

New Hampshire
Department of Education

IDEA Part B Special Education
Annual Performance Report (APR)
For FFY 2006
(2006 – 2007)

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*New Hampshire Department of Education
Bureau of Special Education*

*State Director of Special Education
Santina Thibedeau
101 Pleasant Street
Concord NH 03301*

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

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/2008%20SPP%20APR/February2008APRSPP.htm

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*The following person has been designated to handle inquiries
regarding the nondiscrimination policies:*

*Brenda Cochrane, Human Resources Administrator
(603) 271-3743 bcochrane@ed.state.nh.us*

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Overview of the Annual Performance Report Development:

Stakeholder Input

In the development of the State Performance Plan (SPP) and the Annual Performance Report (APR), submitted on February 1, 2008, the NHDOE sought input and shared data with key stakeholders including the NH Special Education State Advisory Committee on the Education of Children/Students with Disabilities (SAC). This input and sharing of data was done during the SAC's monthly meetings. SAC has also created a subcommittee group that will be able to contribute additional input to the NHDOE regarding the SPP and APR. 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.

Technical Assistance

The NHDOE sought technical assistance for the February 1, 2008 submission of the SPP and APR:

- The NHDOE participated in OSEP's teleconference regarding the SPP and APR
- The NHDOE used guidance materials from the Regional Resource and Federal Centers (RRFC) website: <http://www.rrfcnetwork.org/content/view/248/358/>
- Ongoing consultation with our OSEP State Contacts
- The NHDOE reached out to OSEP-funded Technical Assistance Centers such as WESTAT, CADRE, ECO, NECTAC, NPSO, NSTTAC
- The NHDOE sought the guidance of the Northeast Regional Resource Center (NERRC)
- Materials found on the IDEA 2004 website: <http://idea.ed.gov/explore/home>
- Attendance at OSEP-sponsored conferences

SPP Revisions and the Submission of the SPP and APR

The NH Department of Education (NHDOE) revised the Part B State Performance Plan (SPP) for 2005-2010 on February 1, 2008. As required by the US Department of Education, Office of Special Education Programs (OSEP), revised sections of the SPP are submitted to OSEP and the entire SPP (including revisions) are posted on the NHDOE website by the February 1, 2008 deadline. In addition, the NHDOE submitted the FFY 2006 Annual Performance Report (APR) to OSEP on February 1, 2008. Any information which has been revised in the SPP has been identified within the body of the SPP indicator and described in the justification section of the APR. The FFY 2006 APR is posted on the NHDOE website at:

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/2008%20SPP%20APR/February2008APRSPP.htm

In the SPP Indicators 1, 2, 3 and 8 have been revised to include additional improvement activities that support the progress of performance and compliance with these indicators and their related requirements. Indicators 9 and 10 have been revised using new calculations to ensure that the NHDOE has used the proper measurement for these indicators. Indicator 7, based on OSEP requirements, has been revised to describe updates to the State's outcome measurement system and to provide progress data. Indicator 14 has been revised, based on OSEP requirements, to provide updates to the indicator and to establish baseline data and targets. Indicator 18 has been completely revised since NH met the threshold for the minimum of sessions needed to establish baseline.

Public Reporting:

The New Hampshire Department of Education (NHDOE) makes its State Performance Plan (SPP) and Annual Performance Report (APR) available through public means, including posting on the NHDOE website, distribution to the media and distribution through public agencies (Section 616(b)(2)(C)(ii)(I)). The NHDOE reports annually to the public (through this same dissemination process) on the progress and/or slippage in meeting the measurable and rigorous targets found in the SPP using the Annual Performance Report (APR). Specially, the NHDOE will disseminate the SPP and the APR to the public by NHDOE website posting and distribution of copies to include but not limited to: the NH State Board of Education; the NH Special Education State Advisory Committee on the Education of Children/Students with Disabilities (SAC); NH Special Education Administrators Association; the Family Resource Connection; State Library and the Parent Information Center. Paper and electronic copies on CD will be

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available upon request from the Bureau of Special Education, NHDOE. These documents are available in alternate format upon request.

The NHDOE will report annually to the public on the specific performance(s) of each local school district in the state on the targets set out in the SPP by posting District Data Profiles on the NHDOE website. These profiles will report the performance of each local school district regarding the indicators in the SPP. The 2005-2006 District Data Profiles can be reviewed at <http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/DistrictDataProfiles.htm>

April 14, 2008 APR Revision

The NHDOE, upon further review and with feedback from OSEP, has made corrections and provided additional clarification in the February 1, 2008 submission of the APR. This revised document has been submitted to OSEP on April 14, 2008 and is posted on the NHDOE website.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

Measurement:
Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	For 2006-2007, the percentage of youth with IEPs graduating with a regular diploma will be 83%.

FFY 2004 – Baseline Year: 73%

FFY 2005 – First year of Actual Data: 72%

FFY 2006 – Second year of Actual Data: 75%

Actual Target Data for FFY 2006 (reporting period July 1, 2006 – June 30, 2007):

Calculating Graduation Rates:

Total number of students with IEPs, 17 to 21 years old, eligible to graduate..... 1,553
Total number of students with IEPs who graduated in 2006-2007.....1,158

The 1,158 students with IEPs who graduated represents 75% of all students with IEPs eligible to graduate (1,158 divided by 1,553 = .75 x 100 = 75%)

The total number of students with IEPs age 17 to 21 who exited in the 2006-2007 school year was 2,183 (Federal Annual IDEA Data Report Table 4).

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Total number of students with IEPs age 17 to 21 who exited 2006-2007.....	2,183
Minus (-) Students, age 17 to 21, who transferred to regular education.....	197
Minus (-) Students, age 17 to 21, who received a certificate.....	29
Minus (-) Students, age 17 to 21, Deceased.....	10
Minus (-) Students, age 17 to 21, who Moved, Known to be continuing.....	346
<u>Minus (-) Students, age 17 to 21, who Reached Maximum Age.....</u>	<u>48</u>

Total number of students with IEPs age 17 to 21 eligible to graduate.....1,553

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. This calculation is done on an annual basis, not a cumulative basis.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH SPP Improvement Activity 1: The NH Department of Education (NH DOE), Bureau of Special Education, was awarded a three year dropout prevention grant during the 2005-2006 school year, from the US DOE Office of Elementary and Secondary Education, entitled Achievement for Dropout Prevention and Excellence II (APEX II). This federal project focuses on reducing New Hampshire’s high school dropout rates and using flexible approaches to help adolescents who have already dropped out of schools reenter to complete their secondary education. This is a state-wide project being implemented at ten high schools in the state that have higher than average dropout rates. The ten high schools are Berlin High School in Berlin, Kennett High School in Conway, Woodsville High School in Woodsville, Somersworth High School in Somersworth, Spaulding High School in Rochester, Raymond High School in Raymond, Memorial and Central High Schools in Manchester, and North and South High Schools in Nashua. The APEX II 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 II project has four primary goals:

- (1) Reducing dropout rates substantially (50%) in each of the ten participating high schools with subsequent reduction in the statewide dropout rate.
- (2) Recovering and re-engaging students who have left school that should be attending.
- (3) Replicating the project’s model in high schools throughout the state.
- (4) Ensuring the effectiveness of project activities and outcomes through a rigorous and independent evaluation plan.

Second year outcomes and performance measures show both progress and slippage. PBIS and RENEW implementation require major high school reform, particularly PBIS which necessitates change on the part of administration, teachers, and staff in their day to day interactions and expectations of students to overall improve school climate. Four of the ten high schools have made significant progress with implementation of PBIS and RENEW, fully achieving second year goals. Five high schools are implementing many aspects of PBIS and RENEW, putting them on track for successful implementation by the third year. One high school has decided to only implement various aspects of the RENEW model that intensively focuses on the most at-risk students, while

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discontinuing school-wide efforts through PBIS. This will bring the number of participating APEX II high schools to nine for the third year.

Highlights of project activities during the 2006-2007 school year include: Middle to high school transition training and capacity building; dropout prevention and recovery teams formed and working; PBIS Universal team and Targeted team development and training; individual intensive RENEW services provided to students, to include capacity building at several sites; consultation for the development of behavioral expectation systems, including reporting, data compilation, and analysis; and the 2007 Summer Institute including training in classroom management, leadership, and RENEW services.

Preliminary data for Reductions in Office Discipline Referrals (ODRs) across participating schools suggest that reductions are occurring and that the reductions may be significant; from the 2005-2006 school year to the 2006-2007 school year for nine of the ten schools. Yearly projected reductions in ODRs include up to a 40% reduction by the end of the 2007-2008 school year (www.ed.state.nh.us/education/News/dropout_grant.htm). This improvement activity is still ongoing.

NH SPP Improvement Activity 2: As stated in the SPP, the New Hampshire Department of Education (NHDOE), Bureau of Special Education sought grants from the USDOE to support youth with IEPs graduating with a regular high school diploma. The NHDOE was recently awarded a \$3.85 million State Personnel Development Grant from the U.S. Department of Education, Office of Special Education Programs. The State will receive \$770,000 each year for five years. The grant project, entitled *NH-RESPONDS: Professional Development for Excellence in Education*, will address early care and education (infants, toddlers, and preschoolers), elementary, middle, and high school children and youth with disabilities to include the full range of mild, moderate, and severe disabilities through local school district demonstration sites throughout the state. Specific targeted outcomes include (a) improved social/emotional skills, (b) improved acquisition and use of literacy knowledge and skills, (c) reductions in major problem behaviors, suspensions, expulsions, and dropping out of school, and (d) increased rates of graduation, competitive employment, and enrollment in postsecondary education.

To accomplish these ends, *NH-RESPONDS* seeks to reform and improve pre-service personnel preparation and in-service professional development systems in order to improve the knowledge and skills of general and special education teachers, early intervention personnel, related services personnel, paraprofessionals, and administrators, in designing, delivering, and evaluating scientifically-based practices in the following areas: (1) response to intervention (RTI) to include systems of positive interventions and supports (PBIS), and literacy instruction, and (2) secondary transition supports for students with emotional/ behavioral challenges. The project also seeks to improve local school district systems of recruiting, hiring, and retaining education and related services personnel who are highly qualified in these areas.

A collaborative effort of the NHDOE, Bureau of Special Education, Bureau of Credentialing, Bureau of Career Development; NH Department of Health and Human Services, Division of Children, Youth, and Families, Division of Developmental Services, Family Centered Early Supports and Services; Parent Information Center; NH Association of School Administrators; and NH Association of Special Education Administrators, *NH-RESPONDS* provides for a comprehensive and coordinated system of supported, evidence based, pre-service and in-service professional development activities systematically delivered in partnership with the NH Center for Effective Behavioral Interventions and Supports; the Institute on Disability, University of New Hampshire; teacher preparation programs at five Institutions of Higher Education (Plymouth State University, Rivier College, Keene State College, University of New Hampshire, and NH Technical College programs in early childhood education); and several local school demonstration sites to be selected throughout the state. This improvement activity is still ongoing.

NH SPP Improvement Activity 3: The Bureau of Special Education at the NH DOE participated in the Governor's Dropout Summit during FFY 2006. This improvement activity is completed.

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NH Improvement Activity 4: The Bureau of Special Education, which provides technical assistance to schools through trainings and professional development, revised the technical assistance program in FFY 2006 to enhance support to districts and to ensure that special education administration, faculty and staff were provided with the necessary tools and techniques to support the success of their students. An RFP for Technical Assistance Consultants (TA Consultants) went out in spring 2007 and five TA Consultants were hired in the summer of 2007. The new process for technical assistance allows for schools or districts to request technical assistance around a specific area of need, weakness or noncompliance. The Bureau then assigns a TA consultant to provide the desired assistance. Schools/districts in turn provide feedback to the Bureau through an initial evaluation and a six-month follow-up evaluation around the success or failure of the assistance. This enables the Bureau to continue improvement in their technical assistance and the education of students with disabilities, in turn supporting their successful completion to high school graduation. The new TA Consultant Project will go into affect for the 2007-2008 school year. This improvement activity is still ongoing.

NH SPP Improvement Activity 5: During the 2006-2007 school year it was determined by the Bureau of Special Education that New Hampshire's twenty-three Adult High Schools housed students who are/were identified for Special Education. As a result, \$1.5 million will begin to be released by NHDOE to adult high schools in need of special education services, to ensure the successful completion of those students. Five hundred thousand dollars will be distributed during the 2007-2008 school year and \$1 million during the 2008-2009 school year to ensure that 16, 17, 18, 19, and 20 year old students enrolled who have active IEPs or had IEPs before they dropped out will be provided with appropriate services. The first priority of the funds will be to provide needed services to the identified students. The second priority will be to provide additional services to students in need who may or may not have been part of the Special Education system in the past. This improvement activity is still ongoing.

NH SPP Improvement Activity 6: The NH Bureau of Special Education during FFY 2006 launched a new information system for recording and reporting all data related to students with disabilities called *New Hampshire Special Education Information System (NHSEIS)*. To assist the field in collecting, recording and reporting accurate and reliable local data through NHSEIS, the Bureau offered guidance through frequent memos to Special Education Directors and Superintendents in the field. FY'07 Memo #1 focused on the responsibilities of districts to account for their students in NHSEIS who are enrolled in a Charter School. FY'07 Memo #9 explained district's responsibilities in NHSEIS for their students who are enrolled in religious or other private schools. FY'07 Memo #23 dealt specifically with overall guidance to districts in entering student information into NHSEIS, such as entering transition services and plans, IEP measurable goals and objectives, accommodations and modifications, and program placement. This improvement activity is still ongoing.

NH SPP Improvement Activity 7: New Hampshire's student-centered *Follow the Child* Initiative focuses on four domains of personalized learning and assessment for the success of each child: personally, socially, physically and academically. During the 2006-2007 school year, the Department of Education began implementation of this initiative, providing opportunities to help outfit teachers and administrators with the tools and techniques necessary to create classrooms and schools focused on the success, aspirations and well-being of each child. A student's learning pathway is determined by students, parents, and educators together, with short-term and long-term goals drawing on resources inside and outside of school. This initiative is intended to encourage more students to graduate from high school, and to ensure that those graduates are better prepared for their next steps in life. This improvement activity is still ongoing.

NH SPP Improvement Activity 8: During the 2006-2007 school year, the New Hampshire Senate debated a bill seeking to raise the compulsory age of public education from 16 to 18. This bill compelled high schools throughout the state to look more closely at their dropout and graduation data, as well as processes they currently had or did not have in place to support struggling students, such as alternative education. Senate Bill 18 (SB 18) passed and goes into effect July 1, 2009.

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At that time students will no longer be able to drop out of school unless they are 18 years of age or older. This is expected to increase high school graduation rates while decreasing dropout rates. This improvement activity is still ongoing.

As a result of SB 18, the Department of Education requested in its FY 08 and FY 09 budget funds for alternative education. The Department of Education was awarded \$2.1 million for dropout prevention. A six-person State Dropout Prevention and Recovery Council was created to oversee the spending of this money with a plan to create a regional, state-wide system of dropout prevention. An RFP for new programs was released July 1, 2007 to address alternative programming needs and interventions in high schools. Grants have been received and reviewed and are in the process of being awarded for the 2007-2008 school year. Schools that applied and will be receiving alternative education grants will be able to implement new programs for students who seek alternative methods of education and job training to successfully complete high school and become a contributing member of their community. This improvement activity is still ongoing.

NH SPP Improvement Activity 9: The New Hampshire Department of Education is exploring the option of designating GED completers as "high school completers" rather than dropouts, in order to have a more specific state record of student success. This is a national program called "GED Options," where schools are allowed to keep GED preparers and test takers enrolled in day high school and therefore schools will not be required to count these students as dropouts. This improvement activity is still ongoing.

Explanation of Progress or Slippage:

NH did not meet the state target of 83% for 2006-2007. However, NH did make a 3 percentage point change in the actual graduation rate from 72% in 2005-2006 to 75% in 2006-2007.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006.

New NH Improvement Activities are included in the February 1, 2008 submission of the SPP for this Indicator.

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Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	The dropout rate for youth with IEPs will be 3.6%.

FFY 2004 – Baseline Year: 3.8%

FFY 2005 – First year of Actual Data: 3.9%

FFY 2006 – Second year of Actual Data: 3.0%

Actual Target Data for FFY 2006 (reporting period July 1, 2006-June 30, 2007):

Calculating Annual Dropout Rate for youth 14-21 with IEPs:

359 (Estimated number of Dropouts that did not return)

11,733 (Enrollment Count 12/1/06) + 83 (Estimated pre-12/1/06 Dropout number) = 11,816

Dropout Rate for youth with IEPs = 359 divided by 11,816 = .030 x 100 = 3.0%

The New Hampshire Department of Education's definition of dropout includes GED recipients, students who fail to return to school after the summer, and students whose status is unknown. This same definition applies to students with IEPs and includes students who reach the age of 21 without receiving a diploma or certificate. The rate for youth with IEPs includes students age 14 and above enrolled in public schools and private placement. To compute a comparable rate for IEP youth, it is necessary to assume that these youth have the same subsequent year return rate (18%) and same September drop percentage (23%) as the general high school population. These estimations are provided by the Bureau of Special Education. Beginning with the 2007-2008 school year, actual data will be available and it will not be necessary to make these assumptions.

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Students enrolled with IEPs age 14 to 21, Enrollment Count 12/1/06 (Federal Annual IDEA Data Report Table 1-10. Children and students served under IDEA, Part B, by age and state: Fall 2006) = 11,733

2006-2007 Dropout Count (Federal Annual IDEA Data Report Table 4) = 438

Estimated number that returned September 2007 = $438 \times 18\% = 79$

Estimated number of dropouts = $438 - 79 = 359$

Estimated number that dropped out before the December 1, 2006 count = $359 \times 23\% = 83$

Dropout Reporting Procedures for youth 14-21 with IEPs:

For a complete definition of dropout, please see Information Services website at:

www.ed.state.nh.us/education/data/ReportsandStatistics/Dropouts/Dropouts%202005-2006/Dropout%20Instructions%202005-2006.htm

Dropout Reporting Procedures for the 2006-2007 School Year are as follows:

1. Any student who was enrolled at the end of the 2005-2006 school year but did not return to school the following fall (i.e. 2006). She/he is considered a dropout as of the 16th attendance day of 2006-2007.
2. Any student that dropped out during the 2005-2006 school year and did not return by the 16th attendance day of the 2006-2007 school year.
3. DO NOT include students who were taught at home by their parents immediately prior to dropping out. DO include homebound students educated at district expense that became dropouts.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH Improvement Activity 1: The NH Bureau of Special Education's dropout prevention project, *Achievement for Dropout Prevention and Excellence II* (APEX II), held a Leadership Institute in August 2006. This improvement activity is complete.

NH Improvement Activity 2: NH Bureau of Special Education funds the *New Hampshire Center for Effective Behavioral Interventions and Supports* (NH CEBIS) which is an organization devoted to implementing Positive Behavioral Interventions and Supports (PBIS) statewide; a multi-year process, the PBIS project works with different cohorts of schools as they move through the PBIS program. In FFY 2006 twenty-two more schools began training with NH CEBIS, putting the number of K-12 schools they have and are training at one hundred and forty-four. Of these schools nine of them are high schools, with four of them beginning training in FFY 2006 and the other five in previous years. Of the five high schools that began training before FFY 2006, three experienced a decrease in the number of students with IEPs that dropped out, and one stayed the same.

Seven Early Childhood Education (ECE) programs and twelve K-12 schools were recruited in the fall of 2006. The cohort of schools each assembled a representative school-wide universal leadership team to oversee the development, implementation, maintenance, and evaluation of the school-wide PBIS program. Universal team members from the K-12 schools participated in four full days of training, starting with an initial two day statewide summit in late January, followed up by one day trainings after six weeks and again at the end of the June. Five of the seven ECE teams were small and, therefore, after the initial 2-day summit, training for them was delivered on-site by their technical assistance provider. The

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programs also identified behavioral coaches who attended two additional days of training in spring and early summer. The training was designed to support schools in the development of effective team functioning, data-based decision-making, and strategies for collaboration and engagement with faculty and families. Trainings also addressed how to develop the six school-wide discipline features: (1) a statement of purpose, (2) clearly defined expectations, (3) procedures for teaching expectations and expected behaviors, (4) procedures for encouraging expected behaviors, (5) procedures for discouraging problem behaviors, and (6) procedures for monitoring and record keeping.

Cohort 4 schools were provided training in targeted interventions designed to impact the 10-15% of students who were at-risk. The training was designed to support schools in the development of effective targeted team functioning, data-based decision-making, and strategies for collaboration and engagement with faculty and families. Trainings also addressed how to (a) develop a referral system to identify students early and differentiate students in need of these supports from those needed more intensive supports, (2) identification of targeted group interventions, (3) complete quick and intermediate Functional Behavioral Assessments (FBAs), (4) translate the results of the FBA in function-based behavior support plan, and (5) how to monitor the progress of the plans.

Cohort 3 schools were provided training in intensive interventions designed to impact students with severe and chronic behavioral difficulties. The training was designed to support schools in the development of (a) a referral process that differentiated between students needed targeted and those needing intensive supports and (b) intensive behavior support plans that addressed escalating behavior and crises.

The *NH CEBIS* provided technical assistance to 112 Cohort 2, 3, 4 and 5 schools beyond training through a facilitator who spends ½ day to 1 day per month consulting with either, the universal, targeted or intensive teams, administrators and coaches at training and on-site at the school. In addition, three designated staff members at each school were trained and coached in the inputting and reporting features of the School-wide Information System (SWIS) at the University of Oregon.

Usable data for the current analysis (Cohort 4) was available for 18 of the 18 (100%) programs that have continued implementation. This included all 10 elementary, 1 middle, 1 high, 2 multi-level, and 3 alternative schools (100%). Since Cohort 4 just completed the first year of PBIS-NH implementation, comparison data is only available for the School-wide Evaluation Tool (SET) which measures the degree of implementation by the teachers and staff of PBIS throughout the school:

- Results from the SET evaluation conducted in the spring of 2007 indicate that 13 of the 18 or 72% of the Cohort 4 programs met or exceeded the 80%-80% standard in school year 2006-2007.
- Results of the analysis revealed that 11 of the 14 schools (79%) were successful in creating a universal system in which the percentage of students receiving either zero or one ODR was consistent with the standard for their respective instructional level in their first year of implementation.
- There were a total of 8,429 office discipline referrals (ODRs) for major problem behavior in Cohort 4 schools with usable data in 2006-2007.
- Students in Cohort 4 schools were suspended a total of 2,107 times including 1,532 ISS and 575 OSS.
- Ten students were expelled from Cohort 4 schools in school year 2006-2007. Surprisingly, 6 of the 10 or 60% were elementary students, with 5 of the 6 (83%) from one school. One student in middle school and three attending alternative programs were also expelled.
- The data reveals the overall risk ratio for the 13 Cohort 4 K-12 schools was 1.00 indicating equal risk for both groups and no disproportionality. Students with a disability in elementary and multilevel schools were at higher risk (1.83 and 1.64), while high school and alternative school students with a disability were at less risk (.84 and .91). The risk for student in middle schools was negligible.

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- The data reveal the overall risk ratio for In School Suspension (ISS) in the 10 Cohort 4 K-12 schools was 1.12; indicating that as a group, students with a disability were only slightly more likely to get at least one ISS than students without disabilities.
- The data also reveal the overall risk for Out of School Suspensions (OSS) in the 8 Cohort 4 K-12 schools was 1.5 indicating that as a group, students with a disability were 1 ½ times as likely to get at least one (1) OSS than students without disabilities.
- Data from the SWIS indicates that five students in Cohort 4 were expelled during school year 2006-2007. The data indicate one elementary school expelled four non-disabled students and one alternative school expelled one non-disabled student. None of the students with a disability were expelled during the school year (<http://www.nhcebis.seresc.net>). This improvement activity is still ongoing.

Improvement Activities discussed in FFY 2006 APR Indicator 1 also promote improvement in Indicator 2.

Explanation of Progress or Slippage:

Progress has been made for this indicator. The target for 2006-2007 was 3.6%. The actual dropout rate was 3.0%. For the 2005-2006 APR the target of 3.7% was not met. Of note, is that NH not only met the 2006-2007 target but exceeded it.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

Based on a clearer understanding the NH DOE revised the drop out calculations on May 22, 2007. Those changes are included in the February 1, 2008 submission of the SPP for this Indicator.

New NH Improvement Activities are included in the February 1, 2008 submission of the SPP for this Indicator.

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Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

The Bureau of Special Education solicited input from the New Hampshire Special Education State Advisory Committee of Children/Students with Disabilities (SAC). Based on this feedback, targets for proficiency rates in the February 1, 2008 State Performance Plan has been aligned with the No Child Left Behind requirement that all students will be proficient by 2014.

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

- | |
|--|
| <ul style="list-style-type: none">A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$.B. Participation rate =<ul style="list-style-type: none">A. # of children with IEPs in assessed grades;B. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);C. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);D. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); andE. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \div (a)] \times 100$). <p>Account for any children included in a but not included in b, c, d, or e above.</p> <p>Overall Percent = $[(b + c + d + e) \div (a)]$.</p> C. Proficiency rate =<ul style="list-style-type: none">a. # of children with IEPs in assessed grades;b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and |
|--|

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e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).
Account for any children included in a but not included in b, c, d, or e above.
Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>A. District AYP Target: 43% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup.</p> <p>B. Participation Rate Target: The state will maintain or increase the 96.18% participation rate of students with disabilities participating in statewide assessment.</p> <p>C. Proficiency Targets:</p> <ul style="list-style-type: none"> ▪ Reading Proficiency: 40.84% of students with IEPs across all grades 3-8 and 10 will show proficiency in reading. ▪ Mathematics Proficiency: 50.74% of students with IEPs across all grades 3-8 and 10 will show proficiency in mathematics.

	A. District AYP Data	B: Overall Participation Rate	C. Proficiency Rate
FFY 2004 – Baseline Year	42%	96.18%	Reading Proficiency: 33.45% Mathematics Proficiency: 44.59%
FFY 2005 – First year of Actual Data Grade (10 only)	District AYP was not determined for this reporting period (see FFY 2005 APR)	Reading Participation: 97.24% Mathematics Participation: 96.64%	Reading Proficiency: 41.49% Mathematics Proficiency: 31.81%
FFY 2006 – Second year of Actual Data	41%	Reading Participation: 98.8 % Mathematics Participation: 98.6%	Reading Proficiency: 29.12% Mathematics Proficiency: 28.36%

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Actual Target Data for FFY 2006 (2006-2007)

Data for this indicator was provided by the Office of Accountability.

2007 AYP determinations for districts were based on:

- Fall 2006 New England Common Assessment Program (NECAP) and the 2005-2006 NH Alternate Assessment Program for elementary/middle grades
- Spring 2006 New Hampshire Education Improvement Assessment Program (NHEIAP) and the 2005-2006 NH Alternate Assessment Program for high school Grade 10.

(Source: Adequate Yearly Progress (AYP) Results 2007 District Level Reports (based on 2006 Grades 3-8 NECAP and 2006 Grade 10).

<http://www.ed.state.nh.us/education/doe/organization/curriculum/Assessment/AYP/2007/ayp.htm>

3A. AYP:

- A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.

NH 2007 AYP Results

Total Number of Districts	162
Districts with Sufficient Cell Size	136
Districts who made AYP in both content areas	56
41% = (56 divided by 136) X 100	

The percent of districts meeting the State's AYP objective for progress for the disability subgroup is 41%

3B. Participation:

- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

Participation Tables 1 & 2 for Reading and Math were developed by the North East Regional Resource Center. There was no assessment given for high school/grade 10 for this reporting period.

Overall Reading Participation Percent = [(b + c + d + e) divided by (a)] X 100

$$98.8\% = [(4014 + 9822 + 0 + 907) / 14922] \times 100$$

Overall Math Participation Percent Formula = [(b + c + d + e) divided by (a)] X 100

$$98.6\% = [(3981 + 9828 + 0 + 907) / 14922] \times 100$$

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3B. Reading Participation Rate Data:

Table 1 Reading Participation: The data included in this table is based on 2006 Grades 3-8 NECAP and 2005-2006 NH Alternate Assessment.

Statewide Assessment 2006-2007	Reading Assessment (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10		
	#	%	#	%	#	%	#	%	
a) Children with IEPs	1961	2319	2516	2696	2699	2731		14922	
b) IEPs in regular assessment with no accommodations	539	454	602	725	687	1007		4014	26.9%
(%)	27.5%	19.6%	23.9%	26.9%	25.5%	36.9%			
c) IEPs in regular assessment with accommodations	1259	1680	1724	1796	1837	1576		9822	65.8%
(%)	64.2%	72.4%	68.5%	66.6%	68.1%	57.7%			
d) IEPs in alternate assessment against grade-level standards*	State does not have alternate assessments that tests children against grade level standards. IF STATE HAS THESE DATA INCLUDE HERE AND ADJUST SPREADSHEET								
e) IEPs in alternate assessment against alternate standards	144	175	164	150	137	137		907	6.1%
(%)	7.3%	7.5%	6.5%	5.6%	5.1%	5.0%			
Overall (b+c+d+e)	1942	2309	2490	2671	2661	2720		14743	98.8%
	99.0%	99.6%	99.0%	99.1%	98.6%	99.6%			

Below are included in a) but not included in b, c, d, or e

Medical exemptions Absent

20 0.1%
159 1.1%

check sum (should = 100%)

99.0% 99.6% 99.0% 99.1% 98.6% 99.6% #DIV/0!
14922 100.0%

Total number SWD by grade

Actual Numbers for each section

Reading Participation: Account for any children included in a. but not included in b., c., d., or above:

- a.= 14922
- b.= 4014
- c.= 9822
- d.= 0

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e.= 907
14922 - 4014 - 9822 - 0 - 907 = 179

Of the 179 children with IEPs in the assessed grades who did not participate, 20 had medical exemptions and 159 were absent.

Overall Reading Participation Percent = [(b + c + d + e) divided by (a)] X 100
98.8% = [(4014 + 9822 + 0 + 907) / 14922] X100

3B. Math Participation Rate Data:

Table 2 Math Participation: The data included in this table is based on 2006 Grades 3-8 NECAP and 2005-2006 NH Alternate Assessment.

Statewide Assessment 2006-2007	Math Assessment (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%
	a) Children with IEPs	1961	2319	2516	2696	2699	2731		14922
b) IEPs in regular assessment with no accommodations	506	438	611	735	692	999		3981	26.7%
(%)	25.8%	18.9%	24.3%	27.3%	25.6%	36.6%			
c) IEPs in regular assessment with accommodations	1288	1694	1714	1780	1825	1527		9828	65.9%
(%)	65.7%	73.0%	68.1%	66.0%	67.6%	55.9%			
d) IEPs in alternate assessment against grade-level standards*	State does not have alternate assessment that tests children against grade level standards. IF STATE HAS THESE DATA INCLUDE HERE AND ADJUST SPREADSHEET								
e) IEPs in alternate assessment against alternate standards	144	175	164	150	137	152		907	6.1%
(%)	7.3%	7.5%	6.5%	137.0%	5.1%	5.6%			
Overall (b+c+d+e)	1938	2307	2489	2665	2654	2678		14716	98.6%
	98.8%	99.5%	98.9%	98.9%	98.3%	98.1%			
Below are included in a) but not included in b, c, d, or e									
Medical exemptions								29	0.2%
Absent								177	1.2%
check sum (should = 100%)	98.8%	99.5%	98.9%	98.9%	98.3%	98.1%		14922	100.0%

Total number SWD by grade
 Actual Numbers for each section

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Math Participation: Account for any children included in a. but not included in b., c., d., or e., above:

- a. = 14922
- b. = 3981
- c. = 9828
- d. = 0
- e. = 907

$$14922 - 3981 - 9828 - 0 - 907 = 206$$

Of the 206 children with IEPs in the assessed grades who did not participate, 29 had medical exemptions and 177 were absent.

Overall Math Participation Percent Formula = [(b + c + d + e) divided by (a)] X 100
 $98.6\% = [(3981 + 9828 + 0 + 907) / 14922] \times 100$

3C. Proficiency:

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards

In New Hampshire there are four achievement levels on the New England Common Program (NECAP). These levels describe a student's proficiency on the content and skills taught in the previous grade.

Performance at Proficient (level 3) or Proficient with Distinction (level 4) indicates that the student has a level of proficiency necessary to begin working successfully on current grade content and skills. This is considered proficient on the NECAP.

According to the federal Annual IDEA Table 6 [*Report of Participation and Performance of Students with Disabilities*], achievement levels 3 and 4 are considered proficient. There was no assessment give for high school/grade 10 for this reporting period.

Additional resources, information and comparative charts can be found at www.ed.state.nh.us/necap.

Performance Tables 3 & 4 for Reading and Math were developed by the North East Regional Resource Center for New Hampshire.

Overall Percent = [(b + c + d + e) divided by (a)].

Overall Reading Proficiency Percent = [(b + c + d + e) divided by (a)].

$$29.12\% = [(1086 + 2715 + 0 + 545) / (14922)].$$

Overall Math Proficiency Percent = [(b + c + d + e) divided by (a)].

$$28.36\% = [(1036 + 2689 + 0 + 507) / (14922)].$$

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3C. Reading Proficiency Data:

Table 3. New Hampshire's Presentation of Performance Data for the Reading Content Area

The data included in this table is based on 2006 Grades 3-8 NECAP and 2005-2006 NH Alternate Assessment.

2006-2007 % Proficient	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Total	
								#	%
a) Children with IEPs	1961	2319	2516	2696	2699	2731		14922	
b) IEPs in regular assessment with no accommodations	183	130	181	212	164	216		1086	7.3%
(%)	9.3%	5.6%	7.2%	7.9%	6.0%		8.0%		
c) IEPs in regular assessment with accommodations	427	480	517	525	438	328		2715	1.8%
(%)	2.2%	2.1%	2.1%	2.0%	1.6%	1.2%			
d) IEPs in alternate assessment against grade level standards*	State does not have alternate assesement that tests children against grade level standards.								
e) IEPs in alternate assessment against alternate standards	87	117	102	89	72	78		545	3.7%
(%)	4.4%	5.0%	4.0%	3.3%	2.7%	2.9%			
Overall (b+c+d+e) Proficient	697	727	800	826	674	622		4346	29.1%
	35.5%	31.3%	31.8%	30.6%	25.0%	22.8%			

 Total number SWD by grade

 Actual Numbers for each section

Reading: Account for any children included in a. but not included in b., c., d., or e., above:

a. = 14922

b. = 1086

c. = 2715

d = 0

e = 545

$14922 - 1086 - 2715 - 0 - 545 = 10,576$

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Of the 10,576 children included in a. but not included in b., c., d., and e., 20 had medical exemptions, 159 were absent and 10,397 scored below proficient. None of the tests were invalidated as none of them had non-comparable accommodations.

Overall Reading Proficiency Percent = [(b + c + d + e) divided by (a)].

29.12% = [(1086 + 2715 + 0 + 545) divided by (14922)].

3C. Math Proficiency Data:

Table 4. New Hampshire's Presentation of Performance Data for the Math Content Area

The data included in this table is based on 2006 Grades 3-8 NECAP and 2005-2006 NH Alternate Assessment.

Statewide Assessment 2006-2007 % Proficient	Math Assessment (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%
	a) Children with IEPs	1961	2319	2516	2696	2699	2731		14922
b) IEPs in regular assessment with no accommodations (%)	194 9.9%	145 6.3%	186 7.4%	204 7.6%	140 5.2%	167 6.1%	#DIV/0!	1036	6.9%
c) IEPs in regular assessment with accommodations (%)	489 24.9%	562 24.2%	520 20.7%	493 18.3%	369 13.7%	256 9.4%	#DIV/0!	2689	18.0%
d) IEPs in alternate assessment against grade level standards*	State does not have alternate assessment that tests children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	80 4.1%	99 4.3%	103 4.1%	84 3.1%	70 2.6%	71 2.6%	#DIV/0!	507	3.4%
Overall (b+c+d+e) Proficient	763 38.9%	806 34.8%	809 32.2%	781 29.0%	579 21.5%	494 18.1%	0 #DIV/0!	4232	28.4%

 Total number SMD by grade

 Actual Numbers for each section

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Math : Account for any children included in a. but not included in b., c., d., or e., above:

a = 14922

b = 1036

c = 2689

d = 0

e = 507

$$14922 - 1036 - 2689 - 0 - 507 = 10,690$$

Of the 10,690 children included in a. but not included in b., c., d., or e., 20 had medical exemptions, 159 were absent and 10,511 scored below proficient. None of the tests were invalidated as none of them had non-comparable accommodations.

Overall Math Proficiency Percent = [(b + c + d + e) divided by (a)].

$$28.36\% = [(1036 + 2689 + 0 + 507) / (14922)].$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006(2006-2007)

NH SPP Improvement Activity 1: The NHDOE Bureau of Accountability and Bureau of Special Education shared data regarding the results with the state stakeholder group of the New England Common Assessment Program. This activity is complete.

NH SPP Improvement Activity 2

The NHDOE Bureau of Accountability and Bureau of Special Education provided ongoing professional development and technical assistance relative to the participation rate of students with disabilities on statewide assessments. This activity is complete for the 2006-2007 year. The NHDOE provided this technical assistance to schools through the Special Education Technical Assistance Consultants, the School Improvement Coaches, and the NH Alternate Assessment Field Training Coaches. These professionals provided technical assistance to IEP teams in school districts to determine how the children with disabilities participated in the state wide assessments for the NECAP for elementary and middle schools; the NHEIAP for high school and the NH Alternate Assessment. To learn more about these technical assistance opportunities go to:

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/technicalassistanceconsultants.htm

www.ed.state.nh.us/education/doe/organization/curriculum/School%20Improvement/SchoolImprovementCoachInformation.htm

www.ed.state.nh.us/education/doe/organization/curriculum/NHEIAP%20Alt%20Assessment/NHEIAP-Alt.htm

www.ed.state.nh.us/education/doe/organization/curriculum/NHEIAP%20Alt%20Assessment/2007-2008%20Alt/documents/2007-08Ch.8-FAQs.doc

NH SPP Improvement Activity 3: 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. This activity is complete for the 2006-2007 year. The NHDOE provided this technical assistance to schools through the Special Education Technical Assistance Consultants, the School Improvement Coaches, and the NH Alternate Assessment Field Content Coaches. These professionals provide technical assistance to IEP teams in New Hampshire schools to determine how

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to increase the proficiency rates of children with disabilities against grade level standards and alternate achievement standards. During the 2006-2007 year, the New Hampshire Center for Effective Behavioral Interventions and Supports, a grant from the NHDOE, provided technical supports to 143 schools. This initiative provided targeted interventions aimed to lower the number of behavioral incidences, therefore increasing the amount of instructional time in the classroom. Data collected during this time evidenced that the impact of PBIS-NH improved the results of the performance of students on the statewide assessments. To learn more about these technical assistance opportunities go to:

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/technicalassistanceconsultants.htm

www.ed.state.nh.us/education/doe/organization/curriculum/School%20Improvement/SchoolImprovementCoachInformation.htm

www.ed.state.nh.us/education/doe/organization/curriculum/NHEIAP%20Alt%20Assessment/NHEIAP-Alt.htm

www.ed.state.nh.us/education/doe/organization/curriculum/NHEIAP%20Alt%20Assessment/2007-2008%20Alt/documents/2007-08Ch.8-FAQs.doc

<http://www.nhcebis.seresc.net/>

NH SPP Improvement Activity 4: The NHDOE sought grants from the USDOE to support the participation and performance of children with disabilities on statewide assessments. This activity is complete for the 2006-2007 year. **Beyond Access for Assessment Accommodations**, funded by the U.S. Department of Education is a project that was awarded for November 1, 2006-October 31, 2007. This project provided support to schools and IEP teams to determine appropriate use of accommodations to maximize the potential for students with disabilities to access and progress in the general curriculum. To learn more about this go to <http://www.iod.unh.edu>.

Explanation of Progress or Slippage:

- A. District AYP Target: The target was 43% of NH districts will demonstrate adequate yearly progress for the students with disabilities subgroup. The actual District AYP Target Rate was 41%. NH has not met this target.
- B. Participation Rate Target: The target was to maintain or increase participation rate of 96.18%.if students participating in statewide assessments. The actual participation rate for reading was 98.8%. The actual participation rate in mathematics was 98.6%. In both reading and mathematics NH has met this target.
- C. Proficiency Target :
 - Reading: The target was 40.84%of students with IEPs across grades 3-8 and 10 will show proficiency in reading. The actual proficiency rate for Reading is 29.12% of students with IEPS across grades 3-8. NH did not meet this target.
 - Math: The target was 50.74% of students with IEPs across grades 3-8 and 10 will show proficiency in math. The actual proficiency rate for math is 28.36% of students with IEPS across grades 3-8. NH did not meet this target.

Districtwide Assessments

Based on the *NH Part B FFY 2005 SPP/APR Response Table* of June 15, 2007 from OSEP regarding the July 2006 verification visit, the State must submit documentation in the FFY 2006 APR documenting correction of noncompliance with federal requirements regarding districtwide assessments. The Bureau of Special Education has issued FY'07 Memo # 18 directing districts to follow the same procedures for district wide assessment as those required for state wide assessment.

In addition, in the 2006-2007 year, the NHDOE had no complaint findings relative to district wide assessment requirements. The NHDOE general supervision monitoring of districts included a review of district policies relative to this requirement for any district participating in the monitoring process. Any identification of noncompliance will be corrected as soon as possible but in no case longer than one year from identification.

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In the FFY 08 APR due on February 1, 2009 the NHDOE will report any allegations of non-compliance in this area by utilizing the i.4 see, an initiative for School Empowerment and Excellence data system. This data collection and reporting system project was developed by the New Hampshire Department of Education (NHDOE). To locate information regarding the I.4 see data system, go to: www.ed.state.nh.us/education/datacollection/i4see.htm

To learn more about the NHDOE FY 07 Memo #18 District-wide Assessments go to: www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/2007Memorandum.htm

Attachment

The New Hampshire Federal Annual Report Table 6, Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment is included as an attachment in this indicator. Participation and proficiency calculations in this indicator reported participation and performance rates by content area for each of the grades shown in Table 6.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007)

New NH Improvement Activities are included in the February 1, 2008 submission of the SPP for this Indicator.

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Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2005 is described in the beginning (Indicator 1 of this report).

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State 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; and
- B. 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 of children with disabilities by race and ethnicity.

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

Measurement:

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

Include State's definition of "significant discrepancy."

NHDOE defines "significant discrepancy" as any percentage greater than 2% of each district's total population of children with disabilities for more than ten days.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>A. No more than 2.8 % of school districts in New Hampshire (five districts) will suspend or expel a child with a disability in excess of 2% of each district's total population of children with disabilities for more than ten days.</p> <p>B. Reporting for 4B is not required at this time pursuant to the Instructions for the FFY 2006 SPP/APR</p>

FFY 2004 – Baseline Year: 1.7% or 3 districts

FFY 2005 – First year of Actual Data: 2.26% or 4 districts

FFY 2006 – Second year of Actual Data: 3.7% or 6 districts

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Actual Target Data for FFY 2006 (reporting period July 1, 2006 - June 30, 2007):

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.

$$3.7 \% = [(6 / 162)] * 100$$

The NH Department of Education used the data reported in the federal Annual *IDEA Data Report Table 5, Section A (3)(B): Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 days*. The NHDOE then compared these numbers of suspended or expelled students against the total number of students with IEPs in each district. The NHDOE calculated the percent of children with disabilities in each district who were suspended or expelled for greater than 10 days.

1. During 2006-2007, of 162 districts in New Hampshire, 156 or 96% suspended or expelled for greater than 10 days, less than 2.0% of their students with disabilities.
2. Six (6) or 3.7 % of the 162 districts in NH exceeded the 2% threshold for "significant discrepancy." See below Table 1.

Table 1

District	10 + days	Total students with IEPs	% of students w/ IEPs
#1.	19	417	4.5 %
#2.	6	158	3.7 %
#3.	18	535	3.36%
#4.	5	194	2.57
#5.	8	161	4.96 %
#6.	27	909	2.97%

With six districts (3.7% of 162) exceeding the target of 2.8 % of all districts, New Hampshire did not meet its target for FFY 2006.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The Bureau of Special Education, NHDOE took the following actions regarding four (4) school districts that were identified as having a *significant discrepancy*, that is, suspensions and expulsions for more that ten days that exceeded 2% of each district's total population of children with disabilities during the 2005-2006 school year:

- 1) The four (4) districts identified as having suspended or expelled, for more than ten days, more than 2% of their total population of children with disabilities, during the previous school year (2005-2006) were contacted during the spring of 2006-2007 and alerted that they would be receiving a formal letter from the Bureau regarding actions that may be needed to ensure compliance with this Indicator for the school year 2006-2007.
- 2) On June 18, 2007, the Bureau sent a letter to each of the four districts with the specific data and analysis regarding suspensions and expulsions of students with disabilities for more than ten days. Districts were requested to validate this data. All four districts confirmed that the following data was accurate:
 - o District 1: Suspended or expelled 3.1% (5 of 159) students with disabilities for more than 10 days.

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- District 2: Suspended or expelled 2.36% (5 of 212) students with disabilities for more than 10 days.
 - District 3: Suspended or expelled 2.3% (12 of 522) students with disabilities for more than 10 days.
 - District 4: Suspended or expelled 2.3% (9 of 208) students with disabilities for more than 10 days.
(Database for 11/1/06 Special Education Information System (SPEDIS) Federal Data Reports, NHDOE)
- 3) As per the *New Hampshire Part B FFY 2005 SPP/APR Response Table* (pg. 3) the Bureau reviewed with each district's special education director, the local policies and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports (PBIS) or similar positive behavioral student supports, and a review of the procedural safeguards in place in each district as per *34 C.F.R. 300.170(b)*.
- 4) The Bureau followed up with a review of each district's long term suspension(s) policies and procedure, including the specific circumstances in each case where the suspension and expulsion(s) of more than ten days involved students with disabilities.
- 5) Districts were requested to include in their policies, practices, and procedures leading up to a possible long term suspension or expulsion, a specific consideration, in each case, of alternatives to long term suspensions. To include a number of alternatives to suspension and expulsions for students that could be made available to children with disabilities.
- 6) November 27, 2007 – The four districts were again contacted to assess their improvement activities related to this indicator. Actions currently being implemented to reduce the numbers of long term suspensions of students with disabilities by these school districts included:
- a) Reviewing the special education state and federal laws and regulations as they relate to suspension and expulsion of children with disabilities with all school administrators, teachers, and other school personnel who may be involved in decisions regarding discipline involving suspensions and expulsions.
 - b) Using the school-wide information system (attendance, office referrals, other discipline data) to flag those students who may be in danger of suspension and expulsion and refer to the special education office for possible alternatives to suspensions and expulsions.
 - c) Assignment of school leaders and administrators to the same class for their four years of high school. School counselors also stay with a cohort of students for their entire time at the school so they can anticipate possible behavioral issues early.

The NHDOE, through the Bureau of Special Education is continuing to monitor these school districts regarding their corrective actions, including revising local policies, procedures, and practices around suspensions to ensure that the number of suspensions and expulsions for more than ten days, does not exceed 2% of each district's total population of children with disabilities.

Improvement Activities discussed in FFY 2006 APR Indicator 1 and 2 also promote improvement in Indicator 4.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2005)

Definition of "Significant Discrepancy" in rates of suspension and expulsion for greater than 10 days: After reviewing the data with stakeholders including the NH State Advisory Committee on the Education of Children/Students with Disabilities, the NHDOE determined that a "significant discrepancy" in New Hampshire is defined as any percentage of students with IEPs suspended or expelled for greater than 10 days in a school year that is greater than 2% of all students with IEPs in the district. Upon further review and consideration of the small enrollment number of NH districts, it was determined that a small cell size

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would not yield statistically relevant information and would be potentially revealing of personally identifiable information. Therefore, the NHDOE will use the same cell size as the State Assessment and will not include for analysis districts with fewer than 11 children with disabilities in a given category. In other words, districts with 10 or fewer children with IEPs will not be included in the analysis for 4A and districts with 10 or less children with IEPs by race/ethnicity category will not be included in the analysis for 4B.

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Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: FAPE in the LRE

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

- A. Removed from regular class less than 21% of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% 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 public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<ul style="list-style-type: none"> A. As demonstrated through data collected for the federal Annual IDEA Data Report, Table 3 for December 1, 76% of children with IEPs will be removed from regular class less than 21% of the day. B. As demonstrated through data collected for the federal Annual IDEA Data Report, Table 3 for December 1, 3.3%.of children with IEPs will be removed from regular class greater than 60% of the day. C. As demonstrated through data collected for the federal Annual IDEA Data Report, Table 3 for December 1, 4.3% of children with IEPs will be served in public or private separate schools, residential placements, or homebound or hospital placements.

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

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C. NH met the target of 4.3% for 2006-2007 for part C. of this indicator. Actual data shows 4.00% of children with IEPs being served in public or private separate schools, residential placements, or homebound or hospital placements.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH SPP Improvement Activity 1: The NHDOE continues its monitoring/oversight of policies, practices and procedures of districts and nonpublic special education programs to ensure young children with IEPs have access to free appropriate public education in the least restrictive environment. Noncompliance will be corrected as soon as possible but no more than one year from identification. This ongoing activity has been completed for the reporting period.

NH SPP Improvement Activity 2: Positive Behavior and Support (PBIS) has expanded during the 2006-2007 reporting period to twenty-two schools. This activity has been completed.

NH SPP Improvement Activity 3: During July 1, 2006 – June 30, 2007 the NH Vision and Hearing Network provided a total of 1,626.5 hours of consultation for students who are visually impaired, hearing impaired and deaf blind. This information was calculated from the NH Vision and Hearing Network state report dated July 1, 2006-December 31, 2006 submitted January 19, 2007 and the state report submitted July 9, 2007 and revised/resubmitted September 2007. This activity has been completed.

NH SPP Improvement Activity 4: The NHDOE continues to seek grant opportunities that promote children with disabilities being educated in the Least Restrictive Environment. The NHDOE was not able to identify grants from the USDOE in the reporting period that support children and youth with IEPs aged 6-21 being educated in the Least Restrictive Environment. This activity has been completed.

NH SPP Improvement Activity 5: The NHDOE continues to seek with broad stakeholder input regarding the SPP targets, improvement activities, timelines, and resources. There is proposed legislation that would offer financial support to school districts to create in-district programs for students who are currently being educated in out-of-district programs. This activity has been completed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

There were no revisions to the Proposed Targets / Improvement Activities / Timelines / Resources in the State Performance Plan for this indicator.

According to the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid (11/9/07)* States can consider revising targets if the change in collection of 618 data related to non-duplicated counts for youth in correctional facilities and children parentally placed in private schools has changed the reported data.

At this time, NH has not chosen to include the non-duplicated counts for youth in correctional facilities and children parentally placed in private schools in the reported data for the APR. Therefore the reported data has not changed and targets do not need to be considered for revision in the SPP. NHDOE will work with stakeholders over the next year to determine if the data reporting for the FFY 2007 APR (due February 1, 2009) should include non-duplicated counts for youth in correctional facilities and children parentally placed in private schools.

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Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

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

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

The OSEP *NH Part B FFY 2005 SPP/APR Response Table* of June 15, 2007 states: "The State revised the baseline data for this indicator in its SPP and OSEP accepts those revisions. Please note that, due to changes in 618 State-reported data collection this indicator will change for the FFY 2006 APR, due February 1, 2008." Further instructions by OSEP provided in the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* (dated 10/19/07) inform States that they do not need to report on Indicator 6 in the FFY 2006 APR due Feb 1, 2008.

NH continues to collect early childhood settings data for federal reporting. Improvement activities that promote FAPE in the LRE for preschool children with IEPs remain a priority for NH preschool special education.

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Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 the (# 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 the (# 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 the (# 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 the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 the (# 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 the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to

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same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# 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 the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 the (# 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 the (# 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 the (# 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 the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Measurable and Rigorous Targets/Actual Target Data for FFY 2006

This is a new indicator. As instructed by OSEP in the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* dated 11/9/07, baseline and targets will be established in the February 1, 2010 SPP. Therefore, there is no target or target data for this indicator in this reporting period (July 1, 2006-June 30, 2007).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The Office of Special Education Programs (OSEP) requires improvement activities to be developed once baseline has been determined.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

The February 1, 2008 State Performance Plan (SPP) has been revised pursuant to the OSEP requirements for Indicator 7 Preschool Outcomes in the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* dated 11/9/07. The revised State Performance Plan dated February 1, 2008 includes a description of how the state ensures that data are valid and reliable, improvement activities for remaining years of the SPP, and progress data on preschool outcomes.

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Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

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.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will be 72%.

FFY 2004 – Baseline not required

FFY 2005 – Baseline Year: 70.5% or 1,271 parents reported that schools facilitated parent involvement

FFY 2006 – First year of Actual Data: 72% or 1,129 parents reported that schools facilitated parent involvement

Actual Target Data for FFY 2006 (reporting data July 1, 2006-June 30, 2007):

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.

$$72\% = [(1129)/(1575) \times 100]$$

Discussion of Data: There were a total of 1,575 parents who returned surveys. Of this number, 1,129 (72%) reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Parents were asked to rate specific questions utilizing the following Likert scale measuring agreement (3-Completely, 2-Partially, 1-Not At All, and NA-Not Applicable). Prior to analyzing this data for this indicator, two decisions were made upon which to base the work. The NHDOE determined that only those questions receiving a rating of "3-Completely" would be counted as positive responses. It was also decided that the following six questions were the most appropriate questions to analyze to determine level of parent involvement:

- 1) I am adequately informed about my child's progress.
- 2) A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.
- 3) I have been involved in the development of behavior interventions, strategies and supports for my child.

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- 4) I fully participate in special education decisions regarding my child.
- 5) I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.
- 6) All of the people who are important to my child's transition were part of the planning.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH SPP Improvement Activity 1: By June 2007, the NHDOE contracted with New Hampshire Connections to work with stakeholders to select questions for a parent involvement survey from a bank of questions from the NCSEAM Parent Involvement Survey. This activity was completed.

NH SPP Improvement Activity 2: By February 2007, the NHDOE completed the request for proposal (RFP) to implement a statewide parent involvement survey. This activity was completed.

NH SPP Improvement Activity 3: By June 2007, the NHDOE obtained data for 2006-2007 regarding level of parent involvement in NH schools serving students with Individual Education Programs (IEPs). This activity was completed.

Explanation of Progress

New Hampshire has met the 2006-2007 target of 72 %.

Revisions with Justification, to Proposed Targets /Improvement Activities /Timelines

As stated in the State Performance Plan submitted February 1, 2007 revised April 9, 2007 during 2006-2007, the NHDOE will disseminate surveys to all parents of students with IEPs in the state instead of to only those parents of children with disabilities in schools and districts being monitored.

New Hampshire was unable to disseminate surveys to all parents in the state due to challenges in contracting with the vendor. As a consequence, of this delay, New Hampshire disseminated the parent involvement survey for 2006-2007 through the cyclical monitoring process. However, for 2006-2007 the parent survey was distributed to parents of students who were residents of districts that went through the cyclical monitoring process. This represents districts and nonpublic special education programs from various parts of the state. These districts/programs were representative of various size districts and included children from all disability categories. Beginning in the 2007-2008 school year NHDOE will annually disseminate surveys to all parents of students with IEPs in the state.

For 2007-2008 New Hampshire will do the following to ensure statewide dissemination of the survey:

- By the end of March 2008, the parent survey will be disseminated statewide to parents.
- The Parents' surveys must be returned to the vendor by April 30, 2008.

The NH DOE will be disseminating the parent survey statewide for 2007-2008 as commented in the Part B FFY 2005 Response Table "the state must ensure that its FFY 2007 data submitted in the FFY 2007 APR due February 1, 2009 is derived from census data, from a sampling plan approved by OSEP, or method approved by OSEP".

New Hampshire has added new improvement activities in the February 1, 2008 submission of the State Performance Plan for this indicator.

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Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

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

FFY 2004- Baseline not required by OSEP

FFY 2005- Baseline Year: 0%

FFY 2006- First Year of Actual Data: 0%

Actual Target Data for FFY 2006:

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

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

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

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

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included in the analysis. A weighted risk ratio was used in analyzing district data based on a cell size of at least 40 students in the racial/ethnic group enrolled in the district and at least 10 in the comparison group. The comparison group is those students identified as receiving special education and related services. The cell size was selected to protect individually identifiable student information. The OSEP/Westat technical guide: *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide, July 2007* (<https://www.ideadata.org/TAMaterial.asp>) was used in developing this analysis.

The NHDOE determined, for the school year 2006-2007, that 19 (12%) of 162 districts had disproportionate representation of racial/ethnic student groups in special education and related services. Of the 19 districts, 19 had over-representation of White students (above 3.00 weighted risk ratio). None (0) of the 19 had over-representation (above 3.00 weighted risk ratio) or under-representation (below .33 weighted risk ratio) for American Indian, Asian, Hispanic, or Black students.

The NHDOE will implement the process outlined in the SPP to determine if disproportionate representation was the result of inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH SPP Improvement Activity 1: There were no districts identified in 2005-2006 or in 2006-2007 with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification. This activity was completed.

NH SPP Improvement Activity 2: There were no districts identified in 2005-2006 or in 2006-2007 as having disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification so there was no noncompliance. The NHDOE will notify those school districts with disproportionate representation of racial/ethnic groups in special education and related services (i.e., districts with a weighted risk ratio below .33 for under-representation and/or higher than 3.00 for over-representation for the school year 2006-2007 by February 1, 2008 of the disproportionate representation. This activity was completed.

NH SPP Improvement Activity 3: Technical assistance consultants are available to school districts upon request or as directed by the Bureau, to assist with a review of local policies, procedures, and practices of special education referral, evaluation, and identification of students in all racial/ethnic groups to ensure equitable consideration for special education and related services. Determination of appropriate identification practices will include a review of:

- The availability and use of intervention strategies prior to referral for special education,
- The selection and use of appropriate evaluation instruments and materials
- The selection and use of appropriate evaluation criteria; and
- The reasons provided for referral and evaluation for special disability categories and evaluation.

This activity was completed.

NH SPP Improvement Activity 4: The NHDOE will work with parent organizations and special education administrators to educate the field and the parent community about diversity and issues related to disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification. This activity will occur in the next year.

Additionally, improvement activities related to decreasing the disproportionate representation of students with disabilities in special education, both under-representation, and over-representation, are interrelated with two other indicators in our State Performance Plan (SPP) and Annual Performance Plan (APR) to include:

- Graduation Rates – Indicator 1
- Educational Environments Indicator 5

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The data associated with Indicators 1 and 5 are being considered when addressing disproportionality. The specific improvement activities related to these areas include those activities listed under Indicator 1 (Graduation) in the APR.

Explanation of Progress or Slippage:

NH met the target that the percent of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification will be zero (0%).

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2006)

The February 1, 2008 State Performance Plan (SPP) has been revised pursuant to the OSEP requirements for this indicator, as described in the NH Part B FFY 2005 SPP/APR Response Table of June 15, 2007. These revisions were developed with assistance from Westat, NERRC, and the OSEP State contact. This revision will be submitted to OSEP on February 1, 2008 and the SPP, in its entirety, will be posted on the NHDOE website.

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Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

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

FFY 2004- Baseline not required by OSEP

FFY 2005- Baseline Year: 0%

FFY 2006- First Year of Actual Data: 0%

Actual Target Data for (FFY 2006):

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

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

$$0\% = [(0) / 162] \times 100$$

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

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American Indian/Alaska Native, Asian, Black, Hispanic, and White), as required by OSEP, were included in the analysis. A weighted risk ratio was used in analyzing district data based on a cell size of at least 40 students in the racial/ethnic group enrolled in the district and at least 10 in the comparison group. The comparison group is those students identified as receiving special education and related services. The cell size was selected to protect individually identifiable student information. The OSEP/Westat technical guide: *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide, July 2007* (<https://www.ideadata.org/TAMaterial.asp>) used in developing this analysis.

The NHDOE has determined, for the school year 2006-2007, that 59 (36%) of 162 districts had disproportionate representation of racial/ethnic student groups in one or more specific disability categories. Of the 59 districts, 50 had over-representation of White students (above 3.00 weighted risk ratio) in one or more specific disability categories, 9 had under-representation of White students (below .33 weighted risk ratio) in specific disability categories. In addition, of the 59 districts, 1 had under-representation of Black students (below .33 weighted risk ratio) in one specific disability category.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH SPP Improvement Activity 1: There were no districts identified in 2005-2006 or in 2006-2007 with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification. This activity was completed.

NH SPP Improvement Activity 2: There were no districts identified in 2005-2006 or in 2006-2007 as having disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification so there was no noncompliance. The NHDOE will notify those school districts with disproportionate representation of racial/ethnic groups in special education and related services (i.e., districts with a weighted risk ratio below .33 for under-representation and/or higher than 3.00 for over-representation for the school year 2006-2007 by February 1, 2008 of the disproportionate representation. This activity was completed.

NH SPP Improvement Activity 3: Technical assistance consultants are available to school districts upon request or as directed by the Bureau, to assist with a review of local policies, procedures, and practices of special education referral, evaluation, and identification of students in all racial/ethnic groups to ensure equitable consideration for special education and related services. Determination of appropriate identification practices will include a review of:

- The availability and use of intervention strategies prior to referral for special education,
- The selection and use of appropriate evaluation instruments and materials
- The selection and use of appropriate evaluation criteria; and
- The reasons provided for referral and evaluation for special disability categories and evaluation.

This activity was completed.

NH SPP Improvement Activity 4: The NHDOE will work with parent organizations and special education administrators to educate the field and the parent community about diversity and issues related to disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification. This activity will occur in the next year. Additionally, improvement activities related to decreasing the disproportionate representation of students with disabilities in special education, both under-representation, and over-representation, are interrelated with two other indicators in our State Performance Plan (SPP) and Annual Performance Plan (APR) to include:

- Graduation Rates – Indicator # 1
- Educational Environments Indicator # 5

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The data associated with Indicators # 1 and # 5 are being considered when addressing disproportionality. The specific improvement activities related to these areas include those activities listed under Indicator # 1 (Graduation) in the APR.

Explanation of Progress or Slippage:

NH met the target that the percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification will be zero (0%).

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

The February 1, 2008 State Performance Plan (SPP) has been revised pursuant to the OSEP requirements for this indicator, as described in the NH Part B FFY 2005 SPP/APR Response Table of June 15, 2007. These revisions were developed with assistance from Westat, NERRC, and the OSEP State contact. This revision will be submitted to OSEP on February 1, 2008 and the SPP, in its entirety, will be posted on the NHDOE website.

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Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

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

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

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

FFY 2004 – Baseline not required by OSEP

FFY 2005 – Baseline Year: 81.1%

FFY 2006 – First year of Actual Data: 95%

Actual Target Data for (FFY 2006):

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

$$95\% = [(1084 + 3107)/4410 \times 100]$$

Baseline data for FFY 2006 (2006-2007):

- a. # of children for whom parental consent to evaluate was received.
4410 (number) children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed with 60 days (or State established timeline).

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1084 (number) of children were determined not eligible whose evaluations and eligibility determinations were completed within 45 days (NH Rules established timeline) or within agreed upon timelines as allowed by law.

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

3,107 children determined eligible whose evaluations and eligibility determinations were completed with 45 days (NH Rules established timeline) or within agreed upon timelines as allowed by law.

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

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

The ranges of days were 46 days to 175 days beyond the timeline for evaluations. Reasons for the delays included: meeting dates not available for parent and team; evaluations, especially for medical information not received within time allowed; qualified examiners not available; qualified examiners moved away; holidays and parents' vacations extended beyond time allowed to complete evaluations, and weather conditions and weather events (snow, wind, and flooding) caused much rescheduling.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2006):

The NHDOE has completed the following actions during the 2006-2007 school year in order to assist school districts in correcting any non-compliances regarding timeliness of initial evaluations in special education (inclusive of actions begun in 2005-2006):

- Document available to school districts (September 2005): *Suggested Strategies/Plans/Actions/ to Improve Timeliness of Special Education Evaluations*. Document created from feedback received from 28 school districts throughout the state in September of 2005-2006 school year and available to all districts since that time. Each school district completed a self evaluation of their procedures for conducting special education evaluations with the intent of identifying barriers that may be preventing full compliance with the timeliness of their evaluations. Many of the districts listed similar barriers and the improvement activities to address them (document attached).
- September 29, 2006 – *FY'07 Memo #6, Timeliness of Evaluations* was sent to all school districts alerting them that the Bureau would be analyzing initial and reevaluation data for the first quarter (July 1, 2006 – September 30, 2006) of FFY'07 and identifying corrective action(s) at three levels.

The Bureau has taken the following steps to ensure correction of non-compliances:

- *December 19, 2006* – Letters sent to all school districts specific to their level of compliance with the timeliness of evaluations. Letter types included a congratulatory letter to school districts with 100% compliance with all evaluations and three levels of technical assistance letters. Level I technical assistance letters went to school districts with 90% to 99% compliance, directing them to provide assurance(s), within 21 days of the identification notice, to the Department, that all non-compliance(s) regarding timeliness of initial evaluations will be corrected as soon as possible; Level II technical assistance letters went to school districts with 75% to 89% compliance, directing them to complete a self-assessment of policies and procedures governing the local special education evaluation process and submit a report to the Department within 30 days of the identification notice, and include written assurance(s) that the non-compliance(s) regarding initial evaluations will be corrected as soon as possible; Level III technical assistance letters went to school districts with compliance rates at 74% or below, directing them to work with

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a Department assigned technical assistance consultant to complete a corrective action plan as per the following actions and expectations:

- o Complete a self-assessment of polices and procedures governing the local special education evaluation process and submit a corrective action plan within 30 days of the identification notice. Technical assistance to be provided through the Department for the self-assessment and the corrective action plan.
- o The Bureau of Special Education, NHDOE will review the corrective action plan prior to implementation by the district. Corrective action plans not approved must be resubmitted with continuing technical assistance from the Department available.
- o The corrective action plan must include written assurance(s) that the noncompliance(s) regarding timeliness of evaluations will be corrected as soon as possible.

As a result of the Bureau's analysis of factors that have contributed to any continuing noncompliance(s), specific issues have been targeted for technical assistance to the school district special education departments and evaluation teams. These include:

- 1) increasing local school district staff awareness and knowledge of the Department's special education information system,
- 2) training and technical assistance with recording accurate district evaluation data,
- 3) improving local procedures such as scheduling testing, observations, assessments, and other evaluation activities well in advance of deadlines so that changes and/or adjustments that may be necessary are anticipated as much as possible,

clarifying the rules and regulations as to policy and procedure so that all local school

The Bureau of Special Education is continuing to work directly with each of these school districts to eliminate or ameliorate identified issues causing noncompliance. Continuing technical assistance from the Department includes check-ins with local school district special education directors and working through current and potential issues that may be affecting an effective and efficient evaluation process. Technical assistance also includes answering questions from local school staff and offering suggested actions that will ensure timeliness within the evaluation process. These actions have been, and continue to be, very successful in eliminating any continuing systemic noncompliance regarding the timeliness of special education evaluations.

Technical assistance consultants will be available to school districts upon request or as directed by the Bureau, to assist with a review of local policies, procedures, and practices of special education referral, evaluation, and identification of students to ensure initial evaluations are completed within 45 days, or within agreed on timelines as allowed by law, to include those children determined not eligible as well as those found eligible for special education and related services.

Throughout the 2007-2008 school year, the Bureau will be monitoring the *New Hampshire Special Education Information System (NHSEIS)* to determine progress toward compliance with timeliness of evaluations for all school districts. Districts not making adequate progress toward 100% compliance will be contacted to determine what level of additional technical assistance is needed and/or what next steps may be necessary to ensure that noncompliance(s) are corrected. Improvement activities are developed as per the particular local need and implemented by the Bureau's technical assistance consultants who will work with each local school district as the need(s) arise.

The Bureau of Special Education, NHDOE continues to monitor districts for compliance with this indicator in order to ensure correction of noncompliance as soon as possible, but in no case later than one year from the identification of a particular noncompliance.

- 4) district personnel are aware of the specific required steps in the evaluation process,
- 5) increasing the communication between the Department's information system staff at the Department and local special education departments, to include data entry personnel, and
- 6) ongoing monitoring of the Department's special education data from the districts to ensure that it is current and accurate.

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May 1, 2007 – Notification to all school districts of follow-up workshops/information sessions regarding timeliness of special education evaluations. District special education and support personnel were invited to attend two initial workshops/information sessions on May 25, 2007 and on June 6, 2007, both half day sessions at the Department of Education in Concord, NH. The format consisted of check-ins from school districts as to their status with compliance, fielding questions, and providing answers such as the best actions to take to identified issues, current and potential, that may be affecting timeliness of the special education evaluation process.

Explanation of progress or slippage

Progress was made during FFY 2006. The percentage of initial evaluations increased from 81.1 % in FYY 2005 to 95% compliance for initial evaluations for FFY 2006. However, NH did not meet the 100% compliance target.

The areas of non-compliance identified in Indicator 15 on last year's APR have been corrected.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2006)

There were no revisions to the Proposed Targets / Improvement Activities / Timelines in the State Performance Plan for this indicator.

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Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

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 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.

Account for children included in a but not included in b, c or d. 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)] times 100.

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

FFY 2004 – Baseline Year: 58.96%

FFY 2005 – First year of Actual Data: 88.26% (see Revision with Justification below)

FFY 2006 – Second year of Actual Data: 66%

Actual Target Data for FFY 2006 (reporting period from July 1, 2006-June 30, 2007):

Information is based on data entered by area agencies/early intervention providers and school districts into NHSEIS and not on sites selected through State monitoring.

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

66% = 152/(257-26)*100

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- a. During the reporting period of July 1, 2006-June 30, 2007, **257** children who have been served in Part C were referred to Part B for eligibility determination.
- b. **26** children were determined to be NOT eligible prior to their third birthdays.
- c. **152** of those found eligible have an IEP developed and implemented by their third birthdays.
- d. **An unknown number of** children for whom parental refusal to provide consent cause a delay in the evaluation or initial services.

(Account for children included in a. but not included in b, c, or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.) **Seventy-nine (79)** children who have been served in Part C and referred to Part B for eligibility determination did not have an IEP developed and implemented by their third birthdays. The NHDOE was not able to determine the range of days beyond the third birthday or the reasons for delays in the evaluation of initial services for these children. NH was unable to provide this information because the NH Special Education Information System (NHSEIS) was unable to produce the required federal reports for this indicator (see Letter from Public Consulting Group in Appendix section of this document). The State is producing a worksheet to be completed manually by all districts in the spring of 2008. The NHDOE will identify any districts in noncompliance and require correction as soon as possible but no later than one year from the date of identification of the noncompliance. However, any issues of noncompliance that are child specific must be corrected immediately. The NHDOE will be able to report the required data for this indicator in the APR due February 1, 2009.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH SPP Improvement Activity 1: Consistent with new rules, regulations, and stakeholder input, review and revise as needed the NHDOE/NHDHHS Policy Manual: Transition from Family-Centered Early Supports and Services: A Guide for Families and Staff. The Policy Manual is being used with ESS providers, families and school districts to support the transition process. The departments will work with NECTAC and stakeholders in the winter of 2007-2008 to assess the effectiveness of the policy manual and make revisions as necessary. The NHDOE and NHDHHS will continue to review and revise as needed. This activity was completed.

NH SPP Improvement Activity 2: Ongoing implementation of the NHDOE (619)/NHDHHS (Part C) funded grant Supporting Successful Early Childhood Transitions (SSECT). SSECT provided early transition supports at 3 levels: universal, targeted, and intensive.

Universal supports regarding early transitions included: the development of a website (<http://picnh.org/ssect>); fielding phone calls from parents, providers, and school personnel; making print materials and resources available; linking programs and districts with others in the state that shared common barriers or who looking for a specific resource; and workshops specific to early transitions. SSECT conducted a survey to ascertain how transitions were experienced, components of an ideal transition process, barriers to successful transitions, and potential solutions.

Targeted level support was provided to 3 community teams that self-identified the need for additional support to improve transitions including: development of regional memorandums of agreements between early intervention and preschool special education, presentation of information about roles and responsibilities in transitions, increased awareness of requirements for both systems.

Two regions were identified for intensive level support based on compliance indicators from both Part C and Part B. This regional approach involved local school districts, Early Supports & Services personnel and families in self-assessment, action planning, professional development, policy review and development, and supported the development of Memorandums of Agreement. This activity was completed.

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NH SPP Improvement Activity 3: February 2006: The NH Statewide Preschool Leadership Institute included presentation of NH data, compliance targets, and strategies for improvement for this indicator. The audience was Special Education Administrators and Preschool Special Education Coordinators. This activity was completed.

NH SPP Improvement Activity 4: Spring 2006: Bureau of Special Education FY'06 Memo #25 was sent to Superintendents and Special Education Administrators regarding the NH data, compliance targets, and strategies for improvement for this indicator.
<http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/FY06Memo25ECTransitions.pdf>. This activity was completed.

NH SPP Improvement Activity 5: Fall 2006-June 2007: districts involved in NHDOE monitoring process in 2006-2007 were reviewed for compliance with this indicator and other related requirements relative to early transitions. Any noncompliance identified will be corrected as soon as possible but no later than one year from the date of identification. This activity was completed.

NH SPP Improvement Activity 6: The NHDOE will continue to work with our state information system and the developers of this system to have the program generate the information in the most valid and reliable method. As the overall information system continues to be revised the data collection process will continue to evolve.

Data demonstrating correction of previously identified noncompliance

During the 2006-2007 school year the NHDOE monitoring process conducted corrective action follow up visits to all districts and nonpublic special education programs that participated in the onsite monitoring process in 2005-2006. All findings of noncompliance related to this indicator were corrected as soon as possible but in no case later than one year from identification. There was one monitoring finding related to this indicator in 2005-2006 and it was corrected as soon as possible but not later than one year from identification. There were no complaint findings relative to this indicator in the reporting period.

Explanation of Progress or Slippage for FFY 2006 July 1, 2006-June 30, 2007

The data available for 2006-2007 indicates that NH has slippage (from 88.26% to 66%) toward our target of 100% for this indicator (For more information on the 2005-2006 percent of compliance, see *Actual Target Data for FFY 2005 (reporting period from July 1, 2005-June 30, 2006)* provided in the **Revision with Justification** section below).

The NHDOE, in conjunction with SSECT, will work with school districts to determine reasons for this slippage, including:

- ❖ data verification of available data
- ❖ completion of missing data elements (such as the range of days beyond the third birthday or the reasons for delays in the evaluation of initial services for these children)
- ❖ analysis to determine if slippage is due to transfer of data within data system, related to data field to data field comparison, data entry/data definition errors

In addition, the NHDOE will reach out to Part C and early intervention providers to assess reasons for slippage related to data entry, data sharing, or noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005

There were no revisions to the Proposed Targets / Improvement Activities / Timelines / Resources in the State Performance Plan (SPP) for this indicator. Revised data for the FFY 2005 (July 1, 2005-June 30, 2006) APR is provided below.

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Revision to FFY 2005 Annual Performance Report

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

88.26% = 361/(585-92-84)*100

- a) During the reporting period of July 1, 2005-June 30, 2006, **five hundred eighty-five (585)** children who have been served in Part C were referred to Part B for eligibility determination.
- b) **Ninety-two (92)** children were determined to be NOT eligible prior to their third birthdays.
- c) **Three hundred sixty-one (361)** of those found eligible have an IEP developed and implemented by their third birthdays.
- d) **Eighty-four (84)** children for whom parental refusal to provide consent cause a delay in the evaluation or initial services.

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

The following accounts for children included in a. but not in b, c. or d.

- Data is not available for the reporting period (July 1, 2005-June 30, 2006) on the range of days beyond the third birthday when eligibility was determined and the IEP developed. This data collection mandates programming modifications that require staffing and financial consideration.
- Forty-eight (48) children from 26 districts were included in a. but not in b., c. or d.
- Reasons for delays when eligibility and the IEP was developed beyond the third birthday:
 - Diagnostic or additional evaluations beyond age three
 - Late referrals from early intervention
 - Late IEP meeting date
 - Lack of Staff
 - Disagreement over IEP content/services to be provided

Justification for revision of FFY 2005 APR Indicator 12: District level data were not available for the 2005-2006 school year until the analysis described below was completed (summer 2007). During the summer/fall of 2007, the NH Department of Education, Bureau of Special Education, worked with local districts to verify and complete the data elements that were identified as missing in the February 1, 2007 submission of the July 1, 2005-June 30, 2006 APR. The NH Department of Education, with input from the Interagency Coordinating Council (ICC) and other stakeholders, established criteria for determining valid reasons for delay in the eligibility determination and IEP implementation. The NH Department of Education and a representative from the state parent organization, Parent Information Center, analyzed these data. These data serve as the basis for the public reporting of district performance for this indicator and for the district level determinations for 2005-2006. The following data are based on that review:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Discussion of improvement activities completed is in the FFY 2005 APR submitted February 1, 2007.

Explanation of Progress for July 1, 2005-June 30, 2006

The data validation process with districts included all data elements required by OSEP to accurately calculate the compliance for this indicator in 2005-2006. This represents a 29.30% improvement (from baseline of 58.96% to 88.26%) toward our target of 100% for this indicator.

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Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

FFY 2004 – Baseline not required by OSEP

FFY 2005- Baseline Year: 75%

FFY 2006-First Year Actual Data: 40%

Actual Target Data for FFY 2006:

Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

$$40\% = 12/30 * 100$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The NHDOE has worked in conjunction with several stakeholders to develop a Community of Practice on Transition, working with the IDEA Partnership through NASDSE. This new initiative held a Transition Summit in October 2006 where nearly 80 participants formed practice groups with specific foci including: community engagement, employment, family involvement, school practices and transition, student ownership and personalization, training/information and professional development, and youth advocacy. The combined leadership of the Community of Practice, education and service agency professionals through the state continues to meet and gain a solid understanding about how to write and implement comprehensive transition plans.

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The NHDOE under the NH State Improvement Grant II funds two Regional Secondary Transition Centers (Transition Resource Network located in the Southeastern part of the state and Monadnock Center for Successful Transitions located in the Southwestern part of the state) to provide training and technical assistance to LEAs and other key project partners in evidence-based secondary transition planning strategies and practices to increase the capacity of local communities to provide appropriate secondary transition services to students ages 14-21, with emphasis on students with disabilities. These two centers each provided: Transition Outcomes Projects (TOPS) training to staff from 8 high schools within the two regions with follow up technical assistance to occur in 2007-2008; they provided work-based and project-based learning experiences that supported youth development and building youth leadership skills for 100+ students; they collaborated with community agencies and provided training to approximately 300 graduating youth in work related skills that are then put into practice at three organized Job Fairs involving over 75 businesses that they organized and held in their regions, and they provided approximately 12 other transition related workshops statewide on topics such as labor laws, benefits, transition planning, and career assessments. The Transition Resource Network has supported schools in their area involved in the APEX grant.

The Bureau of Special Education and the Division of Vocational Rehabilitation have worked closely together to coordinate trainings and educational outreach to students, parents and school districts through membership and involvement in the NH Transition Community of Practice. These activities included development and implementation of NH Disability Mentoring Day in October 2006 in which over 50 youth were connected to job shadow opportunities in career areas of interest (radio broadcasting, automotive, state government, animal care, retail, clerical, food service, printing and cartooning) in the Concord, Littleton, Strafford County and Keene regions of NH. There were follow up feedback sessions in the various regions of the state after the DMD event that allowed those participating youth to share experiences and network with one another. The Bureau's SETACs provided technical assistance to school districts in writing measurable goals and transition planning. The Bureau SETACs are now referred to as Technical Assistance Consultants.

Additionally, the NHDOE will avail itself of the technical assistance offered by the National Secondary Transition Technical Assistance Center to guide the NHDOE work. New Hampshire did send a team to the NSTTAC Secondary Transition State Planning Institute in Charlotte, NC May 2-4, 2007 which included representation from SEA, the two SIG II Secondary Transition Centers, IHEs, LEAs and Vocational Rehabilitation.

Correction of noncompliance identified in FFY 2005:

OSEP, in the *NH Part B FFY 2005 SPP/APR Response Table* of June 15, 2007, requires New Hampshire to include data in the FFY 2006 APR, due February 1, 2008 that "demonstrate compliance with the requirements of 34 CFR *300.320(b), including data demonstrating correction of noncompliance identified in FFY 2005." New Hampshire has complied with this.

In the 2005-2006 reporting period, New Hampshire identified 9 IEPs through the onsite monitoring process that did not include coordinated measurable, annual IEP goals and transition services that would reasonably enable the student to meet the post-secondary goals. All of the citations were systems or district level findings, and correction occurred as soon as possible, but in no case later than one year.

$$100\% = 9/9 * 100$$

NHDOE process for correction of noncompliance:

Districts did internal professional development and internal reviews of transition plans in order to correct noncompliance. Some districts hired outside consultants to do professional development activities. Special Education directors had access to check in NHSEIS to see compliance on transition planning and could make corrections from this. To ensure corrections the monitoring team reviewed the corrective action plans and made a visit before the one year mark to ensure corrections. For districts that had significant concerns the monitoring team would go back after six months or sooner instead of one year to provide additional assistance. Technical Assistants were also available for assistance in corrective action plans.

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Explanation of Progress or Slippage: New Hampshire did not meet the target of 100% compliance for this indicator. The 2006-2007 onsite monitoring data reviewed 30 IEPs and 12 IEPs or 40% of youth with disabilities aged 16 and above had an IEP that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet the post-secondary goals. In the previous year, the Monitoring Team reviewed 36 IEPs and 27 IEPs or 75% included coordinated, measurable, annual IEP goals and transition services.

Based on the small number of files reviewed, the percent of non-compliance is based on figures that are not statistically significant. Therefore, the NHDOE will develop a process to complete a desk audit to ensure a larger number of IEPs are reviewed in order to have the findings statistically sound.

The correction of noncompliance continues to be addressed with the process described above in the section entitled *NHDOE process for correction of noncompliance* to ensure that corrections occur as soon as possible, but no later than one year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

There were no revisions to the Proposed Targets / Improvement Activities / Timelines / Resources in the State Performance Plan for this indicator.

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Part B State Annual Performance Report (APR) for FFY 2006
Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 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 both, within one year of leaving high school.

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

Measurement: 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 both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	N/A
2007 (2007-2008)	87% of youth who had IEPs, are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2008 (2008-2009)	87% of youth who had IEPs, are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2009 (2009-2010)	87% of youth who had IEPs, are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2010 (2010-2011)	88% of youth who had IEPs, are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006

Actual Target Data for FFY 2006:

This is a new indicator. As instructed by OSEP in the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* dated 11/9/07, baseline and targets have been established in the February 1, 2008 SPP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

This is a new indicator. As instructed by OSEP in the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* dated 11/9/07, baseline, targets and improvement activities have been established in the February 1, 2008 SPP.

NH SPP Improvement Activity 1: The NHDOE did provide the three policy and procedure memos (FY07 Memo # 11 –

<http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/FY2007Memo11PostSchoolOutcomes.pdf>) FY07 Memo # 12 –

<http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/FY2007Memo12ClarificationandAdjustmentofPostSchoolOutcomesData.pdf>), and FY07 Memo # 24 –

<http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/FY07Memo24PostSchoolOutcomesSurvey.pdf>) to the field relative to the post-school outcomes collection and reporting requirement system.

NH SPP Improvement Activity 2: In Spring 2007, the NHDOE developed and disseminated news release to all New Hampshire newspapers <http://www.ed.state.nh.us/education/News/SPEDoutcomes.htm> as well as an article on the post school outcomes survey and data collection process in our NH Educational Links Newsletter

<http://www.ed.state.nh.us/education/doe/organization/instruction/documents/Winter07Newsletter.pdf>. In addition we mentioned it to parents, students and educators at secondary transition related trainings and meetings held throughout the year.

NH SPP Improvement Activity 3: The NHDOE under the NH State Improvement Grant II funds two Regional Secondary Transition Centers (Transition Resource Network located in the Southeastern part of the state and Monadnock Center for Successful Transitions located in the Southwestern part of the state) to provide training and technical assistance to LEAs and other key project partners in evidence-based secondary transition planning strategies and practices to increase the capacity of local communities to provide appropriate secondary transition services to students ages 14-21, with emphasis on students with disabilities. These two centers each provided: Transition Outcomes Projects (TOPS) training to staff from 8 high schools within the two regions with follow up technical assistance to occur in 2007-2008; they provided work-based and project-based learning experiences that supported youth development and building youth leadership skills for 100+ students; they collaborated with community agencies and provided training to approximately 300 graduating youth in work related skills that are then put into practice at three organized Job Fairs involving over 75 businesses that they organized and held in their regions, and they provided approximately 12 other transition related workshops statewide on topics such as labor laws, benefits, transition planning, and career assessments.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

The February 1, 2008 State Performance Plan (SPP) has been revised pursuant to the OSEP requirements for Indicator 14 Post School Outcomes in the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* dated 11/9/07. The February 1, 2008 SPP includes a description of how the state ensures that data are valid and reliable, and a description of improvement activities for remaining years of the SPP.

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

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.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2006	100% of issues of noncompliance identified in FY 2005 will be corrected as soon as possible but no later than one year from the date of identification of the noncompliance.

FFY 2004 – Baseline Year: 83%

FFY 2005 – First year of Actual Data: 72%

FFY 2006 – Second year of Actual Data: 72%

Actual Target Data for FFY 2006

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.

- a. 136 of findings of noncompliance in 2005 – 2006.
 - b. 98 of corrections completed as soon as possible but in no case later than one year from identification for 2006 - 2007.
- 72% = (98/136) * 100

New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006

Seventy-two percent (72%) of issues of noncompliance identified in 2005-2006 were corrected as soon as possible but no later than one year from the date of identification of the noncompliance. The NHDOE has disaggregated by APR indicator the status of timely correction of the noncompliance findings identified by the NHDOE during FFY 2005 (see Indicator B-15 Worksheet below). In responding to the compliance indicators (Indicators 9, 10, 11, 12, and 13) the State has specifically identified and addressed the noncompliance identified in this table in each of those indicators. This includes findings of noncompliance for both local school district programs and approved private special education programs.

Correction of noncompliance for programs that did not meet the required timelines

There were 38 issues of noncompliance that were not corrected within the required timelines. Of the 38 issues not completed within the required timelines, 28 issues have been subsequently corrected. The remaining 10 findings of noncompliance are from 7 local districts and/or approved private special education programs. The issues are reflective of systems issues within the programs and require significant changes to correct. The NHDOE has approved corrective action plans with timelines for each of the programs.

For the 7 local school district and private special education programs that continue to have the 10 findings of noncompliance, the NHDOE has done the following:

- onsite visits for technical assistance specific to the findings
- onsite compliance verification visits (these verification visit are occurring now. Results from the visits are not available for this report)
- review of implementation of corrective action for progress or lack of progress
- possible redirection of IDEA entitlement funds for FY 09

As required by OSEP in the *NH Part B FFY 2005 SPP/APR Response Table* of June 15, 2007. NH is providing clarification that FFY 2005 APR reported data for this indicator reflected findings made in 2004-2005 and corrected in 2005-2006. In addition, the State has reviewed improvement strategies and revised them in the State Performance Plan, as appropriate, to ensure compliance with federal requirements (See Discussion of Improvement Activities Completed for each indicator in the SPP).

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Indicator	General Supervision Systems Components	# of Programs Monitored or Notified of Noncompliance in FFY 2005 (7/1/05-6/30/06)	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05-6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma 2. Percent of youth with IEPs dropping out of high school.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	19	12
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet with post-secondary goals.	Dispute Resolution	19		
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 both, within one year of leaving high school.	Other: Specify			
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	2	2
	Dispute Resolution	19		
7. Percent of Preschool children with IEPs who demonstrated improved outcomes.	Other: Specify			

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Indicator	General Supervision Systems Components	# of Programs Monitored or Notified of Noncompliance in FFY 2005 (7/1/05-6/30/06)	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05-6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
4 A. 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.	Monitoring: On-site visits, self-assessments, local APR, desk audit, etc.	42		
	Dispute Resolution	19		
	Other: Specify			
5. Percent of children with IEPs aged 6 through 21 – educational placements	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	7	4
	Dispute Resolution	19	3	3
	Other: Specify			
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	1	1
	Dispute Resolution	19	4	4
	Other: Specify			
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: On-site visits, self-assessment, local APR, desk audit, etc.	42		
	Dispute Resolution	19		
	Other: Specify			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42		
	Dispute Resolution	19		
10. Percent of districts with disproportionate representation of racial and ethnic groups in	Dispute Resolution	19		

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Indicator	General Supervision Systems Components	# of Programs Monitored or Notified of Noncompliance in FFY 2005 (7/1/05-6/30/06)	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05-6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
specific disability categories that is the result of inappropriate identification.	Other: Specify			
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: On-site visits, self-assessment, local APR, desk audit, etc.	42	10	6
	Dispute Resolution	19	5	5
	Other: Specify			
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: On-site visits, self-assessment, local APR, desk audit, etc.	42	2	2
	Dispute Resolution	19		
	Other: Specify			
IEP Measurable Goals – Findings based on IEPs that did not contain measurable annual goals.	Monitoring: On-site visits, self-assessment local APR, desk audit, etc.	42	19	14
	Dispute Resolution	19		
	Other: Specify			
IEP Process – Findings in IEP process such as meeting notices, IEP team composition, Written Prior Notice	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	9	6
	Dispute Resolution	19	9	9

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Indicator	General Supervision Systems Components	# of Programs Monitored or Notified of Noncompliance in FFY 2005 (7/1/05-6/30/06)	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05-6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
	Other: Specify			
Certification/Personnel Standards – Findings of personnel who were not appropriately certified or meeting the appropriate personnel standards.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	14	6
	Dispute Resolution	19		
	Other: Specify			
Administration/Programs – Findings in the administration of special education programs or in the policy and procedure of programs.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	8	2
	Dispute Resolution	19	2	2
	Other: Specify			
Service Provision – Findings in the failure to provide special education or related service as detailed in the IEP	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	42	5	3
	Dispute Resolution	19	17	17
	Other: Specify			
Sum of Column a and b			136	98
Percent of noncompliance corrected within one year of identification = $\frac{[(b) \text{ divided by } (a)] \text{ times } 100}{98/136*100} =$				72%

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The data show that the NHDOE has maintained the same level of compliance in meeting the target of 100% of correction of issues of noncompliance as soon as possible in no case later than one year. The on-site monitoring team has implemented a regular status review of districts that are coming up to a year of identification of noncompliance. Generally team members visit the special education program a month before the correction year is over. As a result, the monitoring team is able to work with a district that has uncorrected issues of noncompliance before the year of correction is over. In one case however, the return visit was not scheduled until three weeks after the correction year was over and although the district had completed all of the corrective actions, technically, the correction was documented more than a year after identification.

The NHDOE has also been actively working with programs that have issues of noncompliance that extend over one year. The Technical Assistance Consultants provide direct support to programs that have identified noncompliance issues. The NHDOE has implemented several different forms enforcement including letters from the Commissioner indicating that funds could be in jeopardy, meetings with the Superintendent or Department Head to discuss the remaining findings, and conducting a special on-site visit as a result of a substantiated complaint.

In the calculation table above, there is a slight change from the original headers. Indicator 15 is exclusively focused on the findings of noncompliance identified in a one year period. Thus, the description is the number of programs that received a final report through the monitoring process or a letter indicating findings of noncompliance between 7/1/05-6/30/06.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

There were no revisions to the Proposed Targets/Improvement Activities/Timelines/Resources in the State Performance Plan for this indicator.

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY is described in the beginning (Indicator 1) of this report.

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.

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

Measurement:

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

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

Actual Target Data for FFY 2006

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

100% = [(8 + 30)/38] *100

Data for this indicator are provided in the attached federal Annual IDEA Data Report Table 7.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006

NH Improvement Activity 1: NHDOE Special Education Complaint Investigators will have no more than 3 active complaints under investigation at any given time. This Improvement Activity is complete.

NH Improvement Activity 2: NHDOE Special Education Complaint Investigators will demonstrate 100% completion of active investigations within 35 days of their receipt of the complaint documentation. This activity is ongoing. The NHDOE's policy is that all investigators will complete their investigations within 35 days unless exceptional circumstances exist.

NH Improvement Activity 3: The complaint officer for NHDOE will provide ongoing monitoring and evaluation of NHDOE Special Education Complaint Investigators, including the utilization (effective September, 2004) of a data-based system to track the time to complete investigations. This Improvement Activity is complete.

NH Improvement Activity 4: All complaints will be processed and resolved within the time line or time line with exceptional circumstances for particular complaints. This Improvement Activity is complete.

NH Improvement Activity 5: The NHDOE will post on the NHDOE's website a summary of the previous fiscal years complaint findings. This Improvement Activity is complete.

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/Downloads/documents/06Overview2.pdf

New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006

Explanation of Progress or Slippage

The New Hampshire Department of Education has met the 2006 - 2007 target by maintaining 100% compliance with the 60 day time limit or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint. The New Hampshire Department of education also met the 2005 – 2006 target by maintaining 100% compliance with the 60 day time line or a 60 day time limit extended only for exceptional circumstances with respect to a particular complaint.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 – 2007

There were no revisions to the Proposed Targets / Improvement Activities / Timelines in the State Performance Plan for this indicator.

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

Measurement:

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

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

Actual Target Data for FFY 2005 (reporting period July 1, 2005-June 30, 2006):

FFY 2006 data, as submitted by the Office of Legislation and Hearings to the Bureau of Special Education, indicates that 32 of 32 (100%) fully adjudicated hearings were completed within the 45 day timeline or the 45 day timeline with extensions granted to a date certain.

$$\text{Percent} = [(3.2(a) + 3.2(b)) \text{ divided by } 3.2] \text{ times } 100$$

$$100\% = [(19+13))/32]*100$$

Data for this indicator are provided in the federal Annual IDEA Data Report, Table 7.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NH SPP Improvement Activity 1: The NHDOE reviewed training for hearing officers regarding IDEA 2004. Data on specific hearing officer performance regarding compliance with timelines and procedures was used to evaluate hearing officers.

NH SPP Improvement Activity 2: The Department has been in contact with NERRC in an attempt to develop regional training that could inform NH as to best practice to maintain 100% compliance in this area.

Explanation of Progress or Slippage

100% compliance, as reported by the Office of Legislation and Hearings, meets the standards established by federal law and state rules. The state met the state target of 100% for 2006 – 2007 and has met the state target of 100% for 2005 – 2006. There are no deficiencies noted in New Hampshire's Part B FFY 2205 SPP/APR response for this Indicator.

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

There were no revisions to the Proposed Targets/Improvement Activities/ Timelines in the State Performance Plan for this indicator.

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

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.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	OSEP requires baseline data to be determined as soon as the state reaches 10 resolution sessions conducted within the reporting period. See the February 2007 State Performance Plan.

Actual Target Data for FFY 2006:

The Office of Special Education Programs requires states to establish baseline and develop specific targets and improvement activities for this indicator once there are 10 resolution sessions in a reporting period. In 2006-2007 NH met this threshold. Therefore there are no target data for this reporting period.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

This indicator was revised in the February 1, 2008 SPP submission since NH met the threshold for FFY 2006.

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

The development of the NH Part B State Annual Performance Report (APR) for FFY 2006 is described in the beginning (Indicator 1) of this report.

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

FFY	Measurable and Rigorous Target
2006 (2006 – 2007)	During this period 79% of mediations will result in a signed written agreement.

FFY 2004 – Baseline Year: 77.61%

FFY 2005 – First year of Actual Data: 88.33%

FFY 2006 – Second year of Actual Data: 51.5%

Actual Target Data for FFY 2006 (reporting period July 1, 2006-June 30, 2007):

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

51.5% = [(0+17) divided by 33 times 100

Data for this indicator are provided in the federal Annual IDEA Data Report, Table 7.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

The proposed New Hampshire Rules for the Education of Children with Disabilities includes language that details that all parties to a mediation are fully informed that the process is voluntary and not required. NHDOE scheduling and notification documents have been changed to reflect that all parties “must agree prior” to a mediation being scheduled. Clarification that the process is not required prior to a due process hearing will result in fewer mediations being conducted when one or more of the parties mistakenly believes that mediation is required before a due process hearing can occur.

Explanation of Progress or Slippage

The 2004 – 2005 data shows that 52 out of 67 mediations resulted in a signed agreement. This reflects that 77.61% of mediations held resulted in agreements. In 2005 – 2006 that data shows 53 out of 60 mediations resulted in a signed agreement. The 2006 – 2007 data shows that 17 out of 33 mediations resulted in a signed agreement. This reflects that 51.5% of mediations held resulted in agreement. This is a decrease from the previous year.

New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006

The 2006 – 2007 data reflect that 51.5% of all mediations resulted in a signed agreement. It is noteworthy that the percentage of mediations that resulted in a signed written agreement was 94% (17/18) when the parties entered into mediation when a due process hearing had not been scheduled. Since the New Hampshire Department of Education proactively schedules mediation when a Due Process hearing is requested the Department can only speculate that both parties to a due process dispute did not enter into the mediation process committed to resolution by mediation. The Department further notes that some parties have opted to use the mediation process in lieu of the required resolution session process. The NHDOE will widely disseminate a memo clarifying that mediation is optional, even when a due process hearing has been requested.

NHDOE did not meet the 2006 – 2007 target of 79% of mediations held that resulted in agreement.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FY 2007:

There were no revisions to the Proposed Targets / Improvement Activities / Timelines in the State Performance Plan for this Indicator.

**New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006**

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Section 618 and APR Data will be 100% compliant

Baseline Data FFY 2004: 100%

Actual Data FFY 2005: 95%

Actual Data FFY 2006: 85.6%

Actual Target Data for FFY2006:

NH has demonstrated 85.6% compliance with this indicator. This percentage was calculated using the "Self-Calculating Data Scoring Rubric for Part B Indicator 20" found on <http://www.rfcnetwork.org/content/view/458/414/>

FFY 2006 (July 1, 2006 – June 30, 2007) Annual IDEA Data Report Tables	
Table	Submitted
Tables 1, 3, 6	Met deadline for submission
Table 2	Submitted 4/14/08 to OSEP; awaiting acceptance
Tables 4, 7	Submitted 11/4/07 for 11/1/07 deadline
Table 5	Not yet submitted

Any corrections identified by OSEP to the State Performance Plan and/or Annual Performance Report were completed and submitted within the timeframes required.

New Hampshire Department of Education
Part B State Annual Performance Report (APR) for FFY 2006

The NHDOE continues to implement a data verification process to ensure consistent, valid and reliable data. The NHDOE has used this data verification process for post school outcomes, timeliness of evaluation and for 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 birthday. The NHDOE will report annually to the public on the specific performance(s) of each local school district in the state on the targets set out in the SPP by posting District Data Profiles on the NHDOE website. These profiles will report the performance of each local school district regarding the indicators in the SPP. The 2005-2006 District Data Profiles can be reviewed at <http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/DistrictDataProfiles.htm>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

NHDOE did not meet the target of 100% for 2006-2007. Slippage occurred from the 2005-2006 year of 95% to 2006-2007 year of 85.6%. The New Hampshire Department of Education transitioned from one special education information system to the new system New Hampshire Special Education Information System (NHSEIS) during the 2006 -2007 year. NHDOE continues to review the business rules connected to the data fields and validation of data field to data field relationship in order to ensure that data is being entered in an accurate and valid manner. In analysis of Table 4 data, it was brought to the NHDOE attention that school districts were unclear of the definition of which students exiting special education should be entered into the "dropped out" category. The NHDOE disseminated a memo clarifying exiting reasons from special education. This memo can be found at <http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/documents/FY08Memo12ExitingSpecificInstructionsMemo.pdf>

NHDOE received authority to provide Table 1 Child Count to be entered through the EDEN submission as of June 1, 2007.

NHDOE was late submitting some federal Annual IDEA Data Reports. Please see attached letter from Public Consulting Group (PCG).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:

There were no revisions to the Proposed Targets/Improvement Activities/Timelines in the State Performance Plan for this indicator.

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1961	15052
4	2319	15178
5	2516	15388
6	2696	15924
7	2699	16399
8	2731	16624
HIGH SCHOOL (SPECIFY GRADE:)	0	0

2006-2007

STATE: New Hampshire

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS				Sum of col 3A, 3B, & 3C should be <= col 3
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)	
3	1794	1288		0	1288
4	2132	1694		0	1694
5	2325	1714		0	1714
6	2515	1780		0	1780
7	2517	1825		0	1825
8	2526	1527		0	1527
HIGH SCHOOL :	0	0		0	0

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment assessment without these changes.

2006-2007

STATE: New Hampshire

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT					Sum of col 4A & 4B should be equal to Col 4	Col 4C should be < col 4B	Col 4D should be < col 4
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)			
3	144	0	144	0	0	144		
4	175	0	175	0	0	175		
5	164	0	164	0	0	164		
6	150	0	150	0	0	150		
7	137	0	137	0	0	137		
8	137	0	137	0	0	137		
HIGH SCHOOL :	0	0	0	0	0	0		

¹ NCLB 1% cap is the limit on the number of scores on an alternate assessment on alternate achievement standards that can be counted as proficient AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB

GRADE LEVEL	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT			Sum of columns 3 through 8 should equal col 1, Section A	Number reported in col 1, Section A
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)		
3		0	17	6	1961	1961
4		0	12	0	2319	2319
5		0	20	7	2516	2516
6		0	25	6	2696	2696
7		0	44	1	2699	2699
8		0	59	9	2731	2731
HIGH SCHOOL :		0	0	0	0	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

FORM EXPIRES: 09/30/2007

STATE: New Hampshire

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)												Computed row Total	Computed row total should equal col 3B minus 3C
GRADE LEVEL	TEST NAME	4 Achievement Level	3 Achievement Level	2 Achievement Level	1 Achievement Level	Achievement Level	9A ROW TOTAL ¹						
3	NECAP	107	576	530	581	0	0	0	0	0	1794	1794	1794
4	NECAP	80	627	589	836	0	0	0	0	0	2132	2132	2132
5	NECAP	68	638	595	1024	0	0	0	0	0	2325	2325	2325
6	NECAP	78	619	559	1259	0	0	0	0	0	2515	2515	2515
7	NECAP	47	462	526	1482	0	0	0	0	0	2517	2517	2517
8	NECAP	43	380	471	1632	0	0	0	0	0	2526	2526	2526
HIGH SCHOOL :		0	0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3B minus the number reported in columns 3B and 3C.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: New Hampshire

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)												Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total
GRADE LEVEL	TEST NAME	Achievement Level	9B ROW TOTAL ¹											
3		0	0	0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL :		0	0	0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												Computed row Total	(Column 4B - Column 4D) ¹ should be less than or equal to the computed total	(Column 4A + Column 4B - Column 4D) ¹ should be equal to totals for column 9B plus 9C
GRADE LEVEL	TEST NAME	4 Achievement Level ¹	3 Achievement Level	2 Achievement Level	1 Achievement Level	1 Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ²			
3	necap alt	21	59	33	31	0	0	0	0	0	144	144	144	144
4	necap alt	32	67	53	23	0	0	0	0	0	175	175	175	175
5	necap alt	36	67	41	20	0	0	0	0	0	164	164	164	164
6	necap alt	21	63	40	26	0	0	0	0	0	150	150	150	150
7	necap alt	22	48	32	35	0	0	0	0	0	137	137	137	137
8	necap alt	22	49	30	36	0	0	0	0	0	137	137	137	137
HIGH SCHOOL :		0	0	0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7) ¹	TOTAL FOR COLUMN 9C (ON PAGE 8) ¹	NO VALID SCORE ^{1, 2} (10)	TOTAL ^{1, 3} (11)	Sum of Column 3 through column 8	Number reported in col 1, Section A
3	1794	0	144	23	1961	1961	1961
4	2132	0	175	12	2319	2319	2319
5	2325	0	164	27	2516	2516	2516
6	2515	0	150	31	2696	2696	2696
7	2517	0	137	45	2699	2699	2699
8	2526	0	137	68	2731	2731	2731
HIGH SCHOOL :	0	0	0	0	0	0	0

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1961	150852
4	2319	15178
5	2516	15388
6	2696	15924
7	2699	16399
8	2731	16624
HIGH SCHOOL (SPECIFY GRADE:)	0	0

Students with IEPs <=
 All Students

¹At a date as close as possible to the testing date.

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS				Sum of col 3A, 3B, & 3C should be <= col 3
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)	
3	1798	1259	0	0	1259
4	2134	1680	0	0	1680
5	2326	1724	0	0	1724
6	2521	1796	0	0	1796
7	2524	1837	0	0	1837
8	2533	1576	0	0	1576
HIGH SCHOOL :	0	0	0	0	0

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT					Sum of col 4A & 4B should be equal to Col 4	Col 4C should be < col 4B	Col 4D should be < col 4
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)			
3	144	0	144	0	0	144		
4	175	0	175	0	0	175		
5	164	0	164	0	0	164		
6	150	0	150	0	0	150		
7	137	0	137	0	0	137		
8	137	0	137	0	0	137		
HIGH SCHOOL :	0	0	0	0	0	0		

¹ NCLB 1% cap is the limit on the number of scores on an alternate assessment on alternate achievement standards that can be counted as proficient AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB				Sum of columns 3 through 8 should equal col 1, Section A	Number reported in col 1, Section A
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT				
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)		
3		0	15	4	1961	1961
4		0	10	0	2319	2319
5		0	21	5	2516	2516
6		0	23	2	2696	2696
7		0	34	4	2699	2699
8		0	56	5	2731	2731
HIGH SCHOOL :		0	0	0	0	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)												Computed row total should equal col 3 minus col 3B minus 3C	Computed row Total	col 3B minus 3C
GRADE LEVEL	TEST NAME	4 Achievement Level	3 Achievement Level	2 Achievement Level	1 Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ¹			
3	NECAP	54	556	490	698	0	0	0	0	0	1798	1798	1798	
4	NECAP	57	553	719	805	0	0	0	0	0	2134	2134	2134	
5	NECAP	35	663	753	875	0	0	0	0	0	2326	2326	2326	
6	NECAP	25	712	858	926	0	0	0	0	0	2521	2521	2521	
7	NECAP	15	587	1075	847	0	0	0	0	0	2524	2524	2524	
8	NECAP	25	519	970	1019	0	0	0	0	0	2533	2533	2533	
HIGH SCHOOL :		0	0	0	0	0	0	0	0	0	0	0	0	

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: New Hampshire

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	9B ROW TOTAL ¹								
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL :		0	0	0	0	0	0	0	0	0	0

Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												Computed row Total	(Column 4B - Column 4D) ¹ should be less than or equal to the computed total	(Column 4A + Column 4B - Column 4D) ¹ should be equal totals to for column 9B plus 9C
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	9C ROW TOTAL ²										
3	NECAP ALT	20	67	31	26	0	0	0	0	0	144	144	144	144
4	NECAP ALT	36	81	41	17	0	0	0	0	0	175	175	175	175
5	NECAP ALT	41	61	39	23	0	0	0	0	0	164	164	164	164
6	NECAP ALT	27	62	38	23	0	0	0	0	0	150	150	150	150
7	NECAP ALT	24	48	32	33	0	0	0	0	0	137	137	137	137
8	NECAP ALT	28	50	30	29	0	0	0	0	0	137	137	137	137
HIGH SCHOOL :		0	0	0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate

2006-2007

STATE: New Hampshire

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ² (10)	TOTAL ³ (11)	Sum of Column 3 through column 8	Number reported in col 1, Section A
3	1798	0	144	19	1961	1961	1961
4	2134	0	175	10	2319	2319	2319
5	2326	0	164	26	2516	2516	2516
6	2521	0	150	25	2696	2696	2696
7	2524	0	137	38	2699	2699	2699
8	2533	0	137	61	2731	2731	2731
HIGH SCHOOL :	0	0	0	0	0	0	0

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3B plus column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

PARENT SURVEY

New Hampshire Department of Education

Special Education Program Approval and Improvement Process

(If you wish to complete this form for more than one child, make a copy or request a second copy from the school.)

PLEASE RESPOND TO THE STATEMENTS BELOW USING THE FOLLOWING SCALE:

3 COMPLETELY

2 PARTIALLY

1 NOT AT ALL

ACCESS TO THE GENERAL CURRICULUM:	3	2	1
I am satisfied with my child's program and the supports that he/she receives.			
My child has opportunities to interact with non-disabled peers on a regular basis.			
I am adequately informed about my child's progress.			
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.			
My child feels safe and secure in school and welcomed by staff and students.			
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.			
I am satisfied with the progress my child is making toward his/her IEP goals.			
FOR PARENTS OF HIGH SCHOOL STUDENTS:			
My child earns credits toward a regular high school diploma in all of his/her classes.			
TRANSITION:			
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.			
All of the people who are important to my child's transition were part of the planning.			
FOR PARENTS OF STUDENTS AGE 16 OR OLDER:			
I am satisfied with the written secondary transition plan that is in my child's IEP.			
BEHAVIOR STRATEGIES AND DISCIPLINE:			
My child's classroom behaviors affect his/her ability to learn. (circle yes or no) <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES	NO	
	3	2	1
I have been involved in the development of behavior interventions, strategies and supports for my child.			
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.			
OTHER:			
I fully participate in special education decisions regarding my child.			
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.			

My Child's grade level is (circle one): preschool elementary middle school high school

Comments:



JAN 09

148 Stole Street, 10th Floor, Boston MA 02109
Public Consulting Group.com
617 426 2026 tel 617 426 4632 fax

January 8, 2008

Dr Lyonel Tracy, Commissioner
New Hampshire Department of Education 101
Pleasant St
Concord, NH 03301

RE: Status of Federal Reports

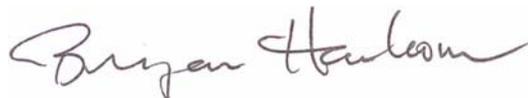
Dear Dr. Tracy:

I am writing this memorandum as follow up to my discussion with Keith Burke, regarding the fact that the NH Department of Education has missed its deadline in meeting certain Federal reporting requirements due to the conversion from an existing Special Education student information system to a new one, which we as your vendor are working to implement.

We are working as quickly as possible to ensure that the necessary data and reports are available to you, however, it does not appear we will meet the required deadline. We have a plan in place to ensure we meet your needs and will keep you updated as we make progress. The reports are currently in the testing phase, and we are working to make them available to you for acceptance testing as soon as feasible.

Thank you for your patience, and we regret any inconvenience this has caused.

Sincerely,



Bryan Hawkom Manager
bhawkom@pcgus.com

CC: Keith Burke, NH DOE

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	69
(1.1) Complaints with reports issued	38
(a) Reports with findings	27
(b) Reports within timeline	8
(c) Reports within extended timelines	30
(1.2) Complaints withdrawn or dismissed	14
(1.3) Complaints pending	17
(a) Complaint pending a due process hearing	5
SECTION B: Mediation requests	
(2) Mediation requests total	35
(2.1) Mediations	
(a) Mediations related to due process	15
(i) Mediation agreements	0
(b) Mediations not related to due process	18
(i) Mediation agreements	17
(2.2) Mediations not held (including pending)	2
SECTION C: Hearing requests	
(3) Hearing requests total	62
(3.1) Resolution sessions	49
(a) Settlement agreements	19
(3.2) Hearings (fully adjudicated)	32
(a) Decisions within timeline	19

(b) Decisions within extended timeline	13
(3.3) Resolved without a hearing	19

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0