



CNMI PSS

Accountability School Report Card Frequently Asked Questions

Why do we have a school report card?

The Elementary & Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), requires every state and district to publish a report card. The report cards provide parents and the public with important information on State, district, and school performance and progress. The report cards are intended to provide vital information to stimulate conversations about school successes and areas needing improvement.

Additionally, federal law requires the aggregating and disaggregating of specific indicators. The school report card highlights achievement gaps in new, straightforward ways so that specific interventions can be applied to improve student outcomes.

What information on the report card is required by law?

The Every Student Succeeds Act (ESSA) - the predominant federal education law - requires school report cards to include measurements in the following areas: one academic measure, a second academic measure, graduation rates for high schools, and a non-academic measure.

How was the report card developed?

In 2017, the CNMI Public School System convened an Accountability Task Force that, in conjunction with a team of technical experts, was tasked with developing a new accountability system to meet requirements under federal law. The members of the Accountability Task Force consisted of educators, parents, and community leaders who made a number of recommendations. A substantial amount of stakeholder feedback was gathered and considered in developing the report card. The resulting system is a multi-measures approach to accountability with multiple indicators in order to meaningfully differentiate schools, support schools, and help ensure that all students meet a goal of graduating high school ready for postsecondary success.

How is the Overall Accountability Rating calculated?

The rating is calculated based on a number of academic and non-academic indicators. For elementary and middle schools, the indicators include reading assessment scores, math assessment scores, and attendance. For high school, the indicators are reading assessment scores, math assessment scores, graduation rate, and attendance. Each indicator is assigned a number of points and given an individual rating score. All of the points that each indicator receives are combined for a maximum of 100 available points - depending on which indicators apply - to produce the overall Accountability System Rating score.

Why does the report card use a scoring system, and why is there an Overall Accountability Rating?

A school report card is meant to provide information to schools, families, and communities about school performance in context, without focusing on a single score.

The CNMI has adopted a report that gives schools points for each indicator, as well as an overall rating system. It is vital for families and communities to have accurate and easily comprehensible information about their school's performance; a points system is a universally understood measure -- even by stakeholders that may not speak English well. It is important that these points/scores be viewed in the context of the school as a whole.

Why do elementary & middle schools not have a graduation rate measure?

At this time, graduation rates for elementary and middle schools are not an immediate requirement under the Every Student Succeeds Act. However, there is a possibility for it to be added in the future as the Accountability System undergoes annual evaluation and evolves over time.



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Is the data for students with ELL or IEP related profiles included in the scoring system?

Yes, under ESSA, it requires that all students in a school system are accounted for when generating school report cards. School Report Cards are used to shine a light on where students are making progress and where they need additional support, regardless of race, income, disability, home language, or background.

Why are attendance rates used as an indicator/measure?

Under the ESSA requirements, each State Education Agency must select a number of academic and non-academic indicators to be calculated for the school accountability system. Attendance data is easily accessible and valid information that can be used as an evaluated indicator when determining distinction designations for academic achievement in reading, math, and other subject areas.

When will schools and stakeholders receive school accountability report cards?

CNMI PSS aims to distribute school report cards to schools before each new school year starts. The first publicized reports will be available to the general public, with the target date being the beginning of the School Year 2024-2025. From there, reports will be publicized as soon as data is collected and validated.

Will the report cards change over time?

Yes! This is just the start. We will work with parents, educators, and community members to improve the report cards over time so they continue to meet the needs of the CNMI families and stakeholders.

Will reports entail other items such as school population size, family household income, IEP rates, Teacher/student ratio, academic growth rates, SEL, behavioral referrals, early grads, retention rates, etc.?

The Accountability Report Cards will be subjected to annual evaluation. Data and feedback will be collected from PSS stakeholders annually. The Accountability Task Force will convene to take any necessary actions to revise the accountability system reporting to fit the needs of the CNMI PSS and its stakeholders.

Why are school report cards important to families?

The school report card is one of many pieces of information parents receive about their child's education. When looked at alongside other measures like the child's report card, assessment scores, and classroom work and tests, it gives parents a more complete picture of their child's education.

How will the CNMI PSS support schools?

Through the offices of Curriculum and Instruction and Student Support Services, the CNMI PSS will deploy comprehensive strategies, interventions, and resources to help meet school needs. Schools will work with specialists to conduct a needs assessment that identifies specific areas for potential improvement in academic performance, learning environment, and leadership. Schools will continue to receive intensive support to help them lift academic outcomes.

How can the community engage to support our schools?

The purpose of the school report card is to provide information that can lead to sound decisions. The report card will identify areas of success and challenge for each school regardless of their Overall Accountability Score. Communities should partner with their local schools and school district to fill any identified gaps. For example, communities can engage in mentorship programs for students, and nonprofit and community action agencies can provide wraparound services to help meet student needs. Parents can elect to make more of an effort to read with their children or help them with their homework every day. If we all do a little, all these little efforts combined can have a great impact.



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Does the school report capture longitudinal data?

Yes, the school report online dashboard allows users to toggle back and forth between different years of collected data of the different schools and age groups.

Where can I find more calculations and methodologies used for the school report card?

How reports are calculated could be found in the **Accountability Technical Manual**

What resources can be given to parents to help them understand the school report card better?

Parents and other stakeholders are able to access the **Accountability Technical Manual** to gain a better understanding of how to read and interpret school accountability reports.