2023-2024 SPECIAL EDUCATION LEA DETERMINATIONS RUBRIC

LEA:

Determination:

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 (going forward)	NA
G.1 Indicator 14A: Post-School Outcomes (going	
G.2 Indicator 14B: Post-School Outcomes (going	
G.3 Indicator 14C: Post-School Outcomes (going	forward) NA
Total Score:Percent of Total:	
Section Result:	
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.3 Indicator 3A: Reading Participation (11) A.4 Indicator 3A: Math Participation (4)	
A.3 Indicator 3A: Reading Participation (11)	
A.3 Indicator 3A: Reading Participation (11) A.4 Indicator 3A: Math Participation (4)	
 A.3 Indicator 3A: Reading Participation (11) A.4 Indicator 3A: Math Participation (4) A.5 Indicator 3A: Math Participation (8) 	
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 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) 	
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 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 (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 (8) C.3 Indicator 3C: Alt Reading Proficiency (11))
 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 (8) C.3 Indicator 3C: Alt Reading Proficiency (1) C.4 Indicator 3C: Alt Math Proficiency (4))
 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.3 Indicator 3C: Alt Reading Proficiency (1) C.4 Indicator 3C: Alt Math Proficiency (4) C.5 Indicator 3C: Alt Math Proficiency (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 (8) C.3 Indicator 3C: Alt Reading Proficiency (1) C.4 Indicator 3C: Alt Math Proficiency (4)) 1)

D.2 Indicator 3	D: Gap	Reading Proficiency	(8)	
D.3 Indicator 3	D: Gap	Reading Proficiency	(11)	
D.4 Indicator 3D: Gap Math Proficiency (4)				
D.5 Indicator 3	D: Gap	Math Proficiency (8)		
D.6 Indicator 3	D: Gap	Math Proficiency (11)	
E Alt Assessme	ent Parti	cipation (1%)		
Total Score:		Percent of Total:		
Section Result	:			
3. Compliance	:			
Area			S	core
A Indicator 4B:				
B Indicator 9: [Disprop	ortionate Rep.		
C Indicator 10:	Dispro	portionate Rep./Dis.		
D Indicator 11:	Child F	Find		
E Indicator 12:	Early C	Childhood Transition		
F Indicator 13: Secondary Transition				
Total Score:		Percent of Total:		
Section Result	:			
4. Additional/O	Other F	actors		
Area			S	core
A Grants: FY22	2 Grant	Submission		
		ed (Budgeted) by Jan	1st.	
C Grants: Perce	ent of A	llocation Returned		
D Grants: Repo	orting M	onthly (going forward)		NA
E Last Monitor				
F Submission o	of CEIS	Data		
G Substantiated	d Sp. Ed	l. Complaint Allegation	ons	
H SPED Admin	n Turno	ver (going forward)		NA
Total Score:		Percent of Total:		
Section Result	:			

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

Section	Percent of Total	Section Result
1. Results Based		
2. Assessment		
3. Compliance		
4. Additional/Other Factors		

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

Step 1:

 \rightarrow Are there 2 or more section results of Needs Substantial Intervention?

- Yes LEA Determination of Needs Substantial Intervention
 - \circ 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
- \circ 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
- \circ 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

LEA Determination:

Historical Data for Reference:

2021-2022 LEA Determination: 2022-2023 LEA Determination:

2023-2024 SPECIAL EDUCATION LEA DETERMINATIONS RUBRIC

1. Results Based					
Data Point	Rubric	Target	LEA Data	LEA Score	
A. Indicator 1: Graduation	Met target 0 Points Did not meet target 2 Points Not Applicable NA	>= 95%			
Graduation: Percent of youth with IEPs graduating	g with regular high school diploma.	•	•	•	
State Data: 80.33%					
Target : <u>Greater than or equal to 95%</u> of youth with school diploma in school year 2021-2022 Data Source : Reported by the district through NHS		chool with	a regular	high	
B. Indicator 2: Dropout	Met target0 Points Did not meet target2 Points Not ApplicableNA	<= 6.80%			
Dropout : Percent of youth with IEPs dropping out	of high school				
State Data: 8.82%					
Target: Less than or equal to 6.80% of youth with	IEPs dropping out of high school in scl	hool year 2	2021-2022		
Data Source: Reported by the district through NHS	SEIS				
C.1. Indicator 5A: Ed Environments	Met target 0 Points Did not meet target 2 Points	>= 74%			
Educational Environments : 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					
State Data: 75.42%					
Target : <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 2021-2022					
Data Source: Child Count and Environment – repo	rted by the district through NHSEIS				

Data Point	Rubric	Target	LEA Data	LEA Score
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	Met target0 Points	<=		
C.2. Indicator 5B: Ed Environments	Did not meet target 2 Points	6.50%		
Educational Environments : Percent of children we served inside the regular class less than 40% of the	e e	and aged	6 through	21
State Data: 8.38%				
Target : <u>Less than or equal to 6.5%</u> of children with inside the regular class less than 40% of the day in s	6	and aged 6	through 2	1 served
Data Source: Child Count and Environment – repo	rted by the district through NHSEIS			
C.3. Indicator 5C: Ed Environments	Met target0 Points Did not meet target2 Points	<= 2.05%		
Educational Environments : Percent of children was separate schools, residential facilities, or homeboun	6 6	and aged	6 through	21 in
State Data: 1.95%				
Target : <u>Less than or equal to 2.05%</u> of children wi separate schools, residential facilities, or homeboun	6	0	6 through 2	21 in
Data Source: Child Count and Environment – repo	rted by the district through NHSEIS			
D.1. Indicator 6A: Preschool Environments	Met target0 Points Did not meet target2 Points Not ApplicableNA	>= 60%		
Preschool Environments : Percent of children with attending a regular early childhood program and record regular early childhood program				
State Data: 39.10%				
Target : <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 2021-2022				
Data Source: Child Count and Environment – repo	rted by the district through NHSEIS			

Data Point	Rubric	Target	LEA Data	LEA Score
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D.2. Indicator 6B: Preschool Environments	Met target 0 Points Did not meet target 2 Points	<=		
	Not Applicable NA	12%		
Preschool Environments : Percent of children with attending a separate special education class, separate		l in a preso	hool prog	ram
State Data: 12.45%				
Target : <u>Less than or equal to 12%</u> of children with attending a separate special education class, separate				ram
Data Source: Child Count and Environment – repo	orted by the district through NHSEIS	1		
E.1. Indicator 7A1: Preschool Outcomes	Met target 0 Points Did not meet target 2 Points	>=		
	Not Applicable NA	80%		
 State Data: 74.80% Target: Greater than or equal to 80% of those press expectations in each outcome substantially increased exited the program in school year 2021-2022 Data Source: Reported by district through AEPS (A 	ed their rate of growth by the time they	turned 6 y	ears of age	or
(Teaching Strategies)			, 01 15 00	14
E.2. Indicator 7A2: Preschool Outcomes	Met target0 Points Did not meet target2 Points Not ApplicableNA	>= 62%		
Preschool Outcomes : Preschool children aged 3 th emotional skills (including social relationships) – th expectations in each outcome by the time they turn	he percent of preschool children who we			
State Data: 58.26%				
Target : <u>Greater than or equal to 62%</u> of preschool outcome by the time they turned 6 years of age or e			ations in e	ach
Data Source : Reported by district through AEPS ((Teaching Strategies)	Assessment, Evaluation, & Programmin	ng System) or TS Go	ld

Data Point	Rubric	Target	LEA Data	LEA Score
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E.3. Indicator 7B1: Preschool Outcomes	Met target0 Points Did not meet target2 Points Not ApplicableNA	>= 80%	

Preschool Outcomes: 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.

State Data: 72.45%

Target: <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 2021-2022

Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)

E.4. Indicator 7B2: Preschool Outcomes	Met target0 PointsDid not meet target2 PointsNot ApplicableNA	>= 61.5%			
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Preschool Outcomes: 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)

State Data: 49.32%

Target: <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 2021-2022

Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)

E.5. Indicator 7C1: Preschool Outcomes	Met target0 Points Did not meet target2 Points Not ApplicableNA	>= 77.5%		
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Preschool Outcomes: 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.

State Data: 71.15%

Target: <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 **2021-2022**

Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)

Data Point	Rubric	Target	LEA Data	LEA Score
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E.6. Indicator 7C2: Preschool OutcomesDid not meet target	E.6. Indicator 7C2: Preschool OutcomesDid not meet target					
Not Applicable 03.5% Preschool Outcomes: 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 State Data: 53.52% Target: Greater than or equal to 63.50% 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 2021-2022 Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies) F. Indicator 8: Parent Involvement (going forward) Met target	Not ApplicableNA 63.5% Preschool Outcomes: 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 programState Data: 53.52% Target: Greater than or equal to 63.50% of preschool children who were functioning within age expectations in ea outcome by the time they turned 6 years of age or exited the program in school year $2021-2022$ Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)F. Indicator 8: Parent Involvement (going forward)Met target		Met target 0 Points	>=		
Preschool Outcomes: 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 programState Data: 53.52%Target: Greater than or equal to 63.50% 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 2021-2022Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)F. Indicator 8: Parent Involvement (going forward)Met target	Preschool Outcomes: 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 State Data: 53.52% Target: Greater than or equal to 63.50% 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 2021-2022 Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies) F. Indicator 8: Parent Involvement (going forward) Met target	E.6. Indicator 7C2: Preschool Outcomes	8	63.5%		
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 State Data: 53.52% Target: Greater than or equal to 63.50% 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 2021-2022 Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies) F. Indicator 8: Parent Involvement (going forward) Met target	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 State Data: 53.52% Target: Greater than or equal to 63.50% 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 2021-2022 Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies) F. Indicator 8: Parent Involvement (going forward) Met target		**	<u> </u>	1	
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State Data: 53.52% Farget: Greater than or equal to 63.50% of preschool children who were functioning within age expectations in each putcome by the time they turned 6 years of age or exited the program in school year 2021-2022 Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold Teaching Strategies) F. Indicator 8: Parent Involvement (going forward) Met target	State Data: 53.52% Farget: Greater than or equal to 63.50% of preschool children who were functioning within age expectations in ea outcome by the time they turned 6 years of age or exited the program in school year 2021-2022 Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold Teaching Strategies) F. Indicator 8: Parent Involvement (going forward) Met target				within age	
Target: Greater than or equal to 63.50% 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 2021-2022Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)F. Indicator 8: Parent InvolvementMet target	Target: Greater than or equal to 63.50% of preschool children who were functioning within age expectations in eaoutcome by the time they turned 6 years of age or exited the program in school year 2021-2022Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)F. Indicator 8: Parent InvolvementMet target	expectations in each outcome by the time they turn	ed o years of age or exited the program			
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Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)F. Indicator 8: Parent Involvement (going forward)Met target	Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programming System) or TS Gold (Teaching Strategies)F. Indicator 8: Parent InvolvementMet target					
(Teaching Strategies)Met target0 Points Did not meet target>= 54%NANAParent 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>= 54%NANAParent 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 disabilitiesState Data: 59.87%Target: Greater than or equal to 54% 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 2021-2022NANAData Source: Parent Involvement SurveyMet target Did not meet target NR: No Responses NR: No Responses NA pplicable NANANAPost School Outcomes: School Outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they le school, and were enrolled in higher education within one year of leaving high schoolNaNAState Data: 35.59%Target: Greater than or equal to 45.5% 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 2020- 2021Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are one	(Teaching Strategies)Met target	succome by the time mey turned o years of age of t	when the program in school year 2021	2022		
F. Indicator 8: Parent Involvement (going forward)Met target	F. Indicator 8: Parent Involvement (going forward)Met target	Data Source: Reported by district through AEPS (Assessment, Evaluation, & Programmi	ng System)	or TS Go	ld
Did not meet target	Did not meet target					
Did not meet target	Did not meet target	F. Indiantan 9. Danant Invaluant	Met target 0 Points			
NR: No Responses	NR: No Responses		8		NA	NA
facilitated parent involvement as a means of improving services and results for children with disabilities State Data: 59.87% Target: Greater than or equal to 54% 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 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Met target 0 Points NR: No Responses	facilitated parent involvement as a means of improving services and results for children with disabilities State Data: 59.87% Target: Greater than or equal to 54% of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities in school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Met target	(going Jorwara)	NR: No Responses 1 Point	34%		
facilitated parent involvement as a means of improving services and results for children with disabilities State Data: 59.87% Target: Greater than or equal to 54% of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities in school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Met target	facilitated parent involvement as a means of improving services and results for children with disabilities State Data: 59.87% Target: Greater than or equal to 54% of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities in school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Met target 0 Points Did not meet target	Parent Involvement: Percent of parents with a chi	ld receiving special education services	who report	that school	ols
Target: Greater than or equal to 54% 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 2021-2022Data Source: Parent Involvement SurveyG.1. Indicator 14A: Post School Outcomes (going forward)Met target	Target: Greater than or equal to 54% 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 2021-2022Data Source: Parent Involvement SurveyMet target		01			
Target: Greater than or equal to 54% 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 2021-2022Data Source: Parent Involvement SurveyG.1. Indicator 14A: Post School Outcomes (going forward)Met target	Target: Greater than or equal to 54% 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 2021-2022Data Source: Parent Involvement SurveyMet target	facilitated parent involvement as a means of impro	ving services and results for children w	ith disabili	ties	
schools facilitated parent involvement as a means of improving services and results for children with disabilities in school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Met target	schools facilitated parent involvement as a means of improving services and results for children with disabilities in school year 2021-2022Data Source: Parent Involvement SurveyMet target		ving services and results for children w	ith disabili	ties	
Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Met target	Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Met target		ving services and results for children w	ith disabili	ties	
G.1. Indicator 14A: Post School OutcomesMet target	G.1. Indicator 14A: Post School Outcomes (going forward) Met target	State Data: 59.87% Target: <u>Greater than or equal to 54%</u> of parents w schools facilitated parent involvement as a means of	ith a child receiving special education s	services wh	o report th	nat
G.1. Indicator 14A: Post School Outcomes Did not meet target	G.1. Indicator 14A: Post School Outcomes (going forward) Did not meet target	State Data: 59.87% Target: <u>Greater than or equal to 54%</u> of parents w schools facilitated parent involvement as a means o school year 2021-2022	ith a child receiving special education s	services wh	o report th	nat
(going forward)NR: No Responses	(going forward)NR: No Responses	State Data: 59.87% Target: <u>Greater than or equal to 54%</u> of parents w schools facilitated parent involvement as a means o school year 2021-2022	ith a child receiving special education s of improving services and results for ch	services wh	o report th	nat
Not ApplicableNA Post School Outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they less school, and were enrolled in higher education within one year of leaving high school State Data: 35.59% Target: Greater than or equal to 45.5% 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 2020-2021 Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are one	Not ApplicableNA Post School Outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they school, and were enrolled in higher education within one year of leaving high school State Data: 35.59% Target: Greater than or equal to 45.5% of youth who are no longer in secondary school, had IEPs in effect at the ti they left school, and were enrolled in higher education within one year of leaving high school from school year 202 Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are of the school in the	State Data: 59.87% Target: <u>Greater than or equal to 54%</u> of parents w schools facilitated parent involvement as a means o school year 2021-2022 Data Source: Parent Involvement Survey	ith a child receiving special education s of improving services and results for ch <i>Met target0 Points</i>	ervices wh ildren with	o report th	nat
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they left school, and were enrolled in higher education 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	they left school, and were enrolled in higher education within one year of leaving high school from school year 202 2021 Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are o	State Data: 59.87% Target: Greater than or equal to 54% of parents we schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are school school outcomes	ith a child receiving special education s of improving services and results for ch Met target	services whildren with $> =$ 45.5%	o report th disabilitie NA	nat es in NA
they left school, and were enrolled in higher education 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	they left school, and were enrolled in higher education within one year of leaving high school from school year 202 2021 Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are o	State Data: 59.87% Target: Greater than or equal to 54% of parents we schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are isschool, and were enrolled in higher education with	ith a child receiving special education s of improving services and results for ch Met target	services whildren with $> =$ 45.5%	o report th disabilitie NA	nat es in NA
2021 Data Source : Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are one	2021 Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are o	State Data: 59.87% Target: Greater than or equal to 54% of parents we schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are isschool, and were enrolled in higher education with	ith a child receiving special education s of improving services and results for ch Met target	services whildren with $> =$ 45.5%	o report th disabilitie NA	nat es in NA
Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are one	Data Source: Exiting Report – reported by district through NHSEIS, Surveys – districts send to students who are o	 State Data: 59.87% Target: Greater than or equal to 54% of parents we schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are school, and were enrolled in higher education with State Data: 35.59% 	ith a child receiving special education s of improving services and results for ch Met target0 Points Did not meet target2 Points NR: No Responses1 Point Not ApplicableNA no longer in secondary school, had IEP in one year of leaving high school	services whildren with > = 45.5% s in effect a	o report th disabilitie NA at the time	nat es in NA they le
		 State Data: 59.87% Target: Greater than or equal to 54% of parents w schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are school, and were enrolled in higher education with State Data: 35.59% Target: Greater than or equal to 45.5% of youth were encoded and the state of the school to the	ith a child receiving special education s of improving services and results for ch Met target	services whildren with > = 45.5% s in effect a had IEPs in	o report the disabilitien NA at the time	nat es in NA they le
		 State Data: 59.87% Target: Greater than or equal to 54% of parents w schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are is school, and were enrolled in higher education with State Data: 35.59% Target: Greater than or equal to 45.5% of youth w they left school, and were enrolled in higher education 	ith a child receiving special education s of improving services and results for ch Met target	services whildren with > = 45.5% s in effect a had IEPs in	o report the disabilitie NA at the time	nat es in NA they le
year post exit from school	year post exit from school	 State Data: 59.87% Target: Greater than or equal to 54% of parents w schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are school, and were enrolled in higher education with State Data: 35.59% Target: Greater than or equal to 45.5% of youth w they left school, and were enrolled in higher education with school, and were enrolled in higher education with they left school, and were enrolled in higher education with school and were enrolled in higher education with school and were enrolled in higher education with they left school, and were enrolled in higher education with school and were enrolled in higher education with school and were enrolled in higher education with they left school, and were enrolled in higher education with school and were enrolled in higher education with school and were enrolled in higher education with they left school and were enrolled in higher education with school and were enrolled in higher education with school and were enrolled in higher education with they left school and were enrolled in higher education with school and were enro	ith a child receiving special education s of improving services and results for ch Met target	services whildren with > = 45.5% s in effect a had IEPs in hool from se	o report the disabilitien NA at the time effect at the chool year	NA they le he time
		 State Data: 59.87% Target: Greater than or equal to 54% of parents we schools facilitated parent involvement as a means of school year 2021-2022 Data Source: Parent Involvement Survey G.1. Indicator 14A: Post School Outcomes (going forward) Post School Outcomes: Percent of youth who are essentiated and were enrolled in higher education with State Data: 35.59% Target: Greater than or equal to 45.5% of youth we they left school, and were enrolled in higher education 2021 Data Source: Exiting Report – reported by district 	ith a child receiving special education s of improving services and results for ch Met target	services whildren with > = 45.5% s in effect a had IEPs in hool from se	o report the disabilitien NA at the time effect at the chool year	NA they le he time

Data Point R	Rubric	Target	LEA Data	LEA Score
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G.2. Indicator 14B: Post School Outcomes (going forward)	Met target 0 Points Did not meet target 2 Points NR: No Responses 1 Point Not Applicable NA	>= 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: <u>Greater than or equal to 80.3%</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 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

G.3 Indicator 14C: Post School Outcomes	Met target 0 Points Did not meet target 2 Points	>=	NA	NA
(going forward)	NR: No Responses 1 Point Not Applicable NA	93.94%	1411	1411

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: <u>Greater than or equal to **93.94%**</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 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		
Total Score:	Percent of Total:	
Section Result:		

Data Point	Rubric	Target	LEA Data	LEA Score
A.1 Indicator 3A: Statewide Assessment –	Met target 0 Points	>=		
Reading Participation Grade 4	Did not meet target 2 Points	95%		
Reading Participation Grade 4: Assessment part		grade 4		
Farget : <u>Greater than or equal to 95%</u> overall read year 2021-2022	ing assessment participation rate for chi	ldren with	IEPs in s	chool
A.2 Indicator 3A: Statewide Assessment –	Met target0 Points	>=		
Reading Participation Grade 8 Reading Participation Grade 8: Assessment part	Did not meet target 2 Points	95%		
ear 2021-2022 A.3 Indicator 3A: Statewide Assessment – Reading Participation Grade 11	Met target 0 Points Did not meet target 2 Points	>= 95%		
Reading Participation Grade 11: Assessment participation Grade 11: Assessment participation Grate Data: 66.41% Farget: <u>Greater than or equal to 95%</u> overall read	•		IEPs in s	chool
rear 2021-2022 A.4 Indicator 3A: Statewide Assessment –	Met target0 Points	>=		
Math Participation Grade 4	Did not meet target	95%		
Math Participation Grade 4: Assessment particip	pation rate for children with IEPs in grad		Ps in sch	ool year
State Data: 89.31% Farget: <u>Greater than or equal to 95%</u> overall math 2021-2022	n assessment participation rate for child	en with IE		
Garget: <u>Greater than or equal to 95%</u> overall math 021-2022	h assessment participation rate for child Met target	$\frac{1}{2} = \frac{1}{2}$		
	Met target 0 Points Did not meet target 2 Points	>= 95%		

Data Point	Rubric	Target	LEA Data	LEA Score
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A.6 Indicator 3A: Statewide Assessment –	Met target0 Points	>=	
Math Participation Grade 11	Did not meet target 2 Points	95%	

Math Participation Grade 11: Assessment participation rate for children with IEPs in grade 11

State Data: 66.41%

Target: <u>Greater than or equal to 95%</u> overall math assessment participation rate for children with IEPs in school year 2021-2022

	Met target 0 Points	>=	
Reading Proficiency Grade 4	Did not meet target 2 Points Not Applicable NA	14.68%	

Reading Proficiency Grade 4: Reading proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards

State Data: 12.30%

Target: <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 2021-2022

B.2. Indicator 3B: Statewide Assessment –	Met target 0 Points	>=	
Reading Proficiency Grade 8	Did not meet target 2 Points Not ApplicableNA	10.04%	

Reading Proficiency Grade 8: Reading proficiency rate for children with IEPs in grade 8 against grade level academic achievement standards

State Data: 11.94%

Target: <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 2021-2022

B.3. Indicator 3B: Statewide Assessment –	Met target 0 Points	>=	
Reading Proficiency Grade 11	Did not meet target 2 Points Not Applicable NA	20.46%	

Reading Proficiency Grade 11: Reading proficiency rate for children with IEPs in grade 11 against grade level academic achievement standards

State Data: 23.39%

Target: <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 2021-2022

B.4. Indicator 3B: Statewide Assessment –	Met target 0 Points	>=	
Math Proficiency Grade 4	Did not meet target 2 Points Not Applicable NA	15.76%	

Math Proficiency Grade 4: Math proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards

State Data: 15.87%

Target: <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 2021-2022

Data Point	Rubric	Target	LEA Data	LEA
			Data	Score
D 5 In Jacob 2 D , States 11, American	Met target0 Points			
B.5. Indicator 3B: Statewide Assessment –	Did not meet target 2 Points	> =		
Math Proficiency Grade 8	Not ApplicableNA	6.2%		
Math Proficiency Grade 8: Math proficiency rate achievement standards	for children with IEPs in grade 8 again	st grade le	vel acade	mic
State Data: 7.59%				
Target: Greater than or equal to 6.2% math profici	anou rate for shildren with IEDs in grou	to 8 agains	t arada la	wo1
academic achievement standards in school year 202		le o agains	i grade le	vei
	Met target 0 Points			
B.6. Indicator 3B: Statewide Assessment –	Did not meet target	>=		
Math Proficiency Grade 11	Not ApplicableNA	7.47%		
Math Proficiency Grade 11: Math proficiency rate		ainst grade	level aca	demic
achievement standards	6 6	0		
State Data: 7.80%				
Target: Greater than or equal to 7.47% math profit		ade 11 aga	inst grade	level
academic achievement standards in school year 202				
C.1. Indicator 3C: Statewide Assessment –	Met target0 Points	>=		
Reading Proficiency Alt Assess. Grade 4	Did not meet target 2 Points	33.53%		
	Not ApplicableNA			
Reading Proficiency Alt Assessment Grade 4: Re	eading proficiency rate for children wit	h IEPs in g	rade 4 ag	ainst
alternate academic achievement standards				
State Data: 17.76%				
Touget: Cupston then on aqual to 22 520/ mading m	noficianov note for children with IEDs is	a amada 1 a	animat alt	amata
Target : <u>Greater than or equal to 33.53%</u> reading pracademic achievement standards in school year 202		i grade 4 a	gainst alle	ernate
C.2. Indicator 3C: Statewide Assessment –	Met target 0 Points Did not meet target 2 Points	>=		
Reading Proficiency Alt Assess. Grade 8	Not Applicable NA	41.79%		
Reading Proficiency Alt Assessment Grade 8: Re	11	 h IEPs in a	rade 8 ag	ainst
alternate academic achievement standards	caung pronotoney rate for enharch with	li illi s ili g	rade o ag	amsı
attendate deddenne denne vennent standards				
State Data: 32.26%				
State Data: 52.2070				
Target: Greater than or equal to 41.79% reading pr	roficiency rate for children with IEPs in	1 grade 8 a	gainst alto	ernate
academic achievement standards in school year 202	2	0		
· · · · · · · · · · · · · · · · · · ·	Met target 0 Points			
C.3. Indicator 3C: Statewide Assessment –	Did not meet target	>=		
Reading Proficiency Alt Assess. Grade 11	Not ApplicableNA	35.53%		
Reading Proficiency Alt Assessment Grade 11: F		ith IEPs in	grade 11	against
alternate academic achievement standards			-	-
State Data: 39.68%				
State Data: 39.68% Target: <u>Greater than or equal to 35.53%</u> reading pracademic achievement standards in school year 202		n grade 11	against al	ternate

Data Point	Rubric	Target	LEA Dete	LEA		
		Ŭ	Data	Score		
C. A. Indicator 2C: Statewide Assessment	Met target0 Points					
C.4. Indicator 3C: Statewide Assessment –	Did not meet target 2 Points	>= 51%				
Math Proficiency Alt Assess. Grade 4	Not ApplicableNA					
Math Proficiency Alt Assessment Grade 4: Math academic achievement standards	proficiency rate for children with IEPs	in grade 4	against a	lternate		
State Data: 40.57%						
Target : <u>Greater than or equal to 51%</u> math proficie academic achievement standards in school year 202		e 4 against	alternate			
C.5. Indicator 3C: Statewide Assessment –	Met target 0 Points	>=				
Math Proficiency Alt Assess. Grade 8	Did not meet target 2 Points	17.8%				
•	Not ApplicableNA		•	<u> </u>		
Math Proficiency Alt Assessment Grade 8: Math academic achievement standards	proficiency rate for children with IEPs	in grade 8	against a	lternate		
academic achievement standards						
State Data: 15.22%						
Target: Greater than or equal to 17.8% math profic academic achievement standards in school year 202	1-2022	ade 8 agair	ist alternat	te		
C.6. Indicator 3C: Statewide Assessment –	Met target0 Points	>=				
Math Proficiency Alt Assess. Grade 11	Did not meet target 2 Points Not ApplicableNA	31.7%				
Math Proficiency Alt Assessment Grade 11: Mathalternate academic achievement standards State Data: 33.33% Target: Greater than or equal to 31.7% math profic	eiency rate for children with IEPs in gra	C	C			
academic achievement standards in school year 202						
D.1. Indicator 3D: Statewide Assessment –	Met target 0 Points Did not meet target 2 Points	< =				
Gap in Reading Proficiency Grade 4	Not ApplicableNA	36%				
Gap in Reading Proficiency Grade 4 : Gap in read 4 against grade level academic achievement standar	ing proficiency rates for children with	IEPs and a	ll student:	s in grade		
State Data: 35.57%						
Target : <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 2021-2022						
D.2. Indicator 3D: Statewide Assessment –	Met target0 Points	< =				
Gap in Reading Proficiency Grade 8	Did not meet target	36%				
Gap in Reading Proficiency Grade 8: Gap in read 8 against grade level academic achievement standar		IEPs and a	ll student:	s in grade		
State Data: 34.05%	State Data : 34.05%					
Target : Less than or equal to 36% gap in reading proficiency rates for children with IEPs and all students in grade 8 against grade level academic achievement standards in school year 2021-2022						

Data Point	Rubric	Target	LEA Data	LEA Score
			Dutu	Score
D.3. Indicator 3D: Statewide Assessment –	Met target0 Points	< =		
Gap in Reading Proficiency Grade 11	Did not meet target 2 Points	40%		
	Not ApplicableNA			
Gap in Reading Proficiency Grade 11: Gap in rea grade 11 against grade level academic achievement		n IEPs and	all studer	nts in
State Data: 38.17%				
Target : Less than or equal to 40% gap in reading p against grade level academic achievement standard	s in school year 2021-2022	and all stu	idents in g	grade 11
D.4. Indicator 3D: Statewide Assessment –	Met target0 Points	<=		
Gap in Math Proficiency Grade 4	Did not meet target 2 Points	32%		
· ·	Not ApplicableNA			
Gap in Math Proficiency Grade 4: Gap in math p against grade level academic achievement standard		and all stu	dents in g	rade 4
State Data: 32.19%				
Target : Less than or equal to 32% gap in math pro against grade level academic achievement standard	s in school year 2021-2022	ıd all stude	ents in gra	de 4
D.5. Indicator 3D: Statewide Assessment –	Met target0 Points	< =		
Gap in Math Proficiency Grade 8	Did not meet target 2 Points Not Applicable NA	32%		
State Data: 25.73% Target: Less than or equal to 32% gap in math pro		id all stude	ents in gra	de 8
against grade level academic achievement standard				
D.6. Indicator 3D: Statewide Assessment –	Met target 0 Points	< =		
Gap in Math Proficiency Grade 11	Did not meet target 2 Points Not Applicable NA	32.5%		
Gap in Math Proficiency Grade 11: Gap in math against grade level academic achievement standard State Data: 28.82%	proficiency rates for children with IEPs	s and all st	udents in	grade 11
Target : <u>Less than or equal to 32.5% gap in math p against grade level academic achievement standard</u>		and all stu	dents in g	rade 11
E Percent of Students taking the Alternate Assessment [1%]	Less than 1%0 Points 1% to 1.99%1 Point 2% or Greater2 Points	< 1%		
ESEA section 1111(b)(2)(D)(i)(I) limits the total nu who are assessed Statewide with an AA-AAAS to a assessed in that subject.	umber of students with the most signific			
State Data: 0.76%				

Data Point	Rubric	Target	LEA Data	LEA Score

2. Assessment				
Total Score:	Percent of Total:			
Section Result:				

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
A. Indicator 4B: Suspension Based on Race	No years 0 Points 1 year 1 Point 2 or more years 2 Points	*NA		

Suspension: 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

Rubric: Number of years of noncompliance with the requirements of Indicator 4b within the past five years

Data Source: Discipline Report – reported by the district through NHSEIS, Child Count and Environment – reported by the district through NHSEIS.

K Indicator 9. Disproportionate	No years 0 Points 1 year 1 Point	*NA	
Representation in Special Education	2 or more years	INA	

Disproportionate Representation: LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Rubric: Number of years of noncompliance with the requirements of Indicator 9 within the past five years

Data Source: Child Count and Environment – reported by the district through NHSEIS, Fall District Enrollment – reported by the district.

C. Indicator 10: Disproportionate	No years 0 Points		
Representation in Specific Disability	1 year 1 Point	*NA	
Categories	2 or more years 2 Points		

Disproportionate Representation: LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Rubric: Number of years of noncompliance with the requirements of Indicator 10 within the past five years

Data Source: Child Count and Environment – reported by the district through NHSEIS, Fall District Enrollment – reported by the district.

	No years 0 Poi	ts	
D. Indicator 11: Child Fin	1 <i>I year 1 Poi</i>	t *NA	
	2 or more years 2 Poi	ts	

Child Find: 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

Rubric: Number of years of noncompliance with the requirements of Indicator 11 within the past five years

Data Source: Ind. 11 - Timeliness of Initial Evaluations - Reported by the district through NHSEIS and desk audit.

Data Point	Rubric	Target	LEA Data	LEA Score			
E. Indicator 12: Part C to B Transition	No years0 Points1 year1 Point2 or more years2 Points	*NA					
Part C to B Transition : 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							
Rubric: Number of years of noncompliance with the requirements of Indicator 12 within the past five yearsData Source: Ind. 12 – Early Childhood Transitions – reported by the district through NHSEIS and desk audit.							
F. Indicator 13: Secondary Transition	Met target0 Points Between state & target 1 Point Did not meet target2 Points Not ApplicableNA	100%					
Secondary Transition : 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).							
State Data : 53.57%							
Rubric: Met the 100% Target							
Data Source: State review of District files.							

3. Compliance				
Total Score:		Percent of Total:		
Section Result:				

Data Point	Rubric	LEA	LEA
		Data	Score
A. Grants: IDEA/Preschool Submission of	On or before 9/1/220 Points		
FY23 Grant Funds	Between 9/1 & 9/30 1 Point		
EV 22 (2022 2022) Current First Such with a law Distri	After 9/30/22 2 Points	tom (CMS) fo	
FY 23 (2022-2023) Grant First Submitted by Distr	for inrough the Granis Management Sys	$\operatorname{tem}(\operatorname{GMS})$ 10	r review
Data Source: District initial submission for IDEA	/Preschool funds in GMS		
	50% or more Allocated 0 Points		
B. Grants: 50% Allocated (Budgeted) of	0.01% - 49.99% Allocated. 1 Point		
FY23 grant by Jan 1 st .	0.00% Allocated 2 Points		
Percent allocated (budgeted) of the total (IDEA an			
	,		
Data Source: District allocation of IDEA/Preschool	ol funds in GMS		
C. Grants: Percent of FY21 Allocation	0%-4.99% Returned 0 Points		
Returned as of Nov. 15 th	5%-9.99% Returned 1 Point		
	10% or greater Returned 2 Points		
Total (IDEA and Preschool) 2020-2021 Grant, Per	cent returned November 2021.		
Data Source: District reimbursement of IDEA/Pre			
D. Grants: Is the District reporting	SCALE TBD0 Points		
monthly expenses in IDEA Grants	SCALE TBD 1 Point	NA	NA
(going forward)	SCALE TBD 2 Points		
Full year of reporting monthly (Sept – July) from p	previous year (going forward)		
Data Source: District reporting of IDEA/Preschoo	ol funds in GMS		
E. Years since last monitored through the	2017 to present0 Points		
CIM process or NI/NSI in LEA	2016 or prior 1 Point	NA	NA
CIM process or NI/NSI in LEA Determinations (not scored this year)	2016 or prior1 Point NULL: Never monitored2 Points		
CIM process or NI/NSI in LEA	2016 or prior1 Point NULL: Never monitored2 Points		
CIM process or NI/NSI in LEA Determinations <i>(not scored this year)</i> How many years since the district was last monitor	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improver		
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven		
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor	2016 or prior		
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points		
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points Not Applicable NA	nent Monitori	
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points Not Applicable NA	nent Monitori	
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate sts in GMS, CEIS Reporting Spreadsheet	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate the sin GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No ApplicableNA of CEIS reporting timely and accurate ts in GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints –	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate the sin GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate the sin GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints –	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate is in GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints – Substantiated Allegations	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points No f Applicable NA of CEIS reporting timely and accurate the sin GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori for FY22 – submitted b	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints – Substantiated Allegations	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points No f Applicable NA of CEIS reporting timely and accurate the sin GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori for FY22 – submitted b	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints – Substantiated Allegations Number of substantiated allegations within the pas	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate is in GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori for FY22 – submitted b	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints – Substantiated Allegations Number of substantiated allegations within the pas Data Source: NHDOE Office of Governance reco	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points No Applicable NA of CEIS reporting timely and accurate a	nent Monitori for FY22 – submitted b	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints – Substantiated Allegations Number of substantiated allegations within the pas	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points Not Applicable NA of CEIS reporting timely and accurate is in GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori for FY22 – submitted b	ng Process.
CIM process or NI/NSI in LEA Determinations (not scored this year) How many years since the district was last monitor Data Source: Bureau of Special Education Suppor F. Submission of CEIS Data For Districts using CEIS Funds, was the collection Data Source: CEIS Activities – entered by district Bureau G. Special Education Complaints – Substantiated Allegations Number of substantiated allegations within the pas Data Source: NHDOE Office of Governance reco H. Special Education Administrator	2016 or prior 1 Point NULL: Never monitored 2 Points red through the Compliance & Improven rt historical records Yes 0 Points No 2 Points No 2 Points No f CEIS reporting timely and accurate to accurate to a sin GMS, CEIS Reporting Spreadsheet Less than 2 over 2 or more years	nent Monitori for FY22 – submitted b 2019-2020)	ng Process.

Data Point	Rubric	LEA	LEA
Data Folint	Kubric	Data	Score

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

4. Additional/Other Factors				
Total Score:			Percent of Total:	
Section Result:				