

District Data Profiles Reference Sheet
FFY 2016 APR
Reporting Period: July 1, 2016–June 30, 2017

General Information

Please refer to the NH Department of Education Special Education State Performance Plan (SPP) and the NH Department of Education Special Education FFY 2014 Annual Performance Plan (APR) for more information about the indicators. http://www.education.nh.gov/instruction/special_ed/spp.htm

District Data Profile Reference Information

Demographics

- ***Children with disabilities ages 3-5:*** For each district, this is the number of preschool children reported as receiving special education and related services on October 1 of the reporting period.
- ***Students with disabilities ages 6-21:*** For each district, this is the number of school age children (ages 6-21) reported as receiving special education and related services on October 1 of the reporting period.
- ***Child Count (Oct. 1) Children and Youth with Disabilities:*** For each district, this is the total number of preschool and school age children reported as receiving special education and related services on October 1 of the reporting period.

Data Profile Reporting codes for Child Count

- CS ~ Data are suppressed due to small cell size (10 or less children).
- ***Grade Span:*** Each district in NH has a school board. The local school board is responsible for ensuring that public education is available for children in the district. This grade span indicates the range of grades the school board is responsible for, regardless of whether there are schools in the district.
- ***Schools:*** This represents the grades being taught in the schools located in the district. There are some NH districts that operate no schools within the district. Those districts tuition their students to other school districts or nonpublic schools.

Indicator 1: Graduation

Aligning Graduation Rate Targets with Title I of ESEA: As required by OSEP, the NHDOE has aligned targets for SPP Indicator 1: Graduation Rates for Youth with IEPs with the graduation rate targets for all students under Title I of the ESEA. As identified in the NH Elementary and Secondary Education Act (ESEA) Flexibility waiver the graduation rate target for all students is 85% in FFY 2013 and 95% in subsequent years. The Elementary and Secondary Education Act (ESEA) Flexibility Waiver Renewal was approved August 6, 2015.

Consistent with data reporting of graduation rates for all students, these data are reported by high school. OSEP requires the examination of graduation data for the year before the reporting year.

Data Profile Reporting Codes for Indicator 1

- NA ~ Not applicable: There is no high school in this district OR there were no students eligible to graduate in the district.
- CS ~ Data are suppressed due to cell size of fewer than 40 students with disabilities in the adjusted cohort.

Indicator 2: Drop Out

The calculation for the dropout rate for students with IEPs used in this FFY 2016 SPP/APR was the same calculation that the NHDOE Bureau of Data Management used to determine dropout rates for all students. Consistent with OSEP requirements, the NHDOE has examined data for this indicator for the year before the reporting year (e.g., for the FFY 2014 SPP/APR, use data from 2013-2014).

Data Profile Reporting Codes for Indicator 2

- NA ~ Not applicable: There is no high school in this district.

<http://www.education.nh.gov/data/dropouts.htm>

District Data Profiles Reference Sheet
FFY 2016 APR
Reporting Period: July 1, 2016–June 30, 2017

Indicator 3: Statewide Assessment*

For information on the NH Statewide Assessments:

<https://www.education.nh.gov/instruction/assessment/index.htm>

***Please note:** States are not required to report AMO's (Indicator 3A): AMO for Students with Disabilities on State Assessments, or to report performance against AMO's for school years 2015-2016 to ensure an orderly transition to the ESSA, the Every Student Succeeds Act which was signed into law on 12/10/15 and which reauthorized ESEA, the Elementary and Secondary Education Act of 1965.

Data for the indicator (3B & 3C) were provided by the NHDOE, Bureau of Accountability. These data include participation and performance results based on the Smarter Balanced Assessment Consortium (SBAC) assessment that was administered between 3/15/16 – 6/10/16 for Grades 3-8 and 11, the Performance Assessment of Competency (PACE) which is an alternative path of administering measurable progress for grades 3-8 and 11, which was administered between 10/1/15 and 6/30/16, the (Dynamic Learning Maps Alternate Assessment (DLM) for Grade 2-7 and 10 which was administered between 3/16/16 and 6/10/16. In addition, for the first time, NH grade 11 students participated in the College Board's School Day SAT as a part of the statewide assessment program. The move to SAT was part of the state's effort to reduce testing burden and give all grade 11 students the opportunity to participate in a college-entrance exam. The SAT was administered on March 2, 2016.

For the first time, NH is providing accountability data for those schools and districts who are participating in Performance Assessment of Competency Education (PACE), integrated into the state-level overall accountability information.: <https://www.education.nh.gov/assessment-systems/documents/results-16.pdf>

For posting District Data Profiles for this indicator, the NHDOE will refer directly to the Bureau of Accountability website for the District Assessment Results regarding the participation and the performance for students with disabilities. <http://my.doe.nh.gov/profiles/>

Data Profile Reporting Codes for Indicators 3B, and 3C (3A not reported on this year, See * Please note above)

- CS: Cell size was not large enough for public reporting.
For **3B**: CS = fewer than 20 children in a disability subgroup.
For **3C**: CS = fewer than 11 children in a disability subgroup.
- NA: There are no schools in this district. Data for this indicator are reported based on the school of attendance rather than the district where the child lives so there are no data for this indicator if there are no schools.

Indicator 4A and 4B: Suspension and expulsions of students with disabilities for greater than 10 days

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

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

Data Profile Reporting Codes for Indicator 4A

- NO: This district did not have a significant discrepancy in the rates of suspensions or expulsions of children with disabilities for greater than 10 days in a school year.
- YES: This district did have a significant discrepancy in the rates of suspensions or expulsions of children with disabilities for greater than 10 days in a school year.

District Data Profiles Reference Sheet
FFY 2016 APR
Reporting Period: July 1, 2016–June 30, 2017

Data Profile Reporting Codes for Indicator 4B

- NO: This district did not have a significant discrepancy in the rates of suspensions or expulsions of children with disabilities, by race/ethnicity for greater than 10 days in a school year.
- YES: This district did have a significant discrepancy in the rates of suspensions or expulsions of children with disabilities, by race/ethnicity for greater than 10 days in a school year

Indicator 5: School Age Least Restrictive Environment

Percentage rates will not necessarily add up to 100%. OSEP requires reporting for this indicator only on the following categories:

- Inside the regular class 80% or more of the day
- Inside the regular class less than 40% of the day
- Served in separate schools, residential placements, or homebound or hospital placements

Data reported in the federal Annual IDEA Data Report, *Table 1 Report of Children with Disabilities receiving Special Education under Part B of the Individuals with Disabilities Education Act* and *Table 3 Part B Individuals with Disabilities Education Act Implementation of FAPE Requirements* were used for this indicator. As in the past, the NHDOE has not included the non-duplicated counts for youth in correctional facilities and children parentally placed in private schools in the reported data for this indicator.

Data Profile Reporting Codes for Indicator 5

- NA: There are no schools in this district. Data for this indicator are reported based on the school of attendance rather than the district where the child lives so there are no data for this indicator if there are no schools.
- CS: The data is suppressed for the district that has less than 11 students.

Indicator 6: Preschool Least Restrictive Environments

Percentage rates will not necessarily add up to 100%. OSEP requires reporting for this indicator only on the following categories:

- 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.

Data Profile Reporting Codes for Indicator 6

- NA: There are no children ages 3-5 receiving special education services in this district.
- CS: The data is suppressed for the district that has less than 11 students.

Indicator 7: Preschool Outcomes

For more on timelines, reporting requirements, and other information for Indicator 7, go to:

<http://ptan.seresc.net/blog/preschool-special-education/preschool-outcome-measurement-system-poms/>

Data Profile Reporting Codes for Indicator 7

- NE(No Exits): There were no preschool children who exited preschool education in the district during the reporting period.
- NA: There are no preschool students in the districts (High School only).
- CS: There are no children who exited preschool special education in categories a, b, c and d of the measurement for Summary Statement 1.
- *: Data are reported by SAU rather than by individual district.

Indicator 8: Parent Involvement

This indicator measures the percent of parents who report that schools facilitate parent involvement as a means of improving services and results for children with disabilities. The full report can be found at:

http://www.education.nh.gov/instruction/special_ed/parent_involv.htm

District Data Profiles Reference Sheet
FFY 2016 APR
Reporting Period: July 1, 2016–June 30, 2017

Data Profile Reporting Codes for Indicator 8

- CS: The number of parents with children receiving special education services in this district was fewer than 11.
- NA: District administers survey in alternate year and was not required to administer the survey this year.

Indicator 9: Disproportionate representation of racial/ethnic groups in special education that is a result of inappropriate identification

Based on IDEA, this indicator must meet 0% disproportionate representation based on inappropriate identification.

The NHDOE defines disproportionate representation of racial ethnic groups in special education and related services as a weighted risk ratio above 3.00. All racial/ethnic groups were included in the analysis, as required by OSEP. A weighted risk ratio was used in analyzing the district data. In order to calculate the weighted risk ratio, there had to be at least two racial/ethnic subgroups in the district that met the minimum “n” size. The minimum “n” size was defined as at least 40 students enrolled in the district in two or more racial/ethnic subgroups and within those subgroups, at least 10 students identified as receiving special education and related services. The cell size was selected to protect individually identifiable student information and to ensure that there were sufficient students in the subgroups to allow for appropriate identification of disproportionate representation.

Data Profile Reporting Codes for Indicator 9

- NO: This district **did not** have a disproportionate representation of racial/ethnic groups in special education as a result of inappropriate identification.
- YES: This district **did** have a disproportionate representation of racial/ethnic groups in special education as a result of inappropriate identification.

Indicator 10: Disproportionate representation of racial/ethnic groups in specific disability categories that is a result of inappropriate identification

Based on IDEA, this indicator must meet 0% disproportionate representation based on inappropriate identification.

The NHDOE defines disproportionate representation of racial ethnic groups in special education and related services as a weighted risk ratio above 3.00. All racial/ethnic groups were included in the analysis, as required by OSEP. A weighted risk ratio was used in analyzing the district data. In order to calculate the weighted risk ratio, there had to be at least two racial/ethnic subgroups in the district that met the minimum “n” size. The minimum “n” size was defined as at least 40 students enrolled in the district in two or more racial/ethnic subgroups and within those subgroups, at least 10 students identified in the specific disability category (specific learning disability, mental retardation (now referred to as intellectual disability), autism, other health impaired, speech language impaired, and emotional disturbance) for the racial/ethnic subgroup being compared. The cell size was selected to protect individually identifiable student information and to ensure that there were sufficient students in the subgroups to allow for appropriate identification of disproportionate representation.

Data Profile Reporting Codes for Indicator 10

- NO: This district **did not** have a disproportionate representation in the racial ethnic group due to inappropriate identification in the specific disability category.
- YES: This district **did** have a disproportionate representation of racial/ethnic groups in special education as a result of inappropriate identification.

District Data Profiles Reference Sheet
FFY 2016 APR
Reporting Period: July 1, 2016–June 30, 2017

Indicator 11: Timeliness of Evaluations

Based on IDEA, this indicator must be at 100% compliance.

The NHDOE monitored each district in the State for compliance with this indicator. The data for this indicator were only partially available through the State database, the New Hampshire Special Education Information System (NHSEIS). NHSEIS does not collect data on allowable exceptions. Those additional data points for this indicator were collected through a desk audit monitoring process soliciting additional documentation from the districts to demonstrate compliance. In March 2017 the state adopted new rules to align the state timeline with the federal requirement. Based on this change, the state adjusted its FFY 2016 reporting window to the spring of 2017. Monitoring data for FFY 2016 were collected on all children for whom parental consent to evaluate was received for the time period of April 1 - June 30, 2017. As there are significantly fewer evaluations occurring in the spring versus the fall, the state will resume the longstanding practice of reviewing data in the fall for FFY 2017.

Data Profile Reporting Codes for Indicator 11

- NIE: There were no initial evaluations reported during this time period.

Indicator 12: Transition from Family-Centered Early Supports & Services (FCESS) to Preschool Special Education

Based on IDEA, this indicator must meet 100% compliance.

The measurement, provided by OSEP, includes:

- a) The number of children who have been served by FC-ESS and referred to preschool special education for eligibility determination.
- b) The number of those referred determined to be NOT eligible for special education and whose eligibilities were determined prior to the child's third birthday.
- c) The number of those found eligible who have an IEP developed and implemented by their third birthdays.
- d) The number of children for whom parent refused to provide consent caused delays in evaluation or initial services.
- e) The number of children who were referred to FC-ESS less than 90 days before their 3rd birthday.

The OSEP measure for determining State compliance with this indicator is: $[(c)/(a-b-d-e)]$

Many NH districts have no children referred from FC-ESS that are found eligible for special education (see c.) but may have children determined NOT eligible (see b.) or for whom parent refusal caused delays (see d.). As a result, the OSEP formula does not accurately identify non-compliance at a district level. Therefore, the State uses the following calculation to determine compliance at the district level: $[(b+c+d+e)/(a)]$. This formula adds all the children who were referred and the transition was in compliance divided by the total number of children referred from FCESS.

Data Profile Reporting Codes for Indicator 12

- NA: Preschool children who live in this district are evaluated and receive special education in another district. This may be a district with no schools or high schools only.
- NT: There were no children served by FCESS and referred to preschool special education for eligibility determination during the report period.

Indicator 13: Secondary Transitions

NHDOE FFY 2016 monitoring for Indicator 13 was conducted through an on-site file review using the NSTTAC checklist with eight (8) questions.

Data Profile Reporting Codes for Indicator 13

- NA: This district was not monitored for this indicator for the reporting period.

District Data Profiles Reference Sheet
FFY 2016 APR
Reporting Period: July 1, 2016–June 30, 2017

Indicator 14: Post School Outcomes

To calculate the indicator 14 measurements, the following calculation was used:

A = #1 divided by total respondents

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

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

There were **283 total respondents** that completed and returned the post school outcomes census survey. Each leaver is counted only once in the highest category.

Data Profile Reporting Codes for Indicator 14

- NA: No students in the district met Indicator 14 criteria, so no surveys were sent.
- CS: Data are suppressed due to small cell size (5 or less surveys were returned and at least 1 survey was sent).