

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement
Process**

**2007-2008 Year End Summary Report
November 20, 2008**

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Section 1: Introduction

“Seek first to understand and then to be understood”

Stephen R. Covey

This 2007-08 Year End Report for the New Hampshire Department of Education Special Education Program Approval and Improvement Process is intended to summarize the program approval activities during the past school year, as well as provide an overview of the data that has been collected through Special Education Program Approval monitoring activities. The data contained in this summary can also be utilized to support required documentation for the NHDOE, Bureau of Special Education State Performance Plan (SPP).

It is important to note that the summary that follows is not a statistics document. It shows how data was used in NH School Districts and private special education schools through the NHDOE Special Education Program Approval Process. It further demonstrates how data was used to gain answers to important questions related to the achievement of students with disabilities in NH Schools. Although this report is being written on behalf of the NHDOE, Bureau of Special Education, the document clearly reflects the Bureau’s ability to integrate and align their work with several significant NHDOE initiatives (e.g. SINI and DINI Planning, PBIS, CEIL, Follow the Child, PTAN, Performance Pathways, etc.) In its first year of full implementation, Focused Monitoring has provided a “window” into a school system and, in its own way, adds to our knowledge about the general education curriculum, instruction and assessment being provided to all children in NH, including children and youth with Individual Education Plans. With the enactment of No Child Left Behind (NCLB), data analysis is no longer optional, but required; the work of the NHDOE Program Approval and Improvement Process has taken LEAs and private special education schools deep into the data to identify and uncover powerful solutions to some of their greatest challenges.

In conclusion, the NHDOE Program Approval and Improvement Process continues to assist LEAs and private special education schools to gather, analyze and use data in purposeful ways, and to transform their thinking about data. The emphasis is on continuous improvement of the entire learning organization, to ensure that all requirements of programming are met for all students. The report that follows is divided into four sections, which are intended to outline all components of the NHDOE Special Education Program Approval and Improvement Process.

Section 2: Goals, Objectives, Activities, Output and Outcomes

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
YEAR END REPORT
FY 2007-2008**

Goals: The goals listed below are aligned with the requirements of the NHDOE RFP for the 2007-2008 Special Education Program Approval Process

Goal 1: To establish and maintain an effective New Hampshire Special Education Program Approval and Improvement Process that aligns with IDEA 2004, supports the priorities identified in the State Performance Plan (SPP) and includes an expanded parent role, to ensure that all NH children and youth with disabilities have a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.

Goal 2: To work collaboratively with NHDOE, Bureau of Special Education and key NH Stakeholders in the design of an effective, data driven Focused Monitoring System (FMS) that includes an expanded parent role and ensures all NH children and youth with disabilities an opportunity to receive FAPE in the LRE that promotes a high quality education.

Goal 3: To establish and maintain an effective, accessible data collection process and system that yields statewide data obtained through the Program Approval and Improvement Process.

GOAL 1: To establish and maintain an effective Special Education Program Approval and Improvement Process that aligns with IDEA 2004, supports the priorities identified in the NHDOE State Performance Plan (SPP) and includes an expanded parent role, to ensure that all NH children and youth with disabilities have a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>1. Hire qualified personnel to be responsible for the project.</p> <p>2. Maintain an updated database of general and special educators, related service providers, administrators, parents, etc. for volunteer visiting team members.</p>	<p>1.1.1-1.1.3 Hire a project manager, highly qualified consultants and project assistants for management team.</p> <p>1.2.1-1.2.3 Recruit volunteers through print and electronic means; review and match skills to activities of the project and design an orientation process and materials to support members.</p>	<p>Staffing completed for highly qualified team. (See appendix for staff list.)</p> <ul style="list-style-type: none"> • 70 volunteers were utilized during the 2007-2008 school year to assist in the NHDOE Case Study Compliance Review Process. An additional 30 volunteers were utilized for the FM IEP Review Process and as FM Focus Group facilitators. (See Volunteer Form in appendix) • Orientation for volunteers is provided the first morning of each Case Study Compliance Review Visit. Before the visit, visiting team members are mailed a manual used to guide the orientation session. (See Volunteer Manual in appendix) • As part of Focused Monitoring Activities, there were several data 	<p>Project is effectively managed and scope of work was completed for the 2007-2008 school year.</p> <ul style="list-style-type: none"> • The 100 volunteers utilized were recruited, trained and enabled the NHDOE to effectively carry out the Special Education Case Study Compliance Review Process and the FM IEP Review Process. • Volunteers were oriented to the project and had the requisite knowledge and skills to perform effectively in their roles. • Additional training for focus group facilitators and IEP Review

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.2.4 Design a process, supporting materials and training for parent team members.</p>	<p>collection activities that required the use of visiting team members. Examples of such include facilitation of focus groups and IEP Review Facilitators. On 11/27/07 a training was conducted for individuals who volunteered to be IEP Review Facilitators.</p> <p>Parents participated/were recruited for Focused Monitoring Achievement Teams and Case Studies.</p>	<p>facilitators was individually designed for each site. (see appendix for IEP Review training materials)</p> <ul style="list-style-type: none"> • Both Focused Monitoring and The Case Study Compliance Review have required parent participation. • In Focused Monitoring, parents are recruited to participate on Focused Monitoring Achievement Teams and orientation/training/professional development for these teams is ongoing. Evidence of parent engagement is summarized in each of the District Focused Monitoring Summary Reports. • In the Case Study Compliance Review Process that is used with Private Special Education Schools, parents are invited to participate in all aspects of the Case Study Process. In addition, the private schools are required to survey parents, utilizing a tool developed by the NHDOE/SERESC. (See parent survey in appendix)

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>3. Provide high quality technical assistance, support and professional development to all NH public and approved private and charter schools as they participate in the NHDOE Special Education Program Approval and Improvement Process, including: Case Study Review, Yearlong Improvement, James O. Consent, Shelter Care Compliance, Corrective Action Process, Audit Visits, New Program Approvals, technical assistance to identified sites for intensive year long support, other monitoring, written correspondence and reports for all, capturing information on effective practices and collaborating with statewide early childhood initiatives.</p>	<p>1.3.1-1.3.2 Correspond with schools due for approval; conduct statewide information sessions in the spring with overview and explanation of the Case Study and Focused Monitoring processes.</p> <p>1.3:3 Offer Case Study technical assistance by:</p> <ul style="list-style-type: none"> ▪ Providing professional development to all site personnel to conduct/ present case studies ▪ Randomly selecting case studies ▪ Developing a schedule for the process ▪ Guiding Improvement Planning and the Corrective Action Process 	<p>On May 22, 2008 thirteen sites participated in the NHDOE Special Education Program Approval Spring Information Session for private schools due to participate in Case Study Compliance Reviews in 2008-09.</p> <p>On May 9, 2008 an Information Session was held for the seven sites selected for Focused Monitoring in 2008-09.</p> <ul style="list-style-type: none"> • During the 2007-2008 school year, NHDOE Case Study Compliance Reviews were conducted at 15 sites, 13 private schools and 2 SAUs. (List of sites in appendix.) For all sites, technical assistance was provided to the teams preparing the case studies. • As part of the 2007-2008 Special Education Program Approval activities, all SAUs were notified that, “As noted in the Bureau of 	<p>Participant satisfaction and levels of learning were evaluated for both the 5/9 and 5/22 sessions. (Additional information is included in this report on page 45.)</p> <ul style="list-style-type: none"> • Materials were distributed, technical assistance provided, visits conducted, reports written and process completed. • A total of 58 student records were reviewed through case studies visits and data collection templates were completed and summarized as outlined in the Case Study Compliance Review Reports. As a result of these reviews, citations of non-compliance were noted in the summary reports, and corrective action reports filed, approved and monitored by the NHDOE. • One charter school student’s records were reviewed as part of the Focused Monitoring IEP Review in Manchester. There were no areas of

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.3.4 Offer Yearlong Process technical assistance by providing professional development in systems change and improvement planning, including:</p> <ul style="list-style-type: none"> • Conducting facilitator trainings • Attending all Improvement Team meetings • Guiding Improvement Planning and Corrective Action Process • Distributing support funds • Supporting/assisting the Improvement Teams in writing reports and plans. • Offering other technical assistance/support. 	<p>Special Education FY 07 Memo #14, (1/11/07) charter schools will be monitored at the same time and in a comparable manner as all the other schools that are part of the LEA.” The Program Approval Management Team used a form, previously developed with the NHDOE for Charter School visits. (included in the appendix)</p> <p>At the direction of the NHDOE, Bureau of Special Education, the “yearlong process” has been replaced by Focused Monitoring. Seven school districts were selected for Focused Monitoring in 07-08. Through this process all of the bullets have been accomplished and/or replaced by similar activities.</p>	<p>non-compliance noted. The other 6 FM school districts had no students placed in charter schools.</p> <p>During the 07-08 Focused Monitoring Process a total of 60 IEP Reviews were conducted at the 7 Focused Monitoring sites.</p>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>1.3.5 Summarize findings and write reports for all NHDOE Case Study Compliance Reviews Conducted.</p> <p>1.3.6 Review James O. Files at visits.</p> <p>1.3.7 Review programs and services for children and youth at shelter care facilities.</p> <p>1.3.8 Conduct and write summary reports for Corrective Action Visits conducted to sites undergoing the approval process the previous year.</p> <p>1.3.9 Conduct and write summary reports for audit/monitoring visits during each school year, in addition to providing</p>	<p>As part of the Case Study Compliance Review Process, James O File Reviews were conducted.</p> <p>Shelter care facilities are included in cyclical Case Study Visits.</p> <p>During the 2007-2008 School year, Corrective Action Follow-Up Visits were conducted at the 19 SAUs and private special education schools that participated in the Program Approval Case Study Process in 06-07. Each site was re-visited within one year from the date on their report to assess their progress in their areas of citations and suggestions for improvement.</p>	<p>All reports have been submitted to the NHDOE and are available on the Program Approval Web Site.</p> <p>14 James O file reviews were conducted and information included in the final Case Study and Focused Monitoring Reports.</p> <p>One shelter care facility was visited during 07-08, NFI North Country shelter.</p> <p>Data was collected, summarized and provided to the NHDOE on a regular basis through a Corrective Action Spreadsheet.</p> <p>In collaboration with the NHDOE, the management team assisted with audit visits, which were summarized and the findings provided to the Bureau. In addition, technical assistance, as</p>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
	<p>intensive technical assistance to sites and conducting random monitoring visits.</p> <p>1.3.10 Work collaboratively with the NHDOE to provide technical assistance to all public, private and charter schools requesting approval for new special education programs or changes to existing approved programs.</p> <p>1.3.12 Work collaboratively with various NHDOE Statewide Early Childhood Initiatives (e.g. PTAN, Preschool Settings, Curriculum, New State Rules) in the dissemination of information and networking within the field.</p>	<p>During the 2007-2008 school year, there were 45 requests for application materials for establishment of new special education programs or changes to existing approved programs.</p>	<p>directed by the NHDOE Bureau of Special Education, was provided by the management team. Examples of audit visits include Granite State High School, Nashua Academy of Learning and Technology, and Colebrook School District.</p> <p>Applications were reviewed and processed, visits conducted and summary reports provided to the NHDOE. Current status of each of the programs is listed in Section 4 of this report.</p> <p>PTAN was included on the Focused Monitoring Advisory Committee, as was CEIL, NHSAA, NHASEA, NHSSA and NH Connections. In addition, individuals from such organizations were participants in the Case Study Compliance Review Process. The Program Approval team also worked as partners with the NHDOE in those Focused Monitoring Districts who were also identified as either School In Need of Improvement (SINI) or District In Need of Improvement (DINI). In such situations, the Program Approval</p>

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>4. Design a model for communication between the Program Approval Management Team and NHDOE liaisons and consultants to ensure alignment of priorities in IDEA 2004.</p>	<p>1.4.1-1.4.2. Schedule and conduct regular meetings with the Program Approval Management Team, NHDOE and others re: corrective actions, early childhood education and other Program Approval activities; expand ongoing exchange to ensure effective communication.</p> <p>1.4.3. Management Team will attend</p> <ol style="list-style-type: none"> 1.) Trainings/events as requested by NHDOE 2.) Meetings with Bureau consultants 3.) Quarterly Senior Management Team Meetings 	<p>The Program Approval Management Team met twice per month during 2007-2008, at which time an NHDOE Bureau of Special Education liaison was in attendance.</p> <ul style="list-style-type: none"> • 1.) During the 2007-2008 school year the NHDOE Program Approval Management Team participated in several professional development activities as requested by the NHDOE. These included, but were not limited to, Quarterly Initiatives meetings, meetings with the Bureau of Accountability, SINI and DINI Trainings. • 2.) Nine Senior Management Team Meetings were held during 2007-2008 	<p>Technical Assistant assigned to work with the district was also available to serve as the SINI/DINI Facilitator</p> <p>Twice monthly Program Approval Management Team meetings resulted in an ongoing open line of communication with the NHDOE, Bureau of Special Education.</p> <ul style="list-style-type: none"> • 1.) Attendance and representation at meetings assists the NHDOE in ensuring that Special Education Program Approval is linked and aligned to other statewide initiatives, that the Special Education Program Approval Process is represented as necessary, and that the field and other key professional organizations are kept abreast of the work of the Program Approval Management Team. • 2.) Sr. Management Team meetings have resulted in maintaining an open line of communication with upper administration at the NHDOE, and

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<p>5. Design and revise all forms and documents necessary for the implementation of the Case Study Review Process and the Yearlong Improvement Process.</p>	<p>1.4.4-1.4.5 Maintain a webpage with all Program Approval information and forms and a master calendar of all Program Approval activities.</p> <p>1.5.1-1.5.2 Conduct a thorough review and revision of all forms annually; provide all forms in print and electronic format, including on website.</p>	<ul style="list-style-type: none"> • Web page with current program approval information is available to NHDOE and to the field, and the master calendar is maintained and updated regularly for the Program Approval Team. • Forms revised and provided to the field in both electronic and print format. • During the 2007-2008 School year, the Program Approval Management Team worked with the NHDOE in the revision of Case Study Templates. • All necessary Focused Monitoring documents were revised or created replacing Yearlong Improvement Process documents 	<p>have ensured that the NHDOE is well aware of critical issues that have been identified through the Special Education Program Approval Process.</p> <ul style="list-style-type: none"> • All NHDOE Special Education Program Approval descriptions and documents are posted on the website and can be downloaded for use. The master calendar is reviewed regularly to ensure Program Approval activities do not conflict in scheduling, and to allow for easy identification of scheduled visits and professional development activities. • Case Study templates were revised/updated and distributed to all 2007-2008 sites. • Documents are in compliance with NHDOE requirements for Program Approval. • Focused Monitoring documents were implemented at the IEP Reviews and when working with Achievement Teams.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
6. Oversee all expenditures and ensure responsible use of funds.	1.6.1 Maintain financial records 1.6.2 Review/approve all NHDOE Special Education Program Approval Process expenditures.	Complete financial records and appropriate use of funds.	Funds are expended appropriately and in a timely manner.

GOAL 2: To work collaboratively with the NHDOE, Bureau of Special Education and key NH stakeholders in the design of an effective, data driven Focused Monitoring System that includes an expanded parent role and ensures all NH children and youth with disabilities an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education.

Project Objective	Proposed Activity	Short-Term Output	Outcomes
<p>1. Work with local, state, regional and federal supports e.g. Northeast Regional Resource Center (NERRC), National Center on Special Education Accountability and Monitoring (NCSEAM), NHDOE, NH Connections, Content Enhancement Instructional Leadership (CEIL), Special Education Technical Assistance Center (SETAC) and Special Education Administration in the design of a Focused Monitoring System.</p>	<p>2.1.1 Continue participation in all Focused Monitoring activities including Focused Monitoring stakeholder group, conferences, meetings, and work sessions as requested by NHDOE.</p> <p>2.1.2. Work with NHDOE and 7 Focused Monitoring Sites for 2007-2008</p>	<p>During the 2006-07 year, two Program Approval Management Team members participated in Focused Monitoring stakeholder group meetings. During the 2007-08 year, the stakeholder group was not convened by the NHDOE. One Program Approval team member has attended the CEIL Advisory Committee meetings on a quarterly basis. The NHDOE has been the link to NERRC and NCSEAM to share the NH Focused Monitoring materials/process.</p> <p>7 Focused Monitoring districts were selected by the NHDOE, Bureau of Special Education based on the “achievement gap that exists between students with</p>	<ul style="list-style-type: none"> • Participation resulted in ensuring that the management team is being provided with input from various stakeholders, and also serves as a vehicle for distribution of information related to Focused Monitoring. The information gathered from such meetings is used as part of the technical assistance provided to the field. • The result of having representation on the CEIL advisory committee has been additional support for Focused Monitoring for the Manchester School District, which is also a CEIL Project site. <p>Two technical assistants from the NHDOE Program Approval Team were assigned to each of the 7 Focused Monitoring Districts. Technical assistance was provided</p>

	<p>2.1.3-2.1.4. Develop and test protocols and materials for FM pilot site process</p>	<p>disabilities and their non-disabled peers.”</p> <ul style="list-style-type: none"> • All Focused Monitoring Materials developed during the pilot year were refined and distributed for use with the 2007-08 FM Districts, along with additional documents created in 07-08. • Professional development was provided to each district to accompany the Focused Monitoring materials that were developed. 	<p>on site through facilitation of Achievement Team meetings, work with the leadership of the district and facilitation of all data collection activities. In addition, the Management Team conducted 4 networking sessions, giving the 7 sites an opportunity to work together. Summaries of all Focused Monitoring Activities are included in the Final Report for each site, submitted to the NHDOE Bureau of Special Education. Agendas of Networking Sessions are included in the appendix.</p> <ul style="list-style-type: none"> • The Focused Monitoring Process was further developed, along with Tools and Templates for use with Focused Monitoring Sites. • Professional Development was designed specific to each Achievement Team, and their related data collection activities. Sample professional development included data driven decision making, professional learning communities, Performance Pathways, etc.
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		<ul style="list-style-type: none"> • As part of the professional development for Achievement Teams, course credit was offered for those team members who elected to enroll in a PSU course (AD5560 Aligning Educational Initiatives to Student Outcomes Through Data Analysis-Course description in appendix.) 	<ul style="list-style-type: none"> • The Management Team Members served as Adjunct Faculty Members for Plymouth State University, and were responsible for instruction and monitoring of AD5560 Aligning Educational Initiatives to Student Outcomes Through Data Analysis.
<p>2. Work with NHDOE and parent group representatives to identify meaningful roles for parents in the FM process and the design of materials and effective training components.</p>	<p>With NH Connections and/or others:</p> <p>2.2.1 Develop a work plan to expand parent involvement in Program Approval activities</p> <p>2.2.2 Assist in design of related materials and training as outlined in work plan.</p>	<ul style="list-style-type: none"> • Two parents representing parent organizations (NH Connections and Parent Information Center) and one parent at large were members of the advisory group during the 06-07 pilot year. • Parents were full members on Focused Monitoring Achievement Teams. Parents on the teams were responsible for assisting in the design of future involvement of parents in Focused Monitoring. 	<ul style="list-style-type: none"> • Input gathered from parent representatives during the pilot year were fully implemented with the 2007-08 FM sites • Parents participating in Focused Monitoring are full participants in the Achievement Team Activities. • Each District was required to have parent representation in Focused Monitoring Data Collection Activities.

Goal 3: To establish and maintain an effective, accessible data collection process and system that yields statewide data obtained through the Program Approval and Improvement Process.

Project Objective	Proposed Activity	Short-Term Output	Outcome
<p>1. Collect data and maintain databases that support compliance with IDEA 2004 and provide information for NHDOE related to the SPP, and respond to key indicators outlined in the Focused Monitoring Process.</p>	<p>3.1.1 With NHDOE, identify data to be collected related to IDEA 2004 and the SPP.</p> <p>3.1.2. Report annually on patterns and trends, including incidences of noncompliance and status of corrective actions.</p>	<p>Data Collection from Case Study Visits and Focused Monitoring IEP Reviews</p> <ul style="list-style-type: none"> • Patterns and trends derived from collected data are reported annually. • Results of Follow Up Corrective Action Visits are entered into a database. 	<p>Data is summarized and provided to the NHDOE for identification of statewide trends. See the following pages in this report for data summary, including patterns and trends.</p> <ul style="list-style-type: none"> • Patterns and trends are noted on the following pages of this report. • Results of follow up Corrective Action Visits have been entered into a spreadsheet and provided to the NHDOE, Bureau of Special Education.

Section 3: NHDOE Focused Monitoring: Year I Implementation

The Focused Monitoring goal is that all participating districts will become “achievement gap narrowing districts”. The work of Focused Monitoring is grounded in research and in a set of operating principles designed to provide practical guidance to districts working to build or sustain a competent school system.

During the 2007-08 school year the NHDOE, Bureau of Special Education, worked with SERESC and NH school districts in the continued development of the Focused Monitoring Process. As identified by the NHDOE and a key stakeholder group, Focused Monitoring was designed to address a key performance indicator (KPI), the achievement gap that exists between students with disabilities and their non-disabled peers. The Focused Monitoring Process, as designed by the NHDOE, is meant to engage school districts in data driven decisions, action research and working together in the continuous cycle of analyzing data, identifying areas for improvement and supporting systems changes. The school districts participating in Focused Monitoring during the 2007-08 school year were required to make several significant shifts . . . from unconnected thinking to systems thinking, from an environment of isolation to one of collegiality, from perceptions and assumptions to data driven reality, and from individual autonomy to collective accountability for all students. Listed below is a description of Focused Monitoring:

Purpose:

The purpose of the Focused Monitoring process is to improve educational results and functional outcomes for all children with disabilities by maximizing resources and emphasizing important variables in order to increase the probability of improved results.

Big Ideas:

- **Focusing on one or more Key Performance Indicator (KPI)** - In New Hampshire, the KPI for 2007-08 has been identified as “the achievement gap” between students with disabilities and their non-disabled peers.
- **Targeting resources for continuous improvement where most needed and discontinuing a cyclical model of review**
- **Monitoring compliance of what is important and achievable for educational benefit rather than a review of “everything”** - Only priority areas of special education compliance will be monitored.
- **Focused Monitoring becomes the accountability and management system that supports measurable, continuous systemic improvement.**

Essential Study Question:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

Study Process:

Each participating district assembled an Achievement Team broadly representative of its educational system. The teams included district administrators, general and special educators, parent members and a member experienced in data analysis. Teams met regularly to collect and analyze existing and new student performance data, both

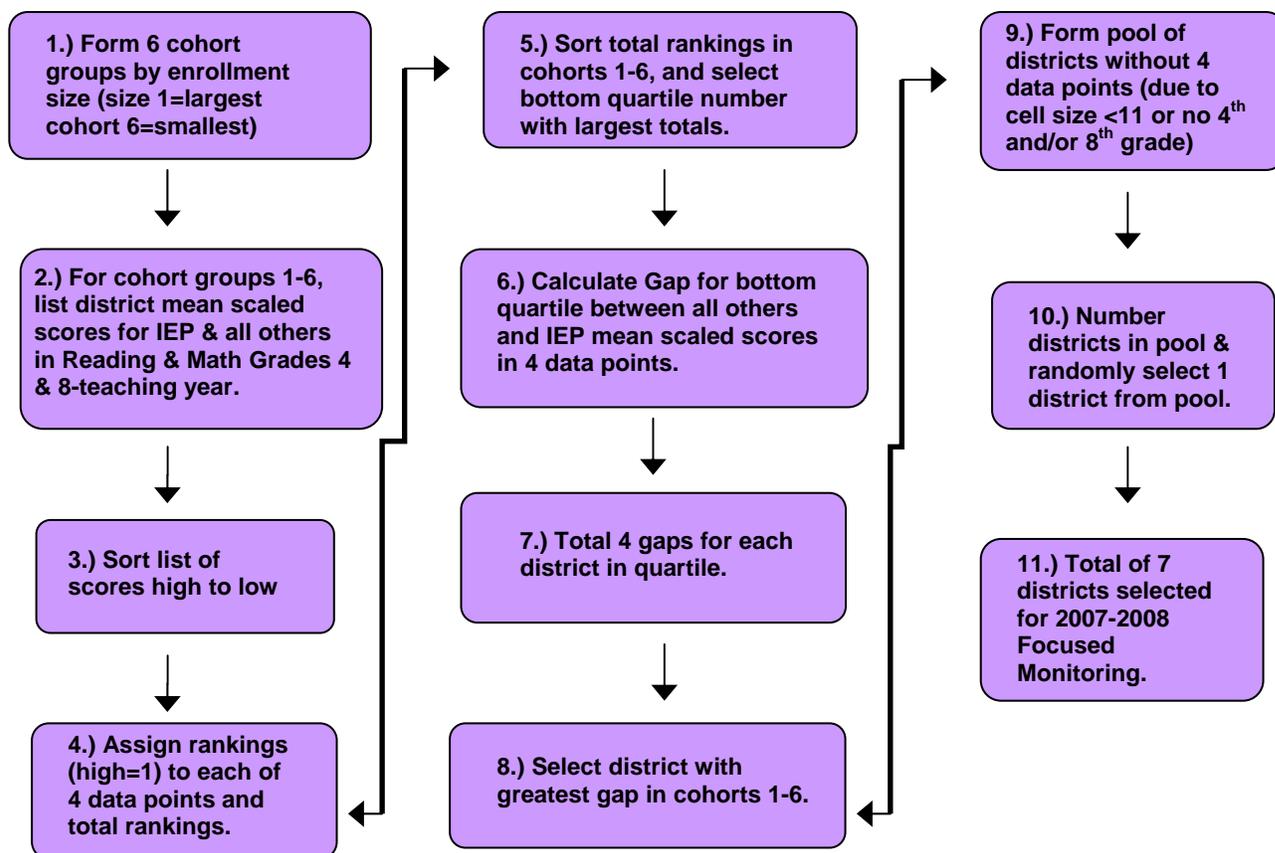
qualitative and quantitative, in order to answer the essential study question. The teams produced a set of findings from the analysis of data and then prepared an action plan for improvement for implementation in the following year and beyond. Each team was assisted in their work by at least two technical assistants provided by the NHDOE. The team followed an inquiry process adapted from sources such as, *Developing an Effective School Plan*, by WestEd, Van Houten, Miyasaka, Agullard and Zimmerman, and *Understanding Gaps in Student Performance: Root Cause Analysis by Education Development Center, Inc.*, used by the New Hampshire Department of Education, in collaboration with The New England Comprehensive Center, in the DINI Process.

Parent and Student Involvement in the Focused Monitoring Process:

The Focused Monitoring process supports increased parent involvement in two ways: by involving parents as participants on the Achievement Teams and in the work of the team through survey and focus groups, and by involving parents of students with disabilities more deeply in their child’s education. The Focused Monitoring process also supports greater student involvement through activities such as student focus groups and/or surveys.

The selection process for identifying districts for Focused Monitoring is illustrated graphically below:

Focused Monitoring District Selection Process



The Seven School Districts Selected as Focused Monitoring Sites for 2007-2008 Were:

- Claremont School District
- Allenstown School District
- Manchester School District
- Weare School District
- Haverhill School District
- Barrington School District
- Hudson School District

Compliance:

In the Focused Monitoring Process, the district special and general education staff participate in a structured review of randomly selected IEPs in order to determine the district's level of compliance with the special education process. The review of selected IEPs is conducted by a team in each building with technical assistance provided by NHDOE. The IEP review template (see appendix) has been designed to help the team examine the IEP for measures of educational benefit and compliance because the IEP is the core of the special education process. A well-crafted, collaborative IEP will help ensure educational benefit for students with disabilities.

To ensure that an IEP is reasonably calculated to provide educational benefit, it must support a student's access to the general education curriculum. The identified needs must be detailed and the impact of the disability on the student's academic achievement and functional performance, including in the general education classroom and in extracurricular and other non-academic activities, must be clearly defined.

Goals/objectives/benchmarks, accommodations/modifications and the type and amount of services must align with the student's needs in order for him/her to learn and validly demonstrate this knowledge. Ongoing, purposeful measurement of progress must be conducted and reported to track progress in the plan/program.

Review teams should be able to conclude whether the IEP contains the required elements; if it is reasonably calculated to provide educational benefit; and whether the IEP is useful, understandable to a broad audience, and a helpful tool in understanding the child's disability, its impact, and how the school will address this impact.

Data gathered in the IEP Review process provides the Achievement Team with valuable information that informs it about the district's special education process and programming, about the progress of students with disabilities and about the alignment of special education programming with the district's general curriculum, instruction and assessment systems. Findings and corrective actions that resulted from the IEP Review are included in the final FM report and action plan developed by each Achievement team.

Table of 2007-2008 Focused Monitoring Sites and Their Citations:

The table below provides an overview of the Focused Monitoring sites citations. Details of the citations are included in the IEP Review section of each site's Final Report. Electronic copies of the reports are available at the NHDOE and through the Program Approval Management Team.

CITATIONS RESULTING FROM IEP REVIEWS IN 07-08 FOCUSED MONITORING DISTRICTS			
FM SITE NAME	REPORT DATE	CITATION	ED #
Allenstown	5/9/08	No citations given	
Barrington	6/24/08	IEPs	Ed 1109.02
Claremont	6/24/08	Required IEP compliance, Content of IEP	Ed 1109.01
		Monitoring & Evaluation of IEPS, Accountability	Ed 1109.10, Ed 1109.02
		Curricula	Ed 1119.03 (c)
		Special Education Process	Ed 1106.01
		Transition Planning/ Content of IEP, Definition of IEP, Transition Services, Transition Services-participants	Ed 1102.53, Ed 1119.0134, CFR 300.320 (a) 34 CFR 300.320 (b) 34 CFR 321 (b)
		Behavior Strategies & Discipline	Ed 1119.11
		Diplomas	Ed 1119.08
Claremont/VASE Program		Qualifications & Requirements for Personnel	Ed 1119.07
		Curricula, Equal Ed Opportunity-full access to general curriculum, LRE	Ed 1119.03, Ed 1119.08, CRF 300.26, Ed 1119.08
		Elements of IEP, Implementation of IEP, Team Composition, IEP Accountability, Monitor & Evaluation of IEP	Ed 1119.01, Ed 1119.05, Ed 1115.03, Ed1109.09, Ed 1109.10
		Diplomas	Ed 1119.08
		Transition Plans, Provision of FAPE, Transition Services	Ed 1102.53, Ed 1107.02 CRF 300.347 (b) (1), Ed 1109.01 CFR 300.132
		Equipment, Materials & Assistive Technology	Ed 1119.04
		Special Education Process Sequence	Ed 1106.01
Haverhill	5/30/08	IEPs, Elements & Content of IEPs	Ed 1109.01 CRF 300.320
		Elements of an IEP, Transition Plans	Ed 1109.01, Ed 1102.53 CFR 300.43 (a)
Hudson	7/8/08	Content of IEP , Elements of an IEP	Ed 1109.01, CFR 300.320
Manchester	7/10/08	Content of IEP , Elements of an IEP	Ed 1109.01, CFR 300.320
		Evaluation timeline	Ed 1107.04
Weare	5/23/08	Placement of children with disabilities	Ed 1115
		Curricula	Ed 1119.03

Other Data Collected from Focused Monitoring Sites:

Examples of other data that was collected, reviewed and analyzed within the seven selected sites are listed as follows:

- Systems readiness for change assessment
- District data (e.g. demographics, special education identification rate, number/types of school personnel, service delivery models, professional development, attendance, drop out rates, discipline data, etc.)
- Standardized assessment scores (Achievement and Aptitude)
- Individual student assessments
- Assessment of attitudes and perceptions (staff, student, parent, administration, community)

- Special education compliance (policy and procedures, review of IEPs, qualifications of staff, review of programming and documentation of student progress)

All of the data collection activities for each Focused Monitoring site were customized and guided by the Key Performance Indicator and the Essential Question that each Achievement Team developed to study during the 2007-08 school year. For each school district, a summary of the data, along with the improvement plan developed to address the achievement gap, has been provided to the NHDOE, Bureau of Special Education. Noteworthy is that during the 2007-08 school year, when appropriate, Focused Monitoring was combined with the SINI and DINI Process, to ensure that resources, technical assistance and support were aligned for the districts. As a result, Focused Monitoring included the Root Cause Analysis process, as well as the facilitation required to complete SINI and DINI planning. The outcome in most districts was one improvement plan that included both Focused Monitoring and SINI/DINI goals.

Trends:

As a result of working with the seven Focused Monitoring districts, the following trends were identified through the data collection activities.

1. Few individuals in the districts were adequately trained to gather and analyze data or to establish and maintain data management systems.
2. Through involvement in the Focused Monitoring Process and related professional development, teachers are becoming more comfortable in gathering and analyzing data to inform curriculum, instruction and assessment.
3. Performance Pathways has assisted districts in the development of data management systems that allow for easy access to and analysis of data.
4. Communication at all levels needs to be strengthened if student achievement is going to improve.
5. Meaningful family/parent engagement in schools needs to be strengthened.
6. Educators look to their leaders for direction and support; in order to narrow the achievement gap, leaders must be directly involved in Focused Monitoring, have a vision of change, communicate effectively, lead the instructional path, monitor progress and continuously support staff.
7. Creating a culture of inquiry involves analyzing relevant data, probing perceptions about why things are as they are and examining the academic culture, including the issue of full access, equity, and opportunities to learn.
8. Districts need continued professional development and support in the following areas:
 - Measuring outcomes
 - Assessing the academic culture, policies, practices and programming
 - Utilizing the voices of students and parents to improve student achievement

2006-2007 Focused Monitoring Pilot Sites:

As follow up to the Focused Monitoring pilot year, the NHDOE Program Approval Management Team was responsible for informal technical assistance to the pilot districts. This consisted of regular communication via e-mail, a return visit to document progress on focused monitoring improvement plans, and when appropriate, monitoring the status of any corrective action plans that were identified through IEP Reviews. As a result of these

follow up visits, it was confirmed that the activities of the Achievement Teams continued, or were being carried out by a SINI/DINI team, in all three of the districts. All three districts continue to monitor their improvement plans and the related activities. In addition, staff and administration from the pilot sites continue to offer their assistance in advising districts currently participating in Focused Monitoring.

Section 4: Case Study Compliance Review Data Collection Summary

The NHDOE Case Study Compliance Review Process:

During the 2007-08 School Year, the NHDOE conducted Case Study Reviews on a total of 58 students at two SAUs and 13 private schools. The 58 case studies break down as:

- 19 conducted within SAUs at the elementary, middle and high school level
- 35 conducted at private schools at the elementary, middle and high school level
- 4 conducted at the preschool level, two at a private school and two at SAUs

The Case Study Reviews are conducted to ensure compliance with state and federal special education rules and regulations. The reviews have evolved to emphasize partnerships with and technical assistance to LEAs and private schools, as well as job embedded professional development. This evolution provides further emphasis on the development of strong accountability systems. The aim of the Case Study Compliance Review is to ask questions and collect data around 3 target areas: Access to the General Curriculum, Transition, and Behavior Strategies and Discipline.

As part of the Case Study Compliance Review Process, the LEA or private school must also complete an application and provide documented special education policy and procedures, qualifications of staff, program descriptions and other information. An additional requirement for private schools is to survey their LEAs regarding communication, expectations and monitoring of student progress. The LEA survey results are located within each school's application, on file at NHDOE. A sample LEA survey is located in the appendix.

The data on the following pages was collected during the 2007-08 Case Study Compliance Reviews on the Data Collection Forms, from parent surveys conducted by the educational communities, from new program applications, from follow up corrective action visits and from professional development offerings. The first set of tables summarizes the data collected during the Case Study Visits.

SAU CASE STUDY REVIEW DATA

K - 12

**Responses Were Collected on the Case Study Data Collection Forms
During the 2007-2008 Case Study Compliance Reviews**

PUBLIC SCHOOLS K - 12	TOTALS						
QUESTIONS	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
Access to the General Curriculum							
A1.) Team uses multiple measures to design, implement and monitor the student's program.	19	16	84%	3	16%	0	0%
A2.) All IEP goals are written in measurable terms.	19	12	63%	7	37%	0	0%
A3.) Student has made progress over the past three years in IEP goals. Goal 1	19	16	84%	3	16%	0	0%
A4.) Student has made progress over the past three years in IEP goals. Goal 2	19	16	84%	0	0%	3	16%
A5.) Student has access to the general curriculum (as outlined by the district, sending district or NH frameworks.)	19	18	95%	1	5%	0	0%
A6.) Student participates in the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	19	19	100%	0	0%	0	0%
A7.) When participating in a regular education setting with non-disabled peers with necessary supports, student has made progress in the general curriculum.	19	19	100%	0	0%	0	0%
A8.) Student participates appropriately in state, district and school-wide assessments.	19	19	100%	0	0%	0	0%
A9.) Student shows progress in state, district and school-wide assessments.	19	14	74%	2	10%	3	16%
A10.) Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports.	19	17	90%	1	5%	1	5%
A11.) Student does participate in general extracurricular and other non-academic activities with necessary supports.	19	12	64%	5	26%	2	10%
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test?	19	8	42%	11	58%	0	0%
A13.) Student is earning credits toward a regular high school diploma.	5	4	80%	1	20%	0	0%
A15.) Student will earn an IEP diploma or a certificate of competency.	5	5	100%	0	0%	0	0%
A17.) Does this school or district have a clear policy for earning a high school diploma?	5	5	100%	0	0%	0	0%
QUESTIONS	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
Transition							
T1.) Transition planning from grade to grade takes place.	19	15	79%	4	21%	0	0%
T2.) Transition planning from school to school takes place.	19	16	84%	3	16%	0	0%
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	19	16	84%	3	16%	0	0%

T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	5	5	100%	0	0%	0	0%
T5.) IEP team includes parent as part of transition planning.	5	4	80%	1	20%	0	0%
T6.) IEP team and process includes student as part of transition planning.	5	5	100%	0	0%	0	0%
T7.) IEP includes current level of performance related to transition services.	5	5	100%	0	0%	0	0%
T8.) There is documentation that the student has been invited to attend IEP meetings.	5	5	100%	0	0%	0	0%
T9.) A statement of the transition service needs is included in the IEP.	5	4	80%	1	20%	0	0%
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	5	3	60%	2	40%	0	0%
T11.) Transition plan includes coordinated, measurable, annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	5	0	0%	4	80%	1	20%
T12.) Statement of needed transition services is presented as a coordinated set of activities.	5	2	40%	2	40%	1	20%
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	5	3	60%	1	20%	1	20%
T14.) The IEP includes a statement of needed transition services and considers instruction.	5	3	60%	1	20%	1	20%
T15.) The IEP includes a statement of needed transition services and considers community experiences.	5	3	60%	1	20%	1	20%
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	5	3	60%	1	20%	1	20%
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	5	3	60%	1	20%	1	20%
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	5	2	40%	1	20%	2	40%
T19.) The IEP includes a statement of needed transition services and considers related services.	5	2	40%	1	20%	2	40%
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	5	2	40%	1	20%	2	40%
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	5	1	20%	2	40%	2	40%
Behavior Strategies and Discipline	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
B1.) Data are used to determine impact of student behavior on his/her learning.	19	13	68%	0	0%	6	32%
B2.) Has this student ever been suspended from school?	19	3	16%	15	79%	1	5%
B4.) If appropriate, a functional behavior assessment has been conducted.	19	3	16%	3	16%	13	68%
B5.) IEP team has addressed behaviors that are impacting student learning.	19	4	21%	2	10%	13	68%
B6.) A behavior intervention plan has been written to address behaviors.	19	4	21%	2	10%	13	68%

B7.) All individuals working with the student have been involved in developing behavior intervention strategies.	19	5	26%	2	10%	12	63%
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	19	7	37%	2	10%	10	53%
B9.) Results of behavior intervention strategies are evaluated and monitored.	19	8	42%	2	10%	9	42%
B10.) A school-wide behavior intervention model exists.	16	10	63%	6	37%	0	0%

Interpretation/Analysis of the SAU K-12 Data Above:

Upon review of the data, the following trends have been identified in SAUs (K-12):

- Evaluations conducted within 45 days of parental permission to test**
 During the 2007-08 school year, the case studies presented in the public school settings reflected that educational communities continue to be challenged by completing special education evaluations in a timely manner. (58% of the records reviewed indicated that evaluations were not completed within 45 days of parental permission to test.)
- Annual Measurable Goals**
 Staff within the public school setting continue to need assistance in writing annual measurable IEP goals. While there has been significant improvement since the 2006-07 school year, 37% of the IEPs reviewed did not contain measurable annual goals.
- Transition Planning**
 Staff within the public school setting continue to need assistance in writing measurable post high school goals as part of the transition plan in IEPs. (80% of the transition plans reviewed as part of the Case Study Compliance Reviews did not include coordinated, measurable, annual transition goals, 40% of the transition plans were cited for not having a focus upon course of studies, and 40% of the transition plans lacked evidence of a coordinated set of activities. Additionally, it was noted that for those students preparing to graduate, 40% of the files reviewed lacked a summary of academic and functional performance.

It is important to note that several statements rated responses of 100% compliance. Statewide strengths that were noted include:

- Students have access to and participate in the general curriculum
- Students demonstrate progress in the general education curriculum
- Students participate in state assessments
- Schools / Districts have clear policies for earning a high school diploma
- Students participate in transition planning
- Transition plans are designed as results oriented process that promotes movement from school to school

**PRIVATE SCHOOL CASE STUDY REVIEW DATA
K - 12**

**These Responses Were Collected on the Case Study Data Collection Forms
During the 2007-2008 Case Study Compliance Reviews**

PRIVATE SCHOOLS K - 12	TOTALS						
QUESTIONS	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
Access to the General Curriculum							
A1.) Team uses multiple measures to design, implement and monitor the student's program.	33	31	94%	2	6%	0	
A2.) All IEP goals are written in measurable terms.	33	21	64%	12	36%	0	
A3.) Student has made progress over the past three years in IEP goals. Goal 1	33	21	64%	9	27%	3	9%
A4.) Student has made progress over the past three years in IEP goals. Goal 2	31	19	61%	9	29%	3	10%
A5.) Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)	33	26	79%	7	21%	0	
A6.) Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.	33	18	55%	3	9%	12	36%
A7.) When <u>participating in a regular education setting with non-disabled peers</u> with necessary supports, student <u>has made progress in</u> the general curriculum.	33	18	55%	0		15	45%
A8.) Student <u>participates</u> appropriately in state, district and school-wide assessments.	33	30	90%	1	3%	2	6%
A9.) Student <u>shows progress</u> in state, district and school-wide assessments.	32	21	66%	3	9%	8	25%
A10.) Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.	33	33	100%	0	0%	0	0%
A11.) Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.	33	31	94%	2	6%	0	0%
A12.) Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test?	33	19	58%	5	15%	9	27%
A13.) Student is earning credits toward a regular high school diploma.	24	18	75%	6	25%	0	0%
A15.) Student will earn an IEP diploma or a certificate of competency.	23	9	39%	9	39%	5	22%
A17.) Does this school or district have a clear policy for earning a high school diploma?	22	20	91%	1	5%	1	5%
Transition							
T1.) Transition planning from grade to grade takes place.	24	22	92%	2	8%	0	0%
T2.) Transition planning from school to school takes place.	24	22	92%	2	8%	0	0%

	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
T3.) Collaboration has occurred between general and special education staff in IEP development and in transition planning.	24	22	92%	2	8%	0	0%
T4.) Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	20	19	95%	1	5%	0	0%
T5.) IEP team includes parent as part of transition planning.	20	19	95%	1	5%	0	0%
T6.) IEP team and process includes student as part of transition planning.	20	16	80%	4	20%	0	0%
T7.) IEP includes current level of performance related to transition services.	20	17	85%	3	15%	0	0%
T8.) There is documentation that the student has been invited to attend IEP meetings.	20	16	80%	4	20%	0	0%
T9.) A statement of the transition service needs is included in the IEP.	20	18	90%	2	10%	0	0%
T10.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	20	16	80%	4	20%	0	0%
T11.) Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	20	11	55%	9	45%	0	0%
T12.) Statement of needed transition services is presented as a coordinated set of activities.	20	18	90%	2	10%	0	0%
T13.) The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	20	18	90%	2	10%	0	0%
T14.) The IEP includes a statement of needed transition services and considers instruction.	20	17	85%	3	15%	0	0%
T15.) The IEP includes a statement of needed transition services and considers community experiences.	20	17	85%	3	15%	0	0%
T16.) The IEP includes a statement of needed transition services and considers development of employment skills.	20	17	85%	3	15%	0	0%
T17.) Student is informed prior to age 17 of his/her rights under IDEA.	20	18	90%	2	10%	0	0%
T18.) There is documentation that representatives of other agencies have been invited to IEP meetings.	21	15	71%	2	10%	4	19%
T19.) The IEP includes a statement of needed transition services and considers related services.	20	14	70%	4	20%	2	10%
T20.) The IEP includes a statement of needed transition services and considers development of daily living skills.	20	13	65%	4	20%	3	15%
T21.) If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.	21	4	19%	2	10%	15	71%
Behavior Strategies and Discipline	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
B1.) Data are used to determine impact of student behavior on his/her learning.	33	30	91%	1	3%	2	6%

	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
B2.) Has this student ever been suspended from school?	33	8	24%	14	42%	11	33%
B4.) If appropriate, a functional behavior assessment has been conducted.	33	6	18%	5	15%	22	67%
B5.) IEP team has addressed behaviors that are impacting student learning.	33	23	70%	3	9%	7	21%
B6.) A behavior intervention plan has been written to address behaviors.	33	13	39%	5	15%	15	45%
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.	33	22	67%	3	9%	8	24%
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	33	22	67%	3	9%	8	24%
B9.) Results of behavior intervention strategies are evaluated and monitored.	33	23	70%	3	9%	7	21%
B10.) A school-wide behavior intervention model exists.	33	29	88%	4	12%	0	0%

Interpretation/Analysis of Private Special Education School Data:

Upon review of the data collected through the NHDOE Special Education Case Study Presentations, similar trends have been identified in private schools K-12 as are listed above for the SAUs:

- **IEPs**
36% of the IEPs reviewed did not have measurable annual goals.
29% of the IEPs lacked evidence of progress over time.
- **Transition Planning**
20% of the IEPs reviewed lacked evidence of students being involved in transition planning.
45% of the transition plans lacked coordinated, measurable annual goals.

Several statements rated responses of 90% or above:

- Team uses multiple measures to design, implement and monitor the student's program
- Parent involvement, course of studies, etc. as part of transition planning
- Students have the opportunity to participate in extra curricular activities
- There is use of data to determine the impact that behavior has upon student learning

PUBLIC PRESCHOOL CASE STUDY REVIEW DATA

**These Responses Were Collected on the Case Study Data Collection Forms
During the 2007-2008 Case Study Compliance Reviews (from the 2 SAUs visited)**

PUBLIC PRESCHOOLS	TOTALS						
QUESTIONS	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
Access to the General Curriculum							
A1.) Is there a written general education curriculum in place for preschoolers?	2	1	50%	1	50%	0	0%
A2.) Does the curriculum incorporate social/emotional skills?	2	1	50%	0	0%	1	50%
A3.) Has this student made progress in social/emotional skills?	2	2	100%	0	0%	0	0%
A4.) Does the curriculum incorporate early language/communication skills?	2	1	50%	0	0%	1	50%
A5.) Has this student made progress in early language/communication skills?	2	2	100%	0	0%	0	0%
A6.) Does the curriculum incorporate pre-reading skills?	2	2	100%	0	0%	0	0%
A7.) Has this student made progress in pre-reading skills?	2	2	100%	0	0%	0	0%
A8.) Does this student have access to appropriate preschool activities?	2	2	100%	0	0%	0	0%
A9.) Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?	2	2	100%	0	0%	0	0%
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?	2	0	0%	1	50%	1	50%
A11.) Was this student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test?	2	2	100%	0	0%	0	0%
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	2	2	100%	0	0%	0	0%
A13.) Was an IEP fully developed and signed by the student's third birthday?	2	2	100%	0	0%	0	0%
A14.) Are this student's IEP goals written in measurable terms?	2	2	100%	0	0%	0	0%
Transition							
T1.) Transition planning from ESS to preschool takes place.	2	2	100%	0	0%	0	0%
T2.) Transition planning from preschool to kindergarten or 1 st grade takes place.	2	1	50%	0	0%	1	50%
T3.) District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday.	2	2	100%	0	0%	0	0%
T4.) Team around transition includes parents.	2	2	100%	0	0%	0	0%

T5.) Team around transition includes appropriate agencies.	2	2	100%	0	0%	0	0%
T6.) Services agreed on in the IEP began by the time specified in the IEP.	2	2	100%	0	0%	0	0%
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.	2	2	100%	0	0%	0	0%
T8.) Early Supports and Services evaluation information was shared with the school or district.	2	2	100%	0	0%	0	0%
Behavior Strategies and Discipline	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
B1.) Data are used to determine impact of student behavior on his/her learning.	2	1	50%	0	0%	1	50%
B2.) Has this student ever been suspended from school?	2	0	0%	1	50%	1	50%
B4.) A functional behavior assessment has been conducted.	2	0	0%	0	0%	1	50%
B5.) IEP team has addressed behaviors that are impacting student learning.	2	1	50%	0	0%	1	50%
B6.) A behavior intervention plan has been written to address behaviors.	2	1	50%	0	0%	1	50%
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.	2	1	50%	0	0%	1	50%
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	2	2	100%	0	0%	0	0%
B9.) Results of behavior intervention strategies are evaluated and monitored.	2	2	100%	0	0%	0	0%

PRIVATE PRESCHOOL CASE STUDY REVIEW DATA

Responses Were Collected on the Case Study Data Collection Forms During the 2007-2008 Case Study Compliance Reviews at the One Private Preschool Visited

PRIVATE PRESCHOOLS	TOTALS						
QUESTIONS	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
Access to the General Curriculum							
A1.) Is there a written general education curriculum in place for preschoolers?	2	2	100%				
A2.) Does the curriculum incorporate social/emotional skills?	2	2	100%				
A3.) Has this student made progress in social/emotional skills?	2	2	100%				
A4.) Does the curriculum incorporate early language/communication skills?	2	2	100%				
A5.) Has this student made progress in early language/communication skills?	2	2	100%				
A6.) Does the curriculum incorporate pre-reading skills?	2	2	100%				
A7.) Has this student made progress in pre-reading skills?	2	2	100%				
A8.) Does this student have access to appropriate preschool activities?	2	2	100%				

A9.) Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?	2	2	100%				
A10.) Did this student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?	2	2	100%				
A11.) Was this student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test?	2	2	100%				
A12.) Did the IEP team meet to create the IEP within 30 calendar days of eligibility?	2	2	100%				
A13.) Was an IEP fully developed and signed by the student's third birthday?	2	1	50%			1	50%
A14.) Are this student's IEP goals written in measurable terms?	2	2	100%				
Transition	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
T1.) Transition planning from ESS to preschool takes place.	2	1	50%			1	50%
T2.) Transition planning from preschool to kindergarten or 1 st grade takes place.	2	2	100%				
T3.) District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday.	2	1	50%			1	50%
T4.) Team around transition includes parents.	2	2	100%				
T5.) Team around transition includes appropriate agencies.	2	2	100%				
T6.) Services agreed on in the IEP began by the time specified in the IEP.	2	2	100%				
T7.) Early Supports and Services provided the school or district with initial information prior to 90 days.	1	1	50%				
T8.) Early Supports and Services evaluation information was shared with the school or district.	1	1	50%				
Behavior Strategies and Discipline	# of Answers Submitted	# YES	% YES	# NO	% NO	# NA	% NA
B1.) Data are used to determine impact of student behavior on his/her learning.	2	2	100%				
B2.) Has this student ever been suspended from school?	2			2	100%		
B4.) A functional behavior assessment has been conducted.	2	1	50%			1	50%
B5.) IEP team has addressed behaviors that are impacting student learning.	2	2	100%				
B6.) A behavior intervention plan has been written to address behaviors.	2	1	50%	1	50%		
B7.) All individuals working with the student have been involved in developing behavior intervention strategies.	2	2	100%				
B8.) Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	2	2	100%				
B9.) Results of behavior intervention strategies are evaluated and monitored.	2	2	100%				

Interpretation/Analysis of Preschool Program Data:

Positive Trends in the Data

A significant number of preschool statements were found to have 100% compliance. While the sampling was small, there were no patterns of noncompliance noted.

Data Collected on Citations of Non-Compliance During the 2007-2008 Case Study Compliance Review Process

The following is a table of the **2007-2008 Case Study sites and their citations**. Details of the citations are included in each site's Case Study Compliance Review Report. Electronic copies of the reports are available at the NHDOE and through the Program Approval Management Team.

ALL 2007-2008 CASE STUDY SITES AND THEIR CITATIONS OF NON-COMPLIANCE

SITE NAME	SAU / PRIVATE	REPORT DATE	CITATION	ED #
Bryant Academy	Private	8/22/08	Program Requirements, Content of IEP, Annual Measurable Goals Individual Education Plans	ED 1133.05, ED 1119.01
			Administration Qualifications and Requirements for Instructional, Administrative and Support Personnel	ED 1133.04, ED 1133.08
			Change in Placement or Termination of the Enrollment of a Child with a Disability	ED 1133.09
			Full Access to the General Curriculum Program Requirements Protections afforded to children with Disabilities	ED 1109.03 (a), ED 1133.05 (h), ED 1133.20
			Governance	ED 1133.03 (b)
			Administration Program Requirements	ED 1133.04, ED 1133.05
			Child Management Techniques	ED 1133.07
			Administration	ED 1133.04 (a)
			Program Requirements	ED 1133.05 (a, b)
			Parent Access to Education Records	ED 1133.10
			Calendar Requirements	ED 1133.12
			Transportation	ED 1133.14
			Health and Medical Care	ED 1133.16
			Photography and Audio or Audio Visual Recording	ED 1133.18
			Emergency Planning and Preparedness	ED 1133.19
Davenport	Private	5/22/08	Equal Ed Opportunity-full access to general curriculum	Ed 1109.08, Ed1119.03

SITE NAME	SAU / PRIVATE	REPORT DATE	CITATION	ED #
Easter Seals- Robert B. Jolicoeur School	Private	7/14/08	Behavior Strategies & Discipline	Ed 1109.02, Ed 1119.11, Ed 1133.07(a) (b) (c) (d) (e)
			Transition Services-IEP Team	Ed 1109.03 300.344
Learning Skills Academy	Private	6/30/08	Full Access to gen curriculum	Ed 1119.03, CFR 300.347
			Equal Education Opportunity	Ed 1119.08, CFR 300.304
Monarch School	Private	2/18/08	Full Access, Program Requirements, Protections afforded to children with disabilities	Ed 1119.03 (a), Ed 1133.05 (h), Ed 1133.20
Monarch Continued			Qualifications & Requirements for Personnel	Ed 1133.08 (A)
NFI North Shelter	Private	5/21/08	Equal Ed Opportunity-full access to general curriculum	Ed 1109.08
			Placement of children with disabilities	Ed 1115, Ed 1130.03 (d)
NH Hospital School	Private	2/20/08	Administration	Ed 1133.04 (b)
			Program Requirements	Ed 1133.05 (h)
			Measuring progress of a child with a disability	Ed 1133.06
Odyssey/PACE	Private	2/4/08	No citations given	
Pinkerton Academy	Private	6/30/08	Multiple Measures	Ed 1109.01
			Annual Measureable Goals	Ed 1119.01
			45 Day Timeline	Ed 1125.04
			Transition Plans	Ed 1119.03
SAU 33 Raymond	SAU	2/11/08	Transition Services, Elements of IEP	Ed 1102.53, Ed 1109.01
			Special Education Process	Ed 1106.01
			Elements of IEP	Ed 1109.01
			Evaluation timeline	Ed 1125.04
SAU 56 Rollinsford/ Somersworth	SAU	4/13/08	Elements of IEP	Ed 1109.01
			Evaluation timeline	Ed 1107.03, Ed 1125.04
Tobey School	Private	6/16/08	Program Requirements, Equal Ed Opportunity-full access to general curriculum	Ed 1109.03 (a), Ed 1133.05 (h)
			Elements of IEP Content of IEP	Ed 1109.01 CRF 300.320
			Measuring progress of a child with a disability, accountability	Ed 1133.06 (c), Ed 1109.01
			Elements of IEP, Transition Services	Ed 1109.01 CRF 300.320 (a) (7) (b) 20
Wediko Children's Services	Private	6/11/08	Content of IEP	Ed 1119.01
			Program Requirements, Equal Ed Opportunity-full access to general curriculum	Ed 1133.05
			Transition Plans	Ed 1133.05 (h)
			Monitoring of student progress	Ed 1133.06

SITE NAME	SAU / PRIVATE	REPORT DATE	CITATION	ED #
Wediko Continued			Qualifications & Requirements for Personnel	Ed 1133.08 (A)
			Curricula	Ed 1133.04
			Child Management Techniques	Ed 1133.07
Wolfeboro Area Children's Center	Private	6/25/08	No citations given	
YDSU	Private	5/21/08	Elements of IEP	Ed 1109.01
			Transition Services	Ed 1102.53
			Procedural Safeguards	Ed 1125.03

Parent Input Gathered from the 2007-2008 Case Study Compliance Reviews

As part of the NHDOE Special Education Case Study Compliance Review, feedback from parents is gathered. This is done in several ways. The parent of the case study being presented is encouraged to take part in the Case Study Presentation and that parent is also interviewed by the visiting team. In addition, all LEAs and/or private special education schools being visited are required to survey parents. This survey has been designed by the Program Approval Management Team and must be sent to all parents who have a child with a disability.

Survey results for 2007-2008 have been summarized and analyzed and the results are included below for the State Performance Plan (SPP). Copies of complete results for each site visited are included in the individual site final reports. A total of 942 parent surveys were distributed as part of the Special Education Program Approval Process and 203 were completed and returned, for a 22% response rate overall.

Parents are asked to respond to whether the survey questions are “Completely”, “Partially” or “Not At All” true for them and their child.

Parent Survey Responses From Case Study Sites									
PUBLIC SCHOOLS K - 12									
QUESTIONS	# of Answers Submitted	# Completely	% Completely	# Partially	% Partially	# Not at all	% Not at all	# NA	% NA
I am adequately informed about my child's progress.	122	63	52%	48	39%	11	9%	0	0%
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	121	99	82%	17	14%	5	4%	0	0%
All of the people who are important to my child's transition were part of the planning.	120	54	43%	36	30%	6	5%	24	20%
I have been involved in the development of behavior	108	61	49%	12	11%	1	1%	34	31%

interventions, strategies and supports for my child.									
I fully participate in special education decisions regarding my child.	120	107	89%	9	8%	0	0%	4	4%
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	121	111	89%	5	4%	1	1%	4	3%

PRIVATE SCHOOLS K - 12	Parent Survey Responses								
QUESTIONS	# of Answers Submitted	# Completely	% Completely	# Partially	% Partially	# Not at all	% Not at all	# NA	% NA
I am adequately informed about my child's progress.	55	37	67%	14	25%	1	2%	3	5%
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	62	51	82%	5	8%	2	3%	4	6%
All of the people who are important to my child's transition were part of the planning.	53	38	72%	7	13%	2	4%	6	11%
I have been involved in the development of behavior interventions, strategies and supports for my child.	60	32	53%	9	15%	4	7%	15	25%
I fully participate in special education decisions regarding my child.	57	50	88%	3	5%	1	2%	3	5%
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	62	53	85%	2	3%	3	5%	4	6%

PUBLIC PRESCHOOLS	Parent Survey Responses								
QUESTIONS	# of Answers Submitted	# Completely	% Completely	# Partially	% Partially	# Not at all	% Not at all	# NA	% NA
I am adequately informed about my child's progress.	3	3	100%	0	0%	0	0%	0	0%
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	3	3	100%	0	0%	0	0%	0	0%
All of the people who are important to my child's transition were part of the planning.	1	1	100%	0	0%	0	0%	0	0%
I have been involved in the development of behavior interventions, strategies and supports for my child.	1	0	0%	1	100%	0	0%	0	0%
I fully participate in special education decisions regarding my child.	3	3	100%	0	0%	0	0%	0	0%

I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	3	3	100%	0	0%	0	0%	0	0%
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PRIVATE PRESCHOOLS	Parent Survey Responses									
	QUESTIONS	# of Answers Submitted	# Completely	% Completely	# Partially	% Partially	# Not at all	% Not at all	# NA	% NA
	I am adequately informed about my child's progress.	9	8	89%	1	11%	0	0%	0	0%
	A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	9	9	100%	0	0%	0	0%	0	0%
	All of the people who are important to my child's transition were part of the planning.	9	3	33%	0	0%	0	0%	6	67%
	I have been involved in the development of behavior interventions, strategies and supports for my child.	9	3	33%	1	11%	0	0%	5	56%
	I fully participate in special education decisions regarding my child.	9	9	100%	0	0%	0	0%	0	0%
	I have been provided with a copy of the procedural safeguards (parental rights) at least once a year	9	8	89%	1	11%	0	0%	0	0%

Interpretation/Analysis of Parent Survey Data:

In looking at the survey results, the majority of parents report a high satisfaction with some special education services. It is noteworthy that many of the public and private preschool responses had 100% complete satisfaction.

The one area that both private and public schools need to explore further is in the area of reporting student progress to parents. In the public school setting, 39% of the parents felt they were only partially informed, as did 25% of parents in the private school setting.

Follow Up Corrective Action Visits To All 2006-2007 Case Study Sites

During the 2007-2008 school year, the NHDOE Program Approval Management Team was responsible for conducting corrective action follow-up visits to all SAUs and private schools that participated in Case Study Compliance Reviews in 2006-2007. The purpose of these visits was to determine the status of citations of non-compliance that were outlined in their final reports and corrective action plans. At these follow up visits, the Program Approval Management Team was responsible for meeting with key leadership to review the citations, the goals set forth to address the citations, the evidence that addressed the citations and determining the status of the citations as met or not met. These visits to each site were due to be conducted within 1 year from the date on the site report.

Follow Up Corrective Action Visit Data									
SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET	
Becket Family of Services	1/10/2008	Full Access To The General Curriculum & Program Requirements	ED 1109.03 (a) ED 1133.05 (h)	Not Met	All still in progress as of 9/16/08	9	5	4	
		Assessment	ED 1133.05 (l)	Not Met					
		Program Requirements	ED 1133.05(H)	Not Met					
Becket Continued		Program Requirements & Qualifications and Requirements for Instructional, Administrative and Support Personnel	ED 1133.05 (K) ED 1133.08 (A)	Not Met	Still in progress as of 9/16/08				
		Transfer of Rights	CFR 300.347(c)	Met					yes
		Summary of Performance	CFR 300.305(e)(2)(3)	Met					yes
		IEP	ED 1119.01	Met					yes
		Physical Facilities	ED 1133.13 (B)	Met					yes
		IEP Meetings	ED 1102.28	Met					yes
		SAU 09 Conway	2/26/2008 & 4/7/08	IEP					Ed. 1109.01
IEP	Ed. 1109.01			Met	yes				

SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET
Conway Continued		IEP	Ed. 1109.01	Met	yes			
		IEP	Ed. 1109.01	Met	yes			
		45 Day Timeline	Ed. 1125.04	Met	yes			
		Transitions	20 U.S.C. 1414(d)(1)(AQ)(i)(I)(VIII)	Not Met				
		Facilities	Ed. 1119.06	Met	yes			
		IEP	Ed. 1115.01	Met	yes			
		IEP	CFR 300.347(b)(l)	Met	yes			
		IEP	Ed1109.01(c)	Met	yes			
		IEP	Ed. 1109.01(e)	Met	yes			
		IEP	Ed. 1109.01 CFR 300.347 (a)(3)	Met	yes			
Easter Seals Lancaster	3/5/2008	Elements of an IEP	ED 1109.03 IEP	Met	yes	4	4	0
		Access to the General Education Curriculum, Equal Educational Opportunities	ED 1119.08	Met	yes			
		Special Education Evaluations	ED 1107.03 ED 1125.04	Met	yes			
		Transition Planning	ED 1102.53 CFR 300.29	Met	yes			
SAU 42 Nashua	2/19/2008	Full Access To The District's Curriculum, Placement in the Least Restrictive Environment	ED 1119.03 ED 1115.01 ED 1115.06	Not Met		16	7	9
	Additional Visit 4/4/08	Equipment, Materials and Assistive Technology	ED 1119.04	Not Met				
		Curricula	ED 1119.03	Not Met				
		Diplomas	ED 1119.08	Met	yes			
		Disciplinary Procedures for Children With Disabilities	ED 1119.11	Not Met				
		Continuum of Alternative Placements	ED 1115.04	Not Met				

SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET
Nashua Continued		Special Education Process and Sequence	ED 1106.01	Met	yes			
		Criteria for Approval of Public and Non-Public Programs	ED 1129.02	Not Met				
		Elements of An IEP, IEP Accountability, Monitoring and Annual Evaluation of IEP	ED 1109.01 ED 1109.09 ED 1109.10	Not Met				
		Elements of an IEP, Content of IEP: Transition Services	ED 1109.01 CFR 347	Not Met				
		Evaluation and Determination of Educational Disabilities	ED 1107.01	Not Met				
		Child Find	ED 1103.01 (c) 1, 2	Met	yes			
		IEP Team Composition	ED 1109.01 CFR 300.344	Met	yes			
		Transition Planning	ED 1109.01 CFR 300.347 (b) (2)	Met	yes			
		Evaluation Team Meeting	ED 1107.04 (c)	Met	yes			
		Annual Notification of Parental Rights	ED 1123.05 CFR 300.572	Met	yes			
SAU 42 Nashua Academy of Learning and Technology (ALT)	Closed as of June 30, 2008	Full Access To The District's Curriculum	ED 1119.03 CFR 300.26	Not Met		5	0	5
		Curricula	ED 1119.03	Not Met				
		Elements of An IEP	ED 1109.01	Not Met				
		Special Education Process and Sequence	ED 1106.01	Not Met				
		Criteria for Approval of Public and Non-Public Programs	ED 1129.02	Not Met				

SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET
SAU 59 Winnisquam	2/15/2008	Annual Measurable Goals	Ed1109.01 IEP	Met	yes	9	9	0
		Transition Planning	20 U.S.C.1414 (d)(1)(AQ)(i)(I)(VIII)	Met	yes			
		Individual Education Plan	Ed. 1109.01	Met	yes			
		Transition Planning	34CFR300.321(b)(1)	Met	yes			
		Evaluation	Ed.1125.04	Met	yes			
		IEP	Ed. 1109.08	Met	yes			
		Transition	Ed.1107.02(h)	Met	yes			
		IEP	Ed. 1109.01	Met	yes			
		IEP	Ed. 1109.01	Met	yes			
NFI Contoocook School	3/13/2008	IEP Measurable Annual Goals	Ed. 1109.01 (b)	Met	yes	1	1	0
SAU 57 Salem	3/27/2008	Annual Measurable IEP Goals	ED 1109.01 CFR 300.347(a)(3)	Met	yes	1	1	0
SAU 16 Exeter	4/1/2008	Full Access to Districts Curricula	Ed 1119.03 CFR 300.320(a) CFR 300.34	Met	yes	4	4	0
		Transition	Ed 1107.02 Process; Provision of FAPE - CFR 300.132	Met	yes			
		Elements of an IEP	Ed 1109.01 300.347(a)(b)	Met	yes			
		IEP Team Membership	Ed 1115.03 34 CFR 300.344 (a) (7)	Met	yes			
SAU 35 Littleton	4/26/2008	Facilities	Ed 1119.06	Not Met		16	13	3
		Diplomas	Ed 1119.08	Met	yes			
		Transition	Ed 1109.01 CFR 300.320(b) (c)	Met	yes			
		Evaluation and Determination of Educational Disabilities	Ed 1107.01	Met	yes			
		Elements of an IEP	Ed 1109.01	Not Met				

SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET	
Littleton Continued		Establishment of Education Programs for Children with Disabilities	Ed 1119.02 (a)	Met	yes				
		Personnel Standards	Ed 1119.07	Met	yes				
		LEA Policies and Procedures	Ed 1129.02	Not Met					
		Evaluation and Determination of Educational Disabilities	Ed 1107.01	Met	yes				
		Elements of an IEP	Ed 1109.01	Met	yes				
		Placement Decisions	Ed 1115.02	Met	yes				
		Education of Children Placed in Homes for Children, Health Care Facilities or State Institutions	Ed 1130.03 & Ed 1130.04	Met	yes				
		Evaluation and Determination of Educational Disabilities	Ed 1107.01	Met	yes				
		Elements of an IEP	Ed 1109.01	Met	yes				
		Placement Decisions	Ed 1115.02	Met	yes				
		Placement Review Procedures	Ed 1130.03, Ed 1130.04	Met	yes				
	SAU 43 Newport/ Sunapee/ Croydon	6/2/2008	Special Education Process and Sequence	ED 1106.01	Met	yes	9	6	3
			Facilities	ED 1119.06 ED 306.07	Not Met				
		Curricula	Ed 1119.03	Not Met					
		Personnel Standards	ED 1119.07	Met	yes				
		Elements of an IEP	ED 1109.01 (a)	Met	yes				
		Development, Review and Revision of IEP	ED 1109.02 CFR300.343 (c) (1)	Met	yes				

SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET
Newport Continued		Transition Services	ED 1102.53	Not Met				
		Evaluation Timeline	ED 1107.04 (d)	Met	yes			
		Evaluation and Determination of Educational Disabilities	ED 1107.01 (c)	Met	yes			
SAU 34 Hillsboro-Deering	5/22/2008	Required IEP Compliance; Programming in Appropriate Learning Environments	Ed 1119.01 (c), 300.347 (3) (ii)	Met	yes	3	3	0
		Evaluation	Ed 1107.01 and Ed 1107.04 (d)	Met	yes			
		Elements of an IEP	Ed1109.01 (a)	Met	yes			
Cedarcrest		None				0		
SAU 14 Epping	5/30/2008	Transition Services	ED 1102.53	Met	yes	5	5	0
		Process; Provision of FAPE/ Transition of children from Part C to preschool programs	Ed 1107.02 300.132	Met	yes			
		Evaluation Timeline	ED 1107.04 (d)	Met	yes			
		Elements of an IEP	Ed 1109.01	Met	yes			
		IEP Team	Ed 1109.03 CFR 300.344 (a) (7)	Met	yes			
Regional Services and Education (RSEC)	5/14/2008	Elements of an IEP	Ed 1109.01 (a), CFR 300.320	Met	yes	4	4	0
		Transition	Ed 1109.01 (a), 34 CFR 300.320(a) [20 U.S.C. 1414(d)(1)(A)(i)]	Met	yes			
		Vocational Assessments	Ed 1113.02 (b)	Met	yes			
		Rights that transfer at the age of maturity	34 CFR 300.320 (c)	Met	yes			

SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET
SAU 29 Keene	6/19/2008	Elements of an IEP	Ed. 1109.01	Not Met		14	10	4
		Transition	20 U.S.C.1414 (d)(1)(AQ)(i)(I) (VIII)	Met	yes			
		Transition	20 U.S.C. 1414(d)(1)(A)(i) (VIII)	Met	yes			
		IEP	Ed. 1109.01	Met	yes			
		IEP	Ed. 1109.03	Met	yes			
		IEP	Ed. 1109.01	Met	yes			
		IEP	Ed. 1109.01	Met	yes			
		Transition	Ed. 34 CFR 300.305(e)(3)	Met	yes			
		IEP	Ed. 1125.04	Not Met				
		Disciplinary Procedures for Children with Disabilities	ED 1119.11	Met	yes			
		Special Education Process/ Sequence	Ed 1106	Not Met				
		IEP	Ed. 1109.01	Not Met				
		IEP	Ed. 1107.01	Met	yes			
		IEP	Ed. 1107.05	Met	yes			
Hunter	8/6/2008	Qualifications and Requirements for Instruction, Administration, and Support Personnel	Ed 1133.05	Not Met		5	2	3
		Elements of an IEP	ED 1109.01	Met	yes			
		Physical Facilities and School Facilities	ED 1133.13, ED 306.06	Not Met				
		Full Access To The General Curriculum	ED 1119.03	Not Met				
		IEP	ED 1109.01	Met	yes			
SAU 41 Hollis Brookline	6/17/2008	Special Education Process	ED 1106.01	Met	yes	3	3	0

SITE NAME	DATE OF FOLLOW UP VISIT	CITATION	ED #	MET/ NOT MET	WITHIN 1 YR (yes or no)	TOTAL NUMBER OF CITATIONS	TOTAL MET	TOTAL NOT MET
Hollis Continued		Transition Services	ED 1102.53 CFR 300.43	Met	yes			
		Elements of an Individualized Education Program (IEP)	ED 1109.01 (a), CFR 300.320	Met	yes			
Granite Hill School	8/15/2008	Elements of an IEP	Ed. 1109.01	Met	yes	3	3	0
		Content of IEP	CFR 300.347	Met	yes			
		Diplomas	Ed. 1119.08	Met	yes			
SAU 52 Portsmouth	6/9/2008	Elements of an IEP	ED 1109. 01	Met	yes	5	5	0
		IEP Team	ED 1102.28	Met	yes			
		Evaluation and Determination of Educational Disabilities	ED 1107.01	Met	yes			
		Evaluation Requirements for Children with Specific Learning Disabilities	ED 1107.06	Met	yes			
		Transition	ED 1109.01 - 34 CFR 300.320(b) and (c)	Met	yes			

Interpretation/Analysis of Data Collected From Follow up Corrective Action Visits:

From the follow up corrective action visits conducted, it is clear that the majority of LEAs and private special education schools have worked hard to meet most citations of non-compliance. The citations that were not met tended to be systemic issues that are not easily resolved within one year.

In the sites where several citations of non-compliance were not met, the NHDOE, Bureau of Special Education, under the direction of Leander Corman, NHDOE Education Consultant, has worked with the Program Approval team to provide continued follow up technical assistance and monitoring of corrective actions.

Reactions from 2007-2008 Training / Information Sessions

(Focused Monitoring Network Sessions, IEP Review Training for Process Guides and Orientations for 08-09 Focused Monitoring and Case Study Sites)

As part of the NHDOE Program Approval Case Study Process and Focused Monitoring Process, feedback is gathered at all professional development / information sessions.

These included:

- Focused Monitoring Networking Sessions held 8/21/07, 10/23/07, 1/22/08 and 3/18/08
- An IEP Review Training for Focused Monitoring Process Guides on 11/27/07
- A Focused Monitoring Orientation on May 9, 2008 for the 08-09 FM sites
- A Case Study orientation on May 22, 2008 for the 08-09 Case Study sites

The following questions were posed as participants exited each of these sessions. They posted their answers anonymously on a poster board before leaving:

1. What are the benefits from today's meeting?
2. Do you have suggestions or observations?
3. What questions do you still have?

This resulted in various individual comments and questions from the group and greatly assisted in planning for the next session. This method was also used on location at some of the Focused Monitoring sites after Achievement Team meetings to help gain insight on the next steps needed in the process. While there is no raw data to tally with this method, summaries of responses are available for review.

Feedback/Reactions from Staff at the Building Level Who Developed and Presented the 2007-2008 Case Studies

Upon completion of each Case Study Compliance Review, all staff who presented the Case Studies were asked to provide feedback regarding the process. (See appendix for reactionnaire.) Below is a summary of the reactions that were submitted.

Feedback from Building Staff After Case Study Visits									
Building Level Team Member Responses	Total Number of Responses	# Fully	%	# Mostly	%	# Partially	%	#Poorly / Not at all	%
The NHDOE/SERESC technical Assistance/support in preparation for the Program Approval visit was valuable	61	46	75%	14	23%	1	2%	0	0%
The materials provided for this Program Approval Visit were appropriate and useful	64	41	64%	22	34%	1	2%	0	0%
<i>Using the same Likert Scale as above, indicate the degree to which each of the following participated in data collection for the visit.</i>									
Parents	62	16	26%	10	16%	23	37%	13	21%
Related Service Providers	60	28	47%	13	22%	14	22%	5	8%

Administrators	62	31	50%	25	40%	6	10%	0	0%
General Educators	61	37	61%	16	26%	3	5%	5	8%
Students	63	21	33%	14	22%	20	32%	8	13%
This visit added to my knowledge of special education rules and regulations	66	30	45%	28	42%	7	11%	1	2%
I will use ideas/information from this visit in my professional practice	66	46	70%	18	27%	2	3%	0	0%
The review of student outcome data in the Case Study Process increased my knowledge of the effectiveness of my educational community's programs and services	63	42	67%	19	30%	2	3%	0	0%

Interpretation/Analysis of Data Collected:

Generally speaking, the results indicate that staff embraced the process and the opportunity for self assessment. Specifically building level team members found that the case study process was a useful job embedded professional development activity that increased their knowledge in a variety of areas. The Case Study Compliance Review allowed staff to identify areas of strength and weaknesses in their own practice as well as finding it to be a valuable professional learning experience. Additionally, as noted in the summary above, the case study process was collaborative in nature and included general and special educators along with parents, students and administrators.

Feedback Reactions from the Individuals Who Served as Visiting Team Members for the 2007-08 Case Study Compliance Reviews

A concluding activity of the 2-day Case Study Compliance Review is to gather feedback from those individuals who served as visiting team members. (See appendix for reactionnaire.) Below is a summary of the reactions that were submitted.

Feedback from Visiting Team Members After Case Study Visits									
Visiting Level Team Member Responses	Total Number of Responses	# Fully	%	# Mostly	%	# Partially	%	#Poorly / Not at all	%
<i>The orientation by the Technical assistant on the first morning of the visit helped me to understand . . .</i>									
How to use the forms	54	41	76%	9	17%	4	7%	0	0
The collaborative nature of the process	55	48	87%	7	13%	0	0	0	0
The focus in the case study on measuring student progress toward IEP goals	53	43	81%	6	11%	4	8%	0	0
The materials provided for this compliance review were appropriate and useful	57	49	86%	7	12%	1	2%	0	0
<i>The following process of summarizing the data was effective . . .</i>									
Completing the Building Level summary form	52	40	77%	12	23%	0	0	0	0

The discussion at the "Report Out"	49	37	76%	11	22%	1	2%	0	0
This visit added to my knowledge of special education rules and regulations	53	35	66%	10	19%	7	13%	1	2%
I will bring new ideas/information from this visit back to my school/classroom	54	39	72%	10	19%	5	9%	0	0

Interpretation/Analysis of Data Collected

The results of the feedback above indicate that the visiting team members participating in case study reviews found that the process was collaborative and that the focus was upon the student, student progress and the IEP. The training provided to them was clear and helpful, and the documents provided were appropriate in checking for required compliance. 66% of the visiting team members found that the process added to their special education knowledge and 72% found that it provided ideas/information they could bring back to their classrooms.

Preschool Technical Assistance in the NHDOE Special Education Program Approval Process

As part of the NHDOE Special Education Program Approval Process, technical assistance is offered to preschool special needs programs that are participating in Case Study Compliance Reviews. Specifically, technical assistance is provided in the planning and preparation of case studies and data collection. In addition, at each Case Study Compliance Review, the preschool representative from the NHDOE Special Education Program Approval Team is present to assist the visiting team and summarize the preschool findings for inclusion in the final report.

NHDOE Special Education Program Approval Visits To New Programs

As part of the NHDOE Special Education Program Approval Process, the Program Approval Management Team works with the Bureau of Special Education in the oversight and coordination of application materials for new special education programs. This includes logging requests for application materials, distribution of the application materials, technical assistance to the field in the completion of the materials, review and response to completed applications, as well as scheduling and conducting visits and writing summary reports. During the 2007-08 school year, there were 45 requests for application materials for establishment of new special education programs. Listed below is a summary of all requests, along with the status of the application materials.

Requests for New Program Approvals 2007-2008

Full name	Program Name	Request Type	Received Application	Date Approved	Approved Through
Becket Family of Services	Mount Prospect Academy	Decrease Capacity	7/2/2007	9-19-07	6/30/2010
Londonderry School District	Londonderry Middle School Program for Success (PFS)	New Program	7/17/2007	7-10-08	Aligned with SAU
Londonderry School District	Matthew Thornton School Basic Academic Skills (BAS) Program	New Program	7/17/2007	7-10-08	Aligned with SAU
Londonderry School District	South School Program for Success (PFS)	New Program	7/17/2007	7-10-08	Aligned with SAU
Concord School District	Inclusion Program at Concord HS	Add Autism to approved disabilities	7/19/2007	9-5-07	6/30/2011
Bradford School		Temporary new facility	8/3/2007	4-15-08	6/30/2012
Midway Shelter		New Location	8/6/2007	9-8-08	12/31/2008
Milton/Wakefield School District	S.P.A.R.K. (School Program with Assistance and Resources for Knowledge)	New Resource Room Program at Nute MS	8/14/2007	2-19-08	6/30/2009
Mascoma Valley Regional Preschool Extension Program		New Program at Enfield Elementary	8/22/2007	6-27-08	Aligned with SAU
Hampstead School District	Autism Spectrum Disorder Program	Increase Capacity from 6 to 12	8/22/2007	9-13-07	Aligned with SAU
Spaulding Youth Center		Move some approved spots from ED to NB Program	8/24/2007	9-18-08	6/30/09
Epping School District	New Middle School		8/24/2007	10-8-07	Aligned with SAU
Haverhill School District	French Pond School	Add grades 1-3 to the French Pond Program	9/5/2007	Withdrew Application	Replaced by Haverhill Fresh Start Application
Bedford School District	Bedford High School and Ross A. Lurgio Middle School	New Building	9/5/2007	12-10-07	Aligned with SAU
Mascoma Valley Regional School District	Life Skills Learning Lab Program at Indian River Middle School	New Program	10/9/2007	6-27-08	Aligned with SAU
Haverhill School District	Functional Skills Program	Change to serve all disabilities	10/16/2007	1-17-08	Aligned with SAU
Dover School District	Primary Self-Contained Program at Garrison Elem	Change grades and ages	11/1/2007	1-16-08	Aligned with SAU
Haverhill School District	Small Group Instruction Program at Haverhill Cooperative Middle School	New Program	11/21/2007	2-19-08	Aligned with SAU

Full name	Program Name	Request Type	Received Application	Date Approved	Approved Through
Haverhill Cooperative School District	Fresh Start Program at Woodsville Elementary	New self-contained transitional program for severe behavioral concerns	11/29/2007	1-17-08	Aligned with SAU
Bryant Academy		Change name from JEWEL School to Bryant Academy	12/11/2007	2-11-08	6/30/2008
Haverhill Cooperative School District	King Street School	Increase Capacity from 11 to 13	12/20/2007	2-8-08	Aligned with SAU
Dunbarton, Goffstown, New Boston School Districts	Self Contained #1 Transitional Vocational Program at Goffstown High School	Change disabilities served	2/4/2008	3-6-08	Aligned with SAU
Dunbarton, Goffstown, New Boston School Districts	Self Contained Special Needs Program at Mountain View Middle School	Change disabilities served	2/4/2008	3-6-08	Aligned with SAU
Dunbarton, Goffstown, New Boston School Districts	Alternative Program at Mountain View Middle School	Change disabilities served	2/4/2008	3-6-08	Aligned with SAU
Center of Optimum Learning		Increase ages and capacity	2/22/2008	3-4-08	6/30/2010
Haverhill Cooperative School District	Success by Six Preschool	Relocate to a new building	2/26/2008	3-10-08	Aligned with SAU
Hillsboro-Deering School District	Middle School Alternative Program	Change from Resource Room to Self-Contained	3/10/2008	3-27-08	Aligned with SAU
Mt. Lebanon School Beginnings Foundations Preschool		New Program	3/17/2008	5-19-08	Aligned with SAU
Broad Street Elementary School	Behavioral Program	New Program	4/1/2008	NHDOE approval pending	
RSEC	The RSEC Academy	Increase Capacity	4/1/2008	4-28-08	6/30/2012
RSEC	Longview School	Decrease Capacity	4/1/2008	4-28-08	6/30/2012
RSEC	The Summit School	Decrease Capacity	4/1/2008	4-28-08	6/30/2012
Newport School District	BLAST (Building Language Acquisition and Sensory/ Social Team) at Richards Elementary	New Program	5/5/2008	In Process	
Hear in NH		Decrease Capacity	5/13/2008	In Process	
Seacoast Learning Collaborative	Developmental Disabilities	Increase ages and grades	5/16/2008	8-11-08	6/30/2009
Easter Seals Robert B. Jolicoeur School	Co-Occurring Program	New Program	5/16/2008	NHDOE Approval Pending	
North Star at Strafford Learning Center		New Program	5/22/2008	In Process	
Wolfeboro Area Children's Center		Decrease Capacity	5/27/2008	6-10-08	6-30-2011
ConVal School District	First Friends Preschool at Antrim Elementary School	New Program	6/3/2008	NHDOE approval pending	

Full name	Program Name	Request Type	Received Application	Date Approved	Approved Through
Kearsarge Regional School District	James House Preschool	New Program	6/9/2008	9-30-08	6-30-09
Claremont, Cornish, Unity School District	Unity Elementary Preschool Program	New Program	6/16/2008	In Process	
Camp Connect	Easter Seals NH Camp Connect Summer Program	New Program	6/16/2008	In Process	
Contoocook School		Increase Capacity	6/24/2008	7-10-08	6/30/2012
Longview School	RSEC	Increase Capacity	6/26/2008	6-27-08	6/30/2012
SAU 53	Alternative Middle School	New Program	6/26/2008	NHDOE approval pending	

Appendix

1. Management Team List
2. Volunteer Form
3. Visitor Orientation Manual
4. IEP Review Training Materials
5. Parent Survey
6. List of Case Study Sites
7. IEP Review Form For Charter Schools
8. Focused Monitoring Networking Session Agendas (4)
9. PSU Course Description
10. IEP Review Template
11. LEA Survey
12. Reactionnaires for Building and Visiting Level Team Members