



Massachusetts Department of Elementary and Secondary Education

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January 25, 2024

Casey Ngo-Miller
Director of Special Education
Newton Public Schools
100 Walnut Street
Newtonville, MA 02460

RE:2023 Special Education Determination under Part B of the Individuals with Disabilities Education Act (IDEA) – Meets Requirements (MR)

Dear Casey Ngo-Miller:

The purpose of this letter is to notify you of the Massachusetts Department of Elementary and Secondary Education's (the Department) local special education determination under Part B of the Individuals with Disabilities Education Act (IDEA): Newton Public Schools

Annually, the Department is required to identify each local educational agency's (LEA's) specific needs for technical assistance or intervention in the area of special education.¹ The Department is required to assign each LEA to one of four categories: Meets Requirements (MR), Needs Assistance (NA), Needs Intervention (NI), and Needs Substantial Intervention (NSI). In prior years, the LEA determinations were aligned with LEA accountability levels unless additional performance and compliance measures, specific to special education, warranted a change in the

LEA determination. The LEA determination process was revised in 2021 to focus on data that most impacts outcomes for students with disabilities.

The Department developed the LEA determinations Rubric to calculate each LEA's determination level. In continuing to improve the identification process, the rubric has been adjusted for 2023. The rubric has been separated into Performance Criteria and Compliance Criteria to best reflect our State's General Supervision Process. The performance section of the rubric specifically considers the following:

- Annual Dropout rate for students with disabilities (2022);
- 5-Year Cohort Graduation rates for students with disabilities (2021);
- Performance on Special Education State Performance Annual Plan/Annual Performance Report (SPP/APR) Indicator 3 (2023); and
- Performance on Special Education State Performance Annual Plan/Annual Performance Report (SPP/APR) Indicators 5 & 6 (SY 2022-2023).

The compliance section of the rubric specifically considers the following:

- Special Education State Performance Annual Plan/Annual Performance Report (SPP/APR) Indicators 4B, 9, & 10 (SY 2021-2022);
- Special Education State Performance Annual Plan/Annual Performance Report (SPP/APR) Indicators 11, 12, & 13 (SY 2022-2023);
- Identification of Non-Compliance # of Findings (Public School Monitoring (PSM)/Problem Resolution Systems (PRS) (SY 2022-2023); and
- Timely Submission/Verified Correction of Non-Compliance (SY 2022-2023).

For the full LEA Determinations Rubric, see the Special Education Policy Memo SY2022-2023 — 3: 2022-2023 Determinations of Need for Special Education Technical Assistance or Intervention. Consistent with the U.S. Department of Education's Office of Special Education and Rehabilitative Services [Memo 23-01](#), the Department may also consider other available data about the LEA's compliance with IDEA in making determinations.

Each LEA is evaluated using the rubric and other available data, as the Department deems appropriate, and then placed into one of the LEA determination categories. As described in the determination rubric, final LEA determinations reflect both performance and compliance in special education. This year, the 5-Year Cohort Graduation rate and Least Restrictive Environment (Indicators 5 and 6) continue to be prioritized by the Department and are weighted x1.5 and x2.0, respectively. Additionally, points for Problem Resolution System

Findings were combined with Public School Monitoring Findings into two categories: Identification of Non-Compliance and Timely Submission/Verified Correction of Non-Compliance, and are calculated per 1000 students with disabilities.

Data for Newton Public Schools:

	Performance				Compliance			
	Annual Dropout Rate (2022)	5-Year Cohort Graduation Rate (2021) <i>Points x1.5</i>	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicator 3 (2023)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 5 & 6 (SY2022-2023) <i>Points x2</i>	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 4B, 9, & 10 (SY2021-2022)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators 11, 12, & 13 (SY2022-2023)	Identification of Noncompliance # of Findings (PSM/PRS) (SY2022-2023)	Timely Submission/ Verified Correction of Noncompliance (SY2022-2023)
LEA Data	0.3%	87.6%	39	75.2%	No Status	Ind 11: --% Ind 12: --% Ind 13: --%	0	0
Rubric Points	4	4.5	2	8	4	--	4	4

Newton Public Schools earned 30.5 out of 34 possible points on the rubric, or 90%.

As a result of this determination, the Department is not requiring the LEA to engage in specific targeted and technical assistance activities. For additional information about the data, including access to the LEA’s source data, go to *Frequently Asked Questions about LEA Determinations of Need for Special Education Technical Assistance or Intervention* which can be found on our [MA Local Education Agencies’ \(LEA\) Special Education Determinations](#) website.

If you have any questions about the LEA’s special education determination, please feel free to contact the Office of Special Education Planning and Policy, at specialeducation@doe.mass.edu.

Sincerely,

Jamie Camacho
Director, Special Education Planning and Policy

C: Anna Nolin