

# Commonwealth of the Northern Mariana Islands 2018 Part B Results Driven Accountability Matrix

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

## Results-Driven Accountability Percentage and Determination<sup>1</sup>

Percentage (%)	Determination
53	Needs Intervention

## Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	8	1	12.5
Compliance	10	8	80

## 2018 Part B Results Matrix

### Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Average Percentage of 3rd through 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	81	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	N/A	N/A
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	N/A	N/A
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	N/A	N/A
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	N/A	N/A

### Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Average Percentage of 3rd through 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	75	0
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	N/A	N/A
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	N/A	N/A
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	N/A	N/A
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	N/A	N/A

### Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out Over Previous 3 Years	34	0
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma Over Previous 3 Years <sup>2</sup>	63	0

<sup>1</sup> For a detailed explanation of how 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 2018: Freely Associated States, Outlying Areas, and the Bureau of Indian Education Part B".

<sup>2</sup> 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.

*2018 Part B Compliance Matrix*

<b>Part B Compliance Indicator<sup>1</sup></b>	<b>Performance (%)</b>	<b>Full Correction of Findings of Noncompliance Identified in FFY 2015</b>	<b>Score</b>
<b>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.</b>	N/A	N/A	N/A
<b>Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.</b>	N/A	N/A	N/A
<b>Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.</b>	N/A	N/A	N/A
<b>Indicator 11: Timely initial evaluation</b>	97.96	Yes	2
<b>Indicator 12: IEP developed and implemented by third birthday</b>	100	N/A	2
<b>Indicator 13: Secondary transition</b>	100	N/A	2
<b>Timely and Accurate State-Reported Data</b>	100		2
<b>Timely State Complaint Decisions</b>	N/A		N/A
<b>Timely Due Process Hearing Decisions</b>	N/A		N/A
<b>Longstanding Noncompliance</b>			0
<b>Special Conditions</b>	Yes, 3 or more years		
<b>Uncorrected identified noncompliance</b>	None		

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, 2017, “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).”

<sup>1</sup> 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/14803>