



Sample ISD Name
2020 Part B Results-Driven Accountability Matrix

Results Driven Accountability Differentiated Determination¹

Determination
Meets Requirements

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	20	16	80.0
Compliance	18	16	88.9

2020 Part B Results Matrix

Reading Assessment Elements	Performance (%)	Score
Percentage of 4 th Grade Students with IEPs Participating in Regular Statewide Assessments in English Language Arts	87.0	1
Percentage of 8 th Grade Students with IEPs Participating in Regular Statewide Assessments in English Language Arts	81.6	1
The percentage of 4 th Grade Students with IEPs scoring proficient in Regular Statewide assessment in English Language Arts	36.6	2
The percentage of 8 th Grade Students with IEPs scoring proficient in Statewide assessment in English Language Arts	43.0	2

Math Assessment Elements	Performance (%)	Score
Percentage of 4 th Grade Students with IEPs Participating in Regular Statewide Assessments in Math	88.0	1
Percentage of 8 th Grade Students with IEPs Participating in Regular Statewide Assessments in Math	81.6	1
The percentage of 4 th Grade Students with IEPs scoring proficient in Regular Statewide assessment in Math	32.2	2
The percentage of 8 th Grade Students with IEPs scoring proficient in Statewide assessment in Math	24.1	2

Existing Data Elements	Performance (%)	Score
Percentage of Students with IEPs who Graduated with a Regular High School Diploma ²	68.4	2
Percentage of Students with IEPs who Dropped Out	16.8	2

¹ 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 2020: Part B](https://training.catamaran.partners/determinations/) (https://training.catamaran.partners/determinations/).

² 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, 2018, “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).”

2020 Part B Compliance Matrix³

Part B Compliance Indicator ⁴	Performance (%) ⁵	Full Correction of Findings of Noncompliance Identified in FFY 2017	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	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.0	N/A	2
Indicator 11: Timely initial evaluation	100.0	N/A	2
Indicator 12: IEP developed and implemented by third birthday	100.0	N/A	2
Indicator 13: Secondary transition	95.8	Yes	2
Timely Submission of Data	63.2		0
Audit	0	N/A	2
Long Standing Noncompliance	No		2

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

⁴ 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>).

⁵ The compliance indicators are based on percentages. Financial Audit Findings and Longstanding Non-Compliance are based on the number of member districts within the ISD.