



Focused Strategic Plan

Secretary of Education
FSM Department of Education
2009

Federated States of Micronesia

FSM Department of Education

Focused Strategic Plan

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Executive Summary

This Focused Strategic Plan (FSP) describes the planned activities of the National Department of Education (NDOE) for the period 2009-2015. The activities are designed to achieve the education goals contained within the national Strategic Development Plan 2004-2013 as well as the Millennium Development Goals for education.

Five education goals have been identified. These are:

- Improve the quality of learning in the FSM.
- Improve the quality of teaching in the FSM.
- Consolidate performance monitoring and data based decision-making system.
- Strengthen participation and accountability of the education system to communities.
- Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.

Each goal is introduced with a summary of the issues underpinning the goal. The main issues are poor student achievement, under-qualified teachers, poor leadership, inadequate data collection and reporting, poor community participation and lack of relevance of education evident in the emphasis on academic education to the detriment of vocational education.

Goals are presented in a matrix containing objectives, strategies and programs and indicators. Each goal matrix is followed by tables showing activities, staff responsible, timelines and costs.

NDOE will address the strategic goals through a range of programs and activities. Student learning will be improved through enhancement of learning opportunities, environments and resources. Teaching will be improved through professional development and performance monitoring and salary reform. Monitoring, decision and policy-making will be enhanced through the establishment of accreditation standards and more effective supervision, data collection and analysis. Community participation policies will improve community involvement in school management. More efficient and targeted use of resources will provide equal opportunities for relevant vocational post-secondary education and training as for academic study.

In accordance with its mandate, the NDOE will establish and monitor minimum standards for educational administration, programs and facilities provide technical assistance, coordinate foreign assistance and issue reports.

The NDOE, in cooperation with the states and the college, will develop a national system of support to SDOEs and improve the provision of technical assistance to states through the development of statutory program guidelines and more efficient planning and targeting of support. Accountability in the education sector will be improved through public disclosure of student, school and state performance data as well as other measures that fall under the remit of the Secretary.

In the first year of the plan, NDOE will focus on strategic priorities, including;

- accreditation,
- teacher certification and professional development
- data management and reporting
- development of a Statewide System of Support, with special emphasis on providing support to Chuuk
- Improving access to vocational educational opportunities for all students.

These priorities have been translated into the action plans laid out in detail in the section titled Strategies and Programs and in the activity matrix for the Integrated Plan for 2009 . 2009 which is to be found in Appendix 4.

Background to the Federated States of Micronesia

Location

The Federated States of Micronesia (FSM) is composed of the States of Chuuk, Kosrae, Pohnpei, and Yap. From Yap in the west to Kosrae in the east, the FSM is spread over 2,500,000 square kilometers of the Northern West Pacific. The 607 different islands of the FSM dot this immense expanse of ocean. Seventy-one of the islands are inhabited. From the lush, green high islands of Pohnpei and Kosrae to the outer island atolls of Pohnpei, Chuuk, and Yap, the islands of the FSM are dots on the immense expanse of the Pacific Ocean. The State capitals are connected by Continental/ Micronesia 737 service that also allows access to international destinations. Normally service is provided only once a day either east bound or west bound. Travel to and from Yap to other FSM States is via Guam and is only available three days a week. While small commuter planes connect a few of the outer islands, most of these islands are joined only by ocean going field trip ships. Normally it will be a month or more between visits to the islands with only a few hours stop at each island.

Languages

The FSM has over 13 major languages or dialects. No two States share the same major language; however, many of the FSM citizens are able to converse in more than one FSM language. English is the unofficial, official language of the FSM and the primary means of communication among the citizens of the different states in the FSM and the language of government and business. However, English is the first language of less than perhaps two per cent of FSM students. Virtually all of FSM students are of Limited English Proficiency (LEP). While English is the glue that binds, each FSM State must deal with development of instructional materials in both English and one or more local languages. Community education and awareness programs of necessity must be in both the individual communities language(s) and in English.

Table 1 shows States of the FSM and each of the languages that it must deal with in its instructional program. A note should be made of the Pohnpei situation. Due to its status as the site of the FSM National Government Offices, substantial percentages of all the languages are present in the school system and the work force.

Table 1	
Major Native Languages of the FSM	
State	Languages
Yap	Yapese: Satalwalese: Ulithian ¹ : Woleian ¹
Chuuk	Chuukese: Mortlockese: Western
Pohnpei	Pohnpeian; Pinglapese; Mwoakilese (Mokilese); Sapwuafikese (Ngatikese); Nukuoroan ² ; Kapingamarangian ²
Kosrae	Kosraean
¹ While the areas where Ulithian & Woleian are spoken are politically part of Yap, they actually have a basis in Chuukese.	
² Nukoroan and Kapingamarangian are descended from the Polynesian language group.	

The FSM languages, while part of the general Proto-Austronesian language structures, are spoken nowhere else in the world.

For FSM languages, the Pacific Asian Language Institute (PALI) developed grammars and dictionaries in Yapese, Woleian, Chuukese, Mortlockese, Pohnpeian, Mokilese, Nukuoroan, Kapingamarangian, and Kosraean. Since the grammars and dictionaries were developed, all of the languages, except Pohnpeian,

have been the objects of new orthographies. Significant effort will have to be expended on the grammars and dictionaries before they can be used as the basis for curriculum and instructional materials development.

The NDOE has developed National Curriculum Minimum Standards in Vernacular Language for ECE to Grade 12. However, the curriculum is not widely implemented or resourced and there is little instruction in local languages beyond Grade 3. While there are some simple concept books and dictionaries for ECE to Grade 2, there are few advanced or extended texts available for study in local languages from Grades 3 to 12. Most instructional materials are purchased English language texts. Each of the FSM States has the task of developing materials in local languages.

To preserve the culture and traditions for its people and to prepare them for communication with the world at large, the FSM seeks to develop a bilingual society. The education system is bilingual, with English becoming the language of instruction after Grade 3, when students have already mastered literacy skills in their vernacular language. The system is one of maintenance of the vernacular language and instruction in the vernacular should continue up to Grade 12.

Political System

The Federated States of Micronesia is composed of the states of Chuuk, Kosrae, Pohnpei and Yap. The FSM national capital is located in Palikir, Pohnpei.

The constitution

The FSM has entered into a Compact of Free Association with the United States of American. The Compact sets forth a unique relationship between the FSM and the United States where financial and other assistance is made in exchange for certain defense related concerns. The Compact offers free access to the United States by FSM citizens for education or employment purposes. FSM citizens may also join the U.S. military.

The vast majority (98+%) of funding for the education system in the FSM comes from the economic assistance provided by the Compact of Free Association. The two major education funding sources are the Education Sector Grant (ESG) and the Supplemental Education Grant (SEG). The FSM Congress has established a formula for distribution of overall compact between the states and the national government. The national and state governments determine the portion of overall compact funds that are available for use by the education sector. The SEG is treated as a federal education program by the US. Both grants are reviewed by the Honolulu office of the US Department of Interior/s Office of Insular Affairs (OIA) and the US Department of Education. The OIA's Honolulu office functions as a secretariat for the Joint Economic Management Committee (JEMCO) composed of 3 U.S. and 2 FSM members which makes final decisions on the use of Compact funds. The FSM also directly participated in US Special Education Programs and has access to compete for some competitive grants from the US Department of Education. Use of compact funding is guided by the FSM/US Fiscal Procedures Agreement (FPA).

The FSM Education System

Roles and responsibilities of the National Department of Education and State Departments of Education

The National Department of Education was formed from the Department of Health and Social Services by Presidential Decree in 2008.

In 1990 a constitutional amendment sought to clarify the relationship between national and state departments of education. The amendment delegated the following powers to Congress:

to promote education and health by setting minimum standards, coordinating state activities relating to foreign assistance, providing training and assistance to the states and providing support for post-secondary educational programs and projects.

Title 40 of the FSM Code outlines the authority of the Secretary of Education as follows:

The Secretary of Education shall have the authority to administer and coordinate the educational system of the Federated States of Micronesia consistent with the National powers set forth in the FSM Constitution to do the following:

- (a) Promote education by setting minimum standards for educational administration, programs, and facilities;
- (b) Coordinate efforts to obtain foreign assistance for the States and to distribute foreign aid for education in an equitable manner which will provide the maximum benefit to the students of the FSM;
- (c) Provide technical assistance to the States concerning educational administration, programs, facilities, and training; and
- (d) Coordinate efforts which seek to meet the needs of FSM students in the area of post-secondary education, including FSM students at home and abroad, scholarships, and transfers among colleges.

The roles and responsibilities of the NDOE are further described in Title 40 (See Appendix 1) and Presidential mandate (Executive order No1 section VII). These include:

- Administration and coordination of the Education System
- Establishing and monitoring Standards
- Developing Programs
- Providing Technical Assistance
- Conducting School Accreditation
- Conducting Teacher Certification
- Supporting post-secondary education programs and projects
- Chartering Private schools.

The relationship between the NDOE and SDOEs is a strategic issue. The FSP strengthens the role of the NDOE by focusing on its core missions, to set, monitor and report on education standards and to provide technical assistance to ensure that all standards are achieved. The FSP also highlights the role of the SDOEs and details how the NDOE will strengthen statutory legislation to ensure that SDOEs are aware of and meet their responsibilities.

Clarification of the roles of NDOE and SDOEs through the development of policy and legislation is a strong feature of the Focused Strategic Plan. Policy and regulation will be established following the FSM Constitution and the administrative procedures laid out in FSMC Title 17 Chapter 1: Sections 102 . 104. State roles and responsibilities are stated in State Constitution Codes as well as department policy handbooks. Unfortunately, some policy handbooks are out of date and are no longer being used to guide the operations of the SDOEs.

The NDOE depends heavily on the cooperation of SDOEs in the implementation of standards. Unfortunately, a recent Management Audit for Yap SDOE showed that the SDOE was in compliance with 15 of 122 criteria derived from the State Constitution, State Code and its own policy handbook, a compliance rate of 12.29% (<http://www.fsmed.fm/pdf/Yap%20State%20Audit%20Report.pdf>). The NDOE currently lacks a range of sanctions, positive or negative, to apply to SDOEs in the event of their success or failure in applying standards.

Further analysis of the roles of NDOE and SDOEs is contained in Appendix 3.

Education Financing

The FSM offers free compulsory public education from the 1st Grade through age 15 or completion of the 8th grade. High School attendance is free but not compulsory. Early Childhood Education (ECE) is provided through SEG funding, with plans for integration into the mainstream education service.

The FSM has one Institute of Higher Education. The College of Micronesia-FSM (COM-FSM) has campuses in each state and a national campus in Pohnpei. COM-FSM offers associate degrees, third year programs in education and business and Bachelor degree programs in cooperation with partner universities. In Spring 2009, COM-FSM graduated 121 students, 64.4% from academic and 35.5% from vocational courses.

Under the Compact of Free association the FSM education system annually reports on 20 JEMCO Indicators. The National Standardized Testing (NST) program monitors the levels and improvement of student achievement at grades 6, 8, and 10. The 2009 JEMCO report is attached as Appendix 2.

The education and health sectors have been deemed the priorities for both operational and infrastructure funding under the current Compact.

Expenditure on education largely derives from Compact economic assistance and supplementary funding from US sources. Grant funding rates for FY 2009 are shown in Table 2.

Table 2	
Grant Funding rates for FY 2009	
Source	Amount US\$
Compact Education Sector Grant	29,013,338
Supplemental Education Grant	12,475,439
Pell Grants	8,213,146 ¹
Infrastructure	7,301,635 ²
Total	57,003,558
¹ 2006 figure	
² 30% of 24,338,784	

In 2008, the Gross domestic product for FSM was 238.1 million. Table 3 shows that 23.93% of GDP was derived from Education grants.

Table 3			
2008 Education Grants from US as a % of GDP			
GDP US\$ millions	Source	Education Grants US\$ millions	Source
238.1	http://www.spc.int/prism/Country/fm/stats/Economic/NAacct/gdp-summary.htm	57.0 approx (ESG, SEG, PELL)	US DoI JEMCO Resolution

Education Grants amounted to 23.93% of GDP in 2006			

Table 4 shows the education spending of selected countries as a percentage of their GDP (<http://www.oclc.org/reports/escan/images/edpercent.swf>). If education grants to FSM are considered as spending on education, the FSM spends a considerably greater proportion of its GDP on education compared to other countries.

Table 4	
Education spending as a percentage of GDP	
Country	Education spending as a percentage of GDP
USA	4.8
Marshall Islands	11.8
Palau	10.3 ¹
FSM	23.93

¹ <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2206rank.html?countryName=Micronesia,%20Federated%20States%20of&countryCode=fm®ionCode=au#fm>

The FSM National Department of Education shows annual per capita spending per pupil enrolled on its websites of JEMCO education indicators. Table 5 shows Indicator 17 for school year 2007-2008: (http://www.fsmed.fm/indicator_17_08.html)

Table 5		
JEMCO Indicator 17; Per Pupil Expenditure 2008		
State	Total expenditure	Per pupil expenditure
Chuuk	\$9,014,491	\$565
Kosrae	\$5,008,047	\$2,051
Pohnpei	\$12,128,672	\$1,120
Yap	\$5,933,968	\$1,899
FSM	\$32,085,178	\$992

Per pupil expenditure shows considerable variation between FSM states, with Kosrae reporting almost 400% higher per pupil expenditure to that of Chuuk. However, Chuuk reported spending well below the level of COMPACT funding.

Table 6 shows Indicator 17 from the 2009 draft JEMCO report. This report uses the actual ESG and SEG allocation rather than the reported expenditure. Infrastructure grants are not included in this calculation.

Table 6				
Indicator 17: Draft JEMCO Report 2009				
State	Total ESG and SEG allocated	Enrollment	Per pupil grant	NST %
Chuuk	\$15,483,527	14,930	\$1,037.07	35.46
Kosrae	\$3,898,425	2,043	\$1,908.18	51.41
Pohnpei	\$10,627,738	10,629	\$999.88	54.83
Yap	\$6,066,702	3,150	\$1,925.93	54.55
FSM	\$32,085,178	30,752	\$1,043.35	

Analysis of tables 5 and 6 shows that some states may have underspent while others overspent in 2008. Anomalies may also have arisen due to inaccurate reporting. Table 7 shows per pupil expenditure on elementary and secondary students in neighboring and other countries. Figures for FSM are drawn from Table 6.

Table 7	
Per pupil expenditure in neighboring and other countries	
Per Pupil Expenditure \$	Country / State
500-999	Pohnpei, Samoa, Tonga, Marshall Islands
1000 - 1999	FSM, Kosrae, Chuuk, Yap, Fiji, Malaysia,
2000-2999	Poland, Estonia
3000-5999	Guam ¹ , Australia, South Korea, Finland,
6000 +	USA, Japan, Norway
Source (http://www.uis.unesco.org/template/pdf/ged/2007/EN_web2.pdf).	
¹ http://www.guamopa.com/docs/GPSS_CR.pdf	

Student Performance

The FSM Strategic Development Plan (SDP) identified a number of critical issues that require strategic action by the National Department of Education (NDOE). The most pressing issue identified is the low level of student achievement across all education sectors as measured in national standardized tests. The SDP noted that, *the learning outcomes of elementary schools are very poor. FSM grade 8 students were achieving approximately 63% of US standards for grade 2 and 39% against expected grade 6 standards.* This means that 63% of Grade 8 students were reading at US Grade 2 level. Since the SDP was written, data indicates that student achievement has continued to decline.

Table 8 shows student performance rankings based on a global student assessment of 15 year olds in reading from the Program for International Assessment (PISA) 2006. The table shows that Poland and Estonia, with per pupil expenditures just above FSMsq ranked 9th and 13th. The USA ranked below 20.

Table 8					
International rankings from the Program for International Assessment					
Rank	Country	Rank	Country	Rank	Country
1	South Korea	6	Ireland	11	Netherlands
2	Finland	7	Australia	12	Belgium
3	Hong Kong	8	Liechtenstein	13	Estonia
4	Canada	9	Poland	14	Switzerland
5	New Zealand	10	Sweden	15	Japan
Source (http://en.wikipedia.org/wiki/Programme_for_International_Student_Assessment#Results)					

The SDP also noted that, *the learning outcomes of secondary schools are very poor. For mathematics secondary schools, the mean score of students has remained well under 50% during the period 1995-2000. The public secondary system is inheriting students from the elementary system who are already lagging well behind in performance. This critical failure at the entry point of the education system makes any ongoing education problematic.*

In addition, the Strategic Development Plan noted that, *vocational education and post-secondary systems also have problems with the quality of their educational outcomes. Both are critically affected by the weaknesses of the secondary education system. In vocational education, the quality of teaching and the poor facilities are further impediments to producing high quality graduates.*

Data analysis provided by the division of basic Education and Accreditation shows that the issue of poor student academic performance has persisted since the strategic plan was written. NST data for 2005-2008 shows an overall decline in student performance.

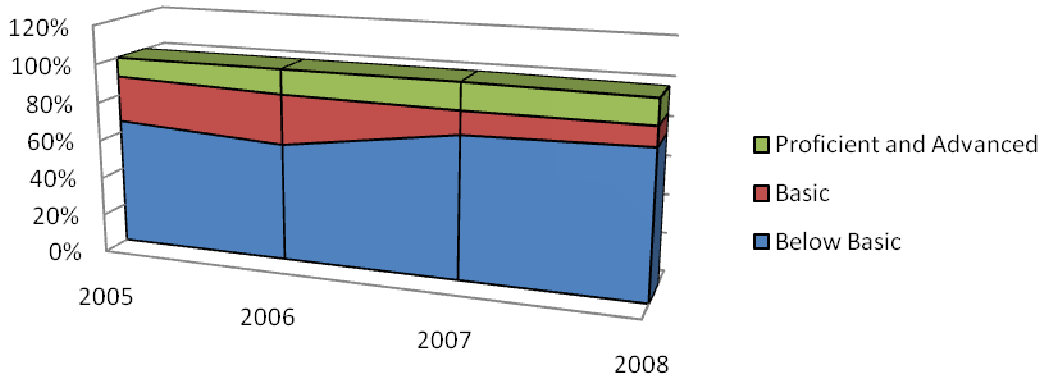
The NST is a competency-based standardized test based on the skills contained within the national curriculum. As such, the expectation is that the majority of students will score highly, demonstrating mastery of the curriculum skills. The NST uses the following grading system:

0% - 69% = Below Basic. This category represents a fail.

70% - 100 % = Basic, Proficient and Advanced: These categories represent a low to high pass.

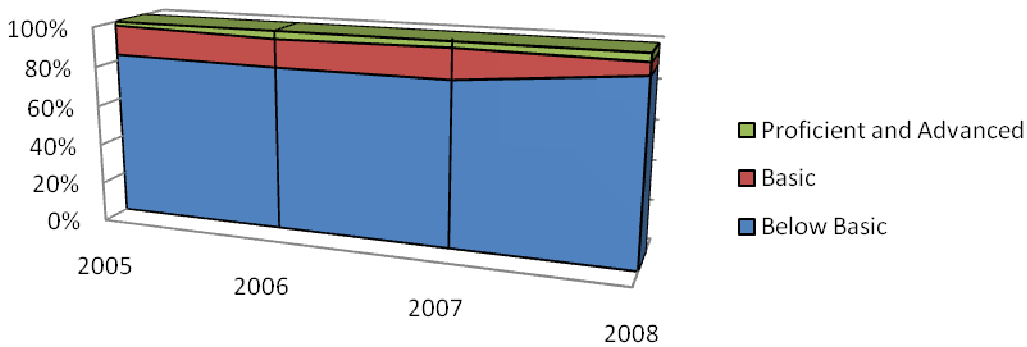
NST results in Grade 6 Language Arts and Mathematics show declining levels of student achievement. In 6th Grade Language Arts, the percentage of students achieving a pass decreased by from 34% in 2005 to 23% in 2008.

6th Grade Language Arts



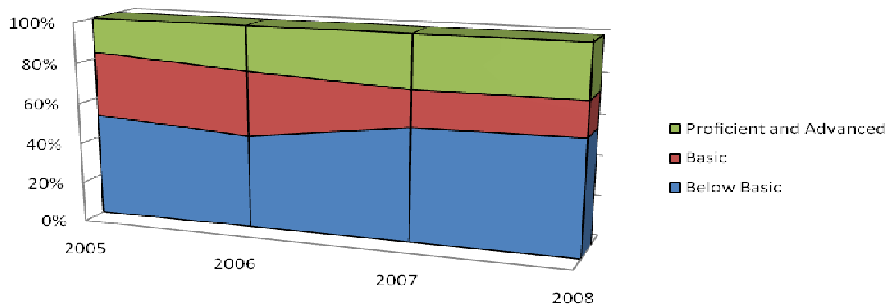
In Mathematics, the percentage of students achieving a pass decreased by from 17% in 2005 to 11% in 2008.

6th Grade Mathematics



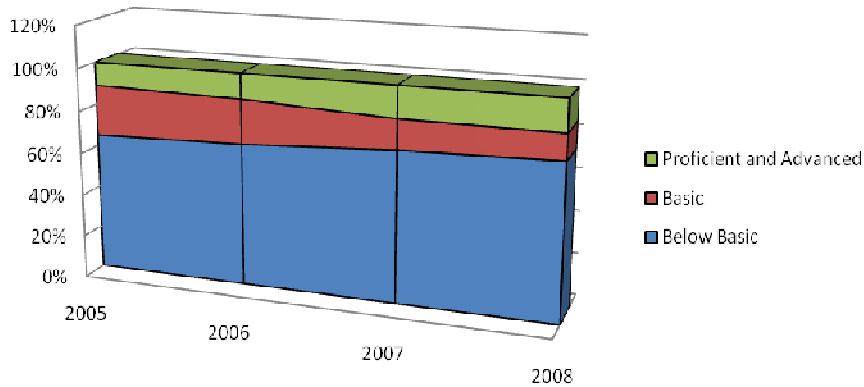
In 8th Grade NST Language Arts, Mathematics and Science there was also declining student performance. The percentage of students passing in Language Arts declined from 49% in 2005 to 44% in 2008.

8th Grade Language Arts

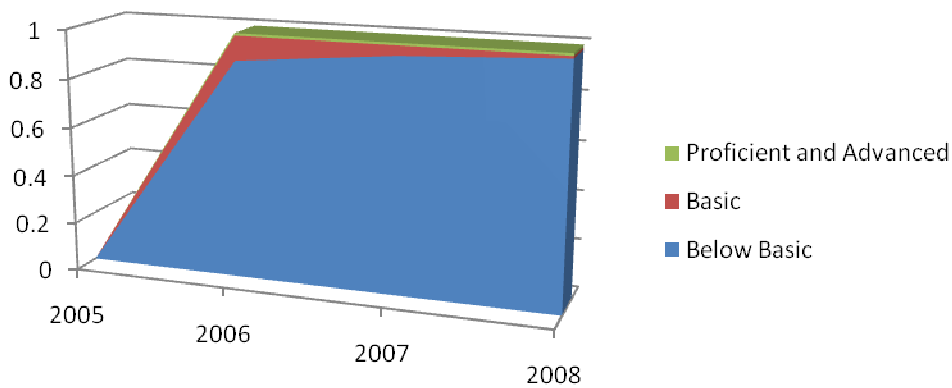


The percentage of students passing in Mathematics declined from 35% in 2005 to 27% in 2008.

8th Grade Mathematics

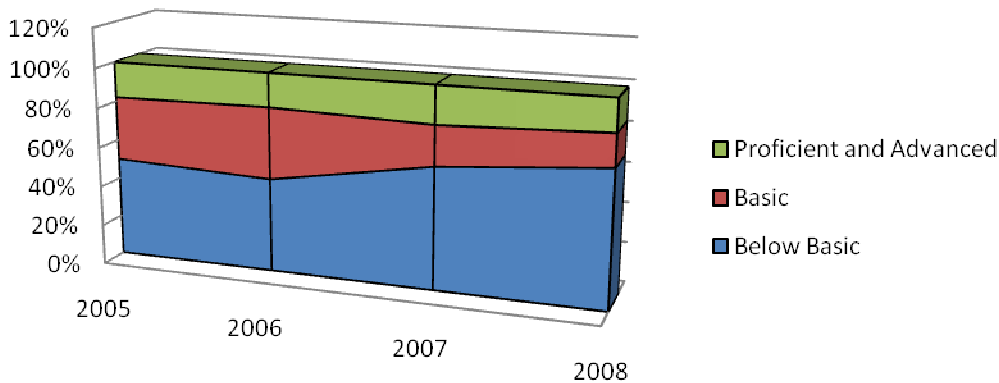


The percentage of students passing in Science declined from 11% in 2006 to 2% in 2008. Science was not tested in 2005.



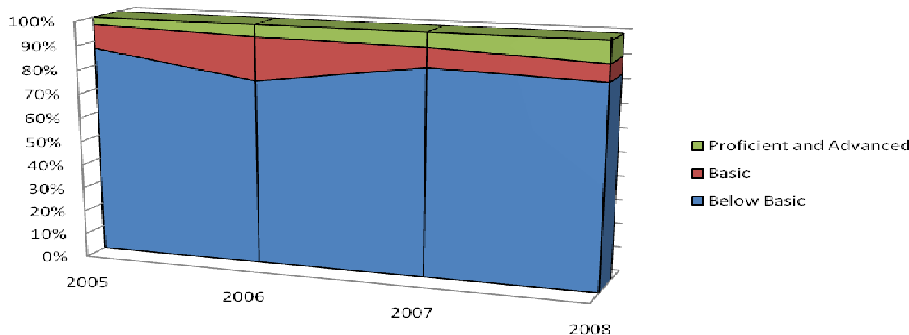
In 10th Grade NST Language Arts there was also declining student performance. The percentage of students passing the test declined from 40% in 2005 to 32% in 2008.

10th Grade Language Arts



In 10th Grade NST Mathematics there was an improvement in student performance. The percentage of students passing the test increased from 13% in 2005 to 17% in 2008.

10th Grade Mathematics



Analysis of individual test items shows some indication of steady improvement in the percentage of correctly answered questions in the 6th Grade Language Arts NST between 2005 and 2007. However, this steady increase is not enough to raise students out of the Below Basic category.

Testing by COM-FSM (2008) showed that only 8.9% of high school students were ready to take degree level English courses and 15% were ready to take college level mathematics courses.

Observers often note that in the FSM, private schools perform better than public schools. The COM-FSM entrance test (COMET) results for 2009 indicate that private schools such as Xavier and Yap SDA have the highest student success rate, with 100% and 80% acceptance to AS/AA degree courses. The most successful public school is Kosrae High School, with a 45% acceptance rate. Pohnpei Calvary Christian Academy had a 0% acceptance rate.

While it is true that some private schools do perform better than public schools, it must be noted that private schools, such as Xavier, are highly selective. In 2006, Xavier selected the top 35 students from 865 who sat an entrance test. The Xavier dropout rate is 30%, which means that only the best performing students take the COMET. A recent accreditation report by WASC noted that standardized test data shows most students scoring below US averages.

The teaching force

Education research by OECD (*How the World's best school systems come out on top*) suggests that an education system can only be as good as the quality of its teaching force. Although a Teacher Certification Policy has been in place since 2008, only a fraction of teachers are currently certified. Congress Committee on Education noted on June 3rd 2009 that 41 teachers from a total of 1974 (3.4%) were certified

(<http://www.fsmcongress.fm/pdf%20documents/16th%20Congress/Committee%20Reports/SCR%2016-09.pdf>).

Opportunities for Professional Development for teachers to upgrade their professional skills are limited. An audit of Yap State Department of Education found that the department offered a total of 2 training Courses in the year 2007-2008: 72 hours of computer training for 16 teachers provided by the Technology division and 30 hours of Oral English training for 49 Grade 1& 2 teachers and Principals. This represents training for 65 of the state's 376 teachers (83% received no training). (<http://www.fsmed.fm/pdf/Yap%20State%20Audit%20Report.pdf>).

Conclusions

The FSM elementary and secondary school system represents a very poor return on annual investment. The FSM spends at least 23% of its GDP on education. Reported state spending per pupil varied from \$565 to \$2,051 in 2008. Actual allocations from ESG and SEG per pupil in elementary and high schools in 2009 ranged from \$999 to \$1,925. Per pupil expenditure in Yap and Kosrae is almost comparable to that of Poland and Estonia, who ranked 9th and 13th in a 2006 global student reading assessment survey. The almost comparable performance by Pohnpei with Yap and Kosrae suggests that raising per pupil allocation does not necessarily ensure better student performance.

Table 9 shows some evidence of inequity between states in the education system.

	% of teachers without an AA/AS degree	Student:Teacher ratio: elementary	Per Pupil Grant allocation 2009 US\$	% correct answers in NST Reading 2009 (draft)
Chuuk	47.15	18:1	1,037.07	35.46
Pohnpei	20.93	19:1	999.88	51.41
Yap	63.20	7:1	1,925.93	54.83
Kosrae	4.47	9:1	1,908.18	54.55

Students in higher spending states performed better than those in Chuuk but the same as those in Pohnpei. There was little difference between students performance in states with low student:teacher ratio and Pohnpei with the highest ratio. There was little difference in student performance in Kosrae, with only 4.47% untrained teachers and Yap with 63.20% untrained.

It should be noted that the 2009 NST Reading test is a benchmark referenced test and that the expected passrate is 70%.

2009 draft JEMCO Report Education data

Table 10. Number of Schools

1. Number of Schools by elementary and secondary level, including ECE/Sped centers					
State	ECE	Elementary	Secondary	Other	No. Schools
Chuuk	45	87	21		153
Kosrae	*	7	1		8
Pohnpei	*	31	3		34
Yap	26	30	3		59
FSM	71	155	28	0	254

Chuuk and Yap States have many small schools on scattered outlying islands. This presents problems in communication, transport, management, monitoring and supervision.

Table 11. Enrollment

State	Elementary		Secondary		Total	
	Male	Female	Male	Female	Male	Female
Chuuk	6027	5833	1469	1601	7496	7434
Kosrae	754	751	271	267	1025	1018
Pohnpei	4122	3968	1259	1280	5381	5248
Yap	1177	1058	500	415	1677	1473
FSM	12080	11610	3499	3563	15579	15173

Enrolment figures show a decline of 1,883 from 32,335 in 2008 to 30,752 in 2009. The net migration rate in 2009 was -21.03 per 1,000 population, suggesting that approximately 2100 people migrated out of FSM (https://www.cia.gov/library/publications/the-world-factbook/geos/countrytemplate_fm.html).

Out-migration cannot account for the full decline in enrollment. In 2009, Chuuk reported a fall in enrolment in private schools of 237, from 1672 in 2008 to 1435 in 2009. Yap, Kosrae and Pohnpei did not report enrolment in private schools. Movement from state to private schools cannot account for the decline in enrolment.

Table 12. Teaching Staff

5. Number and percent of staff by education level											
State	No degree		AA/AS		BA/BS		MA/MS		PhD		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Chuuk	186	237	185	211	38	39	4	1	0	0	901
Kosrae	6	2	87	82	14	9	0	0	0	0	200
Pohnpei	6	23	195	179	55	38	0	1	0	0	497
Yap	107	116	90	43	8	11	1	0	0	0	376
FSM	305	378	557	515	115	97	5	2	0	0	1974
Percent	15.45%	19.15%	28.22%	26.09%	5.83%	4.91%	0.25%	0.10%	0.00%	0.00%	100%

The total number of teaching staff has declined from 2255 in 2008 to 1974 in 2009. Chuuk has reported a loss of 47 teachers and Pohnpei a loss of 234. Yap and Kosrae reported no change. This suggests that State reporting of data is incorrect or that States are not responding to falling enrollment by reducing staff levels.

The data shows that 34.60% of current teachers, mostly in Chuuk and Yap, are not qualified with the basic academic degree needed for certification. This is a slight reduction from 37.52% without qualifications in 2008.

The draft JEMCO report in Appendix 2 shows a number of inconsistencies and anomalies that reveal poor collection, collation and analysis of important education data. This is one of the reasons why Goal 3 of the FSP focuses on improving data management.

National Department of Education Vision and Mission

Vision

The National Department of Education provides high quality services that support an effective and efficient education system that meets the development needs of the people of FSM.

Mission

The mission of the FSM Department of Education is to provide equal access to education for all the citizens of the FSM and to develop in our young people the essential attitudes, skills and knowledge that will enable them to participate in and contribute to the development of their communities, state and the nation but also to provide appropriate education for young adults who may be able to work elsewhere in the world. It is also the mission of the national education to assist the FSM States to help the young people to understand and respect their culture and heritage, to recognize and influence changes occurring in modern and traditional lifestyles, to develop interest and respect for their own environment as well as others.

FSM NDOE should be productive, transparent with loyal, caring and competent staff committed to provide consistent specialized and evidence based assistance to ensure significant annual improvement of performance of all students and teachers as shown on the national standardized tests and students exit with competitive knowledge and skills with good health and character.

Introduction to the Focused Strategic Plan

Purpose of the Focused Strategic Plan

The FSM Strategic Development Plan (SDP) was developed in 2004. This Focused Strategic Plan (FSP) is aligned to the SDP. The FSP reaffirms goals and sets out strategies to achieve the five goals for education identified in the SDP.

The FSP strengthens the mission of the National Department of Education (NDOE) by focusing the department on activities that will address the critical issues in education identified in the SDP; low student achievement, poor quality teaching, poor data management, lack of public participation and lack of relevance.

Current policy and legislation define the roles and responsibilities of the NDOE and State Departments of Education (SDE). The FSP clarifies the inter-relationship between National and State Departments of Education. Clarification of the inter-relationship helps the NDOE to focus on its mandate and to identify where new or revised policy and legislation are required.

Plan duration

The FSD is a five-year plan that fits within the FSM SDP timeframe of 2004-2025. The FSP contains detailed activity timelines for July 2009 . August 2010 and measurable indicators for September 2010 . September 2015.

The FSP harmonizes with the Millennium Development Goal for Education:

- Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Indicators of success for this goal are:

- Net enrolment ratio in primary education (2015 target is 100%)
- Proportion of pupils starting grade 1 who reach last grade of primary (2015 target is 100%)
- Literacy rate of 15-24 year-olds, women and men (2015 target is 100%).

Plan development process

The FSP has been developed by the Secretary of Education in consultation with the FSM President, staff of the NDOE and State Directors of Education.

The development process has included meetings, workshops and consultations.

The goals of the FSP are derived from the FSM Strategic Development Plan. Critical issues identified in the SDP were further analyzed by staff of the NDOE.

Work-plans will become the basis of an internal management system that will enable the Secretary of Education and division chiefs to monitor and evaluate performance against planned outputs and outcomes to ensure quality, effectiveness and efficiency.

Goals in the National Strategic Development Plan, 2004-2025

In Chapter 8, the SDP identifies five goals for the education system. During subsequent development work on monitoring and evaluation in Appendix B-07, four slightly different goals were identified. This has led to some inconsistency in planning, with some goals being overlooked.

The table below shows the five goals from Chapter 8 and the four from the monitoring and evaluation matrix in Appendix B-07 of the SDP. Where goals are wholly compatible, they are placed side by side in the table.

The table shows that the SDP Chapter 8 and the monitoring and evaluation matrix contain a total of five strategic goals for education.

Strategic Goals for Education		
	<i>SDP Chapter 8</i>	<i>SDP Appendix B-07</i>
1.	Improve the quality of learning in the FSM.	Improve the quality of education services and programs
2.	Improve the quality of teaching in the FSM.	To improve the quality of instructional services for early childhood, elementary and secondary education
3.	Consolidate performance monitoring and data based decision-making system.	
4.	Strengthen participation and accountability of the education system to communities.	
5.	<i>(Ensure that...)</i> Education is relevant to the life and aspirations of the FSM people (...meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM).	To meet the manpower needs of the nation and improve life-long learning activities. To allow FSM students to complete Post-secondary education to assist in the economic and social development of the FSM

The five goals in column 1 have been used in a number of NDOE planning documents. This FSP is based on the following five goals.

1. **Improve the quality of learning in the FSM.**
2. **Improve the quality of teaching in the FSM.**
3. **Consolidate performance monitoring and data based decision-making system.**
4. **Strengthen participation and accountability of the education system to communities.**
5. **Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.**

For each goal, the FSP will:

- Describe the critical issues that have led to the formation of the goal,
- Outline the strategies, programs and activities NDOE will conduct in order to attain the goal,
- Provide measurable indicators for the goal,
- Provide timelines and budgets for NDOE strategies, programs and activities.

Goal 1. Improve the quality of learning in the FSM.

The declining level of student achievement is a major issue facing the education system in FSM. The quality of learning and student achievement is influenced by the following **critical issues**:

- Poor adoption and implementation of National Curriculum Standards and Benchmarks at the school and classroom levels
- Limited opportunities for students to learn
- Poor and inadequate learning environments including lack of appropriate textbooks, learning materials, libraries and IT

Goal 1. Improve the quality of learning in the FSM.		
Objectives	Strategies and programs	Indicators
<p>1. To reform the National Curriculum Standards and Benchmarks.</p>	<p>1. Expand and improve the English Language Arts National Curriculum Standards and Benchmarks document for ECE to Grade 12 to include Student Learning Outcomes and teacher guidance on methodology, lesson planning and student assessment.</p> <p>2. Expand and improve the Vernacular Language Arts National Curriculum Standards and Benchmarks document for ECE to Grade 12 to include Student Learning Outcomes and teacher guidance on methodology, lesson planning and student assessment.</p> <p>3. Expand and improve the Mathematics National Curriculum Standards and Benchmarks document for ECE to Grade 12 to include Student Learning Outcomes and teacher guidance on methodology, lesson planning and student assessment.</p> <p>4. Expand and improve the National Curriculum Science Standards and Benchmarks document for ECE to Grade 12 to include Student Learning Outcomes and teacher guidance on methodology, lesson planning and student assessment.</p> <p>5. Expand and improve the National Curriculum Social Studies Standards and Benchmarks document for ECE to Grade 12 to include Student Learning Outcomes and teacher guidance on methodology, lesson planning and student assessment.</p> <p>6. Develop ICT curriculum.</p> <p>7. Integrate Environmental Education across the curriculum.</p> <p>8. Provide training to State curriculum specialists to support implementation of the revised and new curricula.</p>	<p>Published Curricula</p> <p>Number of schools successfully implementing the curricula</p> <p>NST results</p>

<p>2. To improve students' access to learning opportunities.</p>	<ol style="list-style-type: none"> 1. Issue guidelines to states outlining minimum standards for school improvement plans and guidance on how to develop school improvement plans. 2. Provide a program of Technical Assistance and Training of Trainers as requested by State Directors of education to support School Improvement Planning. 3. Require States to provide training for school leaders and submit monitoring reports to NDOE on School Improvement Planning. 	<p>Training provided</p> <p>Guidelines issued</p> <p>All schools have a school improvement plan</p>
<p>3. To improve the provision of Special Education Programs</p>	<ol style="list-style-type: none"> 1. Special Education programs will be provided in all states to ensure that all students with disabilities participate in learning activities through full implementation of Individual Education Plans. 	<p>SPED monitoring reports</p> <p>State compliance with Special Education provision requirements</p>
<p>4. To improve the provision of Early Childhood Education services</p>	<ol style="list-style-type: none"> 1. Develop standards that require States to Integrate Early Childhood Education into the national education system. 2. Develop minimum standards and policy for Early Childhood Education provision. 3. Monitor and evaluate Early Childhood Education standards. 4. Develop curricula for Early Childhood Education. 	<p>ECE enrolment rates</p> <p>ECE curriculum standards developed</p>
<p>5. To improve the provision of textbooks and other materials.</p>	<ol style="list-style-type: none"> 1. Provide standards, guidelines and oversight for the provision of textbooks to all FSM States to ensure that all students receive relevant core subject textbooks. States will be encouraged to earmark a pro-rata allocation of their ESG towards centralized textbook procurement in order to meet the minimum textbook provision standards. 2. Develop mechanisms to improve value for money in textbook purchase. 3. Standardize textbook quality and suitability to standardize training and to assist with monitoring and reporting. 4. Improve grant writing capacity to attract donor cooperation funds for education materials including ICT. 	<p>Minimum provision of textbooks in 5 subjects per student</p> <p>% of education funds spent on textbooks and materials</p> <p>Textbook inventories and monitoring reports</p> <p>Annual increase in donor grant awards</p>

Goal 2. Improve the quality of teaching in the FSM.

The quality of teaching in FSM is reflected by declining standards of student achievement. The quality of teaching is influenced by the following **critical issues**:

- A large proportion of uncertified teachers resulting from poor SDOE recruitment, hiring practices and management
- Limited opportunities for professional development resulting in limited or ineffective teaching methodologies
- A lack of innovation in teaching methodology
- Low teacher status and salary resulting in a shortage of new graduates and high school teachers
- Inefficient and inequitable teacher:student ratios

Goal 2. Improve the quality of teaching in the FSM.		
Objectives	Strategies and programs	Indicators
<p>1. To ensure that all teachers in the FSM education system are certified.</p>	<p>1. Strengthen the Teacher Certification Policy through legislation to prohibit SEG and ESG funding of salaries or activities for uncertified teachers and prohibit the hiring of individuals who do not meet the statutory requirements for the position and proscribe an annual minimum number of hours of approved professional development training.</p> <p>2. Extend the Teacher Certification Policy to include Principals, State and National Department of Education employees, with minimum standards established for the recruitment and appointment of these key professionals.</p>	<p>Annual increase in the % of teachers, principals and others certified</p>
<p>2. To improve the provision of professional development opportunities for teachers and education staff.</p>	<p>1. Establish standards that will phase out teacher qualification upgrading and direct resources towards in-service professional development designed to improve teaching methodology in the classroom.</p> <p>2. Establish a minimum standard requirement for annual professional development for every teacher and obligate SDOEs to comply by providing a minimum number of days of approved professional development for all teachers.</p> <p>3. Launch annual programs of professional development for teachers on improving major aspects of student achievement, beginning with students writing.</p> <p>4. Prepare and implement annual professional development plans for policy makers and specialists engaged in system support at National and State level in order to improve the quality of support services offered to States and schools.</p> <p>5. Provide technical assistance and support in the review of State professional development plans.</p> <p>6. Conduct an annual professional development conference for</p>	<p>Annual decrease in the % of teachers seeking AA/AS degrees</p> <p>Teacher Professional Development standards</p> <p>Annual improvements in student achievement</p> <p>Annual professional development plans</p>

	teachers and education specialists.	
3. To introduce models of innovative improvement strategies in teaching.	<ol style="list-style-type: none"> 1. Provide technical assistance in curriculum development, teaching methodology and school improvement planning to States. 2. Identify and implement innovative teaching and learning improvement methodologies. 	Improvement strategies documented
4. To address the issues of low teacher status and salary.	<ol style="list-style-type: none"> 1. Conduct and publish research into teacher recruitment, status, salary and working conditions. 2. Advocate for improvements in teachers' pay and conditions in order to attract and retain qualified teachers. 	<p>Research report</p> <p>Teacher salary reform</p>
5. To support improvements in initial and post-graduate teacher preparation programs.	<ol style="list-style-type: none"> 1. Promote and support initial teacher training courses, including Teacher Corps. 2. Seek opportunities for graduates from COM and others to study for Bachelor degrees in education. 3. Seek resources from donors for teacher quality improvement programs. 4. Seek resources from donors for School Leadership and Bachelor programs. 5. Improve access to School leadership and Bachelor courses, especially Education, Teaching of English as a Second Language, Math and Science courses, through targeting of overseas scholarships. 6. Negotiate with the University of the South Pacific (USP) with a view towards establishing USP centers offering teacher preparation programs currently not available from COM. These programs, preferably delivered by distance mode, will provide access to School Leadership and Bachelor programs that target immediate system needs and are cost-effective. 	<p>Annual increase in entrants to Teacher Corps</p> <p>Annual increase in funding for teacher professional development</p> <p>Annual increase in scholarships in education</p> <p>Increase in number of education courses available by distance education</p>
6. To advise State Directors of Education on the optimum levels of teacher deployment.	<ol style="list-style-type: none"> 1. Establish minimum standards on teacher:student ratios that will be designed to promote efficiency and effectiveness. 2. Establish State Teaching Force Compliments to ensure that States have the optimum number of teachers required by their school system. 3. Provide professional development where needs arise, such as for training in multi-grade teaching contexts. 	<p>Equitable teacher:student ratios across all states</p> <p>Number of teachers attending professional development courses</p>

Goal 3. Consolidate performance monitoring and data based decision-making system.

A major role of the NDOE is to establish standards and monitor performance across the education sector. Performance monitoring should provide data that will inform decision making. The quality of performance monitoring and decision making are influenced by the following **critical issues**:

- Lack of comprehensive school standards and monitoring systems including a lack of follow-up procedures and systems of support to schools
- Lack of National and State Departments of Education standards and monitoring systems including a lack of follow-up procedures and systems of support to states
- Multiplicity of data systems resulting in incompatible, scattered and disjointed data, weak error checking and validation and frequent late submission of essential data
- Decision-making is often subjective and unsupported by data

Goal 3. Consolidate performance monitoring and data based decision-making system.		
Objectives	Strategies and programs	Indicators
1. To establish comprehensive education standards and monitoring systems through a School Accreditation System.	<p>1. Introduce a comprehensive School Accreditation Policy to specify the standards required for any school to attain in order to be accredited by government as meeting minimum service requirements. Based on Title 40, this accreditation policy will establish minimum standards for school leadership, instructional services and school facilities.</p> <p>2. Establish Performance monitoring and evaluation procedures to include regular internal school self-review as well as periodic external monitoring by NDOE and others.</p> <p>3. Publish annual performance monitoring and evaluation reports to the public so that school communities and parents will be aware of the performance of their schools.</p> <p>4. Develop a program of follow-up actions that will enable the NDOE to respond to the outcomes of monitoring with positive and negative incentives including support and intervention for non-compliance with standards indicating failing schools.</p>	<p>Standards developed</p> <p>Annual monitoring reports on % of schools</p> <p>Principal performance monitoring</p> <p>Teacher performance monitoring</p> <p>Follow-up reports</p>
2. To revise national student assessment procedures.	<p>1. Revise the National Standardized Testing (NST) process to improve relevance, coverage and accuracy of data.</p> <p>2. Develop NST in Science.</p>	<p>Revised annual NST report</p> <p>NST Science tests</p>
3. To establish standards, monitoring systems and support systems for National and State Departments of Education.	<p>1. Commission independent management and compliance audits for all Departments of Education to determine the extent of compliance with national and state laws and policies.</p> <p>2. Put in place a Statewide Systems of Support, with a special emphasis on Chuuk, to provide targeted follow-up action in response to audits, including positive and negative incentives. Activities will include internal monitoring and evaluation, development of technical assistance procedures, strengthening of external monitoring and evaluation procedures, (including</p>	<p>Audit reports</p> <p>Statewide System of Support guidelines</p> <p>Annual increase in the number of days of support provided by NDOE</p>

	<p>external evaluation) public disclosure and intervention and incentive strategies to address system-wide deficiencies.</p> <p>3. Provide corrective follow-up support services and monitoring to improve levels of compliance.</p>	
<p>4. To establish a unified education management information system to improve data collection and analysis and support evidence based decision making.</p>	<p>1. Review and consolidate existing state and national efforts for the establishment of education management information systems and strengthen existing FACSSO resolutions to harmonize the system.</p> <p>2. Provide Technical Assistance to SDOEs to align their data systems with a national system.</p> <p>3. Improve data collection and verification through the establishment of minimum standards for data management.</p> <p>4. Improve data analysis so as to identify trends and patterns in education delivery and performance.</p> <p>5. Establish a national public reporting system on system-wide education performance, with performance data for NDOE and SDOEs published periodically in the public media and by means of the NDOE website.</p>	<p>Unified MIS</p> <p>Number of days training provided</p> <p>Timely data analysis reports</p> <p>Annual performance reports</p>
<p>5. Improve data-based decision making and strategic planning.</p>	<p>1. Re-connect with the PRIDE 2 project and assume a leading role in developing a nation-wide system of strategic planning to replace the current fragmented system.</p> <p>2. Coordinate planning across all States so that national goals are prioritized and beneficiaries are held accountable for their use of foreign assistance.</p>	<p>Coordinated NDOE & SDOE planning</p> <p>Formal Statewide System of Support</p>
<p>6. Achieve equitable distribution of grants.</p>	<p>1. Conduct research into the financing of education and seek to achieve equitable distribution of grants through policy making and advocacy.</p>	<p>Per student allocation of grants</p>

Goal 4. Strengthen participation and accountability of the education system to communities.

Public accountability is a major imperative for maintaining quality in the education system. However, FSM lacks policies for encouraging public awareness of education standards and community demand for higher standards of student achievement.

Community participation and accountability are influenced by the following **critical issues**:

- Lack of policy for public reporting of education standards and student achievement
- Lack of ownership and commitment by communities to schools

Goal 4. Strengthen participation and accountability of the education system to communities.		
Objectives	Strategies and programs	Indicators
1. To develop a National Policy on Community Participation in Education.	1. Establish a National Community Participation Policy that will establish standards and guidelines for community participation in education management. 2. Strengthen community participation in SDOE and school management through the creation of the role of Community Liaison Officer. The Community Liaison Officer will be tasked with responsibility for promoting community participation in education as well as formalizing the roles of State and School Boards in relation to matters such as recruitment, deployment and budget. 3. Encourage community participation in School Improvement Planning.	Written National Policy on Community Participation in Education Education Community Liaison Officer School Improvement Plans
2. To develop a program of public reporting of standards and achievement in the education system.	1. Improve public reporting of student, school and state performance data through the publication of annual reports on the state of the education system including student achievement data, school performance league tables, teacher certification and school accreditation status reports.	Annual public performance reports

Goal 5. Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.

The FSM Strategic Development Plan noted that the education system was viewed as a stepping stone towards the attainment of a salaried government position, with an emphasis on academic attainment to the detriment of practical skills development required for economic and social development. The relevance and quality of education are influenced by the following **critical issues**:

- Narrow academic focus
- Fragmented services
- Inability to respond quickly to changing economic and social conditions

Goal 5. Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.		
Objectives	Strategies and programs	Indicators
1. To develop a coordinated program to address the role of FSM education in meeting the economic and workforce development needs in the FSM.	1. Develop a coordinated strategy for post-secondary education service delivery in order to identify the necessary skills base required for economic development and align services with the attainment of these skills. 2. Expand and improve the T3 program. 3. Develop and introduce a CTE curriculum.	Post-secondary policy Number of post-secondary students enrolled in vocational courses
2. To improve access to vocational education opportunities.	1. Improve access to award-bearing vocational education courses in relevant fields, both for the domestic and foreign jobs market.	Annual increase in vocational education courses
3. To improve the relevancy of education to the economic and social development needs of the FSM.	1. Revise curricula, teaching methodology, materials and learning opportunities that are relevant to FSM and promote critical skills development, enabling students to respond to changing economic and social conditions.	Revised curricula

Monitoring and Evaluation

A FSP Monitoring and Evaluation team will be established, with membership comprising of NDOE staff as well as external stakeholders. The monitoring and evaluation team will collect and analyze data, prepare reports and provide analysis of progress.

Indicators

Indicators have been developed for each of the Goals and objectives of the FSP. These will be used to monitor and evaluate progress towards the goals and objectives. The FSP Monitoring and Evaluation team will prepare a milestone report at the end of Year 1. This report will outline progress and recommend necessary changes to the FSP. Further milestone reports will be produced at the end of years 3 and 5. These reports will be made public through the NDOE's website.

Strategies and Programs

Strategy and Program plans have been developed for the implementation of priority objectives for each of the Strategic Goals. Time frames for the completion of Strategies and Objectives have been formulated and, where possible, activity costs have been estimated. This information will be further refined in annual budget planning.

Goal 1 Strategies and Programs

Goal 1. Improve the quality of learning in the FSM.				
Objective 1.1. To reform the National Curriculum Standards and Benchmarks.				
Strategies and programs				
1.1.1. Expand and improve the English Language Arts National Curriculum Standards and Benchmarks document for ECE to Grade 12 to include Student Learning Outcomes and teacher guidance on methodology, lesson planning and student assessment.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
1. Develop proposal	BE&A Chief and specialists	July 09	July 09	0
2. Request and review curriculum and monitoring reports from State Directors of Education		Aug 09	Aug 09	0
3. Conduct teacher survey on curriculum implementation		Aug 09	Aug 09	0
4. Review survey findings and reports to determine needs		Sep 09	Sep 09	0
5. Conduct curriculum development workshop with curriculum specialists from States to unpack benchmarks and write draft student learning outcomes		Sept 09	Sept 09	14,000
6. Continue to edit the revised curriculum		Oct 09	Dec 09	0
7. Circulate a draft curriculum to states and others for consultation		Jan 10	Mar 10	0
8. Finalize the curriculum and submit to Congress for approval		Mar 10	Apr 10	0
9. Contract printing of the document		May 10	Jun 10	20,000
10 Distribute the document to State Departments of Education		Jun 10	July 10	5,000
11. Conduct public awareness program		Sep 10	Sep 10	1,000
		TOTAL		40,000

Goal 1. Improve the quality of learning in the FSM.				
Objective 1.1. To reform the National Curriculum Standards and Benchmarks.				
Strategies and programs				
1.1.2. Expand and improve the Vernacular Language Arts National Curriculum Standards and Benchmarks document for ECE to Grade 12 to include Student Learning Outcomes and teacher guidance on methodology, lesson planning and student assessment.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
1. Develop proposal	BE&A Chief and specialists	July 10	July 10	0
2. Request and review curriculum and monitoring reports from State Directors of Education		Aug 10	Aug 10	0
3. Conduct teacher survey on curriculum implementation		Aug 10	Aug 10	0
4. Review survey findings and reports to determine needs		Sep 10	Sep 10	0
5. Conduct curriculum development workshop with curriculum specialists from States to unpack benchmarks and write draft student learning outcomes		Sept 10	Sept 10	14,000
6. Continue to edit the revised curriculum		Oct 10	Dec 11	0
7. Circulate a draft curriculum to states and others for consultation		Jan 11	Mar 11	0
8. Finalize the curriculum and submit to Congress for approval		Mar 11	Apr 11	0
9. Contract printing of the document		May 11	Jun 11	20,000
10. Distribute the document to State Departments of Education		Jun 11	July 11	5,000
11. Conduct public awareness program		Sep 11	Sep 11	1,000
			TOTAL	40,000

Goal 1. Improve the quality of learning in the FSM.				
Objective 1.2. To improve studentsqaccess to learning opportunities.				
Strategies and programs				
1.2.3. Require States to provide monitoring reports to NDOE on school improvement.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
1. Meet with FACSSO in regard to monitoring report	NDOE Secretary	Sept. 2009	Oct. 2009	\$10,000.00
2. Remind all in regard to FACSSO Resolution on SIP		Oct. 2009	Oct. 2009	
3. Meet with Division Chiefs and specialists in regard to monitoring report		Oct. 2009	Oct. 2009	\$7,000.00
4. Direct Basic Education & Accreditation Specialists to provide update		Oct. 2009	Oct. 2009	
5. Conduct survey on availability of SIP at all schools in the FSM		Oct. 2009	Dec. 2009	\$10,000.00
6. Continue monitoring SIP on a weekly basis		Oct. 2009	Aug. 2010	
7. Submit monthly progress report to President, Speaker, Governors, FACSSO		Oct. 2009	Aug. 2010	
8. Support states incentives to performing schools			Oct. 2009	Aug. 2010
			TOTAL	\$34,000.00

Goal 1. Improve the quality of learning in the FSM.				
Objective 1.4. To improve the provision of Early Childhood Education services				
Strategies and programs				
1.4.3. Monitor and evaluate Early Childhood Education standards.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
1. Site visits to the FSM States to monitor and evaluate quality ECE program and services.	BE&A Chief and specialists	Feb 10	March 10	\$4,500.00
2. Design a survey tool or checklist for the purpose of data collection and recording		Feb 10	May 10	0
3. Evaluate literacy and parental involvement programs		Feb 10	June 10	0
4. Evaluate the quality of Staff Development and Training; Staff Education and Credentials		March 10	April 10	
			Total	\$4,500.00

Goal 3 Strategies and Programs

Goal 3. Consolidate performance monitoring and data based decision-making system				
Objective 3.1. To establish comprehensive education standards and monitoring systems through a School Accreditation System				
Strategies and Programs				
3.1.1. Introduce a comprehensive School Accreditation Policy to specify the standards required for any school to attain in order to be accredited by government as meeting minimum requirements. Based on Title 40, this accreditation policy will be establish minimum standards for school leadership, instructional services and school facilities				
Activities- Based on this year's plan the introduction of the school accreditation policy under title 40 was made through <i>Bridging Gaps School Partnership Projects.</i>	Department and key people	Dates		Estimated Cost \$
		Start	End	
1. Selection of 8 project schools in each of the four states in consultation with state directors of education; and defining of roles and responsibilities between National and State activities	Secretary, Chiefs, and other key staff of NDOE	October 2008	October 2008	No cost for selection
2. Projects schools are to receive series of mini-workshops on school improvements; data collection for school in needs in terms of professional development	All key staff assigned to those project schools	November 2008	And still on going	\$247,000.00
3. At least one school facility standard be established and three accreditation pre-conditions on school planning, quality of instructional staff and financial resources put in place	All key staff assigned to those project schools	February 2009	And still on going	Included in the \$247,000.00
			TOTAL	\$247,000.00

Goal 3. Consolidate performance monitoring and data based decision-making system				
Objective 3.1. To establish comprehensive education standards and monitoring systems through a School Accreditation System				
Strategies and Programs				
3.1.2. Establish Performance monitoring and evaluation procedures to include regular internal school self-review as well as periodic external monitoring by NDOE and others				
Activities – Again the plan is to establish a monitoring and evaluation procedures as part of the internal and self-review assessment of the school accreditation systems through project bridging the gaps and the data management computer networking system.	Department and key people	Dates		\$ Estimated Cost
		Start	End	
1. Provision of a sustainable education performance monitoring data based decision-support system SEDS (<i>State Education Data System</i>) and the EMIS (<i>Education Management Information System</i>) <ul style="list-style-type: none"> This program never gets implemented since most of its requested activities were denied. 	The data specialist, IT Specialist, Assessment Specialist, and Teacher Training Coordinator	October 2008	October 2009	About \$55,000.00 for the whole year.
2. Training to synchronize between EMIS and PEDMS and provide JEMCO 20 Indicators reporting as a way to provide evaluation of accountability to the education system	Chief of BEA, data specialist, IT specialist and others	1 st week of December 2008	One week duration	\$10,000.00 is estimated
3. Establishment of data collection procedures and policy level development for ICT for states and the national data systems.	IT specialist, data specialist, chief and others			
4. JEMCO Education 20 Indicators and other indicators for accountability; Management and organizational arrangement for data collection and reporting in each state	Data Specialist, IT Specialist and chief of BEA	January 2009	June 2009	At about \$7,000.00
5. System maintenance in four states ensuring system security and protocols.	IT Specialist	Once a year	Once a year	\$3,000.00
			TOTAL	\$75,000.00

Goal 3. Consolidate performance monitoring and data based decision-making system				
Objective 3.1. To establish comprehensive education standards and monitoring systems through a School Accreditation System				
Strategies and Programs				
3.1.3. Publish annual performance monitoring and evaluation reports to the public so that school communities and parents will be aware of the performance of their schools.				
Activities – Development of newsletter and other state site visits to explain to the general public including all education stakeholders performance of students as well as general performance of the education sector.	Department and key people	Dates		\$ Estimated Cost
		Start	End	
1. Newsletter publication informing education stakeholder	Curriculum specialist, Assessment specialist, and other key staff	Each quarter of any given year	Quarterly reporting	\$3,000.00
2. Annual Education Statistical Report	Data Specialist, IT Specialist, and other key staff	Yearly publication	Yearly publication	\$1,500.00
3. Annual Reports on education performance using budget performance plan	All education staff	Yearly publication	Yearly publication	\$1,500.00
			TOTAL	\$6,000.00

Goal 3. Consolidate performance monitoring and data based decision-making system				
Objective 3.1. To establish comprehensive education standards and monitoring systems through a School Accreditation System				
Strategies and Programs				
3.1.4. Develop a program of follow-up actions that will enable the NDOE to respond to the outcomes of monitoring with positive and negative incentives including support and intervention for non compliance with standards indicating failing schools.				
Activities – Currently there is a model given by PREL called SSOS (<i>statewide systems of support</i>). This is something that the NDOE could use in the monitoring of outcomes using both negative and positive incentives to support interventions for non compliance with standards.	Department and key people	Dates		\$ Estimated Cost
		Start	End	
1. Formulation of Self . Assessment Team to commit to SSOS initiatives	Chief, Consultant and other key staff	Next year	All year long	\$12,000.00
2. Building Systemic Capacity to create and to disseminate quality information (Training).	Chief, Consultant and other key staff	Next year	All year long	\$10,000.00
3. Development of alignment programs with school accreditation system	Chief, Consultant and other key staff	Next year	All year long	\$35,000.00
4. Conduct Reporting on outcomes	Chief, Consultant and other key staff	Next year	All year long	\$15,000.00
			TOTAL	\$72,000.00

Goal 3. Consolidate performance monitoring and data based decision-making system				
Objective 3.2. To revise national student assessment procedures				
Strategies and Programs				
3.2.1. Revise the National Standardized Testing (NST) process to improve relevance, coverage and accuracy of data				
Activities – Most of the activities under this objective are the responsibilities of the assessment and evaluation specialist with little supervision from the chief of the division of basic education and accreditation	Department and key people	Dates		\$ Estimated Cost
		Start	End	
1. Development of assessment instruments to evaluate the extend of FSM standards and benchmarks (Grades: 4, 6, 8, 10,& 12)	Assessment & Evaluation Specialist and other key staff	October 2008	September 2009	\$225,000.00
2. Field testing of new instruments	Assessment & Evaluation Specialist and other key staff	March 2009	April 2009	Within the above cost
3. Revised test items for compilation and publish the test instruments	Assessment & Evaluation Specialist and other key staff	May 2009	June 2009	Within the above cost
4. Conduct training on test administration in the four states	Assessment & Evaluation	April 2009	April 2009	Within the above cost
5. Administration and monitoring of testing in the states. <i>(These are the already approved and readymade tests.)</i>	Assessment & Evaluation	May 2009	June 2009	Within the above cost
			TOTAL	\$225,000.00

Goal 3. Consolidate performance monitoring and data based decision-making system.				
Objective 3.2. To revise national student assessment procedures.				
Strategies and Programs				
3.2.1. Revise the National Standardized Testing (NST) process to improve relevance, coverage and accuracy of data.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
1. Introduction on how the National Math Test Was Developed and looked like by standards and benchmarks tested from ECE to 12 with a uniform format created by the NDOE Consultant, with PREL. A. Consultant B. Budget C. First Draft D. First Pilot Testing with procedures on pilot testing & equal representation E. Second Pilot F. Second Pilot Revision G. Final Draft H. Final Draft forwarded into National Department of Education I. Printing J. Distribution by states K. Administration by states L. Scanning, Correcting, Analyzing, & Reporting M. Intervention Plans by states N. Presentation to NDOE staff to replicate for project schools	BE&A Chief and Specialists NDOE & CARE	September 2008	March, 2009	\$10,000.00
		Completed	Completed	
		Completed	Completed	
		Completed	Completed	
		Completed	Completed	
		Completed	Completed	
		Completed	Completed	
		Completed	July 2009	\$10,00.00
		July 2009	September, 2009	
		September, 2009	October 2009	
		September, 2009	December,2009	\$10,00.00
		December,2009	March, 2010	
		March, 2010	August 27, 2009	\$150,00.00
		July, 2009	October 2, 2009	
		September 3, 2009	October 8, 2009	
		October 8, 2009		
2. Unpacking of the standards Creation of the student learning outcomes based on benchmarks Create Behavioral Objectives for each benchmark & Align them with related Unites or Chapters in the Reading Textbooks for each grade level used in the classrooms. Observe classroom lessons on project schools Reports compile & presented to Secretary & to the NDOE staff and back to the schools	NDOE, state representatives & CARE	September 21, 2009	September 25, 2010	
		CARE, Subject Area Specialist representing each state		
	CARE & NDOE Representatives	September 28, 2009		
	CARE & NDOE		October 9, 2009	

	Representatives	October 19, 2009 October 27, 2009	October 23, 2009 November 6, 2009	
				\$180,00.00

Goal 3. Consolidate performance monitoring and data based decision-making system.				
Objective 3.2. To revise national student assessment procedures.				
Strategies and Programs				
3.2.2. Develop NST in Science.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
	BE&A Chief and Specialists			
1. Introduction of the plan which will include reassessment of National Standards and State Standards, textbooks used in all classrooms from ECE-12, and sample lesson plan used previously. <ul style="list-style-type: none"> A. Writing of the Workshop plan, organization, logistics, venue, & participants, B. Communication forwarded out to each state C. Preparation for the activities <ul style="list-style-type: none"> 1. Look at National Standards in Science. 2. Look at States Standards in Science. 3. Aligning activities on how each standard address another standard from each entity. 4. Look at textbooks. What is being used and how are they addressing the benchmarks for both National and States. 5. Compilation and report back to NDOE and the States. 	CARE	January 5, 2009	January 22, 2010	\$10,00.00

<p>2. Development on how the National Science Test is to be revised through either purchasing or producing.</p> <p>A. Communication for the change process is to be taken to state directors or RFP</p> <p>B. Invitation for the State's Testing Specialist with the National Testing Person to review different National Standardized Test; for instance, SAT 10</p> <p>C. Review National Standardized Science Tests Process</p> <p>1. Review of the sample tests</p> <p>2. Review of the National & States Science Standards</p> <p>3. Alignment Activities Whether the items are measuring for both National & State Standards</p> <p>4. Piloting Process</p> <p>5. Administration manual</p> <p>6. Revision Process</p> <p>4. Purchasing Process of SAT 10 or NST Revised versions.</p> <p>A. PO</p> <p>B. Price Quotations</p> <p>C. Justification</p> <p>D. or Printing</p>	<p>CARE & Budget</p> <p>CARE & State's Testing Specialists</p> <p>CARE & State's Testing Specialists</p> <p>CARE & State's Testing Specialists, grade level representatives, & area specialists</p> <p>CARE</p> <p>CARE & PMA</p>	<p>Dec. 1, 2009</p> <p>January 12, 2010</p> <p>February 8, 2010</p> <p>February</p>	<p>Dec, 4 2009</p> <p>January 11, 2010</p> <p>February 11, 2010</p> <p>March 31, 2010</p> <p>April 23, 2010</p>	<p></p> <p>\$10,00.00</p> <p>&10,00.00</p> <p>\$ 50,00.00</p>
<p>5. Administration Protocols on SAT 10 or NST Revised version</p> <p>A. Logistics, procedures, & forms</p> <p>B. Policies</p> <p>C. Packages (must be in hand)</p> <p>6. Process of Scanning, Correcting, Analyzing, & Reporting</p> <p>A. Centralized</p>	<p>CARE & State's Testing Coordinator</p> <p>CARE</p> <p>CARE & Data</p>	<p>March 1, 2010</p> <p>April 5, 2010</p>	<p>March 31, 2010</p> <p>April 23, 2010</p>	<p>\$20,00.00</p>

Goal 3. Consolidate performance monitoring and data based decision-making system.				
Objective 3.3. To establish standards, monitoring systems and support systems for National and State Departments of Education.				
Strategies and Programs				
3.3.1. Commission independent management and compliance audits for all Departments of Education to determine the extent of compliance with national and state laws and policies.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
	NDOE Secretary			
1. Meet with auditing agencies to set up agreement on compliancy standards		Oct. 2009	Nov. 2009	
2. Convene FACSSO to deliberate and adopt compliance processes and standard		Oct. 2009	Nov. 2009	\$10,000.00
3. Conduct meetings on compliance standards and process for awareness and support purposes.		Oct. 2009	Nov. 2009	\$7,000.00
4. Set monitoring schedule with the states		Oct. 2009	Nov. 2009	
5. Direct Basic Education and Accreditation Specialists to monitor and support compliancy activities and reporting		Oct. 2009	Aug. 2010	
6. Reinforce performing states.		Oct. 2009	Aug. 2010	\$8,000.00
			TOTAL	\$25,000.00

Goal 3. Consolidate performance monitoring and data based decision-making system				
Objective 3.4. To establish a unified education management information system to improve data collection and analysis and support evidence based decision making				
Strategies and Programs				
3.4.1. Review and consolidate existing state and national efforts for the establishment of education management information system and strengthen existing FACSSO resolution to harmonize the system.				
Activities – This is a program area where almost every program managers within the entire department of education must have a part to play. The most active programs are not limited to assessment and evaluation, teacher certification and monitoring, post secondary services, early childhood education, curriculum development and school accreditations and bridging gaps projects.	Department and key people	Dates		\$ Estimated Cost
		Start	End	
1. The development of school performance monitoring school based on line net working system for data collection	FSM Ed. IT Specialist, Education Data Specialist, Teacher Certification Officer, and Assessment & Evaluation Specialist	October 2009	September 2010	About \$8,000.00
2. Providing technical assistance in the development of State Education Database Systems to help the states in data collection, analysis, and reporting	Education Data Specialist and IT Specialist	October 2009	September 2010	About \$8,000.00
3. Data reporting for high quality decision making to all users	Education Data Specialist and IT Specialist	October 2009	September 2010	About \$8,000
4. Service maintenance and support services for education computer network quarterly for proper system operation	IT Specialist and BMC consultants or other providers	October 2009	September 2010	About \$10,000.00

Goal 4 Strategies and Programs

Goal 5 Strategies and Programs

Goal 5. Ensure that education is relevant in the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Postsecondary education and assists in the economic and social development of the FSM.				
Objective 5.1. To develop a coordinated program to address the role of FSM education in meeting the economic and workforce development needs in the FSM				
Strategies and Programs				
5.1.1. Develop a coordinated strategy for post-secondary education service delivery in order to identify the necessary skills base required for economic development and align services with the attainment of these skills.				
	Department and key people	Dates		Estimated Cost \$
		Start	End	
1. Seek advice and recommendations through surveys or interviews from top officials and economist, if possible, on priority fields that will help the economic development of FSM.	Chiefs, Post secondary Administrator & student services coordinator	January 2009	January 2009	\$3,000.00
2. Based on information gathered from in surveys and interviews add in delete from the already existing priority fields of the FSM	Postsecondary Admin. &	February 2009	February 2009	No cost
3. Make new set of scholarship guideline utilizing the revision made on the priority fields and disseminate to the general public.	Student Services	March 2009	April 2009	\$5,000.00
4. Assist postsecondary students in these priority fields by making scholarship available to them as much as possible.	Coordinator	All year	All year	\$2,500.00
5. Establish, maintain and update a tracking system in which the FSM National Government can track where her students are and in what fields are they studying and when are they graduating.		All year	All year	\$2,500.00
6. Visit postsecondary students at their institutions to establish a good working relationship with their institution and also avail themselves on job opportunities the FSM has for them.		August of every year	May of every year	\$10,000.00
7. Find and coordinate the postsecondary students who are about to graduate to places of work in the FSM that is relevant to their field of study.		November of every year	May of every year	\$5,500.00
			TOTAL	\$28,500.00

Goal 5. Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.				
Objective 5.1. To develop a coordinated program to address the role of FSM education in meeting the economic and workforce development needs in the FSM.				
Strategies and Programs				
5.1.2. Expand and improve the T3 program.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
1. One basic level training for 100 in and out of school youths and adults	Manager, Training officers and program staff	Aug. 09	Jan. 1, 2010	\$70,000
2. Review for basic level trade test		Jan. 11, 2010	Jan. 15, 2010	
3. Administer basic level test for certification		Jan. 18, 2010	Jan. 22, 2010	
4. Improve construction trade course outlines		Sept. 09	Sept. 09	\$50,000
5. Improve electrical trade course outlines		Oct. 09	Oct. 09	
6. Improve mechanical trade course outlines		Nov. 09	Nov. 09	
4. Revise Program's Practical Skills Performance Tests		Dec, 09	Jan. 2010	\$40,400
5. Review draft test documents with the training officers and make changes if necessary		Feb. 09	Feb. 010	
6. Print skill performance test documents		March. 01, 2010	March. 18, 2010	
7. Distribute documents to all training centers		March. 21, 2010	March. 31, 2010	
8. Review for Voc. Ed. trade tests at selected high schools under the Bridging Gaps Project		April 1, 2010	April 8, 2010	\$10,287
9. Administer trade test at the selected high schools for certification		April 11, 2010	April 15, 2010	
10. One Intermediate level training to be conducted		April 18, 2010	Sept. 2010	\$50,000
			TOTAL	\$220,687

Goal 5. Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.				
Objective 5.1. To develop a coordinated program to address the role of FSM education in meeting the economic and workforce development needs in the FSM.				
Strategies and Programs				
5.1.3. Develop and introduce a Career and Technical Education curriculum.				
Activities	Department and key people	Dates		Estimated cost \$
		Start	End	
1. Establish CTE Standards and Curriculum for ECE to Secondary Schools <ul style="list-style-type: none"> Print and distribute Copies of CTE standards curriculum Training of trainers on CTE materials (4 . FSM States) 	FSM DOE	September	December	100,000.00
	State DOE	2009	2009	
2. Introduce concepts of career awareness at ECE and middle schools <ul style="list-style-type: none"> Integrate CTE lessons into all teachers lesson plans Occupation orientations . occupations that exists in Micronesia and how it affects our daily lives 	FSM DOE	January 2010	March 2010	20,000.00
	State DOE			
3. Introduce concepts of career exploration at middle schools and early high schools <ul style="list-style-type: none"> Students will explore occupations both in classrooms and at job sites Set up selected industries for job shadowing, mentoring and to extent possible actual work experience for selected students 	FSM DOE	January 2010	March 2010	20,000.00
	State DOE			
4. Introduce concepts of career choices at all upper high schools and the college <ul style="list-style-type: none"> CTE assessments to be conducted at 4 main public high schools on central schools All high school students enrolled in selected CTE courses Monitor seniors for job shadowing, mentoring and work experience in selected industries Counsel CTE seniors toward job placement if they elect to exit directly into the workforce and coordinated enrollment into any apprenticeship program 	FSM DOE	April 2010	May	20,000.00
	State DOE		2010	

<p>5. Align CTE curricula with college of Micronesia-FSM</p> <ul style="list-style-type: none"> • Secondary CTE courses aligned with COM-FSM VocEd programs • Introduce aligned curriculum through bridging cap process at ECE, middle schools, and high school • CTE curriculum at selected high schools for monitoring and reporting 	<p>FSM DOE State DOE</p>	<p>June 2010</p>	<p>July 2010</p>	<p>20,000.00</p>
<p>6. Establish a separate track for CTE Programs in collaboration with state's board of education</p> <ul style="list-style-type: none"> • 4 Boards of education in the states approved learning tracks for CTE courses. • 1 CTE taskforce assembled to oversee CTE implementation and assist in continuous improvement of the process • Create a database for all CTE students (in school, graduated, employment rate, and etc.) 	<p>FSM DOE State DOE</p>	<p>August 2010</p>	<p>September 2010</p>	<p>30,000.00</p>
<p>7. Establish a CTE Summer Institute for at risk CTE High School Juniors and Seniors</p> <ul style="list-style-type: none"> • Conduct summer training in various CTE courses for at risk and functionally illiterate CTE juniors and seniors • Trade test and certificate issuance to successful participants attesting to skills attained 	<p>FSM DOE State DOE</p>	<p>May 2010</p>	<p>August 2010</p>	<p>20,000.00</p>
<p>8. Monthly, quarterly, and annual reports on all the above activities will be prepared accordingly.</p>	<p>CTE Division</p>	<p>September 2009</p>	<p>September 2010</p>	
			<p>TOTAL</p>	<p>\$230,000</p>

Appendix 1

FSMC, TITLE 40. EDUCATION

Chapter 1: Educational System

Subchapters:

I: Trust Territory Educational System (§§ 101-118)

[REPEALED]

II: Federated States of Micronesia Educational System

(§§ 121-128) [REPEALED]

Editor's note: The former subchapter I, §§ 101-118, "Trust Territory Educational System", of chapter 1 was repealed by PL 6-45, § 1. All sections of subchapter II, §§ 121-128 "Federated States of Micronesia Educational System" were repealed by PL 8-132, § 1.

§ 101. Policy and purposes.

§ 102. Definitions.

§ 103. Powers.

§ 104. Compulsory education; Attendance; Failure to send a child to school; School year.

§ 105. Teacher certification.

§ 106. Gifted and talented students.

§ 107. Procedures to ensure education for children with disabilities.

§ 108. Accreditation of elementary and secondary schools.

§ 109. Private schools.

§ 110. National Curriculum Minimum Standards.

§ 111. Certification of home learning programs.

§ 112. Gifts, grants; Requests for funding.

§ 113. FACSSO.

§ 114. Regulations.

§ 101. Policy and purposes.

It is hereby declared to be the policy of the Federated States of Micronesia to provide for a decentralized educational system in the Federated States of Micronesia which shall enable the citizens of the Federated States of Micronesia to participate fully in the development of the islands as well as to become familiar with the Pacific community and the world. To this end, the purpose of education in the Federated States of Micronesia shall be to develop its citizens in order to prepare them for participation in self-government and economic and social development; to function as a unifying agent; to bring to the people a knowledge of their islands, the economy, the government, and the people who inhabit the islands; to preserve Micronesian culture and traditions; to convey essential information concerning health, safety, and protection of the island environment; and to provide its citizens with the social, political, professional and vocational skills required to develop the Nation.

Source: PL 8-132 § 2.

Cross-reference: FSM Const., art. IX <<http://www.fsmlaw.org/fsm/constitution/article9.htm>> , § 4, as amended.

§ 102. Definitions.

As used in this chapter:

(1) "Accreditation" means the process of evaluating a school in terms of meeting the required minimum standards and the acknowledgment thereof by the FSM National Government

<<http://www.fsmlaw.org/fsm/index.htm>> through the issuance of an FSM Certificate of Accreditation.

(2) "Board of Education" means each of the four groups of persons having managerial, supervisory, or advisory powers concerning education, as created, appointed and confirmed in office by the duly elected officials of the States of Chuuk <<http://www.fsmlaw.org/chuuk/index.htm>> , Kosrae

<<http://www.fsmlaw.org/kosrae/index.htm>> , Pohnpei <<http://www.fsmlaw.org/pohnpei/index.htm>> and Yap <<http://www.fsmlaw.org/yap/index.htm>> .

(3) "Chief State School Officer" means the State Director of Education or other highest ranking educator with day-to-day administrative authority and control over the educational system of each State.

(4) "Children with disabilities" means those individuals from birth through age 21 who are evaluated as having mental retardation, hearing impairments including deafness, speech or language impairments,

visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deaf-blindness, or multiple impairments, and who, because of those impairments, need special education and related services.

(5) "College of Micronesia-FSM <http://www.fsmlaw.org/fsm/code/title40/T40_Ch07.htm> " means an institution of higher education located in the FSM and established in 1977 by P.L. No. 7-29 of the Seventh Congress of Micronesia.

(6) "Compact" means the Compact of Free Association <<http://www.fsmlaw.org/compact/index.htm>> between the Federated States of Micronesia and the United States of America.

(7) "Congress" means the Congress of the Federated States of Micronesia.

(8) "Department" means the Department of Education of the Federated States of Micronesia.

(9) "Elementary school" means an institution which imparts teaching and learning from grades one (first grade) through eight (eighth grade).

(10) "FSM" means the Federated States of Micronesia.

(11) "FACSSO" means the FSM Association of Chief State School Officers.

(12) "Home learning" means a private form of education or course of study administered by parents who for personal or religious reasons choose not to send their children to a public or private school but as an alternative provide education within a home setting.

(13) "National Government" means the National Government of the Federated States of Micronesia <<http://www.fsmlaw.org/fsm/index.htm>> .

(14) "Person" means an individual, corporation, firm or any other entity or association existing under or authorized by law.

(15) "Post-secondary education" means an attendance at an institution of higher education in the FSM or abroad.

(16) "Preschool" means any nursery school, kindergarten or special program attended by children during the period from infancy to age five or six, preceding attendance at elementary school.

(17) "President" means the President of the Federated States of Micronesia.

(18) "School" means an FSM accredited public or private institution of learning at the elementary or secondary level, including a school with a religious affiliation.

(19) "Secondary school" means an institution which imparts teaching and learning beyond the elementary level up to but not including college or university level.

(20) "Secretary" means the Secretary of the Department of Education of the Federated States of Micronesia.

(21) "Special education" means instructional or other services necessary to assist children with disabilities. Special education is specifically designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted:

- (a) in classrooms;
- (b) in the home;
- (c) in hospitals and institutions;
- (d) in other settings; and
- (e) in physical education.

(22) "State" means a State within the Federated States of Micronesia.

(23) "State Director of Education" means the individual who is appointed by the Governor of the State and granted thereby the direct authority to manage and control the daily affairs of the State Department of Education.

(24) "Teacher" means a classroom instructor who has attained the FSM National Government teacher certification standards and whose primary function is to impart knowledge to students in schools.

(25) "Teacher certification" means the issuance of a certificate to a preschool, elementary, or secondary classroom instructor who has met the National Government qualification requirements set forth in section 105 of this chapter.

Source: PL 8-132 § 3, modified.

§ 103. Powers.

(1) The Secretary of Education shall have the authority to administer and coordinate the educational system of the Federated States of Micronesia consistent with the National powers set forth in the FSM Constitution to do the following:

(a) Promote education by setting minimum standards for educational administration, programs, and facilities;

(b) Coordinate efforts to obtain foreign assistance for the States and to distribute foreign aid for education in an equitable manner which will provide the maximum benefit to the students of the FSM;

(c) Provide technical assistance to the States concerning educational administration, programs, facilities, and training; and

(d) Coordinate efforts which seek to meet the needs of FSM students in the area of post-secondary education, including FSM students at home and abroad, scholarships, and transfers among colleges.

(2) The Secretary of Education shall advise the Chairperson of the Board of Regents of the College of Micronesia-FSM <http://www.fsmlaw.org/fsm/code/title40/T40_Ch07.htm> in educational matters, to include the following:

(a) The educational needs and abilities of student classes or age groups advancing toward post-secondary education;

(b) FSM manpower requirements which might be met through training programs at the College of Micronesia-FSM <http://www.fsmlaw.org/fsm/code/title40/T40_Ch07.htm> ;

(c) Opportunities and programs to transfer FSM students to specialized programs in other colleges; and

(d) Problems which inhibit efforts to meet FSM manpower needs, such as the causes of failure of students in completing their training or failure in returning to Micronesia after completing their training.

(3) The Secretary shall communicate and consult with the members of the State Boards of Education, for the purpose of promoting education, setting minimum standards, providing technical assistance, coordinating educational services, building consensus, and otherwise assisting the Boards of Education in the performance of their duties.

(4) The Secretary shall have the administrative authority to implement the provisions of this title, including the authority to issue reports, prepare a National educational plan, establish temporary committees for periods of up to two years to conduct studies and make recommendations, prepare budgets and administer funds, engage in litigation, issue guidelines and procedures, advance the interest of FSM students living abroad, act upon such other educational matters as may be assigned to the Secretary by the President or by law, and undertake any other educational activities reasonable and necessary to accomplish the purposes of this title and contribute to the well-being of the FSM.

Source: PL 8-132 § 4.

Cross-reference: FSM Const., art. IX, § 4, as amended
<<http://www.fsmlaw.org/fsm/constitution/article9.htm>> .

§ 104. Compulsory education; Attendance; Failure to send a child to school; School year.

(1) Compulsory education. Education shall be provided and shall be compulsory for all children, including children with disabilities, from first grade through graduation from the eighth grade, or until the age of 14 years.

(2) Attendance. Attendance at school shall be required of all children between the ages of six and 14 or until completion of the eighth grade, unless excluded from school or exempted from attendance for sickness or behavioral problems as determined by the appropriate State authorities.

(a) For the purpose of beginning school, a child shall be admitted in the first grade at the beginning of the school year if he has attained or will have attained the age of six, either on or before December 31 of the calendar year in which the school year commences, or as of the date of the commencement of the school year, whichever date is selected by the State Director of Education.

(b) A State legislature may determine a later age for starting mandatory education, provided that children whose parents wish to enroll them at the National standard age of six years are not restricted from doing so.

(3) Failure to send a child to school. Any person who knowingly permits a child who is under his control to be absent from school, or who knowingly prevents any child from attending school during the instructional period, for all or any significant part of a day, unexcused and in violation of applicable laws or regulations, is in violation of this section.

(a) The States may impose such penalties as each deems appropriate for violations of this section.

(b) Good cause for absences shall be determined by State authorities and may include physical and medical infirmities, family or social responsibilities, and disruptive or violent behavior.

(4) School year. The school year in the Federated States of Micronesia shall consist of not less than 180 days of instructional days or an equivalent of no fewer than 650 hours of classroom instruction for first and second graders and no fewer than 765 hours of classroom instruction for third through twelfth graders.

Source: PL 8-132 § 5, modified.

Cross-reference: FSM Const., art. XIII, § 1. <<http://www.fsmlaw.org/fsm/constitution/article13.htm>> § 105. Teacher certification.

(1) Certificate required. No person shall serve as a teacher in any elementary or secondary school within the Federated States of Micronesia, except at the post-secondary level, for a period exceeding 90 days without first having obtained a National teacher certificate from the Department. The certificate shall be issued without cost to the teacher, in such form as the Secretary determines. The qualification requirements for such certification shall be established by the Secretary in cooperation and consultation with the state Directors of Education.

(a) Upon a finding of good cause shown, the Secretary of Education may, on an individual basis, issue a temporary waiver of the certification requirement herein, but in no case shall such waiver exceed a period of one year.

(2) Existing certificates remain in effect. Notwithstanding any other provision of law to the contrary, certificates issued to teachers in the Federated States of Micronesia pursuant to laws in effect prior to the effective date of this act shall remain in effect until they expire, at which time the provisions of this act and regulations promulgated pursuant thereto, shall control.

(3) Revocation or suspension. Any certificate issued pursuant to this chapter may be revoked or suspended by the Secretary if he determines that the teacher is not in compliance with the requirements of this chapter. Such revocation or suspension proceedings shall comply with the procedures for agency action set forth in sections 108 through 110 of title 17 of this code <http://www.fsmlaw.org/fsm/code/title17/T17_Ch01.htm> , or with such other administrative procedures as may be provided by subsequent enactment.

(4) Assurance; Penalty. Each State Director of Education shall ensure that all teachers, at both public and private schools in the Federated States of Micronesia, shall be appropriately certified and in possession of a valid teacher certificate as required. Upon a finding, after notice and a hearing conducted consistent with the provisions of section 109 of title 17 of this code, that any person has served as a teacher without a valid certificate issued under this chapter, the FSM Secretary of Education may withhold or withdraw accreditation, under section 108 of this chapter, of the school where such person has served.

Source: PL 8-132 § 6.

Cross-reference: Chapter 1 of title 17 of this code

<http://www.fsmlaw.org/fsm/code/title17/T17_Ch01.htm> is on FSM Administrative Procedures.

§ 106. Gifted and talented students.

(1) The Secretary shall establish, in cooperation and consultation with the State Directors of Education, programs to identify and encourage students who demonstrate an extraordinary ability to learn.

(2) Educational programs for talented and gifted children shall be designed and implemented, as appropriate, to assist these children to take advantage of especially demanding and challenging educational programs and opportunities in Micronesia and abroad.

(3) In designing educational programs for the talented and gifted, the Secretary and the State Directors will seek to maintain a balance between Micronesian culture and tradition, and international or non-Micronesian learning and technologies, so that the benefits of exceptional opportunities do not come at the expense of cultural alienation.

Source: PL 8-132 § 7.

§ 107. Procedures to ensure education for children with disabilities.

(1) The Secretary shall establish, in cooperation and consultation with the State Directors of Education and Health Services of each State, a procedure to ensure the ongoing identification, diagnosis, certification, and education of children with disabilities.

(2) These procedures will be consistent with the policies and requirements of the FSM Special Education Act of 1993.

(3) These procedures will be designed to provide access to a reasonable, appropriate, and economical elementary and secondary education for children with disabilities, through graduation from grade 12 or age 21.

(4) Nothing in this section shall be construed or deemed to create or impose any duty, obligation, or liability whatsoever, either financial or otherwise, on the States to provide or finance an education for any person beyond the territory and borders of the Federated States of Micronesia.

Source: PL 8-132 § 8.

Cross-reference: The provisions of PL 8-21, the FSM Special Education Act of 1993 is codified in subchapter III of chapter 2 of this title <http://www.fsmlaw.org/fsm/code/title40/T40_Ch02.htm> .

§ 108. Accreditation of elementary and secondary schools.

(1) Criteria for accreditation. Criteria for accrediting elementary and secondary schools in the Federated States of Micronesia shall be established by the Secretary of the Department of Education in cooperation and consultation with the State Directors of Education, and shall include those factors necessary to provide an adequate classroom environment conducive to learning, including but not limited to the following:

- (a) Philosophy, goals and objectives;
- (b) Organization;
- (c) Staff and teachers;
- (d) School plant and physical facilities;
- (e) Library;
- (f) Student counseling services;
- (g) Curricular program;
- (h) Co-curricular program;
- (i) Community and parent involvement;
- (j) Finance;
- (k) Student-teacher ratio; and
- (l) Compliance with the minimum standards established by and under this act.

(2) Accreditation committee. An accreditation committee may be established by the Secretary to evaluate elementary and secondary schools for accreditation purposes.

(a) If established, this committee may be temporary, intermittent, or standing.

(b) The accreditation committee shall recommend to the Secretary whether a secondary school meets the approved accreditation standards or not.

(c) A recommendation to issue a certificate of accreditation will be made for those elementary and secondary schools meeting the accreditation standards.

(d) A recommendation for technical assistance will be made for those elementary and secondary schools not meeting the accreditation standards.

(3) Certificate of accreditation. The Secretary shall issue a National Certificate of Accreditation to respective elementary and secondary schools which substantially comply with accreditation standards, and which have a plan or program in effect to remedy any defects or shortcomings within an agreed upon period of time, based on appropriate recommendations from the accreditation committee.

(4) National-State consultation. The Secretary shall consult with the respective State Directors of Education for appropriate technical assistance to be provided by both National and State Governments to the respective elementary and secondary schools based on appropriate recommendations from the accreditations committee.

(5) National Special Certificate of Achievement. The Secretary shall issue a National Special Certificate of Achievement to elementary and secondary schools which comply with or exceed all FSM accreditation standards.

(6) Contingency as incentive. In order to provide an incentive for the improvement of schools, the Secretary may make eligibility for certain categories of scholarship and other funds contingent upon obtaining certification or special certification, or upon making timely measurable progress toward obtaining certification.

Source: PL 8-132 § 9.

Editor's note: The word "and" is moved from subsection (1)(j) to subsection (1)(k) as a technical correction.

§ 109. Private schools.

(1) The importance of private schools to the educational development of the Micronesian people is hereby acknowledged and commended.

(2) Any person or persons desiring to establish and operate a private school, including a school with a religious affiliation, within the Federated States of Micronesia shall, prior to the establishment thereof, make written application for a charter to the Secretary.

(a) The application shall be signed by the applicant or applicants and reviewed by the State Director of Education and the State Board of Education of the State in which the school is to be located.

(b) The application shall include:

(i) The full names of the persons establishing and operating the school, their qualifications, their international affiliations, and their entry permit numbers, if applicable;

(ii) The names and qualifications of the school's instructors and administrators, and their entry permit numbers, if applicable;

(iii) The location of the school and the facilities erected upon the site;

(iv) The course of instruction and the language in which instruction is to be given;

(v) The criteria applicable to accreditation of all primary and secondary schools; and

(vi) A complete financial statement, including but not limited to, sources of funding, capital reserves, if any, and a proposed budget for the pending school year, detailing how the school plans to meet the anticipated costs of operation; and

(vii) Such other information as the Secretary may require, pertinent to whether the operation of the school will serve the best interests of the Micronesian people. The State Directors of Education shall review applications and make recommendations to the respective State Governor for concurrence.

(3) Upon receipt and approval of the application by the Secretary, the Secretary shall issue to the person or persons applying therefore a charter for up to 15 years duration in the form of a mutual agreement between the chartered school and the FSM, authorizing the establishment of the school, and an annual license to operate the school, renewable by the Secretary upon a finding by the State Director of Education that the school is operating consistent with the terms of its charter and other applicable regulations.

(4) No private school shall be established except in conformity with this section; PROVIDED however, that any private school existing in the Federated States of Micronesia under a valid charter on the effective date of this act shall be deemed to have complied with requirements set forth herein and shall be granted a charter automatically.

(5) Any person or persons who knowingly permit or engage in the establishment and operation of a private school within the FSM in violation of applicable laws or regulations, shall be guilty of a violation of this section and upon conviction thereof, shall be fined not more than \$500.

(6) The Secretary shall withhold funds for failure to comply with the provisions of this chapter, and shall, after a hearing, suspend or revoke a charter upon a finding that the school has operated contrary to the representations contained in its charter application, or has operated contrary to the policies and provisions of this chapter.

Source: PL 8-132 § 10, modified.

§ 110. National Curriculum Minimum Standards.

(1) The Secretary shall establish, in cooperation and consultation with the State Boards of Education and the State Directors of Education, National Curriculum Minimum Standards.

(2) State Departments of Education and Boards of Education shall ensure that the National Curriculum Minimum Standards are implemented through their State Curriculum framework.

Source: PL 8-132 § 11.

§ 111. Certification of home learning programs.

The Secretary of Education and the State Boards of Education may set minimum standards for home learning.

(1) The Secretary and the State Boards of Education may, upon application, review and approve a course of study of home learning as meeting those minimum standards.

(2) The Secretary and State Board of Education shall monitor for compliance with the minimum standards established by the Secretary, any home study programs which are approved under this section, and may revoke its own approval, giving reasonable grounds for such action.

Source: PL 8-132 § 12.

§ 112. Gifts, Grants; Requests for funding.

(1) The Secretary may receive and manage money or other property, both real and personal, which may be given, bequeathed, devised, or in any manner received by the National Government for the purpose of education, from sources other than the Congress.

(a) The Secretary shall manage gifts and grants in a manner consistent with applicable law, including title 55 of this code, as amended.

(b) The Secretary shall cause to be kept detailed and accurate financial records recording the receipt of each gift or grant, the disposition of each gift or grant and the income therefrom, and the essential facts of management.

(c) This subsection shall not be construed to apply to any gifts received by a State.

(2) Subject to the powers vested in the President and Congress, the Secretary is designated as the allottee and administrator of any funding that may be provided to the Department of Education for educational purposes. Such funding shall include, but not be limited to, Compact funding, foreign assistance funding, United States federal programs funding, and funding provided by other external agencies, organizations, and assistance programs.

(3) The State Departments of Education will inform the Secretary when they apply for or receive foreign assistance to education, in order to ensure coordination.

(4) When requesting funding for the State Departments of Education, the Secretary shall do so based on requests as submitted by the respective State Departments of Education.

Source: PL 8-132 § 13.

Cross-reference: Title 55 of this code is on Government Finance and Contracts.

§ 113. FACSSO.

(1) The Department of Health, Education and Social Affairs or its successor entity will periodically as necessary convene meetings of the Chief State School Officers and the President of the College of Micronesia-FSM, for the purpose of increasing cooperation and coordination between the States and National Government and ensuring quality educational programs and facilities for students in the following areas:

(a) setting and attaining minimum standards for educational administration, programs and facilities;

(b) obtaining and equitably distributing national and external financial assistance for education;

(c) providing technical assistance to the States and sharing experience and data on how to improve the administration of educational programs; and

(d) anticipating and meeting the needs of FSM students in the area of post-secondary education.

(2) The Secretary of the Department of Health, Education and Social Affairs or his successor or designee, the four Chief State School Officers and President of the College of Micronesia-FSM, when meeting in their official capacity, shall be known as the FSM Association of Chief State School Officers, or FACSSO.

(3) Upon discussing and reaching a consensus on educational issues, FACSSO shall formally adopt, in the form of resolutions, its findings and conclusions, as well as the reasons or principles upon which its resolutions are based.

(4) The Secretary of the Department of Health, Education and Social Affairs, or his successor or designee, shall promptly transmit FACSSO resolutions to the FSM President and to other persons as appropriate.

(5) The Secretary of the Department of Health, Education and Social Affairs, or his successor or designee, shall maintain a book of FACSSO resolutions arranged consecutively according to date of adoption, and indexed according to subject matter.

Source: PL 8-132 § 14; PL 11-68 § 1.

§ 114. Regulations.

The Secretary, upon approval by the President, is hereby authorized to promulgate regulations in accordance with title 17 of this code <http://www.fsmlaw.org/fsm/code/title17/T17_Ch01.htm> , implementing the provisions of this chapter, which regulations shall have the force and effect of law.

Source: PL 8-132 § 15, modified.

Cross-reference: Chapter 1 of title 17 of this code

<http://www.fsmlaw.org/fsm/code/title17/T17_Ch01.htm> is on FSM Administrative Procedures.

Appendix 2

JEMCO REPORT 2009

**Federated States of Micronesia
Education Sector**

**FSM NATIONAL JEMCO
20 EDUCATION INDICATORS
REPORT
July 2009**



National Department of Education

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FSM JEMCO Education Indicators

Indicators of Educational Progress (as revised in February, 2007)

1. Number of schools by grade level (i.e., elementary and secondary schools)
2. Number of schools by size (i.e., enrollment under 50, 51-100, 101-200, 201-300, 301-500, 501-1000, and over 1000)
3. Number of schools operating half-day sessions
4. Average teacher attendance rate by grade level (elementary and secondary)
5. Number & percent of staff by education level (i.e., high school diploma, AA/AS, BA/BS, etc.)
6. Number of teachers/staff by grade level
7. Student-to-teacher ratio (private and public)
8. Base populations by school age groups (i.e., total no. of 4-5 yr. olds, 6-13 yr. olds, 14-18, 19-22 yr olds)
9. Percent of base school-age population in school by age groups (% of 4-5 yr. olds, 6-13 yr. olds, 14-18 yr. olds actually enrolled)
10. Student enrollment by grade level and gender
11. Average daily student attendance rate by grade level and gender
12. Drop-out rate by grade level and gender (use beginning and ending enrollment)
13. Number and percent of students achieving "Proficiency" level & above, at selected grade levels for standardized tests (e.g., SAT) or criterion-referenced tests (e.g., locally developed tests)
14. Completion/graduation rate for 8th and 12th grades (private and public)
15. Number and percent of grade completers going to high school and high school graduates going to higher education
16. Number of student textbooks by subject areas and grade level
17. Per pupil expenditure (annual or entire budget operating k-12 budget divided by enrolled student count)
18. Number of parent involvement activities per year by school and average number of parents participating
19. Student enrollment in local institutions of higher education (IHE)
20. Number of IHE graduates by each diploma/degree level

Must be reported by July 31 each year

Introduction

This is the fourth submission of the JEMCO 20 Education Indicators Report as per July 2009 as required under the FSM Education Sector Grant in the Compact, as amended, and other resources that provide assistance directly or indirectly to the schools in the Federated States of Micronesia (FSM).

The purposes of the JEMCO 20 Indicators Report are to measure the statuses and progress of the schools throughout the FSM and to provide such reports to the stakeholders in the FSM and to the grantor, indicating if JEMCO requirements are met and to use such report to improve decision making on education issues in the nation.

This report covers areas from *basic enrollment data* to numbers and levels of schools and to student performance skills. The indicators were revised last year to tailor or fine tune the reporting elements or indicators more appropriately. The report also indicates some concerns over the quality of some of the data from the last report and this year's, and areas where there is a continuing need to improve the data collection process.

Issues and Potential Solutions

There are still problems with data accuracy, consistency of reporting of data, and coding of data. While efforts had been made to assist state in submitting data, states continue to fall behind meeting submission deadline and data consistency. Cooperation between state DOE and National DOE must be strengthened in order to address and improve the current issues pertaining to data consistency and timely submission.

1. Different Data Management Application

The four Department of Education in the FSM continue to utilize different data collection systems: *Pacific Education Data Management Information System (PEDMS)* web based, excel version and regular excel program. In 2007, through the Basic Social Services program (BSS), a consultant developed a Data Management System in Microsoft access for state DOE's to utilize in collecting and managing education data. However, during the SY07-08 school year, data submission from states to NDOE using the new software indicate that states are not familiar/comfortable with the access software.

In our effort to address the data collection/submission setbacks, National Department of Education developed a simple tool in Microsoft excels (widely used application) to allow states to copy their data

from their current systems into the spreadsheet and submit to NDOE for data analysis and report generation.

In January of 2009, NDOE data staff had a meeting with state data managers to introduce the data collection tool which will be used by states to submit their SY08-09 data to NDOE. Overview of the excel spreadsheet and submission timeline was addressed to improve FSM reporting to JEMCO and other agencies.

2. Consistency and timely submission of data

It is evident that continued setbacks in timely submission and consistency of data from states to NDOE stem from human elements and not system which states must resolve immediately.

During the January 2009 meeting, state data managers were advised to submit their data on time to allow both NDOE and state DOE ample time to do data cleaning and edit checks. However, late submission of reports and lack of communication response from states prevents the NDOE from submitting a complete JEMCO report.

The department is still considering a much more drastic measures and recommendations for the states to comply with:

- Incorporate grant conditions into the states Education Sector grant which may lead to the withholding of state Education Sector grant allotment should the practices of late submission continues;
- Replacement of data specialists at the states;
- Take the issue up to the states higher up leadership; and,
- Recommend to the Congress to mandate stricter sanctions for defiant state.
- Other measures may be considered on a case to case basis.

3. Accuracy and cleanliness of data

FSM continue to rely on outdated population projection dated back to year 2000 which certainly compromise the credibility of data calculation and comparison due to lack of accurate population data.

FSM statistic office is gearing up for a new census which is slated for year 2010. With the updated census, data on population will be more accurate and up to date which renders the nation a more credible population count.

4. Training for Data Managers

Steps to modify the JEMCO report which will incorporate new performance indicators is in the process. Data manager in all state DOE will be part of the revision and also be trained to undertake the new reporting indicators.

5. Early Childhood Education (ECE)

In October of 2005, the former Family Head-Start Program was virtually incorporated into the State Departments of Education by provisions of the Compact-SEG fund, thus established the Early Childhood Education Program. The nation still needs to formally establish the Early Childhood Education Program in the nation and further resolve the issue of separate submissions on ECE data reports. Two states still submit this year separate progress reports on ECE.

Indicator 1: Number of schools by grade level

Table 1

1. Number of Schools by elementary and secondary level, including ECE/Sped centers					
State	ECE	Elementary	Secondary	Other	No. Schools
Chuuk	45	87	21		153
Kosrae	*	7	1		8
Pohnpei	*	31	3		34
Yap	26	30	3		59
FSM	71	155	28	0	254

The total number of schools in 2008 was 263. This suggests that 9 schools have closed or have been consolidated. However, given that table 2 below reports a different total, it is likely that the figures are inaccurate due to poor reporting. Chuuk and Yap continue to operate ECE centers independent of elementary schools while Kosrae and Pohnpei have integrated their ECE centers with elementary schools.

Indicator 2: Schools by size

Table 2

State	Up to 50	51-100	101-200	201-300	301-500	501-1000	1001+	Total
Chuuk	61	38	38	11	3	2	0	153
Kosrae	1	1	1	2	3	0	0	8
Pohnpei	2	7	6	8	5	4	2	34
Yap	42	6	8	0	0	1	0	57
FSM	106	52	53	21	11	7	2	252

The total number of schools in table 2 is 252. Table 1 shows a total of 254. Enrollment for 2 private schools in Yap was not reported and could not be categorized into table 2, school size range. The table indicates that Chuuk and Yap have the highest number of small schools with enrolments under 100. Indicators 8 and 10 show that student enrolment in FSM is declining.

Indicator 3: Number of schools operating half day sessions

No school is operating half day.

Indicator 4: Average teacher attendance rate by grade level (elementary and secondary)

Table 3

State	Elementary			Secondary		
	Male	Female	Rate	Male	Female	Rate
Chuuk	97%	97%	97%	93%	93%	93%
Kosrae	98%	98%	98%	96%	97%	97%
Pohnpei	92%	92%	92%	89%	84%	87%
Yap	88%	88%	88%	87%	88%	87%
FSM	94%	94%	94%	91%	91%	91%

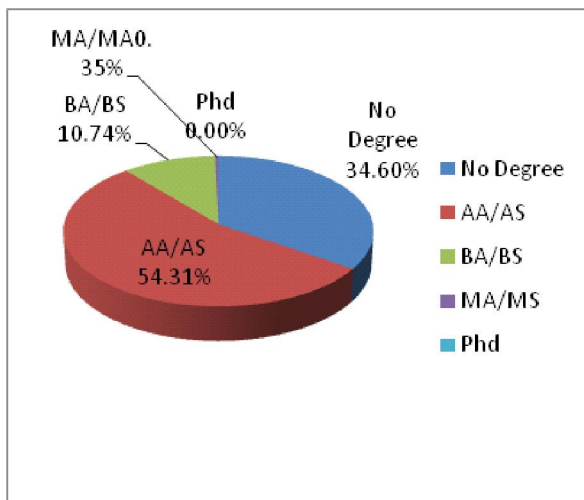
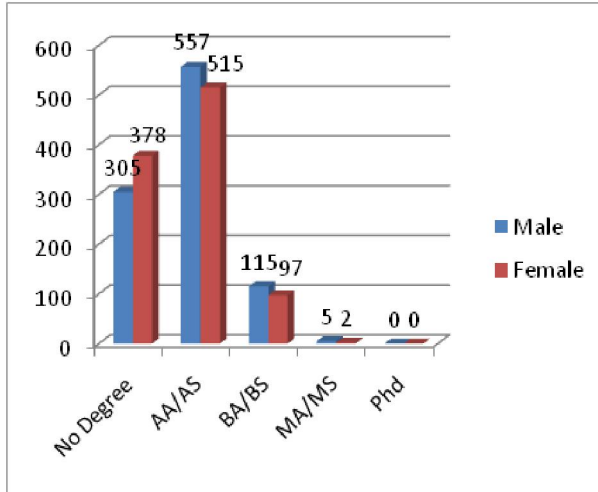
The table shows a slight decline in attendance rates from 96.28% in elementary and 96.26% in secondary schools compared to 2008. Yap and Pohnpei report the lowest levels of attendance. Female attendance in secondary schools in Pohnpei is particularly low. There is little difference between male and female attendance rates in Chuuk, Kosrae and Yap

Indicator 5: Number and percent of staff by education level

Table 4 shows all teaching staff in the FSM by qualification status. Graph 2 presents a representation of the data.

Table 4

5. Number and percent of staff by education level											
State	No degree		AA/AS		BA/BS		MA/MS		PhD		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Chuuk	186	237	185	211	38	39	4	1	0	0	901
Kosrae	6	2	87	82	14	9	0	0	0	0	200
Pohnpei	6	23	195	179	55	38	0	1	0	0	497
Yap	107	116	90	43	8	11	1	0	0	0	376
FSM	305	378	557	515	115	97	5	2	0	0	1974
Percent	15.45%	19.15%	28.22%	26.09%	5.83%	4.91%	0.25%	0.10%	0.00%	0.00%	100%



The total number of teaching staff is 1974. This total agrees with the total in indicator 6 below but not with indicator 7, which shows a total of 1882.

Data for indicator 5 shows a reduction in the number of teaching staff of 281 or 12.46% from 2255 in 2008 to 1974 in 2009. The greatest loss has been in Pohnpei (down 234 from 731 in 2008 to 497 in 2009) and Chuuk (down 47 from 948 to 901). However, Pohnpei may have submitted incorrect data in 2008.

There has been a reduction in the percentage of teaching staff without a degree from 37.52% in 2008 to 34.60% in 2009, a difference of 2.92%.

The percentage of teaching staff with an AA/AS degree has risen from 49.22% in 2008 to 54.31% in 2009, an increase of 5.09%.

Data in Indicator 20 shows that in the year 2008-2009, 71 individuals graduated from COM-FSM with an AS/AA or completed a third year course in education. However, the number of employed teachers with an AA/AS or third year decreased by 38 from a total of 1110 in 2008 to 1072 in 2009. This suggests that newly qualified teachers are not entering the teaching profession.

The number of employed teachers with a BA/BS declined from 274 in 2008 to 212 in 2009. 14 BA Education students graduated in the same period. The percentage of teaching staff with a BA/BS has declined from 12.15% in 2008 to 10.74% in 2009, a difference of 1.41%.

The data suggests that the current teacher certification policy has had limited impact on the qualification levels of teaching staff.

Indicator 6: Number of teachers/staff by grade level

State	Elementary		Secondary		Total	
	Teachers	Staff	Teachers	Staff	Teachers	Staff
Chuuk	659	96	225	190	884	286
Kosrae	161	20	39	6	200	26
Pohnpei	383	70	114	48	497	118
Yap	307	34	69	10	376	44
FSM	1510	220	447	254	1957	474

9 SpEd and 8 Homebound teachers not included in the above table. The 17 teachers are not classified into the three school level.

The total number of teachers and non-teaching staff has declined from 2538 in 2008 to 2448 in 2009, a reduction of 3.54%. As the number of non-teaching staff has increased from 473 in 2008 to 474 in 2009, the reduction is in the number of teachers only. However, this 3.54% reduction disagrees with the 12.45% reduction reported in indicator 5 above. Teachers represent 80.64% and non-teaching staff 19.36% of the total. In 2008 teachers represented 81.36% of the total. Chuuk has the highest percentage of non-teaching staff (24.44%) and Yap the lowest (10.57%). Chuuk has a particularly high percentage of non-teaching staff at the secondary level (45.78%). The indicator does not count staff at State and National departments of education.

Indicator 7: Student-teacher ratios by state

Table 6

State	Elementary Students		Elementary Teachers		Elementary Ratio		Secondary Students		Secondary Teachers		Secondary Ratio	
	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public
Chuuk	716	11144	46	613	14 to 1	19 to 1	719	2351	56	169	12 to 1	14 to 1
Kosrae	0	1505	0	161		8 to 1	0	538		39		13 to 1
Pohnpei	0	8090	0	383		21 to 1	0	2539		114		22 to 1
Yap	0	2235	0	307		7 to 1	0	915		69		13 to 1
FSM	716	22974	46	1464	14 to 1	16 to 1	719	6343	56	391	12 to 1	16 to 1

9SpEd and 8 Homebound teachers not included in the above table. The 17 teachers are not classified into the three school level.

Table 7 and 6 differ due to 17 teachers not counted due to incomplete data. The FSM student teacher ratio has increased from 15 to 1 in public elementary schools in 2008 to 16 to 1 in 2009 and from 17 to 1 in public secondary schools in 2008 to 16 to 1 in 2009. At elementary level, Kosrae (8:1) and Yap (7:1) have the lowest ratios, compared to Chuuk (19:1) and Pohnpei (21:1). At secondary level Yap (13:1), Kosrae (13:1) and Chuuk (14:1) have the lowest ratios compared to Pohnpei (22:1). The very low ratios in Yap and Kosrae elementary schools suggests that some schools are over-staffed. For comparison, Guam has a ratio of 17:1 at primary and 21.4:1 at secondary level (<http://nces.ed.gov/pubs2001/overview/table06.asp>).

Indicator 8: Base populations by school age groups (i.e., total no. of 4-5 yr. olds, 6-13 yr. olds & 14-18 yr. olds)

State		4-5 yr	6-13 yr	14-18 yr	Total
Chuuk	Projection	2550	10105	6137	18792
	Actual	889	9489	4087	14465
Kosrae	Projection	426	1462	890	2778
	Actual	68	1283	620	1971
Pohnpei	Projection	1840	6902	3788	12530
	Actual	636	7454	2539	10629
Yap	Projection	597	2152	1145	3894
	Actual	268	1470	952	2690
FSM	Projection	5413	20621	11960	37994
	Actual	1861	19696	8198	29755

There is a significant shortfall between the projected total population and the actual total enrolment. Actual total enrolment in the FSM is 78.31% of the projected population.

Unicef estimates enrolment at 92% (http://www.childinfo.org/education_primary.php).

For each state the percentage of actual enrolments is; Chuuk 76.97%; Kosrae 70.95%; Pohnpei 84.82% and Yap 69.08%. Under-enrolment is particularly evident in the 4-5yr group, where the actual enrolment is 35% of the projected population. In the 6-13yr group enrolment is 95.51% and in the 14-18yr group it is 68.54%.

The total actual enrolment in indicator 8 (29755) differs from the total in indicator 10 below (30752).

Indicator 9: Percent of base school-age population in school by age groups (e.g. % of 4-5 yr. olds actually enrolled)

State	4-5 yr	6-13 yr	14-18 yr	Total
Chuuk	35%	94%	67%	77%
Kosrae	16%	88%	70%	71%
Pohnpei	35%	108%	67%	85%
Yap	45%	68%	83%	37%
FSM	34%	96%	69%	78%

Indicator 10: Student enrollment by grade level and gender

Table 9

State	Elementary		Secondary		Total	
	Male	Female	Male	Female	Male	Female
Chuuk	6027	5833	1469	1601	7496	7434
Kosrae	754	751	271	267	1025	1018
Pohnpei	4122	3968	1259	1280	5381	5248
Yap	1177	1058	500	415	1677	1473
FSM	12080	11610	3499	3563	15579	15173

The total actual enrolment in Indicator 8 above (29755) differs from the total in Indicator 10 (30752). Indicator 10 showed that student enrolment was 32210 in 2008. The data indicates a possible decline in student enrolment of 2455 (32210-29755) or 1458 (32210-30752) depending on the data used.

In FSM as a whole, there is no significant gender disparity. Total male enrolment is 50.66% and female enrolment is 49.33%. At elementary level, male enrolment is 50.99% and female enrolment is 49.00% of the total. At secondary level, male enrolment is 49.54% and female enrolment is 50.45% of the total.

However, in Yap total male enrolment is 53.23% compared to female enrolment of 46.76%.

Indicator 11: Average daily student attendance rate by grade level and gender

Table 10

State	Elementary		ERate	Secondary		SRate
	Male	Female		Male	Female	
Chuuk	98%	98%	98%	99%	99%	99%
Kosrae	98%	98%	98%	96%	97%	97%
Pohnpei	94%	94%	94%	97%	97%	97%
Yap						
FSM	97%	97%	97%	97%	98%	98%
Yap did not provide attendance data for Elementary and Secondary.						

Average daily attendance at elementary level has increased from 96.04% in 2008 to 97% in 2009. At secondary level the increase is from 97.87% to 98%. There is little variation between states and between male and female. Yap state did not report attendance figures.

UNICEF estimates that global daily attendance at primary school is 78%. (http://www.childinfo.org/education_primary.php). The data does not indicate the reasons for non-attendance.

Indicator 12: Drop-out rate by grade level and gender

Table 11

Grade Level	Drop Out		Enrollment		Rate		Overall Rate
	Male	Female	Male	Female	Male	Female	
ECE	0	0	1201	1205	0.00%	0.00%	0.00%
Grade 1	10	4	1492	1302	0.67%	0.31%	0.50%
Grade 2	5	5	1394	1317	0.36%	0.38%	0.37%
Grade 3	6	3	1518	1404	0.40%	0.21%	0.31%
Grade 4	6	5	1350	1348	0.44%	0.37%	0.41%
Grade 5	3	5	1354	1373	0.22%	0.36%	0.29%
Grade 6	8	1	1257	1251	0.64%	0.08%	0.36%
Grade 7	3	4	1319	1307	0.23%	0.31%	0.27%
Grade 8	47	24	1195	1103	3.93%	2.18%	3.09%
Grade 9	47	34	1059	1079	4.44%	3.15%	3.79%
Grade 10	88	46	920	914	9.57%	5.03%	7.31%
Grade 11	44	47	796	862	5.53%	5.45%	5.49%
Grade 12	9	10	724	708	1.24%	1.41%	1.33%
Total	276	188	15579	15173	1.77%	1.24%	1.51%

The total enrolment in Indicator 12 (30752) differs from the total in Indicator 8 above (29755). The difference is from the unaccounted students who are in the ages of 19 up and also inaccurate date of birth data. The data indicates very low levels of dropout with an overall rate of 1.51%. There are no significant differences between male and female. Most dropouts occur between grades 8 and 12. Reasons for dropout are not given.

The table below tracks cohorts of students from 2008 to 2009, using data from Indicator 12. ECE students enrolled in 2008 are shown as Grade 1 students in 2009, Grade 1 students in 2008 are shown as Grade 2 in 2009 and so on.

Grade	2008 enrolment	Grade	2009 enrolment	Difference	% of 2008 total
ECE	2502	Grade 1	2794	+292	+9.83
Grade 1	2969	Grade 2	2711	-256	-8.45
Grade 2	3029	Grade 3	2922	-107	-3.79
Grade 3	2819	Grade 4	2698	-121	-4.11
Grade 4	2940	Grade 5	2726	-214	-7.80
Grade 5	2741	Grade 6	2508	-233	-8.74
Grade 6	2663	Grade 7	2626	-37	-0.01
Grade 7	2662	Grade 8	2298	-364	-14.82
Grade 8	2456	Grade 9	2138	-318	-14.73
Grade 9	2158	Grade 10	1834	-324	-16.33
Grade 10	1983	Grade 11	1658	-325	-19.46
Grade 11	1670	Grade 12	1432	-238	-14.69

The table shows that the total number of each cohort of students fell, with the exception of the 2008 ECE cohort which increased in number when it entered Grade 1. The 2008 Grade 6 cohort showed a very small decline. The largest reduction in numbers was in the 2008 Grade 10 cohort which declined by 19.46% in their transition to Grade 11.

The data above would suggest that there is a more significant drop out of students than indicated by the data collected for Indicator 12.

Indicator 13: Number and percent of students achieving “Proficiency” level & above.

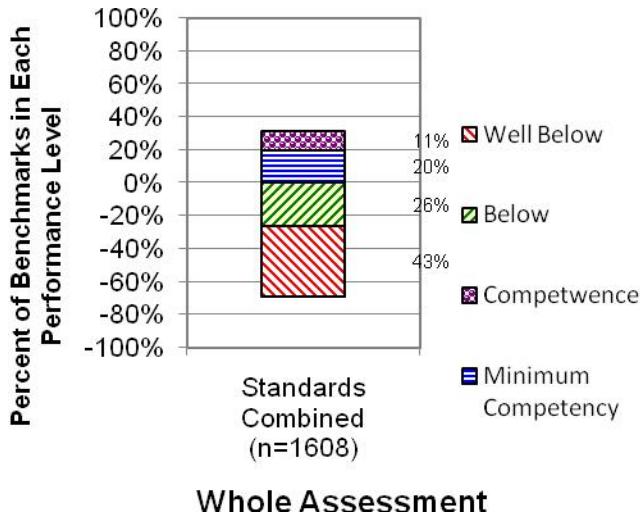
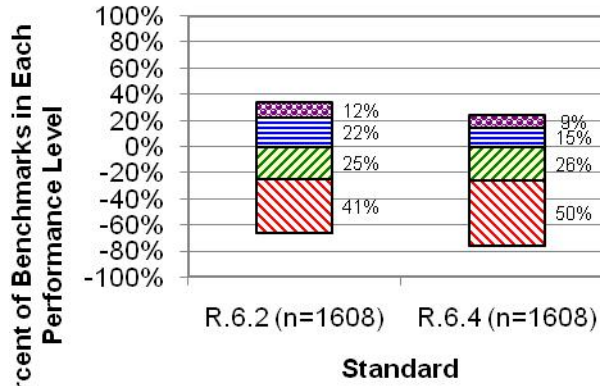
The FSM National Standardized Tests (NST) is a series of test instruments used as the basis for measuring the effectiveness of the National Curriculum Minimum Standards which are implemented in schools across the FSM. Previous years the FSM Education Sector normally used achievement criteria for student proficiencies in the order of *advanced, proficient, basic and below basic*. Based on the new recommendation by the Office of Insular Affairs and mandated by JEMCO that the test instruments be evaluated for their reliability and validity. PREL educational agency won the bid to conduct the test evaluation and was furthered recommended to develop new instruments which would be more focused on standards and benchmarks rather than results based on the whole test. The student achievement criteria had been changed from what was indicated earlier to the followings: *Competence, minimum competency, below and well below*. Our interpretation is that although the names changes we still maintain the integrity of these levels. All tables and charts below display students learning performance from all the four states in grades 6, 8, and 10 for two English Language standards in reading and literature. The test data were analyzed by NDOE using PREL’s Dr. Soe assessment software. This year would be a baseline data set based on the new curriculum standards and the new test batteries now revised to the National Curriculum Based Standard Assessment (NCBSA).

6TH GRADE

Level Percents for All Students for Each Rubric				
Level of Standards	Well Below	Below	Minimum	
			Competency	Competence
Standard 2 READING	-41%	-25%	22%	12%
Standard 4 LITERATURE	-50%	-26%	15%	9%
Standards Combined (n=1608)	-43%	-26%	20%	11%

Results of the English standards tests indicated that the overall performance on these two English Language Arts standards (Reading and Literature) 11% or 177 six graders (1,608) was achieving at the competence level. The culmination of both standards is based on 40 items test in Reading and Literature. These results indicated that sixth graders are not adequately prepared to respond correctly to these benchmarks inquired. The chart on the left indicated the level of student performance based on a four item assessment against each benchmark. In other words for each of the four questions/items there were four options given. If a student correctly responded to one of the four questions he/she would be classified in the criteria of minimum competency. If he/she correctly responded to two of the questions for the given benchmark he/she would be considered below performance. Three and all incorrect responses are well below performance. It became apparent that out of the total number tested in reading only 193 or 12% were competent in reading. 354 or 22% of them were performing at minimum competency and 402 or 25% of them were performing at below. The rest of these students were performing at well below mark. We are saying that approximately 659 or 41% students are at the well below mark. The chart indicated that below and well below are at below expected level of performance. The cut off line is at zero and most of our students are performing below standards.

Federated States of Micronesia
 Grade 6 Reading
 All Students of All Schools, All
 Islands



6th Grade Standard 2 READING

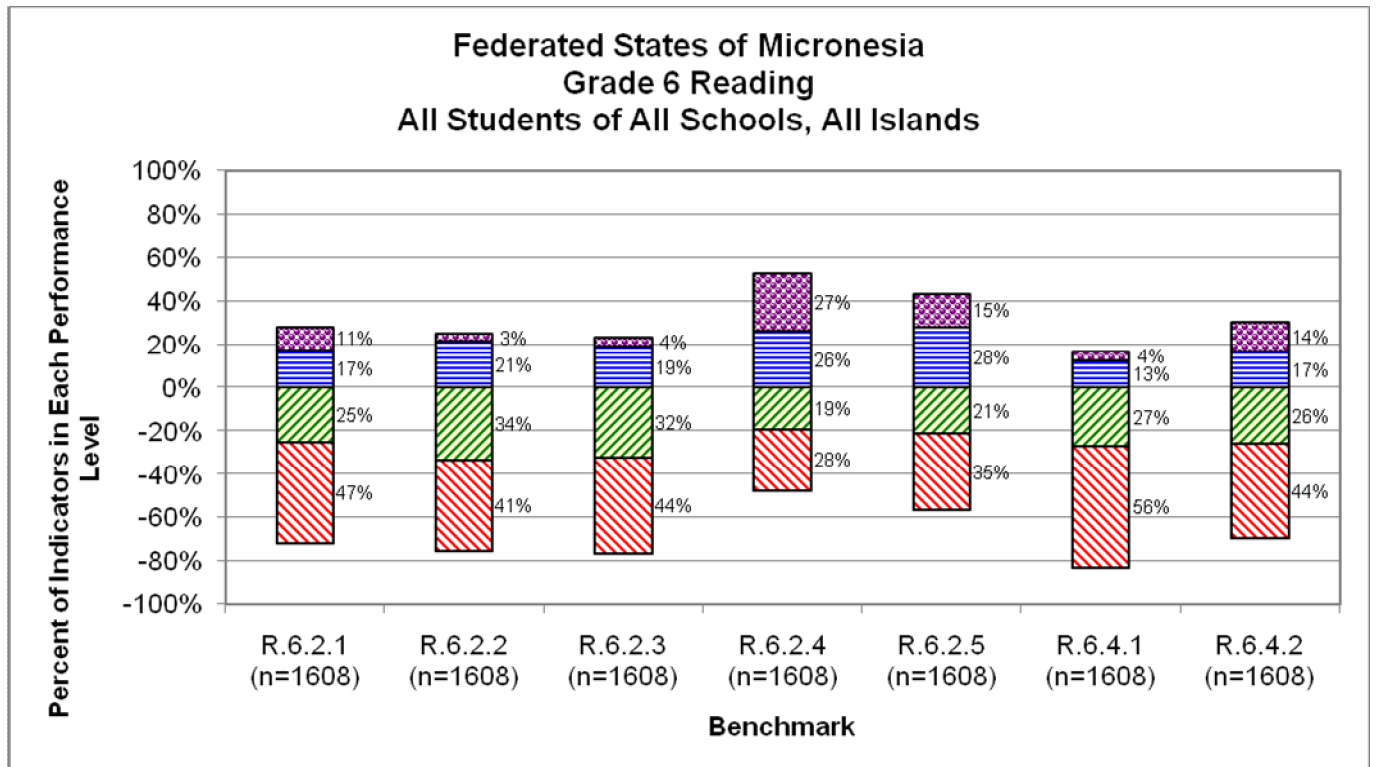
Level Percents for All Students for Each Rubric Level of Benchmarks	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.6.2.1 Identify and use a variety of word strategies to build	-47%	-25%	17%	11%
R.6.2.2 Apply a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict, visualize and analyze text.)	-41%	-34%	21%	3%
R.6.2.3 Use reference materials to gather information. (For example, students will be able to locate information from library and internet resources.)	-44%	-32%	19%	4%
R.6.2.4 Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, contrast and draw conclusions.	-28%	-19%	26%	27%
R.6.2.5 Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to solve problem, find information, follow directions, critically analyze or for pleasure.)	-35%	-21%	28%	15%

In each of the curriculum standards for example English language arts is composed of four standards: *listening/speaking, reading, writing literature*. In association with these standards there are benchmarks clustered for each of these standards. For example the reading standards have five supporting benchmarks that would indicate general statements for student learning outcomes. The table above clearly shows how 6th graders are performing for each benchmark. What would be our conclusions? One may ask whether or not students were adequately prepared to respond to these questions. The answer is no. At a more complex and rigorous level of these benchmarks such as the application of prior knowledge to predict and visualize or analyze text for building comprehension, which is found to be only 3% or 48 of the 1,608 were placed as competent across the entire FSM. 21% or 338 of these students are at the minimum competency mark. This would mean that students at the competence and minimum competency levels combined together we would find three hundred eighty six students. Again this is the number that has adequately received appropriate instructions related to this one benchmark (R.6.2.2). And furthermore there are about 76% or 1,222 students out of 1,608 who could not apply variety of strategies to build comprehension in the analysis of texts. This is one of the reasons why the bridging gaps project is set up because of these types of problems in which provision of technical assistance could be provided. The technical assistance are to be innovative and appropriate as program interventions to remedy problems resulting from these low performing measures indicated by general and classroom assessments.

6th Grade Standard 4 LITERATURE

Level Percents for All Students for Each Rubric Level of Benchmarks	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.6.4.1 Compare and contrast different forms of literature. (For example, students will be able to write book reviews for a range of genres.)	-56%	-27%	13%	4%
R.6.4.2 Demonstrate understanding of a character's behavior and attitudes. (For example, students will be able to explain a character's actions, motives and traits.)	-44%	-26%	17%	14%

The English literature is assessed by two benchmarks and still these figures indicated very low performance. One could assert that there is inadequate student preparation of these students to master these types of learning skills. In the first benchmark for English literature as indicated above in the table, there are only 64 students or 4% of the 1608 who could be considered competence. However, the criterion for not passing at this level is based on the levels which are below mark and well below mark. That means at this level there are 1,238 or 77% students who are inadequate, unprepared for these two benchmarks on literature standard.



This is the general outlook of how these 1,608 sixth graders in the FSM perform on five benchmarks in the reading standard and with the same number of students in grade six performing in English literature. The first benchmark (R.6.2.1) as you can see there are about 450 (28%) students who maybe considered with minimal and with adequate knowledge in ways to determine the use of context clues, root words, prefixes, suffixes, synonyms and antonyms. And therefore, there are about 1,158 (72%) six graders who just could not perform that task.

The second benchmark as indicated by its number next to the first one tells us that there are about 385 (24%) students who are with minimal competence and competence to apply ways to build comprehension by recalling prior knowledge and predicting, visualizing and analyzing certain texts. The remaining 1,223 (76%) students could not perform this task. One of the problems that we could assume at this stage is the fact that most of the schools may not have adequate time to cover these learning expectations because these standards were just handed over to them during January of this year (2009). In addition, the National Department had its overall plan to conduct training of trainers to state departments of education in unpacking these standards for better delivery of instructions and assessments.

6th Grade Standard 2 READING

Rubric Level of Indicators

Percents of All Students for Each Rubric Level of Indicators	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
6.2.1.1 Identify and use a variety of word strategies to build meaning. (For example, students will be able determine meaning using context clues and knowledge or word roots, prefixes, suffixes, synonyms and antonyms.)	-37%	-30%	22%	10%
6.2.1.2 Identify and use a variety of word strategies to build meaning. (For example, students will be able determine meaning using context clues and knowledge or word roots, prefixes , suffixes, synonyms and antonyms.)	-64%	-18%	8%	10%
6.2.1.3 Identify and use a variety of word strategies to build meaning. (For example, students will be able determine meaning using context clues and knowledge or word roots, prefixes, suffixes , synonyms and antonyms.)	-40%	-26%	22%	12%
6.2.2.0 Apply a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict, visualize and analyze text.)	-41%	-34%	21%	3%
6.2.3.0 Use reference materials to gather information. (For example, students will be able to locate information from library and internet resources.)	-44%	-32%	19%	4%
6.2.4.0 Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, contrast and draw conclusions.	-28%	-19%	26%	27%
6.2.5.1 Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, maps , charts and graphs in order to solve problem, find information, follow directions, critically analyze or for pleasure.)	-29%	-25%	38%	8%
6.2.5.2 Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to solve problem, find information, follow directions, critically analyze or for pleasure.)	-41%	-18%	18%	23%

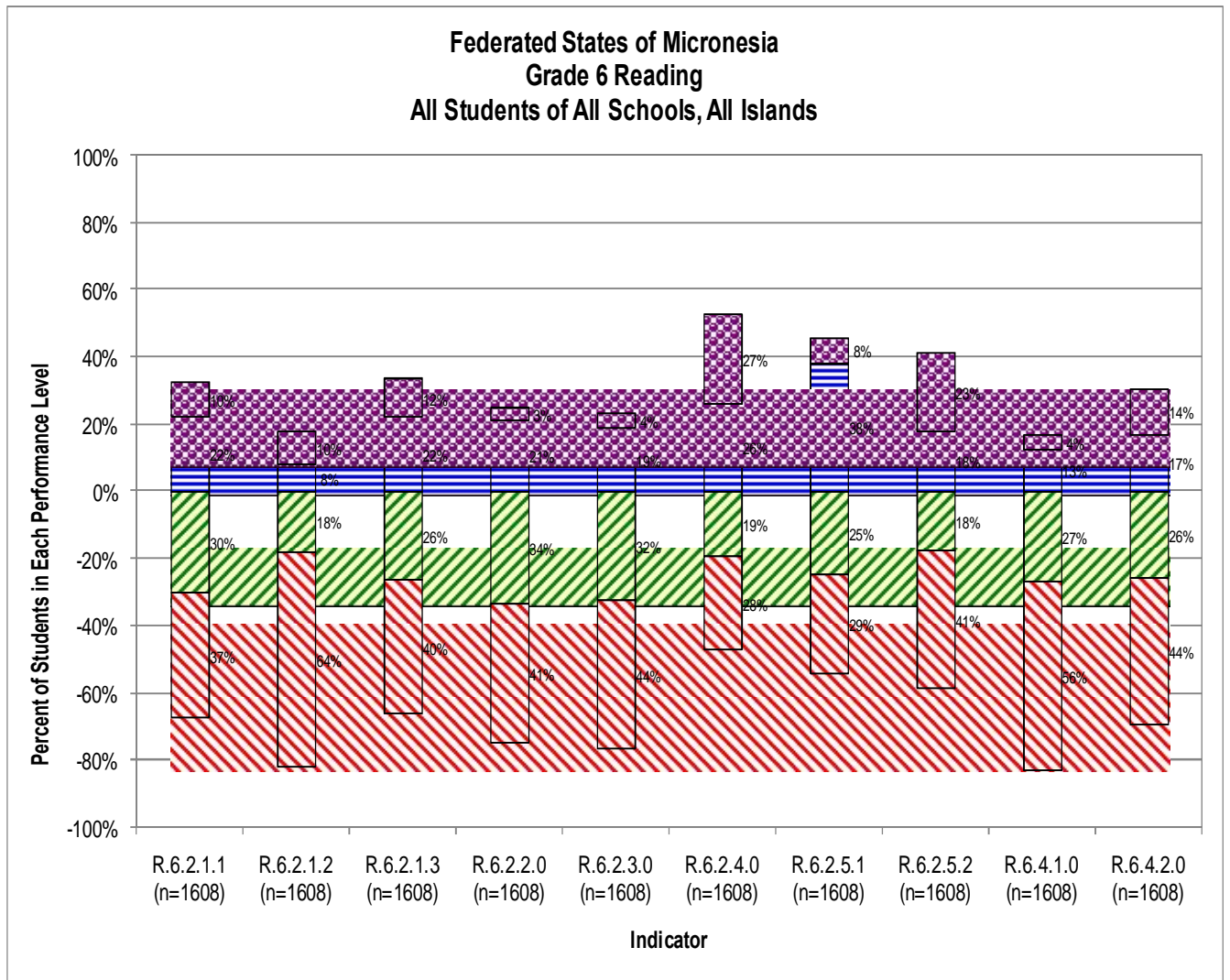
This particular table is focused entirely on just using context clues and there are about (32%) 515 students who possessed minimal competence or are fully competent in using [context clues](#). The remaining 78% are considered incompetent and ranked in below and well below performance on this test. The second level 6.2.1.2 competency level of students with using prefixes: From the mark of minimal competency to competence there is a total of 289 (18%) of the sixth graders achieving at this level. However, with the level of minimal competency there

are about 129 students verses those who are considered competent which about 160 is. The same pattern applies to the other benchmarks with student learning performance.

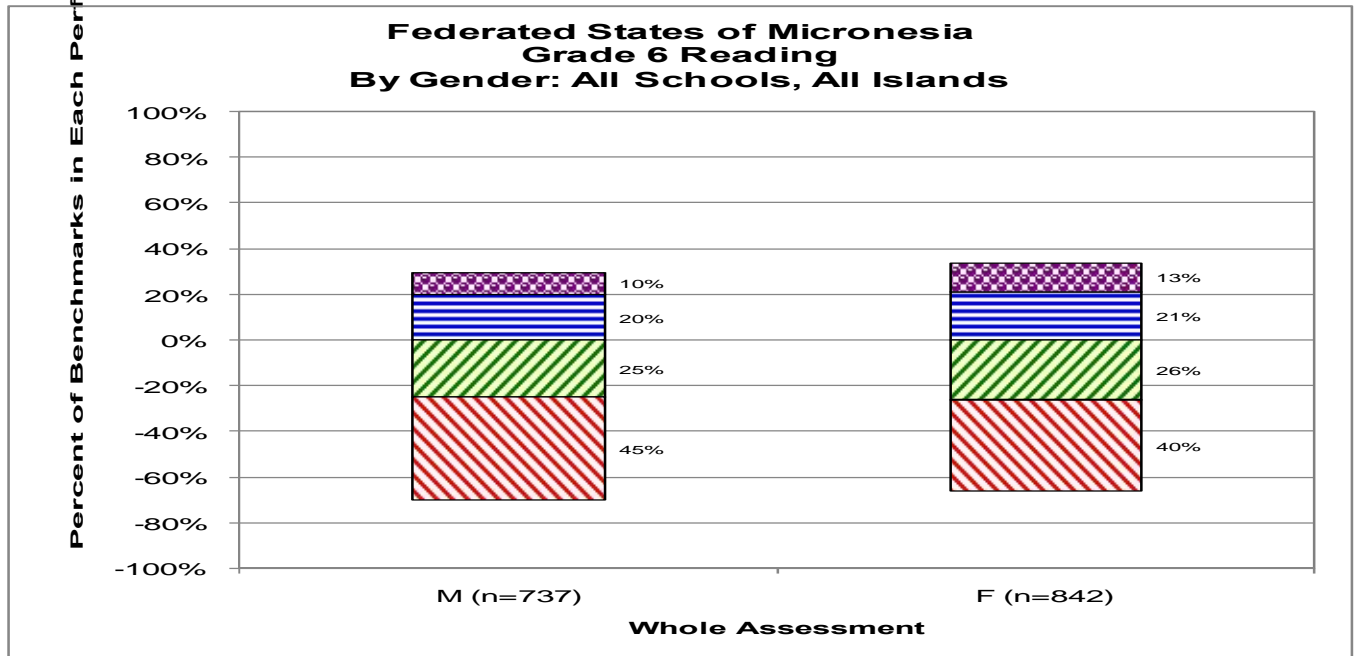
6th Grade Standard 4 LITERATURE

Percents of All Students for Each Rubric Level of Indicators	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
6.4.1.0 Compare and contrast different forms of literature. (For example, students will be able to write book reviews for a range of genres.)	-56%	-27%	13%	4%
6.4.2.0 Demonstrate understanding of a character's behavior and attitudes. (For example, students will be able to explain a character's actions, motives and traits.)	-44%	-26%	17%	14%

Insert narrative here:



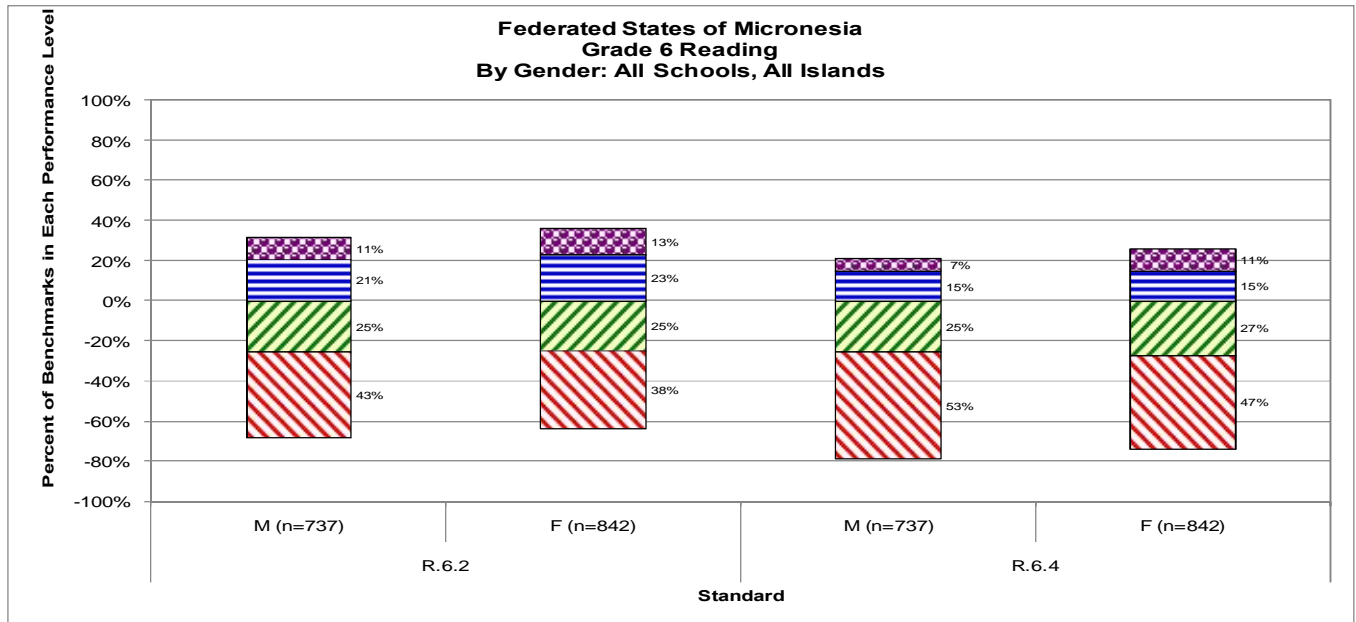
Percent of Benchmarks in Each Performance Level



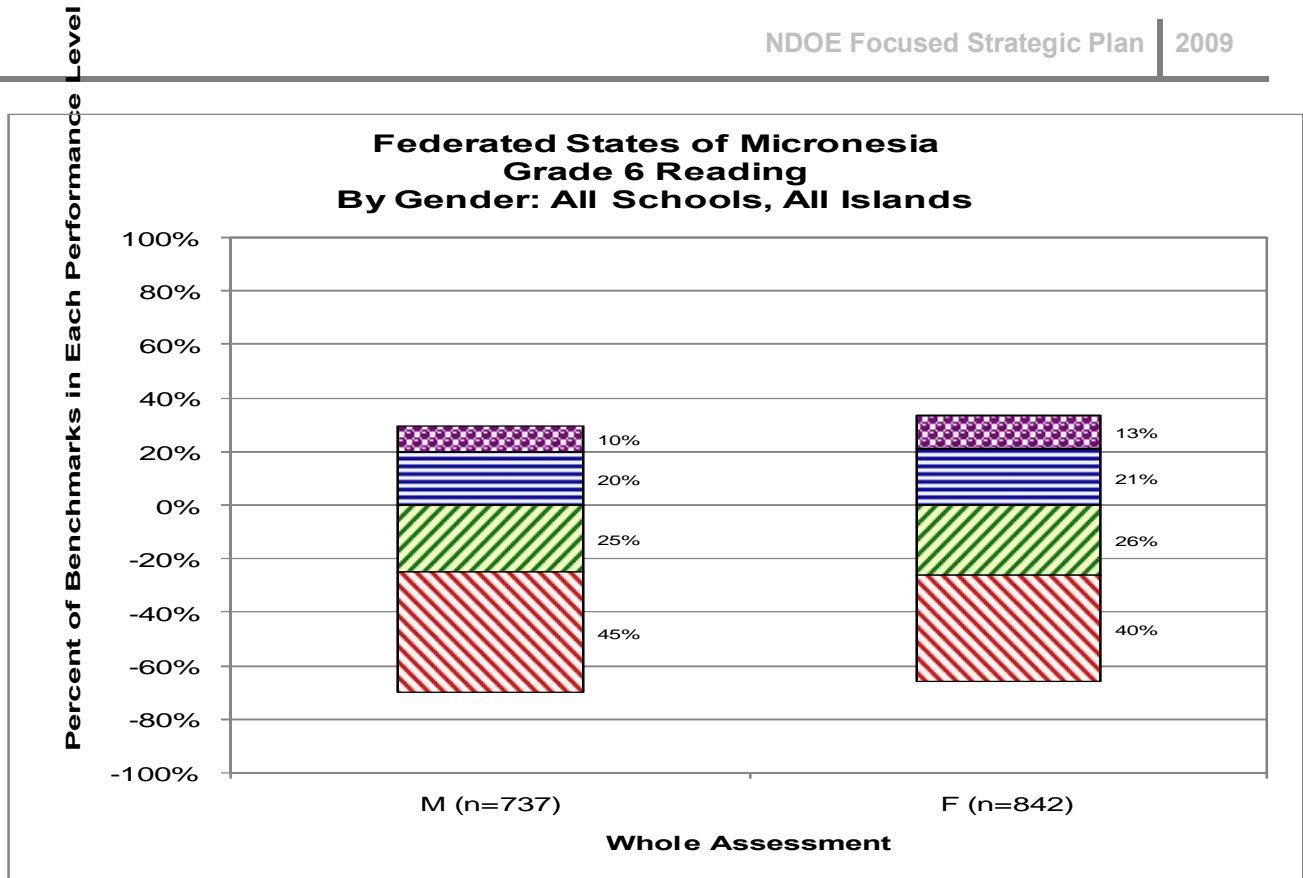
6th Grade

Level Percents By Gender for Standards	Well Below	Below	Minimum Competency	Competence
READING				
Male (n=934)	-0.43	-0.25	0.21	0.11
Female (n=1071)	-0.38	-0.25	0.23	0.13
LITERATURE				
Male (n=934)	-0.53	-0.25	0.15	0.07
Female (n=1071)	-0.47	-0.27	0.15	0.11
WHOLE TEST				
Male (n=934)	-0.25	-0.45	0.20	0.10
Female (n=1071)	-0.26	-0.40	0.21	0.13

The indicators in reading and literature as well as the whole test tell us that in general females outperformed the males in all these areas.



The table above shows how 6th graders perform on the two standards, including performance by gender. There is minimum difference with male performing 31% and 34% at proficient for male and female, respectively. The table clearly indicates that majority of 6th grade students regardless of gender across FSM states constantly placed in the below and well below measures. However, there is a slight well performing of females above males.

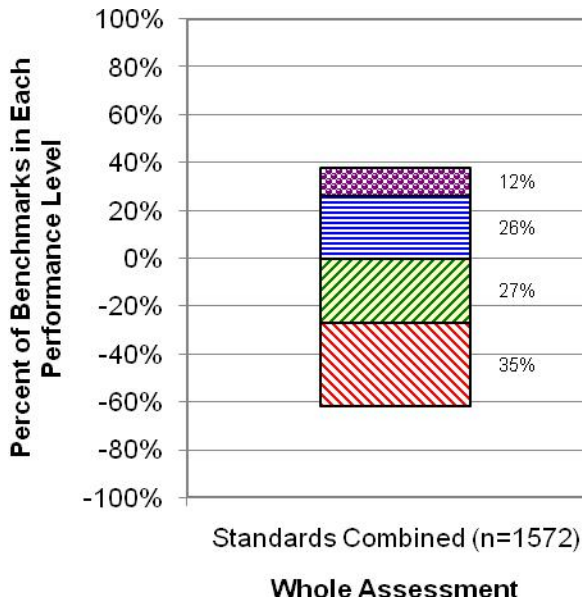
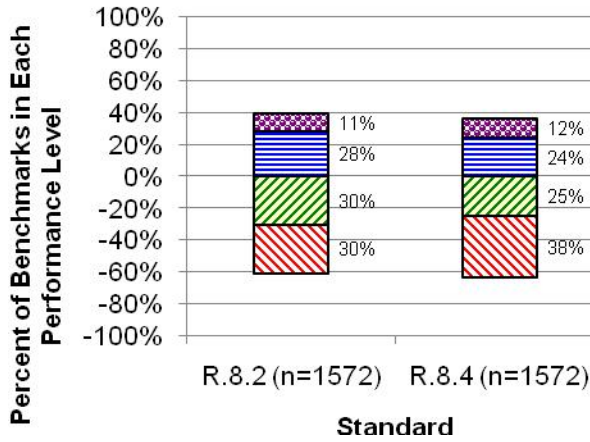


8th Grade

Level Percents for All Students for Each Rubric Level of Standards	Well Below	Below	Minimum Competency	Competence
Standard 2 READING	-30%	-30%	28%	11%
Standard 4 LITERATURE	-38%	-25%	24%	12%
Standards Combined (n=1572)	-35%	-27%	26%	12%

The table above shows how 8th grade students across the nation perform on both standards representing reading and literature. Out of the total number of 1572 8th grade students in the FSM who took the NST, their performance stand as *proficient* with 39% and 36% for reading and literature, equally. *Proficient*, adequately represent both minimum competent and competent. 39% and 36%, both represent students performing above expectation and at expectation, for the two standards, respectively. With amazement, 8th graders during this particular school year perform exceptionally well, having to consider as a baseline data. For the whole test, 8th graders perform at 39% and 26% as combination of minimum competent and competent. Clearly, almost 40% perform at and above expectation and 60% perform below expectation in reading and the same interpretation can be made for standard 4 (literature). As baseline test data, 8th grade students for 2010 must perform at least 1% as significant improvement in reading and literature, nationally. Each school throughout the Nation should be able to design reading program which will indicate *adequate yearly progress* based on its School Improvement Plan using the test data as indicated.

**Federated States of Micronesia
Grade 8 Reading
All Students of All Schools, All
Islands**



8th Grade READING

Rubric Level of Indicators

Level Percents for All Students for Each Rubric Level of Benchmarks	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.8.2.1 Identify and use a variety of strategies to extend word meaning. (For example, students will be able to correctly apply prefixes and suffixes in order to adapt words for different purposes.)	-28%	-33%	29%	10%
R.8.2.2 Build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)	-26%	-31%	30%	13%
R.8.2.3 Read a variety of printed and media materials for different purposes and discuss opinion of what was read.	-40%	-27%	24%	9%

The baseline data above evidently indicate how well 8th grade students for 2009 perform on the three benchmarks. Undoubtedly, 39% for benchmark 2.1, 46% for benchmark 2.2, 35% for benchmark 2.3, which mean that out the 1572 8th grade students, majority, to great extent require aid in, especially for benchmark 2.3. There was only 10% performing at competent and the same interpretation can be made for the other two benchmarks.

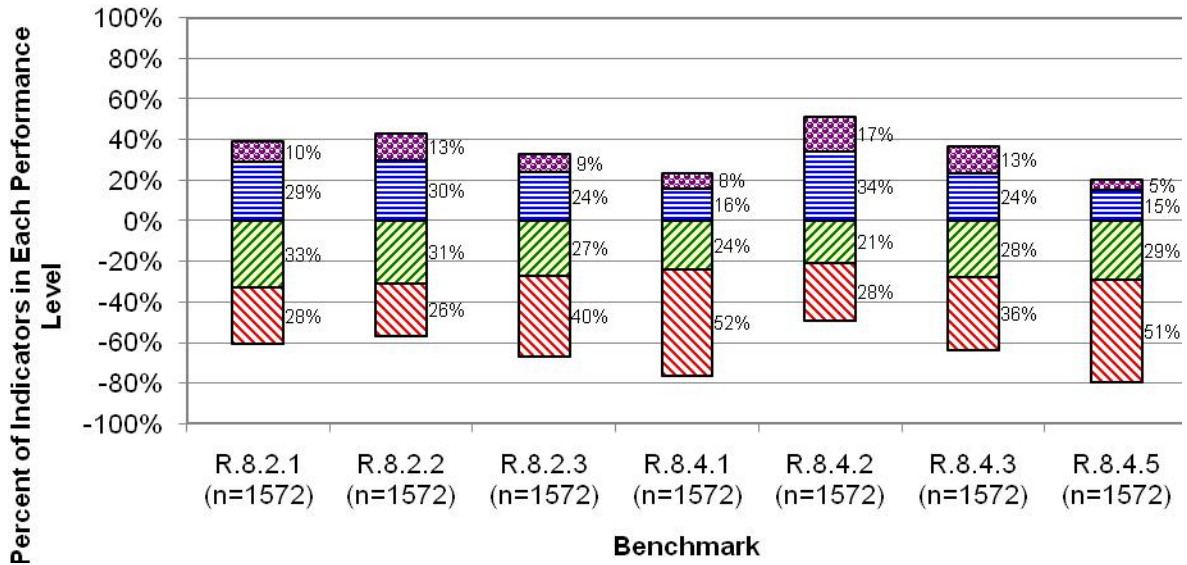
8th Grade LITERATURE

Rubric Level of Indicators

Level Percents for All Students for Each Rubric Level of Benchmarks	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.8.4.1 Listen to, read or view and respond to a narrative or poem. (For example, students will be able to make a written or oral review of a reading or theatre performance.)	-52%	-24%	16%	8%
R.8.4.2 Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)	-28%	-21%	34%	17%
R.8.4.3 Dramatize, record and write about the effects of culture and historical periods on literature and vice-versa.	-36%	-28%	24%	13%
R.8.4.5 Apply knowledge of literal and figurative meanings to build vocabulary. (For example, students will be able to interpret metaphor and allegory to enhance their written vocabulary.)	-51%	-29%	15%	5%

The table above shows five benchmarks and how well the 1572 8th graders perform on each, respectively. Similarly, 8th graders, especially for those who actually took the NST, perform at a very low of 24% for the first benchmark under reading. It is an immense responsibility for all educational leaders, principals, and teachers to respond to the baseline data above, especially for benchmark 4.1. and 4.5. They only perform at 5% competent in literal and figurative speech, which understood to be already taught at the lower grades within the FSM National Language Arts Curriculum. If 80% of the 8th graders perform below expectation on figurative language, then innovative school improvement activities should be materialize for all schools through out the nation to address the specific benchmarks.

**Federated States of Micronesia
Grade 8 Reading
All Students of All Schools, All Islands**



8th Grade READING

Rubric Level of Indicators

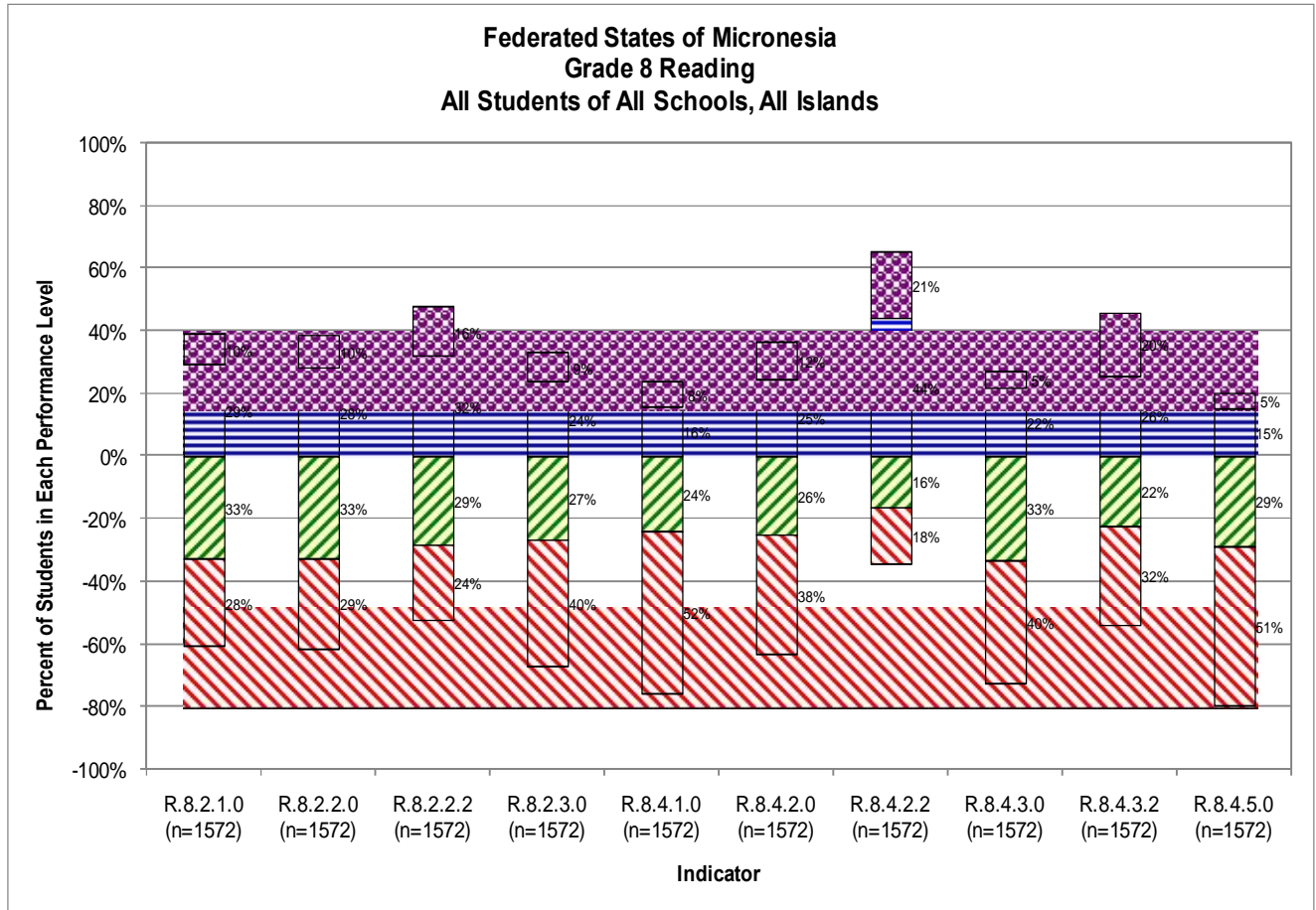
Percents of All Students for Each Rubric Level of Indicators	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.8.2.1.0 Identify and use a variety of strategies to extend word meaning. (For example, students will be able to correctly apply prefixes and suffixes in order to adapt words for different purposes.)	-28%	-33%	29%	10%
R.8.2.2.0 Build comprehension of texts . (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)	-29%	-33%	28%	10%
R.8.2.2.0 Build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions .)	-24%	-29%	32%	16%
R.8.2.2.0 Read a variety of printed and media materials for different purposes and discuss opinion of what was read.	-40%	-27%	24%	9%

8th Grade LITERATURE

Rubric Level of Indicators

Percents of All Students for Each Rubric Level of Indicators	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.8.4.1.0 Listen to, read or view and respond to a narrative or poem. (For example, students will be able to make a written or oral review of a reading or theatre performance.)	-52%	-24%	16%	8%
R.8.4.1.0 Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)	-38%	-26%	25%	12%
R.8.4.1.0 Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)	-18%	-16%	44%	21%
R.8.4.3.0 Dramatize, record and write about the effects of culture and historical periods on literature and vice-versa.	-40%	-33%	22%	5%
R.8.4.3.2 Dramatize, record and write about the effects of culture and historical periods on literature and vice-versa.	-32%	-22%	26%	20%
R.8.4.5.0 Apply knowledge of literal and figurative meanings to build vocabulary. (For example, students will be able to interpret metaphor and allegory to enhance their written vocabulary.)	-51%	-29%	15%	5%

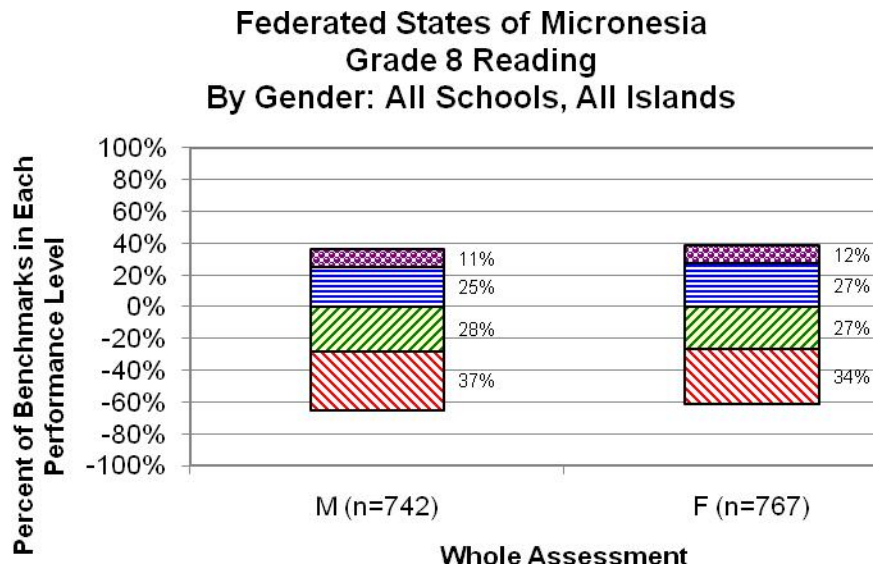
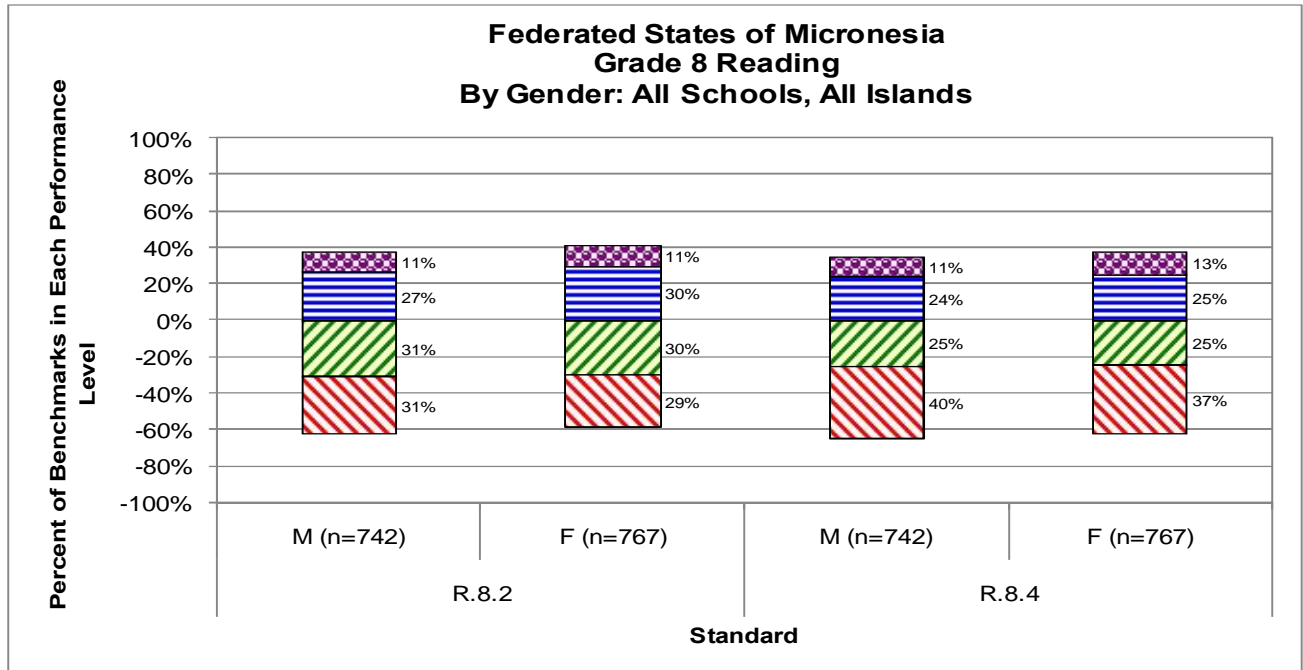
The table above shows clusters of indicators for the previous benchmarks for both reading and literature. For each rubric level of indicator, a comparable interpretation can be made due to low performance for both minimum competent and competent, leaving majority of 8th graders performing below expectation.



8th Grade

Level Percents for All Students for Each Rubric Level of Standards		Well Below	Below	Minimum Competency	Competence
READING					
M (n=742)		-31%	-31%	27%	11%
F (n=767)		-29%	-30%	30%	11%
LITERATURE					
M (n=742)		-40%	-25%	24%	11%
F (n=767)		-37%	-25%	25%	13%
WHOLE TEST					
M (n=742)		-37%	-28%	25%	11%
F (n=767)		-34%	-27%	27%	12%

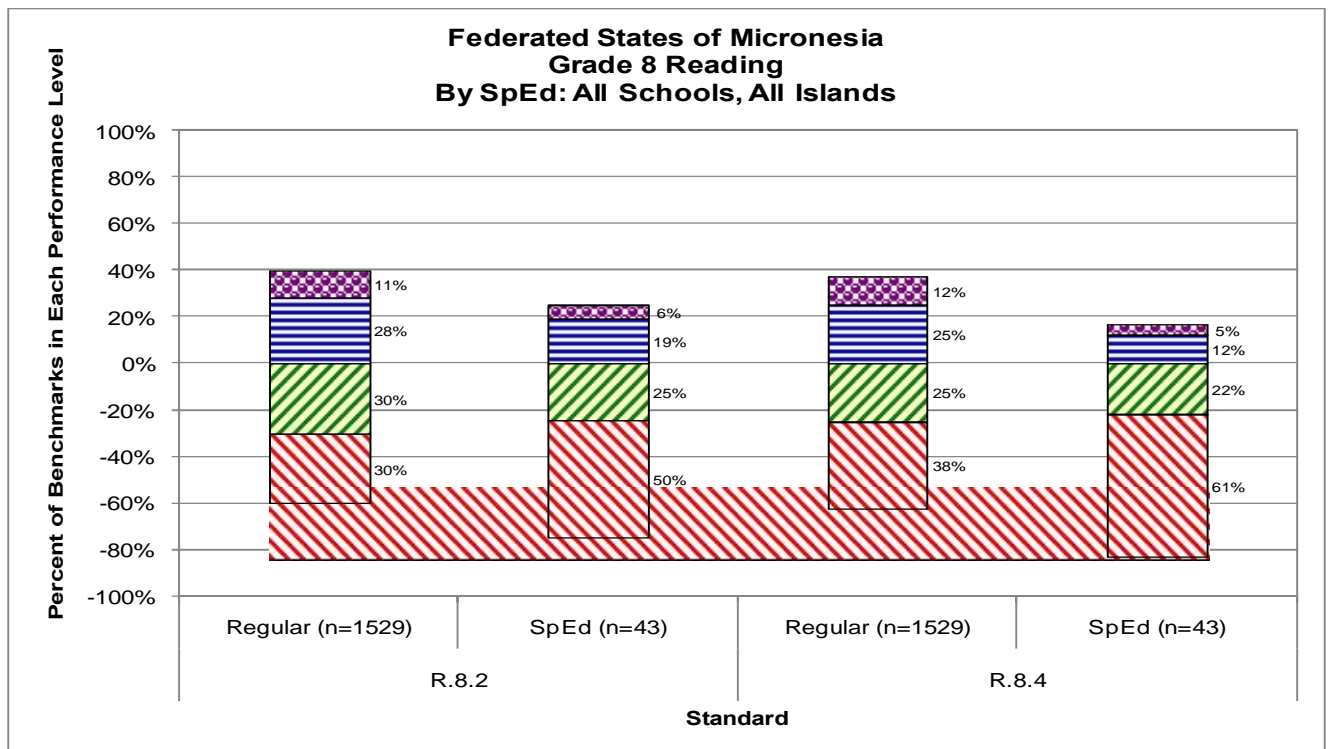
The table above basically creates the same test data for 8th grade students by gender. Equally, there is not much difference as we look at both male and female by performance in terms of minimum competent and competent. The difference positions between 1-3% for both genders in reading and literature, with female slightly ahead.

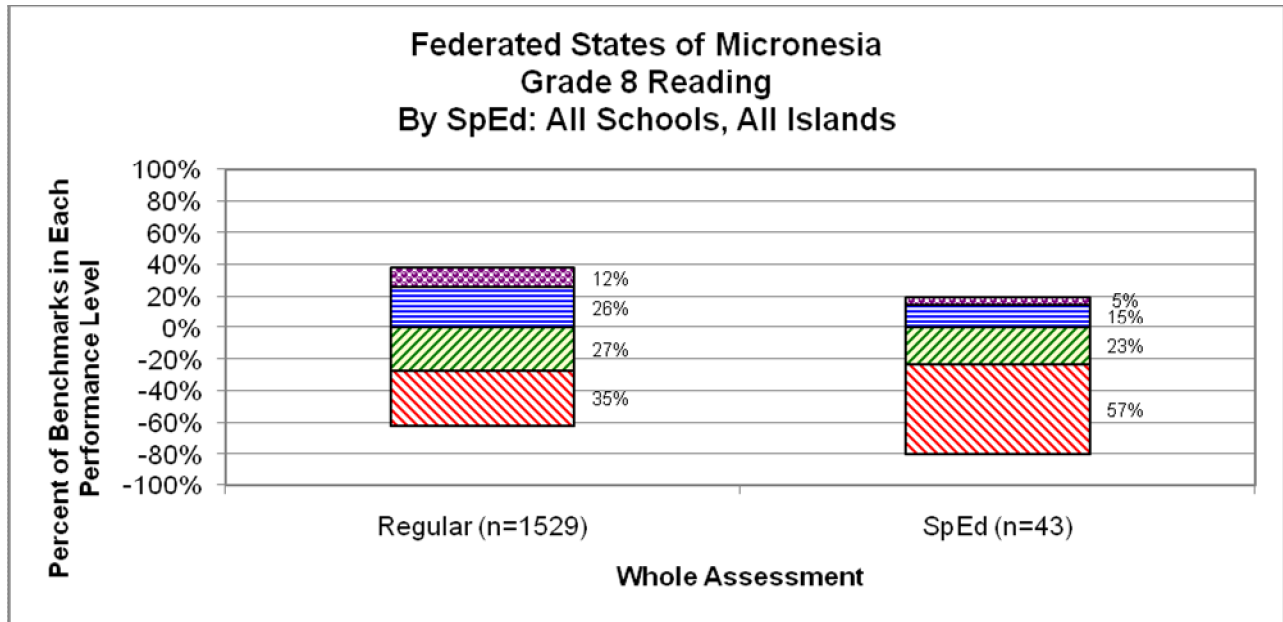


8th Grade

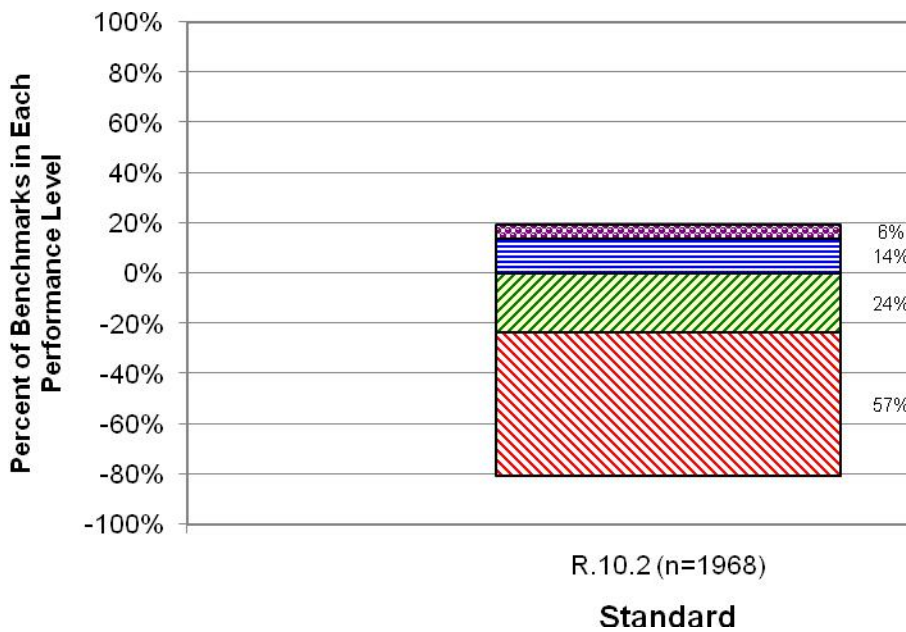
Level Percents By SpEd for Standards	Well Below	Below	Minimum Competency	Competence
READING				
Regular (n=1529)	-30%	-30%	28%	11%
SpEd (n=43)	-50%	-25%	19%	6%
LITERATURE				
Regular (n=1529)	-38%	-25%	25%	12%
SpEd (n=43)	-61%	-22%	12%	5%
WHOLE TEST				
Regular (n=1529)	-35%	-27%	26%	12%
SpEd (n=43)	-57%	-23%	15%	5%

During the test administration there are indications where students with learning disabilities are identified so that appropriate accommodations could be provided to enhance better learning outcomes as they maybe disadvantageous in their effort to learn.





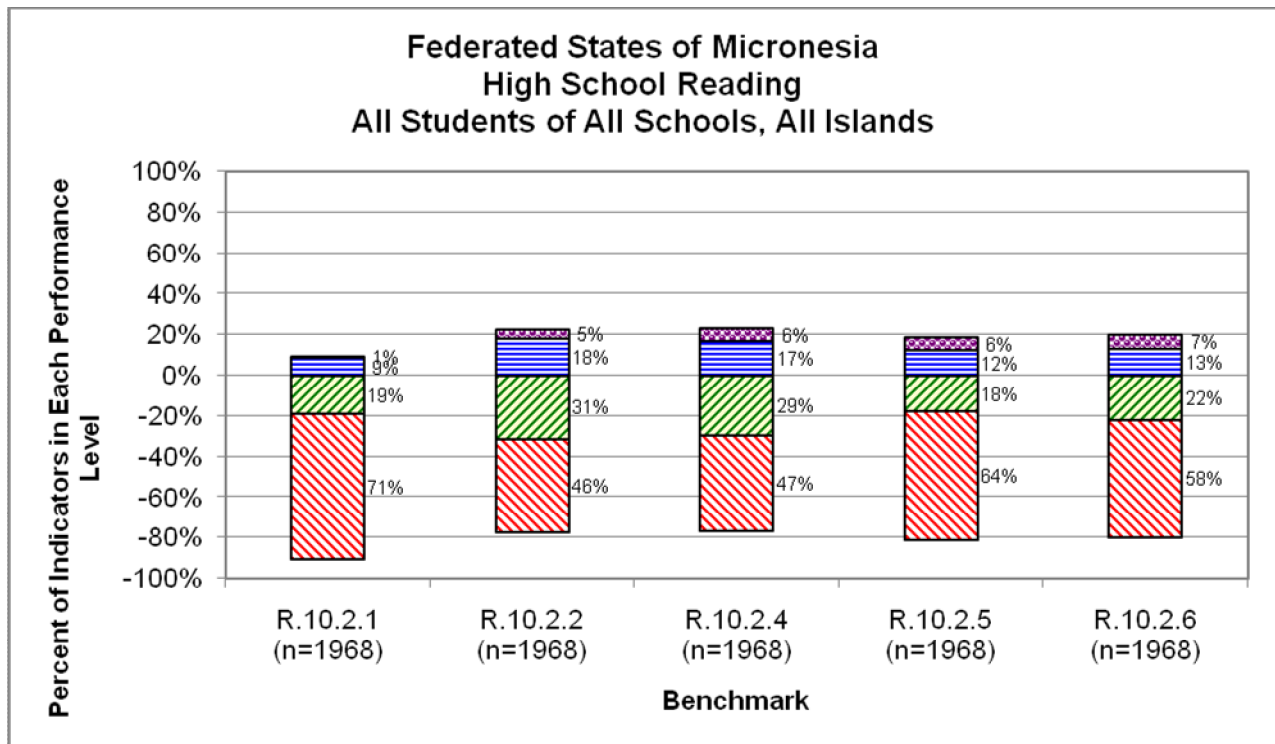
As we look at the National Reading Test for all 8th graders and make a comparison between regular students and special need students, there is not much difference in terms of their performance. Significantly, special need students are performing at a very astounding level with 20% at and above expectation, as compare to only 38% for regular students. If table shows that majority of both regular and special need students demand instructional modifications, collaboration and cooperation of instructional design for both regular and special need teachers should or must be utilized.



10th GRADE READING

Level Percents for All Students for Each Rubric Level of Benchmarks	Well Below	Below	Minimum Competency	Competence
R.10.2.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.	-71%	-19%	9%	1%
R.10.2.2 Read to acquire knowledge and skills to function appropriately in daily life.	-46%	-31%	18%	5%
R.10.2.4 Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.	-47%	-29%	17%	6%
R.10.2.5 Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.	-64%	-18%	12%	6%
R.10.2.6 Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon States policies.	-58%	-22%	13%	7%

The two tables above both show the result of the 10th grade NST for both 10th grade standard and benchmarks. Evidently, there is only one standard test with 6 benchmarks. It can be asserted that there is not much difference in looking performance on the NST 2009 for both 8th graders and 10th graders in reading. A similar representation is produced from the analysis of the tests data for all grades tested in reading placing the majority in the below expectation and well below expectation performance.

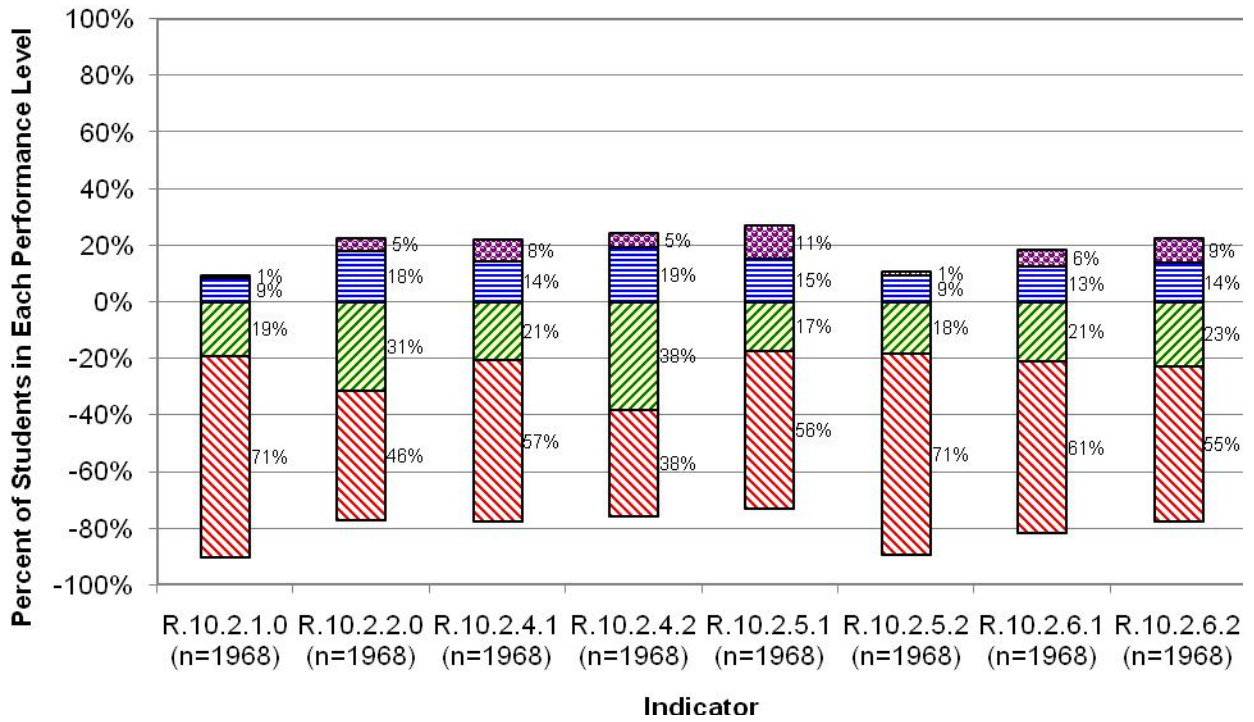


10th GRADE READING

Percents of All Students for Each Rubric Level of Indicators	Minimum Competence			
	Well Below	Below	Minimum Competence	Competence
R.10.2.1.0 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.	-71%	-19%	9%	1%
R.10.2.2.0 Read to acquire knowledge and skills to function appropriately in daily life.	-46%	-31%	18%	5%
R.10.2.4.1 Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.	-57%	-21%	14%	8%
R.10.2.4.2 Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.	-38%	-38%	19%	5%
R.10.2.5.1 Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.	-56%	-17%	15%	11%
R.10.2.5.2 Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.	-71%	-18%	9%	1%
R.10.2.6.1 Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon States policies.	-61%	-21%	13%	6%
R.10.2.6.2 Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon States policies.	-55%	-23%	14%	9%

As a look at the cluster indicators, it seems to be the use of a new grade-appropriate vocabulary or vocabulary development is the most challenging for 10th grade students throughout the nation. The table above shows that most of the 10th graders show weakness for indicator 2.1.0 and 2.5.2. Whether the rest of the other indicators show a slightly higher performance, the level and pattern of performance for all four levels for all indicators are similar, placing majority below expectation and minority at or above expectation.

**Federated States of Micronesia
High School Reading
All Students of All Schools, All Islands**

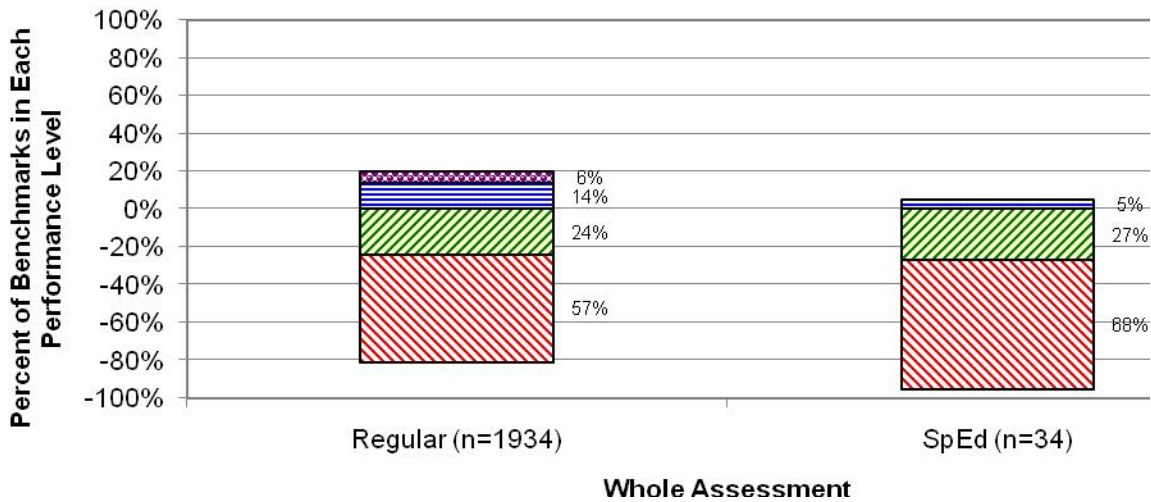


10th GRADE READING

Level Percents By SpEd for Standards	Minimum			
	Well Below	Below	Competency	Competence
Regular (n=1934)	-57%	-24%	14%	6%
SpEd (n=34)	-68%	-27%	5%	0%

When we look at the similarities and differences between performance of regular and special need 10th graders in reading, an assertion can be made that there is not much difference, with the exception of the comparison of the competence level, yet we are still seeing a large number been placed, regardless of regular or special need, at a below or well below measure.

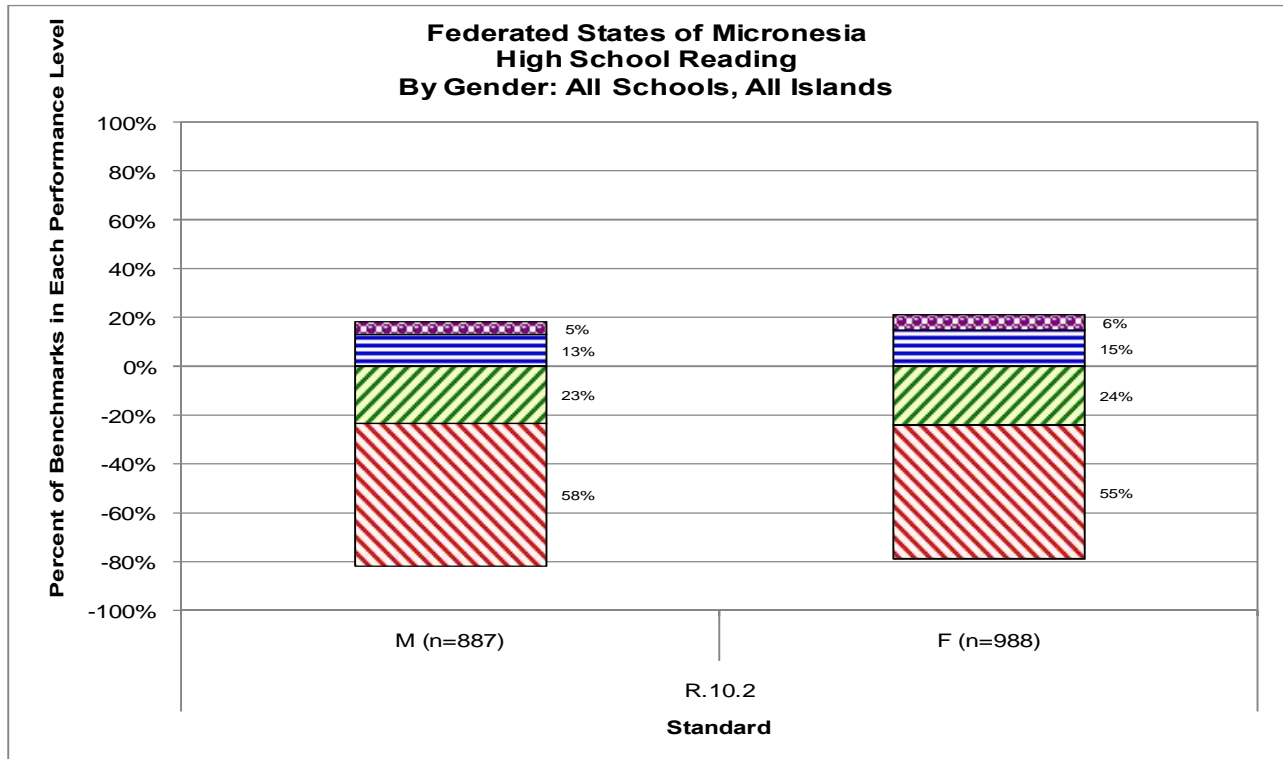
Federated States of Micronesia
 High School Reading
 By SpEd: All Schools, All Islands



10th GRADE READING

Level Percents By Gender for Standards	Well Below	Below	Minimum Compete	Competence
Male (n=887)	-58%	-23%	13%	5%
Female (n=988)	-55%	-24%	15%	6%

If comparison is made for the result of the 10th grade NST Reading Test 2009 by gender, there still not much difference. The similar picture is created, with 3% difference between male and female performing at and above expectation, leaving the rest performing below and well below expectation.



Indicator 14: Completion/graduation rate for 8th and 12th grades

Table 13

State	Type	8th Enrolled	8th Grad	Rate	12th Enrolled	12th Grad	Rate
Chuuk	Public						
	Private						
Kosrae	Public	146	170	116%	131	127	97%
	Private	2	2	100%			
Pohnpei	Public	861	798	93%	537	512	95%
	Private						
Yap	Public	215	211	98%	199	191	96%
	Private						
FSM	Public	1222	1179	96%	867	830	96%
	Private	2	2	100%			

Chuuk failed to submit data for this Indicator. Tracking of the 2008 Grade 8 cohort to Grade 9 in 2009 shows a drop out rate of 14.73%

Indicator 15: Number and percent of grade 8 completers going to high school and high school graduates going to higher education

Table 14

State	Completed 8	Going to HS	Percent	Completed 12	Going to HEd	Percent
Chuuk						
Kosrae	172	172	100%	127	127	100%
Pohnpei	861	675	78%	512	497	97%
Yap	211			191		
FSM	1244	847	68%	830	624	75%

Chuuk failed to submit data and Yap submitted incomplete data for this Indicator.

Indicator 16: Number of student textbooks by subject areas and grade level

Table 15

Textbooks	Chuuk		Kosrae		Pohnpei		Yap		Total	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Math	0		0	0	3898	1025	No Data Reported		3898	1025
LangArts	4000		0	0	7454	2539			11454	2539
Science	0		1280	645	7454	2539			8734	3184
Social Study	0		0	0	7454	2539			7454	2539
Total	4000		1280	645	26260	8642	0	0	31540	9287

Yap failed to submit data for this Indicator. The data is unreliable as it does not take account of the fact that some subjects require more than one textbook at certain Grades. Language Arts is not a curriculum subject. The National Curriculum contains standards and benchmarks for English Language Arts and Vernacular Language Arts.

Using the enrolments for each state from Indicator 17 below, it can be calculated that in FY09 Chuuk purchased 0.26, Kosrae 0.94, and Pohnpei 3.28 textbooks per student.

Indicator 17: Per pupil expenditure

Table 16

State	ESG&SEG	Enrollment	PPE
Chuuk	\$ 15,483,527.00	14930	\$ 1,037.07
Kosrae	\$ 3,898,415.00	2043	\$ 1,908.18
Pohnpei	\$ 10,627,738.00	10629	\$ 999.88
Yap	\$ 6,066,702.00	3150	\$ 1,925.94
FSM	\$ 36,076,382.00	30752	\$ 1,173.14

The totals under ESG&SEG are the amounts allocated by JEMCO, not the actual expenditure. The PPE figure is calculated without taking into account infrastructure grants or local funds.

Indicator 18: Number of parent involvement activities per year by school and average number of parents participating

Table 17

Total No. of Activities	Total No. Particip	Average	
Chuuk			
Kosrae			
Pohnpei	199	31434	157.959799
Yap			
FSM	199	31434	157.959799

Only Pohnpei submitted data for this Indicator. The number of activities is the same as that reported in 2008. The data does not indicate the nature of the activities. There has been no increase in activities with the introduction of School Improvement Planning, which suggests that schools are not involving the community in their planning activities.

Indicator 19: Student enrollment in local institutions of higher education (IHE)

Table 18

Campus	Fall 2008			Spring 2009		
	Male	Female	Total	Male	Female	Total
National	395	498	893	361	449	810
Yap	332	314	646	92	110	202
Chuuk	197	262	459	182	239	421
Pohnpei	140	111	251	257	289	546
Kosrae	104	106	210	136	87	223
FMI	0	0	0	0	0	0
Total	1168	1291	2459	1028	1174	2202

This data indicates an increase in the total enrolment from 2000 in 2008 to 2202 in 2009 (10.10%). However, data in Indicator 20 shows an annual total graduation of 225

Indicator 20: Number of IHE graduates by each diploma/degree level

Table 19

Degree/Certificate	Fall2008			Spring2009		Total
	Male	Female	Total	Male	Female	
Accounting (AS)	0	0	0	0	0	0
BA Education/In cooperation with UOG	0	0	0	4	3	7
Business Administration (AS)	6	7	13	5	2	7
Computer Information System (AS)	4	2	6	5	6	11
Early Childhood Education (AS)	1	1	2	0	1	1
General Studies 3rd Year (3rd CA)	0	0	0	0	0	0
General Business (3rd CA)	0	0	0	3	1	4
Liberal Arts (AA)	12	12	24	8	8	16
Liberal Arts / Education (AA)	0	0	0	0	0	0
Liberal Arts / HCOP (AS)	2	3	5	3	10	13
Liberal Arts / Media Studies (AS)	0	0	0	0	0	0
Marine Science (AS)	0	0	0	2	0	2
Micronesian Studies (AS)	1	2	3	3	2	5
Teacher Preparation (AA)	5	1	6	3	4	7
Teacher Preparation-Elementary (3rd CA)	4	3	7	5	3	8
Trial Counselor (CA)	0	0	0	0	0	0
Hospitality and Tourism Management(AS)	0	0	0	1	2	3
General Agriculture (AS)	0	0	0	1	1	2
Building Technology (AAS)	1	0	1	1	0	1
Electronic Technology (AAS)	2	0	2	3	1	4
Construction Electricity (CA)	0	0	0	2	0	2
Building Maintenance and Repair	0	0	0	1	0	1
Refrigeration and Air Conditioning	0	0	0	1	0	1
Bookkeeping (CA)	0	0	0	1	0	1
Carpentry (CA)	0	0	0	1	0	1
Agriculture & Food Technology (CA)	0	0	0	2	0	2
Telecommunication (AAS)	0	0	0	0	0	0
Electronics Engineering Technology (CA)	1	0	1	1	0	1
General Studies	4	0	4	1	2	3
Engineering	0	0	0	0	0	0
Navigation	0	0	0	0	0	0
Health Assistant Training Program	0	0	0	0	0	0
Hotel & Restaurant Management (AS)	0	1	1	0	0	0
Teacher Education - Elementary (AS)	9	13	22	7	11	18
BA Education/In cooperation with UOG	4	3	7	0	0	0
Total	56	48	104	64	57	121

This data indicates a decline in the number of graduates from 255 in 2008 to 225 in 2009. There were no graduates from a total of nine courses, including engineering and telecommunications. Thirteen courses graduated less than five students, including General Agriculture (2 students) and Hospitality and Tourism Management (3 students). Some courses, including Carpentry and Building Maintenance and Repair each graduated one student. 40 students graduated with an AA in Liberal Arts.

Appendix 3

Roles and Responsibilities

NDOE sole responsibilities	NDOE & SDOE joint responsibilities	SDOE sole responsibilities
Administration of the Education System		
<i>The Secretary of Education shall have the authority to administer and coordinate the educational system of the Federated States of Micronesia consistent with the National powers set forth in the FSM Constitution. (Title 40)</i>		<i>State Departments of Education must provide a free public education program in compliance with Title 40 and the relevant State Constitution.</i>
<i>Be accountable for improving education in the FSM. (Executive order No1 section VII)</i>		
<i>Develop an integrated data system to monitor education indicators across the FSM. (Executive order No1 section VII)</i>		
<i>Report on the condition and progress of education in the nation. (Executive order No1 section VII)</i>		
Standards		
<i>Responsible for the planning, development, and promotion of national goals and standards in the field of education (Executive order No 1 section VII)</i>		
<i>(The Secretary of Education will)... promote education by setting minimum standards for educational administration, programs, and facilities. (Title 40)</i>	<i>The Secretary shall communicate and consult with the members of the State Boards of Education, for the purpose of promoting education, setting minimum standards, providing technical assistance, coordinating educational services, building consensus, and otherwise assisting the Boards of Education in the performance of their duties. (Title 40)</i>	

NDOE sole responsibilities	NDOE & SDOE joint responsibilities	SDOE sole responsibilities
<i>Ensure quality in all aspects of education program design and implementation across the nation. (Executive order No1 section VII)</i>		
<i>The Secretary shall establish, in cooperation and consultation with the State Boards of Education and the State Directors of Education, National Curriculum Minimum Standards. (Title 40)</i>		<i>State Departments of Education and Boards of Education shall ensure that the National Curriculum Minimum Standards are implemented through their State Curriculum framework. (Title 40)</i>
Programs		
<i>Provide programs to develop a national identity and strengthen FSM languages and cultures. (Executive order No1 section VII)</i>		
<i>Provide Early Childhood Education (ECE) program services. (Executive order No1 section VII)</i>		
<i>The Secretary shall establish, in cooperation and consultation with the State Directors of Education and Health Services of each State, a procedure to ensure the ongoing identification, diagnosis, certification, and education of children with disabilities. (Title 40)</i>		<i>On or before July 1 of each year, each State shall report to the Secretary of Education the extent to which it is providing the special education for children with disabilities necessary to implement this subchapter. The report shall detail the means which the State uses to provide for the free appropriate special education of children with disabilities.</i>
<i>The Secretary shall establish, in cooperation and consultation with the State Directors of Education, programs to identify and encourage students who demonstrate an extraordinary ability to learn. (Title 40)</i>	<i>In designing educational programs for the talented and gifted, the Secretary and the State Directors will seek to maintain a balance between Micronesian culture and tradition, and international or non-Micronesian learning and technologies, so that the benefits of exceptional opportunities do not come at the expense of cultural alienation. (Title 40)</i>	
<i>Coordinate efforts which seek to meet the needs of FSM students in the area of post-secondary education,</i>		

NDOE sole responsibilities	NDOE & SDOE joint responsibilities	SDOE sole responsibilities
<i>including FSM students at home and abroad, scholarships, and transfers among colleges. (Title 40)</i>		
<i>Coordinate efforts to obtain foreign assistance for the States and to distribute foreign aid for education in an equitable manner which will provide the maximum benefit to the students of the FSM. (Title 40)</i>	<i>When requesting funding for the State Departments of Education, the Secretary shall do so based on requests as submitted by the respective State Departments of Education. (Title 40)</i>	<i>The State Departments of Education will inform the Secretary when they apply for or receive foreign assistance to education, in order to ensure coordination. (Title 40)</i>
Technical assistance		
<i>Provide technical assistance to the States concerning educational administration, programs, facilities, and training. (Title 40)</i>		
<i>Provide technical assistance to states in integrating early childhood and workforce development programs under the education sector. (Title 40)</i>		
School Accreditation		
<i>Criteria for accrediting elementary and secondary schools in the Federated States of Micronesia shall be established by the Secretary of the Department of Education in cooperation and consultation with the State Directors of Education, and shall include those factors necessary to provide an adequate classroom environment conducive to learning, including but not limited to the following: Philosophy, goals and objectives; Organization; Staff and teachers; School plant and physical facilities; Library; Student counseling services; Curricular program;</i>		

NDOE sole responsibilities	NDOE & SDOE joint responsibilities	SDOE sole responsibilities
<p><i>Co-curricular program; Community and parent involvement; Finance; Student-teacher ratio; and Compliance with the minimum standards established by and under this act. (Title 40)</i></p>		
<p><i>An accreditation committee may be established by the Secretary to evaluate elementary and secondary schools for accreditation purposes. (Title 40)</i></p>		
<p><i>The Secretary shall issue a National Certificate of Accreditation to respective elementary and secondary schools which substantially comply with accreditation standards, and which have a plan or program in effect to remedy any defects or shortcomings within an agreed upon period of time, based on appropriate recommendations from the accreditation committee. (Title 40)</i></p>	<p><i>The Secretary shall consult with the respective State Directors of Education for appropriate technical assistance to be provided by both National and State Governments to the respective elementary and secondary schools based on appropriate recommendations from the accreditations committee. (Title 40)</i></p>	
Teacher Certification		
<p><i>Issue teacher certificates. (Executive order No1 section VII)</i></p>		
<p><i>The qualification requirements for such certification shall be established by the Secretary in cooperation and consultation with the State Directors of Education. (Certification policy)</i></p>		<p><i>Each State Director of Education shall ensure that all teachers, at both public and private schools in the Federated States of Micronesia, shall be appropriately certified and in possession of a valid teacher certificate as required. (Certification policy)</i></p>
<p><i>The National Department of Education shall establish guidelines for implementing the FSM Teacher Certification Policy within ninety (90) days of the signing of this policy. (Certification policy)</i></p>		<p><i>The Offices of the Directors of Education shall be responsible for ensuring the qualifications of all teachers subject to the provisions of this policy and shall further request the issuance of applicable certificates and/or licenses to those teachers who shall meet the requirements herein set forth. Such request shall be stated in a uniform format with an attached cover memorandum or letter to be signed by the Directors. (Certification policy)</i></p>

NDOE sole responsibilities	NDOE & SDOE joint responsibilities	SDOE sole responsibilities
<p><i>The Secretary of Education or his/her duly designated official on his/her behalf shall validate all certificates and licenses by affixing his/her signature to the said documents and pressing the official insignia of the department unto the documents in effect. The Department shall be responsible for safe-keeping and securing file copies of all valid certificates and licenses as shall be issued by the department. (Certification policy)</i></p>		
Chartering of Private Schools		
<p><i>Upon receipt and approval of the application (for charter) by the Secretary, the Secretary shall issue to the person or persons applying therefore a charter for up to 15 years duration in the form of a mutual agreement between the chartered school and the FSM, authorizing the establishment of the school, and an annual license to operate the school, renewable by the Secretary upon a finding by the State Director of Education that the school is operating consistent with the terms of its charter and other applicable regulations. (Title 40)</i></p>		<p><i>The application (for charter) shall be signed by the applicant or applicants and reviewed by the State Director of Education and the State Board of Education of the State in which the school is to be located.</i></p>

<p>Four (4) series of on-site workshops on BGSP material and three accreditation Elements on principals, organization and curriculum instruction conducted.</p>		<p>BG specialists</p>																																																				
<p>Three accreditation preconditions on school planning, quality instruction staff and finances field-tested at the eight (8) project schools.</p>		<p>BG specialists</p>																																																				
<p>One-(1) school facility standards field-tested at 100 schools then published and distributed.</p>	<p>Standards on classroom size, lighting, ventilation, furniture, library, toilets, playgrounds etc developed.</p>	<p>Chief CET</p>																																																				
<p>One (1) comprehensive report on progress and setbacks on BGSP submitted to the national government and the</p>	<p>Report on progress and setbacks. Using existing BG framework to</p>	<p>Accreditation team</p>																																																				

All program and service contracts under Office of Secretary will be secured and executed.	AO	
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Goal 5. Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.

			November	December	January	February	March	April	May	June	July	August	September
Two grants from foreign sources will be applied toward teacher trainings and curriculum developments.	Capture stimulus funds and unallocated SEG funds for capacity building	Grant writer/ Development Officer											
An internal quality assurance measure will be developed, staffed and executed. Solicit financial and service supports from other local and foreign donors.		Development Officer											

Goal 5. Ensure that education is relevant to the life and aspirations of the FSM people, meets manpower needs, improves lifelong learning, enables students to complete Post-Secondary education and assists in the economic and social development of the FSM.

			November	December	January	February	March	April	May	June	July	August	September
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Two series of workshops on CTE curriculum standards conducted for Vocational Education instructors and principals.	One workshop has been completed.	CTE specialist																																														r
2 on-site monitoring of CTE standards uses conducted at 4 SDOEs. One (1) workshop conducted on Guam Buildup Plan.		CTE specialist																																														
8 skill upgrading activities completed for workers/trainees in industry without basic skills.		CTE specialist																																														
One (1) plan developed aligning Vocational Education, CTE and COM Vocational Education Programs toward		CTE specialist																																														

