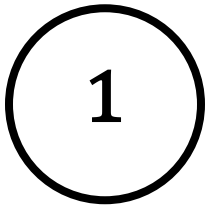




# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.

### Federal Calculation:

Number of youth with IEPs (ages 14-21 *inclusive*) who exited special education due to graduating with a regular high school diploma divided by the number of youths who exited with the following categories: graduated with a regular high school diploma, graduated with a state-defined alternate diploma, received a certificate, reached maximum age, or dropped out.

Not included in this calculation are youth with IEPs (ages 14-21 *inclusive*) who exited special education with the following categories: moved, known to be continuing, transferred to regular education, and deceased.

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district for students who were made inactive (exited) with an exit date between July 1<sup>st</sup> to June 30<sup>th</sup> of the previous year.

This data is reported using the Exiting Report (Table 4) in NHSEIS.

The Exiting Report (Table 4) captures the unduplicated count of students with disabilities who are ages 14 through 21 *inclusive* and were in special education at the start of the reporting period and were not in special education at the end of the reporting period by exit code in line with the federal reporting requirements.

### District of Liability Review of Data:

Districts review the Exiting Report (Table 4) in NHSEIS for previous academic year prior to October 1<sup>st</sup> to verify and correct exiting data.

To run the Exiting Report (Table 4) go to “Reports” in NHSEIS, then the “State/Federal Reports Tab”. Select “Exiting Report (Table 4)-Student Records”, then enter 7/1 to 6/30 of the requested year and click “Generate Report”. (see *NHSEIS Manual for Administrators*)

### Reporting Requirements:

The Bureau uses the Indicator 1 calculation from the Exiting Report (Table 4), per federal and state regulations, for:

- Reporting Indicator 1 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data



# Data Fact Sheet

## **Additional Information:**

District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)



# Data Fact Sheet

2

## Individuals with Disabilities Education Act (IDEA) Part B Indicator 2: Drop Out

Percent of youth with Individualized Education Programs (IEPs) who exited special education due to dropping out.

### Federal Calculation:

Number of youth with IEPs (ages 14-21 *inclusive*) who exited special education due to dropping out divided by the number of youths who exited with the following categories: graduated with a regular high school diploma, graduated with a state-defined alternate diploma, received a certificate, reached maximum age, or dropped out.

Not included in this calculation are youth with IEPs (ages 14-21 *inclusive*) who exited special education with the following categories: moved, known to be continuing, transferred to regular education, and deceased.

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district for students who were made inactive (exited) with an exit date between July 1<sup>st</sup> to June 30<sup>th</sup> of the previous year.

This data is reported using the Exiting Report (Table 4) in NHSEIS.

The Exiting Report (Table 4) captures the unduplicated count of students with disabilities who are ages 14 through 21 *inclusive* and were in special education at the start of the reporting period and were not in special education at the end of the reporting period by exit code in line with the federal reporting requirements.

### District of Liability Review of Data:

Districts review the Exiting Report (Table 4) in NHSEIS for previous academic year prior to October 1<sup>st</sup> to verify and correct exiting data.

To run the Exiting Report (Table 4) go to “Reports” in NHSEIS, then the “State/Federal Reports Tab”. Select “Exiting Report (Table 4)-Student Records”, then enter 7/1 to 6/30 of the requested year and click “Generate Report”. (see *NHSEIS Manual for Administrators*)

### Reporting Requirements:

The Bureau uses the Indicator 2 calculation from the Exiting Report (Table 4), per federal and state regulations, for:

- Reporting Indicator 2 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data



# Data Fact Sheet

## **Additional Information:**

District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)



# Data Fact Sheet

## 3

### **Individuals with Disabilities Education Act (IDEA) Part B Indicator 3: Assessment**

Participation and performance of children with IEPs on statewide assessments: (A) Participation rate for children with IEPs. (B) Proficiency rate for children with IEPs against grade-level academic standards. (C) Proficiency rate for children with IEPs against alternate academic achievement standards. (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.

#### **Federal Calculation:**

Calculated separately for reading and math in grades 4, 8 and high school (grade 11) for children with disabilities who had an IEP at the time of testing for each part of the indicator.

#### Indicator 3A: Participation rate for children with IEPs

Number of children with IEPs participating in the assessment divided by the total number of children with IEPs enrolled during the testing window.

#### Indicator 3B: Proficiency rate for children with IEPs against grade-level academic standards

Number of children with IEPs scoring at or above proficient against grade level academic achievement standards divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment.

#### Indicator 3C: Proficiency rate for children with IEPs against alternate academic achievement standards

Number of children with IEPs scoring at or above proficient against alternate academic achievement standards divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment.

#### Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards subtracted from the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards.

#### **NH Data System:**

This data is captured through the NH State Assessment System (NHSAS), Dynamic Learning Maps (DLM) Alternate Assessment System, SAT System and the Statewide Student Information System (i4see).

- NHSAS Proficiency: Students scoring at Level 3: Proficient or Level 4: Above Proficient
- SAT Proficiency: Students scoring at Achievement Levels 3 and 4
- DLM Proficiency: Students scoring At Target or Advanced

This data is consolidated and reported through i4see.



# Data Fact Sheet

## **District of Liability Review of Data:**

Districts can access any data related to their students and assessments through i4see. Districts can also access their assessment data through the specific assessment vendor portals.

## **Reporting Requirements:**

The Bureau uses the Indicator 3 calculations, per federal and state regulations, for:

- Reporting Indicator 3 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

## **Additional Information:**

District level data is collected by sending district (district of liability) or receiving district as designated in i4see.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)
- [NHED Office of Academics and Assessment](#)



# Data Fact Sheet

4

## Individuals with Disabilities Education Act (IDEA) Part B Indicator 4: Suspension/Expulsion

Rates of suspension and expulsion: (A) Percent of LEAs that have significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) Percent of LEAs with significant discrepancy by race/ethnicity with policies, procedures or practices that contribute to the significant discrepancy.

### Federal Calculation:

Number of LEAs that meet the State established n and/or cell size that have a significant discrepancy, as defined by the State, divided by the number of LEAs in the State that meet the State-established n and/or cell size. (*Cell size – data that goes into the numerator, n size – data that goes into the denominator*)

Significant discrepancy is defined by the State of NH as an LEA that meets the minimum cell and n size with a rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs that is greater than 3% of students with IEPs enrolled in the district for Indicator 4A and by race/ethnicity for Indicator 4B.

The cell size is at least 4 students with IEPs suspended or expelled for greater than 10 days during the school year for Indicator 4A, and in a racial/ethnic group for Indicator 4B. The n size is at least 11 students with IEPs in the district as of the October 1<sup>st</sup> child count for that year for Indicator 4A and in a racial/ethnic group for Indicator 4B.

Racial/Ethnic Groups: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district through discipline events entered for individual students and through the count of students receiving special education and related services through an IEP or service plan as of October 1<sup>st</sup>.

This data is reported using the Discipline Report (Table 5) and the Child Count and Environment (Table 1 and 3) Report in NHSEIS.

The Discipline Report (Table 5) combines the following information in line with the federal reporting requirements regarding children with disabilities ages 3 through 21: The number removed to an interim alternative educational setting. The number suspended or expelled for disciplinary reasons. The number of times unilaterally removed by school personnel (not the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team) due to drug or weapon offenses or serious bodily injury. The unduplicated number subject to any kind of disciplinary removal during the school year. The number of times subject to any kind of disciplinary removal. The unduplicated number removed for



# Data Fact Sheet

disciplinary reasons from their regular school program for the remainder of the school year or longer, including all removals resulting from violations of the Gun-Free Schools Act (GFSA) of 1994.

The Child Count and Environment (Table 1 and 3) Report captures the unduplicated count of children with disabilities receiving special education and related services according to an individualized education program or service plan in place on the count date according to their educational environments.

## **District of Liability Review of Data:**

Districts review the Discipline Report (Table 5) in NHSEIS for previous academic year prior to October 1<sup>st</sup> to verify and correct discipline data.

To run the Discipline Report (Table 5) go to “Reports” in NHSEIS then the “State/Federal Reports Tab”. Select “Discipline Report (Table 5)-Student Records”, then select the requested school year from the dropdown at the top and click “Generate Report”. (*see NHSEIS Manual for Administrators*)

Districts review the Child Count and Environment (Table 1&3) Report in NHSEIS November 1<sup>st</sup> through 15<sup>th</sup> for the October 1<sup>st</sup> child count for the current year.

To run the Child Count and Environment (Table 1&3) Report go to “Reports” in NHSEIS then the “State/Federal Reports Tab”. Select “Child Count and Environment (Table 1&3) -Student Records”, then enter 10/1 of the requested year for the “Date of Census” and click “Generate Report”. (*see NHSEIS Manual for Administrators*)

## **Reporting Requirements:**

The Bureau uses the Indicator 4 calculations from the Discipline Report (Table 5) and Child Count and Environment (Table 1&3) Report, per federal and state regulations, for:

- Reporting Indicator 4A and 4B data to the Office of Special Education Programs (OSEP),
- LEA Determinations,
- iReports, the NHED School and District Report Card for publicly available data, and
- Annual Determinations of Significant Disproportionality

## **Additional Information:**

District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)





# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 5: Education Environments (School Age)

Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6-21 served (A) Inside the regular class 80% or more of day; (B) Inside the regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/hospital placements.

### Federal Calculation:

Children with IEPs aged 5 who are enrolled in kindergarten (5K) and aged 6-21 served:

#### Indicator 5A: Inside regular class 80% or more of day

Number of children with IEPs (*aged 5K – 21*) served inside the regular class 80% or more of the day divided by the total number of students with IEPs (*aged 5K – 21*).

#### Indicator 5B: Inside regular class less than 40% of day

Number of children with IEPs (*aged 5K – 21*) served inside the regular class less than 40% of the day divided by the total number of students with IEPs (*aged 5K – 21*).

#### Indicator 5C: In separate schools, residential facilities, or homebound/hospital placements

Number of children with IEPs (*aged 5K – 21*) served in separate schools, residential facilities, or homebound/hospital placements divided by the total number of students with IEPs (*aged 5K – 21*).

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district through special education and related services settings and placement settings as well as the length of school day for individual students through the count of students receiving special education and related services through an IEP or service plan as of October 1<sup>st</sup>.

This data is reported using the Child Count and Environment (Table 1&3) Report in NHSEIS.

### District of Liability Review of Data:

Districts review the Child Count and Environment (Table 1&3) Report in NHSEIS November 1<sup>st</sup> through 15<sup>th</sup> for the October 1<sup>st</sup> child count for the current year.

To run the Child Count and Environment (Table 1&3) Report go to “Reports” in NHSEIS then the “State/Federal Reports Tab”. Select “Child Count and Environment (Table 1&3) -Student Records”, then enter 10/1 of the requested year for the “Date of Census” and click “Generate Report”. (*see NHSEIS Manual for Administrators*)



# Data Fact Sheet

## Reporting Requirements:

The Bureau uses the Indicator 5 calculation from the Child Count and Environment (Table 1&3) Report, per federal and state regulations, for:

- Reporting Indicator 5 data to the Office of Special Education Programs (OSEP),
- LEA Determinations,
- iReports, the NHED School and District Report Card for publicly available data, and
- Annual Determinations of Significant Disproportionality

## Additional Information:

District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## Reference Links:

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)



# Data Fact Sheet

6

## Individuals with Disabilities Education Act (IDEA) Part B Indicator 6: Preschool Environments

Percent of children with IEPs, aged 3, 4, and aged 5 who are enrolled in a preschool program attending a: (A) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (B) Separate special education class, separate school or residential facility; (C) Receiving special education and related services in the home.

### Federal Calculation:

Children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program (*ages 3 – 5NOTK*):

#### Indicator 6A: Receiving majority of special education and related services in regular early childhood program

Number of children with IEPs (*aged 3 – 5NOTK*) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program divided by the total number of children with IEPs (*aged 3 – 5NOTK*).

#### Indicator 6B: Attending separate special education class, separate school, or residential facility

Number of children with IEPs (*aged 3 – 5NOTK*) attending a separate special education class, separate school or residential facility divided by the total number of children with IEPs (*aged 3 – 5NOTK*).

#### Indicator 6C: Receiving special education and related services in the home

Number of children with IEPs (*aged 3 – 5NOTK*) receiving special education and related services in the home divided by the total number of children with IEPs (*aged 3 – 5NOTK*).

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district through special education and related services settings and placement settings as well as length of week for individual students through the count of students receiving special education and related services through an IEP as of October 1<sup>st</sup>.

This data is reported using the Child Count and Environment (Table 1&3) Report in NHSEIS.

### District of Liability Review of Data:

Districts review the Child Count and Environment (Table 1&3) Report in NHSEIS November 1<sup>st</sup> through 15<sup>th</sup> for the October 1<sup>st</sup> child count for the current year.

To run the Child Count and Environment (Table 1&3) Report go to “Reports” in NHSEIS then the “State/Federal Reports Tab”. Select “Child Count and Environment (Table 1&3) -Student Records”, then enter 10/1 of the requested year for the “Date of Census” and click “Generate Report”. (*see NHSEIS Manual for Administrators*)



# Data Fact Sheet

## Reporting Requirements:

The Bureau uses the Indicator 6 calculation from the Child Count and Environment (Table 1&3) Report, per federal and state regulations, for:

- Reporting Indicator 6 data to the Office of Special Education Programs (OSEP),
- LEA Determinations,
- iReports, the NHED School and District Report Card for publicly available data, and
- Annual Determinations of Significant Disproportionality

## Additional Information:

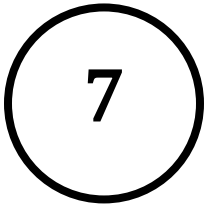
District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## Reference Links:

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)



# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 7: Preschool Outcomes

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved (A) Positive social-emotional skills (including social relationships); (B) Acquisition and use of knowledge and skills (including early language/communication and early literacy); and (C) Use of appropriate behaviors to meet their needs.

### **Federal Calculation:**

#### Summary Statement 1:

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

Measured by the number of preschool children reported in progress category (c) plus the number of preschool children reported in category (d) divided by the number of preschool children reported in progress categories (a), (b), (c), and (d).

$$(c) + (d) / (a) + (b) + (c) + (d)$$

#### Summary Statement 2:

The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measured by the number of preschool children reported in progress category (d) plus the number of preschool children reported in progress category (e) divided by the total number of preschool children reported in progress categories (a), (b), (c), (d), and (e).

$$(d) + (e) / (a) + (b) + (c) + (d) + (e)$$

### Outcomes:

(A) Positive social-emotional skills (including social relationships)

(B) Acquisition and use of knowledge and skills (including early language/communication and early literacy)

(C) Use of appropriate behaviors to meet their needs



# Data Fact Sheet

## Progress Categories:

(a): Preschool children who did not improve functioning

(b): Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

(c): Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it

(d): Preschool children who improved functioning to reach a level comparable to same-aged peers

(e): Preschool children who maintained functioning at a level comparable to same-aged peers

## **NH Data System:**

This data is captured through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies) as entered by the district.

## **District of Liability Review of Data:**

Districts can access AEPS or TS Gold to review and correct their data no later than June 30<sup>th</sup> for the currently ending school year.

TS Gold has resources for the [OSEP Status Report](#), running the [OSEP Federally Mandated Year-End Report](#), and [Tips for Using OSEP Features and Reports](#).

AEPS has resources for learning more about their [‘My Report’ tab](#) and about [OSEP Reporting](#).

## **Reporting Requirements:**

The Bureau uses the Indicator 7 calculations from AEPS and TS Gold, per federal and state regulations, for:

- Reporting Indicator 7 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

## **Additional Information:**

District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)
- [NHED Bureau Preschool Page](#)



# Data Fact Sheet

8

## Individuals with Disabilities Education Act (IDEA) Part B Indicator 8: Parent Involvement

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

### Federal Calculation:

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities

### NH Data System:

The New Hampshire Department of Education partners with a contracted party to administer, analyze and report the results of the parent involvement survey for Indicator 8.

The survey is distributed to districts for dissemination to all parents (as defined by [Ed 1102.04\(h\)](#)) of students with disabilities, school age and preschool.

The survey questions are scored and analyzed the same with an average score of 4.0 or higher considered as meeting the indicator.

### District of Liability Review of Data:

Districts can access and review parent contact info in NHSEIS by running the Parent Contact Information Report.

To run the Parent Contact Information Report go to “Reports” in NHSEIS, then the “SAU Reports Tab”. Select “Parent Contact Information Report”, then select from the available drop down lists and click “Generate Report”. (*see NHSEIS Manual for Administrators*)

### Reporting Requirements:

The Bureau uses the Indicator 8 calculation, per federal and state regulations, for:

- Reporting Indicator 8 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

### Additional Information:

District level data is collected by receiving district as entered on the survey.



# Data Fact Sheet

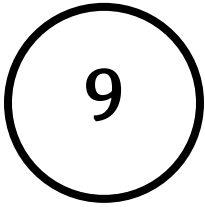
## Reference Links:

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)
- [Indicator 8 Toolkit](#) (IDEA Data Center)





# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 9: Disproportionate Representation

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

### Federal Calculation:

Number of districts that meet the State-established n and/or cell size for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by the number of districts in the State that meet the State-established n and/or cell size. (*Cell size – data that goes into the numerator, n size – data that goes into the denominator*)

Racial/Ethnic Groups: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races

Disproportionate representation is defined by the State of NH as a district with a risk ratio greater than 3.00 for only those districts with racial/ethnic groups that meet the minimum cell size (at least 10 students with disabilities) in the Target Group (district specific racial category) and only where the Comparison Group (all other racial/ethnic groups in the district) met the minimum cell size as well.

The risk ratio is determined by dividing the risk of the Target Group by the risk of the Comparison Group. Risk is determined by dividing the cell size (students with disabilities in the group) by the n size (students enrolled in the group).

$$\text{Example: } \frac{(\# \text{ white students with disabilities} / \# \text{ white students reported for fall enrollment})}{(\# \text{ non-white students with disabilities} / \# \text{ non-white students reported for fall enrollment})}$$

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district through the count of students receiving special education and related services through an IEP or service plan as of October 1<sup>st</sup> and as entered by the district in the Statewide Student Information System (i4see) through District Enrollments as of October 1<sup>st</sup>.

This data is reported using the Child Count and Environment (Table 1&3) Report in NHSEIS and District Enrollments as of October 1<sup>st</sup> in i4see.



# Data Fact Sheet

## **District of Liability Review of Data:**

Districts review the Child Count and Environment (Table 1&3) Report in NHSEIS November 1<sup>st</sup> through 15<sup>th</sup> for the October 1<sup>st</sup> child count for the current year.

To run the Child Count and Environment (Table 1&3) Report go to “Reports” in NHSEIS then the “State/Federal Reports Tab”. Select “Child Count and Environment (Table 1&3) -Student Records”, then enter 10/1 of the requested year for the “Date of Census” and click “Generate Report”. (*see NHSEIS Manual for Administrators*)

See district certified Beginning of Year (BOY) enrollment data submissions

## **Reporting Requirements:**

The Bureau uses the Indicator 9 calculation from the Child Count and Environment (Table 1&3) Report and the District Enrollment, per federal and state regulations, for:

- Reporting Indicator 9 data to the Office of Special Education Programs (OSEP),
- LEA Determinations,
- iReports, the NHED School and District Report Card for publicly available data, and
- Annual Determinations of Significant Disproportionality

## **Additional Information:**

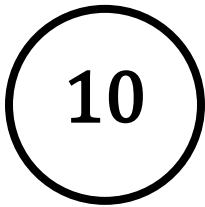
District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)



# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 10: Disproportionate Representation in Specific Disability Categories

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

### Federal Calculation:

Number of districts that meet the State-established n and/or cell size for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the number of districts in the State that meet the State-established n and/or cell size. (*Cell size – data that goes into the numerator, n size – data that goes into the denominator*)

Racial/Ethnic Groups: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races

Specific disability categories: Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment.

Disproportionate representation is defined by the State of NH as a district with a risk ratio greater than 3.00 for only those districts with racial/ethnic groups that meet the minimum cell size (at least 10 students with disabilities) in the Target Group (district specific racial category in the disability category) and only where the Comparison Group (all other racial/ethnic groups in the disability category in the district) met the minimum cell size as well.

The risk ratio is determined by dividing the risk of the Target Group by the risk of the Comparison Group. Risk is determined by dividing the cell size (students with the specific primary disability in the group) by the n size (students enrolled in the group).

Example: 
$$\frac{(\# \text{ white students with autism} / \# \text{ white students reported for fall enrollment})}{(\# \text{ non-white students with autism} / \# \text{ non-white students reported for fall enrollment})}$$

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district through the count of students receiving special education and related services through an IEP or service plan as of October 1<sup>st</sup> and as entered by the district in the Statewide Student Information System (i4see) through District Enrollments as of October 1<sup>st</sup>.

This data is reported using the Child Count and Environment (Table 1&3) Report in NHSEIS and District Enrollments as of October 1<sup>st</sup> in i4see.



# Data Fact Sheet

## **District of Liability Review of Data:**

Districts review the Child Count and Environment (Table 1&3) Report in NHSEIS November 1<sup>st</sup> through 15<sup>th</sup> for the October 1<sup>st</sup> child count for the current year.

To run the Child Count and Environment (Table 1&3) Report go to “Reports” in NHSEIS then the “State/Federal Reports Tab”. Select “Child Count and Environment (Table 1&3) -Student Records”, then enter 10/1 of the requested year for the “Date of Census” and click “Generate Report”. (*see NHSEIS Manual for Administrators*)

See district certified Beginning of Year (BOY) enrollment data submissions

## **Reporting Requirements:**

The Bureau uses the Indicator 10 calculation from the Child Count and Environment (Table 1&3) Report and the District Enrollment, per federal and state regulations, for:

- Reporting Indicator 10 data to the Office of Special Education Programs (OSEP),
- LEA Determinations,
- iReports, the NHED School and District Report Card for publicly available data, and
- Annual Determinations of Significant Disproportionality

## **Additional Information:**

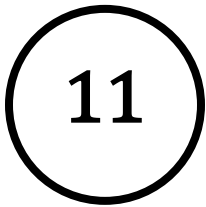
District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)



# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 11: Child Find

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

### Federal Calculation:

Number of children whose evaluations were completed within 60 days (State-established timeline) divided by the number of children for whom parental consent to evaluate was received.

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) as entered by the district under the Eligibility Process Tab through the Assessment and Evaluation section Parent Consent to Evaluate Date and Evaluation Report Date. The Parent Consent to Evaluate Date indicates the date of the receipt for the written consent to evaluate. The Evaluation Report Date indicates the date all evaluations have been completed.

This data is reported using the Timely Initial Evaluations Report in NHSEIS and through the Bureau's desk audit.

### District of Liability Review of Data:

Districts review the Timely Initial Evaluations Report in NHSEIS February 11<sup>th</sup> through February 28<sup>th</sup> for the current school year.

To run the Timely Initial Evaluations Report go to "Reports" in NHSEIS then "Start Advanced Reporting". Open NHSEIS Report Library and select "Ind. 11-Timely Initial Evaluations", then enter August 15<sup>th</sup> of the desired year for the Begin Date Range and November 15<sup>th</sup> of the desired year for the End Date Range. (*see NHSEIS Manual for Administrators*)

### Reporting Requirements:

The Bureau uses the Indicator 11 calculation from the Timely Initial Evaluations Report, per federal and state regulations, for:

- Reporting Indicator 11 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

### Additional Information:

District level data is collected by sending district (district of liability) as assigned in NHSEIS.



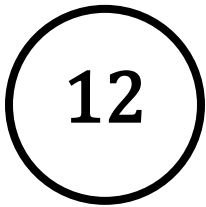
# Data Fact Sheet

## Reference Links:

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
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# Data Fact Sheet



## Individuals with Disabilities Education Act (IDEA) Part B Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their 3<sup>rd</sup> birthdays.

### Federal Calculation:

The number of those found eligible who have an IEP developed and implemented by their third birthdays (c) divided by (a) minus (b) minus (d) minus (e) minus (f).  $[ c / (a - b - d - e - f) ]$

- Number of children who have been served in Part C and referred to Part B for Part B eligibility determination
- Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays
- Number of those found eligible who have an IEP developed and implemented by their third birthdays
- Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR 300.301(d) applied
- Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays
- Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR 303.22 or a similar State option if applicable (*Note: not applicable in NH*)

Note: The State is required to account for children who would be expected to, but did not, have an IEP developed and implemented by their 3<sup>rd</sup> birthday (children included in (a), but not included in b, c, d, e, or f) and indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

### NH Data System:

This data is captured in the New Hampshire Special Education Information System (NHSEIS) by flagging children's information imported from the IDEA Part C Family Centered Early Supports and Services (FCESS) and as entered by the district through the student's date of birth, eligibility determination and determination date, and the IEP signature date.

This data is reported using the Early Childhood Transitions Report in NHSEIS and through the Bureau's Indicator 12 desk audit.



# Data Fact Sheet

## **District of Liability Review of Data:**

Districts review the Early Childhood Transitions Report in NHSEIS December 1<sup>st</sup> through December 15<sup>th</sup> for children who turn three between July 1<sup>st</sup> and October 31<sup>st</sup> of the current school year.

To run the Early Childhood Transitions Report go to “Reports” in NHSEIS then “Start Advanced Reporting”. Open NHSEIS Report Library and select “Ind. 12-Early Childhood Transitions”, then enter July 1<sup>st</sup> of the desired year for the Begin Date Range and October 31<sup>st</sup> of the desired year for the End Date Range. (*see NHSEIS Manual for Administrators*)

## **Reporting Requirements:**

The Bureau uses the Indicator 12 calculation, per federal and state regulations, for:

- Reporting Indicator 12 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

## **Additional Information:**

District level data is collected by sending district (district of liability) as assigned in NHSEIS.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)





# Data Fact Sheet

13

## Individuals with Disabilities Education Act (IDEA) Part B Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with measurable, annually updated IEP goals & appropriate transition assessment, services, and courses.

### Federal Calculation:

Number of youth with IEPs aged 16 and above with an IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment,
- Transition services,
- Courses of study, that will reasonably enable the student to meet those postsecondary goals, and
- Annual IEP goals related to the student's transition services needs.
- Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and
- Evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority)

Divided by the number of youth with an IEP age 16 and above

### NH Data System:

This data is captured as entered by the district in the student's IEP and through district provided supporting documentation.

This data is reported through the Bureau's Indicator 13 monitoring process which consists of a desk audit of the IEP and supporting documentation.

### District of Liability Review of Data:

Districts review secondary transition on an ongoing basis through the year. Districts conduct the final review of secondary transition September 1<sup>st</sup> through 30<sup>th</sup> for the previous academic year.

### Reporting Requirements:

The Bureau uses the Indicator 13 calculation from the monitoring process, per federal and state regulations, for:

- Reporting Indicator 13 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

### Additional Information:

District level data is collected by sending district (district of liability) as assigned in NHSEIS.



# Data Fact Sheet

## Reference Links:

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
- [NHED Bureau NHSEIS Page](#) (NHSEIS Manuals for Administrators and Teachers)
- [iReports: the NHED School and District Report Card for publicly available data](#)
- [NHED Bureau Indicator Contact and Resources List](#)



# Data Fact Sheet

14

## Individuals with Disabilities Education Act (IDEA) Part B Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.

### Federal Calculation:

#### Indicator 14A: Enrolled in higher education within one year of leaving high school

Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

#### Indicator 14B: Enrolled in higher education or competitively employed within one year of leaving high school

Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

#### Indicator 14C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

*Enrolled in higher education* as used in measures A, B and C means youth have been enrolled on a full-time or part-time basis in a community college (two-year program) or college/university (four or more year program)\_ for at least one complete term, at any time in the year since leaving high school

*Competitive employment* as used in measures B and C means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program.

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school.



# Data Fact Sheet

## **NH Data System:**

The New Hampshire Department of Education partners with a contracted party to administer, analyze and report the results of the survey used for Indicator 14.

The survey is distributed to districts for dissemination to all students on the Exiting Report (Table 4) from one year prior to being surveyed who had an IEP in effect at the time they left school and who graduated with a regular high school diploma or some other credential/certificate, dropped out and did not return, or reached maximum age. (*Example: July 2022 – Exiting Report run for July 1, 2020 – June 30, 2021.*)

## **District of Liability Review of Data:**

Districts review the Exiting Report (Table 4) in NHSEIS for previous academic year prior to October 1<sup>st</sup> to verify and correct exiting data.

To run the Exiting Report (Table 4) go to “Reports” in NHSEIS, then the “State/Federal Reports Tab”. Select “Exiting Report (Table 4)-Student Records”, then enter 7/1 to 6/30 of the requested year and click “Generate Report”. (*see NHSEIS Manual for Administrators*)

Districts can access and review student and parent contact info in NHSEIS by running the Parent Contact Information Report.

To run the Parent Contact Information Report go to “Reports” in NHSEIS, then the “SAU Reports Tab”. Select “Parent Contact Information Report”, then select from the available drop down lists and click “Generate Report”. (*see NHSEIS Manual for Administrators*)

## **Reporting Requirements:**

The Bureau uses the Indicator 14 calculation, per federal and state regulations, for:

- Reporting Indicator 14 data to the Office of Special Education Programs (OSEP),
- LEA Determinations, and
- iReports, the NHED School and District Report Card for publicly available data

## **Additional Information:**

District level data is collected by receiving district as entered on the survey.

## **Reference Links:**

- [Code of Federal Regulations 34 CFR 300](#)
- [IDEA Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Indicator Measurement Table](#)
- [IDEA Section 618 Data Documentation](#)
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