

Navigating NCLB in Pacific Waters - accounting the voyage on accountability

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The Big Picture!

Aspirations for All Children

- **Mission and Vision**

Example: Education for all students; all students can learn; through education, students are contributing, responsible, caring citizens of their community and society.

- **Strategic Priorities**

Example: CNMI PSS, 4 Strategic Priorities: High Student Performances; Highly Qualified Personnel; Safe and Orderly Schools; Effective and Efficient Operations

- **Aligning Expectation (Local and Federal)**

Are there competing priorities? Create a win/win condition

PURPOSES OF CNMI PSS ACCOUNTABILITY SYSTEM

- IMPROVE EDUCATIONAL PRACTICES & PLANNING FOR ALL STUDENTS
- COMMUNICATE STATUS and PROGRESS TO PARENTS, EDUCATORS, COMMUNITY, FUNDING SOURCES (Public Reporting)
- MONITOR AND INFORM PRACTICES AND POLICIES - ONGOING PROCESS OF IMPROVEMENT, REFINEMENT AND ALIGNMENT

Comprehensive Accountability Plan

The CNMI Public School System

- Design to create school environments that produce high levels of student achievement based on Content Standards and
- Provide a system of classroom assessments, criterion-referenced standards-based assessments, and other external assessments that will provide valid and reliable measures of student achievement
- Consistent with the Mission, Vision and Strategic Priorities of the Public School System

Accountability System

- Clear, fixed, and achievable learning targets (standards and benchmarks and indicators)
- Valid and reliable state assessments that measure standards and benchmarks
- Classroom assessment systems that teachers can use to measure student progress on learning standards and benchmarks (Continuous Progress Monitoring)
- Curriculum and instruction that give teachers the tools they need to teach to the standards and benchmarks.

Accountability Based on Student Academic Achievement

- NCLB expects States and LEAs to Collect and Report
 - Information on Academic Assessment Results
 - Reading, Language Arts, Math, Science, Social Studies
 - Adequate Yearly Progress (AYP)
 - Teacher Qualification – HQT 2006-2007

Preparing for the NCLB Voyage

ALL ABOARD!

- GETTING READY - CNMI PSS Standards-Based Accountability System and NCLB Requirements
- WHERE are we in our voyage? Review of current practices and policies in place to support effort
- Need Alignment? WHAT, HOW, WHO, WHEN

Essential Elements for the Voyage

- The Gathering of Stakeholders (Dialogues and Conversations)
- What should students know, able to do, and care about as they exit each grade level in school
(Standards and benchmarks per subject area Pre K-12)
- How do we need and want students to show us what they know, able to do, and care about
(achievement/assessment standards based on standards and benchmarks)
- Review of standards and benchmarks already in existence (measurable / appropriate /relevant)
- Review of performance and achievement standards (relevant / appropriate/ valid/ reliable)

Expectations, Attitudes, Beliefs

- Collaboration and Team Approach
- Local Expertise Developed and Nurtured
- Tools Required Locally Developed and Maintained
- Capacity Growing - Knowledge and Skill Building from Within
- Classroom Teacher and Student - Unit of Change
- Systemic Approach – Practice, Policy, Practice

Data Driven Decision-Making Component

The Process and Product of Alignment

- **Policies** – data will indicate where policies are needed to positively impact and support student learning
- **Systems Alignment** – data will indicate where alignment work is needed in all aspects of the system
- **Content Standards and Benchmarks** – Content standards and benchmarks are critical in the alignment of curriculum, instruction, assessment and accountability

Data Driven Decision-Making Component

The Process and Product of Alignment

- School Improvement Planning Process – data will serve as indicators of changes in student learning, indicators of professional development in teachers and school personnel
- Continuous Curriculum/Instructional Improvement – data will validate the impact of curriculum and instruction on student learning
- Assessment System – include classroom and school system level; electronic collection, storage, and reporting; multiple sources of information reported to all stakeholders

Data Driven Decision-Making Component

The Process and Product Alignment

- **Reporting Processes** – data reported in manner easy to read and understand; sharing of report to stakeholders;
- **Budget Process** – data will assist in prioritizing, allocating, directing resources – financial, human, materials and supplies

Accountability System & Process (State & School Responsibilities)

- Achievement in Relations to Standards

- * % of student meeting or exceeding standard

- * high # student meeting or exceeding standard over time

- Effectiveness in Relations to Past Performances

- *increasing # of students meeting or exceeding standard compared to where they started

- *progress made by students this year exceeded that of prior years

Multiple Assessment Model

Student Self-Assessment

- State/District Assessments
- Performance Ratings
- Letter Grades
- Home Work

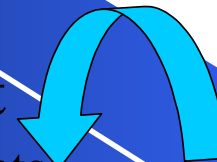
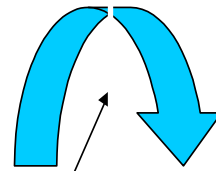
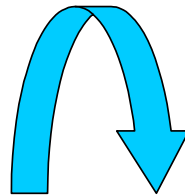
Teacher Assessments

- Teacher made Tests
- Publisher Tests
- Observations
- Home Work
- Portfolios
- Projects

CALIBRATION

External Assessment

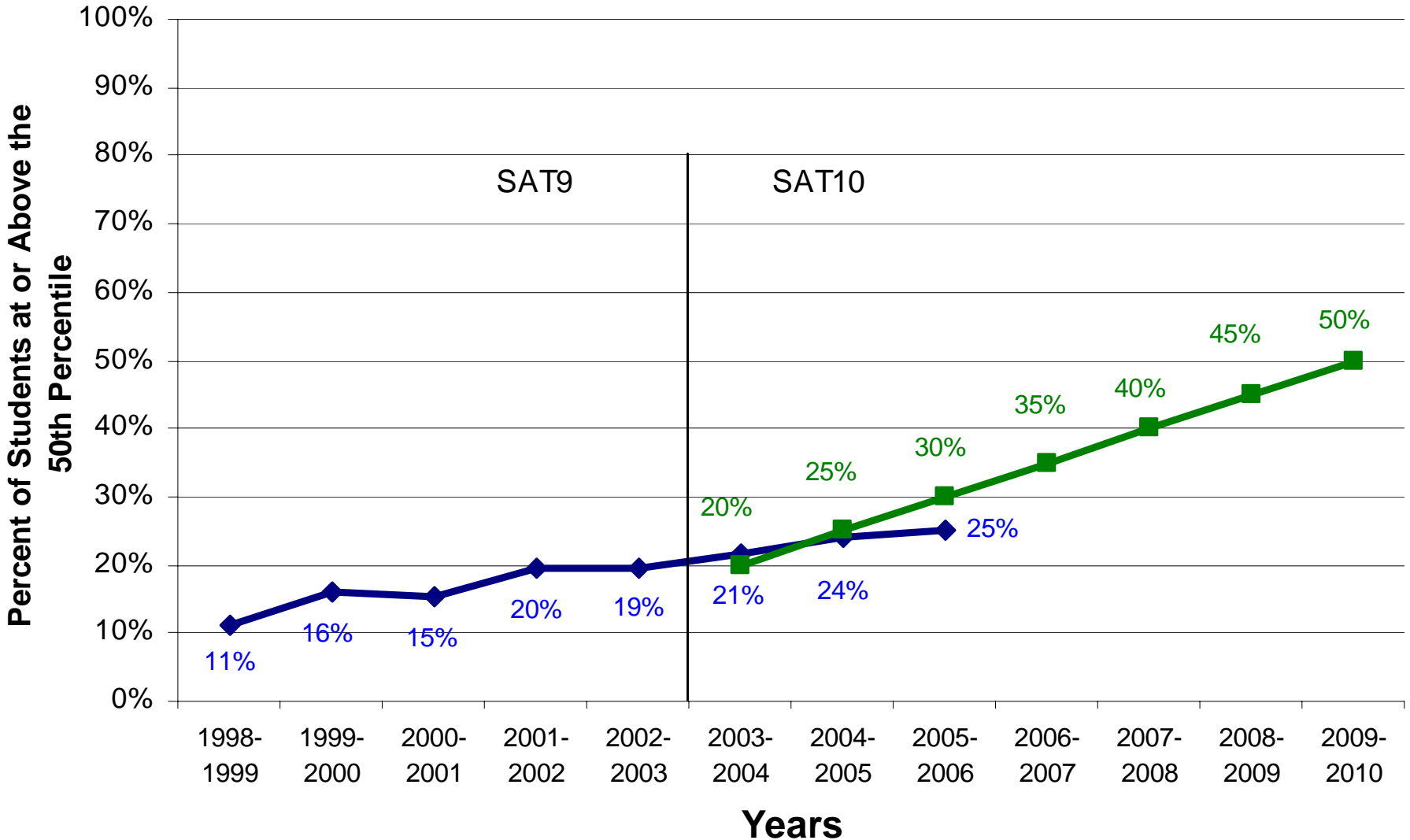
- State/District Assessments
- College Entrance Tests
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CNMI Accountability System

Adequate Yearly Progress

SAT9/10 Complete Battery Trends All Grades Tested

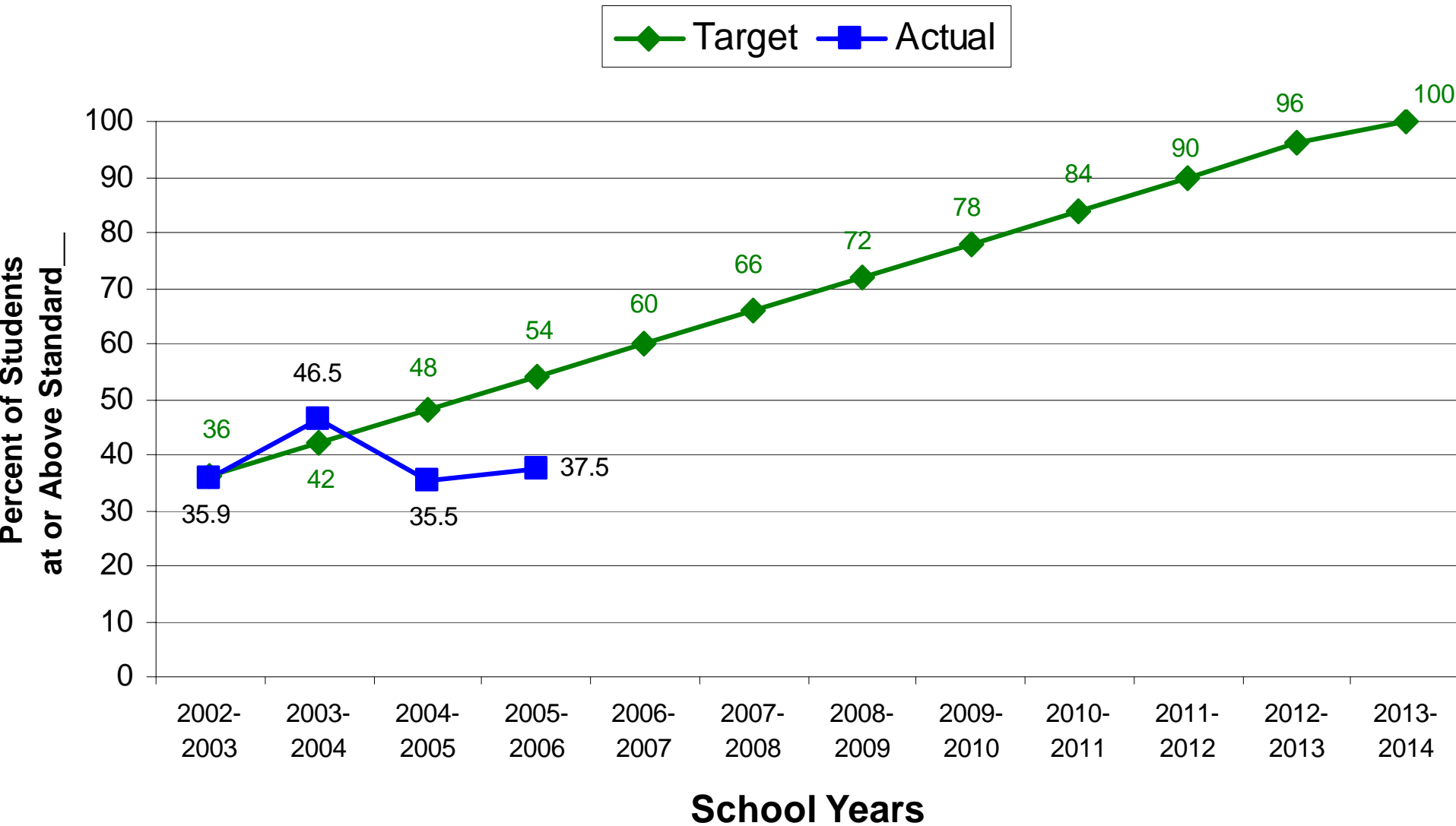


CNMI PSS - Adequate Yearly Progress

AYP Targets on the Stanford Achievement Test

AYP is an academic achievement accountability measure. The CNMI PSS has selected as its AYP goal that 50% of the students tested on the SAT10 will be at the 50th percentile level by the year 2010 using the Complete Battery Measure. In other words, it is expected that by the year 2010, the CNMI PSS average score will match the national norm. The content areas included in the Complete Battery are reading, language arts, math, science, social studies, spelling, listening, and thinking skills. The *No Child Left Behind Act of 2001* (NCLB) requires that 95% of the students be tested either on the regular assessment, the regular assessment with accommodations for special education students, or the alternate assessment for severely handicapped students. This table includes information on students with and without an individualized education plan (IEP). The percent tested requirement was met in grade levels 3 and 5 and not met in grade levels 6, 8, 9, and 11.

Annual Yearly Progress on CNMI PSS SBA Reading, Writing, and Math Assessment

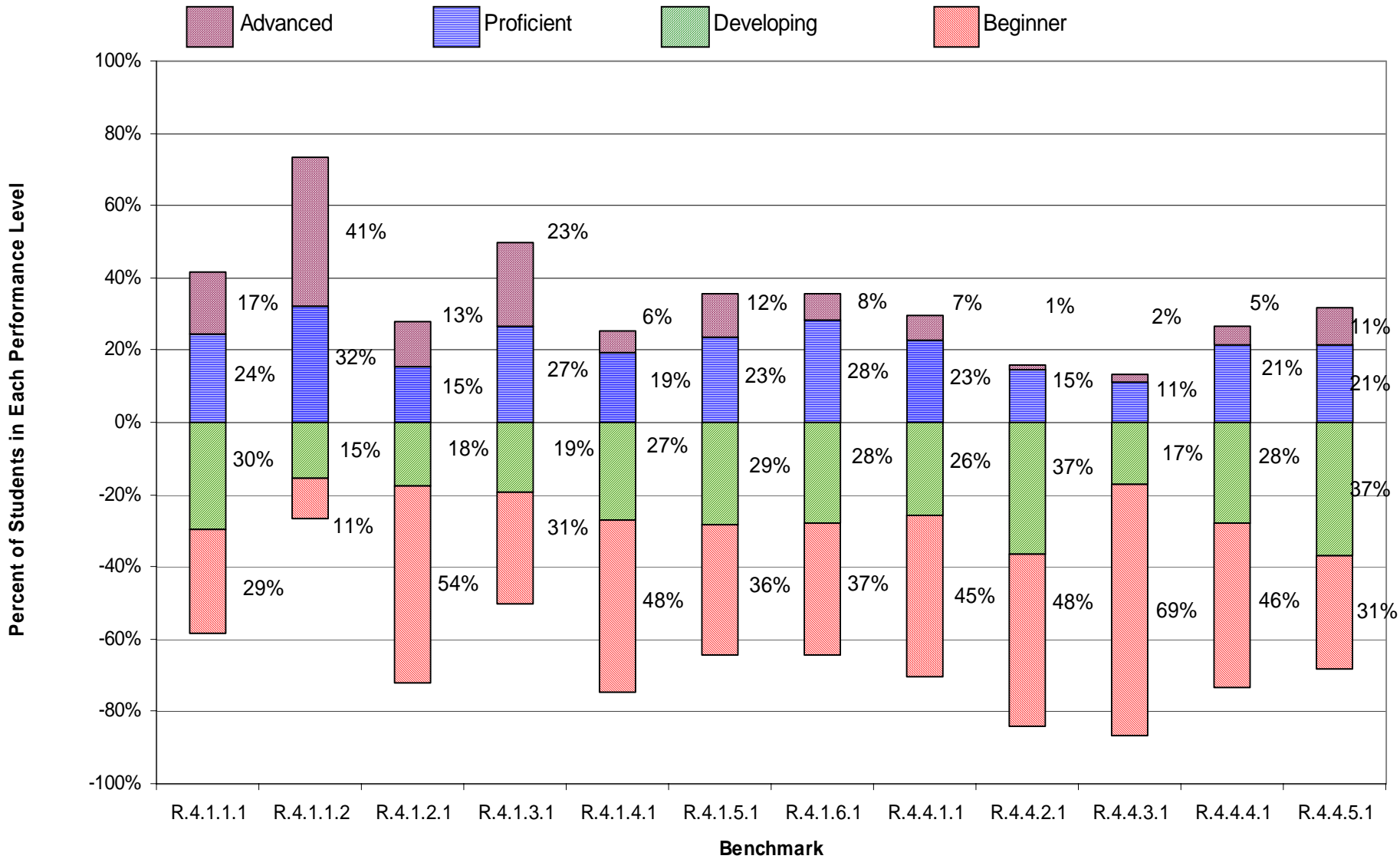


CNMI PSS AYP Targets and Trends on the CNMI PSS Standards-Based Reading, Writing, and Math Tests

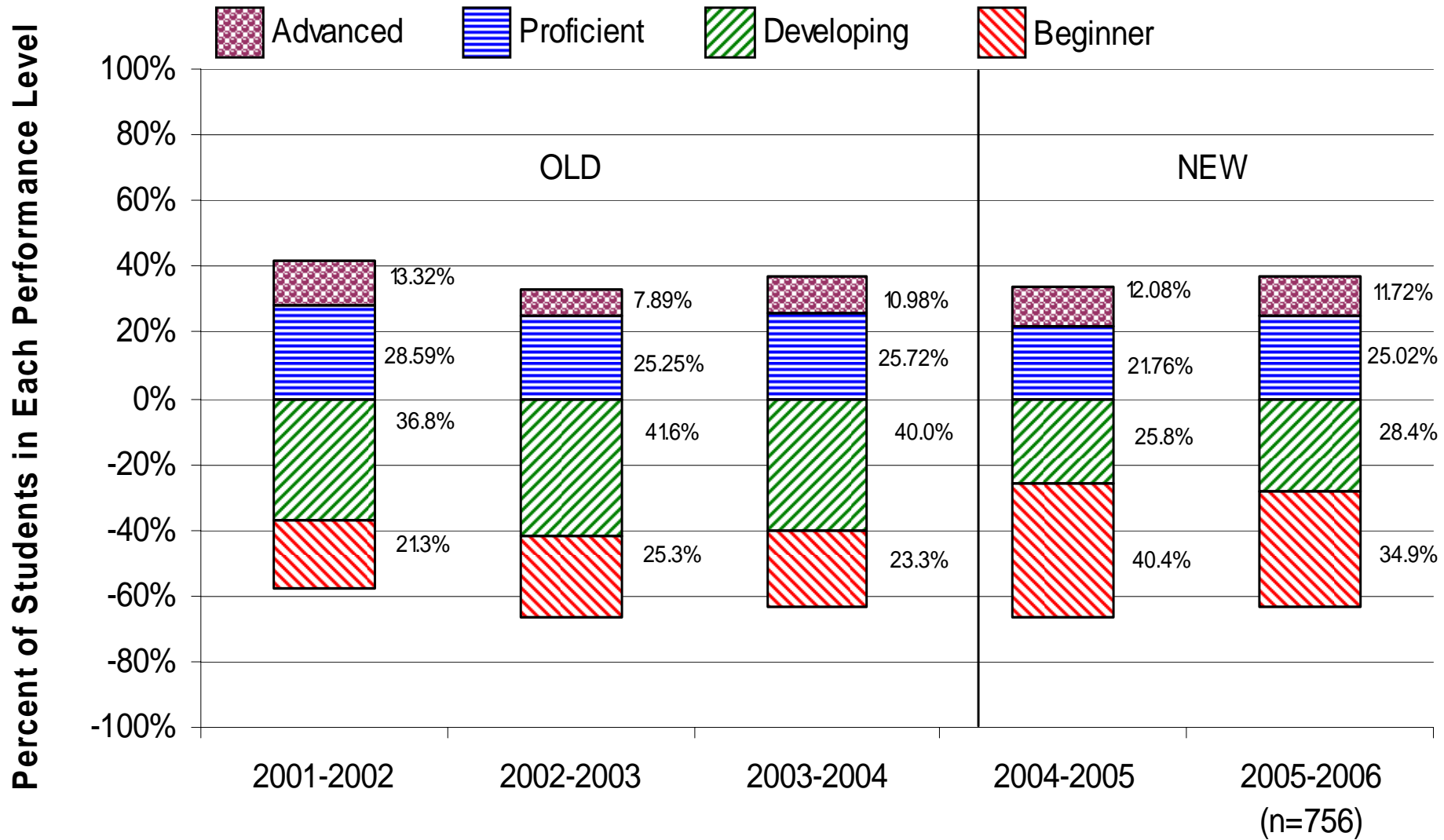
Adequate Yearly Progress (AYP) is an academic achievement accountability measure. CNMI PSS has selected as its AYP goal that all students will meet or exceed challenging performance standards by the year 2014. This goal is identical to the NCLB mandate. The content areas for AYP include reading, writing, and mathematics. Reading is tested at grades 4, 8, and 11. Writing is tested at grades 5, 7, and 11. Math is tested at grades 3, 7, and 10. In addition, NCLB requires that 95% of the students be tested either on the regular assessment, the regular assessment with accommodations for special education students, or the alternate assessment for severely handicapped students. This table includes information on students with and without an individualized education plan (IEP). The percent of students tested was met in grade levels 3, 4, and 5 and not met in grade levels 7, 10, and 11.

CNMI PSS has developed a series of criterion-referenced standards-based tests designed to measure CNMI PSS standards and benchmarks in reading, writing, math, science, and social studies. These tests measure how well students are learning related to local content and performance standards. Reading is measured in grade levels 4, 8, and 11; writing in grade levels 5, 7, and 11; math in grade levels 3, 7, and 10; science in grade levels 4, 8, and 12; and social studies in grade levels 3, 6, 8, and 12.

CNMI Accountability System PSS Overall Grade 4 Reading Standards-Base Assessment 2004 - 2005



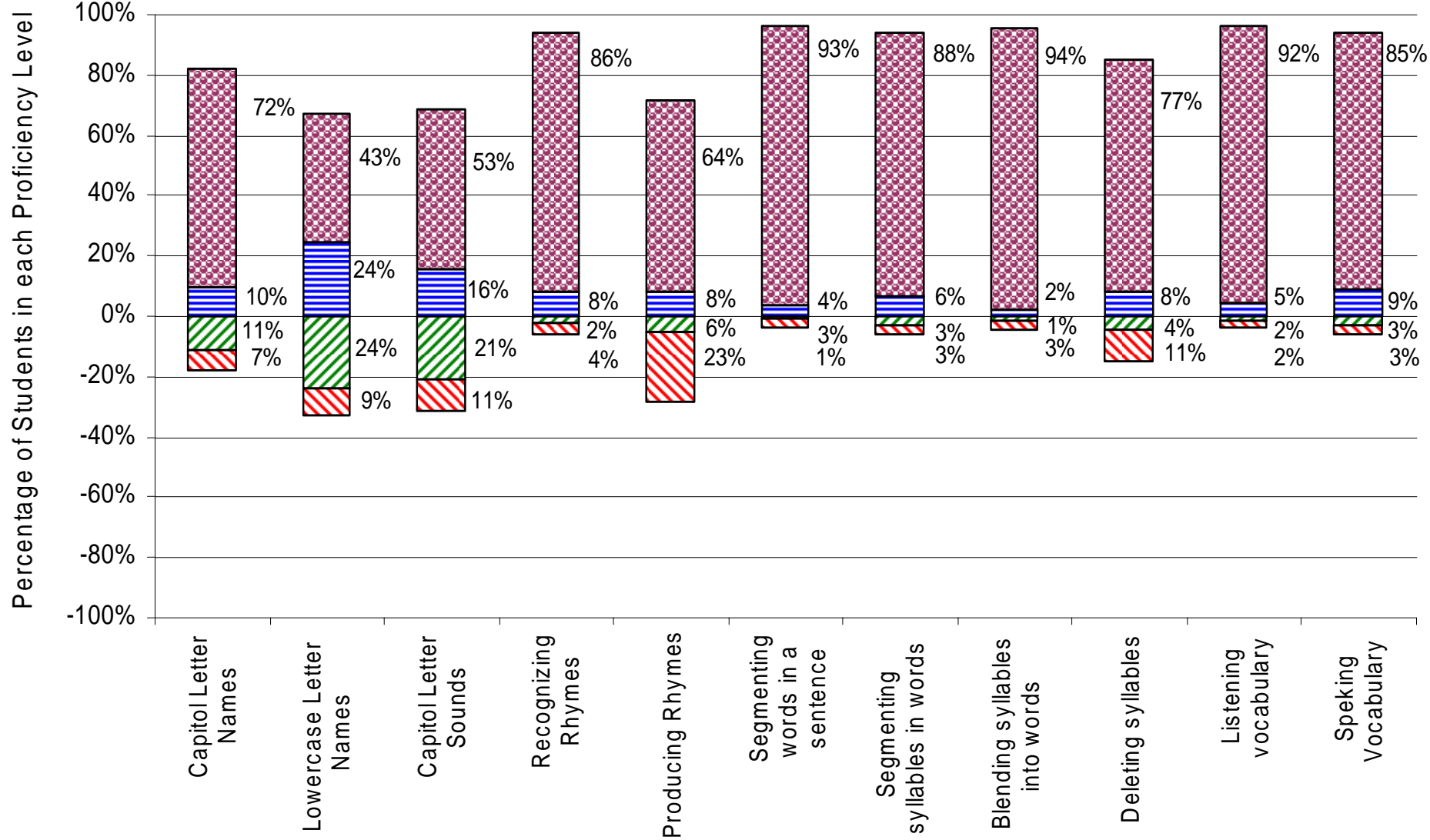
CNMI Accountability System PSS Overall Grade 4 Reading Aggregate Scores



CNMI PSS has developed a battery of early reading tests designed to measure reading skills and knowledge of students in grade levels K–3. These tests meet the criteria for the Reading First initiative. All students in grade levels K–3 were measured at the beginning, middle, and end of the school year. Beginning-of-year tests were used to identify early reading strengths and weakness of each child. Mid-year tests were used to measure student progress in learning pre-reading skills. End-of-year tests were used to measure impact of instruction and each student's pre-reading skills.

CNMI Public School System Reading First Assessment Kindergarten PSS Overall 2006

Advanced
 Proficient
 Developing
 Beginner



Perspectives of Chamorro and Carolinian Languages and Cultures - Teaching and Learning

- Integral and Part of the current system of Standards Based Education and Accountability System
- Growing External Networks of Non-Educational Agencies – as part of source of teaching and learning
- Home and Families as Major and Main effort Of support and To Support
- Involvement and Support of All Aspects of Community for Resources Support
- Continuous Research and Development

CNMI PSS Building & Growing Capacity to....

- Maintain 16 state level assessments that are valid and reliable measures of the standards and benchmarks
- PEDMS as the data-base for student and teacher demographics, teacher quality, student achievement data, and reporting (State and School Level System)
- Running a Scoring Center for all state level assessments (constructed items for reading and writing)
- Scanning all selected response items

Accounting For What Works!

- Data Driven Decision at all Levels of the System
- Systemic Approach focus on student achievement targets – Policies and Practices Implications
- Target Resources on students performances
- Target Professional Development on needs of teachers and administrators based on student performance data
- Accountability of and for student learning at all levels of the organization
- Leading and Growing Capacity from Within
- Mentoring and Monitoring as a source of support

CNMI PSS Building & Growing Capacity to....

- Grow Leadership from within
- Grow Expertise from within
- Teacher/Student and School as the Unit of Change for growth and development
- Policy refinement and alignment as a result of what works and what need to work

Where Do We Go From Here?

Si Yu'us Ma'ase yan Ghiliisou

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