New York
2020 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination[1]

Percentage (%)	Determination
57.92	Needs Intervention

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	11	45.83
Compliance	20	14	70

2020 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	68	0
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	62	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	26	1
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	40	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	92	1

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	68	0
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	61	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	37	0
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	87	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	23	1
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	94	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 2020: Part B."

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	13	2
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma[1]	74	1

2020 Part B Compliance Matrix

Part B Compliance Indicator[2]	Performance (%)	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.	1.23	No	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.9	Yes	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.92	No	2
Indicator 11: Timely initial evaluation	87.67	No	1
Indicator 12: IEP developed and implemented by third birthday	75.75	Yes	1
Indicator 13: Secondary transition	92.51	Yes	2
Timely and Accurate State-Reported Data	97.62		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	52.46		0
Longstanding Noncompliance			0
Special Conditions	None		
Uncorrected identified noncompliance	Yes, 5 or more years		

[1] When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, "the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential."

[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/18303