2025 AU Determination Points Rubrics

Compliance Rubric

Required Elements	0 points	1 point	2 points
Indicator 4A Although Indicator 4A is a Results Indicator, it is included in the Compliance Matrix due to its close association with 4B.	The rate of children with disabilities who received suspensions/expulsions for greater than 10 days in a school year was above the set threshold for the current and the previous school year.	The rate of children with disabilities who received suspensions/expulsions for greater than 10 days in a school year was above the set threshold	The rate of children with disabilities who received suspensions/expulsions for greater than 10 days in a school year was at or below the set threshold
Indicator 4B	At least one racial category was found with significant discrepancy for the current and the previous school year, and policies, procedures, and/or practices were found to contribute to the significant discrepancy 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.	At least one racial category was found with significant discrepancy.	No racial category was found with significant discrepancy.
Indicator 9	At least one racial category was found with disproportionate representation in identification of students as students with disabilities for the current and the previous year, and the disproportionate representation was found to be the result of inappropriate identification.	At least one racial category was found with disproportionate representation in identification of students as students with disabilities.	No racial category was found with disproportionate representation in identification of students as students with disabilities.

Indicator 10	At least one racial category was found with disproportionate representation in identification of specific disability category for the current and the previous year, and 2) the disproportionate representation was found to be the result of inappropriate identification.	At least one racial category was found with disproportionate representation in identification of specific disability category	No racial category was found with disproportionate representation in identification of specific disability category
Indicators 11, 12, 13	Less than 75%; or Less than 95% for current and previous year	75% - 94%	95% - 100%
Timely and accurate data submission: Special Ed Dec Count, EOY, Discipline, Indicator 13, Fiscal	Three or more of the data submissions were late and/or inaccurate.	One or two of the data submissions were late and/or inaccurate.	No data submissions were late and/or inaccurate.
Correction of identified noncompliance	Included in Special Conditions. May lower the level of Determination.		
Other data available to the State about the LEA's compliance with IDEA, including any relevant audit findings.	Included in Special Conditions. May lower the level of Determination.		

Special Conditions

Special Conditions include issues related to the AUs' compliance with the IDEA. These issues determine the level of the AU's Determination independent of their Compliance Score or Results Score. For example, failure to correct identified noncompliance in 365 days or non-timely compliance with the remedies issued in a state complaint could lower the level of AU Determination by one level from what would otherwise be based on the Compliance and Results Scores (e.g., Meets Requirement becomes Needs Assistance). Findings in an unresolved fiscal single audit could lower the level of AU Determination by one level from what would otherwise be based on the Compliance and Results Scores, and the findings for more than two consecutive years would result in the AU Determination of Needs Intervention. The issue and its corresponding appropriate AU Determination would be determined on an as-needed basis.

Results Rubric

	Points Eligible	<=79% of Target 0 points	80%-99% of Target Half points	Met Target Full points
Indicator 1 Graduation	6	< 64.87%	≥ 64.87%	≥ 81.09%
Indicator 2 Drop-Out	6	> 20.00%	≤ 20.00%	≤ 16.67%
3B CMAS Reading Grade 4	.5	< 11.32%	≥ 11.32%	≥ 14.15%
3B CMAS Reading Grade 8	.5	< 7.65%	≥ 7.65%	≥ 9.56%
3B CMAS Reading High School	.5	< 14.45%	≥ 14.45%	≥ 18.06%
3B CMAS Math Grade 4	.5	< 8.70%	≥ 8.70%	≥ 10.87%
3B CMAS Math Grade 8	.5	< 7.82%	≥ 7.82%	≥ 9.77%
3B CMAS Math High School	.5	< 5.20%	≥ 5.20%	≥ 6.50%
3C CoAlt Reading Grade 4	.5	< 19.14%	≥ 19.14%	≥ 23.93%
3C CoAlt Reading Grade 8	.5	< 31.52%	≥ 31.52%	≥ 39.40%
3C CoAlt Reading High School	.5	< 30.42%	≥ 30.42%	≥ 38.02%
3C CoAlt Math Grade 4	.5	< 22.86%	≥ 22.86%	≥ 28.58%
3C CoAlt Math Grade 8	.5	< 10.66%	≥ 10.66%	≥ 13.32%
3C CoAlt Math High School	.5	< 5.49%	≥ 5.49%	≥ 6.86%
7A1 Preschool Social-Emotional Growth	1	< 60.26%	≥ 60.26%	≥ 75.32%
7A2 Preschool Social-Emotional Achievement	1	< 50.60%	≥ 50.60%	≥ 63.25%
7B1 Preschool Knowledge and Skills Growth	1	< 63.10%	≥ 63.10%	≥ 78.87%
7B2 Preschool Knowledge and Skills Achievement	1	< 53.56%	≥ 53.56%	≥ 66.95%
7C1 Preschool Behavior Growth	1	< 55.34%	≥ 55.34%	≥ 69.18%
7C2 Preschool Behavior Achievement	1	< 46.81%	≥ 46.81%	≥ 58.51%
14A PSO Enrolled in higher education	2	< 19.60%	≥ 19.60%	≥ 24.50%
14B PSO Enrolled in higher education or competitively employed	2	< 57.72%	≥ 57.72%	≥ 72.15%
14C PSO Enrolled in higher education or some other	2	< 66.37%	≥ 66.37%	≥ 82.96%

Post School Outcomes (PSO)	Points Eligible	0 points	Full Points
PSO Contacts Attempts	2	< 100%	100%

Academic Growth	Points Eligible	0 Points	Half Points	Full Points
Median Growth Percentile - Reading	2	Does not Meet < 35	Approaching ≥ 35	Meets or Exceeds ≥ 50
Median Growth Percentile - Math	2	Does not Meet < 35	Approaching ≥ 35	Meets or Exceeds ≥ 50