



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 20, 2019

Honorable Glenn Muna
Commissioner of Education
Commonwealth of the Northern Mariana Islands Public School System
P.O. Box 501370 CK
Saipan, MP 96950

Dear Commissioner Muna:

I am writing to advise you of the U. S. Department of Education's (Department) 2019 determination under section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Commonwealth of the Northern Mariana Islands needs intervention in implementing the requirements of Part B of the IDEA. This determination is based on the totality of Commonwealth of the Northern Mariana Islands's data and information, including the Federal fiscal year (FFY) 2017 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Protecting the rights of children with disabilities and their families is a key responsibility of States, but it is not sufficient if children are not attaining the knowledge and skills necessary to achieve the goals of IDEA as reflected in Congressional findings in section 601(c)(1) of the IDEA: equality of opportunity, full participation, independent living, and economic self-sufficiency. To address this concern, the Office of Special Education Programs (OSEP) has been using results data when making annual determinations for States under IDEA section 616(d) since 2014. OSEP is continuing to use both results and compliance data in making determinations for outlying areas, freely associated States, and the Bureau of Indian Education (the Entities) in 2019, as it did for determinations in 2018.

Commonwealth of the Northern Mariana Islands's 2019 determination is based on the data reflected in Commonwealth of the Northern Mariana Islands's "2019 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) Commonwealth of the Northern Mariana Islands's Determination.

400 MARYLAND AVE. S.W., WASHINGTON DC 20202-2600
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

The RDA Matrix is further explained in a document, entitled “How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2019: Freely Associated States, Outlying Areas, and the Bureau of Indian Education-Part B” (HTDMD).

The specifics of the determination procedures and criteria are set forth in the HTDMD and reflected in the RDA Matrix for Commonwealth of the Northern Mariana Islands. In making Part B determinations in 2019, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on regular Statewide assessments;
- (2) the percentage of CWD who graduated with a regular high school diploma; and
- (3) the percentage of CWD who dropped out.

The Secretary is considering modifying the factors the Department will use in making its determinations in June 2020 as part of its continuing emphasis on results for children with disabilities. Section 616(a)(2) of the IDEA requires that the primary focus of IDEA monitoring must be on improving educational results and functional outcomes for all children with disabilities, and ensuring that States meet the IDEA program requirements, with an emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

The proposed Part B determinations process will include the same compliance factors as in past years, with one addition. For the 2020 determinations, rather than weighting each compliance factor equally, OSEP is considering assigning greater weight to those compliance factors most directly related to improving results for children with disabilities. For the 2020 determinations process we are also considering, as two additional results factors, State-reported data on: preschool child outcomes and the State Systemic Improvement Plan (SSIP). Using preschool outcomes for Part B determinations is consistent with the use of the early childhood outcomes factor that has been used for Part C determinations since 2015. Use of this factor emphasizes the importance of preschool outcomes in promoting later school success for students with disabilities. The inclusion of the SSIP as a results factor in making determinations would continue OSEP’s emphasis on incorporating a results-driven approach as States identify evidence-based practices that lead to improved outcomes for children and youth with disabilities. In addition, we are considering several changes to the results factors related to the participation and performance of children with disabilities on assessments, including: (1) using Statewide assessment results, rather than the National Assessment of Educational Progress performance data; (2) looking at year-to-year improvements in Statewide assessment results and taking into account the full Statewide assessment system, including alternate assessments; and (3) no longer comparing each State’s assessment performance with that of other States. Finally, OSEP will be revisiting ways of measuring improvement in the graduation rate of students with disabilities. As we consider changes to how we use the data under these factors in making the Department’s 2020 determinations, OSEP will provide parents, States, entities, LEAs, and other stakeholders with an opportunity to comment and provide input through OSEP’s Leadership Conference in July 2019 and other meetings.

You may access the results of OSEP’s review of Commonwealth of the Northern Mariana Islands’s SPP/APR and other relevant data by accessing the SPP/APR module using your Entity-specific log-on information at <https://osep.grads360.org>. When you access your Entity’s

SPP/APR on the site, you will find, in applicable Indicators 1 through 16, the OSEP Response to the indicator and any actions that the Entity is required to take. The actions that the Entity is required to take are in two places:

- (1) actions related to the correction of findings of noncompliance are in the “OSEP Response” section of the indicator; and
- (2) any other actions that the Entity is required to take are in the “Required Actions” section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the “OSEP Response” and/or “Required Actions” sections.

You will also find all of the following important documents saved as attachments to the Progress Page:

- (1) Commonwealth of the Northern Mariana Islands’s RDA Matrix;
- (2) the HTDMD document;
- (3) a spreadsheet entitled “2019 Data Rubric Part B,” which shows how OSEP calculated Commonwealth of the Northern Mariana Islands “Timely and Accurate State-Reported Data” score in the Compliance Matrix; and
- (4) a document entitled “Dispute Resolution 2017-18,” which includes the IDEA section 618 data that OSEP used to calculate Commonwealth of the Northern Mariana Islands’s “Timely State Complaint Decisions” and “Timely Due Process Hearing Decisions” scores in the Compliance Matrix.

As noted above, the Department has determined that Commonwealth of the Northern Mariana Islands needs intervention in implementing the requirements of Part B of IDEA. The Department identifies a State or Entity as needing intervention under IDEA Part B if its RDA Percentage is less than 60%. Commonwealth of the Northern Mariana Islands’ RDA Percentage is 53%.

Pursuant to section 616(d)(2)(B) of the IDEA and 34 C.F.R. § 300.603(b)(2), an Entity that is determined to be “need intervention” or “need substantial intervention” and does not agree with this determination, may request an opportunity to meet with the Assistant Secretary to demonstrate why the Department should change the Entity’s determination. To request a hearing, submit a letter to Johnny W. Collett, Assistant Secretary for Special Education and Rehabilitative Services, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 within 15 days of the date of this letter. The letter must include the basis for your request for a change in your Entity’s determination.

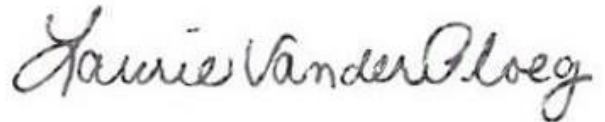
States and Entities were required to submit Phase III Year Three of the SSIP by April 1, 2019. OSEP appreciates Commonwealth of the Northern Mariana Islands’s ongoing work on its SSIP and its efforts to improve results for students with disabilities. We have carefully reviewed your submission and will provide feedback in the upcoming weeks. Additionally, OSEP will continue to work with Commonwealth of the Northern Mariana Islands as it implements the fourth year of Phase III of the SSIP, which is due on April 1, 2020.

As a reminder, Commonwealth of the Northern Mariana Islands must make its SPP/APR available to the public by posting it on your agency’s website. Within the next several days, OSEP will be finalizing an Entity Profile that:

- (1) will be accessible to the public;
- (2) includes the Entity's determination letter and SPP/APR, and all related State and OSEP attachments; and
- (3) can be accessed via a URL unique to your Entity, which you can use to make your SPP/APR available to the public. We will provide you with the unique URL when it is live.

OSEP appreciates Commonwealth of the Northern Mariana Islands's efforts to improve results for children and youth with disabilities and looks forward to working with Commonwealth of the Northern Mariana Islands over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



Laurie VanderPloeg
Director
Office of Special Education Programs

cc: Commonwealth of the Northern Mariana Islands Director of Special Education

Commonwealth of the Northern Mariana Islands 2019 Part B Results Driven Accountability Matrix

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

Results-Driven Accountability Percentage and Determination¹

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

2019 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	79	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

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Average Percentage of 3rd through 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	80	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

¹ 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 2019: Freely Associated States, Outlying Areas, and the Bureau of Indian Education Part B".

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out Over Previous 3 Years	33	0
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma Over Previous 3 Years ¹	65	0

2019 Part B Compliance Matrix

Part B Compliance Indicator ²	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2016	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	99.11	Yes	2
Indicator 12: IEP developed and implemented by third birthday	100	N/A	2
Indicator 13: Secondary transition	100	N/A	2
Timely and Accurate State-Reported Data	100		2
Timely State Complaint Decisions	N/A		N/A
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			0
Special Conditions	Yes, 3 or more years		
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), 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).”

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/17415>

HOW THE DEPARTMENT MADE DETERMINATIONS

UNDER SECTION 616(D) OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT IN 2019: FREELY
ASSOCIATED STATES, OUTLYING AREAS, AND THE BUREAU OF INDIAN
EDUCATION

PART B

REVISED 06/20/19



INTRODUCTION

In 2019, the U.S. Department of Education (Department) is continuing to use both results and compliance data in making our determination for each freely associated State, outlying area, and the Bureau of Indian Education (BIE) (Entities) under section 616(d) of the Individuals with Disabilities Education Act (*IDEA*). We considered the totality of the information we have about an Entity, including information related to the participation of children with disabilities (CWD) on regular Statewide assessments; exiting data on CWD who dropped out and CWD who graduated with a regular high school diploma¹; the Entity's Federal fiscal year (FFY) 2017 State Performance Plan/Annual Performance Report (SPP/APR); information from monitoring and other public information, such as Department-imposed Specific Conditions on the Entity's grant award under Part B; and other issues related to the Entity's compliance with the *IDEA*. Below is a detailed description of how the Office of Special Education Programs (OSEP) evaluated the Entities' data using the Results Driven Accountability (RDA) Matrix.

The RDA Matrix consists of:

1. a **Compliance Matrix** that includes scoring on SPP/APR Compliance Indicators and other compliance factors;
2. a **Results Matrix** that includes scoring on Results Elements;
3. a **Compliance Score** and a **Results Score**;
4. an **RDA Percentage** based on the Compliance Score and the Results Score; and
5. the Entity's **Determination**.

The scoring of each of the above evaluation criteria is further explained below in the following sections:

- A. 2019 Part B Compliance Matrix and Scoring of the Compliance Matrix
- B. 2019 Part B Results Matrix and Scoring of the Results Matrix
- C. 2019 RDA Percentage and 2019 Determination

¹When providing exiting data under section 618 of the IDEA, Entities are required to report on the number of students who 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 students without disabilities. As explained 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 a general educational development credential (GED)."

A. 2019 PART B COMPLIANCE MATRIX

In making each Entity's 2019 determination, the Department used a Compliance Matrix, reflecting the following data:

1. The Entity's FFY 2017 data for applicable Part B Compliance Indicators² 4B, 9, 10, 11, 12, and 13 (including whether the Entity reported valid and reliable data for each indicator); and whether the Entity demonstrated correction of all findings of noncompliance it had identified in FFY 2016 under such indicators;
2. The timeliness and accuracy of data reported by the Entity under sections 616 and 618 of the *IDEA*;
3. The Entity's FFY 2017 data, reported under section 618 of the *IDEA*, for the timeliness of State complaint and due process hearing decisions;
4. Longstanding Noncompliance:

The Department considered:

- a. Whether the Department imposed Specific Conditions on the Entity's FFY 2018 *IDEA* Part B grant award and those Specific Conditions are in effect at the time of the 2019 determination, and the number of years for which the Entity's Part B grant award has been subject to Special or Specific Conditions; and
- b. Whether there are any findings of noncompliance identified in FFY 2015 or earlier by either the Department or the Entity that the Entity has not yet corrected.

Scoring of the Compliance Matrix

The Compliance Matrix indicates a score of 0, 1, or 2, for each of the compliance indicators in item one above and for each of the additional factors listed in items two through four above. Using the cumulative possible number of points as the denominator, and using as the numerator the actual points the Entity received in its scoring under these factors, the Compliance Matrix reflects a Compliance Score, which is combined with the Results Score to calculate the Entity's RDA Percentage and Determination.

²The Virgin Islands report data for Indicators 4B, 9, 10, 11, 12, and 13. Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands report data for Indicators 11, 12, and 13. The Federated States of Micronesia, the Republic of the Marshall Islands, Palau, and the BIE report data on Indicators 11 and 13.

Scoring of the Matrix for Compliance Indicators 4B, 9, 10, 11, 12, and 13

In the attached Entity-specific 2019 Part B Compliance Matrix, an Entity received points as follows for each of the Compliance Indicators 4B, 9, 10, 11, 12, and 13³:

- Two points, if either:
 - The Entity’s FFY 2017 data for the indicator were valid and reliable, and reflect at least 95%⁴ compliance (or, for Indicators 4B, 9, and 10, reflect no greater than 5% compliance)⁵; or
 - The Entity’s FFY 2017 data for the indicator were valid and reliable, and reflect at least 90% compliance (or, for Indicators 4B, 9, and 10, reflect no greater than 10% compliance); and the Entity identified one or more findings of noncompliance in FFY 2016 for the indicator, and has demonstrated correction of all findings of noncompliance identified in FFY 2016 for the indicator. Such full correction is indicated in the matrix with a “Yes”) in the “Full Correction of Findings of Noncompliance Identified in FFY 2016” column.⁶
- One point, if the Entity’s FFY 2017 data for the indicator were valid and reliable, and reflect at least 75% compliance (or, for Indicators 4B, 9, and 10, reflect no greater than 25% compliance), and the Entity did not meet either of the criteria above for two points.
- Zero points, under any of the following circumstances:
 - The Entity’s FFY 2017 data for the indicator reflect less than 75% compliance (or, for Indicators 4B, 9, and 10, reflect greater than 25% compliance); or
 - The Entity’s FFY 2017 data for the indicator were not valid and reliable;⁷ or
 - The Entity did not report FFY 2017 data for the indicator.⁸

³ A notation of “N/A” (for “not applicable”) in the “Performance” column for an indicator denotes that the indicator is not applicable to that particular Entity. The points for that indicator are not included in the denominator for the matrix.

⁴ In determining whether an Entity has met the 95% compliance criterion for Indicators 11, 12, and 13, the Department will round up from 94.5% (but no lower) to 95%. In determining whether an Entity has met the 90% compliance criterion for these indicators, the Department will round up from 89.5% (but no lower) to 90%. In addition, in determining whether an Entity has met the 75% compliance criterion for these indicators, the Department will round up from 74.5% (but no lower) to 75%. Similarly, in determining whether an Entity has met the 5% compliance criterion for Indicators 4B, 9, and 10, the Department will round down from 5.49% (but no higher) to 5%. In determining whether an Entity has met the 10% compliance criterion for these indicators, the Department will round down from 10.49% (but no higher) to 10%. In addition, in determining whether an Entity has met the 25% compliance criterion for these indicators, the Department will round down from 25.49% (but no higher) to 25%. The Department will also apply the rounding rules to the compliance criteria for 95% and 75% for: (1) the timeliness and accuracy of data reported by the Entity under sections 616 and 618 of the IDEA; and (2) the Entity’s FFY 2017 data, reported under section 618 of the IDEA, for the timeliness of State complaint and due process hearing decisions.

⁵ For Indicators 4B, 9, and 10, a very high level of compliance is generally at or below 5%.

⁶ A “No” in that column denotes that the Entity has one or more remaining findings of noncompliance identified in FFY 2016 for which the Entity has not yet demonstrated correction. An “N/A” (for “not applicable”) in that column denotes that the Entity did not identify any findings of noncompliance in FFY 2016 for the indicator.

⁷ If an Entity’s FFY 2017 data for any compliance indicator are not valid and reliable, the matrix so indicates in the “Performance” column, with a corresponding score of 0. The explanation of why the Entity’s data are not valid and reliable is contained in the OSEP Response to the Entity’s FFY 2017 SPP/APR in GRADS360.

⁸ If an Entity reported no FFY 2017 data for any compliance indicator (unless the indicator is not applicable to the Entity), the matrix so indicates in the “Performance” column, with a corresponding score of 0.

Scoring of the Matrix for Timely and Accurate Entity-Reported Data

In the attached Entity-specific 2019 Part B Compliance Matrix, an Entity received points as follows for Timely and Accurate Entity-Reported Data⁹:

- Two points, if the OSEP-calculated percentage reflects at least 95% compliance.
- One point, if the OSEP-calculated percentage reflects at least 75% and less than 95% compliance.
- Zero points, if the OSEP-calculated percentage reflects less than 75% compliance.

Scoring of the Matrix for Timely State Complaint Decisions and Timely Due Process Hearing Decisions

In the attached Entity-specific 2019 Part B Compliance Matrix, an Entity received points as follows for timely State complaint decisions and for timely due process hearing decisions, as reported by the Entity under section 618 of the *IDEA*:

- Two points, if the Entity's FFY 2017 data were valid and reliable, and reflect at least 95% compliance.
- One point, if the Entity's FFY 2017 data reflect at least 75% and less than 95% compliance.
- Zero points, if the Entity's FFY 2017 data reflect less than 75% compliance.
- Not Applicable (N/A), if the Entity's data reflect less than 100% compliance, and there were fewer than ten State complaint decisions or ten due process hearing decisions.

Scoring of the Matrix for Longstanding Noncompliance (Includes Both Uncorrected Identified Noncompliance and Specific Conditions)

In the attached Entity-specific 2019 Part B Compliance Matrix, an Entity received points as follows for the Long-Standing Noncompliance component:

- Two points, if the Entity has:
 - No remaining findings of noncompliance identified, by OSEP or the Entity, in FFY 2015 or earlier; and
 - No Specific Conditions on its FFY 2018 grant award that are in effect at the time of the 2019 determination.

⁹ OSEP used the Part B Timely and Accurate Data Rubric to award points to Entities based on the timeliness and accuracy of their sections 616 and 618 data. A copy of the rubric is contained in the OSEP Response to the Entity's FFY 2017 SPP/APR in GRADS360. On the first page of the rubric, entitled "Part B Timely and Accurate Data-SPP/APR Data," Entities are given one point for each indicator with valid and reliable data and five points for SPP/APRs that were submitted timely. The total points for valid and reliable SPP/APR data and timely submission are added together to form the APR Grand Total. On page two of the rubric, the Entity's section 618 data is scored based on information provided to OSEP on section 618 data timeliness, completeness, and edit checks from ED Facts. The percentage of Timely and Accurate State-Reported Data is calculated by adding the 618 Data Grand Total to the APR Grand Total and dividing this sum by the total number of points available for the entire rubric. This percentage is inserted into the Compliance Matrix.

HOW THE DEPARTMENT MADE DETERMINATIONS

- One point, if either or both of the following occurred:
 - The Entity has remaining findings of noncompliance identified, by OSEP or the Entity, in FFY 2015, FFY 2014, and/or FFY 2013, for which the Entity has not yet demonstrated correction (see the OSEP Response to the Entity's FFY 2017 SPP/APR in GRADS360 for specific information regarding these remaining findings of noncompliance); and/or
 - The Department has imposed Specific Conditions on the Entity's FFY 2018 Part B grant award and those Specific Conditions are in effect at the time of the 2019 determination.
- Zero points, if either or both of the following occurred:
 - The Entity has remaining findings of noncompliance identified, by OSEP or the Entity, in FFY 2012 or earlier, for which the Entity has not yet demonstrated correction (see the OSEP Response to the Entity's FFY 2017 SPP/APR in GRADS360 for specific information regarding these remaining findings of noncompliance); and/or
 - The Department has imposed Special or Specific Conditions on the Entity's last three (FFYs 2016, 2017, and 2018) *IDEA* Part B grant awards, and those Specific Conditions are in effect at the time of the 2019 determination.

B. 2019 PART B RESULTS MATRIX

In making each Entity's 2019 determination, the Department used a Results Matrix reflecting the following data:

1. The percentage of CWD participating in regular Statewide assessments across all available grade levels (3 through 8);
2. The percentage of CWD exiting school by dropping out; and
3. The percentage of CWD exiting school by graduating with a regular high school diploma.

The Results Elements for participation in regular Statewide assessments are scored separately for reading and math. When combined with the exiting data, there are a total of four Results Elements for the Entities. The Results Elements are defined as follows:

Percentage of CWD Participating in Regular Statewide Assessments

This is the percentage of CWD who took regular Statewide assessments in SY 2017- 2018 with and without accommodations by averaging the assessment participation percentages across all available grade levels (3 through 8) where a regular assessment was administered, for reading and math separately. The numerator for calculating the participation percentage of CWD who took the regular Statewide assessment with and without accommodations for each grade level with available data is the number of CWD participating with and without accommodations in regular Statewide assessments in SY 2017-2018, and the denominator is the number of all CWD participants and non-participants in regular and alternate Statewide assessments in SY 2017-2018, excluding medical emergencies. The calculation is done separately by subject (math and reading). The numerator for calculating the percentage of CWD who took regular Statewide assessments in SY 2017- 2018 with and without accommodations is the sum of the participation percentages for each grade level in SY 2017-2018, and the denominator is the number - of grade levels with available data. The calculation is done separately by subject (math and reading). (Data source: EDFacts SY 2017-18; data extracted 3/28/19.)

Percentage of CWD Exiting School by Dropping Out

This is a calculation of the percentage of CWD, ages 14 through 21, who exited school by dropping out. The percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA* Part B, reported in the exit reason category *dropped out* for SYs 2016-2017, 2015-2016, and 2014-2015, by the total number of students ages 14 through 21 served under *IDEA* Part B, reported in the five exit-from-both-special education-and-school categories (*graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) for SYs 2016-2017, 2015-2016, and 2014-2015, then multiplying the result by 100¹⁰. (Data source: EDFacts SYs 2016-2017, 2015-2016, and 2014-2015; data extracted 5/30/18.)

¹⁰ The Department will make these calculations using unsuppressed data. However, due to privacy concerns the Department has chosen to suppress calculations made with small cell counts in the public document.

Percentage of CWD Exiting School by Graduating with a Regular High School Diploma

This is a calculation of the percentage of CWD, ages 14 through 21, who exited school by graduating with a regular high school diploma. The percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA* Part B, reported in the exit reason category *graduated with a regular high school diploma* for SYs 2016-2017, 2015-2016, and 2014-2015, by the total number of students ages 14 through 21 served under *IDEA* Part B, reported in the five exit-from-both-special education-and-school categories (*graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age* for services, and *died*), exiting school in SYs 2016-2017, 2015-2016, and 2014-2015, then multiplying the result by 100. (Data source: EDFacts SYs 2016-17, 2015-2016 and 2014-2015; data extracted 5/30/18.)

Scoring of the Results Matrix

In the attached Entity-specific 2019 Part B Results Matrix, an Entity received points as follows for the Results Elements:

- An Entity's participation rates on regular Statewide assessments were assigned scores of '2', '1' or '0' based on an analysis of the participation rates across all States and entities. The participation rates for the Entities were calculated based on an average of participation rates across all available grade levels (3 through 8) in which the assessment was administered. The calculation is done separately by subject (math and reading). A score of '2' was assigned if at least 90% of CWD in the Entity participated in the regular Statewide assessment; a score of '1' if the participation rate for CWD was 80% to 89%; and a score of '0' if the participation rate for CWD was less than 80%.
- Each State's data on the percentage of CWD who exited school by dropping out were rank-ordered and the top, middle, and bottom third determined using tertiles¹¹. The exiting percentages for the Entities were calculated using the percentage of CWD exiting school by dropping out in SYs 2016-2017, 2015-2016 and 2014-2015, and points were assigned. The percentages that fell in the top third of States (*i.e.*, those with the lowest percentage) received a score of '2', percentages that fell in the middle third of States received a '1', and percentages that fell in the bottom third of States (*i.e.*, those with the highest percentage) received a '0'.
- Each State's data on the percentage of CWD who exited school by graduating with a regular high school diploma were rank-ordered and the top, middle, and bottom third determined using tertiles. The exiting percentages for the Entities were calculated using the percentage of CWD exiting school by graduating with a regular high school diploma in SYs 2016-2017, 2015-2016 and 2014-2015, and points were assigned. The percentages that fell in the top third of States (*i.e.*, those with the highest percentage) received a score of '2', percentages that fell in the middle third of States received a '1', and percentages that fell in the bottom third of States (*i.e.*, those with the lowest percentage) received a '0'.

¹¹ The tertiles of a data set divide it into three equal parts.

HOW THE DEPARTMENT MADE DETERMINATIONS

The following table identifies how each of the Results Elements was scored:

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of CWD on Regular Statewide Assessments (reading and math, separately) based on an average of participation rates across all available grade levels (3 through 8) in which the assessment was administered.	<80	80-89	>=90
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma based on the percentage of CWD exiting school by graduating with a regular high school diploma in SYs 2014-2015, 2015-2016 and 2016-2017.	<66	66-75	>=76
Percentage of CWD Exiting School by Dropping Out based on the percentage of CWD exiting school by dropping out in SYs 2014-2015, 2015-2016 and 2016-2017.	>23	23-15	<=14

Using the cumulative possible number of points as the denominator, and using as the numerator the actual points the Entity received in its scoring under the Results Elements, the Results Matrix reflects a Results Score, which is combined with the Compliance Score to calculate the Entity's RDA Percentage and Determination.

C. 2019 RDA Percentage and 2019 Determination

The Entity's RDA Percentage was calculated by adding 40% of the Entity's Results Score and 60% of the Entity's Compliance Score. The Entity's RDA Determination is defined as follows:

Meets Requirements

An Entity's 2019 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%,¹² unless the Department has imposed Special or Specific Conditions on the Entity's last three (FFYs 2016, 2017, and 2018) *IDEA* Part B grant awards, and those Specific Conditions are in effect at the time of the 2019 determination.

Needs Assistance

An Entity's 2019 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. An Entity would also be Needs Assistance if its RDA

¹² In determining whether an Entity has met this 80% matrix criterion for a Meets Requirements determination, the Department will round up from 79.5% (but no lower) to 80%. Similarly, in determining whether an Entity has met the 60% matrix criterion for a Needs Assistance determination discussed below, the Department will round up from 59.5% (but no lower) to 60%.

HOW THE DEPARTMENT MADE DETERMINATIONS

Determination percentage is 80% or above, but the Department has imposed Special or Specific Conditions on the Entity's last three (FFYs 2016, 2017, and 2018) *IDEA* Part B grant awards, and those Specific Conditions are in effect at the time of the 2019 determination.

Needs Intervention

An Entity's 2019 RDA Determination is Needs Intervention if the RDA Percentage is less than 60%.

Needs Substantial Intervention

The Department did not make a determination of Needs Substantial Intervention for any State or Entity in 2019.

APR and 618 -Timely and Accurate State Reported Data

DATE: February 2019 Submission

Please see below the definitions for the terms used in this worksheet.

SPP/APR Data

1) Valid and Reliable Data - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

**Part B
618 Data**

1) Timely – A State will receive one point if it submits all EDFacts files or the entire EMAPS survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described the table below).

618 Data Collection	EDFacts Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	C002 & C089	1 st Wednesday in April
Part B Personnel	C070, C099, C112	1 st Wednesday in November
Part B Exiting	C009	1 st Wednesday in November
Part B Discipline	C005, C006, C007, C088, C143, C144	1 st Wednesday in November
Part B Assessment	C175, C178, C185, C188	Wednesday in the 3 rd week of December (aligned with CSPR data due date)
Part B Dispute Resolution	Part B Dispute Resolution Survey in EMAPS	1 st Wednesday in November
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in EMAPS	1 st Wednesday in May

2) Complete Data – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data submitted to EDFacts aligns with the metadata survey responses provided by the state in the State Supplemental Survey IDEA (SSS IDEA) and Assessment Metadata survey in EMAPS. State-level data include data from all districts or agencies.

3) Passed Edit Check – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection.

FFY 2017 APR-- (CNMI)

Part B Timely and Accurate Data -- SPP/APR Data

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3B	1	1
3C	1	1
4A	1	1
4B	N/A	N/A
5	1	1
6	1	1
7	1	1
8	1	1
9	N/A	N/A
10	N/A	N/A
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
	Subtotal	16
APR Score Calculation	Timely Submission Points - If the FFY 2016 APR was submitted on-time, place the number 5 in the cell on the right.	5
	Grand Total - (Sum of subtotal and Timely Submission Points) =	21.00

618 Data				
Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/LRE Due Date: 4/4/2018	1	1	1	3
Personnel Due Date: 11/7/18	1	1	1	3
Exiting Due Date: 11/7/18	1	1	1	3
Discipline Due Date: 11/7/18	1	1	1	3
State Assessment Due Date: 12/12/18	1	1	1	3
Dispute Resolution Due Date: 11/7/18	1	1	1	3
MOE/CEIS Due Date: 5/2/18	1	1	1	3
			Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 1.14285714) =	24.00

Indicator Calculation	
A. APR Grand Total	21.00
B. 618 Grand Total	24.00
C. APR Grand Total (A) + 618 Grand Total (B) =	45.00
Total N/A in APR	3
Total N/A in 618	0
Base	45.00
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00



Northern Marianas

IDEA Part B - Dispute Resolution

School Year: 2017-18

Section A: Written, Signed Complaints

(1) Total number of written signed complaints filed.	0
(1.1) Complaints with reports issued.	0
(1.1) (a) Reports with findings of noncompliance.	0
(1.1) (b) Reports within timelines.	0
(1.1) (c) Reports within extended timelines.	0
(1.2) Complaints pending.	0
(1.2) (a) Complaints pending a due process hearing.	0
(1.3) Complaints withdrawn or dismissed.	0

Section B: Mediation Requests

(2) Total number of mediation requests received through all dispute resolution processes.	0
(2.1) Mediations held.	0
(2.1) (a) Mediations held related to due process complaints.	0
(2.1) (a) (i) Mediation agreements related to due process complaints.	0
(2.1) (b) Mediations held not related to due process complaints.	0
(2.1) (b) (i) Mediation agreements not related to due process complaints.	0
(2.2) Mediations pending.	0
(2.3) Mediations withdrawn or not held.	0

Section C: Due Process Complaints

(3) Total number of due process complaints filed.	0
(3.1) Resolution meetings.	0
(3.1) (a) Written settlement agreements reached through resolution meetings.	0
(3.2) Hearings fully adjudicated.	0
(3.2) (a) Decisions within timeline (include expedited).	0

(3.2) (b) Decisions within extended timeline.	0
(3.3) Due process complaints pending.	0
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	0

Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

(4) Total number of expedited due process complaints filed.	0
(4.1) Expedited resolution meetings.	0
(4.1) (a) Expedited written settlement agreements.	0
(4.2) Expedited hearings fully adjudicated.	0
(4.2) (a) Change of placement ordered.	0
(4.3) Expedited due process complaints pending.	0
(4.4) Expedited due process complaints withdrawn or dismissed.	0

Comment:

Additional Comment:

This report shows the most recent data that was entered by Northern Marianas. These data were generated on 11/2/2018 9:02 AM GMT+10:00.