

DETERMINATION STATUS MATRIX

A Quick Reference Guide

This guide explains the criteria used by the Department of Elementary and Secondary Education to make LEA determinations. It also provides additional data points to investigate as you begin your root cause analysis.

The guide has four sections:

- 1 Matrix** **Pages 2-5**

This overview shows all criteria for each of the three sections of the matrix used to make LEA determinations, as well as criteria that will be included in future iterations.
- 2 Criteria** **Pages 6-23**

These pages further define each criteria within the matrix, giving precise information about where to access the data and how the metric is calculated.
- 3 Thresholds** **Pages 24-28**

These pages provide the scoring thresholds for each of the criteria, showing how the points are calculated and the final status is determined.
- 4 Investigations** **Pages 29-31**

These pages provide a list of questions and related data points your team may want to explore as you investigate the success gaps students are experiencing. There are three suggested areas of investigation, depending on the criteria on which you are focused.

PERFORMANCE CRITERIA

2 Points Each



Graduation Rate

Percentage of children with disabilities who graduated with a regular high school diploma (SPP/APR Indicator 1)



Dropout Rate

Percentage of children with disabilities who dropped out (SPP/APR Indicator 2)



MCAS Math

Percentage of children with disabilities who meet MCAS math proficiency targets (SPP/APR Indicator 3)



MCAS Reading

Percentage of children with disabilities who meet MCAS reading proficiency targets (SPP/APR Indicator 3)



LRE Ages 5-21

Percentage of children with disabilities age 5 (in Kindergarten) through 21 in the regular classroom 80% or more of the day (SPP/APR Indicator 5A)



LRE Ages 3-5

Percentage of preschool children with disabilities age 3-5 attending and receiving the majority of their special education and related services in a regular preschool setting (SPP/APR Indicator 6A)



Early Childhood Outcomes

Percentage of preschoolers with disabilities who entered below expectations for positive social-emotional skills and grew substantially or met expectations upon exiting (SPP/APR Indicator 7A)



Post-School Outcomes

Percentage of students with disabilities who responded to the Indicator 14 survey that are in school (higher ed, training), competitively employed, or in some other employment one year after exiting high school (SPP/APR Indicator 14C)

COMPLIANCE CRITERIA

2 Points Each



SPP/APR Indicator 4B Data Review

Significant discrepancy by race/ethnicity in the rate of long-term suspensions/expulsions

SPP/APR Indicator 4B PPP Review

Noncompliant policies, practices, and procedures that contribute to the discrepancy

SPP/APR Indicator 9 Data Review

Disproportionate representation of racial/ethnic groups in special education and related services due to inappropriate identification

SPP/APR Indicator 9 PPP Review

Noncompliant policies, practices, and procedures that contribute to the disproportionality

SPP/APR Indicator 10 Data Review

Disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification

SPP/APR Indicator 10 PPP Review

Noncompliant policies, practices, and procedures that contribute to the disproportionality



SPP/APR Indicator 11

Completion of initial evaluations within the state timeline (based on the date of parent consent for initial evaluation)

SPP/APR Indicator 12

Children transitioning from Part C who are found eligible for Part B and have an IEP implemented by their third birthday

SPP/APR Indicator 13

Students with disabilities aged 14 and above with measurable, annually updated IEP goals and appropriate transition assessments, services, and courses



Identification of Noncompliance Findings

Number of PSM and PRS special education findings of noncompliance



Correction of Noncompliance

Number of PSM and PRS special education findings of noncompliance not corrected within 1 year

OTHER CONSIDERATIONS CRITERIA

1 Point Each



MOE Compliance Standard

Whether or not an LEA met their Maintenance of Effort (MOE) standard for the prior fiscal year



Equitable Services Child Count Submitted on Time

Whether or not an LEA submitted their Equitable Services Child Count data by the due date



Equitable Services Child Count Accurate and Reliable

Whether or not an LEA's Equitable Services Child Count data required correction or revision following the due date

FUTURE COMPLIANCE CRITERIA

These criteria will not be used in 2025 LEA Determinations but will be included in future years.



Fiscal Noncompliance Findings

The number of noncompliance findings from an LEA's fiscal monitoring and any single audit.



Correction of Fiscal Noncompliance

The number of noncompliance findings from an LEA's fiscal monitoring and any single audit not corrected within 1 year.



Graduation Rate



Define

The percentage of children with disabilities who graduated with a regular high school diploma within the reporting period (July 1 - June 30).

Data are lagged one year and reflect the graduation data from the prior school year.



Analyze

Where can I find it?

The **Special Education Report** on the School and District Profiles website. Sort by year and indicator type (“Performance”) to see SPP/APR indicators, including Indicator 1.

How is it calculated?

Numerator:

Students in special education at the start of the reporting period (July 1 - June 30) who exited special education due to graduating with a regular high school diploma.*

Denominator:

Students in special education at the start of the reporting period who exited special education with the reasons of graduated with a regular high school diploma, graduated with an alternate diploma, received a certificate, reached maximum age, or dropped out.

Note: If SwD Exiter Count <10 criteria will not be used, but still provided to LEA for reference. Score will show as N/A.

* End of year report for the reporting period (SIMS)



To further investigate this and other related criteria, you may want to explore data about [Completion and Engagement](#).



Graduation Rate



Indicator 13



Dropout Rate



Dropout Rate



Define

The percentage of children with disabilities who dropped out within the reporting period (July 1 - June 30).

Data are lagged one year and reflect the dropout data from the prior school year.



Analyze

Where can I find it?

The **Special Education Report** on the School and District Profiles website. Sort by year and indicator type (“Performance”) to see SPP/APR indicators, including Indicator 2.

How is it calculated?

Numerator:

Children in special education aged 14–21 who exited special education by dropping out.*

Denominator:

Children in special education aged 14–21 at the start of the reporting period who exited special education with the reasons of graduated with a regular high school diploma, graduated with an alternate diploma, received a certificate, reached maximum age, or dropped out. †

Note: If SwD Exiter Count <10 criteria will not be used, but still provided to LEA for reference. Score will show as N/A.

* End of year report for the reporting period (SIMS)

† October 1 SIMS Report for the following school year



To further investigate this and other related criteria, you may want to explore data about [Completion and Engagement](#).



Graduation Rate



Post School Outcomes



Dropout Rate



Indicator 13



MCAS Proficiency Rates (Math and Reading)



Define

These two criteria include the proficiency rates on MCAS Reading and Math assessments for children with disabilities in grades 4, 8, and 10.



Analyze

Where can I find it?

The **MCAS Achievement Results** report on the School and District Profiles website. Sort by type (“District”), year, grade (“04,” “08,” and “10”), and student group (“Students w/disabilities”). Sort the results by subject (“ELA” and “Math”).

Or, access the report **PE304: MCAS District and School Results by Subgroup** on the Edwin Analytics website. Go to Edwin, then “Assessments”, then “MCAS”, and “Achievement Analysis”.

How is it calculated?

Numerator:

Children with disabilities scoring “Meeting” and “Exceeding Expectations” on MCAS for given subjects and grades.

Denominator:

All children with disabilities with a valid score on MCAS for given subjects and grades.



To further investigate this and other related criteria, you may want to explore data about [Access and Instruction](#).



Proficiency Rate



Early Childhood Outcomes



Ed. Environments: School Age



Indicator 4B



Ed. Environments: Preschool



LRE Ages 5-21



Define

The percentage of children with disabilities age 5 (in Kindergarten) through 21 in the regular classroom 80% or more of the day.



Analyze

Where can I find it?

In your SIS or October SIMS report related to educational environments.

How is it calculated?

Numerator:

Children with disabilities 5 years old (in Kindergarten) through age 21 in a regular classroom 80% or more of the day (SIMS code DOE034-10)‡

Denominator:

School-age children with disabilities ages 5 years old in kindergarten through age 21‡

‡October 1 SIMS Report for the reporting period



To further investigate this and other related criteria, you may want to explore data about [Access and Instruction](#).



Proficiency Rate



Early Childhood Outcomes



Ed. Environments: School Age



Indicator 4B



Ed. Environments: Preschool



LRE Ages 3-5



Define

The percentage of preschool children with disabilities age 3-5 (not in Kindergarten) attending and receiving the majority of special education and related services in the regular early childhood program.



Analyze

Where can I find it?

In your SIS or October SIMS report related to educational environments.

How is it calculated?

Numerator:

Children with disabilities ages 3-5 in preschool attending and receiving greater than 50% of their special education and related services in a regular preschool setting (SIMS codes DOE032-31 and DOE032-34)‡

Denominator:

Preschool children with disabilities ages 3-5‡

Note: If SwD 3-5 Enrollment Count <10 criteria will not be used, but provided to LEA for reference. Score will show as N/A.

‡October 1 SIMS Report for the reporting period



To further investigate this and other related criteria, you may want to explore data about [Access and Instruction](#).



Proficiency Rate



Early Childhood Outcomes



Ed. Environments: School Age



Indicator 4B



Ed. Environments: Preschool



Early Childhood Outcomes



Define

Percentage of preschoolers with disabilities who entered below expectations for positive social-emotional skills and grew substantially or met expectations upon exiting.



Analyze

Where can I find it?

The **Special Education Report** on the School and District Profiles website. Sort by year and indicator type (“Performance”) to see SPP/APR indicators, including Indicator 7. The value used is 7A (“Positive social-emotional skills”), Summary Statement 1 (“% of preschool children who improved by exit.”)

How is it calculated?

Numerator:

The number of children with disabilities exiting preschool at or near age-level expectations for positive social-emotional skills. (Categories “c” and “d” on [page 17](#))

Denominator:

The number of children with disabilities entering preschool below age-level expectations for positive social-emotional skills. (Categories “a,” “b,” “c” and “d” on [page 17](#))



To further investigate this and other related criteria, you may want to explore data about [Access and Instruction](#).



Proficiency Rate



Early Childhood Outcomes



Ed. Environments: School Age



Indicator 4B



Ed. Environments: Preschool



Post-School Outcomes



Define

Percentage of students with disabilities who responded to the Indicator 14 survey that are in school (higher ed, training), competitively employed, or in some other employment one year after exiting high school.



Analyze

Where can I find it?

The **Special Education Report** on the School and District Profiles website. Sort by year and indicator type (“Performance”) to see SPP/APR indicators, including Indicator 14. The value used is 14C.

How is it calculated?

Numerator:

The number of respondents to the Indicator 14 survey enrolled in higher education, competitively employed, or in some other form of employment.

Denominator:

The number of respondents to the Indicator 14 survey.



To further investigate this and other related criteria, you may want to explore data about **Completion and Engagement**.



Graduation Rate



Post School Outcomes



Dropout Rate



Indicator 13



SPP/APR Indicator 4B



Define

Significant discrepancy by race/ethnicity in the rate of children with disabilities receiving long-term, out-of-school suspensions or expulsions (more than 10 cumulative days) and where noncompliant policies, practices, and procedures contribute to the discrepancy (more details [here](#)).



Analyze

Where can I find it?

In the **Special Education Report** on the School and District Profiles website. Sort by indicator type (“Compliance”) to see SPP/APR indicators, including Indicator 4B.

How is it calculated?

Indicator 4B asks a Data Review question and a PPP Review question. Each is worth 2 points:

1. Is there significant discrepancy for a particular racial/ethnic group? (Data Review)
2. If so, is it due to inappropriate policies, practices, or procedures? (PPP Review)

If the answer to #1 (Data Review) is “No,” the LEA receives 2 points. If “Yes,” they receive 0 points. If the answer to #2 (PPP Review) is “No,” the LEA receives 2 points. If “Yes,” they receive 0 points.

For a full description of how indicator 4B is determined, follow [this link](#) from the “MA SPP and APR” page on the DESE Special Education website.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



SPP/APR Indicator 9



Define

Disproportionate representation of racial/ethnic groups in special education that is the result of inappropriate identification (more details [here](#)).



Analyze

Where can I find it?

In the **Special Education Report** on the School and District Profiles website. Sort by indicator type (“Compliance”) to see SPP/APR indicators, including Indicator 9.

How is it calculated?

Indicator 9 asks a Data Review question and a PPP Review question. Each is worth 2 points:

- Is there disproportionate representation for a particular racial/ethnic group in special education? (Data Review)
- If so, is it due to inappropriate policies, practices, or procedures? (PPP Review)

If the answer to #1 (Data Review) is “No,” the LEA receives 2 points. If “Yes,” they receive 0 points. If the answer to #2 (PPP Review) is “No,” the LEA receives 2 points. If “Yes,” they receive 0 points.

For a full description of how indicator 9 is determined, follow [this link](#) from the “MA SPP and APR” page on the DESE Special Education website.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



SPP/APR Indicator 10



Define

Disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification (more details [here](#)).



Analyze

Where can I find it?

In the **Special Education Report** on the School and District Profiles website. Sort by indicator type (“Compliance”) to see SPP/APR indicators, including Indicator 10.

How is it calculated?

Indicator 10 asks a Data Review question and a PPP Review question. Each is worth 2 points:

- Is there disproportionate representation for a particular racial/ethnic group in a specific disability category? (Data Review)
- If so, is it due to inappropriate policies, practices, or procedures? (PPP Review)

If the answer to #1 (Data Review) is “No,” the LEA receives 2 points. If “Yes,” they receive 0 points. If the answer to #2 (PPP Review) is “No,” the LEA receives 2 points. If “Yes,” they receive 0 points.

For a full description of how indicator 10 is determined, follow [this link](#) from the “MA SPP and APR” page on the DESE Special Education website.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



SPP/APR Indicator 11



Define

The percentage of students whose initial evaluation and eligibility determination was completed within 45 school days from receipt of parental consent (more details [here](#)).

Will these data be included in other matrix criteria?

No. Data from Indicator 11 are not counted elsewhere in the matrix.



Analyze

Where can I find it?

In the **Special Education Report** on the School and District Profiles website. Sort by indicator type (“Compliance”) to see SPP/APR indicators, including Indicator 11.

Details for individual noncompliance findings can be found in the notification sent from DESE.

Will I have data every year?

No, data are only reported for those LEAs in Group A of the Public School Integrated Monitoring Review (IMR).

How is it calculated?

For a full description of how indicator 11 is determined, follow [this link](#) from the “MA SPP and APR” page on the DESE Special Education website.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



SPP/APR Indicator 12



Define

The percentage of children transitioning from Early Intervention (Part C) who were found eligible for special education services (Part B) and have an IEP implemented by their third birthday (more details [here](#)).

Will these data be included in other matrix criteria?

No. Data from Indicator 12 are not counted elsewhere in the matrix.



Analyze

Where can I find it?

In the **Special Education Report** on the School and District Profiles website. Sort by indicator type (“Compliance”) to see SPP/APR indicators, including Indicator 12. Details for individual noncompliance findings can be found in the notification sent from DESE.

Will I have data every year?

No, data are only reported for those LEAs in Group A of the Public School Integrated Monitoring Review (IMR).

How is it calculated?

For a full description of how Indicator 12 is calculated, follow [this link](#) from the “MA SPP and APR” page on the DESE Special Education website.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



SPP/APR Indicator 13



Define

The percentage of children with disabilities aged 14+ who receive IDEA-compliant secondary transition planning and services (more details [here](#)).

Will these data be included in other matrix criteria?

No. Data from Indicator 13 are not counted elsewhere in the matrix.



Analyze

Where can I find it?

In the **Special Education Report** on the School and District Profiles website. Sort by indicator type (“Compliance”) to see SPP/APR indicators, including Indicator 13.

Details for individual noncompliance findings can be found in the notification sent from DESE.

Will I have data every year?

No, data are only reported for those LEAs in Group A of the Public School Integrated Monitoring Review (IMR).

How is it calculated?

For a full description of how Indicator 13 is calculated, follow [this link](#) from the “MA SPP and APR” page on the DESE Special Education website.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



Identification of Noncompliance – Number of Findings



Define

The number of PSM and PRS findings of special education noncompliance issued in the reporting period. General Education complaints or Civil Rights criteria from PSM are not included in this set.

What findings are included?

All special education noncompliance findings issued by the state Problem Resolution System (PRS) or Office of Public School Monitoring (PSM). PSM findings only apply to LEAs in Group A or Group B of Integrated Monitoring Review (IMR).

Are indicator 4B, 9, 10, 11, 12, & 13 findings included?

No. Noncompliance findings for compliance indicators 4B, 9, 10, 11, 12, & 13 are not included.



Analyze

Where can I find it?

These data are not publicly reported.

Details for PRS- or PSM-issued noncompliance findings can be found in the notification sent from DESE.

How is it calculated?

Total PRS findings + total PMS findings.
(Excludes findings for Indicators 4B, 9, 10, 11, 12, & 13)



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



Correction of Noncompliance



Define

The number of PRS and PSM special education noncompliance findings that did not receive verified correction within one year of written notification. General Education complaints or Civil Rights criteria from PSM are not included in this set.

What are the criteria?

Verified correction of noncompliance is achieved when previously issued PSM findings are verified as corrected within one year of written notification.



Analyze

Where can I find it?

These data are not publicly reported.

Details for PRS or PSM -issued noncompliance findings can be found in the notification sent from DESE.

How is it calculated?

Total number of PSM findings of noncompliance that did not receive verified correction within one year of written notification.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



MOE Compliance Standard



Define

An indication of whether an LEA met one of two Maintenance of Effort (MOE) standards during the annual submission of their consolidated grant application.



Analyze

Where can I find it?

This information is not publicly reported.

Details about MOE standards and the consolidated grant application can found in the state grants management system, [GEM\\$](#).

How is it calculated?

A point is awarded to LEAs who meet one of the two **MOE compliance standards** (either total aggregate spending or per-pupil spending) in the reporting period with the most recently available data.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



Equitable Services Child Count and Data Reporting - Submitted on Time



Define

Whether or not an LEA submitted their Equitable Services Child Count SIMS information by the designated due date.

Are there any other data submissions considered?

No, only information related to Equitable Services Child Count data submissions is included.



Analyze

Where can I find it?

This information is not publicly reported.

Details about Child Count data submissions, including dates of LEA submission and certification (or decertification) can be found in the IDEA Equitable Services Annual Child Count application in the [Massachusetts Education Security Portal](#).

How is it calculated?

A point is awarded if an LEA submits their IDEA Equitable Services Annual Child Count application by the designated due date.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



Equitable Services Child Count and Data Reporting - Accurate and Reliable



Define

Whether or not an LEA had to request decertification of the data in their Equitable Services Child Count application in order to address data quality concerns or inaccuracies.

Are there any other data submissions considered?

No, only information related to Equitable Services Child Count data submissions is included.



Analyze

Where can I find it?

This information is not publicly reported.

Details about Child Count data submissions, including dates of LEA submission and certification (or decertification) can be found in the IDEA Equitable Services Annual Child Count application in the Massachusetts Education Security Portal.

How is it calculated?

A point is awarded if an LEA does not request decertification of the data in their Equitable Services Child Count application in order to address data quality concerns or inaccuracies.



To further investigate this and other related criteria, you may want to explore data about [Compliance](#).



SPP/APR Indicator 4B*, 9, 10



MOE Compliance Standard



SPP/APR Indicator 11, 12, 13



Child Count Submitted on Time



Identification of Noncompliance Findings



Child Count Accurate and Reliable



Correction of Noncompliance

* Indicator 4B may also relate to [Access and Instruction](#)



Scoring Thresholds - Performance

PERFORMANCE			
Matrix Criteria	Point Assignments		
	2 points	1 point	0 points
Graduation Rate (2023-24 SY)*	Graduation rate is at or above the state target (80.33%)	Graduation rate is below the state target (80.33%) and at or above the below-target median (67.54%)	Graduation rate is below the state target (80.33%) and the below-target median (67.54%)
Dropout Rate (2023-24 SY)*	Dropout rate is at or below the state target (11.97%)	Dropout rate is above the state target (11.97%) and at or below the below-target median (23.28%)	Dropout rate is above the state target (11.97%) and the below-target median (23.28%)
MCAS Reading	MCAS Reading is a single criteria on the Determination Status matrix, for which LEAs receive 0, 1 or 2 points. This point score is determined by combining their G4, G8, and G10 Reading scores per the MCAS scoring table below.		
MCAS Math	MCAS Math is a single criteria on the Determination Status matrix, for which LEAs receive 0, 1 or 2 points. This point score is determined by combining their G4, G8, and G10 Math scores per the MCAS scoring table below.		
Educational Environments - School-Age (2024-25 SY)	Percentage of school-age children and youth with disabilities in the regular classroom 80% or more of the day is at or above the state target (67.49%)	Percentage of school-age children and youth with disabilities in the regular classroom 80% or more of the day is below the state target (67.49%) and at or above the below-target median (59.29%)	Percentage of school-age children and youth with disabilities in the regular classroom 80% or more of the day is below the state target (67.49%) and the below-target median (59.29%)
Educational Environments - Preschool (2024-25 SY)*	Percentage of preschool children with disabilities attending and receiving the majority of special education and related services in a regular preschool setting is at or above the state target (53.36%)	Percentage of preschool children with disabilities attending and receiving the majority of special education and related services in a regular preschool setting is below the state target (53.36%) and at or above the below-target median (30.44%)	Percentage of preschool children with disabilities attending and receiving the majority of special education and related services in a regular preschool setting is below the state target (53.36%) and the below-target median (30.44%)
Early Childhood Outcomes	Percentage of preschoolers with disabilities who grew near to or met expectations for positive social emotional skills before exiting is at or above the state target (87%)	Percentage of preschoolers with disabilities who grew near to or met expectations for positive social emotional skills before exiting is below the state target (87%) and at or above the below-target median (70.21%)	Percentage of preschoolers with disabilities who grew near to or met expectations for positive social emotional skills before exiting is below the state target (87%) and the below-target median (70.21%)
Post-School Outcomes	Percentage of of Indicator 14 survey respondents that are in school or employed one year after they leave high school is at or above the state target (88%)	Percentage of of Indicator 14 survey respondents that are in school or employed one year after they leave high school is below the state target (88%) and above the below-target median (61.30%)	Percentage of of Indicator 14 survey respondents that are in school or employed one year after they leave high school is below the state target (88%) and the below-target median (61.30%)

* Indicates that if the students with disabilities count is <10, criteria will not be used



Scoring Thresholds - Performance

MCAS Grade Level Thresholds			
Grade	2	1	0
MCAS Reading Proficiency - Grade 4 (2024-25 SY)	MCAS proficiency rate is at or above the state target (24.00%)	MCAS proficiency rate is below the state target (24.00%) and at or above the below-target median (10.01%)	MCAS proficiency rate is below the state target (24.00%) and the below-target median (10.01%)
MCAS Reading Proficiency - Grade 8 (2024-25 SY)	MCAS proficiency rate is at or above the state target (15.00%)	MCAS proficiency rate is below the state target (15.00%) and at or above the below-target median (6.28%)	MCAS proficiency rate is below the state target (15.00%) and the below-target median (6.28%)
MCAS Reading Proficiency - Grade 10 (2024-25 SY)	MCAS proficiency rate is at or above the state target (30.00%)	MCAS proficiency rate is below the state target (30.00%) and at or above the below-target median (11.41%)	MCAS proficiency rate is below the state target (30.00%) and the below-target median (11.41%)
MCAS Math Proficiency - Grade 4 (2024-25 SY)	MCAS proficiency rate is at or above the state target (15.00%)	MCAS proficiency rate is below the state target (15.00%) and at or above the below-target median (6.8%)	MCAS proficiency rate is below the state target (15.00%) and the below-target median (6.8%)
MCAS Math Proficiency - Grade 8 (2024-25 SY)	MCAS proficiency rate is at or above the state target (11.00%)	MCAS proficiency rate is below the state target (11.00%) and at or above the below-target median (3.84%)	MCAS proficiency rate is below the state target (11.00%) and the below-target median (3.84%)
MCAS Math Proficiency - Grade 10 (2024-25 SY)	MCAS proficiency rate is at or above the state target (19.00%)	MCAS proficiency rate is below the state target (19.00%) and at or above the below-target median (7.44%)	MCAS proficiency rate is below the state target (19.00%) and the below-target median (7.44%)

MCAS Reading and Math Scoring Table			
Number of Grades with Scores (G4, G8, G10)	2	1	0
All three grades	Sum of all three grade scores is 5-6 points	Sum of all three grade scores is 3-4 points	Sum of all three grade scores is 0-2 points
Only two grades	Sum of both grade scores is 4 points	Sum of both grade scores is 2-3 points	Sum of both grade scores is 0-1 points
Only one grade	The grade score is 2 points	The grade score is 1 point	The grade score is 0 points



Scoring Thresholds - Compliance

COMPLIANCE			
Matrix Criteria	Point Assignments		
	2 points	1 point	0 points
SPP/APR Indicator 4B (2023-24 SY)	Data Review: No significant discrepancy	N/A	Data Review: Flagged for significant discrepancy
	PPP Review: No finding(s) of noncompliance		PPP Review: Finding(s) of noncompliance
SPP/APR Indicator 9 (2024-25 SY)	Data Review: No disproportionate representation		Data Review: Flagged for disproportionate representation
	PPP Review: No finding(s) of noncompliance		PPP Review: Finding(s) of noncompliance
SPP/APR Indicator 10 (2024-25 SY)	Data Review: No disproportionate representation		Data Review: Flagged for disproportionate representation
	PPP Review: No finding(s) of noncompliance		PPP Review: Finding(s) of noncompliance
SPP/APR Indicator 11 (2024-25 SY)	Percentage of children and youth with initial evaluations completed within the state timeline is at or above 95.00%	Percentage of children and youth with initial evaluations completed within the state timeline is below 95.00% and at or above 75.00%	Percentage of children and youth with initial evaluations completed within the state timeline is below 75.00%
SPP/APR Indicator 12 (2024-25 SY)	Percentage of children transitioning from Part C to Part B who are eligible and have an IEP implemented by their third birthday is at or above 95.00%	Percentage of children transitioning from Part C to Part B who are eligible and have an IEP implemented by their third birthday is below 95.00% and at or above 75.00%	Percentage of children transitioning from Part C to Part B who are eligible and have an IEP implemented by their third birthday is below 75.00%
SPP/APR Indicator 13 (2024-25 SY)	Percentage of children and youth with disabilities aged 14 and above with measurable, annually updated IEP goals and appropriate transition assessments, services, and courses is at or above 95.00%	Percentage of children and youth with disabilities aged 14 and above with measurable, annually updated IEP goals and appropriate transition assessments, services, and courses is below 95.00% and at or above 75.00%	Percentage of children and youth with disabilities aged 14 and above with measurable, annually updated IEP goals and appropriate transition assessments, services, and courses is below 75.00%
Findings of Noncompliance (2024-25 SY)	0 total special education findings of noncompliance (from PSM and PRS)	1 to 5 total special education findings of noncompliance (from PSM and PRS)	6 or more total special education findings of noncompliance (from PSM and PRS)
Correction of Findings of Noncompliance (2023-24 SY)	0 findings of noncompliance uncorrected after one year and/or still uncorrected from previous years	1 to 2 findings of noncompliance uncorrected after one year and/or still uncorrected from previous years	3 or more findings of noncompliance uncorrected after one year and/or still uncorrected from previous years



Scoring Thresholds - Other Considerations

OTHER CONSIDERATIONS		
Matrix Criteria	Point Assignments	
	1 point	0 points
MOE Compliance Standard (2024-25 SY)	Met one of two MOE compliance standards during submission of the IDEA grant application	<u>Did not</u> meet either MOE compliance standard during submission of the IDEA grant application
Timely Submission of Child Count Data (2024-25 SY)	Submitted the IDEA Equitable Services Annual Child Count application by the designated due date (April 2024)	<u>Did not</u> submit the IDEA Equitable Services Annual Child Count application by the designated due date (April 2024)
Accurate and Reliable Child Count Data (October 1, 2025)	<u>Did not</u> request decertification of the data in their Child Count application in order to address data quality concerns or inaccuracies	Requested decertification of the data in their Child Count application in order to address data quality concerns or inaccuracies



LEA Determination Calculation

Meets Requirements (MR)	Needs Assistance (NA)	Needs Intervention (NI)	Needs Substantial Intervention (NSI)
LEA determination percentage 75.0 – 100.0	LEA determination percentage 65.0 – 74.9	LEA determination percentage 0 – 64.9	A substantial failure to comply with a condition of LEA eligibility under Part B of the IDEA (300.200-300.213)



Completion and Engagement

Several matrix criteria relate to Completion and Engagement, including **graduation rate**, **dropout rate**, **Indicator 13**, and **Post School Outcomes**. To explore these criteria further, consider the following questions and data points.



Investigate

Questions	Data
What trends or patterns exist in graduation and dropout rates?	<ul style="list-style-type: none"> Disaggregated graduation and dropout rates by demographics, language, school(s), teacher(s)
How is my LEA evaluating the quality of transition plans?	<ul style="list-style-type: none"> Results of Indicator 13 checklist reviews for transition plans
What classes or courses of study are high school students with disabilities enrolled in?	<ul style="list-style-type: none"> Courses of study, e.g. Mass Core, advanced coursework, work-based learning Pathways, e.g. CTE (Ch74), career connections (Perkins), early college, innovation career
Do students with disabilities have access to CTE courses aligned to their interests?	<ul style="list-style-type: none"> Enrollment in CTE programs
How are we determining if students are on-track to graduate and/or at risk of dropping out?	<ul style="list-style-type: none"> Credit acquisition Courses of study Course completion Engagement with school counselors My Career and Academic Plan (MyCAP)
Are students with disabilities attending school consistently?	<ul style="list-style-type: none"> Attendance/chronic absenteeism
Are students with disabilities removed from the classroom or life of the school environment for disciplinary reasons at a high rate?	<ul style="list-style-type: none"> Discipline and referral data
How are students with disabilities performing academically?	<ul style="list-style-type: none"> Course grades Districtwide assessments Statewide assessments Nationally normed assessments
Do students with disabilities have access to general curriculum?	<ul style="list-style-type: none"> Educational placements/settings
Are students with disabilities entering high school academically prepared?	<ul style="list-style-type: none"> Proficiency rates both prior to and during high school
Do students have access to interventions?	<ul style="list-style-type: none"> Master schedule IEP goals and service delivery School-wide intervention data
Are students with disabilities engaged in the school community beyond coursework?	<ul style="list-style-type: none"> Participation in extracurricular activities and life of the school
How are students with disabilities doing after leaving high school?	<ul style="list-style-type: none"> Post-school outcomes survey results



Access and Instruction

Several matrix criteria relate to Access and Instruction, including **MCAS, educational environments (school age and preschool), Early Childhood Outcomes, and Indicator 4B**. To explore these criteria further, consider the following questions and data points.



Investigate

Questions	Data
<p>How are students with disabilities performing academically?</p> <p>Are teachers using <u>culturally and linguistically sustaining practices</u>?</p>	<ul style="list-style-type: none"> • Longitudinal assessment results, disaggregated (grade, race/ethnicity, schools, teachers) • Course grades • Districtwide assessments • Statewide assessments • National normed assessments
<p>How are we assessing academic outcomes of students with disabilities outside of summative assessments?</p>	<ul style="list-style-type: none"> • Formative academic performance data/assessments (e.g., progress monitoring data, universal screeners)
<p>Do students with disabilities have access to the general curriculum (where MCAS standards are taught)? Is that curriculum <u>high-quality</u>?</p>	<ul style="list-style-type: none"> • Educational placements/settings • Student schedules and class assignments • Student work and goal data sheets • Professional development for para educators
<p>How do we determine least restrictive environments?</p>	<ul style="list-style-type: none"> • IEP information: <ul style="list-style-type: none"> ◦ impact statements ◦ least restrictive environment decisions ◦ locations and frequency of services • Educational placements/settings
<p>Are students with disabilities removed from the classroom or life of the school for disciplinary reasons at a high rate and/or for long periods of time?</p>	<ul style="list-style-type: none"> • Discipline data, disaggregated (length of disciplinary action, reasons, race/ethnicity, schools, teachers)
<p>Are there written <u>discipline</u> policies that are established and implemented?</p> <p>Do students have equitable access to Student and Family Support (SFS) programs?</p>	<ul style="list-style-type: none"> • Code of conduct, school board rules, disciplinary processes • Policies, procedures, and practices related to discipline and SFS
<p>Do students have access to interventions and, if so, where are interventions provided?</p>	<ul style="list-style-type: none"> • Master schedule • IEP goals and service delivery • School-wide intervention data
<p>How do we consider assessment, classroom accommodations, modifications, and supplementary aids and services?</p>	<ul style="list-style-type: none"> • Accommodations, modifications, and supplementary aids and services in IEP • Statewide assessment accommodations documentation
<p>How academically prepared are preschool students with disabilities transitioning from school age programs?</p>	<ul style="list-style-type: none"> • Preschool outcomes results



Compliance

Several matrix criteria relate to IDEA compliance including **SPP/APR Indicators 4B, 9, 10, 11, 12, & 13; Findings of Noncompliance; Correction of Noncompliance; MOE Compliance Standard; Timely Child Count** and **Accurate/Reliable Child Count**. To explore these criteria further, consider the following questions and data points.



Investigate

Questions	Data
<p>What is our Child Find process?</p> <p>Do we have a uniform process for conducting initial evaluations and reevaluations? If so, what is this process and how/where is it documented?</p>	<ul style="list-style-type: none"> • School board rules • School policies, procedures, handbooks • Community outreach
<p>How do we receive referrals from Part C / Early Intervention for Part B?</p> <p>How do we collaborate with Part C / Early Intervention programs to streamline the C to B transition process?</p>	<ul style="list-style-type: none"> • School policies related to Part C / Early Intervention programs • Internal processes for Part C to B transition • Memorandum of Understanding between EL providers and LEAs • Part C to B transition data, disaggregated (school, evaluation specialist, reasons for delays)
<p>How do we track findings of noncompliance? Are findings of noncompliance broadly communicated internally?</p> <p>What could lead to the number of findings of noncompliance going up (e.g., COVID, advocacy groups, staffing and funding changes, new processes, access to resources, etc.)</p>	<ul style="list-style-type: none"> • Longitudinal information for findings of noncompliance, by area (PRS findings vs PSM findings)
<p>How are corrective action plans for monitoring completed? Who is at the table and how does the LEA ensure corrective actions are completed within the required timeframe?</p>	<ul style="list-style-type: none"> • Information on the timeliness of corrections of noncompliance and completion of corrective actions
<p>How do we translate findings of noncompliance to changes in practice? Do we evaluate to see if changes had a positive impact?</p>	<ul style="list-style-type: none"> • Longitudinal information for findings of noncompliance, by area (PRS findings vs PSM findings) • Information on the timeliness of corrections of noncompliance and completion of corrective actions
<p>How do we ensure that we have confidence in the data collected for students with disabilities?</p>	<ul style="list-style-type: none"> • Child Count - timely and valid/reliable data
<p>How do we ensure that students' services and programs are being appropriately funded to meet their needs?</p>	<ul style="list-style-type: none"> • Information on whether one of the two the MOE compliance standards was met in annual grant application