North Dakota
2016 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination[1]

Percentage (%)	Determination
83.34	Meets Requirements

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	16	66.67
Compliance	18	18	100

2016 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	83.14	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	86.11	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	31	1
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	89	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	36	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	84	1

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	83.74	1
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	77.41	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	61	2
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	86	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	41	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	84	1

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	21	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma[1]	73	1

[1] For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2016: Part B."

2016 Part B Compliance Matrix

Part B Compliance Indicator[2]	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2013	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	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	Yes	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0	N/A	2
Indicator 11: Timely initial evaluation	98.62	Yes	2
Indicator 12: IEP developed and implemented by third birthday	99.17	N/A	2
Indicator 13: Secondary transition	98.36	Yes	2
Timely and Accurate State-Reported Data	97.62		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

[1] Graduated with a regular high school diploma as defined under the *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)."

[2] The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at: https://osep.grads360.org/#communities/pdc/documents/4603