. The state-wide special education data collection system, NHSEIS, to be piloted in the winter of 2006 and online statewide in the fall 2006 will have the capacity to address these additional data reporting requirements. More details on NHSEIS are provided in Indicator 20.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	By June 30, 2006, 100% of NH children eligible for Part B Section 619 preschool special education who received Part C early intervention (ESS) will have an IEP developed and implemented by their third birthday. Any noncompliance identified will result in targeted or intensive technical assistance to support improvement and will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2006 (2006-2007)	By June 30, 2007, 100% of NH children eligible for Part B Section 619 preschool special education who received Part C early intervention (ESS) will have an IEP developed and implemented by their third birthday. Any noncompliance identified will result in targeted or intensive technical assistance to support improvement and will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2007 (2007-2008)	By June 30, 2008, 100% of NH children eligible for Part B Section 619 preschool special education who received Part C early intervention (ESS) will have an IEP developed and implemented by their third birthday. Any noncompliance identified will result in targeted or intensive technical assistance to support improvement and will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2008 (2008-2009)	By June 30, 2009, 100% of NH children eligible for Part B Section 619 preschool special education who received Part C early intervention (ESS) will have an IEP developed and implemented by their third birthday. Any noncompliance identified through this process will result in targeted or intensive technical assistance to support improvement and will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.

2009 **(2009-2010)**	By June 30, 2010, 100% of NH children eligible for Part B Section 619 preschool special education who received Part C early intervention (ESS) will have an IEP developed and implemented by their third birthday. Any noncompliance identified will result in targeted or intensive technical assistance to support improvement and will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2010 **(2010-2011)**	100%
2011 **(2011-2012)**	100%
2012 **(2012-2013)**	100%

FFY	Improvement Activities/Timelines/Resources
2005 **(2005-2006)**	The NHDOE strategies and timelines listed below (numbers 1-3) were documented in the NHDOE Compliance Plan of April 13, 2005 and were approved by OSEP August 31, 2005: 1) By fall 2005, (for the 05-06 school year) the data forms for the NHDOE monitoring process will be revised to better track and identify compliance for early transitions. The monitoring process will provide technical assistance to districts to address compliance and improvement concerns. Data from the 05-06 monitoring process will be available summer 2006 for analysis and review. *(Form revision completed/data collection in process)* 2) The NHDOE, in collaboration with the NH Department of Health & Human Services (Lead Agency for Part C) and with technical assistance from NECTAC, developed a state work plan that focuses on smooth & effective transitions: *a)* By January 31, 2005 final production of NH Early Childhood Transition Manual (created in collaboration with diverse stakeholders) *(Completed: NHDOE/NHDHHS Policy Manual: Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff. This manual is available on the NHDOE website.)* *b)* By spring 2005, initial dissemination of NH Early Childhood Transition Manual to the field and available on the NHDOE website *(Completed)* c) Develop a Request for Proposals to promote Smooth & Effective Transitions from Family-Centered Early Supports & Services (ESS)(Part C) to Preschool Special Education (proposals due December 3, 2004, determine grant recipient for RFP winter 2004/2005, fund applicant July 1, 2005). *(NH Governor & Council Process approved this grant for implementation beginning in Oct 2005.)* The project is called Supporting Successful Early Transitions (SSECT) and is administered by NH Parent Information Center. The goals of this project will include, but are not limited to: ❖ Plan and conduct a statewide needs assessment of current regional capacity to resolve early childhood transition problems and develop a

	flexible framework that will address procedural inconsistencies and family concerns around transitions issues. ❖ Provide direction for the state around issues related to the development of state and local systems that ensure smooth and effective early transitions, including identifying system barriers; developing and assisting with the implementation of plans that will address the identified barriers; and informing and advising public policy organizations and other groups as appropriate, regarding issues related to ensuring smooth and effective transitions from ESS to preschool special education, including federal changes in rules and regulations specific to early transitions. ❖ Provide high-quality technical assistance to area agencies, ESS vendors, school districts, school personnel, families and others, to foster collaboration and common understanding and expectations for the transition process from ESS to preschool special education. ❖ Make available a broad range of high-quality adult learning options on a statewide basis that include opportunities to develop leadership skills that are specific to the transition needs of toddlers and preschoolers with disabilities. ❖ Support local communities to develop a mechanism for creating and maintaining a list of community supports, services and resources for programs and families to access and use. ❖ Develop and maintain strong links with in-state programs and organizations dedicated to supporting infants, toddlers and preschoolers with disabilities and their families, for the purpose of maximizing resources and ensuring sustainability of the outcomes of this project. ❖ Identify information on state-of-the-art professional practices, research and policy matters, applicable technology and other resources directly related to this program. 3) By July 1, 2005 the NHDOE Preschool Special Education Coordinator, in conjunction with the department data personnel, will have in effect a process for tracking compliance at a district level relative to this indicator. (*In process: the OSEP SPP Indictor data requirements are more extensive than the data requirements considered in the NH APR. By December 15, 2005 the NHDOE will run a report for all early transitions from July 1, 2005-November 15, 2005 to determine if eligible children transitioning from Part C to Part B have an IEP being implemented on or before the third birthday. Any noncompliance will result in notification to the district and require correction of the noncompliance as soon as possible but no more than one year from the date of notification*.) In addition to the above activities approved by OSEP August 31, 2005, the following improvement activities are in place: Summer/Fall 2005: Early childhood transition trainings, funded by NHDHHS Part C office, were held by NH Parent Training Institute (PIC) in 10 regions across the state that include Claremont, Laconia, Concord, Manchester, Portsmouth, Salem, Hanover, Nashua, Keene and Berlin. There were 128 participants including parents, early-intervention providers, school personnel, and others. Two additional sessions are scheduled in other regions. Fall 2005- Spring 2006: Early public input into revisions for NH Rules for Children with

	Disabilities includes significant discussion with stakeholders about Child Find and Early Transitions. 619 Coordinator to draft language for these areas based on public input and federal requirements.
2006 **(2006-2007)**	Consistent with new rules, regulations, and stakeholder input, review and revise as needed the NHDOE/NHDHHS Policy Manual: Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff. Ongoing implementation of NHDOE (619)/NHDHHS (Part C) funded grant for Early Childhood Transitions. February 2006: NH Statewide Preschool Leadership Institute to include presentation of NH data, compliance targets, and strategies for improvement for this indicator. Spring 2006: Presentation by NHDOE to the NH Association of Special Education Administrators of the NH data, compliance targets, and strategies for improvement for this indicator. Fall 2006-June 2007: districts involved in NHDOE monitoring process will be reviewed for compliance with this indicator and other related requirements relative to early transitions. Any noncompliance will be corrected as soon as possible but no later than one year from the date of identification. Fall 2006: The new statewide data system will track: 1) the number of children referred from Part C to Part B determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays; 2) for eligible children whose IEPs were not developed by the third birthday, the length of time beyond age three for the development and implementation of the IEP; 3) valid versus invalid reasons for delays in the implementation of IEPs (per the OSEP Part B State Performance Plan Questions and Answers document dated 10-12-05). Broad stakeholder input, including the Part C Interagency Coordinating Council (ICC), the preschool special education and ESS communities, and parents will be garnered to assist the state with establishing a definition of valid versus invalid reasons.
2007 **(2007-2008)** **2008** **(2008-2009)** **2009** **(2009-2010)** **2010** **(2010-2011)**	Consistent with new rules, regulations, and stakeholder input, review and revise as needed the NHDOE/NHDHHS Policy Manual: Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff. Annually: districts involved in NHDOE monitoring process will be reviewed for compliance with this indicator and other related requirements relative to early transitions. Any noncompliance will be corrected as soon as possible but no later than one year from the date of identification. Ongoing evaluation for effectiveness and implementation of NHDOE (619)/NHDHHS (Part C) funded grant for Early Childhood Transitions. The NHDOE will consider the use of sliver grant monies and other state and federal resource to support improvement activities, timelines and resources for this indicator. NHDOE will annually publish District Data Profiles which show how each district compares to state targets in the SPP. This will be published on the state website and disseminated broadly to the media and key stakeholder groups such as the NH State Advisory Committee on the Education of Children/Students with Disabilities (SAC), the NH State Board of Education, the NH Parent Information Center (PTI), and the NH Association of Special Education Administrators.

	The NHDOE, with broad stakeholder input, will review and amend as necessary, the improvement activities, timelines, and resources, to be submitted in the Annual Performance Report (APR) February 1 of each year.
2011 **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* Consistent with rules, regulations, and stakeholder input, the NHDOE will support Part C lead agency with the review and revision, as needed, of the NHDOE/NHDHHS Policy Manual: Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff. *NH SPP Improvement Activity 2:* Districts involved in NHDOE desk audit monitoring process will be reviewed for compliance with this indicator and other related requirements relative to early transitions. Any noncompliance will 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 will provide technical assistance and support to districts based on the root causes of noncompliance to ensure compliance and to improve the quality of early transitions. *NH SPP Improvement Activity 4:* Ongoing evaluation for effectiveness and implementation of NHDOE (619)/NHDHHS funded SSECT project. In addition to specific work supporting transitions from early intervention to preschool special education, this initiative also works with districts to improve the implementation of child find requirements for young children. *NH SPP Improvement Activity 5:* The NHDOE, with broad stakeholder input, will review and amend as necessary, the improvement activities, timelines, and resources, to be submitted in the Annual Performance Report (APR) February 1 of each year.

Overview of the State Performance Plan Development:

Stakeholder Input

To obtain stakeholder feedback in the development of this SPP indicator, the NHDOE met with the Community of Practice on Transition for ongoing feedback from the larger community interested in the transition of youth with IEPs. The Community of Practice on Transition has been working together for over six years. Currently, the COP represents stakeholders from the NHDOE including Vocational Rehabilitation (VR), school districts, private agencies focusing on transition and the NH PTI.

In addition, the NHDOE brought together a cadre of experts inclusive of NHDOE staff, focused monitoring staff, and other people from transition organizations knowledgeable about transitions services to be trained as Indicator 13 compliance reviewers. The cadre met face to face multiple times during in 2010 to discuss Indicator 13 requirements and review the NHDOE developed Indicator 13 Guidance Document and review process.

Technical Assistance

The NHDOE has elected to use the OSEP Optional template for this Indicator. NH sent a team to the National Secondary Transition Technical Assistance Center (NSTTAC) sponsored Secondary Transition State Planning Institute Conference held in Charlotte, NC in May 2010. This team attended conference sessions to gather information for the early development of our expanded Indicator 13 compliance review process. The NHDOE participates in various OSEP and NSTTAC opportunities to better understand transitions and postsecondary issues. The NHDOE staff attended the OSEP Mega conference in August 2010 and participated in workshops that supported our understanding of Indicator 13 requirements and provide insight into activities designed to improve our performance for Indicator 13.

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.

Note: As required by OSEP, States must, in the FFY 2009 submission (of the SPP) due February 1, 2011, establish new baseline for this indicator using 2009-2010 data. Targets and improvement activities are included as required for FFY 2010, 2011, and 2012.

Overview of Issue/Description of System or Process:

New Hampshire revised the NH Rules for the Education of Children with Disabilities in June 2008. These rules adopt by reference IDEA regulations 300.320(b) Transition services. For 2009-2010, data for this indicator are collected through the onsite NH Focused Monitoring process. Data to determine compliance with this indicator are not available through the State database, NHSEIS. Data were collected from districts selected for focused monitoring on youth with IEPs aged 16 and above through a file review process. The review was based on the NSTTAC checklist and includes all required components, as detailed in the measurement. Files were selected at random from each school being monitored.
In order to complete the required review of all districts by the end of the SPP, the NHDOE will move to a new selection and onsite review process for 2010-2011.

District Selection Process

The NHDOE currently monitors districts through a Focus Monitoring process (see Indicator #15 for more on NHDOE monitoring process). Districts are selected for focused monitoring based on a key indicator (the achievement gap in statewide assessment between students with disabilities and students without disabilities). Private special education schools are monitored on a cyclical basis using a case study model. Youth with IEPs aged 16 and above that were placed by the IEP team in the selected private schools were included in the review. Any noncompliance identified in the private school was attributed to the liable district. In order to monitor and publically report on all districts in NH within the timeframe of the SPP, the NHDOE will be scaling up the monitoring process. Effective 2010-2011, the NHDOE will have two methods in which to monitor for Indicator 13; the Focused Monitoring process and an onsite file review in selected districts. The individuals conducting monitoring for both methods have received training to provide consistency regardless if the monitoring is Focused Monitoring or onsite file review. Focused Monitoring is coordinated by a vendor. For districts selected to participate in Focus Monitoring this review will be imbedded in the IEP review process. For the 22 remaining districts, the onsite file review for monitoring will occur by NHDOE staff, Technical Assistance Consultants (TACs), and/or qualified reviewers trained by the NHDOE. These remaining districts will be notified, in advance, that the NHDOE will conduct a compliance review related to B13 and there will be professional development opportunities available for secondary transition, writing measurable post-secondary goals, etc. Districts are encouraged to take advantage of training offered at the Department and/or to have TA's come to their districts to provide training to them.

Verification of Correction of Noncompliance

The NHDOE Focused Monitoring team review process ensures that transition plans, consistent with IDEA, are in place for students beginning no later than the first IEP in effect when the child is 16, and revised at least annually thereafter. When the NHDOE, through the monitoring process, makes findings of noncompliance, the NHDOE ensures that noncompliance has been corrected by the following process:

- The NHDOE verifies that districts with findings of noncompliance are implementing the regulations of IDEA related to this requirement as soon as possible but in no case more than one year from identification. This verification is based on a review of updated data (reviewing student files for students who had new transition plans following the identification of noncompliance) collected through the onsite monitoring that must show 100% compliance.
- The NHDOE verifies that each individual case of child specific noncompliance that is not subject to a specific timeline requirement has subsequently been corrected as soon as possible. This is done through a review process that allows the NHDOE to be confident that, based on the files reviewed, all noncompliance has been corrected. This may mean that some or all files are reviewed, providing there are sufficient files reviewed to ensure confidence that all issues of individual noncompliance have been corrected. The NHDOE makes it very clear that the district needs to correct all instances of noncompliance unless the child has left the jurisdiction of the LEA.

Baseline Data for FFY 2009 (2009-2010):

The focus monitoring process reviewed 19 files of students with IEPs who were aged 16 and above. Of the 19 files, 9 contained annual IEP goals and transitions services designed to reasonably enable the student to meet postsecondary goals.

9/19 = .47 x 100 = 47%

Discussion of Baseline Data:

The baseline data shows that 47% of youth aged 16 and above have an IEP with coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals. This was based on a comprehensive review of files based on the NSTTAC standard.

FFY	Measurable and Rigorous Target
2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

All previously issued findings of noncompliance made in FFY 2007, or earlier, were reported as corrected in previous APRs.

FFY	Improvement Activities/Timelines/Resources
2010 (2010-2011) **2011** (2011-2012) **2012** (2012-2013)	*NH SPP Improvement Activity 1:* The NHDOE will review our postsecondary goals and transitions data collection process annually to increase compliance with this Indicator. This review may consist of communication with school districts regarding the process for entering and reporting data as well as information of the importance of the data. *NH SPP Improvement Activity 2:* The NHDOE will provide Technical Assistance Consultants to provide training to LEAs on select topics such as measurable post secondary goals. *NH SPP Improvement Activity 3:* The NHDOE will provide training to LEAs on Indicator 13 and the review process. Opportunities for training will be offered at the NHDOE and off-site. *NH SPP Improvement Activity 4:* The NHDOE will collaborate with NH Transition Community of Practice to create best practices within the transition services and other grant focused programs. The focus will be on improving transition results and the drop-out rate. *NH SPP Improvement Activity 5:* The NHDOE will continue to use NSTTAC to guide the NHDOE's work on the process and the collection of data for this Indicator.

	NH SPP Improvement Activity 6: NEW NHDOE released an RFP during the winter of 2011 for an Indicator 13 Coordinator who was contracted with beginning on June 1, 2011. The Indicator 13 Coordinator provides onsite school district technical assistance and statewide trainings in the area of Indicator 13 compliance. There have been four statewide trainings during the end months of 2011. The Indicator 13 Coordinator also coordinates the onsite monitoring visits with each NH high school who is either in the first year of monitoring for this indicator or in their second year of monitoring due to noncompliance found in their first year of monitoring. The Indicator 13 Coordinator also serves as a reviewer for onsite monitoring visits, is a member of the NH Transition CoP, attends the NSTTAC annual conference, and any other NHDOE assigned task related to secondary transition for students with disabilities.

Overview of the State Performance Plan Development:

In addition to the process described in the beginning of the Part B State Performance Plan (SPP) for (2005-2010) the following activities were utilized to gather stakeholder input for this indicator.

Stakeholder Input

Input was gathered from a diverse stakeholder group that included LEAs, Institutions of Higher Education, other State Agencies and transition related organizations, parents, and parent organizations that met on November 29, 2010. The purpose of meeting was to set the targets based on the baseline data and to establish improvement activities.

Technical Assistance

The NHDOE accessed the SPP/APR calendar on the RRFC website for guidance in developing this indicator. The NH DOE participated in National Post-School Outcomes Center (NPSO) sponsored community of practice calls offering guidance on the development and reporting of this indicator as well as attended NPSO presentations at National Conferences.

The NHDOE sought technical assistance from NERRC (Northeast Regional Resource Center) on format for data display in this indicator to make it easy to understand.

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.

Overview of Issue/Description of System or Process:

As required by OSEP in the NH Part B FFY 2008 SPP/APR Response Table (pages 10), the NHDOE is reporting new baseline, targets, and as needed improvement activities in the revised SPP.

New Hampshire Department of Education (NHDOE) has determined the following:

Definitions as stated in the *OSEP Part B State Performance Plan (SPP and Annual Performance Report (APR) Part B Indicator Measurement Table* dated May 14, 2010:

1. Enrolled in higher education as used in measures A, B and C means youth have been enrolled on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.
2. Competitive employment as used in measures B and C means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment. (and not counted in 1 above.)
3. Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program). (and not counted in 1 or 2 above).
4. Some other employment as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.). (and not counted in 1, 2, or 3 above).

   Respondents are youth or their designated family member who answer the survey or interview questions.

   Leavers are youth who left school by graduating with a regular high school diploma, aging out, received a certificate, left school early (i.e., dropped out), or who were expected to return and did not.

Post-School Outcomes Collection Process:

- The NHDOE provides a policy and procedures memo(s): FY10 Memo # 39 - http://www.education.nh.gov/instruction/special_ed/documents/fy10_memo39.pdf and, FY10 Memo # 41 – (http://www.education.nh.gov/instruction/special_ed/documents/fy10_memo41.pdf) to the field relative to the post-school outcomes collection and reporting requirement system and timeline.

- In May, the NHDOE sends to school districts a report generated from the federal Annual IDEA Data Report Table #4*:* Report of Children with Disabilities Exiting Special Education of the students in their district with an IEP during the previous school year that graduated from high school, dropped out, or reached the maximum age to receive services.

- The school district(s) are required to use the student identification numbers on the exited students (Leavers) report to locate each student's name and last known address for the purpose of contacting the youth or their family within one year of the youth leaving high school. It is recommended that school districts enter the names and addresses for their exited students into a database or spreadsheet that can generate mailing labels to be used to mail a survey to these exited students.

- In late May, the NHDOE provides each LEA the Post-School Outcomes Surveys, cover letters and self addressed stamped return envelopes to be disseminated to each of the

reported exited students (Leavers) from the previous school year. The survey consists of nine questions to gather information about work, post-secondary education. In the cover letter we provide students with a website link to take the survey on-line (via Survey Monkey) rather than by paper if they prefer.

- The NHDOE used the *National Post-School Outcomes Centers' (www.psocenter.org) Post-School Data Collection Protocol* of May 2010 to develop the New Hampshire post school outcomes data collection survey.
- The NHDOE conducts a census survey to collect our post school outcomes data. Census survey means we survey all New Hampshire students meeting the Indicator 14 requirements.

- In June, NH school districts disseminate the Post-School data Collection Survey to the reported exited students (Leavers) from the previous year and maintain documentation of their dissemination efforts on a NHDOE provided form (e.g., surveys sent, students who had dropped out but have are enrolled back in school, survey was returned by the post office as undeliverable). The LEA returns this documentation of survey dissemination efforts to the NHDOE by August.

- By late summer, exited students will return their completed Post-School Data Collection Survey to the NHDOE using the provided self-addressed stamped envelope or via the online survey.

- The NHDOE will analyze the reported post-school outcomes data at a state level.

- The NHDOE will analyze the reported post-school outcomes data on a district level when required by OSEP.

- Annually, the NHDOE will review and revise as needed the rigorous and measurable targets on data collected and adjust improvement activities as warranted.

- When post-school outcome data indicates that there are a high percentage of students who are exiting the school who are not competitively employed, enrolled in post-secondary education within one year of leaving high school, the NHDOE will provide technical assistance, and work with districts on improvement strategies to enhance evidence-based work experiences and transition planning to improve post school outcomes.

- Annually the NHDOE will adjust data collection protocols and trainings as needed to improve post school outcome survey response rates.

Baseline Data for FFY 2009 (2009-2010):

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. 43.2% = [(147) / (340)] X100

A. % = [(#1) / (total respondents)] X 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. 70.2% = [(147+92) / (340)] X 100

B. % = [(#1 + #2) / (total respondents)] X 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. 82.6% = [(147+92+14+28) / (340)] X 100

C. % = [(#1 +#2 + #3 + #4) / (total respondents)] X 100

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

A = #1 divided by total respondents

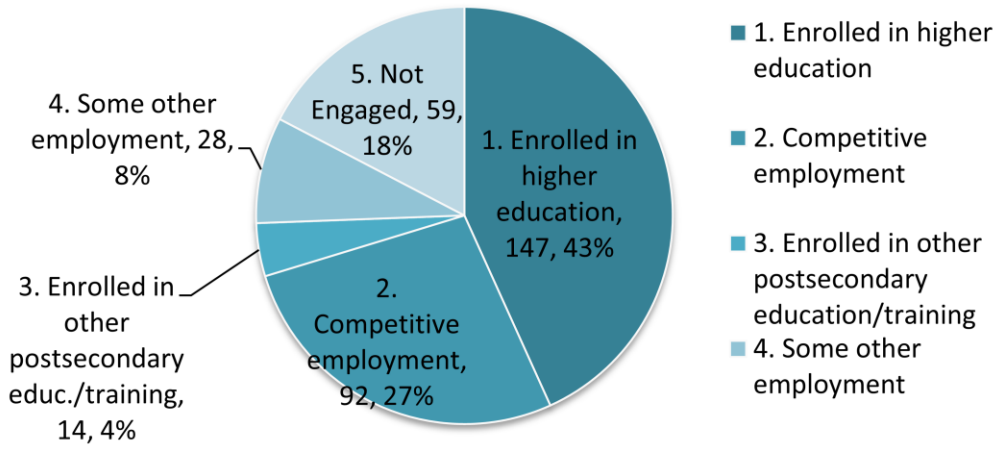
B = #1 + #2 divided by the total respondents

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

Total Respondents = 340

1. # of respondent leavers enrolled in "higher education" = 147
2. # of respondent leavers in "competitive employment" (and not counted in 1 above) = 92
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) = 28
5. # of respondent leavers not counted in 1 – 4 above = 59

Figure 14.1: NH Indicator 14 Measurements
(2008-2009 leavers - Surveyed in 2010)
N=340 Post School Outcome Survey Respondents



SPP # 14 Measurement A: 43.2% Equals Segment 1
SPP # 14 Measurement B: 70.2% Equals Segment 1 + 2
SPP # 14 Measurement C: 82.6% Equals Segments 1 + 2 + 3 +4

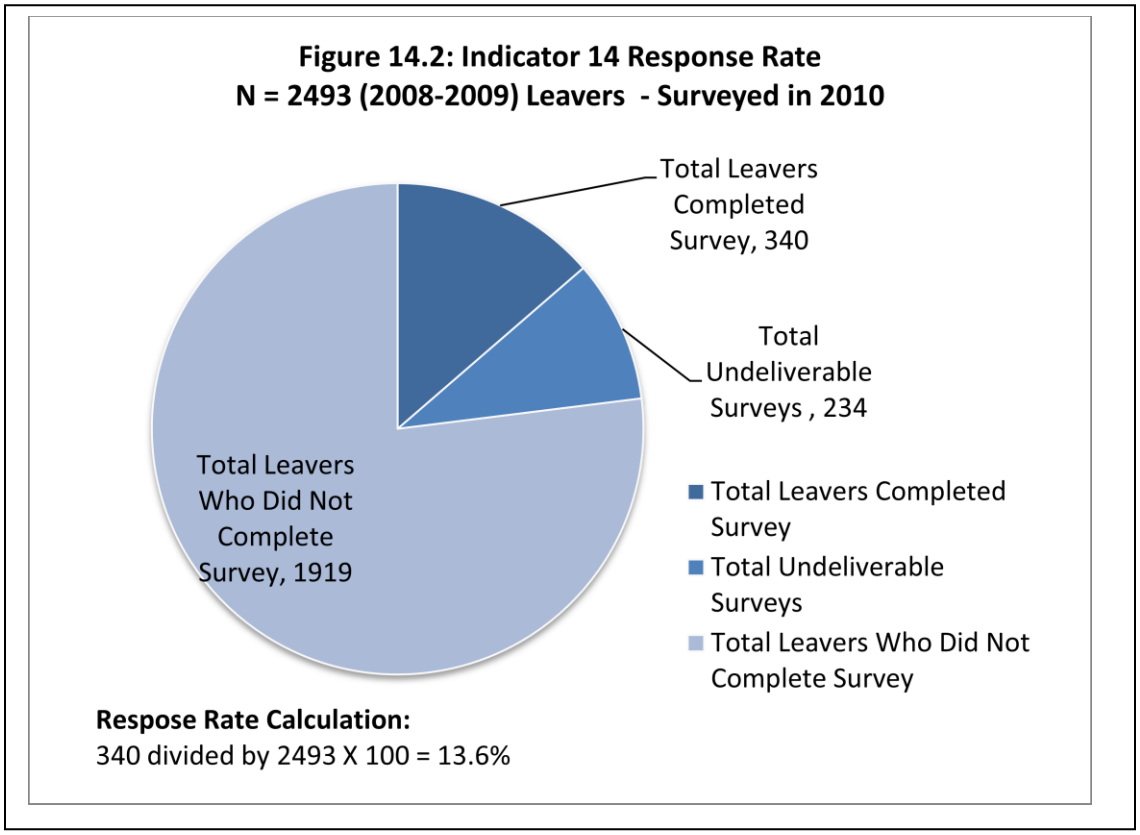
Response Rate and Representativeness

As seen in Table 14.1: Response Rate Calculation and Figure 14.1 Indicator 14 Response Rate, the New Hampshire statewide special education data collection system (NHSEIS) data reported on the federal Annual IDEA Data Report indicated 2,503 Leavers (youth ages 16-22) with an IEP during the 2008-2009 year graduated from high school, received a certificate, dropped out, or reached the maximum age to receive services. These youth were sent surveys in June 2010 to complete and return; within one year of leaving high school. The response rate was 340/2493 x 100 = 13.64%.

Table 14.1 Response Rate Calculations
(2008-2009 Leavers – surveyed in 2010)

Total Number of Leavers in the state	2,503
- Subtract the number of youth ineligible (those who had returned to school or were deceased)	-10
Total Number of Leavers sent surveys	2,493
Total Number of Leavers who completed the survey	340
Response Rate: (340 / 2493) X 100	13.64%

Of the 2,493 leavers contacted, 340 leavers completed the survey, but 234 students surveys were returned by the Post Office to the school districts due to undeliverable addresses and thus never reached the student. As a result of this information, we have included an improvement activity to have school districts review and update their last known student addresses as a means to try to increase our overall response rate.



We 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 2008-2009.

Table 14.2 Response Rate By Demographics Chart
(2008-2009 Leavers – Surveyed in 2010)

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

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	2,493	1,257	373	107	756	853	129	2	474
Response Totals	340	171	31	10	128	134	6	1	34
Response Rate	13.64 %	13.60 %	8.31%	9.35 %	16.93 %	15.71 %	4.65%	50.00 %	7.17%

Table Legend:
- Leavers with Learning Disabilities (LD)
- Leavers with Emotional Disturbance (ED)
- Leavers with Mental Retardation (MR)
- Leavers from all other disability categories (AO)
- Leavers who are English Language Learners (ELL)

Three demographic categories of responders were within less than 3.3% of the Overall response rate for all demographic groups.

- 13.60% of LD; 16.93% of AO; 15.71% of Female responded to the survey.
- 50.00% of ELL responded to the survey. The overall State ELL population is approximately 2% of New Hampshire's population. Because this population is so small these data should be cautiously interpreted.

Four demographic categories responded at a lower rate.

- 8.31% of ED; 9.35% of MR; 4.65% of Minority; and 7.17% of Dropouts responded to the survey.

Table 14.3 Representativeness Chart

Target Leaver Representation is the percentage 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	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	2,493	1,257	373	107	756	853	129	2	474
Response Totals	340	171	31	10	128	134	6	1	34
Target Leaver Representation		50.42 %	14.96 %	4.29%	30.32 %	34.22 %	5.17%	0.08 %	19.01%
Respondent Representation		50.29 %	9.12%	2.94%	37.65 %	39.41 %	1.76%	0.29 %	10.00%
Difference		-0.13%	-5.84%	-1.35%	7.32%	5.20%	-3.41%	0.21 %	-9.01%

According to the NPSO Response Calculator differences between the Respondent Group and the Target Leaver Group of +/- 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 +/- 3%interval.

The NHDOE will not be specifically addressing the differences of greater than +/- 3% found for the various categories identified for this 2009-2010 year. The NHDOE is cautious to interpret and/or use these results given our low survey response rate during this baseline year of post school outcomes data collection. Many of our improvement activities for this indicator will be focused on activities that can assist us in improving our response rate.

LD, MR, and ELL responded to the survey at a rate consistent with their representation in the Total Leaver Group.

- AO and Females were over-represented.
- ED, Minority and Dropouts were under-represented.
- The goal of the NHDOE will be to work with school districts to ensure accurate and timely entering of exiting student data and maintenance of mailing addresses for students exiting high school as well as to look at strategies to better reach the under-represented categories of exiters.

Given the baseline data we have from this first year of using student exit data and conducting a survey to collect post school outcomes data using the new indicator 14 measurements we have decided to focus on maintaining our targets of A. 43.2%, B. 70.2%, and C. 82.6% for the 2010-2011 year knowing that we may see a drop in our percentage of engagement as we improve our survey response rate. We are anticipating increases of 2% for measurements A, B and C for 2011-2012 and an additional increase of 2% for measurements A, B, and C for 2012-2013.

FFY	Measurable and Rigorous Target
2010 **(2010-2011)**	A. 43.2% of youth who had IEPs, are no longer in secondary school have been enrolled in higher education, within one year of leaving high school. B. 70.2% 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. C. 82.6% 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.
2011 **(2011-2012)**	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. 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. 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.

2012 **(2012-2013)**	A. 47.2% of youth who had IEPs, are no longer in secondary school have been enrolled in higher education, within one year of leaving high school. B. 74.5% 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. C. 86.6% 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.

FFY	Improvement Activities/Timelines/Resources:
2010 **(2010-2011)** **2011** **(2011-2012)** **2012** **(2012-2013)**	**Data Collection and Systems Administration Improvement Activities** *NH SPP Improvement Activity 1:* Annually, the NHDOE will review our post school outcomes data collection process to make improvements to increase our survey response rate as well as the post school outcomes results. This activity may include: Communication with districts about Indicator 14 process and improvement, sharing NPSO materials/flyers with school districts, students and families on how to increase awareness about Indicator 14 and the post school outcomes survey and increase survey response rate as well as procedures for reviewing and updating exiting student data such as last known address. **Post School Outcomes Improvement Activities** *NH SPP Improvement Activity 2:* The NHDOE will examine Indicator 14 data to identify districts with high survey response rates and positive Indicator results in an effort to determine best practices they may have in place that can be replicated in districts in need of improvement. *NH SPP Improvement Activity 3:* The NHDOE Technical Assistance Consultants provide technical assistance and training to LEAs upon request or as directed on transition planning, writing measurable goals or to assist with LEA policies and procedures for transition services. *NH SPP Improvement Activity 4:* NHDOE will provide the planned technical assistance and support to LEAs identified through District Data Profiles as being significantly below the SPP target for indicator 14 to improve their post school outcomes results. *NH SPP Improvement Activity 5:* The NHDOE will continue providing the coordinated statewide training and technical assistance in evidence-based secondary transition strategies and practices proven effective to increase the percentage of youth engaged in competitive employment or post-secondary school or training.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan development is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010. As directed by OSEP, all states must recalculate the data for Indicator 15: Effective General Supervision Part B/General Supervision in the State Performance Plan for the baseline year of 2004-2005. Therefore, the NHDOE has revised this indicator in the February 1, 2007 State Performance Plan. These revisions are referenced in the February 1, 2007 APR.

Update for February 1, 2011 submission: The NHDOE, pursuant to OSEP requirements, has extended targets and improvement activities for 2 additional years. Since this is a compliance indicator, targets are 100%. Based on the improvement demonstrated over the years and the high level of compliance, the NHDOE will continue to engage in the same improvement activities for the remainder of this plan.

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 Issue/Description of System or Process:

The New Hampshire Department of Education (NHDOE) monitoring process reviews and monitors districts and non-public approved special education programs on a cyclical basis. During the onsite visits, the NHDOE monitoring team determines areas of strength, improvement, and identifies any compliance issues. If a district or nonpublic approved special education program demonstrates strong competency and compliance in all areas, the district or nonpublic approved special education program may be approved up to 5 years. The district or nonpublic approved special education program has a shorter approval cycle if they cannot demonstrate compliance in most areas. The districts and non-public special education programs are monitored according to when their "cycle" occurs.

Districts and non-public special education programs that are monitored during the year participate in Case Study Compliance reviews. During the Case Study Compliance review, the district/non-public special education program presents student case studies to the NHDOE monitoring team. The Case Study review includes discussions regarding the student's IEP, program implementation, and includes parent and student participation.

In addition to the Case Study Compliance review districts and non-public special education programs have the option to participate as a Yearlong Improvement Site. These sites conduct a detailed self assessment designed to guide the educational community through a data-driven school improvement planning process.

When the NHDOE, through the monitoring process, identifies issues of non-compliance the district/non-public special education program submits a corrective action plan. The NHDOE ensures that corrective action plan timelines remedy the issues of non-compliance as soon as possible but in no case more than one year after identification. The NHDOE monitors those with identified issues of noncompliance with follow-up on-site visits to provide technical assistance and to record the documentation submitted by the district/non-public special education program to demonstrate noncompliance correction.

In addition to the NHDOE monitoring process, the NHDOE monitors corrective action that result from complaint investigations. The Commissioner of Education notifies the complainant and the school district of the substantiated allegations of the complaint investigation and the subsequent action the district/non-public special education program must take to correct the findings of noncompliance. The NHDOE includes relevant timelines that the school district must demonstrate compliance. The NHDOE through a complaint database records the submitted documentation provided to demonstrate that correction of noncompliance occurs in accordance with the timeline outlined by the NHDOE, in no case longer than one year after identification of noncompliance, unless the corrective action is specifically designed to be implemented over a longer period of time.

Due process hearing orders are also monitored by the NHDOE. When the hearing officer orders contain specific findings of noncompliance, the NHDOE considers the date the parties receive the hearing officer orders as the date of notification of noncompliance. The NH Rules for the Education of Children with Disabilities, Ed. 1128.22(b) also requires the district to submit a 90 day post hearing report describing the implementation of the hearing officer's decision and is provided through the Office of Legislation and Hearings. The NHDOE records this documentation submitted by the parties to demonstrate compliance with the hearing officers' orders and to ensure that correction occurs within the timeframe the hearing officer orders require, in no case longer than one year after identification of noncompliance.

As required in the OSEP response letter (dated August 31, 2005) to New Hampshire's April 14, 2005 submission of its FFY 2003 APR under IDEA Part B, the NHDOE submitted a compliance plan on November 1, 2005 to OSEP that detailed the evidence of change in the NHDOE monitoring process to ensure that identified noncompliance in districts and nonpublic special education programs is corrected as soon as possible but in no case later than one year from identification.

Baseline Data for FFY 2004 (2004-2005): The noncompliance identified below are those issues that are based on IDEA.

Percent of noncompliance corrected within one year of identification:

a. 175 of findings of noncompliance.
b. 145 of corrections completed as soon as possible but in no case later than one year from identification.
   83% = [(175) divided by (145)] times 100.

Number of LEAs, private programs or other nondistrict programs with identified issues of noncompliance: 40	**Number of identified areas of noncompliance**	**Corrective Actions met within one year**
Process/Procedure Issues – Written Prior Notice, Procedural Safeguard Handbook, Consent, Confidentiality	44	37
Evaluations – Child find, appropriate team composition, timelines, qualified examiners	27	24

IEP issues – IEP team, IEP implementation, accountability, related service provision, ESY, IEPs in place by 3	46	44
Transition – Transition plans development, implementation, vocational component	10	10
Placement	6	6
Behavior and Discipline – Policies and procedures, manifestation determinations, services while out of school setting	9	8
Access to the General Curriculum – Assessment - Diplomas	16	10
Personnel	13	3
Other – Technology, SPEDIS reporting, Equipment, agency process	4	3
Total	175	145

Discussion of Baseline Data: The NHDOE has been working to address the issue of correction of issues of noncompliance and this work is reflected in the 83% rate of correction as soon as possible but in no case longer than within one year of identification. There are some areas, as reflected in the chart above that the NHDOE may wish to consider focusing more targeted technical assistance such as the number of personnel citations that have not been met. When an issue of noncompliance is not corrected within one year of identification, the NHDOE has used several different means to facilitate correction. As part of monthly updates, the on-site monitoring team reviews the status of programs and the remaining issue(s) of noncompliance. The on-site monitoring teams works closely with the school district with regular follow-up meetings and specific guidance/technical assistance. When the program does demonstrate evidence of correction, the on-site monitoring technical assistant sends a letter indicating the status the program's corrective action plan and whether further review will be required.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2006 **(2006-2007)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2007 **(2007-2008)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.

2008 **(2008-2009)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2009 **(2009-2010)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2010 **(2010-2011)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2011 **(2011-2012)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.
2012 **(2012-2013)**	100% of issues of noncompliance will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.

FFY	**Improvement Activities/timelines/Resources**
2005 **(2005-2006)**	The NHDOE Bureau of Special Education hired a new consultant on May 24, 2005 whose responsibilities include working with the monitoring team to ensure that issues of noncompliance are corrected as soon as possible but in no case later than one year from identification. The consultant's role includes monitoring corrective action plans created as a result of complaints, program approval, and due process hearings effective the 2005/06 school year. On September 28, 2005, school districts and private providers of special education were sent FY '06 Memo 11 from the Bureau of Special Education that details the change in procedures regarding notification of noncompliance and the timeline required to complete the corrective action. The memo stated that the date when a program receives the final report from the program approval team will be the date of official identification of noncompliance. The district/special education program must complete all corrective action activities within one year of the official identification. When the NHDOE monitoring team notifies district and nonpublic special education programs of issues of noncompliance, a monitoring timeline/schedule will be established to ensure that the identified issues of noncompliance are corrected within one year of identification. (*In process)* Stakeholders have determined the achievement gap as the key indicator for Focused Monitoring. The pilot sites will be selected based on data, including an analysis of the range of achievement gap and enrollment group size.
2006 **(2006-2007)**	During the early spring of 2007, the NHDOE will go through the rulemaking process. As part of the rulemaking process, the NHDOE intends to reference a continuum of sanctions for noncompliance that may be imposed upon both district and non-public special education programs.

	By June of 2007, the state-wide special education data collection system, NHSEIS, will provide information that the NHDOE monitoring team will review on to identify districts and non-public special education programs that require direct technical assistance to be in compliance. More details on NHSEIS are provided in Indicator 20. The NHDOE is transitioning to a focused monitoring model. Three pilot sites are currently working in the new monitoring model. The NHDOE will use the information obtained from the pilot sites to strengthen the focused monitoring process. In addition to the focused monitoring process, the NHDOE will review compliance data for all district and non-public special education programs to ensure ongoing compliance. The NHDOE, with broad stakeholder input, will review and revise as necessary, the improvement activities, timelines, and resources, to be submitted in the Annual Performance Report (APR) February 1 of each year.
	The NHDOE will consider the use of sliver grant monies and other state and federal resource to support improvement activities, timelines and resources for this indicator. The NHDOE, with broad stakeholder input, will review and revise as necessary, the improvement activities, timelines, and resources, to be submitted in the Annual Performance Report (APR) February 1 of each year. NHDOE will annually publish District Data Profiles which show how each LEA compares to state targets in the SPP. This will be published on the state website and disseminated broadly to the media and key stakeholder groups such as the NH State Advisory Committee for Students/Children with Disabilities (SAC), the NH State Board of Education, the NH Parent Information Center (PTI), and the NH Association of Special Education Administrators.
2007 **(2007-2008)**	*NH SPP Improvement Activity 1:* The NHDOE will seek out available technical assistance that will assist the state in meeting 100% compliance for this indicator. *NH SPP Improvement Activity 2:* The NHDOE will revise data collection process for onsite monitoring including: new forms and technical assistance to the onsite team regarding collecting reliable data from multiple sources. *NH SPP Improvement Activity 3:* The NHDOE will track all corrective actions in each monitored LEA based on identified noncompliance to ensure correction as soon as possible but no later than one year from identification. *NH SPP Improvement Activity 4:* The NHDOE will provide technical assistance to districts that are found to be in noncompliance. *NH SPP Improvement Activity 5:* The NHDOE will provide grants for financial assistance to districts going through the Focused Monitoring process to assist in their efforts for improvement. These grants will assist the districts with things such as professional development and costs associated with the improvement process.
2008 **(2008-2009)** **2009** **(2009-2010)**	*NH SPP Improvement Activity 1:* The NHDOE will seek out available technical assistance that will assist the state in meeting 100% compliance for this indicator. *NH SPP Improvement Activity 2:* The NHDOE will revise data collection process for onsite monitoring including: new forms and technical assistance to the onsite team regarding collecting reliable data from multiple sources.

2010 **(2010-2011)** **2011** **(2012-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 3:* The NHDOE will track all corrective actions in each monitored LEA based on identified noncompliance to ensure correction as soon as possible but no later than one year from identification. *NH SPP Improvement Activity 4:* The NHDOE will provide technical assistance to districts that are found to be in noncompliance. *NH SPP Improvement Activity 5:* The NHDOE will provide grants for financial assistance to districts going through the Focused Monitoring process to assist in their efforts for improvement. These grants will assist the districts with things such as professional development and costs associated with the improvement process. *NH SPP Improvement Activity 6:* The NHDOE will provide a guidance memo to LEAs as technical assistance regarding policies for timely correction of noncompliance.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

After reviewing our complaint data for the December 2, 2005 submission of the State Performance Plan, it was determined that the numbers of complaints reported were not consistent with the requirements in the instructions. Upon further review and analysis with the assistance from the USDOE Office of Special Education Programs, we have revised the 2004-2005 baseline data for the February 1, 2007 State Performance Plan. The targets and activities have not been revised.

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))

Measurement:
Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Overview of Issue/Description of System or Process:

The NHDOE has revised the indicator language and measurement for this indicator as required by OSEP memorandum 10-3. Timelines detailed in IDEA 2004 and New Hampshire Rules for the Education of Children with Disabilities establish 60 days as the timeframe in which an administrative complaint must be completed and a decision sent by certified mail, return receipt requested, to the parties. New Hampshire Department of Education (NHDOE) has adopted the federal standard regarding extensions beyond 60 days. The 60 day timeline is extended by the NHDOE only for exceptional circumstances for individual complaints. The NHDOE presently has contracts with eight part-time investigators. Their reports provide the basic fact-finding that informs the NHDOE and advises the Commissioner. The Commissioner issues all corrective action orders for complaints.

The NHDOE annually disseminate the results of the complaint process to the general public. This summary report provides a statewide overview of the previous year while maintaining the confidentiality of the individual children. The dissemination includes an annual presentation to the NH Special Education State Advisory Committee on the Education of Children/Students with Disabilities (SAC) as well as the posting of the summary on the NHDOE web site.
www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/Downloads/ComplaintStatistics.htm

Baseline Data for FFY 2004 (2004-2005):

Between July 1, 2004 and June 30, 2005 the NHDOE received 101 written complaints. Each complaint contains one or more allegations that a school district or other agency has violated state or federal special education requirements. This data was collected through the Bureau of Special Education complaint data base.

Section A: Signed, written complaints	
(1) Signed, written complaints total	101
(1.1) Complaints with reports issued	47
(a) Reports with findings	31
(b) Reports within timeline	31
(c) Reports with extended timelines	16
(1.2) Complaints withdrawn or dismissed	54
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

Percent = [(1.1(b) + 1.1 (c)) divided by 1.1] times 100
100% = [(31 + 16)/47] *100

Discussion of Baseline Data:

This data represents 100% compliance with timely resolution of complaints.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	NHDOE will achieve 100% compliance with the 60 day time limit, or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.
2006 **(2006-2007)**	NHDOE will maintain 100% compliance with the 60 day time limit, or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.
2007 **(2007-2008)**	NHDOE will maintain 100% compliance with the 60 day time limit, or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.
2008 **(2008-2009)**	NHDOE will maintain 100% compliance with the 60 day time limit, or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.
2009 **(2009-2010)**	NHDOE will maintain 100% compliance with the 60 day time limit, or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.
2010 **(2010-2011)**	NHDOE will maintain 100% compliance with the 60 day time limit, or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.
2011 **(2011-2012)**	NHDOE will maintain 100% compliance with the 60 day time limit, or a 60 day time limit

	extended only for exceptional circumstances with respect to a particular complaint.
2012 **(2012-2013)**	NHDOE will maintain 100% compliance with the 60 day time limit, or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.

FFY	Improvement Activities/Timelines/Resources
2005 **(2005-2006)**	The strategies, activities, and resources detailed below are from the NH Compliance Plan that was approved by OSEP on March 14, 2005. *Effective March 2005, the NHDOE will write a blanket agreement that will allow the Department to annually renew individual complaint investigator contracts based on satisfactory job performance. This flexible agreement will allow for greater continuity and will reduce the breaks in personnel caused by requiring the contract annually to go through the entire state Governor and Council approval process.* *By July 1, 2005 - A sufficient number of NHDOE Special Education Complaint Investigators will be under contract and available to investigate complaints.* *Effective July 1, 2005 the NHDOE has contracted, on a part time basis, with eight individuals to investigate special education complaints.* *Effective July 1, 2005 renewable annual contracts have been written and signed by eight complaint investigators.* *Effective July 1, 2005 - A process for professional development and educational training is in place and required of all NHDOE Special Education Complaint Investigators. Professional development activities are provided by both internal NHDOE staff and an external trainer and a minimum of two trainings per fiscal year will be required for all investigators. Professional development will cover: investigative techniques, interviewing techniques and special education law, including IDEA 2004.*
2006 **(2006-2007)** **2007** **(2007-2008)** **2008** **(2008-2009)** **2009** **(2009-2010)** **2010** **(2010-2011)**	Annually - NHDOE Special Education Complaint Investigators will have no more than 3 active complaints under investigation at any given time. Annually - NHDOE Special Education Complaint Investigators will demonstrate 100% completion of active investigations within 35 days of their receipt of the complaint documentation. Annually - The complaint officer for NHDOE provides ongoing monitoring and evaluation of NHDOE Special Education Complaint Investigators, including the utilization (effective September, 2004) of a data-based system to track the time to complete investigations. Annually – All complaints will be processed and resolved within the timeline or timeline with exceptional circumstances for particular complaints. Annually – The NHDOE will post on the NHDOE's website a summary of the previous fiscal years complaint findings.

2011 **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* Using the Complaint Procedures Manual, the NHDOE will provide face-to-face training concerning the complaint process for parents and professionals. The NHDOE, in collaboration with the NH Parent Information Center, will create an online training component that can be access by anyone at any time. *NH SPP Improvement Activity 2:* The NHDOE will monitor complaint investigators regarding the timely completion and thoroughness of their investigations. *NH SPP Improvement Activity 3:* The NHDOE will refine the complaint data-base for better tracking and analysis of complaints and the complaint process. *NH SPP Improvement Activity 4:* The NHDOE will annually evaluate the effectiveness of the alternative dispute resolution procedures and report findings to the State Advisory Council.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

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))

Measurement:
Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Overview of Issue/Description of System or Process:

The NHDOE has revised the indicator language and measurement for this indicator as required by OSEP memorandum 10-3. Timelines detailed in IDEA 2004 and New Hampshire Rules for the Education of Children with Disabilities ED 1107.04(d) establish 45 days as the timeframe in which due process hearings must be completed and a decision mailed by certified mailed, return receipt requested, to the parties. NH Rules provide that a hearing officer may, based on criteria detailed in Ed 1128.19, extend the timeline of a hearing to a date specific that is beyond 45 days. Ed 1128.19 requires that the hearing officer may grant an extension only if:

Ed 1128.19(b)(1) The child's educational progress or well-being would not be jeopardized by the delay;
Ed 1128.19(b)(2) The party would not have adequate time to prepare and present the party's position at the hearing in accordance with the requirements of due process; and
Ed 1128.19(b)(3) The need for the delay is greater than any financial or other detrimental consequences likely to be suffered by a party in the event of delay.
Ed 1128.19(c) A hearing shall not be continued by the hearing officer because of the hearing officer's schedule.

The New Hampshire Department of Education (NHDOE) has for many years contracted with five local attorneys to act as both hearing officers and mediators. Individuals who mediate an issue are not permitted to act as the hearing officer if the unresolved dispute continues to a due process hearing. Hearing requests, extensions granted, resolution session results, mediation results, and decisions rendered are recorded in the administrative data base with the dates recorded for each action. Redacted copies of all due process results are posted on the NHDOE Website.

Baseline Data for FFY 2004 (2004-2005):

Section C: Hearing requests	
(3) Hearing requests total	94
(3.1) Resolution sessions	NA
(a) Settlement agreements	NA
(3.2) Hearings (fully adjudicated)	19
(a) Decisions within timeline	9
(b) Decisions within extended timeline	6
(3.3) Resolved without a hearing	34

Section D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	NA
(i) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(i) Change in placement ordered	0

Discussion of Baseline Data:

Baseline data indicates that 15 of 19 (79%) fully adjudicated hearings were completed within the 45 day timeline or the 45 day timeline with extensions granted to a date certain.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.
2006 (2006-2007)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.
2007 (2007-2008)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.
2008 (2008-2009)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.
2009 (2009-2010)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.
2010 (2010-2011)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.
2011 (2011-2012)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.
2012 (2012-2013)	100% of fully adjudicated hearings will be completed within 45 days or the 45 day timeline with proper extensions granted.

FFY	Improvement Activities/Timelines/Resources
2005 **(2005-2006)**	The NHDOE will develop an internal committee to review the training offered to hearing officers regarding IDEA 2004. The NHDOE will pull quarterly reports from the Office of Legislation and Hearings that detail: 1) number of hearings requested; 2) number of early resolution activities completed within 30 days; 3) number of hearings held; 4) number decisions rendered within 45 days; 5) number of decisions rendered beyond 45 days with a proper extensions granted; 6) number of decisions rendered beyond 45 days without a proper extension granted. This data will be used for the evaluation of hearing officer performance. The NHDOE will request support from the Regional Resource Center, NERRC, to provide assistance with the development and evaluation of policies, practices and procedures to ensure compliance with this indicator.
2006 **(2006-2007)** **2007** **(2007-2008)** **2008** **(2008-2009)** **2009** **(2009-2010)** **2010** **(2010-2011)**	On an annual basis, the NHDOE internal committee will re-assess training offered to hearing officers. The NHDOE will gather and review data and analyze to demonstrate continued compliance with this indicator. The NHDOE will work with NERRC regarding the implementation and evaluation of policies, practices and procedures to ensure compliance with this indicator.
2011 **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1*: The NHDOE will conduct ongoing data collection and analysis to ensure ongoing compliance with this indicator. *NH SPP Improvement Activity 2*: The NHDOE will access national technical assistance and support to enhance the overall process and to inform the development/revision of materials as well as the overall process. *NH SPP Improvement Activity 3*: The NHDOE will create, review and update as necessary guidance materials for hearing officers and participants in the process. These materials will be used to provide training to hearing officers to conduct timely and fair hearings. *NH SPP Improvement Activity 4:* The NHDOE will conduct ongoing evaluation of hearing officers. *NH SPP Improvement Activity 5*: The NHDOE, after deleting any personally identifiable information, will transmit findings of facts and decisions regarding hearings to the State Advisory Council, as required by IDEA.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Overview of Issue/Description of System or Process:

When a parent files a due process hearing request, the district has 15 days to hold a resolution session. The parties may choose to waive the resolution session, to utilize mediation or the parties may choose to go directly to a due process hearing. The New Hampshire Department of Education (NHDOE) Office of Legislative Hearings amended the due process database in order to: a) record when the parties mutually agree not to hold the resolution session and b) to record the information regarding resolution sessions that were resolved with a resolution session settlement agreement. The Office of Legislation and Hearings requires the hearing officers to inform the NHDOE when the due process hearing request is withdrawn because the parties reached a settlement agreement through the resolution session process. The Office of Legislation and Hearings made the necessary changes to its database to gather this new data in 2005.

Baseline Data for FFY 2004 (2006-2007):

The Office of Special Education Programs (OSEP) requires states to develop specific targets and improvement activities once there are 10 resolution sessions in a reporting period.

Discussion of Baseline Data:

The Office of Special Education Programs (OSEP) requires improvement activities to be developed once baseline has been determined. The baseline has been established in the data reported for 2006 - 2007 at 38.7% (19 divided by 49 times 100 = 38.7%) written settlement agreements reached through the resolution session process.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	NA – Baseline data not reported because the number of resolution sessions held was smaller than the reporting requirement.
2006 (2006-2007)	The baseline has been established at 38.7% of written settlement agreements reached through the resolution session process.
2007 (2007-2008)	45% of resolution sessions held will result in a signed written agreement.
2008 (2008-2009)	60% of resolution sessions held will result in a signed written agreement.
2009 (2009-2010)	75% of resolution sessions held will result in a signed written agreement.
2010 (2010-2011)	75% of resolution sessions held will result in a signed written agreement.
2011 (2011-2012)	62% -72% of resolution sessions held will result in a signed written agreement.
2012 (2012-2013)	65% - 75% of resolution sessions held will result in a signed written agreement.

FFY	Improvement Activities/Timelines/Resources
2005 (2005-2006) **2006** (2006-2007) **2007** (2007-2008) **2008** (2008-2009) **2009** (2009-2010) **2010** (2010-2011)	*NH SPP Improvement Activity 1:* The NHDOE will develop training materials to provide training to LEA personnel and NHDOE Technical Assistance Consultants in the area of "Facilitated Special Education Meetings" *NH SPP Improvement Activity 2:* The NHDOE will provide comprehensive training resulting in a cadre of trained facilitators to: Directly facilitator special education team meetings upon request; Train groups of individuals to facilitate special education team meetings; Train groups of individuals to implement facilitation and other alternative dispute resolution processes; Develop a data base of individuals that have successfully completed the facilitation training; Provide model strategies to develop local capacity to resolve issues in dispute at the earliest opportunity and in the most efficient manner.

2011 **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* The NHDOE will continue to refine data collection and analysis regarding this indicator. *NH SPP Improvement Activity 2:* The NHDOE will create, review and update as necessary guidance materials for participants in the process.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

After reviewing our mediation data for the December 2, 2005 submission of the State Performance Plan, it was determined that this indicator had discrepancies in the numbers reported. Upon further review and analysis with the assistance from Consortium for Appropriate Dispute Resolution in Special Education (CADRE), we have revised the baseline data, as presented in the February 1, 2007 State Performance Plan. Input from the NH Special Education State Advisory Committee on the Education of Students/Children with Disabilities (SAC) was gathered November 1, 2006 for setting the targets based on the accurate data and for improvement activities.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Overview of Issue/Description of System or Process:

The New Hampshire Department of Education (NHDOE) has provided parties the opportunities to resolve their issues in dispute using a formal mediation process since 1982. The NHDOE mediation practice has changed in recent years in two ways:

1. Mediations are automatically scheduled when a due process hearing is requested;
2. Prior to the mid-1990, the mediators were a trained pool of volunteers from a wide variety of backgrounds and experience. During the 1990's the NHDOE switched to using attorneys to conduct mediations.

The mediation program is managed by NHDOE's "Office of Legislation and Hearings" and they maintain the database and schedule all mediations.

The NHDOE continues to provide that individuals or school districts can request mediation on any issue at any time. The NHDOE provides a time, place, and trained mediator. NHDOE does not require that the parties be involved in an active due process to request mediation. Since 2002, the NHDOE has proactively scheduled mediation when a request for a due process hearing is requested. The parties can then refuse or decline the mediation prior to proceeding with the due process hearing.

Baseline Data for FFY 2004 (2004-2005):

Section B: Mediation requests	
(2) Mediation request total	67
(2.1) Mediations	67
(a) Mediations related to due process	31
(i) Mediation agreements	24
(b) Mediations not related to due process	31
(i) Mediation agreements	28
(2.2) Mediations not held (including pending)	5

Discussion of Baseline Data:

Baseline data indicates that 77.61% of mediations held resulted in agreements; 52 out of 67 mediations.

NHDOE has in recent years proactively scheduled mediations when a party files for due process. One or both parties would have to indicate their unwillingness to participate in this "scheduled" mediation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	During this period 78% of mediations will result in a signed written agreement.
2006 (2006-2007)	During this period 79% of mediations will result in a signed written agreement.
2007 (2007-2008)	During this period 81% of mediations will result in a signed written agreement.
2008 (2008-2009)	During this period 82% of mediations will result in a signed written agreement.
2009 (2009-2010)	During this period 84% of mediations will result in a signed written agreement.
2010 (2010-2011)	During this period 85% of mediations will result in a signed written agreement.
2011 (2011-2012)	During this period 75% - 85% of mediations will result in a signed written agreement.
2012 (2012-2013)	During this period 75% - 85% of mediations will result in a signed written agreement.

FFY	Improvement Activities/Timelines/Resources
2005 (2005-2006)	By Fall 2005, the NHDOE will sponsor a series of seven early input meetings to gather input into how the NHDOE can better address the needs of all stakeholders concerning issues of special education, including how to achieve a higher rate of successful mediations. By Fall 2005, the NH State Advisory Committee on the Education of Children/Students with Disabilities will also sponsor ten additional early input sessions throughout the state and will provide the NHDOE the results of those meetings for NHDOE's consideration for possible regulatory changes.

FFY	Improvement Activities/Timelines/Resources
2006 **(2006–2007)**	Effective Summer 2006, the NHDOE will include as proposed rule changes under Alternative Dispute Resolution a rule that requires: "Mediators or Neutrals, within 2 business days of the completion of a mediation or neutral conference, shall submit to the NHDOE, Office of Legislation and Hearings, a written document that indicates the result of the mediation or neutral conference. The information provided shall include: 1. The date(s) the alternative dispute process occurred. 2. Whether or not the process resulted in a signed written agreement. If the agreement resolved the issues included in the request for due process, include a signed withdrawal of the request for due process, if applicable. 3. Whether the parties are continuing to negotiate the dispute privately." Effective Summer 2006, to address the low percentage of mediation agreements when due process is requested the NHDOE will include as proposed rule changes language that would clarify that parties must "mutually agree" to engage in mediation "prior" to the mediation being scheduled by NHDOE. NHDOE scheduling and notification documents will also be changed to reflect that the parties must "mutually agree" to engage in mediation.
2007 **(2007–2008)** **2008** **(2008–2009)** **2009** **(2009–2010)** **2010** **(2010–2011)**	Annually, the NHDOE will incorporate the workable suggestions made by the stakeholders, including information gathered from the surveys sent to individuals immediately after a mediation is held, to improve the percentage of mediations that result in a successful written agreement. Annually, through the NHDOE's diligent attention to the changes in rules, process, and data collection NHDOE is confident that it can achieve New Hampshire's historic mediation success rate of between 75 – 82%. Annually, the NHDOE will track and report both the number and percentage of agreements to achieve a consistent mediation success rate over 77% by FY 2009.
2011 **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* The NHDOE will continue to refine data collection and analysis regarding this indicator. *NH SPP Improvement Activity 2*: The NHDOE will create, review and update as necessary guidance materials for mediators and participants in the process. *NH SPP Improvement Activity 3:* The NHDOE will provide ongoing evaluations of mediators. *NH SPP Improvement Activity 4:* The NHDOE will engage in strategies to increase the pool of trained mediators. *NH SPP Improvement Activity 5*: The NHDOE will access national technical assistance and support to enhance the overall process and to inform the development/revision of materials as well as the overall process.

Overview of the State Performance Plan Development:

The Overview of the State Performance Plan is described in the beginning of this Part B State Performance Plan (SPP) for 2005-2010.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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))

Measurement:

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

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

Overview of Issue/Description of System or Process:

The New Hampshire Department of Education (NHDOE) contracted in February 2005, for a web-based statewide special education data collection system, New Hampshire Special Education System (NHSEIS), which will be user-friendly and compatible with local system and provide all required data field, integrity checks, compliance requirements, and a convenient reporting program. This system will be implemented with a unique student identifier for state-wide use by the Local Educational Agencies (LEA's) by March of 2006. This system will provide all mandatory Federal Reporting Data, Individual Student Evaluations and Education Plans, Placement, information on Public and Private Program Approval and rate setting, Exiting and Suspension information, and Race/Ethnicity.

NHDOE/NHSEIS is working in the development of a common database warehouse system using the unique student identifier to collect all general and special education information. This data will be from local student data system, assessment, special education, vocational rehabilitation, and other student specific databases. This will allow the NHDOE to analyze the comparison of all students to students with disabilities.

Baseline Data for FFY 2004 (2004-2005):

100% Compliant FFY 2003 Section 618 Data Tables 1, 2, 3, 4, and 5 were done in a timely manner. FFY 2004 November 1 requirement have been filed in a timely manner. Requirements for data for the FFY 2004 Annual Performance Report and the FFY 2005 State Performance Plan were provided in a timely manner.

Discussion of Baseline Data: The NHDOE is in 100% compliance with this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Section 618 and APR Data will be 100% compliant.
2006 (2006-2007)	Section 618 and APR Data will be 100% compliant.
2007 (2007-2008)	Section 618 and APR Data will be 100% compliant.
2008 (2008-2009)	Section 618 and APR Data will be 100% compliant.
2009 (2009-2010)	Section 618 and APR Data will be 100% compliant.
2010 (2010-2011)	Section 618 and APR Data will be 100% compliant.
2011 (2011-2012)	Section 618 and APR Data will be 100% compliant.
2012 (2012-2013)	Section 618 and APR Data will be 100% compliant.

FFY	Improvement Activities/Timelines/Resources
2005 (2005-2006)	Strategies and timelines for NHSEIS are listed below: By fall 2005, the system requirements, the number of pilot sites and data mapping planning will be established for all the components of the program. The NHDOE, in collaboration with stakeholders, will develop forms for NHSEIS. The NHDOE, in collaboration NHDHHS (Lead Agency for Part C) will have established the requirement for the Part C section of the NHSEIS. October, November, and December, 2005 will involve detail planning, testing, and training for the NHDOE, pilot sites and local education personnel. January 2006 roll out to the pilot sites to test NHSEIS in cooperation with NHDOE and NHDHHS. March through June 2006 NHSEIS will be introduced to all local districts and Part C providers, with training and technical assistance.

	During the winter of 2005, spring and summer of 2006 the NHDOE data warehouse will be rolled out giving the NHDOE the ability to have comparative data of regular education students e.g. dropout, statewide assessment, exiting, and suspension and expulsion.
2006 **(2006-2007)**	Ongoing implementation of NHSEIS to provide Section 618 reports, comparison data of special education to regular education for the APR. Spring 2006: check that all of the compliance in NHSEIS is in agreement with the current state and federal laws. Summer and Fall 2006: Presentation by NHDOE to the Superintendents of the second phase of the data system, which is the district's ability to use the student database for regular education. Fall of 2006: continue coordination within the NHDOE to have data comparison and analysis of all students to students with disabilities e.g. Dropout, Suspension and Discipline, and Exit reasons.
2007 **(2007-2008)**	*NH SPP Improvement Activity 1:* Develop data system management routines that increase the likelihood of timely and accurate data submission (618) for production of public reporting, including documentation necessary for reporting to be valid, reliable, interpretable, and transparency. *NH SPP Improvement Activity 2:* Align data system components, including data definitions, business rules with policy memos and procedures, and management timelines.
2008 **(2008-2009)** **2009** **(2009-2010)** **2010** **(2010-2011)** **2011** **(2011-2012)** **2012** **(2012-2013)**	*NH SPP Improvement Activity 1:* Develop data system management routines that increase the likelihood of timely and accurate data submission (618) for production of public reporting, including documentation necessary for reporting to be valid, reliable, interpretable, and transparency. *NH SPP Improvement Activity 2:* Align data system components, including data definitions, business rules with policy memos and procedures, and management timelines *NH SPP Improvement Activity 3:* Conduct analyses across and within indicators and across years to evaluate the quality of data, especially the usefulness (interpretable, accessibility, transparency, and relevance) *NH SPP Improvement Activity 4:* Refine the collection and correction of noncompliance data as it relates to reporting for Indicator #15. *NH SPP Improvement Activity 5:* Develop a general supervision system that will track collection of initial monitoring data, follow up of correction of noncompliance, and reporting for all indicators.

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Deputy Commissioner
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STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

April 3, 2008

Dear Parent,

The Department of Education is proud to announce the introduction of a new survey that will enable the Bureau of Special Education to solicit feedback from parents with pre-school and school age children receiving special education services. NH is continually working to improve Special Education Services and each year establishes goals that serve as bench marks for improvement. These goals are described in the State Performance Plan (SPP) and the Annual Performance Report (APR). To find out more go to: www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/OSEPreports.htm. An important goal outlined in the SPP is for the State to increase the 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. The Department of Education is eager to learn about your experience.

The Bureau has contracted with MAGI Services to assist us in working with school districts in the distribution of the surveys and the analysis of the results. The New Hampshire Department of Education, Bureau of Special Education is required by the Office of Special Education (OSEP) to conduct a statewide survey for parents of students that are receiving special education services. The Bureau realizes that this is a large undertaking but we are hopeful that this survey will enable us to learn what is working and where the gaps lie. This important information will enable us to improve schools' ability to work effectively with families and reach the shared goal of improved services for children. This is the first time the state has undertaken to survey every parent in the state. We are doing this because we believe every voice counts.

You can complete the enclosed paper survey and return it in the postage paid envelope or you can complete the survey online by going to http://state.measinc.com/NH. You will need to locate the 6 digit number at the bottom of your survey and enter that number as your username. The password that you need to enter is nhsurvey8.

All surveys are of course completely anonymous and are returned to MAGI (not to your school district). Your name or personally identifying information is not included in the survey. Please complete the survey by April 25th, 2008 so that your response can help us improve special education services in New Hampshire. After the survey is complete we will publish a report on the Department's website.

The Department of Education believes that children fare better when families, schools and communities work together. If you have any questions please feel free to contact Mary Lane at mlane@ed.state.nh.us or 271-3740 or you may communicate with MAGI directly by contacting Andrea Lynn at alynn@measinc.com or 1-800-330-1420 ext. 203.

Sincerely,

Santina Thibedeau

Santina Thibedeau
State Director of Special Education
Administrator, Bureau of Special Education

Parent Survey – Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly agree, strongly agree, agree, disagree, strongly disagree, very strongly disagree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child.

- USE A NO. 2 PENCIL.
- Fill in the circle completely.

CORRECT MARK ○●○○

INCORRECT MARKS ✓ ✗ ◐ ☁

School's Efforts to Partner with Parents

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
1. The school offers parents training about special education issues	○	○	○	○	○	○
2. My child's school has helped me find resources in my community such as after-school programs, social services, etc.	○	○	○	○	○	○
3. The school gives parents the help they may need to play an active role in their child's education	○	○	○	○	○	○
4. I have been asked for my opinion about how well special education services are meeting my child's needs	○	○	○	○	○	○
5. In preparation for my child's transition planning meeting I was given information about options my child will have after high school	○	○	○	○	○	○
6. The school gives me choices with regard to services that address my child's needs	○	○	○	○	○	○
7. I was given information about the research that supports the instructional methods used with my child	○	○	○	○	○	○
8. The school explains what options parents have if they disagree with a decision of the school	○	○	○	○	○	○
9. The school communicates regularly with me regarding my child's progress on IEP goals	○	○	○	○	○	○
10. My child's school gives me enough information to know whether or not my child is making adequate progress	○	○	○	○	○	○
11. I was given all reports and evaluations related to my child prior to the IEP meeting	○	○	○	○	○	○
12. Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel	○	○	○	○	○	○
13. Teachers and administrators seek out parent input	○	○	○	○	○	○
14. I feel I can disagree with my child's special education program or services without negative consequences for me or my child	○	○	○	○	○	○
15. I am considered an equal partner with teachers and other professionals in planning my child's program	○	○	○	○	○	○
16. All of my concerns and recommendations were documented on the IEP	○	○	○	○	○	○
17. The evaluation results were thoroughly explained to me	○	○	○	○	○	○
18. Teachers and administrators encourage me to participate in the decision-making process	○	○	○	○	○	○
19. I felt part of the decision-making process	○	○	○	○	○	○
20. My child's evaluation report (written summary) is written in terms I understand	○	○	○	○	○	○
21. I have a good working relationship with my child's teachers	○	○	○	○	○	○
22. At the IEP meeting, we discussed accommodations and modifications that my child would need	○	○	○	○	○	○
23. IEP meetings are scheduled at a time and place that are convenient for me	○	○	○	○	○	○
24. Teachers treat me as a team member	○	○	○	○	○	○
25. I am comfortable asking questions and expressing concerns to school staff	○	○	○	○	○	○
26. I was given information about my rights as a parent of a child who is eligible for special education services	○	○	○	○	○	○

Items provided by the National Center for Special Education Accountability Monitoring

PLEASE DO NOT WRITE IN THIS AREA