



Sample ISD  
**2019 Part B Results-Driven Accountability Matrix**

**Results Driven Accountability Differentiated Determination<sup>1</sup>**

Determination
Meets Requirements

**Results and Compliance Overall Scoring**

	Total Points Available	Points Earned	Score (%)
<b>Results</b>	20	11	55.0
<b>Compliance</b>	18	14	77.8

**2019 Part B Results Matrix**

Reading Assessment Elements	Performance (%)	Score
Percentage of 4 <sup>th</sup> Grade Students with IEPs Participating in Regular Statewide Assessments in English Language Arts	78.8	0
Percentage of 8 <sup>th</sup> Grade Students with IEPs Participating in Regular Statewide Assessments in English Language Arts	78.7	0
The percentage of 4 <sup>th</sup> Grade Students with IEPs scoring proficient in Regular Statewide assessment in English Language Arts	32.4	2
The percentage of 8 <sup>th</sup> Grade Students with IEPs scoring proficient in Statewide assessment in English Language Arts	22.2	2

Math Assessment Elements	Performance (%)	Score
Percentage of 4 <sup>th</sup> Grade Students with IEPs Participating in Regular Statewide Assessments in Math	78.8	0
Percentage of 8 <sup>th</sup> Grade Students with IEPs Participating in Regular Statewide Assessments in Math	78.7	0
The percentage of 4 <sup>th</sup> Grade Students with IEPs scoring proficient in Regular Statewide assessment in Math	34.3	2
The percentage of 8 <sup>th</sup> Grade Students with IEPs scoring proficient in Statewide assessment in Math	20.4	2

Existing Data Elements	Performance (%)	Score
Percentage of Students with IEPs who Graduated with a Regular High School Diploma <sup>2</sup>	70.6	2
Percentage of Students with IEPs who Dropped Out	27.5	1

<sup>1</sup> For a detailed explanation of how the Results Score, Compliance Score, and the Differentiated Framework of Technical Assistance and Monitoring produce the Results-Driven Accountability Differentiated Determination review [How the Michigan Department of Education Made Determinations under Section 616\(d\) of the Individuals with Disabilities Education Act \(IDEA\) in 2019: Part B](https://training.catamaran.partners/determinations/) (https://training.catamaran.partners/determinations/).

<sup>2</sup> Graduated with a regular high school diploma as defined under IDEA Section 618 State-reported data: These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR. §300.102(a)(3)(iv), in effect prior to June 30, 2017, “the term regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or general educational development credential (GED).”

## 2019 Part B Compliance Matrix<sup>3</sup>

Part B Compliance Indicator <sup>4</sup>	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2016	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.0	Yes	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.0	Yes	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.0	Yes	2
Indicator 11: Timely initial evaluation	99.6	Yes	2
Indicator 12: IEP developed and implemented by third birthday	100.0	Yes	2
Indicator 13: Secondary transition	58.5	No	0
Timely Submission of Data	45.4	N/A	0
Audit	N/A	N/A	2
Long Standing Noncompliance	N/A	Yes	2

<sup>3</sup> N/A in either the Performance (%) or Score column indicates no data available.

<sup>4</sup> The complete language for each indicator is located in the [Part B SPP/APR Indicator Measurement Table](https://osep.grads360.org/#communities/pdc/documents/14803) (<https://osep.grads360.org/#communities/pdc/documents/14803>).