

District Data Profiles: Data Information Sheet
 NH FFY 2014 Annual Performance Report (APR) July 1, 2014-June 30, 2015
 Published May 2016

Indicator	Data Source	Related Reports	Other Information (see Reference sheet for more)
Indicator 1: Graduation	i4See Bureau of Information Services: Graduation data for all students	IDEA Table 4 Report of Children with Disabilities Exiting Special Education	Consistent with data reporting of graduation rates for all students, these data are reported by high school. OSEP requires the examination of graduation data for the year before the reporting year. These data align with CSPR data.
Indicator 2: Drop Out	i4See Bureau of Information Services: Drop out data for all students	Dropout rate data for all students: http://www.education.nh.gov/data/dropouts.htm	The calculation for the dropout rate for students with IEPs used in this FFY 2014 SPP/APR was the same calculation that the NHDOE Bureau of Data Management used to determine dropout rates for all students. Consistent with OSEP requirements, the NHDOE has examined data for this indicator for the year before the reporting year (e.g., for the FFY 2014 SPP/APR, use data from 2013-2014).
Indicator 3: State Assessment	Bureau of Accountability	IDEA Table 6 Report of the Participation and Performance of Students with Disabilities on State Assessments State Assessment Reports: http://www.education.nh.gov/instruction/assessment/index.htm *Please note: States are not required to report AMO's (Indicator 3A): for Students with Disabilities on State Assessments or to report performance against AMO's for school years 2014-2015 & 2015-2016 to ensure an orderly transition to the ESSA, the Every Student Succeeds Act which was signed into law on 12/10/15 and which reauthorized ESEA, the Elementary and Secondary Education Act of 1965.	Data for the indicator (3B & 3C) were provided by the NHDOE, Bureau of Accountability. In the 2014-2015 school year, New Hampshire began rolling out new assessments aligned to the Common Core State Standards to gauge how well students are mastering the standards. These data include the 2015 participation & assessment results based on the Smarter Balanced Assessment Consortium (SBAC) assessment that was administered between 3/16/15 and 6/5/15 for Grades 3-8 and 11, the 12/14/15 Performance Assessment of Competency (PACE) which was piloted by four self-selected districts as an alternative path of administering measurable progress for grades 3-8 and 11 and the (Dynamic Learning Maps Alternate Assessment (DLM) for Grade 2-7 and 10 which was administered between 12/15/14 & 5/15/15.

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<p style="text-align: center;">Indicator 4: Suspension and Expulsions</p>	<p style="text-align: center;">NHSEIS</p>	<p style="text-align: center;">IDEA Table 5 Report of Children with Disabilities Subject to Disciplinary Removal</p>	<p>The NHDOE compared the numbers of suspended or expelled students against the total number of students with IEPs in each district. In order to determine the total number of students with IEPs in each district, the NHDOE generated district data from NHSEIS. The NHDOE calculated the percent of children with disabilities in each district who were suspended or expelled for greater than 10 days (out of school).</p>
<p style="text-align: center;">Indicator 5: School Age Least Restrictive Environment</p>	<p style="text-align: center;">NHSEIS</p>	<p style="text-align: center;">IDEA Table 3 Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements</p>	<p>The NHDOE used a number of district entered data points from NHSEIS to calculate the amount of time a student was in the regular class (part A. and part B. of the measurement). The data points include the type of service, the setting in which the service was to be provided, the length of time for the service and length of the school day for the student. The NHDOE calculated the amount of time the child was inside the regular class by taking the length of the school day less the time the child was in a special education setting. In other words, if the length of the school day for a child was 6 hours and the child had 1 hour of services in a special education setting, the child was considered to be in the regular class for 5 hours a day or 83.33% of the time. The NHDOE included students enrolled in public academies and joint management agreement (JMA) schools in the same manner as students enrolled in public schools.</p> <p>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.</p>

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Indicator 6: Preschool Least Restrictive Environment	NHSEIS	IDEA Table 3 Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements	These data are consistent with the data reported to OSEP.
Indicator 7: Preschool Outcomes	Web-based data systems for 2 Assessment Tools (AEPSi, Brookes Publishing; and TS Gold, Teaching Strategies)	Information on child outcomes can be found at the Early Childhood Outcome Center. http://ectacenter.org	
Indicator 8: Parent Involvement	Parent Survey	IDEA Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act	
Indicator 9: Disproportionality (based on inappropriate identification)	NHSEIS	IDEA Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act	A weighted risk ratio of >3.0. All racial/ethnic groups were included in the analysis, as required by OSEP. A weighted risk ratio was used in analyzing the district data. In order to calculate the weighted risk ratio, there had to be at least two racial/ethnic subgroups in the district that met the minimum "n" size. The minimum "n" size was defined as at least 40 students enrolled in the district in two or more racial/ethnic subgroups and within those subgroups, at least 10 students identified as receiving

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			<p>special education and related services. The cell size was selected to protect individually identifiable student information and to ensure that there were sufficient students in the subgroups to allow for appropriate identification of disproportionate representation. The cell size is consistent with the cell size NHDOE uses for determining AYP. The <i>OSEP/Westat technical guide: Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide, July 2007</i> (https://www.ideadata.org/TAMaterial.asp) was used in developing this methodology. The NHDOE used the electronic spreadsheet developed by WESTAT that calculates both weighted and un-weighted risk ratios to determine state and district level data.</p>
Indicator 10: Disproportionality	Same information as Indicator 9 but analyzes data by specific disability subgroups.		
Indicator 11: Initial Evaluations	<p style="text-align: center;">NHSEIS</p> <p>General Supervision Desk Audit: Review of district submitted documentation regarding valid extensions and reasons for delay</p>		<p>Districts are required to enter data into NHSEIS on all children evaluated (children found eligible and children found not eligible).</p> <p>NHDOE's established timeframe for completion of initial evaluation, per the NH Rules for the Education of Children with Disabilities, is 45 days from the receipt of parental consent for testing. With written consent from both parties, the 45 day time limit may be extended by no more than 15 days for a total of 60 days, consistent with IDEA timelines. In order for an extension to be considered valid, both parties must sign the extension prior to the 45th day.</p>
Indicator 12: Early Transitions	<p style="text-align: center;">NHSEIS</p> <p>General supervision State Desk Audit: Review of district submitted EXCEL Worksheets with follow up technical assistance</p>		<p>Excel workbooks completed by districts with data regarding timely early transitions. Race2K met with NHDOE staff to make determinations on validity of reasons for delays (as established by stakeholders in previous year).</p>

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Indicator 13: Secondary Transitions	Onsite monitoring file reviews		NHDOE FFY 2014 monitoring for Indicator 13 was conducted through an on-site file review using the NSTTAC checklist with eight (8) questions.
Indicator 14: Post School Outcomes	Survey		