

## Determination Enclosures

### RDA Matrix

# Northern Mariana Islands

## 2025 Part B Results-Driven Accountability Matrix

Freely Associated States, Outlying Areas, and the Bureau of Indian Education

#### Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
100.00%	Needs Assistance

#### Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	6	6	100.00%
Compliance	12	12	100.00%

(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 2025: Freely Associated States, Outlying Areas, and the Bureau of Indian Education, Part B."

#### 2025 Part B Results Matrix

##### Reading Assessment Elements

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 3-8	95%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	N/A	N/A
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	N/A	N/A
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	N/A	N/A
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	N/A	N/A

**Math Assessment Elements**

<b>Math Assessment Elements</b>	<b>Grade</b>	<b>Performance (%)</b>	<b>Score</b>
<b>Percentage of Children with Disabilities Participating in Statewide Assessment</b>	Grade 3-8	97%	1
<b>Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress</b>	Grade 4	N/A	N/A
<b>Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress</b>	Grade 4	N/A	N/A
<b>Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress</b>	Grade 8	N/A	N/A
<b>Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress</b>	Grade 8	N/A	N/A

(2) Statewide assessments include the regular assessment and the alternate assessment.

**Exiting Data Elements**

<b>Exiting Data Elements</b>	<b>Performance (%)</b>	<b>Score</b>
<b>Percentage of Children with Disabilities who Dropped Out Over Previous 3 Years</b>	7	2
<b>Percentage of Children with Disabilities who Graduated with a Regular High School Diploma Over Previous 3 Years**</b>	92	2

\*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."

2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	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.	N/A	N/A	N/A
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	N/A	N/A	N/A
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	N/A	N/A	N/A
Indicator 11: Timely initial evaluation	95.12%	N/A	2
Indicator 12: IEP developed and implemented by third birthday	100.00%	N/A	2
Indicator 13: Secondary transition	100.00%	N/A	2
Indicator 18: General Supervision	100.00%	YES	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	N/A		N/A
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		

(3) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at:

<https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf>

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are >=5% and <10% for Indicators 4B, 9, and 10, and >=90% and <95% for Indicators 11, 12, 13 and 18.