Sample ISD Name

2022 Part B Results-Driven Accountability Matrix

Results Driven Accountability Differentiated Determination[1]

Determination
Meets Requirements

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	12	8	66.7
Compliance	18	15	88.3

2022 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	80.8	N/A
Percentage of 8th Grade Students with IEPs Participating in Regular Statewide Assessments in English Language Arts	80.3	N/A
The percentage of 4th Grade Students with IEPs Scoring Proficient in Statewide Assessments in English Language Arts	23.6	2
The percentage of 8th Grade Students with IEPs Scoring Proficient in Statewide Assessments in English Language Arts	29.8	1

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Students with IEPs Participating in Regular Statewide Assessments in Math	78.3	N/A
Percentage of 8th Grade Students with IEPs Participating in Regular Statewide Assessments in Math	80.3	N/A
The percentage of 4th Grade Students with IEPs Scoring Proficient in Statewide Assessments in Math	16.5	1
The percentage of 8th Grade Students with IEPs Scoring Proficient in Statewide Assessments in Math	10.6	0

Existing Data Elements	Performance (%)	Score
Percentage of Students with IEPs who Graduated with a Regular High School Diploma[2]	77.5	2
Percentage of Students with IEPs who Dropped Out	16.9	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 2022: Part B (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), "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)."

2022 Part B Compliance Matrix[3]

Part B Compliance Indicator[4]	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2019	Score
Indicator 4B: Percent of Districts with 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	N/A	2
Indicator 9: Percent of Districts with Disproportionate Representation Due to Inappropriate Identification; of racial and ethnic groups in special education and related services.	0.0	N/A	2
Indicator 10: Percent of Districts with Disproportionate Representation in Specific Disability Categories; of racial and ethnic groups 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	90.0	N/A	1
Indicator 13: Secondary Transition	95.7	Yes	2
Timely Submission of Data: Percent of Member Districts Reporting Timely and Accurate Data.[5]	71.4		0
Special Education Single Audit	0	N/A	2
Long Standing Noncompliance	0		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://www.ideacomprehensivetool.com/_files/ugd/eecfd5_535592989fd7443d8084c67e8a7f78a5.pdf).

[5] Timeliness of data reported by the Intermediate School District/State Agency and their member districts through the Michigan Student Data System (MSDS) for school year 2020-2021 for all three collections Fall, Spring and End of Year.