**Insert Member District Name**

Insert ISD Name

2020 Part B Results-Driven Accountability Matrix

**Results Driven Accountability Differentiated Determination[[1]](#footnote-1)**

| **Determination** |
| --- |
|  |

**Results and Compliance Overall Scoring**

|  | **Total Points Available** | **Points Earned** | **Score (%)** |
| --- | --- | --- | --- |
| **Results** |  |  |  |
| **Compliance** |  |  |  |

2020 Part B Results Matrix

| **Reading Assessment Elements** | **Performance (%)** | **Score** |
| --- | --- | --- |
| Percentage of 4th Grade Students with IEPs Participating in Regular Statewide Assessments in English Language Arts |  |  |
| Percentage of 8th Grade Students with IEPs Participating in Regular Statewide Assessments in English Language Arts |  |  |
| The percentage of 4th Grade Students with IEPs scoring proficient in Regular Statewide assessment in English Language Arts |  |  |
| The percentage of 8th Grade Students with IEPs scoring proficient in Statewide assessment in English Language Arts |  |  |

| **Math Assessment Elements** | **Performance (%)** | **Score** |
| --- | --- | --- |
| Percentage of 4th Grade Students with IEPs Participating in Regular Statewide Assessments in Math |  |  |
| Percentage of 8th Grade Students with IEPs Participating in Regular Statewide Assessments in Math |  |  |
| The percentage of 4th Grade Students with IEPs scoring proficient in Regular Statewide assessment in Math |  |  |
| The percentage of 8th Grade Students with IEPs scoring proficient in Statewide assessment in Math |  |  |

| **Existing Data Elements** | **Performance (%)** | **Score** |
| --- | --- | --- |
| Percentage of Students with IEPs who Graduated with a Regular High School Diploma[[2]](#footnote-2) |  |  |
| Percentage of Students with IEPs who Dropped Out |  |  |

2020 Part B Compliance Matrix[[3]](#footnote-3)

| **Part B Compliance Indicator[[4]](#footnote-4)** | **Performance (%)[[5]](#footnote-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. |  |  |  |
| Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. |  |  |  |
| Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification. |  |  |  |
| Indicator 11: Timely initial evaluation |  |  |  |
| Indicator 12: IEP developed and implemented by third birthday |  |  |  |
| Indicator 13: Secondary transition |  |  |  |
| Timely Submission of Data |  | Intentionally left blank |  |
| Audit |  |  |  |
| Long Standing Noncompliance |  | Intentionally left blank |  |

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](https://training.catamaran.partners/determinations/): Part B (https://training.catamaran.partners/determinations/). [↑](#footnote-ref-1)
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).” [↑](#footnote-ref-2)
3. N/A in either the Performance (%) or Score column indicates no data available. [↑](#footnote-ref-3)
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). [↑](#footnote-ref-4)
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. [↑](#footnote-ref-5)