

## 2023-2024 SPECIAL EDUCATION LEA DETERMINATIONS RUBRIC

|             |  |                       |  |
|-------------|--|-----------------------|--|
| <b>LEA:</b> |  | <b>Determination:</b> |  |
|-------------|--|-----------------------|--|

DETERMINATIONS MADE BASED ON INDIVIDUAL SECTION RESULTS AS DESCRIBED ON PAGE 2

### SUMMARY

| 1. Results Based   |                          |
|--|--------------------------|
| Area   | Score                    |
| A Indicator 1: Graduation                                      |                          |
| B Indicator 2: Drop Out  |                          |
| C.1 Indicator 5A: Ed Environments                              |                          |
| C.2 Indicator 5B: Ed Environments                              |                          |
| C.3 Indicator 5C: Ed Environments                              |                          |
| D.1 Indicator 6A: Preschool Environments                       |                          |
| D.2 Indicator 6B: Preschool Environments                       |                          |
| E.1 Indicator 7A1: Preschool Outcomes                          |                          |
| E.2 Indicator 7A2: Preschool Outcomes                          |                          |
| E.3 Indicator 7B1: Preschool Outcomes                          |                          |
| E.4 Indicator 7B2: Preschool Outcomes                          |                          |
| E.5 Indicator 7C1: Preschool Outcomes                          |                          |
| E.6 Indicator 7C2: Preschool Outcomes                          |                          |
| F Indicator 8: Parent Involvement <i>(going forward)</i>       | NA                       |
| G.1 Indicator 14A: Post-School Outcomes <i>(going forward)</i> | NA                       |
| G.2 Indicator 14B: Post-School Outcomes <i>(going forward)</i> | NA                       |
| G.3 Indicator 14C: Post-School Outcomes <i>(going forward)</i> | NA                       |
| <b>Total Score:</b>  | <b>Percent of Total:</b> |
| <b>Section Result:</b>   |                          |
| 2. Assessment  |                          |
| Area   | Score                    |
| A.1 Indicator 3A: Reading Participation (4)                    |                          |
| A.2 Indicator 3A: Reading Participation (8)                    |                          |
| A.3 Indicator 3A: Reading Participation (11)                   |                          |
| A.4 Indicator 3A: Math Participation (4)                       |                          |
| A.5 Indicator 3A: Math Participation (8)                       |                          |
| A.6 Indicator 3A: Math Participation (11)                      |                          |
| B.1 Indicator 3B: Reading Proficiency (4)                      |                          |
| B.2 Indicator 3B: Reading Proficiency (8)                      |                          |
| B.3 Indicator 3B: Reading Proficiency (11)                     |                          |
| B.4 Indicator 3B: Math Proficiency (4)                         |                          |
| B.5 Indicator 3B: Math Proficiency (8)                         |                          |
| B.6 Indicator 3B: Math Proficiency (11)                        |                          |
| C.1 Indicator 3C: Alt Reading Proficiency (4)                  |                          |
| C.2 Indicator 3C: Alt Reading Proficiency (8)                  |                          |
| C.3 Indicator 3C: Alt Reading Proficiency (11)                 |                          |
| C.4 Indicator 3C: Alt Math Proficiency (4)                     |                          |
| C.5 Indicator 3C: Alt Math Proficiency (8)                     |                          |
| C.6 Indicator 3C: Alt Math Proficiency (11)                    |                          |
| D.1 Indicator 3D: Gap Reading Proficiency (4)                  |                          |

| D.2 Indicator 3D: Gap Reading Proficiency (8)      |                          |
|--|--------------------------|
| D.3 Indicator 3D: Gap Reading Proficiency (11)     |                          |
| D.4 Indicator 3D: Gap Math Proficiency (4)         |                          |
| D.5 Indicator 3D: Gap Math Proficiency (8)         |                          |
| D.6 Indicator 3D: Gap Math Proficiency (11)        |                          |
| E Alt Assessment Participation (1%)                |                          |
| <b>Total Score:</b>                                | <b>Percent of Total:</b> |
| <b>Section Result:</b>                             |                          |
| 3. Compliance                                      |                          |
| Area   | Score                    |
| A Indicator 4B: Suspension/Expulsion               |                          |
| B Indicator 9: Disproportionate Rep.               |                          |
| C Indicator 10: Disproportionate Rep./Dis.         |                          |
| D Indicator 11: Child Find                         |                          |
| E Indicator 12: Early Childhood Transition         |                          |
| F Indicator 13: Secondary Transition               |                          |
| <b>Total Score:</b>                                | <b>Percent of Total:</b> |
| <b>Section Result:</b>                             |                          |
| 4. Additional/Other Factors                        |                          |
| Area   | Score                    |
| A Grants: FY22 Grant Submission                    |                          |
| B Grants: 50% Allocated (Budgeted) by Jan 1st.     |                          |
| C Grants: Percent of Allocation Returned           |                          |
| D Grants: Reporting Monthly <i>(going forward)</i> | NA                       |
| E Last Monitored (CIM) <i>(not scored)</i>         |                          |
| F Submission of CEIS Data                          |                          |
| G Substantiated Sp. Ed. Complaint Allegations      |                          |
| H SPED Admin Turnover <i>(going forward)</i>       | NA                       |
| <b>Total Score:</b>                                | <b>Percent of Total:</b> |
| <b>Section Result:</b>                             |                          |

| Section Results Scale:               | % of possible points |
|--------------------------------------|----------------------|
| Meets Requirements.....              | 00.00% – 38.00%      |
| Needs Assistance .....               | 38.01% – 65.00%      |
| Needs Intervention .....             | 65.01% – 85.00%      |
| Needs Substantial Intervention ..... | 85.01% – 100.00%     |

**2023-2024 SPECIAL EDUCATION LEA DETERMINATIONS RUBRIC**

| <b>Section</b>              | <b>Percent of Total</b> | <b>Section Result</b> |
|-----------------------------|-------------------------|-----------------------|
| 1. Results Based            |                         |                       |
| 2. Assessment               |                         |                       |
| 3. Compliance               |                         |                       |
| 4. Additional/Other Factors |                         |                       |

**LEA Determinations are based on individual section results using the following:**

**Step 1:**

- Are there 2 or more section results of Needs Substantial Intervention?
  - Yes – LEA Determination of **Needs Substantial Intervention**
  - No – go to Step 2.

**Step 2:**

- Are there 2 or more section results of Needs Intervention or one section result of Needs Substantial Intervention?
  - Yes – LEA Determination of **Needs Intervention**
  - No – go to Step 3.

**Step 3:**

- Are there no section results of Needs Substantial Intervention and 2 or more section results of Needs Assistance or 1 section result of Needs Intervention?
  - Yes – LEA Determination of **Needs Assistance**
  - No – got to Step 4

**Step 4:**

- Are there 4 section results of Meets Requirements or 3 section results of Meets Requirements & 1 section result of Needs Assistance?
  - Yes – LEA Determination of **Meets Requirements**

|                           |  |
|---------------------------|--|
| <b>LEA Determination:</b> |  |
|---------------------------|--|

Historical Data for Reference:

2021-2022 LEA Determination:

2022-2023 LEA Determination:

**2023-2024 SPECIAL EDUCATION LEA DETERMINATIONS RUBRIC**

| <b>1. Results Based</b>   |  |               |                 |                  |
|---|--|---------------|-----------------|------------------|
| <b>Data Point</b>   | <b>Rubric</b>  | <b>Target</b> | <b>LEA Data</b> | <b>LEA Score</b> |
| <b>A. Indicator 1: Graduation</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>95%    |                 |                  |
| <p><b>Graduation:</b> Percent of youth with IEPs graduating with regular high school diploma.</p> <p><b>State Data:</b> 80.33%</p> <p><b>Target:</b> <u>Greater than or equal to 95%</u> of youth with IEPs graduating (exiting) from high school with a regular high school diploma in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by the district through NHSEIS</p>   |  |               |                 |                  |
| <b>B. Indicator 2: Dropout</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | < =<br>6.80%  |                 |                  |
| <p><b>Dropout:</b> Percent of youth with IEPs dropping out of high school</p> <p><b>State Data:</b> 8.82%</p> <p><b>Target:</b> <u>Less than or equal to 6.80%</u> of youth with IEPs dropping out of high school in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by the district through NHSEIS</p>  |  |               |                 |                  |
| <b>C.1. Indicator 5A: Ed Environments</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i>                                  | > =<br>74%    |                 |                  |
| <p><b>Educational Environments:</b> Percent of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day</p> <p><b>State Data:</b> 75.42%</p> <p><b>Target:</b> <u>Greater than or equal to 74%</u> of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Child Count and Environment – reported by the district through NHSEIS</p> |  |               |                 |                  |

| Data Point  | Rubric   | Target       | LEA Data | LEA Score |
|---|--|--------------|----------|-----------|
| <b>C.2. Indicator 5B: Ed Environments</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i>                                  | < =<br>6.50% |          |           |
| <p><b>Educational Environments:</b> Percent of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day</p> <p><b>State Data:</b> 8.38%</p> <p><b>Target:</b> <u>Less than or equal to 6.5%</u> of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Child Count and Environment – reported by the district through NHSEIS</p>  |  |              |          |           |
| <b>C.3. Indicator 5C: Ed Environments</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i>                                  | < =<br>2.05% |          |           |
| <p><b>Educational Environments:</b> Percent of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements</p> <p><b>State Data:</b> 1.95%</p> <p><b>Target:</b> <u>Less than or equal to 2.05%</u> of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Child Count and Environment – reported by the district through NHSEIS</p>   |  |              |          |           |
| <b>D.1. Indicator 6A: Preschool Environments</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>60%   |          |           |
| <p><b>Preschool Environments:</b> Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</p> <p><b>State Data:</b> 39.10%</p> <p><b>Target:</b> <u>Greater than or equal to 60%</u> of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Child Count and Environment – reported by the district through NHSEIS</p> |  |              |          |           |

| Data Point   | Rubric   | Target     | LEA Data | LEA Score |
|--|--|------------|----------|-----------|
| <b>D.2. Indicator 6B: Preschool Environments</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | < =<br>12% |          |           |
| <p><b>Preschool Environments:</b> Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility</p> <p><b>State Data:</b> 12.45%</p> <p><b>Target:</b> <u>Less than or equal to 12%</u> of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Child Count and Environment – reported by the district through NHSEIS</p>   |  |            |          |           |
| <b>E.1. Indicator 7A1: Preschool Outcomes</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>80% |          |           |
| <p><b>Preschool Outcomes:</b> Preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships) – 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.</p> <p><b>State Data:</b> 74.80%</p> <p><b>Target:</b> <u>Greater than or equal to 80%</u> of those preschool children who entered the preschool program below age expectations in each outcome substantially increased their rate of growth by the time they turned 6 years of age or exited the program in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by district through AEPS (Assessment, Evaluation, &amp; Programming System) or TS Gold (Teaching Strategies)</p> |  |            |          |           |
| <b>E.2. Indicator 7A2: Preschool Outcomes</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>62% |          |           |
| <p><b>Preschool Outcomes:</b> Preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships) – 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</p> <p><b>State Data:</b> 58.26%</p> <p><b>Target:</b> <u>Greater than or equal to 62%</u> 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 in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by district through AEPS (Assessment, Evaluation, &amp; Programming System) or TS Gold (Teaching Strategies)</p>   |  |            |          |           |

| Data Point   | Rubric   | Target       | LEA Data | LEA Score |
|--|--|--------------|----------|-----------|
| <b>E.3. Indicator 7B1: Preschool Outcomes</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>80%   |          |           |
| <p><b>Preschool Outcomes:</b> Preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy) – 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.</p> <p><b>State Data:</b> 72.45%</p> <p><b>Target:</b> <u>Greater than or equal to 80%</u> of those preschool children who entered the preschool program below age expectations in each outcome substantially increased their rate of growth by the time they turned 6 years of age or exited the program in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by district through AEPS (Assessment, Evaluation, &amp; Programming System) or TS Gold (Teaching Strategies)</p> |  |              |          |           |
| <b>E.4. Indicator 7B2: Preschool Outcomes</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>61.5% |          |           |
| <p><b>Preschool Outcomes:</b> Preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy)</p> <p><b>State Data:</b> 49.32%</p> <p><b>Target:</b> <u>Greater than or equal to 61.50%</u> 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 in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by district through AEPS (Assessment, Evaluation, &amp; Programming System) or TS Gold (Teaching Strategies)</p>  |  |              |          |           |
| <b>E.5. Indicator 7C1: Preschool Outcomes</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>77.5% |          |           |
| <p><b>Preschool Outcomes:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs – 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.</p> <p><b>State Data:</b> 71.15%</p> <p><b>Target:</b> <u>Greater than or equal to 77.50%</u> of those preschool children who entered the preschool program below age expectations in each outcome substantially increased their rate of growth by the time they turned 6 years of age or exited the program in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by district through AEPS (Assessment, Evaluation, &amp; Programming System) or TS Gold (Teaching Strategies)</p>  |  |              |          |           |

| Data Point  | Rubric   | Target       | LEA Data | LEA Score |
|---|--|--------------|----------|-----------|
| <b>E.6. Indicator 7C2: Preschool Outcomes</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i>   | > =<br>63.5% |          |           |
| <p><b>Preschool Outcomes:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs – 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</p> <p><b>State Data:</b> 53.52%</p> <p><b>Target:</b> <u>Greater than or equal to 63.50%</u> 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 in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Reported by district through AEPS (Assessment, Evaluation, &amp; Programming System) or TS Gold (Teaching Strategies)</p> |  |              |          |           |
| <b>F. Indicator 8: Parent Involvement</b><br><i>(going forward)</i>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>NR: No Responses..... 1 Point</i>                                  | > =<br>54%   | NA       | NA        |
| <p><b>Parent Involvement:</b> 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</p> <p><b>State Data:</b> 59.87%</p> <p><b>Target:</b> <u>Greater than or equal to 54%</u> 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 in school year <b>2021-2022</b></p> <p><b>Data Source:</b> Parent Involvement Survey</p>   |  |              |          |           |
| <b>G.1. Indicator 14A: Post School Outcomes</b><br><i>(going forward)</i>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>NR: No Responses..... 1 Point</i><br><i>Not Applicable..... NA</i> | > =<br>45.5% | NA       | NA        |
| <p><b>Post School Outcomes:</b> Percent 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</p> <p><b>State Data:</b> 35.59%</p> <p><b>Target:</b> <u>Greater than or equal to 45.5%</u> 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 from school year <b>2020-2021</b></p> <p><b>Data Source:</b> Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are one year post exit from school</p>   |  |              |          |           |

| Data Point | Rubric | Target | LEA Data | LEA Score |
|------------|--------|--------|----------|-----------|
|------------|--------|--------|----------|-----------|

|  |  |              |    |    |
|--|--|--------------|----|----|
| <b>G.2. Indicator 14B: Post School Outcomes</b><br>(going forward) | Met target ..... 0 Points<br>Did not meet target..... 2 Points<br>NR: No Responses ..... 1 Point<br>Not Applicable..... NA | > =<br>80.3% | NA | NA |
|--|--|--------------|----|----|

**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 enrolled in higher education or competitively employed within one year of leaving high school

**State Data:** 71.19%

**Target:** Greater than or equal to 80.3% 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 from school year **2020-2021**

**Data Source:** Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are one year post exit from school

|   |  |               |    |    |
|---|--|---------------|----|----|
| <b>G.3 Indicator 14C: Post School Outcomes</b><br>(going forward) | Met target ..... 0 Points<br>Did not meet target..... 2 Points<br>NR: No Responses ..... 1 Point<br>Not Applicable..... NA | > =<br>93.94% | NA | NA |
|---|--|---------------|----|----|

**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 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

**State Data:** 84.75%

**Target:** Greater than or equal to 93.94% 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 within one year of leaving high school from school year **2020-2021**

**Data Source:** Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are one year post exit from school

| 1. Results Based       |  |                          |  |
|------------------------|--|--------------------------|--|
| <b>Total Score:</b>    |  | <b>Percent of Total:</b> |  |
| <b>Section Result:</b> |  |                          |  |



## 2. Assessment

**Data Source:** Assessment data sent to NHDOE

**SAT Proficiency:** Students scoring at Achievement Levels 3 and 4

**Alt Assessment Proficiency:** Students scoring At Target or Advanced

| Data Point  | Rubric  | Target     | LEA Data | LEA Score |
|---|---|------------|----------|-----------|
| <b>A.1 Indicator 3A: Statewide Assessment – Reading Participation Grade 4</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i> | > =<br>95% |          |           |
| <b>Reading Participation Grade 4:</b> Assessment participation rate for children with IEPs in grade 4<br><br><b>State Data:</b> 88.57%<br><br><b>Target:</b> <u>Greater than or equal to 95%</u> overall reading assessment participation rate for children with IEPs in school year <b>2021-2022</b>   |   |            |          |           |
| <b>A.2 Indicator 3A: Statewide Assessment – Reading Participation Grade 8</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i> | > =<br>95% |          |           |
| <b>Reading Participation Grade 8:</b> Assessment participation rate for children with IEPs in grade 8<br><br><b>State Data:</b> 82.31%<br><br><b>Target:</b> <u>Greater than or equal to 95%</u> overall reading assessment participation rate for children with IEPs in school year <b>2021-2022</b>   |   |            |          |           |
| <b>A.3 Indicator 3A: Statewide Assessment – Reading Participation Grade 11</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i> | > =<br>95% |          |           |
| <b>Reading Participation Grade 11:</b> Assessment participation rate for children with IEPs in grade 11<br><br><b>State Data:</b> 66.41%<br><br><b>Target:</b> <u>Greater than or equal to 95%</u> overall reading assessment participation rate for children with IEPs in school year <b>2021-2022</b> |   |            |          |           |
| <b>A.4 Indicator 3A: Statewide Assessment – Math Participation Grade 4</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i> | > =<br>95% |          |           |
| <b>Math Participation Grade 4:</b> Assessment participation rate for children with IEPs in grade 4<br><br><b>State Data:</b> 89.31%<br><br><b>Target:</b> <u>Greater than or equal to 95%</u> overall math assessment participation rate for children with IEPs in school year <b>2021-2022</b>         |   |            |          |           |
| <b>A.5 Indicator 3A: Statewide Assessment – Math Participation Grade 8</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i> | > =<br>95% |          |           |
| <b>Math Participation Grade 8:</b> Assessment participation rate for children with IEPs in grade 8<br><br><b>State Data:</b> 82.64%<br><br><b>Target:</b> <u>Greater than or equal to 95%</u> overall math assessment participation rate for children with IEPs in school year <b>2021-2022</b>         |   |            |          |           |

| Data Point   | Rubric   | Target        | LEA Data | LEA Score |
|--|--|---------------|----------|-----------|
| <b>A.6 Indicator 3A: Statewide Assessment – Math Participation Grade 11</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i>                                  | > =<br>95%    |          |           |
| <b>Math Participation Grade 11:</b> Assessment participation rate for children with IEPs in grade 11<br><br><b>State Data:</b> 66.41%<br><br><b>Target:</b> <u>Greater than or equal to 95%</u> overall math assessment participation rate for children with IEPs in school year <b>2021-2022</b>  |  |               |          |           |
| <b>B.1. Indicator 3B: Statewide Assessment – Reading Proficiency Grade 4</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>14.68% |          |           |
| <b>Reading Proficiency Grade 4:</b> Reading proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards<br><br><b>State Data:</b> 12.30%<br><br><b>Target:</b> <u>Greater than or equal to 14.68%</u> reading proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards in school year <b>2021-2022</b>    |  |               |          |           |
| <b>B.2. Indicator 3B: Statewide Assessment – Reading Proficiency Grade 8</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>10.04% |          |           |
| <b>Reading Proficiency Grade 8:</b> Reading proficiency rate for children with IEPs in grade 8 against grade level academic achievement standards<br><br><b>State Data:</b> 11.94%<br><br><b>Target:</b> <u>Greater than or equal to 10.04%</u> reading proficiency rate for children with IEPs in grade 8 against grade level academic achievement standards in school year <b>2021-2022</b>    |  |               |          |           |
| <b>B.3. Indicator 3B: Statewide Assessment – Reading Proficiency Grade 11</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>20.46% |          |           |
| <b>Reading Proficiency Grade 11:</b> Reading proficiency rate for children with IEPs in grade 11 against grade level academic achievement standards<br><br><b>State Data:</b> 23.39%<br><br><b>Target:</b> <u>Greater than or equal to 20.46%</u> reading proficiency rate for children with IEPs in grade 11 against grade level academic achievement standards in school year <b>2021-2022</b> |  |               |          |           |
| <b>B.4. Indicator 3B: Statewide Assessment – Math Proficiency Grade 4</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>15.76% |          |           |
| <b>Math Proficiency Grade 4:</b> Math proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards<br><br><b>State Data:</b> 15.87%<br><br><b>Target:</b> <u>Greater than or equal to 15.76%</u> math proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards in school year <b>2021-2022</b>             |  |               |          |           |

| Data Point  | Rubric   | Target        | LEA Data | LEA Score |
|---|--|---------------|----------|-----------|
| <b>B.5. Indicator 3B: Statewide Assessment – Math Proficiency Grade 8</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>6.2%   |          |           |
| <b>Math Proficiency Grade 8:</b> Math proficiency rate for children with IEPs in grade 8 against grade level academic achievement standards<br><br><b>State Data:</b> 7.59%<br><br><b>Target:</b> <u>Greater than or equal to 6.2%</u> math proficiency rate for children with IEPs in grade 8 against grade level academic achievement standards in school year <b>2021-2022</b>                           |  |               |          |           |
| <b>B.6. Indicator 3B: Statewide Assessment – Math Proficiency Grade 11</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>7.47%  |          |           |
| <b>Math Proficiency Grade 11:</b> Math proficiency rate for children with IEPs in grade 11 against grade level academic achievement standards<br><br><b>State Data:</b> 7.80%<br><br><b>Target:</b> <u>Greater than or equal to 7.47%</u> math proficiency rate for children with IEPs in grade 11 against grade level academic achievement standards in school year <b>2021-2022</b>                       |  |               |          |           |
| <b>C.1. Indicator 3C: Statewide Assessment – Reading Proficiency Alt Assess. Grade 4</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>33.53% |          |           |
| <b>Reading Proficiency Alt Assessment Grade 4:</b> Reading proficiency rate for children with IEPs in grade 4 against alternate academic achievement standards<br><br><b>State Data:</b> 17.76%<br><br><b>Target:</b> <u>Greater than or equal to 33.53%</u> reading proficiency rate for children with IEPs in grade 4 against alternate academic achievement standards in school year <b>2021-2022</b>    |  |               |          |           |
| <b>C.2. Indicator 3C: Statewide Assessment – Reading Proficiency Alt Assess. Grade 8</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>41.79% |          |           |
| <b>Reading Proficiency Alt Assessment Grade 8:</b> Reading proficiency rate for children with IEPs in grade 8 against alternate academic achievement standards<br><br><b>State Data:</b> 32.26%<br><br><b>Target:</b> <u>Greater than or equal to 41.79%</u> reading proficiency rate for children with IEPs in grade 8 against alternate academic achievement standards in school year <b>2021-2022</b>    |  |               |          |           |
| <b>C.3. Indicator 3C: Statewide Assessment – Reading Proficiency Alt Assess. Grade 11</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | > =<br>35.53% |          |           |
| <b>Reading Proficiency Alt Assessment Grade 11:</b> Reading proficiency rate for children with IEPs in grade 11 against alternate academic achievement standards<br><br><b>State Data:</b> 39.68%<br><br><b>Target:</b> <u>Greater than or equal to 35.53%</u> reading proficiency rate for children with IEPs in grade 11 against alternate academic achievement standards in school year <b>2021-2022</b> |  |               |          |           |

| Data Point   | Rubric  | Target       | LEA Data | LEA Score |
|--|---|--------------|----------|-----------|
| <b>C.4. Indicator 3C: Statewide Assessment – Math Proficiency Alt Assess. Grade 4</b>  | Met target..... 0 Points<br>Did not meet target..... 2 Points<br>Not Applicable..... NA | > =<br>51%   |          |           |
| <b>Math Proficiency Alt Assessment Grade 4:</b> Math proficiency rate for children with IEPs in grade 4 against alternate academic achievement standards<br><br><b>State Data:</b> 40.57%<br><br><b>Target:</b> <u>Greater than or equal to 51%</u> math proficiency rate for children with IEPs in grade 4 against alternate academic achievement standards in school year <b>2021-2022</b>   |   |              |          |           |
| <b>C.5. Indicator 3C: Statewide Assessment – Math Proficiency Alt Assess. Grade 8</b>  | Met target..... 0 Points<br>Did not meet target..... 2 Points<br>Not Applicable..... NA | > =<br>17.8% |          |           |
| <b>Math Proficiency Alt Assessment Grade 8:</b> Math proficiency rate for children with IEPs in grade 8 against alternate academic achievement standards<br><br><b>State Data:</b> 15.22%<br><br><b>Target:</b> <u>Greater than or equal to 17.8%</u> math proficiency rate for children with IEPs in grade 8 against alternate academic achievement standards in school year <b>2021-2022</b>   |   |              |          |           |
| <b>C.6. Indicator 3C: Statewide Assessment – Math Proficiency Alt Assess. Grade 11</b>   | Met target..... 0 Points<br>Did not meet target..... 2 Points<br>Not Applicable..... NA | > =<br>31.7% |          |           |
| <b>Math Proficiency Alt Assessment Grade 11:</b> Math proficiency rate for children with IEPs in grade 11 against alternate academic achievement standards<br><br><b>State Data:</b> 33.33%<br><br><b>Target:</b> <u>Greater than or equal to 31.7%</u> math proficiency rate for children with IEPs in grade 11 against alternate academic achievement standards in school year <b>2021-2022</b>  |   |              |          |           |
| <b>D.1. Indicator 3D: Statewide Assessment – Gap in Reading Proficiency Grade 4</b>  | Met target..... 0 Points<br>Did not meet target..... 2 Points<br>Not Applicable..... NA | < =<br>36%   |          |           |
| <b>Gap in Reading Proficiency Grade 4:</b> Gap in reading proficiency rates for children with IEPs and all students in grade 4 against grade level academic achievement standards<br><br><b>State Data:</b> 35.57%<br><br><b>Target:</b> <u>Less than or equal to 36%</u> gap in reading proficiency rates for children with IEPs and all students in grade 4 against grade level academic achievement standards in school year <b>2021-2022</b> |   |              |          |           |
| <b>D.2. Indicator 3D: Statewide Assessment – Gap in Reading Proficiency Grade 8</b>  | Met target..... 0 Points<br>Did not meet target..... 2 Points<br>Not Applicable..... NA | < =<br>36%   |          |           |
| <b>Gap in Reading Proficiency Grade 8:</b> Gap in reading proficiency rates for children with IEPs and all students in grade 8 against grade level academic achievement standards<br><br><b>State Data:</b> 34.05%<br><br><b>Target:</b> <u>Less than or equal to 36%</u> gap in reading proficiency rates for children with IEPs and all students in grade 8 against grade level academic achievement standards in school year <b>2021-2022</b> |   |              |          |           |

| Data Point  | Rubric   | Target       | LEA Data | LEA Score |
|---|--|--------------|----------|-----------|
| <b>D.3. Indicator 3D: Statewide Assessment – Gap in Reading Proficiency Grade 11</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | < =<br>40%   |          |           |
| <b>Gap in Reading Proficiency Grade 11:</b> Gap in reading proficiency rates for children with IEPs and all students in grade 11 against grade level academic achievement standards<br><br><b>State Data:</b> 38.17%<br><br><b>Target:</b> <u>Less than or equal to 40%</u> gap in reading proficiency rates for children with IEPs and all students in grade 11 against grade level academic achievement standards in school year <b>2021-2022</b> |  |              |          |           |
| <b>D.4. Indicator 3D: Statewide Assessment – Gap in Math Proficiency Grade 4</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | < =<br>32%   |          |           |
| <b>Gap in Math Proficiency Grade 4:</b> Gap in math proficiency rates for children with IEPs and all students in grade 4 against grade level academic achievement standards<br><br><b>State Data:</b> 32.19%<br><br><b>Target:</b> <u>Less than or equal to 32%</u> gap in math proficiency rates for children with IEPs and all students in grade 4 against grade level academic achievement standards in school year <b>2021-2022</b>             |  |              |          |           |
| <b>D.5. Indicator 3D: Statewide Assessment – Gap in Math Proficiency Grade 8</b>  | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | < =<br>32%   |          |           |
| <b>Gap in Math Proficiency Grade 8:</b> Gap in math proficiency rates for children with IEPs and all students in grade 8 against grade level academic achievement standards<br><br><b>State Data:</b> 25.73%<br><br><b>Target:</b> <u>Less than or equal to 32%</u> gap in math proficiency rates for children with IEPs and all students in grade 8 against grade level academic achievement standards in school year <b>2021-2022</b>             |  |              |          |           |
| <b>D.6. Indicator 3D: Statewide Assessment – Gap in Math Proficiency Grade 11</b>   | <i>Met target..... 0 Points</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | < =<br>32.5% |          |           |
| <b>Gap in Math Proficiency Grade 11:</b> Gap in math proficiency rates for children with IEPs and all students in grade 11 against grade level academic achievement standards<br><br><b>State Data:</b> 28.82%<br><br><b>Target:</b> <u>Less than or equal to 32.5%</u> gap in math proficiency rates for children with IEPs and all students in grade 11 against grade level academic achievement standards in school year <b>2021-2022</b>        |  |              |          |           |
| <b>E Percent of Students taking the Alternate Assessment [1%]</b>   | <i>Less than 1%..... 0 Points</i><br><i>1% to 1.99%..... 1 Point</i><br><i>2% or Greater..... 2 Points</i>   | < 1%         |          |           |
| <b>ESEA section 1111(b)(2)(D)(i)(I)</b> limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject.<br><br><b>State Data:</b> 0.76%   |  |              |          |           |

| Data Point | Rubric | Target | LEA Data | LEA Score |
|------------|--------|--------|----------|-----------|
|------------|--------|--------|----------|-----------|

|                      |  |  |  |  |
|----------------------|--|--|--|--|
| <b>2. Assessment</b> |  |  |  |  |
|----------------------|--|--|--|--|

|                     |  |                          |  |  |
|---------------------|--|--------------------------|--|--|
| <b>Total Score:</b> |  | <b>Percent of Total:</b> |  |  |
|---------------------|--|--------------------------|--|--|

|                        |  |  |  |  |
|------------------------|--|--|--|--|
| <b>Section Result:</b> |  |  |  |  |
|------------------------|--|--|--|--|

### 3. Compliance

\*NA – LEA data on rubric reflects trend data, not the district’s annual data for this indicator, which is not comparable at the state level so state level data and targets are not included here.

| Data Point  | Rubric  | Target | LEA Data | LEA Score |
|---|---|--------|----------|-----------|
| <b>A. Indicator 4B: Suspension Based on Race</b>  | <i>No years ..... 0 Points</i><br><i>1 year..... 1 Point</i><br><i>2 or more years ..... 2 Points</i> | *NA    |          |           |
| <p><b>Suspension:</b> LEAs that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rate or suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards</p> <p><b>Rubric:</b> Number of years of noncompliance with the requirements of Indicator 4b within the past five years</p> <p><b>Data Source:</b> Discipline Report – reported by the district through NHSEIS, Child Count and Environment – reported by the district through NHSEIS.</p> |   |        |          |           |
| <b>B. Indicator 9: Disproportionate Representation in Special Education</b>   | <i>No years ..... 0 Points</i><br><i>1 year..... 1 Point</i><br><i>2 or more years ..... 2 Points</i> | *NA    |          |           |
| <p><b>Disproportionate Representation:</b> LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</p> <p><b>Rubric:</b> Number of years of noncompliance with the requirements of Indicator 9 within the past five years</p> <p><b>Data Source:</b> Child Count and Environment – reported by the district through NHSEIS, Fall District Enrollment – reported by the district.</p>   |   |        |          |           |
| <b>C. Indicator 10: Disproportionate Representation in Specific Disability Categories</b>   | <i>No years ..... 0 Points</i><br><i>1 year..... 1 Point</i><br><i>2 or more years ..... 2 Points</i> | *NA    |          |           |
| <p><b>Disproportionate Representation:</b> LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p> <p><b>Rubric:</b> Number of years of noncompliance with the requirements of Indicator 10 within the past five years</p> <p><b>Data Source:</b> Child Count and Environment – reported by the district through NHSEIS, Fall District Enrollment – reported by the district.</p>  |   |        |          |           |
| <b>D. Indicator 11: Child Find</b>  | <i>No years ..... 0 Points</i><br><i>1 year..... 1 Point</i><br><i>2 or more years ..... 2 Points</i> | *NA    |          |           |
| <p><b>Child Find:</b> Children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe</p> <p><b>Rubric:</b> Number of years of noncompliance with the requirements of Indicator 11 within the past five years</p> <p><b>Data Source:</b> Ind. 11 – Timeliness of Initial Evaluations – Reported by the district through NHSEIS and desk audit.</p>  |   |        |          |           |

| Data Point  | Rubric   | Target | LEA Data | LEA Score |
|---|--|--------|----------|-----------|
| <b>E. Indicator 12: Part C to B Transition</b>  | <i>No years ..... 0 Points</i><br><i>1 year..... 1 Point</i><br><i>2 or more years ..... 2 Points</i>  | *NA    |          |           |
| <p><b>Part C to B Transition:</b> Children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays</p> <p><b>Rubric:</b> Number of years of noncompliance with the requirements of Indicator 12 within the past five years</p> <p><b>Data Source:</b> Ind. 12 – Early Childhood Transitions – reported by the district through NHSEIS and desk audit.</p>  |  |        |          |           |
| <b>F. Indicator 13: Secondary Transition</b>  | <i>Met target ..... 0 Points</i><br><i>Between state &amp; target.... 1 Point</i><br><i>Did not meet target..... 2 Points</i><br><i>Not Applicable..... NA</i> | 100%   |          |           |
| <p><b>Secondary Transition:</b> Percent of youth ages 16 and above with annually updated measurable postsecondary goals based upon a transition assessment, including courses of study, transition services, and annual goals related to transition needs. Also evidence the student was invited to the IEP meeting, and if appropriate, permission to invite and involve outside agencies who may be responsible for transition service(s).</p> <p><b>State Data:</b> 53.57%</p> <p><b>Rubric:</b> <u>Met the 100%</u> Target</p> <p><b>Data Source:</b> State review of District files.</p> |  |        |          |           |

| <b>3. Compliance</b>   |  |                          |  |
|------------------------|--|--------------------------|--|
| <b>Total Score:</b>    |  | <b>Percent of Total:</b> |  |
| <b>Section Result:</b> |  |                          |  |



| <b>4. Additional/Other Factors</b>   |   |                 |                  |
|--|---|-----------------|------------------|
| <b>Data Point</b>  | <b>Rubric</b>   | <b>LEA Data</b> | <b>LEA Score</b> |
| <b>A. Grants: IDEA/Preschool Submission of FY23 Grant Funds</b>  | <i>On or before 9/1/22..... 0 Points</i><br><i>Between 9/1 &amp; 9/30..... 1 Point</i><br><i>After 9/30/22..... 2 Points</i>                                    |                 |                  |
| FY 23 (2022-2023) Grant First Submitted by District through the Grants Management System (GMS) for review                        |   |                 |                  |
| <b>Data Source:</b> District initial submission for IDEA/Preschool funds in GMS  |   |                 |                  |
| <b>B. Grants: 50% Allocated (Budgeted) of FY23 grant by Jan 1<sup>st</sup>.</b>  | <i>50% or more Allocated ..... 0 Points</i><br><i>0.01% - 49.99% Allocated. 1 Point</i><br><i>0.00% Allocated..... 2 Points</i>                                 |                 |                  |
| Percent allocated (budgeted) of the total (IDEA and Preschool) 2022-2023 Grant   |   |                 |                  |
| <b>Data Source:</b> District allocation of IDEA/Preschool funds in GMS   |   |                 |                  |
| <b>C. Grants: Percent of FY21 Allocation Returned as of Nov. 15<sup>th</sup></b>   | <i>0%-4.99% Returned ..... 0 Points</i><br><i>5%-9.99% Returned ..... 1 Point</i><br><i>10% or greater Returned... 2 Points</i>                                 |                 |                  |
| Total (IDEA and Preschool) 2020-2021 Grant, Percent returned November 2021.  |   |                 |                  |
| <b>Data Source:</b> District reimbursement of IDEA/Preschool funds in GMS  |   |                 |                  |
| <b>D. Grants: Is the District reporting monthly expenses in IDEA Grants (going forward)</b>                                      | <i>SCALE TBD ..... 0 Points</i><br><i>SCALE TBD ..... 1 Point</i><br><i>SCALE TBD ..... 2 Points</i>  | NA              | NA               |
| Full year of reporting monthly (Sept – July) from previous year ( <i>going forward</i> )   |   |                 |                  |
| <b>Data Source:</b> District reporting of IDEA/Preschool funds in GMS  |   |                 |                  |
| <b>E. Years since last monitored through the CIM process or NI/NSI in LEA Determinations (not scored this year)</b>              | <i>2017 to present..... 0 Points</i><br><i>2016 or prior..... 1 Point</i><br><i>NULL: Never monitored.... 2 Points</i>  | NA              | NA               |
| How many years since the district was last monitored through the Compliance & Improvement Monitoring Process.                    |   |                 |                  |
| <b>Data Source:</b> Bureau of Special Education Support historical records   |   |                 |                  |
| <b>F. Submission of CEIS Data</b>  | <i>Yes ..... 0 Points</i><br><i>No ..... 2 Points</i><br><i>Not Applicable..... NA</i>  |                 |                  |
| For Districts using CEIS Funds, was the collection of CEIS reporting timely and accurate for FY22                                |   |                 |                  |
| <b>Data Source:</b> CEIS Activities – entered by districts in GMS, CEIS Reporting Spreadsheet – submitted by districts to Bureau |   |                 |                  |
| <b>G. Special Education Complaints – Substantiated Allegations</b>   | <i>Less than 2 over 2 or more years ..... 0 Points</i><br><i>2-4 over 2 or more years ..... 1 Point</i><br><i>5 or more over 2 or more years ..... 2 Points</i> |                 |                  |
| Number of substantiated allegations within the past three years (2021-2022, 2020-2021, & 2019-2020)                              |   |                 |                  |
| <b>Data Source:</b> NHDOE Office of Governance records   |   |                 |                  |
| <b>H. Special Education Administrator Turnover (going forward)</b>   | <i>No turnover ..... 0 Points</i><br><i>SCALE..... 1 Points</i><br><i>SCALE..... 2 Points</i>   | NA              | NA               |

| Data Point | Rubric | LEA Data | LEA Score |
|------------|--------|----------|-----------|
|------------|--------|----------|-----------|

Has there been turnover in the Special Education Administrator (not building coordinators, or building directors)?  
*(Going forward)*

| <b>4. Additional/Other Factors</b> |  |                          |  |
|------------------------------------|--|--------------------------|--|
| <b>Total Score:</b>                |  | <b>Percent of Total:</b> |  |
| <b>Section Result:</b>             |  |                          |  |