

New Hampshire  
Department of Education

IDEA Part B Special Education  
Annual Performance Report (APR)  
For FFY 2012  
(2012 – 2013)

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[http://www.education.nh.gov/instruction/special\\_ed/spp.htm](http://www.education.nh.gov/instruction/special_ed/spp.htm)

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## **Overview of the Annual Performance Report Development:**

### Stakeholder Input

In the development of the Annual Performance Report (APR), submitted on February 3, 2014, 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 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 3, 2014 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 Centers and other national centers such as CADRE, ECO, ECTAC, NPSO, NSTTAC, PTAC and CAST;
- Participated in activities sponsored by and sought technical assistance from the Northeast Regional Resource Center (NERRC);
- Accessed materials found on the IDEA 2004 website: <http://idea.ed.gov/explore/home>
- Attended OSEP-sponsored conferences for Part B and Section 619

Details about technical assistance are found in the related indicators.

### SPP Revisions

There were no revisions to the State Performance Plan (SPP).

### Public Reporting

In accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(II) of the Individuals with Disabilities Education Act (IDEA or Part B), New Hampshire reports annually, through the Part B Annual Performance Report (Part B – APR) to the Secretary on the State's performance under its Part B State Performance Plan (Part B – SPP). The Part B – SPP evaluates the State's efforts to implement the requirements.

In accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(I) and 34 CFR §300.602, New Hampshire reports annually to the public on the performance of each local educational agency (LEA) located in the State on the targets in its Part B – SPP as soon as practicable, but no later than 120 days following the State's submission of its Part B – APR to the Secretary. This is done 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](http://www.education.nh.gov/instruction/special_ed/data_profiles.htm)

The FFY 2012 APR submitted February 3, 2014 and the most recent SPP are posted on the NHDOE website at: [http://www.education.nh.gov/instruction/special\\_ed/spp.htm](http://www.education.nh.gov/instruction/special_ed/spp.htm)

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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.

**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 adjusted cohort graduation rate required under the ESEA.

**Overview of FFY Data:**

**FFY 2004 SPP – Baseline Year: 73%**

**FFY 2005 APR – First year of data: 72%**

**FFY 2006 APR – Second year of data: 75%**

**FFY 2007 APR – Third Year of data: 71%**

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

**FFY 2009 APR – Fourth year of data: 91.11%**

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

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

**75.60% five-year cohort rate**

**FFY 2012 APR – Second year of data: 70.20% four-year cohort rate**

**76.42% five-year cohort rate**

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

*Reporting year:* Consistent with the OSEP Part B Indicator Measurement Table, the NHDOE has described the results of the examination of the data for the year before the reporting year (e.g., for the FFY 2012 APR, use data from 2011-2012), and compared the results to the target that was set for 2010-2011 in the State Performance Plan that align with the graduation rate target under Title I of the ESEA.

*Data Examination for 2009-2010:* This was the first year NH was able to report a four-year cohort graduation rate for all students and for the disaggregate population of students with disabilities using the CSPR data. This resets the baseline data for this Indicator. Moving forward the NHDOE anticipated being able to calculate, in addition to a four-year cohort graduation rate, a five-year and a six-year cohort graduation rate for all students and for students with disabilities. As of the submission of this APR, the NHDOE is not planning to calculate the six-year cohort. The data are the same data reported under ESEA and are provided by the Bureau of Information Services, Division of Program Support, New Hampshire Department of Education.

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Aligning Graduation Rate Targets with Title I of ESEA: As required by OSEP, the NHDOE has aligned targets for SPP Indicator 1: Graduation Rates for Youth with IEPs with the graduation rate targets for all students under Title I of the ESEA beginning with the FFY 2010 SPP/APR submission. NHDOE converted to a cohort graduation rate beginning with the 2009-2010 school year. As identified in the NH Consolidated State Performance Report (CSPR): Parts I and II for State Formula Grant Programs under the Elementary and Secondary Education Act (ESEA) for reporting on School Year 2009-2010, for High School AYP determinations, the ultimate graduation rate target for all students is 95% in AYP year 2013-2014 (which reflects graduates from the previous school year of 2012-2013) and the graduation rate target for all students is 85% in AYP year 2011-2012.

FFY	Measurable and Rigorous Target
FFY 2012 APR (using 2011-2012 data)	85%

FFY	Actual Target Data
FFY 2012 APR (using 2011-2012 data)	70.20%  (Note: 5 Year Cohort 76.42%)

Calculation

$$\begin{aligned}
 \text{On time graduates by 2012 (spring + summer graduates)} &= 2,085 \\
 \text{-----} & \\
 \text{[(first time 9th graders in year 08-09 + (transfers in) - (transfers out)]} &= 2,970
 \end{aligned}$$

Explanation of Calculation

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

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

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For the FFY 2012 APR, NH calculated a five-year cohort graduation rate in addition to the four-year cohort graduation rate. The FFY 2011 four-year cohort graduation rate was 69.46%. Students from the original incoming freshman class who were counted in the FFY 2011 four-year cohort group, but who needed a fifth year to complete graduation requirements and who did so successfully are captured in the five-year cohort graduation rate that was calculated for FFY 2012. The FFY 2012 five-year cohort graduation rate was 76.42%.

Definition and Requirements for Graduation with a Regular Diploma

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

NH SPP Improvement Activity 1: Completed

Based on analysis of our Indicators 1, 2, 13 and 14 data and the practices we are seeing in the schools that were having positive indicator results, the NH Department of Education in spring/summer 2012 developed and submitted an application for an U.S. Department of Education, OSEP State Personnel Development Grant which would be focused on increasing the number of students with disabilities graduating from high school who are college and career ready, through the implementation of evidence based transition practices. We were awarded this grant in September 2012 and will be able to report on impact of this grant in our FFY 13 APR.

NH SPP Improvement Activity 2: Completed

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

NH SPP Improvement Activity 3: Completed

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

NH SPP Improvement Activity 4: Completed

The Governor and Commissioner of Education continue to strongly advocate and support the success of all students in the state towards successfully obtaining a high school diploma, even when a student becomes incarcerated. However, there was no 2013 Governor’s Summit for High School Graduation.

NH SPP Improvement Activity 5: Completed

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

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

Of the seven (7) APEX III high schools from 2009-2010 to 2011-2012, two maintained a 0% dropout rate, two saw a decrease, and three experienced a slight increase in their dropout rate. Due to cell size, NH can only publically report the four-year cohort and five-year cohort graduation rate for students with disabilities for three (3) of the seven (7) APEX III high schools. Of the three publically reported, all three experienced an increase in the graduation rate for students with disabilities in the four-year cohort from 2010-2011 to 2011-2012, and two experienced an increase in the five-year cohort graduation rate from 2010-2011 to 2011-2012. This rate does not take into account the students with disabilities who will exit high school with a certificate of completion at age 21 instead of a regular high school diploma.

APEX III, beyond providing direct services and technical support to the (7) seven above-mentioned high schools, also successfully provided multiple training sessions and webinars across the state, open to the public, around secondary transition, career readiness, and extended learning opportunities for students with disabilities. APEX III funding ended on June 30, 2013.

NH SPP Improvement Activity 6: Completed

The NHDOE contracted with one Technical Assistance Consultant (TAC) during the 2011-2012 school year and two TACs during the 2012-2013 school year. The TACs provided various professional development sessions, at the individual request of NH school districts, in areas such as writing measurable annual IEP goals and post-secondary goals, writing successful secondary transition plans, and special education process and policies. TACs also acted as the trainers for various NHDOE ran programs such as the IEP Facilitation Program and the Educational Surrogate Parent Program. One TAC also supported the Bureau of Special Education's goal of not just meeting 100% for Indicator 13, Secondary Transition, but by supporting NH high schools in going beyond compliance. This TAC provided a training in 2012-2013 entitled *Beyond Compliance: Understanding the why's of decision-making in transition planning*.

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NH SPP Improvement Activity 7: Completed

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

Explanation of Progress or Slippage

The NHDOE did not meet the target for FFY 2012 (based on the 2011-2012 data).

State Actual Data: 70.20%

Target: 85%

NH experienced a 0.74 percentage point gain from 69.46% in FFY 2011 (2010-2011) to 70.20% in FFY 2012 (2011-2012), based on a comparison of the four-year cohort graduation rates. NH experienced a 0.82 percentage point gain from 75.6% in FFY 2011 (2010-2011) to 76.42% in FFY 2012 (2011-2012), based on a comparison of the five-year cohort graduation rates.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR.

Stakeholder Input

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

**Monitoring Priority: FAPE in the LRE**

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

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

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

Note: The FFY 2012 APR Part B memo reads that, "For Indicator 2, States may report using the data source and measurement included in the Part B Indicator Measurement Table that expires July 31, 2015, or the State may choose to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012." As permitted by OSEP in Memo 13-6, the NHDOE has chosen to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012.

**Overview of FFY Data:**

**FFY 2008 APR – Baseline Year: 4.53%**

**FFY 2009 APR – First Year of data: 2.30%**

**FFY 2010 APR – Second Year of data: 0.67%**

**FFY 2011 APR – Third Year of data: 0.85%**

**FFY 2012 APR – Fourth Year of data: 1.43%**

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

FFY	Measurable and Rigorous Target
FFY 2012 (using 2011-2012 data)	2.5%

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FFY	Actual Target Data
FFY 2012 (using 2011-2012 data)	1.43%

Note: There are no dropout rate targets established in the New Hampshire *Consolidated State Performance Report (CSPR): Parts I and II for State Formula Grant Programs* under the *Elementary and Secondary Education Act (ESEA)* for reporting on School Year 2009-2010. Therefore, the NHDOE Bureau of Special Education will continue to use the targets established in the SPP until the calculation based on a cohort group is in place. As permitted by OSEP in Memo 14-2, the NHDOE has chosen to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012.

Calculation

Percent = Dropout count of youth with IEPs *divided* by the October 1, 2011 enrollment of youth with IEPs of that school year *plus* the # of youth with IEPs who dropped out between the 1<sup>st</sup> day of school and October 1, 2012 *times* 100.

$$1.43\% = [146 / (10,208 + 0)] \times 100$$

Explanation of Calculation and Definitions (if applicable)

The calculation for the dropout rate for students with IEPs used in this FFY 2012 APR was the same calculation that the NHDOE Bureau of Data Management used to determine dropout rates for all students for 2011-2012. In addition, the NHDOE has chosen to report using the same data source and measurement that the State used for its FFY 2011 APR that was submitted on February 1, 2013.

The count of youth with IEPs is based on the Class of 2012 (2011-2012). The enrollment of youth with IEPs was based on data for October 1, 2011.

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

For 2011-2012, any early exiters who has not received a GED or been enrolled in college prior to the compilation of this report is considered a dropout. This definition holds true for all students, with and without an IEP.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

The NHDOE exceeded the target of 2.5% for 2011-2012 by 1.07 percentage points.

State Actual Data: 1.43%                      Target: 2.5%

As specified in OSEP's 2014 APR Package Part B Memo, "In the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target.

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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE elected to use the OSEP Optional APR Template Part B (3) for this Indicator.

Stakeholder Input

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

In addition to federal guidance, the NHDOE engaged a wide range of stakeholders in the development of the ESEA waiver. The waiver was approved on June 26, 2013. For FFY 2012 Indicator 3A, the NHDOE reported using AMO data rather than AYP data, based on the ESEA Flexibility waiver.

**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/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

**Measurement:**

A. (choose either A.1 or A.2)

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

A.2 AMO percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

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

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

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<b>Overview of FFY Data:</b>	<b>A. District AYP Data</b>	<b>B: Overall Participation Rate</b>	<b>C. Proficiency Rate</b>
<b>FFY 2004 SPP – Baseline Year -</b>	42%	96.18%	Reading Proficiency: 33.45% Mathematics Proficiency: 44.59%
<b>FFY 2005 APR – First year of Data (Grade10 only) -</b>	District AYP was not determined for this reporting period (see FFY 2005 APR)	Reading Participation: 97.24% Mathematics Participation: 96.64%	Reading Proficiency: 41.49% Mathematics Proficiency: 31.81%
<b>FFY 2006 APR – Second year of Data (Grade 3-8)</b>	41%	Reading Participation: 98.8 % Mathematics Participation: 98.6%	Reading Proficiency: 29.12% Mathematics Proficiency: 28.36%
<b>FFY 2007 APR – Third year of Data (Grade 3-8 and 11)</b>	35%	Reading Participation: 97.8% Mathematics Participation: 97.6%	Reading Proficiency: 31.9% Mathematics Proficiency: 26.9%
<b>FFY 2008 APR – Fourth year of Data (Grade 3-8 and 11)</b>	33.58%	Reading Participation: 98.21% Mathematics Participation: 97.94%	Reading Proficiency: 35.18% Mathematics Proficiency: 29.22%
<b>FFY 2009 APR – Fifth Year of Data (Grade 3-8 and 11)</b>	24.63 %	Reading Participation: 97.71% Mathematics Participation: 97.81%	Reading Proficiency: 38.45% Mathematics Proficiency: 33.96%
<b>FFY 2010 APR – Six Year of Data (Grade 3-8 and 11)</b>	28%	Reading Participation: 99% Mathematics Participation: 98%	Reading Proficiency: 37% Mathematics Proficiency: 31%
<b>FFY 2011 APR – Seventh Year of Data (Grade 3-8 and 11)</b>	20%	Reading Participation: 98% Mathematics Participation: 98%	Reading Proficiency: 37% Mathematics Proficiency: 28%
<b>FFY 2012 APR Eighth Year of Data (Grades 3-8 and 11 ) First year AMO</b>	92.59%	Reading Participation: 98 % Mathematics Participation: 98%	Reading Proficiency: 38 % Mathematics Proficiency: 28 %

**Targets and Actual Target Data for FFY 2012:**

Data for the indicator were provided by the NHDOE, Bureau of Accountability. These data include the 2013 AMO results based on the October 2012 New England Common Assessment Program (NECAP) results for Grades 3-8 and 11 and the May 2012 NH-Alternate Assessment results for Grade 2-7 and 10. These AMO data are used for accountability reporting under Title I of the ESEA. The NHDOE reports annually to the public on specific performance of each local district in the state on the targets regarding this indicator by posting District Data Profiles on the NHDOE website. For posting District Data Profiles for this indicator, the NHDOE will refer directly to the Bureau of Accountability website for the District Assessment Results regarding the participation and the performance for students with disabilities.

In the approved ESEA Flexibility waiver, the NHDOE set targets in annual equal increments toward a goal of reducing by half the percent of all students in the “all students” group and in each subgroup (including students with disabilities) who are not proficient within six years. The NHDOE defined its Annual Measurable Objective (AMO) based on the New England Common Assessment Program (NECAP) for the 2011-2012 and 2012-2013 school years. The state’s intention is to transition to the assessments developed by the Smarter Balanced Assessment Consortium (SBAC) in 2015. The NHDOE established baseline state data for the waiver starting in the 2011-2012 school year and ending six years later in the 2016-2017 school year. In 2012-2013, the NHDOE Office of Accountability calculated district level data in reading and math for the disability subgroup to determine the number of districts with a disability subgroup that met the State’s minimum “n” size that meet the State’s AMO targets for the disability subgroup, divided by the total number of districts that have a disability subgroup that meets the State’s minimum “n” size as required by the Office of Special Education to determine indicator 3A.

For more information regarding the 2013 AMO results and the NH State Assessment including the NHSEA Accountability Workbook and the accountability flexibility waiver 2013, please visit:

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

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

<http://www.education.nh.gov/accountability-system/documents/flexibility-waiver-request20130605.pdf>

FFY 2012	Measurable and Rigorous Targets									
	Districts Meeting AMO for Disability Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2012	49%		Reading		Math		Reading		Math	
			97.35%		97.35%		70.40%		70.20%	
Actual Target Data for FFY 2012	#	%	#	%	#	%	#	%	#	%
		125/135	92.59%	15,286/15,623	98%	15,250/15,620	98%	5,865/15,286	38%	4,328/15,250

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

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

*Below is information on NH assessment accommodations and valid scores.*

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

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

*NH SPP Improvement Activity 1: Completed*

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

- State policy documents were posted publicly that specify the requirement that all students are expected to participate in the required content area assessments at specified grades.
- All statewide test administration workshops were conducted annually for both NECAP general assessment and NH ALPs alternate assessment based on alternate achievement standards contained the information concerning the participation requirement.
- All statewide test administration manuals and related training materials contain this information concerning the participation requirement.

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- Several other statewide workshops related to statewide assessment and funded under the; *Gaining Access to What Students with Cognitive Disabilities Know* included this information relative to the participation requirement.

NH SPP Improvement Activity 2: Completed

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

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

NH SPP Improvement Activity 3: Completed

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

NH SPP Improvement Activity 4: Completed

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

Outcomes of the work included:

- The assessment coach worked during the 2012-2013 school year with content specialists and sensory/communication access specialists to finalize and disseminate guidelines for teachers about the new alternate assessment: *The New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment*.
- The assessment coach supported schools, families and other members of IEP teams to embrace the expectation that students with disabilities who participate in *The New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* are able to demonstrate progression in their content performance. This assessment coach also provided technical assistance and support to the field to help teachers find better ways to help students learn the content and demonstrate what they know and can do.
- The assessment coach was involved in providing statewide general information sessions for educators whose students participated in the *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessments* during the 2012-2013 school year. These sessions introduced the new format of the assessment and provided guidance on how to plan and prepare for the March-May 2012 data collection period.

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- The assessment coach was involved in test administration training workshops to general and special educators regarding the new version of the NH Alternate Assessment: *The New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* scheduled during the 2012-2013 school year. These regional trainings continued to provide targeted technical assistance to educators about the concept of defined learning progressions, or clusters of concepts (GLEs) that appear to develop together within mathematics, reading, writing and science. Educators were trained to gather evidence through the use of both video clips and structured written narrative documentation to show us how their students are performing on specified content standards in integrated, authentic ways. The trainings instructed educators about the type of data and process about what data collection would effectively assess how they could document student growth based on evidences of work samples that reflects “highest & best” performance of the school year.

NH SPP Improvement Activity 5: Completed

For the Annual Performance Report (APR) to be submitted February 1, 2014, the NHDOE received broad stakeholder input to ensure that improvement activities, timelines, and resources are effective for meeting the targets of this indicator.

NH SPP Improvement Activity 6: Completed

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

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

The NHDOE also provided feedback to the Smarter Balanced Assessment Consortium regarding the Smarter Balanced Accommodations Handbook regarding the concerns those students who are blind visually impaired or have some other print disability have access to assessment.

NH SPP Improvement Activity 7: Completed

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

- The NHDOE continued to provide Fall Information Sessions statewide for educators whose students will be participating in the *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessments* during the 2012-2013 school year. These sessions continued to provide the format of the assessment and guidance on how to plan and prepare for the 2012 data collection period.

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

NH SPP Improvement Activity 8: Completed

The NHDOE has completed the activity to partner with 10 other states to develop the Student Accessibility Assessment System Project (SAAS). This project developed an online system based upon our prior work that developed the Nimble Assessment Accessibility Tools was completed in the 2012-2013 school year.

NH SPP Improvement Activity 9: Completed

The NHDOE continued to implement the newly developed *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment*. The *NH Access by Design: Individualized Communication & Access Needs (I-CAN) Inventory & Resource System-Tools for Teachers of Students Participating in Alternate Assessments* is a tool that helps educators identify what students need to achieve learning, communication and performance goals. The *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* was approved with recommendations by the United State Department of Education. The two recommendations were the continued training to teachers to understand how learning progressions align with core curriculum standards and the assurance that parents receive their child’s results of *New Hampshire Alternate Learning Progressions (NH-ALPs) Assessment* in a timely manner. In 2012 the full validation process including a videotaping process was completed and approved by the United States Department of Education. As NHDOE prepares for the juncture of the general assessment to move to the Smarter Balanced Assessment Consortium platform, the state has taken into consideration to the future of NH-ALPs.

The NHDOE proposed in the ESEA Flexibility waiver approved by the USED in June 2013 to work with one of the two other national consortia who have developed alternative assessments: the Dynamic Learning Maps and the National Center and State Collaborative in the 2015-2016 school year.

NH SPP Improvement Activity 10: Completed

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

Technical assistance to schools and families included:

- The design, dissemination, and implementation of the New Hampshire Accessible Instructional Materials Guidelines.
- Awareness of the American Printing House for the Blind Federal Quota Census.
- Establishment of an advisory committee to provide input to the NHDOE about the efficient dissemination of APH products and an explanation of all services available to all parties serving students through the Federal Quota accounts.
- The provision of information about products available through Federal Quota and services in statewide webinars, newsletters, on websites and within listserv groups.
- Training to ensure that districts comply with requirements regarding the National Instructional Materials Accessibility Standard to provide instructional materials to blind students or other persons with a print disability. Digital source files must be used accurately and produce reliable instructional materials in a variety of alternate formats using the same source file.

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- The distribution of the APH *Louis* Database to access over 377,788 records, including materials available in braille, large type, audio recording, computer disk, electronic file, and tactile graphics. Duplication of materials in accessible format is eliminated by maintaining this comprehensive listing on the internet.
- The development of the NH Accessible Instructional Materials Quality Indicators through the leadership of the National Accessible Instructional Materials Center and New Hampshire stakeholders to ensure the timely provision of accessible instructional materials.
- The presentation of NHAIM to schools and families to ensure the timely provision of accessible instructional material.
- The NHDOE has been involved in providing feedback to the Smarter Balance Consortium regarding concerns about accessibility for print disabled students based in the Smarter Balance Accommodations Handbook.
- The NHDOE has been involved in preparing a presentation at the OSEP leadership Conference regarding the targeted technical assistance project in New Hampshire to provide students with print disabilities to access instructional materials in a timely manner. The intent of the presentation is to focus on better outcomes for these students to the energies of both the NHDOE and the New Hampshire Parent Information to provide information and support to both schools and families around accessibility reading instructional materials for all students.

Explanation of Progress or Slippage

**3A. District AMO Target:**

Because New Hampshire's ESEA flexibility waiver was approved in FFY 2012, New Hampshire reported based on AMO rather than AYP. Because of this reporting change, New Hampshire is unable to determine whether the data represent progress or slippage from FFY 2011 data. New Hampshire is encouraged that significantly more districts met the "n" size for the disability subgroup under the waiver (125 compared to 27 last year) for reading and math and that it continued to meet its target.

The NHDOE exceeded the target of 49% by 43.59 percentage points.

State Actual Data: 92.5%      Target: 49%

As required by OSEP, the NHDOE has reported the combined AMO results for reading and mathematics.

There were a total of 125 districts with a disability subgroup that met the State's minimum "n" size that meet the State's AMO targets for the disability subgroup, divided by the 135 districts that had a disability subgroup that met the State's minimum "n" size.

For additional information please refer to <http://www.education.nh.gov/accountability-system/documents/flexibility-waiver-request20130605.pdf>

**3B. Participation Rate Target:** The NHDOE exceeded the target of 97.25% for 2012-2013 for both reading and math. New Hampshire continues to ensure that children with disabilities participate in the statewide assessment.

Reading:

State Actual Data: 98%      Target: 97.35%

Mathematics:

State Actual Data: 98%      Target: 97.35%

New Hampshire exceeded both the reading and math targets in 2012-2013.

**3C. Proficiency Targets:**

**Reading:**

State Actual Data: 38%                      Target: 70.40%

Reading Proficiency: The NHDOE did not meet the target of 70.40% for 2012-2013. New Hampshire's proficiency rate in reading has increased by 1 percentage point from 37%, in 2011-2012 to 38% in 2012-2013.

**Mathematics:**

State Actual Data: 28%                      Target: 70.20 %

Mathematics Proficiency: The NHDOE did not meet the target of 70.20% for 2012-2013. New Hampshire's maintained the proficiency rate of 28% from 2011-2012.

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

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

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

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

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

**Revisions, with Justifications, to Proposed Targets / Improvement Activities/ Timelines/ Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Technical Assistance

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

Based on the results of this technical assistance, the NHDOE has created and offered on-site professional development and technical assistance regarding Indicator 4A and 4B to districts that had significant discrepancies in the rates of suspension and expulsions. In addition, the NHDOE provided technical assistance via phone and e-mail to districts and offered a webinar to support this indicator during the report period.

**Monitoring Priority: FAPE in the LRE**

**Indicator 4A:** Rates of suspension and expulsion:

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

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

**Measurement:**

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

Include State’s definition of “significant discrepancy.”

**Overview of FFY Data:**

**FFY 2009 SPP – Baseline Year: 2.87%**

**FFY 2010 APR – First Year of data: 3.45%**

**FFY 2011 APR – Second Year of data: 1.15%**

**FFY 2012 APR – Third Year of data: 0%**

**Overview of Issue/Description of System or Process:**

Data for this indicator are from *Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Subject to Disciplinary Removal for the school year — 2011-2012 due November 1, 2012)*. These data were submitted by districts via NHSEIS, the State database. The NHDOE verified the

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reliability and accuracy of the data through automated verification checks built into NHSEIS. The NHDOE did not sample from the State's 618 data.

**Definition of Significant Discrepancy**

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

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

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

**Identification of Comparison Methodology**

Discrepancies were computed by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the state. The results of the NHDOE examination of the data are for the year before the reporting year (e.g. for the FFY 2012 APR, data are from 2011-2012), including data disaggregated to determine if significant discrepancies occurred in the rates of long-term suspensions and expulsions of children with IEPs. If the NHDOE determined that there were significant discrepancies in the suspension and expulsion rates, the NHDOE reviewed, and if appropriate, revised (or required the district to revise) the district's policies, practices, and procedures relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards to ensure that the policies, procedures and practices complied with Part B.

FFY	Measurable and Rigorous Target
FFY 2012 (using 2011-2012 data)	2.5%

FFY	Actual Target Data
FFY 2012 (using 2011-2012 data)	0%

*Describe the results of the State examination of the data.*

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year.

Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

0% = [0/174]\*100

Of the 174 school districts in NH in the 2011-2012 reporting period, 0 districts or 0% met the definition of "significant discrepancy" in the rates of suspension and expulsion for greater than 10 days in a school year.

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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.

Step 1: The NHDOE determined that there was 1 district that had greater than 3% suspension/expulsion of students with IEPs for more than 10 days in a school year.

Step 2: The 1 district identified in Step 1 had more than 11 students with IEPs and so was considered for the next step.

Step 3: The 1 district identified in Step 1 & 2 had fewer than 4 students with IEPs suspended or expelled for more than 10 days in the school year. This district was therefore removed from the numerator based on the minimum “n” size.

As result, the NHDOE has determined that there were 0 districts that were determined to meet the definition of significant discrepancies in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

**4A: Districts with Significant Discrepancy in Rates for Suspension and Expulsion**

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies	Percent of Districts that have a Significant Discrepancies in Rates for Suspension and Expulsion
FFY 2012 (using 2011-2012 data)	174	0	0%

As indicated in the OSEP Measurement Table: “if the State used a minimum “n” size requirement, report the number of districts excluded from the calculation as a result of this requirement.” There was only one district that had greater than 3% suspensions and expulsions of students with IEPs for more than 10 days in a school year. That district met the minimum “n” size requirements of more than 11 students with IEPs. The district did not meet the minimum “n” size of 4 students with IEPs suspended or expelled for more than 10 days in the school year. Therefore, there was one district excluded from the calculation based on the minimum “n” size requirement.

States have the option of using the “total number of districts” OR the “number of districts that meet the State’s minimum “n” size for one or more racial/ethnic group” as the denominator in the calculation for B4A or B4B. The NHDOE chose to use the total number of districts as the denominator for this indicator.

**Review of Policies, Procedures, and Practices** *(completed in FFY 2012 using 2011-2012 data): If any Districts are identified with significant discrepancies:*

There were the 0 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. Since there were no districts identified with significant discrepancies, the NHDOE did not review and, when appropriate, revise (or required the affected district to revise) any district’s policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral

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interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012:**

The NHDOE exceeded the target for this indicator.

State Actual Data: 0%            Target: 2.50%

As specified in OSEP Memorandum 14-2, in order to reduce reporting burden, in the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2012 target.

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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

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

**Monitoring Priority: FAPE in the LRE**

**Indicator 4B:** Rates of suspension and expulsion:

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

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

**Measurement:**

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

**Overview of FFY Data:**

**FFY 2009 – SPP Baseline Year: 0%**

**FFY 2010 – First Year of data: 0%**

**FFY 2011 – Second Year of data: 1.15%**

**FFY 2012 – Third Year of Data: 0%**

**Overview of Issue/Description of System or Process:**

Data for this indicator are from *Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Subject to Disciplinary Removal for the school year — 2011-2012 due November 1, 2012)*. These data were submitted by districts via NHSEIS, the State database. The NHDOE verified the reliability and accuracy of the data through automated verification checks built into NHSEIS. The NHDOE did not sample New Hampshire’s 618 data.

**Definition of Significant Discrepancy**

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

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

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

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

**Identification of Comparison Methodology**

Discrepancies were computed by comparing the rates of suspensions and expulsions for children with IEPs among LEAs (districts) within the state. The results of the NHDOE examination of the data are for the year before the reporting year (e.g. for the FFY 2012 APR, data are from 2011-2012 ), including data disaggregated to determine if significant discrepancies by race or ethnicity, occurred in the rates of long-term suspensions and expulsions of children with IEPs. If the NHDOE determined that there were significant discrepancies by race or ethnicity in the suspension and expulsion rates, the NHDOE reviewed, and if appropriate, revised (or required the district to revise) the district’s policies, practices, and procedures relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards to ensure that the policies, procedures and practices comply with Part B.

FFY	Measurable and Rigorous Target
FFY 2012 (using 2011-2012 data)	0%

FFY	Actual Target Data
FFY 2012 (using 2011-2012 data)	0%

*Describe the results of the State examination of the data.*

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

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

$$0\% = [(0/174)]*100$$

Of the 174 school districts in NH in the 2011-2012 reporting period, there were 0 or 0% that (a) met the definition of “significant discrepancy”, by race or ethnicity, in the rates of suspension and expulsion for greater than 10 days in a school year and (b) had policies, procedures or practices that contributed to the significant discrepancy and did not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Step 1: The NHDOE determined that there were 7 districts that had greater than 3% suspension/expulsion of students with IEPs for more than 10 days in a school year in one or more racial or ethnic group.

Step 2: Of the 7 district identified in Step 1, 7 districts that had more than 11 students with IEPs in the identified racial or ethnic group (s) and so all 7 districts were considered for the next step.

Step 3: Of the 7 districts identified in Step 1 & 2, 7 districts that had fewer than 4 students with IEPs in the identified racial or ethnic group (s) suspended or expelled for more than 10 days in the school year. These districts were therefore removed from the numerator based on the minimum “n” size.

As result, the NHDOE has determined that there were 0 districts that were determined to meet the definition of significant discrepancies by race or ethnicity in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

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

Year	Total Number of Districts**	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2012 (using 2011-2012 data)	174	0	0%

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

As indicated in the OSEP Measurement Table: “if the State used a minimum “n” size requirement, report the number of districts excluded from the calculation as a result of this requirement.” There were 7 districts that had greater than 3% suspensions and expulsions of students with IEPs for more than 10 days in a school year. These 7 districts met the minimum “n” size requirements of more than 11 students with IEPs in the identified racial or ethnic group (s) however these districts did not meet the minimum “n” requirement for students with IEPs in the identified racial or ethnic group (s) suspended or expelled for more than 10 days in the school year. Therefore there were 7 districts excluded from the calculation based on the minimum “n” size requirement.

States have the option of using the “total number of districts” OR the “number of districts that meet the State’s minimum “n” size for one or more racial/ethnic group” as the denominator in the calculation for B4A or B4B. The NHDOE chose to use the total number of districts as the denominator for this indicator.

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

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent**
FFY 2012 (using 2011-2012 data)	174	0	0%

**Review of Policies, Procedures, and Practices** (completed in FFY 2012 using 2011-2012 data):

There were 0 districts that had significant discrepancies by race or ethnicity in the rates of suspensions and expulsions. Therefore, the NHDOE did not need to conduct any on-site visits to review the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA required by 34 CFR §300.170(b).

For the 7 districts that exceed the 3% but did not meet the state definition of significant discrepancy by race or ethnicity because of the small cell size, the NHDOE contacted the districts, conducted a technical assistance webinar and engaged in intensive discussions around policy, procedures and practices specific to this indicator. In no instance was noncompliance identified through these activities.

*Explanation of Progress and Slippage*

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

State Actual Data: 0%                      Target: 0%

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

**Correction of FFY 2011 Findings of Noncompliance (NHDOE made findings of noncompliance in FFY 2011 based on its FFY 2011 review of FFY 2010 data and policies, procedures and practices):**

*Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

1. Number of findings of noncompliance the State made based on 2010-2011 data	<b>2</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	<b>2</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

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OSEP Required Actions	State's Response
<p>Because the State reported greater for 0% actual target data for this indicator for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. The State must demonstrate, in the FFY 2012 APR, that the districts identified with noncompliance in FFY 2011 have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>For each of the 2 districts that the NHDOE identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, the NHDOE reviewed and, when appropriate, revised (or required the affected district to revise) the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. The NHDOE conducted the review required by 34 CFR §300.170(b) by permitting the districts to provide <i>updated</i> data and information to the NHDOE through a self-assessment. The district's self-assessment specifically covered a review of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The NHDOE conducted an on-site visit to review the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. Furthermore, file reviews of all students potentially impacted by the noncompliance were completed and in all cases it was determined that there was no individual case of noncompliance or the child was no longer in the jurisdiction of the district.</p> <p>As a result of the process described above, and within one year of the noncompliance being identified, the state was able to verify that, in both districts, they are (1) correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) have corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR.

Stakeholder Input

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

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

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Overview of FFY Data	A. Inside the regular class 80% or more of the day.		B. Inside the regular class less than 40% of the day.		C. Served in public or private separate schools, residential placements, homebound or hospital placements.	
	Actual Data	Target	Actual Data	Target	Actual Data	Target
<b>FFY 2009 APR- Baseline</b>	48.71%		19.18%		2.82%	
<b>FFY 2010 APR First year of Data</b>	72.62%	49%	8.56%	18%	2.67%	2.82%
<b>FFY 2011 APR Second Year of Data</b>	73.73%	51%	8.32%	16%	2.60%	2.75%
<b>FFY 2012 APR Third Year of Data</b>	73.23%	53%	8.01%	15%	2.48%	2.5%

**Actual Target Data for FFY 2012 (reporting period July 1, 2012 – June 30, 2013):**

Calculation

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.  
73.23% = [(19,115) / (26,102)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.  
8.01% = [(2,090) / (26,102)] 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.  
2.48% = [(648) / (26,102)] times 100.

Explanation of Calculation

Data reported in the federal Annual IDEA Data Report, *Table 1 Report of Children with Disabilities receiving Special Education under Part B of the Individuals with Disabilities Education Act* and *Table 3 Part B Individuals with Disabilities Education Act Implementation of FAPE Requirements* were used for this indicator. The NHDOE based the numbers for the calculation of this indicator on the data entered by districts into the special education statewide data system (NHSEIS): 26,102 children with IEPs ages 6-21 with data points in NHSEIS on 10/1/2012. As in the past, the NHDOE has not included the non-duplicated counts for youth in correctional facilities and children parentally placed in private schools in the reported data for this indicator.

These figures reflect data submitted through EDEN by the NHDOE for Table 3 for October 1, 2012 and are consistent with the 618 data reported by the NHDOE.

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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.

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

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

A. Inside the regular class 80% or more of the day		A. Status	B. Inside the regular class less than 40% of the day		B. Status	C. Served in public or private separate schools, residential placements, homebound or hospital placements.		C. Status
Actual Data	Target		Actual Data	Target		Actual Data	Target	
73.23%	53%	Met	8.01%	15%	Met	2.48%	2.5%	Met

As specified in OSEP Memorandum 14-2, in order to reduce reporting burden, in the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2012 target.

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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR.

Stakeholder Input

The NHDOE held meetings with stakeholder groups to explore how well the data system requirements were understood and to be sure that the data collection system was working as expected.

Technical Assistance

The NHDOE worked with the Early Childhood TA Center to improve and implement Indicator 6 (both regarding data collection and analysis as well as regarding the concepts of LRE for preschool age children).

**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 FFY Data	A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.		B. Separate special education class, separate school or residential facility.	
	Actual Data	Target	Actual Data	Target
<b>Baseline Data from FFY 2011</b>	50.03%		10.26%	
<b>FFY 2012 APR First Year of Data</b>	47.88%	51%	17.50%	10%

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**Actual Target Data for FFY 2012 (October 1, 2012):**

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.

$$47.88\% = [(1,545)/(3,227)] \times 100$$

- 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.

$$17.51\% = [(565)/(3,227)] \times 100$$

*Explanation of Calculation*

Indicator 6 measurement A. (1,545 children) includes children in A1 (1,113) and B1 (432) below. Indicator 6 measurement B. (565 children) includes children in C1 (565), C2 (small cell size) and C3 (0). These data are consistent with the 618 federal data reported to OSEP.

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

A1	A2	B1	B2	C1	C2	C3	D1	D2	Total
1,113	605	432	475	565	X	0	X	33	3,227
34.49%	18.75%	13.39%	14.72%	17.51%	0%	0%	0%	1.02%	100.00%

<b>Regular Early Childhood Program</b>  <b>includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs).</b>	<b>A =</b>  <b>at least</b>  <b>10 hours per week</b>	<b>A1.</b>	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).
		<b>A2.</b>	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>B =</b>  <b>less than</b>  <b>10 hours per week</b>	<b>B1.</b>	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).
		<b>B2.</b>	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).

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<p><b>Special Education Program</b></p> <p><b>includes less than 50 percent nondisabled children (i.e., children not on IEPs).</b></p>	<p><b>C =</b></p> <p><b>Special Education Program</b></p>	<p><b>C1.</b></p> <p>Separate class. <i>Child</i> 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 <b>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).</b></p>
		<p><b>C2.</b></p> <p>Separate school. <i>Child</i> 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 <b>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).</b></p>
		<p><b>C3.</b></p> <p>Residential facility. <i>Child</i> 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 <b>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).</b></p>
<p><b>Neither a Regular Early Childhood Program nor a Special Education Program (as defined above)</b></p>	<p><b>D =</b></p> <p><b>Home</b></p> <p><b>or</b></p> <p><b>Other</b></p> <p>(not regular early childhood; not special education program)</p>	<p><b>D1.</b></p> <p>Home. <i>Child</i> receives special education and related services in the principal residence of the child's family or caregivers, and <b>attends neither a Regular Early Childhood Program nor a Special Education Program</b> 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 <b>or some other location that is not in any other category (D2)</b>. The term caregiver includes babysitters.</p>
		<p><b>D2.</b></p> <p>Service provider location <b>or Some Other location that is not in any other category</b>. <i>Child</i> receives all special education and related services from a service provider <b>or some other location that is not in any other category</b>, and who attends <b>neither a Regular Early Childhood Program nor a Special Education Program</b> 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.</p>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:**

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

NH SPP Improvement Activity 1: Data Collection

The NHDOE, Bureau of Special Education worked closely with PCG, the vendor responsible for the statewide data system NHSEIS, to ensure the timely and accurate data were collected and reported for 618 reporting and Indicator 6. A stakeholder group worked with the NHDOE to identify any concerns and to determine how to best communicate with the field about the data requirements.

NH SPP Improvement Activity 2: Data Entry

The NHDOE held a series of professional development opportunities regarding the change in data collection for Indicator 6 and how to meet the requirements for the US Office of Special Education Programs.

In response to direct feedback from stakeholders, the NH Department of Education funded the Supporting Successful Early Childhood Transition (SSECT) project to create an on-line module entitled *Understanding Preschool Special Education Settings, Program Placement and Data Reporting Requirement*. This allowed the field access to information at any time.

In addition, the NHDOE issued a numbered Memorandum regarding the new data collection process and entry in to NHSEIS.

NH SPP Improvement Activity 3: LRE Continuum

The NHDOE worked closely with the SSECT Project and the PTAN (Preschool Technical Assistance Network) to provide universal, targeted and intensive strategies regarding settings and least restrictive environment. Universal strategies included addressing this topic in each of the PTAN regional meetings for preschool special education coordinators, helping to ensure that those in attendance understood the basic requirements and the tenants of preschool LRE. Additionally, the NHDOE's numbered Memorandum on this topic was released in fall 2012. It was distributed to all Special Education Directors and Preschool Special Education Coordinators through numerous listservs. SSECT's on-line module entitled *Understanding Preschool Special Education Settings, Program Placement and Data Reporting Requirement* was released and then updated in August 2013. To date, the 29 Preschool Special Education Coordinators and Administrators have completed an evaluation of the module and many more have accessed it. Additionally, the ECTA Center is using this module as the framework for their own module on LRE and settings.

The NHDOE and SSECT staff provided targeted technical assistance and support through e-mail and telephone in all areas of concern related to LRE and settings. Through this targeted assistance process and focused monitoring, intensive needs were identified. Intensive needs districts were provided on-site technical assistance that included the development of policies and procedures related to LRE and settings.

NH SPP Improvement Activity 4: Evaluation

The NHDOE conducted an evaluation, with the support of the ECTA Center, of the preschool initiatives that are funded by the NHDOE. This evaluation included an assessment of school district capacity, infrastructure and practices at the district and local level. The data collected was used to inform additional professional development, technical assistance, and support for the following school year. This evaluation will be given yearly to determine needs of the field and measure effectiveness of improvement activities.

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Explanation of Progress or Slippage

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and		A. Status	B. Separate special education class, separate school or residential facility.		B. Status
Actual Data	Target		Actual Data	Target	
47.88%	51%	Not Met	17.50%	10%	Not Met

As soon as OSEP provided final guidance around the new reporting requirements, the NHDOE, with the vendor PCG, began the process of modifying NHSEIS (the NH Special Education Information System) to support the new data collection. Changes to the data system allowed districts to report on the amount of time a child with a disability, ages 3-5, is in a setting, regardless of where the child receives a free, appropriate public education. Once the new data system was prepared to collect the data, the NHDOE provided trainings to the field and a technical assistance memo regarding the new data collection. This was launched in October 2012. The NHDOE will work with stakeholders to re-assess baseline data and establish new targets in the upcoming years.

	Indicator 6A.				Indicator 6B.			Total (A1-D2)	
	A1		B1		C1		C2		C3
FFY 2011	1,122	35.53%	458	14.50%	320	10.13%	X	0	3,158
FFY 2012	1,113	34.49%	432	13.39%	565	17.51%	X	X	3,227

For Indicator 6.A. there was slippage of 2.15 percentage points (from 50.03% in 2011 to 47.88% in 2012). There was an overall increase in the number of children ages 3-5 (from 3,158 to 3,227). The percentages were fairly stable for categories A1 and B1 (receiving special education and related services in the regular early childhood program) with slight fluctuations in both percentages. This slippage is not considered to be significant.

For Indicator 6.B. there was slippage of 7.25 percentage points (from 10.26% in 2011 to 17.51% in 2012). There was a drop in the number/percentage of children reported in B2 (children attending a regular early childhood program less than 10 hours/week and receiving the majority of special education services in some other location) and an increase in children reported in C1 (in a special education setting with no time in an early childhood setting). The NHDOE has provided clarification to the field about definitions of special education versus early childhood settings for reporting on this indicator. The shifts in the percentages within these categories are believed to be a result of districts more clearly understanding and defining the actual program status.

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On October 15, 2012, 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 continues to provide technical assistance to the field regarding data reporting requirements and preschool LRE.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

### **Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE elected to use the *ECO Suggested Format for APR Indicator B7*, in the development of this indicator.

#### Stakeholder Input

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

In August 2012, the NHDOE hosted a stakeholder meeting with selected key field users throughout the state representing the different regions of the state; size of districts; role in the district; and different POMS tools. The purpose of the meeting was to examine the way POMS data was being publically reported and shared with the local school districts. Areas of examination included: 1) was reported data understandable and usable at the district level; 2) was there a better way to publically report the data - the small cell size in many NH districts impacts percentages; and 3) how were districts using the data to inform instruction and improve services for children.

As a result of that meeting it was determined that due to the small cell size of NH districts, data would be reported with an additional category of “Confidence Intervals” in order to assist NH districts in publicly reporting the data. In addition, the NHDOE began exploring the use of reporting data to districts in a three year aggregate total. Reporting data in this manner would provide more usable data information for districts with small cell sizes in informing instruction and improving services for children.

The NHDOE also hosted a roundtable discussion in February 2013 for the purpose of examining the feasibility of sharing TS GOLD data between Head Start providers in the state and NH districts. Representatives from NH districts using TS GOLD and AEPSi; regional Head Starts; Teaching Strategies staff; the NHDOE Preschool Special Education Consultant and the POMS TA Consultant, discussed the advantages of sharing information and data for children with IEPs and what it would entail to make that happen.

#### Technical Assistance

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

The use of Confidence Intervals and the exploration of using a three year aggregate total for districts were made possible through the collaborative efforts of Cornelia Taylor of ECO, the NHDOE and key stakeholders from the field.

**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 2009-2010 reporting):**

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

**Measurement for Summary Statement 1:**

Percent = # 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.

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**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.

**Target Data and Actual Target Data for FFY 2012 (2012-2013)**  
**Targets and Actual Data for Preschool Children Exiting in FFY 2012 (2012-2013)**

Summary Statements	Actual FFY 2011 (% and # children)	Actual FFY 2012 (% and # children)	Target FFY 2012 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
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. <b>Formula: <math>c+d/a+b+c+d</math></b>	70%  (n=693)	79.5%  (n=869)	68%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program. <b>Formula: <math>d+e/a+b+c+d+e</math></b>	67.2%  (n=1069)	61.6%  (n=1077)	72%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
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. <b>Formula: <math>c+d/a+b+c+d</math></b>	73.7%  (n=882)	78.9%  (n=890)	69%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program. <b>Formula: <math>d+e/a+b+c+d+e</math></b>	55.9%  (n=1069)	60.9%  (n=1077)	54%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
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. <b>Formula: <math>c+d/a+b+c+d</math></b>	73.9%  (n=881)	76.8%  (n=822)	70%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program. <b>Formula: <math>d+e/a+b+c+d+e</math></b>	58.8%  (n=1069)	63.2%  (n=1077)	64%

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**Progress Data for Preschool Children FFY 2012**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>26</b>	<b>2.4%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>152</b>	<b>14.1%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>236</b>	<b>21.9%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>455</b>	<b>42.2%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>208</b>	<b>19.3%</b>
<b>Total</b>	<b>N=1077</b>	<b>100%</b>
<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>28</b>	<b>2.6%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>160</b>	<b>14.9%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>233</b>	<b>21.6%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>469</b>	<b>43.5%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>187</b>	<b>17.4%</b>
<b>Total</b>	<b>N=1077</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	<b>57</b>	<b>5.3%</b>
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<b>134</b>	<b>12.4%</b>
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	<b>205</b>	<b>19.0%</b>
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<b>426</b>	<b>39.6%</b>
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<b>255</b>	<b>23.7%</b>
<b>Total</b>	<b>N= 1077</b>	<b>100%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

*NH SPP Improvement Activity 1: Completed*

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

The POMS TA Consultant attended regional PTAN clinical support meetings as requested by the participants (Preschool Special Education Coordinators). The POMS TA Consultant presented a PowerPoint regarding "Indicator 7 Reporting", reviewing how to use and implement the *POMS Calculation and Explanation Guide* to assist individual districts with: OSEP reports; analysis of district data in relation to the state targets; and implementation strategies at the district level for improvement of services and programming to children.

*NH SPP Improvement Activity 2: Completed*

POMS updates were posted on the PTAN website, mailed electronically to preschool special education administrators statewide and shared at all PTAN clinical support meetings. Information specific to the transfer of data for children who change school districts using a different tool (Brookes Publishing AEPSi to Teaching Strategies GOLD or vice versa) was also posted on the PTAN website and disseminated electronically.

*NH SPP Improvement Activity 3: Completed*

The NHDOE, through the POMS TA Consultant developed child transfer protocols for school districts to use when accepting a new child who had previously been entered into the POMS data collection system. These protocols were translated into tip sheets for each scenario regarding the two POMS assessment tools. "*AEPSi to AEPSi Child Transfer Request*", "*AEPSi to TS GOLD Transfer of Data Instructions*", "*TS GOLD to TS GOLD Child Portfolio Transfer Request*"; and "*TS GOLD to AEPSi Transfer of Data Instructions*". The tip sheets detail the process to ensure smooth transfer of data from one tool to another and within the same tool from one district to another.

The spreadsheet detailing each district's selected POMS tool was updated. This tool assists districts in locating which district is using which tool in order to make the transfer of data for children more seamless when moving from one district to another and promotes collegial support and collaboration. "*Tip Sheets for Data Entry*" were reviewed and revised as necessary as well as the revision of "*Troubleshooting Tips*" for each tool.

In addition, "*Directions for Viewing and Running OSEP Reports*" for both AEPSi and TS GOLD were developed and disseminated to districts.

The spreadsheet, tip sheets and other POMS supporting documentation were posted on the PTAN website, POMS page.

*NH SPP Improvement Activity 4: Completed*

PTAN staff and the POMS TA Consultant responded to questions regarding the outcome measurement system with e-mail, telephone consultation and/or on-site visits. In addition, the POMS TA Consultant attended PTAN regional meetings to provide updated POMS information throughout the year.

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NH SPP Improvement Activity 5: Completed

No needs were identified this year for convening the POMS Advisory Committee.

NH SPP Improvement Activity 6: Completed

Due to the termination of Curriculum Associates Brigance IED II system as a POMS assessment tool, the NHDOE and the POMS TA Consultant worked with Brookes Publishing and Teaching Strategies to assist those districts who used the Brigance IED II to select either AEPSi or TS GOLD.

Each publisher – Brookes Publishing (AEPSi) and Teaching Strategies (TS GOLD) provided ongoing technical support (via telephone and/or e-mail consultation) as well as online tutorials, modules and webinars with updated information for experienced as well as new users.

NH SPP Improvement Activity 7: Completed

The NHDOE Preschool Special Education Consultant in collaboration with the POMS TA Consultant and PTAN project staff identified the continued and enhanced use of the data from both assessment tools to inform instruction and improve programming as an ongoing area to support field users. The publishers kept field users up to date with enhancements to the online systems. Key NH field users were identified as *'resident experts'* in their respective tools. They have further assisted other field users in understanding, implementing and using the data from the assessments correctly.

In addition, the NH School District and Head Start sharing of information and data of children on IEPs attending Head Start programs was initiated with a Stakeholder meeting consisting of the NHDOE Preschool Special Education Consultant, the POMS TA Consultant, NH School District field users, Head Start providers and Teaching Strategies GOLD publishers in order to have one portfolio for these children with the ability to share the data between providers.

NH SPP Improvement Activity 8: Completed

The NHDOE had "Timelines for OSEP Reporting" sent electronically to districts since 2008. Districts were aware of when data needed to be in the online system; when preliminary data report runs were being conducted; and when the final OSEP report was being conducted by the NHDOE. Districts were able to examine their data with the support of the POMS TA Consultant to troubleshoot and correct any anomalies in the data.

In 2012, the NHDOE initiated a change in the "Timelines for OSEP Reporting". 2012 was a pilot year for this change. Districts were asked to have all data into the online systems by June 30, 2012 and to run their individual progress reports for programs. If the data was not accurate they were asked to make corrections and then submit the corrected report to the NHDOE. Districts experiencing difficulty were provided TA support in the form of e-mail, phone contact and on-site visits. The goal was 3-fold:

1. Have districts run their own reports and have more ownership of the data – leading to earlier analysis and use of the data;
2. Enable districts to "close out" the school year including data for Indicator 7;
3. Eliminate the risk of loss of data due to changes in staff, movement or deletion of children from the online systems.

The NHDOE piloted the change in 2012 and will implement it in 2013.

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

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

Explanation of Progress or Slippage: Discussion of Summary Statements and a-e Progress Data for FFY 2012

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

<b>Summary Statement 1</b>	<b>Actual FFY 2011 (% and # children)</b>	<b>Actual FFY 2012 (% and # children)</b>	<b>Progress</b>
<b>Outcome A – Social/Emotional Skills</b>	70% (n=693)	79.5% (n=869)	<b>Increase of 9.5 percentage points</b>
<b>Outcome B - Knowledge and Skills</b>	73.7% (n=882)	78.9% (n=890)	<b>Increase of 5.2 percentage points</b>
<b>Outcome C – Appropriate Behaviors</b>	73.9% (n=881)	76.8% (n=822)	<b>Increase of 2.9 percentage points</b>

<b>Summary Statement 2</b>	<b>Actual FFY 2011 (% and # children)</b>	<b>Actual FFY 2012 (% and # children)</b>	<b>Progress</b>
<b>Outcome A – Social/Emotional Skills</b>	67.2% (n=1069)	61.6% (n=1077)	<b>Decrease of 5.6 percentage points</b>
<b>Outcome B - Knowledge and Skills</b>	55.9% (n=1069)	60.9% (n=1077)	<b>Increase of 5 percentage points</b>
<b>Outcome C – Appropriate Behaviors</b>	58.8% (n=1069)	63.2% (n=1077)	<b>Increase of 4.4 percentage points</b>

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The following is a look at the statistical significance of change for NH in both Summary Statements from FFY 2011 and FFY 2012. The Confidence Interval is at 90%. All Outcomes with the exception of Outcome A Summary Statement 2 indicate positive meaningful growth for the state. Outcome A Summary Statement 2, even when taking the confidence interval into account, shows slippage. Outcome C Summary Statement 1 demonstrates progress however, based on the confidence interval, that progress is not considered to be significant.

	<b>OUTCOME</b>	<b>State "N" FFY 2011</b>	<b>State Actual FFY 2011</b>	<b>Confidence Interval FFY 2011</b>	<b>State "N" FFY 2012</b>	<b>State Actual FFY 2012</b>	<b>Confidence Interval FFY 2012</b>	<b>Meaningful Difference?</b>
SS1	<b>A – Social/ Emotional Skills</b>	693	70.00%	±2.86%	869	79.50%	±2.26%	Yes
SS1	<b>B – Knowledge and Skills</b>	882	73.70%	±2.44%	890	78.90%	±2.25%	Yes
SS1	<b>C – Appropriate Behaviors</b>	881	73.90%	±2.44%	822	76.80%	±2.42%	No
SS2	<b>A – Social/ Emotional Skills</b>	1069	67.20%	±2.36%	1077	61.60%	±2.44%	Yes
SS2	<b>B – Knowledge and Skills</b>	1069	55.90%	±2.5%	1077	60.90%	±2.45%	Yes
SS2	<b>C – Appropriate Behaviors</b>	1069	58.80%	±2.48%	1077	63.20%	±2.42%	Yes

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

<b>Summary Statement 1</b>	<b>Actual FFY 2012 (% and # children)</b>	<b>Target FFY 2012 (% of children)</b>	<b>Target Met</b>
<b>Outcome A – Social/Emotional Skills</b>	79.5% (n=869)	68%	<b>Yes</b>
<b>Outcome B - Knowledge and Skills</b>	78.9% (n=890)	69%	<b>Yes</b>
<b>Outcome C – Appropriate Behaviors</b>	76.8% (n=822)	70%	<b>Yes</b>

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<b>Summary Statement 2</b>	Actual FFY 2012 (% and # children)	Target FFY 2012 (% of children)	<b>Target Met</b>
<b>Outcome A – Social/Emotional Skills</b>	61.6%  (n=1077)	72%	<b>No</b>
<b>Outcome B - Knowledge and Skills</b>	60.9%  (n=1077)	54%	<b>Yes</b>
<b>Outcome C – Appropriate Behaviors</b>	63.2%  (n=1077)	64%	<b>No</b>

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

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

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

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

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

The NHDOE will work with ECO and stakeholders to determine if targets for Summary Statement 2 need to be re-established. The slippage appears to be a factor of a higher than expected percentage of children in category “e” (children who maintained functioning at a level comparable to same age peers). The NHDOE did a tool-by-tool analysis and noted that AEPSi had higher than expected results for Summary Statement 2, category “e” (A = 57.9%; B = 50.9%; C = 60.6%) which added to the higher percentage in e. The NHDOE will work with AEPSi to determine if this is a system wide issue based on the assessment tool or if there is a need for increased rater-reliability.

The NHDOE reported POMS data for 1,077 children. This is consistent with the expected number of children who would be exiting preschool special education in New Hampshire. This expectation is based on the assumption that slightly more than one third of children ages 3 through 5 would be exiting preschool special education. The federal child count for children ages 3-5 with IEPs on 10/1/12 was 3,165. One third of that number is 1,055. Another way to base the expected number of children exiting would be to compare the number reported as exited (1,077) to the number of five year olds in preschool special education (1,230). Therefore it is reasonable to conclude that the actual number reported is representative of the children who should be included in the data. In addition the number of children reported is very consistent with the number reported last year FFY 11 of 1,069.

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NH continues to recognize that there were a small number of children with missing data. This was a result of missing data on children who: turned 6 prior to exit; were determined no longer eligible for services; or were removed from services abruptly. In addition, AEPSi and TS GOLD used for POMS reporting in NH allow for a seamless transfer of data when children move from one district to another, eliminating the loss of data.

At this time all NH districts are reporting for POMS.

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

A review of the a-e progress data reflects patterns for NH that was expected for all categories except “e.” The State’s percentage in category “a” is lower than other categories and is on target for the population assessed. It was expected that categories “b” and “c” be somewhat comparable to each other, while category “d” score higher. Category “e” being lower than category “d” is also expected.

NH will continue to use AEPSi and Teaching Strategies GOLD for POMS reporting. The NHDOE in collaboration with Teaching Strategies, Brookes Publishing, PTAN, and ECO will continue to provide training opportunities for users in both tools and will provide continued technical assistance for those users as they use both tools to their fullest capacity. Training opportunities during the 2012-2013 year included: on-site regional training by the NHDOE POMS TA Consultant; mentoring opportunities for new users with veteran users of AEPSi and TS GOLD; universal, targeted and intensive technical assistance by the NHDOE POMS TA Consultant and PTAN.

At this time all districts in NH are using and reporting POMS data on either AEPSi or TS GOLD.

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

Statement from Response Table	State’s Response
The State must report progress data and actual target data for FFY 2012 with the FFY 2012 APR.	The NHDOE has reported on progress data and actual target data in this APR.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR.

Stakeholder Input

The NHDOE sought input from families, the New Hampshire Parent Information Center (NH's PTI), individuals from the NH State Advisory Committee on the Education of Students/Children with Disabilities (SAC) and school representatives through all phases of this process for the 2012-2013 parent survey. This is the sixth year of the Indicator 8 workgroup where school and family members met to provide support to the Department of Education regarding the parent survey.

Technical Assistance

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

Dr. Elbaum provided the following technical assistance to support improvements to the 2012-2013 parent survey: measurement over time of survey results; analysis of data and outcomes at the state, district and school level; the determination of effectiveness of the improvement activities at the state and district level based on survey results and informal feedback, and the analysis of the relationship of the impact of the improved success of this indicator regarding school and family partnerships.

**Monitoring Priority: FAPE in the LRE**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

**Overview of FFY Data:**

- FFY 2007 SPP – Baseline Year: 32%**
- FFY 2008 APR – First Year of data: 45%**
- FFY 2009 APR – Second Year of data: 47%**
- FFY 2010 APR – Third Year of data: 50%**
- FFY 2011 APR – Fourth Year of data: 51%**
- FFY 2012 APR – Fifth Year of data: 52%**

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FFY	Measurable and Rigorous Target
FFY 2012	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	Actual Target Data
FFY 2012	52%

**Actual Target Data for FFY 2012 (reporting period July 1, 2012 – June 30, 2013):**

Calculation

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities )] times 100.

$$52\% = [2,390/4,565] \times 100$$

Explanation of calculation

*Response Rate*

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

The surveys were sent to New Hampshire parents of all children with disabilities: 2,724 parents of preschool and 28,565 parents of school age children with a combined total of 31,289. A total of 4,565 parents of children with disabilities completed the survey.

$$15\% = [(4,565/31,289) \times 100]$$

This is an overall statewide response rate of 15%.

The overall survey response rate for the New Hampshire 2013 Parent Involvement Survey was 15% which is the same as the response rate for 2011-2012.

The NHDOE continues to explore strategies to improve the response rate and other options that would meet OSEP requirements for this indicator but reduce the burden on parents to complete the survey on an annual basis.

Results

New Hampshire had a total of 2,390 respondent parents of children with disabilities who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This means that 52% of the respondents reported that schools facilitated parent involvement.

These data show progress of 1 percentage points from 51% in 2011-2012 to 52% in 2012-2013.

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The following table shows the 2012-2013 NH Survey Results of the Percentage of Parents Response At or Above the Standard. The standard is set at a Rasch score of 600 based on recommendations from the NCSEAM pilot study.

2012-2013					
STATEWIDE	TOTAL RESPONSE	RESPONSES AT OR ABOVE THE STANDARD*		95% CONFIDENCE INTERVAL	
		NUMBER	PERCENT	LOW	HIGH
<b>Preschool</b>	568	353	62%	58.1%	66.0%
<b>School Age</b>	3,997	2,037	51%	49.5%	52.6%
<b>Combined</b>	4,565	2,390	52%	50.9%	53.8%

For more detailed information on the survey and the results, please refer to:

[http://www.education.nh.gov/instruction/special\\_ed/documents/2012-2013\\_statewide\\_parent\\_survey\\_report.pdf](http://www.education.nh.gov/instruction/special_ed/documents/2012-2013_statewide_parent_survey_report.pdf)

Representativeness

Of the **4,565** surveys received, **4,391** or 96.18% of the surveys held enough data/information to be included in the determination of representativeness. For the student demographic variables of gender and race/ethnicity the parents who responded to the survey were representative of the statewide population of parents of children with disabilities based on the October 2012 Federal Child Count for Special Education. This was determined through a comparison of the respondents' children to the special education population overall by gender and race/ethnicity.

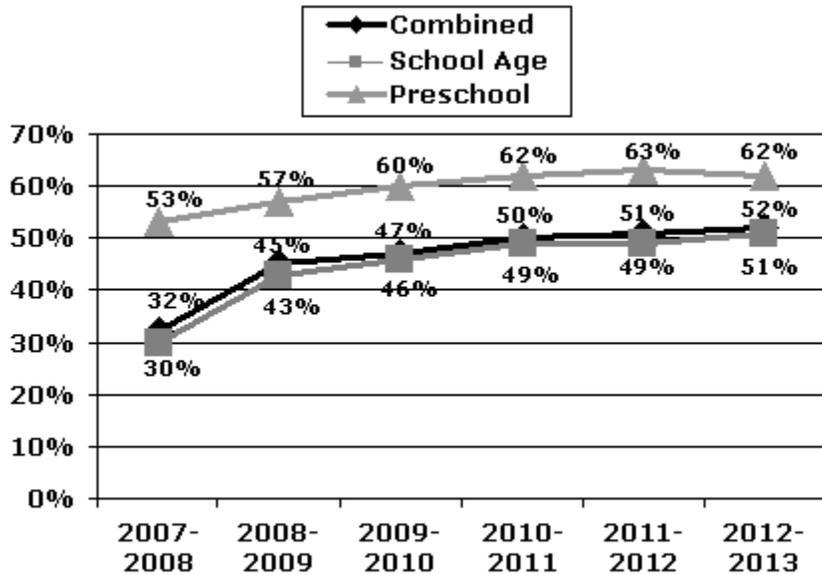
Definitions

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

The following graph illustrates that since the baseline was established in the 2007-2008 school year, there has been a 20 percentage point increase from 32% to 52% of the total number of parents of children with disabilities who replied to the survey and reported that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.

In 2013, there was a 1% increase in the statewide percentage of parents who indicated that schools facilitated parent engagement as a means of improving special education services. This represents continued significant improvement (20%) over the past five years from 32% to 52% in parent ratings on this parent involvement indicator.

**Percentage of Agreement with Indicator B-8  
 Across the Past Six Years**



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

The NHDOE exceeded the target of 37% for 2012-2013.

State Actual Data: 52% Target: 37%

In school year 2012-2013, New Hampshire continued to show an increase in the percentage of parents who indicated that schools facilitated parent involvement as a means of improving special education services and results for children with disabilities, from 51% to 52% or a 1 percentage point increase among parents of preschool and school age children.

As specified in OSEP Memorandum 14-2, in order to reduce reporting burden, in the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2012 target.

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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP optional template for this Indicator.

Technical Assistance

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

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

**Overview of FFY Data:**

**FFY 2004 – Baseline not required by OSEP**

**FFY 2005 – Baseline Year: 0%**

**FFY 2006 – First Year of data: 0%**

**FFY 2007 – Second Year of data: 0%**

**FFY 2008 – Third Year of data: 0%**

**FFY 2009 – Fourth Year of data: 0%**

**FFY 2010 – Fifth Year of data: 0%**

**FFY 2011 – Sixth Year of data: 0%**

**FFY 2012 – Seventh Year of data: 0%**

**Data analysis for this indicator:**

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

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

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

**Definition of “Disproportionate Representation” and Methodology**

Definition of Disproportionate Representation

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

### Methodology

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

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

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

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

**Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification** *States must report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2012 reporting period, i.e., after June 30, 2013.*

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

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FFY	Measurable and Rigorous Target
FFY 2012	0%

FFY	Actual Target Data
FFY 2012	0%

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

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
<b>FFY 2012 (2012-2013)</b>	174	0	0	0.00%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

State Actual Data: 0%                      Target: 0%

As specified in OSEP Memorandum 14-2, in order to reduce reporting burden, in the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2012 target.

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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE utilized OSEP’s optional APR template to report on this indicator.

Technical Assistance

NH continues to achieve a high level of compliance with this indicator, as noted in the July 1, 2013 OSEP letter regarding NH’s determination.

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

**Overview of FFY Data:**

**FFY 2004 – Baseline not required by OSEP**

**FFY 2005 – Baseline Year: 0%**

**FFY 2006 – First Year of data: 0%**

**FFY 2007 – Second Year of data: 0%**

**FFY 2008 – Third Year of data: 0%**

**FFY 2009 – Fourth Year of data: 0%**

**FFY 2010 – Fifth Year of data: 0%**

**FFY 2011 – Sixth Year of data: 0%**

**FFY 2012 – Seventh Year of data: 0%**

**Data analyses for this indicator:**

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

The NHDOE used data collected for the *October 1, 2012 Enrollments in NH Public Schools* through the state’s all-student data system to determine, by race/ethnicity, the total number of students enrolled in each district.

## Definition of “Disproportionate Representation” and Methodology

### Definition of Disproportionate Representation

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

### Methodology

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

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

Using the criteria established above, the NHDOE determined that, out of 174 school districts, 14 school districts met the cell size requirement for data analysis. While 163 districts were excluded from the calculation based on small cell sizes, the NHDOE chose to include all districts in the denominator for this indicator, as permitted. Of the 14 school districts that met the cell size requirements, 1 was identified as meeting the data threshold for disproportionate over-representation.

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

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

Through the process used for this indicator (described above), districts identified in Step One that were determined to have overrepresentation in the identification of the specified disability areas, the NHDOE utilized the following monitoring process to determine whether the disproportionate representation (see above definition) was the result of inappropriate identification. The NHDOE examined the districts’ child find, evaluation, eligibility and other related policies, procedures and practices to ensure an equitable consideration for racial and ethnic groups in specific disability categories that is the result of inappropriate identification and that eligibility determinations were conducted appropriately.

For the district that met the criteria in Step One for FFY 2012, the NHDOE consulted with the local Director of Special Education regarding the data and reviewed local policies, procedures and practices related to this indicator. In addition, the NHDOE reviewed the data for complaints and due process hearings for any issues regarding inappropriate identification that may have been found in either of these dispute resolution mechanisms. The NHDOE found no evidence that the disproportionate representation was the result of inappropriate identification.

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FFY	Measurable and Rigorous Target
FFY 2012	0%

FFY	Actual Target Data
FFY 2012	0%

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

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2012 (2012-2013)	174	1	0	0

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

State Actual Data: 0% Target: 0%

As specified in OSEP Memorandum 14-2, in order to reduce reporting burden, in the FFY 2012 APR, States:

- 1) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 2) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2012 target.

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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Stakeholder Input

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

Technical Assistance

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

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

[http://therightidea.tadnet.org/assets/browse\\_by\\_folder?folder=146&folder\\_name=11%3A+Child+Find](http://therightidea.tadnet.org/assets/browse_by_folder?folder=146&folder_name=11%3A+Child+Find).

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

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

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

**Monitoring Priority: Effective General Supervision Part B / Child Find**

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

**Measurement:**

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

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

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

**Overview of FFY Data:**

**FFY 2005 -- Baseline Year: 81.1%**

**FFY 2006 -- First Year of data: 95%**

**FFY 2007 -- Second year of data: 77%**

**FFY 2008 -- Third Year of data: 81%**

**FFY 2009 -- Fourth Year of data: 95%**

**FFY 2010 -- Fifth Year of data: 96%**

**FFY 2011 -- Sixth Year of data: 95%**

**FFY 2012 -- Seventh Year of data: 96%**

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FFY	Measurable and Rigorous Target
FFY 2012	100%

FFY	Actual Target Data
FFY 2012	96%

***Describe the method used to collect data – if data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2012 – June 30, 2013).***

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 45<sup>th</sup> day.

The NHDOE monitored each district in the state for compliance with this indicator. The data for this indicator were only partially available through the State database, the New Hampshire Special Education Information System (NHSEIS). NHSEIS does not collect data on written consent for time extensions or allowable exceptions. Those additional data points for this indicator were collected through a desk audit monitoring process soliciting additional documentation from the districts to demonstrate compliance. Monitoring data for FYY 2012 were collected on all children for whom parental consent to evaluate was received for the time period of September 1 - November 30, 2012.

For the desk audit, districts were required to submit evidence of compliance including student information regarding date of referral, date of receipt of parental consent to evaluate and date of eligibility determination for special education. This information was entered by the district into NHSEIS. The NHDOE desk audit also required that districts with written consent for an extension submit written documentation of the extensions so that the NHDOE could determine if the parties had signed it by the 45<sup>th</sup> day. These data points were then analyzed to determine compliance at both the state and district level for completion of initial evaluations within the 45-day timeline or 60 days with a valid extension.

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

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

a. Number of children for whom parental consent to evaluate was received	<b>1,306</b>
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	<b>1,252</b>
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	96%

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

Of the 1,306 children for whom parental consent for initial evaluation was received, 54 children did not have evaluations completed within the State established timelines (45 days or 60 days with signed extension). The 54 children were from 29 Districts. Twenty-four of 29 Districts had one to two instances of not meeting the timelines; 3 Districts had 3 instances of not meeting the timelines; and 2 Districts had more than 3 instances. Pursuant to the OSEP FAQ dated 9/3/08, NHDOE groups individual instances of noncompliance in a district related to this Indicator as one finding of noncompliance. The review of FFY 2012 data resulted in 29 new findings of noncompliance; one per school district. The findings were made in FFY 2013 and NHDOE will report on correction of those findings in the FFY 2014 APR.

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

<b>Range of Days Beyond State Timelines</b>	1-15 Days	16-30 Days	31-45 Days	46-60 Days	+60 Days	Total
# of Initial Evaluations	26	12	5	4	7	54

**Reasons for Delay:**

In analyzing the data, the majority of delays were reported within 1-15 days past the 45 day timeline. The reasons for delay include lack of understanding of the evaluation process and timelines, data entry errors and scheduling issues. The NHDOE has offered targeted technical assistance for those districts who continue to struggle in meeting the timelines.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

*NH SPP Improvement Activity 1: Completed*

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

*NH SPP Improvement Activity 2: Completed*

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

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NH SPP Improvement Activity 3: Completed

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

NH SPP Improvement Activity 4: Completed

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

NH SPP Improvement Activity 5: Completed

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

Explanation of Progress or Slippage

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

State Actual Data: 96%                  Target: 100%

The NHDOE demonstrated progress of 1 percentage point from 95% to 96%. These data demonstrate continued substantial compliance for purposes of OSEP determinations. Since the State did not report 100% compliance in the FFY 2012 APR, the NHDOE reviewed the improvement activities and will continue to provide support in all areas.

**Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 95%.

In FFY 2011, the NHDOE made written findings of noncompliance with Indicator 11 requirements based on FFY 2010 data. The level of compliance for FFY 2010 was 96%.

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>28</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>28</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Verification of Correction of FFY 2011 noncompliance (either timely or subsequent):**

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

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

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(2) The NHDOE, through a data review of the desk audits submitted by districts and additional data as needed, verified that each district had completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child was no longer within the jurisdiction of the LEA. Therefore, the NHDOE has verified that, for each of these individual cases, the district had completed the required action, although late, unless the child was no longer within the jurisdiction of the LEA, prior to the identification of findings, as reported in the FFY 2011 APR.

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

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

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in the FFY 2011 for this indicator.	The NHDOE reported on the status of the correction of noncompliance in the section: <i>Correction of FFY 2011 Findings of Noncompliance</i> .
When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in the FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer with the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	The NHDOE reported on the verification of correction of noncompliance in the section: <i>Verification of Correction of FFY 2011 noncompliance (either timely or subsequent)</i> .

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions made to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP optional template for this Indicator.

Stakeholder Input

The NHDOE co-sponsored a series of meeting with the NH Part C Office and facilitated by the Supporting Successful Early Childhood Transition (SSECT) project. Early Intervention Directors and Schools Districts met to create a transition framework that was used to implement the changes to transition in the Part C Regulations. SSECT has been nationally recognized and has been funded by the NHDOE to support smooth and effective transitions from Part C to Part B/619.

Technical Assistance

NH continues to achieve a high level of compliance with this indicator, as noted in the June 2013 OSEP compliance matrix. The NHDOE accessed the OSEP funded RRFC website for technical assistance regarding this indicator. NH also utilized material from the Early Childhood Transition Workgroup of the RRCP General Supervision Priority Team.

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

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

**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 for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children *determined to be eligible for early intervention services under Part C* less than 90 days before their third birthdays.

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

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

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**Overview of FFY Data:**

- FFY 2004 – Baseline Year: 58.96%**
- FFY 2005 – First Year of data: 88.26%**
- FFY 2006 – Second Year of data: 66%**
- FFY 2007 – Third Year of data: 92%**
- FFY 2008 – Fourth Year of data: 95%**
- FFY 2009 – Fifth Year of data: 97%**
- FFY 2010 – Sixth Year of data: 98%**
- FFY 2011 – Seventh Year of data: 99%**
- FFY 2012 – Eighth Year of data: 97%**

FFY	Measurable and Rigorous Target
FFY 2012	100%

FFY	Actual Target Data
FFY 2012	97%

*Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2012 – June 30, 2013).*

The NHDOE collected data from each district in the state to determine compliance with this indicator. Data were collected for this indicator through a desk audit monitoring process, as the data required for this indicator were only partially available through the State database known as NHSEIS. Data were collected on all children who were served in Part C and referred to Part B for eligibility determination from the time period of July 1 – October 31, 2012. The data were collected from all geographic areas and accurately represent data for the full reporting period.

For the desk audit monitoring process, districts were required to submit data to the NHDOE in an Excel workbook template. Data elements in the workbook indicated compliance or noncompliance with the requirement and allowed the district to provide evidence when parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. In order to ensure data quality the NHDOE verified available data points in NHSEIS. In addition, SSECT and NHDOE staff conducted on-site reviews of files, policies and procedures as needed. This is the same process that was used to report in the FFY 2011 APR.

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**Actual State Data (Numbers)**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	281
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	34
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	226
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	11
e. # of children <i>determined to be eligible for early intervention services under Part C</i> less than 90 days before their third birthdays.	4
# in a but not in b, c, d, or e.	6
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays  Percent = [(c) / (a-b-d-e)] * 100	97.41%

<b>A 3 year Comparison: Stability in the Numbers</b>	FFY 12	FFY 11	FFY 10
a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	281	291	269
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	34	36	36
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	226	238	214
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	11	13	11
e. # of children <i>determined to be eligible for early intervention services under Part C</i> less than 90 days before their third birthdays.	4	1	3
# in a but not in b, c, d, or e.	6	3	5
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = [(c) / (a-b-d-e)] * 100	97.41%	98.76%	97.72%

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

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There were 6 children who had been served in Part C and referred to Part B for Part B eligibility determination who were not in b, c, d, or e above. These children were referred to 6 NH districts in 2012-2013.

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

Range of days beyond third birthday	1-15 days	16-30 days	31-45 days	46-60 days	>60 days	Total
# of children with delays	4	1	1	0	0	0

**Reasons for delays were reported by districts as:** Of these six children, four of the children were found not eligible on or after the third birthday and two were found eligible and had IEPs fully developed and implemented after the third birthday. Reasons for delays include changes in staff, delay in evaluations for children with spring/summer birthdays, and a lack of understanding of the transition process and associated timelines.

SSECT, as directed by the NHDOE, uses information about the root cause of noncompliance to provide customized technical assistance to districts. Interagency agreements between early intervention and preschool special education are being reviewed to ensure timely referrals and coordinated efforts to ensure compliance and quality transitions.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

*NH SPP Improvement Activity 1: Completed*

SSECT staff worked with the Part C office and the NHDOE to engage stakeholders to update the NHDOE/NHDDHHS Policy Manual: Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff, based on current rules and regulations. This update was published in June 2013.

In the summer of 2013, the online training module, “Who is Doing What in Early Childhood Transitions” was also updated to align with the current rules and regulation, in conjunction with the Part C office, the NHDOE and SSECT. To date, the module has been accessed by 71 people from early intervention and preschool special education. For more information, go to the SSECT website: [www.nhssect.org](http://www.nhssect.org).

*NH SPP Improvement Activity 2:*

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

*NH SPP Improvement Activity 3:*

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

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NH SPP Improvement Activity 4: Completed

NH's rate of compliance for transition continues to be high, which may in part be attributed to the effectiveness of the SPECT Project in assisting districts in meeting the requirements of IDEA. In 2012, the NHDOE, Bureau of Special Education funded the SPECT Project, after a competitive RFP process, to work on LRE, Child Find, and Transition, thereby addressing the larger Preschool Special Education System.

NH SPP Improvement Activity 5:

Since the State did not report 100% compliance in the FFY 2011 APR, the NHDOE reviewed the improvement activities. Based on the consistent high level of compliance and the timely correction of noncompliance, the NHDOE determined that it is not necessary to revise the improvement activities.

Explanation of Progress or Slippage

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

State Actual Data: 97% Target: 100%

The NHDOE demonstrated slippage in this indicator of 1.35 percentage points from the FFY 2011 APR (from 98.76% compliance to 97.41% compliance). These data demonstrate continued substantial compliance for purposes of OSEP determinations. Progress on this indicator has increased 38 percentage points from FFY 2004 when baseline was established at 59% compliance. This progress may be attributed in part to the work of the Supporting Successful Early Childhood Transition project funded by IDEA 619 funds. Since the NHDOE began reporting on this indicator a variety of factors have supported this progress. NH adopted new rules that require districts to have a written transition process and a Memorandum of Agreement with the local early intervention providers. The NHDOE has also benefited in the past from support from the Data Accountability Center to ensure the quality and completeness of the data.

**Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2011 APR):**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 99%.

In FFY 2011 the NHDOE made written findings of noncompliance with Indicator 12 requirements based on FFY 2010 data. The level of compliance for FFY 2010 was: 98%.

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>2</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>2</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Verification of Correction (either timely or subsequent) and Specific Actions Taken to Verify Correction of Findings Identified in FFY 2011:**

In FFY 2011, the NHDOE made findings of noncompliance based on FFY 2010 data. For each finding, the NHDOE verified the correction of noncompliance, consistent with OSEP Memo 09-02, as follows:

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

(2) Prior to issuing written findings of noncompliance, the NHDOE, through a data review, verified that each district had developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child was no longer within the jurisdiction of the LEA. Therefore, the NHDOE has verified that, for each of these individual cases, the district had completed the required action, although late, unless the child was no longer within the jurisdiction of the LEA, prior to the identification of findings, as reported in the FFY 2011 APR based on FFY 2010 data.

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

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

Statement from the Response Table	State's Response
<p>Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>The NHDOE reported on the status of correction of noncompliance identified in FFY 2011 for this indicator in Indicator B-12, section: <i>Correction of FFY 2011 Findings of Noncompliance</i>.</p> <p>The NHDOE has addressed the specific actions that were taken to verify the correction in the <i>Verification of Correction (either timely or subsequent)</i> section.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

Stakeholder Input

The NHDOE has been working with a variety of stakeholders over the life of the SPP to implement the secondary transition plan developed at the NSTTAC Conference.

Technical Assistance

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

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

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

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

**Measurement:**

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

**Overview of FFY Data:**

**FFY 2009 – Baseline data: 47%**

**FFY 2010 – First year of data: 50.9%**

**FFY 2011 – Second year of data: 94.2%**

**FFY 2012 – Third year of data: 100%**

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FFY	Measurable and Rigorous Target
FFY 2012	100%

FFY	Actual Target Data
FFY 2012	100%

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the Indicator 13 requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2012 (2012-2013)	117	117	100%

NHDOE FFY 2012 monitoring for Indicator 13 was conducted through an on-site file review using the NSTTAC checklist with eight (8) questions. FFY 2012 was the second year in NHDOE's second monitoring cycle since the development of the SPP in FFY 2005.

Indicator 13 monitoring for 2012-2013 included 15 districts with 15 high schools/academies. In smaller high schools/academies, a total of 2 or 5 student files were reviewed and 10 student files were reviewed in larger schools/academies. Specifically, in each high school with an enrollment of more than 25 students age 16 and up, 10 student files were reviewed; in each high school with an enrollment of less than 25 but more than 10 students age 16 and up, 5 student files were reviewed, and; in each high school with an enrollment of 10 or less students age 16 and up, 2 files were reviewed.

Findings of noncompliance with the requirements of this indicator are made based on each high school/academy's results. Of the 15 high school/academies monitored in FFY 2012, 15 high schools/academies were in 100% compliance. No findings were made.

**Describe the process for selecting LEAs for Monitoring:**

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

According to its established monitoring cycle, the NHDOE selected 15 of the 81 high schools/academies representative of the state located in 15 districts for Indicator 13 monitoring in 2012-2013. If a high school was selected from a district with more than one high school, all high schools in that district were monitored. Each of the next three years will have an additional 15-16 high schools/academies selected to complete the five year monitoring cycle for this Indicator.

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Each on-site monitoring visit is conducted by a team of 2 NHDOE reviewers, including NHDOE staff, Technical Assistance Consultants (TACS) and/or qualified reviewers who are trained in the requirements for Indicator 13 compliance. Selected high schools were notified in advance that the NHDOE would be conducting an on-site file review for this Indicator.

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012:**

The NHDOE met the target of 100% for 2012-2013.

State Actual Data: 100%                      Target: 100%

As specified in OSEP Memorandum 14-2, in order to reduce reporting burden, in the FFY 2012 APR, States:

- 3) Are not required to provide an explanation of a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target.
- 4) Are not required to discuss improvement activities for results indicators where the State has met its FFY 2012 target.

**Correction of FFY 2011 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 94.20%

In 2011-2012, the NHDOE made 2 findings of noncompliance based on 7 child-specific instances of noncompliance identified in 2 school districts.

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>2</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>2</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>
4. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(3) above]	<b>0</b>
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Verification of Correction (either timely or subsequent):**

For each finding identified in FFY 2011, the NHDOE verified the correction of noncompliance, consistent with OSEP Memo 09-02, as follows:

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(1) The NHDOE verified that 2 of the 2 districts with a finding of noncompliance were correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of data subsequently collected through a desk audit monitoring process and/or through an on-site file review.

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

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

Statement from Response Table	State’s Response
<p>Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify correction.</p>	<p>NH has verified that each LEA with noncompliance identified in FFY 2011 for this Indicator (1) was corrected within one year. Furthermore, NH verified that the two LEAs who had noncompliance during FY 2011: (1) are correctly implementing the specific regulatory requirements based on a review of updated data that was subsequently collected through on-site monitoring (each LEA met 100% compliance during their second on-site review); and (2) has corrected each individual case of noncompliance, unless the child was no longer within their jurisdiction, consistent with OSEP Memo 09-02.</p> <p>Specifically, NH required the two (2) LEAs who did not meet 100% compliance during the FY 2011 on-site visit, to correct each instance of child specific noncompliance within 60 days of receipt of written notification of noncompliance. In addition, NH completed a second, follow-up on-site monitoring visit with each of the two LEAs within one year from the original data of their FY 2011 on-site visit, to collect and review subsequent, updated data to ensure that each of the two (2) LEAs were correctly implementing the regulatory requirements.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the Part B indicator APR format from the NPSO Center.

Technical Assistance

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

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

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

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

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

**Measurement:**

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

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

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

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Overview of FFY Data	A. youth enrolled in higher education, within one year of leaving high school.	B. youth enrolled in higher education or competitively employed, within one year of leaving high school.	C. youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment, within one year of leaving high school.
<b>FFY 2009 SPP – Baseline Year:</b>	<b>43.2%</b>	<b>70.2%</b>	<b>82.6%</b>
<b>FFY 2010 APR – First Year of Data:</b>	<b>54.4%</b>	<b>75.7%</b>	<b>87.9%</b>
<b>FFY 2011 APR – Second year of Data:</b>	<b>40.3%</b>	<b>62.7%</b>	<b>79.7%</b>
<b>FFY 2012 APR – Third year of Data:</b>	<b>47.4%</b>	<b>69.9%</b>	<b>82.8%</b>

FFY	Measurable and Rigorous Target
<b>2012 (2012-2013)</b>	<p>A. <b>47.2%</b> of youth who had IEPs, are no longer in secondary school have been enrolled in higher education, within one year of leaving high school.</p> <p>B. <b>74.5%</b> of youth who had IEPs, are no longer in secondary school have been enrolled in higher education or competitively employed, within one year of leaving high school.</p> <p>C. <b>86.6%</b> of youth who had IEPs, are no longer in secondary school have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment , within one year of leaving high school.</p>

**Actual Target Data for FFY 2012 (reporting period July 1, 2012 – June 30, 2013):**

*Calculation and Actual Numbers Used*

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

A = #1 divided by total respondents

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

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

There were **209 total respondents** that completed and returned the post school outcomes **census** survey. Each leaver is counted only once in the highest category.

1. # of respondent leavers enrolled in “higher education” = 99
2. # of respondent leavers in “competitive employment” (and not counted in 1 above) = 47
3. # of respondent leavers enrolled in “some other postsecondary education or training” (and not counted in 1 or 2 above) = 12

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4. # of respondent leavers enrolled in “some other employment” (and not counted in 1, 2 or 3 above) = 15

5. # of respondent leavers not counted in 1 – 4 above = 36

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.

$$A. 47.4\% = [(99) / (209)] \times 100$$

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

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

$$B. 69.9\% = [(99+47) / (209)] \times 100$$

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

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

$$C. 82.8\% = [(99+47+12+15) / (209)] \times 100$$

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

Figure 14.1: Pie Chart of State’s Post School Outcomes for 2011-2012 leavers, shows the outcome categories, include the not engaged category, and the percentage of leavers in each outcome category. Below the chart are the percentages for each measure A, B, and C.

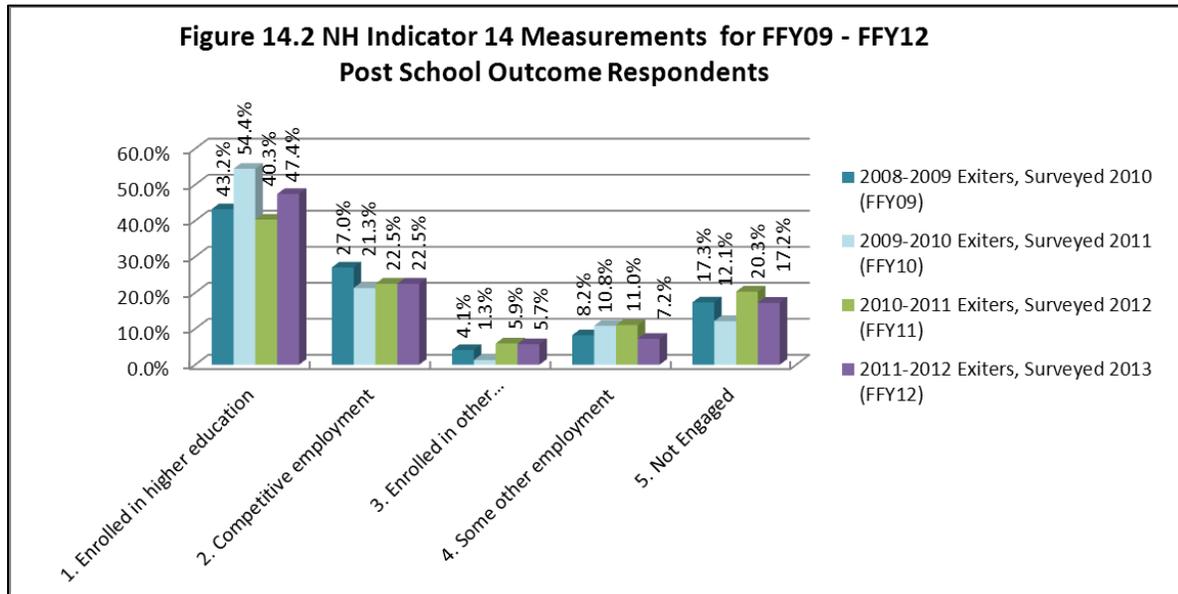
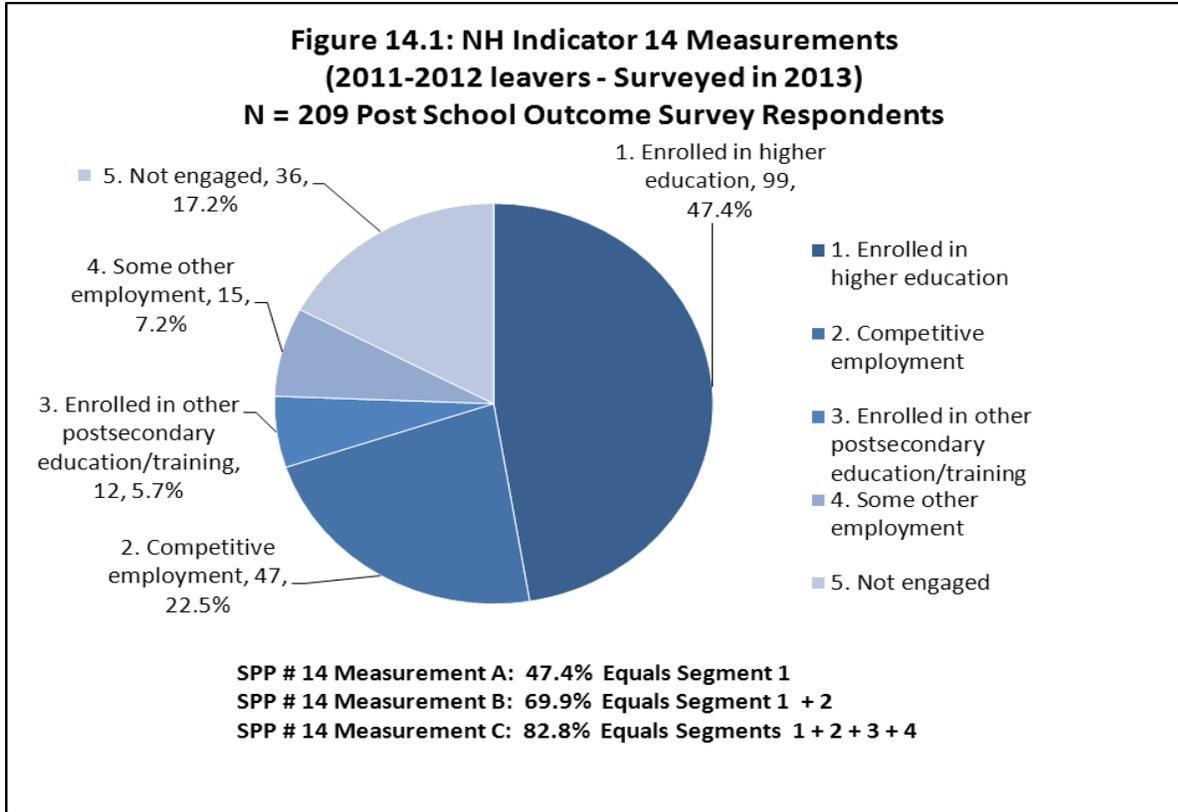


Figure 14.2 above shows Indicator 14 measurements of engagement from post school outcome survey respondents for this year (FFY 12) as compared to the last three years (FFY 09, FFY10 and FFY11). There was a slight increase this year in the percentage of respondents who are enrolled in higher education and the competitive employment percentage stayed the same this year. Also the percentage of students not engaged decreased slightly. However, the percentage of respondents that were enrolled in some other post-secondary education or training decreased.

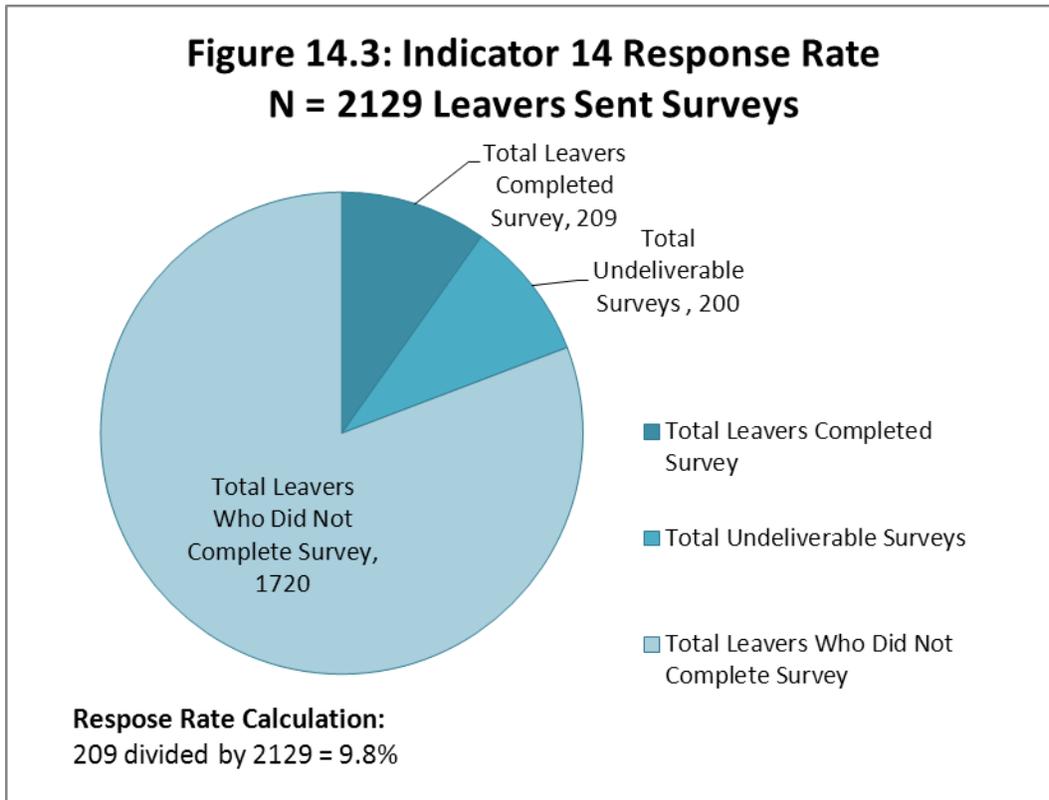
**Response Rate and Representativeness**

As seen in Table 14.1: Response Rate Calculation and Figure 14.3 Indicator 14 Response Rate, the New Hampshire statewide special education data collection system (NHSEIS) data reported 2,145 Leavers (youth ages 16-22) with an IEP during the 2011-2012 year graduated from high school, received a certificate, dropped out, or reached the maximum age to receive services. These data are the same data used for the Federal Table 4 Exiting Data. These youth were sent surveys in June 2013 to complete and return; within one year of leaving high school. The response rate was  $209/2,129 \times 100 = 9.8\%$ .

**Table 14.1 Response Rate Calculations**  
 (2009-2010 Leavers – surveyed in 2012)

Total Number of Leavers in the state	2,145
- Subtract the number of youth ineligible (those who had returned to school or were deceased)	-16
Total Number of Leavers sent surveys	2,129
Total Number of Leavers who completed the survey	209
Response Rate: $(209/2,129) \times 100$	9.8%

Of the 2,129 leavers contacted, 209 leavers completed the survey. In addition, 200 student surveys were returned by the Post Office to the school districts due to undeliverable addresses and thus never reached the student.



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The NHDOE used the NPSO Response Calculator (see Tables 14.2 and 14.3) to calculate representativeness of the respondent group on the characteristics of disability type, ethnicity, gender, and dropout in order to determine whether the youth who responded to the survey were similar to, or different from, the total population of youth with an IEP who exited school in 2011-2012.

**Table 14.2 Response Rate By Demographics Chart**  
(2011-2012 Leavers – Surveyed in 2013)

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

	Overall	LD	ED	ID	AO	Female	Minority	Dropout
<b>Target Leaver Totals</b>	2,129	1,084	264	85	696	728	137	207
<b>Response Totals</b>	209	98	16	16	78	80	6	2
<b>Response Rate</b>	9.8%	9.04%	6.06%	18.82%	11.21%	10.99%	4.38%	.97%

Table Legend:

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

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

**Table 14.3 Representativeness Chart**

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

	Overall	LD	ED	ID	AO	Female	Minority	Dropout
<b>Target Leaver Totals</b>	2,129	1,084	264	85	696	728	137	207
<b>Response Totals</b>	209	98	16	16	78	80	6	2
<b>Target Leaver Representation</b>		50.92%	12.40%	3.99%	32.69%	34.19%	6.43%	9.72%
<b>Respondent Representation</b>		46.89%	7.66%	7.66%	37.32%	38.28%	2.87%	.96%
<b>Difference</b>		-4.03%	-4.74%	3.66%	4.63%	4.08%	-3.56%	-8.77%

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

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LD, ED, Minority and Dropouts were all under-represented and ID, AO and Female were all over-represented. Although Measurement Incorporated, the current vendor supporting the NHDOE with this indicator, worked closely with school districts to try to ensure student addresses were correct and post school outcomes surveys were delivered to the last known student address and some school districts reminded exited students in advance that the survey would be coming to them; we have not been able to influence student's actually completing and returning the post school outcomes survey upon receipt of it. Again this year, we received a more accurate number of undeliverable surveys (220) as they were returned to Measurement Incorporated and if there was a forwarding address Measurement Incorporated sent the survey to the forwarding student address. Measurement Incorporated also worked with the Bureau to reach out to districts that had no surveys completed by the end of August to request districts call and/or email exited students requesting that they complete the survey online and although this yielded six additional surveys it was not a significant increase to our response rate. Many school districts reported they did not have email addresses for exited students. We will explore the possibilities of having districts collect student email addresses from students just prior to their exiting high school.

The NHDOE will be contracting with a new vendor (Gibson Consulting, Inc.) as of January 1, 2014 to administer our Parent Involvement and Post School Outcomes Survey. We have already indicated to our new vendor that we need assistance with using other methods to try to reach our exited students such as social media as well as data visualization tools to help us explain and use our survey outcome data better.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

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

The NHDOE emailed each school district in March 2013 an Indicator 14 Post School Outcomes Report that outlined their district data for FFY 2009, FFY 2010 and FFY2011 as compared to the statewide Indicator 14 actual FFY 2009, FFY 2010, FFY2011 data and State Targets for Indicator 14. The purpose of this report was to share this data directly with the school districts for improvement purposes for Indicator 14. The NHDOE plans to send out Indicator 14 Post School Outcomes Reports again this year showing FFY 2009, FFY 2010, FFY 2011 and FFY2012 data this coming March 2014.

**Data Collection and Systems Administration Improvement Activities**

*NH SPP Improvement Activity 1: Completed*

The NH Department of Education put out a new joint Request for Proposal in July 2013 for a vendor to administer the two SPP surveys (Parent Involvement Survey – Indicator 8 and the Post School Outcomes Survey – Indicator 14). The newly selected vendor (Gibson Consulting, Texas) started January 1, 2014 has been given the task of administering the surveys, collecting and analyzing the data as well as helping the NHDOE look at the data and devise other means of reaching exited students from under-represented groups to increase our response rate and post school outcomes results.

*The NH Department of Education issued Memo #15 Indicator 14 Post School Outcomes Survey Administration on April 22, 2013. This memo to the field contained detailed information about the updated Indicator 14 Post School Outcomes Survey Collection process.*

[http://www.education.nh.gov/instruction/special\\_ed/documents/fy13\\_memo\\_15\\_post\\_school\\_outcomes\\_survey\\_administration.pdf](http://www.education.nh.gov/instruction/special_ed/documents/fy13_memo_15_post_school_outcomes_survey_administration.pdf)

*The NH Department of Education issued Memo #21 Indicator 14 Post School Outcomes Survey Dissemination on May 24, 2013. This memo to the field outlining the Post School Outcomes Survey District Package school districts would be receiving from Measurement Incorporated at the beginning of June to be mailed out to their exited students by June 14, 2013.*

[http://www.education.nh.gov/instruction/special\\_ed/documents/fy13\\_memo\\_21\\_indicator\\_14\\_postschool\\_outcomes\\_survey.pdf](http://www.education.nh.gov/instruction/special_ed/documents/fy13_memo_21_indicator_14_postschool_outcomes_survey.pdf)

## Post School Outcomes Improvement Activities

### NH SPP Improvement Activity 2: Not Completed

Based on analysis of our Indicators 1, 2, 13 and 14 data and the practices we are seeing in the schools that were having positive indicator results, the NH Department of Education in spring/summer 2012 developed and submitted an application for an U.S. Department of Education, OSEP State Personnel Development Grant which would be focused on increasing the number of students with disabilities graduating from high school who are college and career ready, through the implementation of evidence based transition practices. We were awarded this grant in September 2012 and will be able to report on impact of this grant in our FFY13 APR.

### NH SPP Improvement Activity 3: Completed

The NHDOE Technical Assistance consultants provided technical assistance and training to 2 LEAs, upon request or as directed on transition planning, writing measurable goals or to assist with Indicator 13 compliance requirements. The majority of these trainings were 2 hours in length and one of the LEAs had additional 1-2 follow up trainings.

The NHDOE through Indicator 13 district reviews and focused monitoring compliance reviews identified that need for more training on how to write measurable annual goals. The NH Department of Education provided three *How to Write Age-Appropriate Measurable Annual Goals* trainings. Each training focused on specific age groups (elementary, middle school, and high school). These three-hour trainings were co-presented by a NH Department of Education Consultant and a school district educator that was selected for their school's best practices in writing measurable annual goals. The high school level training was held May 6, 2013 and was at capacity with 40 educators present. Given the demand for this training the NH Department of Education will offer more of these trainings on writing annual goals over the next year.

### NH SPP Improvement Activity 4: Completed

The NHDOE, as required by OSEP, publically reported on district performance (District Data Profiles) on Indicator 14 based on the FFY 2011 APR. The NHDOE worked with Measurement Incorporated on ways that we could increase the post school outcomes survey response rate through the use of follow up post card reminders to exited students. This year in late August when we notice our response rate was lower than normal. Measurement Incorporated and the NH Department of Education reached out to thirteen school district (with at least 11 exiters) that had no completed surveys as yet. The school districts were asked to email or call each of their exited student's encouraging them to complete the post school outcomes survey online. This resulted in at least six students completing the online survey in the last few weeks of the survey administration from these districts. Many of these thirteen districts indicated they did not have an email address for the student or a current phone number on file to contact. One district used Facebook to outreach to a few of their students.

### NH SPP Improvement Activity 5: Completed

The NHDOE provided two half-day trainings to 30 participants from 14 districts on *Indicator 13 Compliance and the Monitoring process* on February 11, 2013. This training was only open to districts being monitored for Indicator 13 compliance audits. In addition, one of our Bureau Technical Assistance Consultants provided two half-day trainings (open to all districts) on *Beyond Compliance the Whys of Decision Making* on March 11, 2013 to 49 participants from 24 districts. This training was taking districts to the next level of transition best practices and systemic changes in their school's transition process for improved student outcomes. It also looked at transition specialist competencies and identifying transition needs of your school and staff.

In addition, the NHDOE has continued to participate in the NH Transition Community of Practice (COP) Coordinating Group and activities of this group. The NH Transition COP activities included the development and implementation of the Annual NH Secondary Transition Summit that was held November 14, 2012 entitled *The 3 W's of Planning for the Future: Who? What and When?* with 220 participants, including students, parents, teachers, special education administrators, transition coordinators, and vocational rehabilitation counselors.

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NH Improvement Activity Cluster

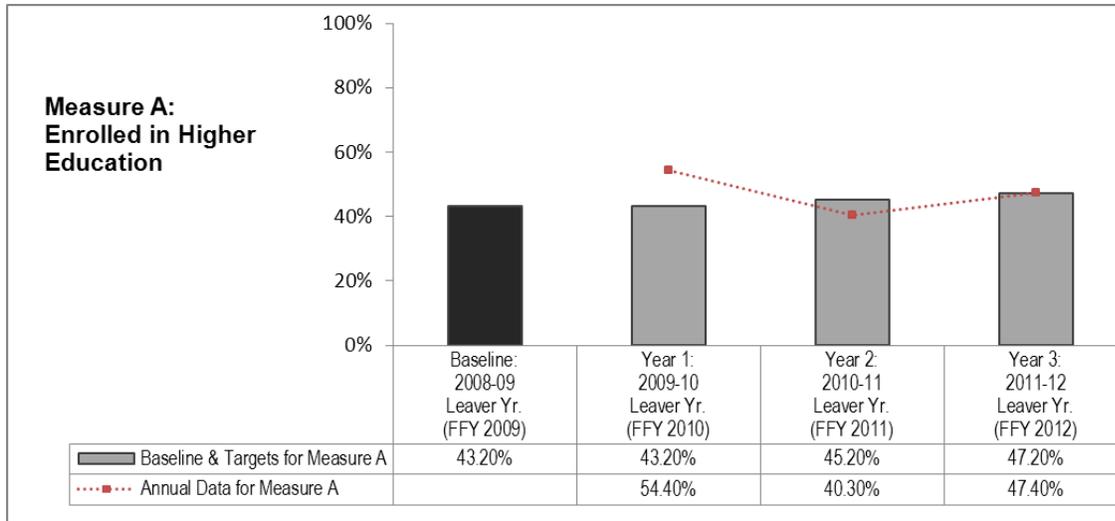
Improvement activities listed in Indicator 1, 2, and 13 are also relevant to improvement for this indicator.

Explanation of Progress or Slippage

14A. The NHDOE exceeded the target of 47.2% for 2011-2012 for measurement A of this Indicator.

State Actual Data: 47.4%      Target: 47.2%

**Figure 14.4: Trend Data Display for Measure A**

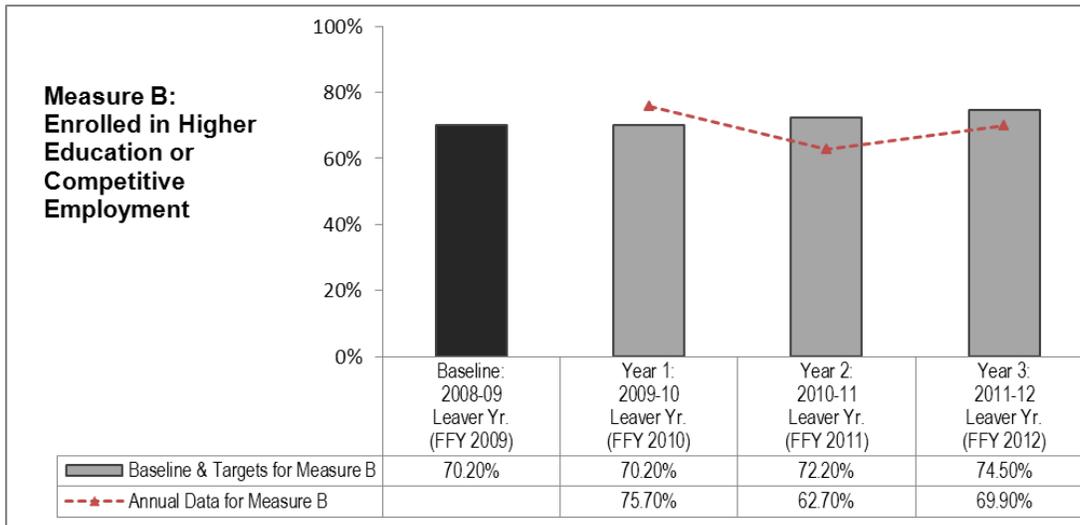


14B. The NHDOE did not meet the target of 74.5% for 2011-2012 for measurement B of this Indicator.

State Actual Data: 69.6%      Target: 74.5%

This represents an increase of 7.2 percentage points from the results for measurement B of this indicator last year. (See figure 14.5 Trend Data Display for Measure B below.) A contributing factor may be the impact the economy has had on the job market and unemployment. There was a decrease in available jobs for youth both with and without disabilities this year. In addition, the fact that fewer exiters responded to the post school outcomes survey this year as compared to past years. There were more students who responded to the survey that they were enrolled in higher education which lead to a 2.7 percentage point increase in this measurement over last year.

**Figure 14.5: Trend Data Display for Measure B**

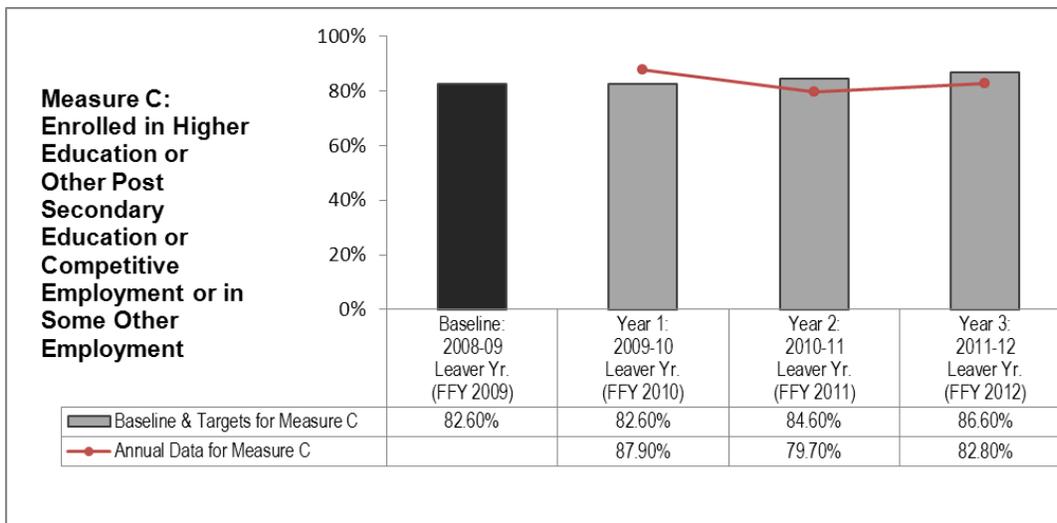


14C. The NHDOE did not meet the target of 86.6% for 2011-2012 for measurement C of this Indicator.

State Actual Data: 82.8% Target: 86.6%

This represents a progress of 3.1% percentage points from the results for measurement C of this indicator last year. (See figure 14.6 Trend Data Display for Measure C below.) Although there was an increase in the number of students who were enrolled in postsecondary education and those in some other employment it did not make up for the decreases in the other areas. Again, contributing factors may be the higher unemployment rates due to declines in the economy. In addition, the fact that fewer exiters responded to the post school outcomes survey this year as compared to past years. There were more students who responded to the survey that they were enrolled in higher education or in some other employment which lead to a 3.1 percentage point increase in this measurement over last year.

**Figure 14.6: Trend Data Display for Measure C**



**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR. The NHDOE has elected to use the OSEP Optional template for this Indicator.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

**Measurement:**  
 Percent of noncompliance corrected within one year of identification:  
 a. # of findings of noncompliance.  
 b. # of corrections completed as soon as possible but in no case later than one year from identification.  
 Percent = [(b) divided by (a)] times 100.  
**States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).**

**Overview of FFY Data:**

**FFY 2004 – Baseline Year: 83%**

**FFY 2005 – First year of data: 72%**

**FFY 2006 – Second year of data: 72%**

**FFY 2007 – Third year of data: 91%**

**FFY 2008 – Fourth year of data: 96%**

**FFY 2009 – Fifth year of data: 99.40%**

**FFY 2010 – Sixth year of data: 96.64%**

**FFY 2011 – Seventh year of data: 93.65%**

**FFY 2012 – Eighth year of data: 95.35%**

FFY	Measurable and Rigorous Target
FFY 2012	100%

FFY	Actual Target Data
FFY 2012	95..35%

**Describe the process for selecting LEAs for Monitoring:**

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

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

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

[http://www.education.nh.gov/instruction/special\\_ed/spp.htm](http://www.education.nh.gov/instruction/special_ed/spp.htm)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:**

**Improvement Activities:**

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

*NH SPP Improvement Activity 1: Completed*

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

Consultants from the NHDOE also attended the OSEP sponsored leadership conference in Summer 2013 for additional technical assistance and resources.

*NH SPP Improvement Activity 2: Completed*

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

*NH SPP Improvement Activity 3: Completed*

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

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NH SPP Improvement Activity 4: Completed

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

NH SPP Improvement Activity 5: Completed

The NHDOE provided grants for the 2012-2013 school year for districts that were selected for Focused Monitoring. The grants were provided to assist the districts in their efforts to improve outcomes for students with disabilities.

NH SPP Improvement Activity 6: Completed

The NHDOE continued to provide technical assistance to districts regarding policies for timely correction of noncompliance for Indicator 11, 12 and 13.

**Explanation of Progress or Slippage:**

The NHDOE did not meet the target of 100% for 2012-2013.

State Actual Data: 95.35%

Target: 100%

The NHDOE made progress in this indicator from the previous 2011 APR with a 1.7 percentage point increase from 93.65% to 95.35%. Although NHDOE did not meet the target, it should be noted that although not always timely, each individual instance of noncompliance was corrected prior to the submission of this APR. The NHDOE continues to provide continuous professional development opportunities to the field so as to decrease the number of findings of noncompliance.

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p>			
<p>14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.</p>	<p>Dispute Resolution: Complaints, Hearings</p>			
<p>3. Participation and performance of children with disabilities on statewide assessments.</p> <p>7. Percent of preschool children with IEPs who demonstrated improved outcomes.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p> <p>Dispute Resolution: Complaints, Hearings</p>			
<p>4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p>			

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	2	2	2
5. Percent of children with IEPs aged 6 through 21 - educational placements.  6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings			
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	29	29	29
	Dispute Resolution: Complaints, Hearings			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
	Dispute Resolution: Complaints, Hearings			

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Measurable Goals	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	6	6
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Certified Personnel, Admin/Policy	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	1	1	1

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: IEP Process, Service Provision	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	9	9
	Dispute Resolution: Complaints, Hearings	14	30	26
<b>Sum the numbers down Column a and Column b</b>			86	82
<b>Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.</b>			<b>(b) / (a) X 100 =</b>	<b>%95.35%</b>

**Note:** For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2011 (July 1, 2010 through June 30, 2011) and verified as corrected as soon as possible and in no case later than one year from identification.

**Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):**

1. Number of findings of noncompliance the State identified in FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	<b>86</b>
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	<b>82</b>
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>4</b>

**FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>4</b>
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>4</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Verification of Correction for findings of noncompliance identified in FFY 2011 (either timely or subsequent):**

As required by OSEP's July 1, 2013, *NH Part B FFY 2011 SPP/APR Response Table*, NHDOE verified that each LEA with noncompliance identified in FFY 2011: (1) *is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring, State data system or desk audit; and (2) has corrected each individual case of noncompliance or in the case of a timeline-specific requirement, completed the required action, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP memo 09-02.*

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):**

For the 84 findings identified in 2011-2012, the NHDOE used the following process to verify correction as soon as possible but no later than one year from identification. The State verified the correction of the noncompliance either through on-site visit and file review and/or through a NHDOE desk audit monitoring review of district-submitted written documentation of the correction of the noncompliance. The NHDOE verified correction of noncompliance to ensure that the LEA had corrected each individual case of noncompliance, unless the child was no longer in the jurisdiction of the LEA. Specifically, the NHDOE reviewed files for correction or required LEAs to submit data demonstrating individual correction.

In addition, the NHDOE verified that the LEA was correctly implementing the specific regulatory requirements related to the findings through the review of subsequent data demonstrating 100% compliance. The verification was accomplished through an on-site monitoring visit with a review of a representative selection of student files, policies and procedures and other evidence to ensure that the LEA is implementing the specific regulatory requirements. The NHDOE file review includes a representative selection of student files to ensure confidence that the LEA has implemented the relevant regulations with 100% compliance. In responding to indicators 4B, 11, 12 and 13 in the FFY 2012 APR, the NHDOE reported on the correction of noncompliance as described in the NH Part B FFY 2011 SPP/APR Response Table.

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

**Actions Taken if Noncompliance Not Corrected**

For the 4 findings of noncompliance that were not timely corrected, the NHDOE verified that each individual instance of noncompliance, although not timely, was subsequently corrected by the districts prior to the submission of this APR. The NHDOE has taken enforcement actions against the districts that included monthly meetings that required reporting to the NHDOE and the NHDOE provided technical assistance to insure the implementation of the specific regulations of IDEA relative to the indicators for which there was noncompliance. The districts demonstrated that they were correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on a review of subsequent updated data.

**Additional Information required by the OSEP FFY 2011 APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
<p>INDICATOR 15: REQUIRED ACTIONS:</p> <p>When reporting in the FFY 2012 APR on the correction of findings of noncompliance, the State must report that it verified that each LEA with findings of noncompliance identified in FFY 2011: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.</p>	<p>The NHDOE reported on the status of corrections of noncompliance for FFY 2011 in the section:</p> <p><i>Corrections of FFY 2011 Findings of Noncompliance</i></p>
<p>In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2012 APR, the State must use and submit the Indicator 15 Worksheet.</p>	<p>The NHDOE has reported on this in the section:</p> <p><i>Verification of Corrections (either timely or subsequent).</i></p>
<p>In addition, in responding to Indicators 4B, 11, 12, and 13 in the FFY 2012 APR, the State must report on correction of the noncompliance described in this table under those indicators.</p>	<p>The NHDOE has reviewed the improvement activities and did not revise them as substantial progress was made during FFY 2012 and the NHDOE believes that the current improvement activities will continue to adequately allow for progress.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

Pursuant to OSEP Memorandum 13-6 and the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, Indicators 16 (Complaints) and 17 (Due Process hearings) have been deleted from the SPP/APR, effective with the FFY 2011 submission of the APR. Data related to these two indicators are reported in November to the U.S. Department of Education Office of Special Education as part of reporting required under Section 618 of the IDEA.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

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

**Overview of FFY Data:**

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

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

**FFY 2006 SPP – Baseline year: 38.7%**

**FFY 2007 APR – First year of data: 100%**

**FFY 2008 APR – Second year of data: 84%**

**FFY 2009 APR – Third year of data: 69%**

**FFY 2010 APR – Fourth year of data: 71%**

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

**FFY 2012 APR – Sixth year of data: No Data – NH did not meet the threshold for reporting of at least 10 resolution sessions.**

FFY	Measurable and Rigorous Target
FFY 2012	65-75%

FFY	Actual Target Data
FFY 2012	N/A

According to the 2014 Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, states are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding APR.

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Based on this guidance from OSEP, because there were only three resolution sessions in FFY 2012, the NHDOE is not reporting on this indicator in this APR.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

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

**Overview of FFY Data:**

- FFY 2004 SPP – Baseline year: 77.61%**
- FFY 2005 APR – First year of data: 88.33%**
- FFY 2006 APR – Second year of data: 51.5%**
- FFY 2007 APR – Third year of data: 100%**
- FFY 2008 APR – Fourth year of data: 78%**
- FFY 2009 APR – Fifth year of data: 82%**
- FFY 2010 APR – Sixth year of data: 60%**
- FFY 2011 APR – Seventh year of data: 78.2%**
- FFY 2012 APR – Eighth year of data: 71.4%**

FFY	Measurable and Rigorous Target
FFY 2012	During this period 75-85% of mediations will result in a signed written agreement.

FFY	Actual Target Data
FFY 2012	<b>71.4%</b>

**Actual Target Data for FFY 2012 (reporting period July 1, 2012 – June 30, 2013):**

Calculation

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

71.4%=[(6+4)/14]x100

### **Explanation of Calculation:**

The Office of Legislation and Hearings reported that a total of 14 mediations were held for the time period of July 1, 2012 to June 30, 2013, and this resulted in 10 signed written agreements. The Office of Legislation and Hearings identified that 7 of the 14 mediations and 6 agreements were related to due process complaints and 7 of the mediations and 4 agreements were not related to due process complaints.

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

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

#### *NH SPP Improvement Activity 1: Completed*

The NHDOE has revised the data tracking system used in collecting this data based on the requirements of the annual federal Table 7, used to report data in this indicator. The updates to the system will assist the NHDOE in refining the data collection and analysis regarding this indicator.

#### *NH SPP Improvement Activity 2: Completed*

The NHDOE updated the User's Guide to Administrative Process which addresses mediations. An annual meeting is held with attorneys as an opportunity for training regarding process and program improvement.

#### *NH SPP Improvement Activity 3: Completed*

The NHDOE continues to evaluate mediators on a quarterly and annual basis. Participant feedback with the mediation process is part of the evaluative process.

#### *NH SPP Improvement Activity 4: Completed*

The NHDOE will continue to use the current system in place for recruiting mediators. In the last biennium, one strategy that was employed was changing the amount of reimbursement opportunities for the mediators.

#### *NH SPP Improvement Activity 5: Completed*

The NHDOE has participated in the Northeast Regional Resource Center's Legal and Regulatory Workgroup twice this year. This workgroup offers support for all aspects of dispute resolution, including administrative complaints, resolution sessions, mediations and due process hearings within the region and has offered assistance where necessary for various states.

#### *Explanation of Progress and Slippage*

The NHDOE did not meet its target of 75-85% for 2012. The NHDOE urges caution when looking at these percentages as they are derived from a very small number of mediations and therefore one number has a significant impact on the percentage.

State actual data: 71.4% Target: 75-85%

The NHDOE's data indicates minor slippage from FFY 2011. This is due to the small numbers of mediations that impacts the percentage. The NHDOE revised improvement activities in the SPP submitted on 2/1/11 to address slippage in this indicator.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.

**Overview of the Annual Performance Report Development:**

The development of the NH Part B State Annual Performance Report (APR) for FFY 2012 is described in the Overview section of the APR.

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

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

<p><b>Measurement:</b></p> <p>State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:</p> <ul style="list-style-type: none"> <li>a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort &amp; Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).</li> <li>b. Accurate, including covering the correct year and following the correct measurement.</li> </ul>
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**Overview of FFY Data:**

- FFY 2004 SPP – Baseline Year: 100%**
- FFY 2005 APR – First year of data: 95%**
- FFY 2006 APR – Second year of data: 85.6%**
- FFY 2007 APR – Third year of data: 89%**
- FFY 2008 APR – Fourth year of data: 90.47%**
- FFY 2009 APR – Fifth year of data: 92.86%**
- FFY 2010 APR – Sixth year of data: 100%**
- FFY 2011 APR – Seventh year of data: 100%**
- FFY 2012 APR – Eighth year of data: 95.65%**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
FFY 2012	100%

<b>FFY</b>	<b>Actual Target Data</b>
FFY 2012	95.65%

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Calculation

The New Hampshire Department of Education, per OSEP instruction in the 2014 Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, did not report data for this indicator for the initial FFY 2012 APR submission on February 3rd, 2014. OSEP calculated the data for this indicator to be 94.49% based on a valid and reliable data issue for Indicator 15 and two data issues in the 618 data submission. The NHDOE reviewed OSEP's calculation and provided the missing data for Indicator 15. Further, NHDOE agrees with OSEP's identification of the two data issues (child count and personnel) with 618 data. Based on the revised calculation, NHDOE believes the Indicator 20 calculation is 95.65%.

Explanation of Calculation

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

*Submission of SPP/APR Data*

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

*Submission of 618 data (Federal Tables)*

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

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

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012:**

The NHDOE will populate this section as needed based on receipt of OSEP's calculation of data for this indicator.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

There were no revisions to the SPP for this indicator.