

NATIONAL DEPARTMENT OF EDUCATION
Government of the
Federated States of Micronesia

FedEMIS

NDOE

Report

SCHOOL ACCREDITATION

October 2023, version 2

Federated States of Micronesia (FSM)
National Department of Education (NDOE)
FSM NDOE School Accreditation Report 2023

A report of the NDOE Accreditation Office
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ABBREVIATIONS

CHK	Chuuk
DOE	Department of Education
DOI	Department of Interior
FedEMIS	FSM Education Management Information System
FSM	Federated States of Micronesia
KSA	Kosrae
NDOE	National Department of Education
PDF	Portable Document Format
PNI	Pohnpei
SDOE	State Department of Education

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FOREWORD



On behalf of the FSM Department of Education, I am proud and privileged to present this year’s FSM Education School Accreditation Report 2023. We continue to expand, further improve our data and implement new monitoring and reporting tools to support our operations. Unfortunately, the pandemic continues to affect our operations, in particular conducting the school accreditation inspection is a challenge.

This year we bring significant improvements to how we report the school accreditation progress on a yearly basis. While it was not without its challenges, we are now making relatively heavy use of the FedEMIS. However, we understand that we have only started to scratch the surface of everything it is capable of doing and we look forward to on-going learning and improvements.

Finally, I would like to extend my sincere thanks to all those individuals especially NDOE Management, the FedEMIS team, the SDOE and NDOE accreditation staff and the organizations and development agencies who have provided their contribution to this initiative.

Best wishes,

A handwritten signature in black ink, appearing to read 'Wayne Mendiola Jr.', written in a cursive style.

Wayne Mendiola Jr.
Acting Secretary

FSM Department of Education

INTRODUCTION

The purpose of Accreditation in the Federated States of Micronesia is to provide a conducive learning environment for both students and teachers with an ultimate goal of improving student performance. Accreditation is evaluated through six-lensed standards: leadership, teacher performance, data management, National standards and benchmarks, school campus and facilities and School improvement planning. The FSM School Accreditation System (FSM-SAS) is designed to help schools improve quality of educational services and opportunities for students so that their level of academic performance is improved. Additionally, the purpose of the FSM-SAS manual 2018 is to bring uniformity and common understanding in the application of a standardized school accreditation tool across the State Department of Education in the Federated States of Micronesia.

There are 85 schools scheduled for visit this school year; 20 schools in Pohnpei, 20 in Yap, 37 in Chuuk and 8 in Kosrae.

DOCUMENT CONTROL

Contribution

This result is possible by the hard work of many people including FSM National Core Team and respective State DOEs State School Evaluation Teams (SSETs). The work is not possible without the support of the national and state educational leadership. If someone is omitted, please accept our sincerest apologies and let us know so we can update.

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Preparation

Action	Name	Date
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Reviewed By: Miyai Keller, Assistant Secretary

Approved By: Wayne Mendiola Jr., Acting Secretary

March 2024

Releases

There will likely be subsequent releases of this document as new data becomes available or improved. We keep a release history of remarks on what have changes.

Version	Date Released	Pages Affected	Remarks
1	October 2023	ALL	First draft of this document with currently available data for SY2022-23
2	February 2024	All	Second draft of this document after validation activities of the rest of the school conducted in December 2023.
3	March 2024	All	Third Draft with updated Acting Secretary and FedEMIS data update

READER'S GUIDE

Summary

This report is divided into chapters discussing all the major aspects of the accreditation of our schools. It starts at the highest level and subsequently drills down data. Readers only interested in a quick summary of how things are at the moment can just refer to the Executive Summary and Chapter 1.

Data Sources

The data is generally from a single source: our Federated States of Micronesia Education Management Information System (FedEMIS). The process can be summarized into the following steps (also shown in Figure 1):

1. Data is collected by the accreditation team on the ground at schools with the FedEMIS Education Survey Tool (with or without the Internet) downloaded on electronic tablets;
2. Data is synchronized to the FedEMIS using cloud technology automatically when the tablet gets access to the Internet;
3. The FedEMIS has an approval process after which the approved surveys are permanently archived into the database and processed into the data warehouse for data analyst, statisticians and office workers;
4. The data can then be published from a consistent centralized source into any number of formats including (but not limited to):
 - A publicly accessible iPhone and Android app
 - Excel and Word documents (this document)
 - Automatically prepared PDF reports

Data Analysis and Interpretations

The accreditation status is analyzed from two different angles throughout the report:

- Cumulative to current year: this means that from all the historical data the most recent school accreditation for each school is taken into the analysis.
- Evaluated in current year: this means only the schools that had a school accreditation inspection this year is taken into the analysis. In other words, only the work for this year is shown.

This report is used as a source to refine and guide our on-going activities answering questions such as:

- What are the major strengths and weaknesses of schools;
- What trainings to provide this year and for what schools, etc.

With the FedEMIS, we are now opening up a world of new possibilities not previously possible or much more difficult:

- Permanent archival of photographic evidence for all surveyed questions;
- Analysis at the criteria and sub-criteria level;
- Correct historical archival of data;
- Dissemination of data from a consistent centralized system;
- Modern collection, approval, processing and disseminating process

Limitations of the Data

Transitioning to newer and more capable systems is always a challenge at the best of time. While we have put all efforts to make sure all the data from 2019, 2020, 2021 2022 and 2023 is all correct, older data has not been kept with as much precision due to the nature of the previous accreditation evaluation tool. This means that some older data may be missing for which the full record may be challenging to locate.

Other limitations include untrained users of the tablets and system. Though the system as claimed to be capable, the incapable users make no sense out of the system. Users who cannot are not trained are as good as a no system at all.

This year we experienced a reset of a master tablet that had more than fifteen school surveys, there had all of them deleted. We also experienced school surveys that were ready on the cloudfile from the tablet but are undetected in the FedEMIS cloudfile.

Timeline

Timeline	Activity
January -May	Phase One (Evaluation) of Main Island Schools and Outer/Remote Island Schools
May 15 th	Phase One Report: Form B for Main Island Schools
June 15 th	Phase One Report: Form B for Outer Islands
May-June	Validation for Phase One reports
June	Issuance of Accreditation Status Report-Form B
May-August	Phase Two (Self Study) – Main Island and Outer/Remote Island Schools

End of August	Issuance of Accreditation Certificates
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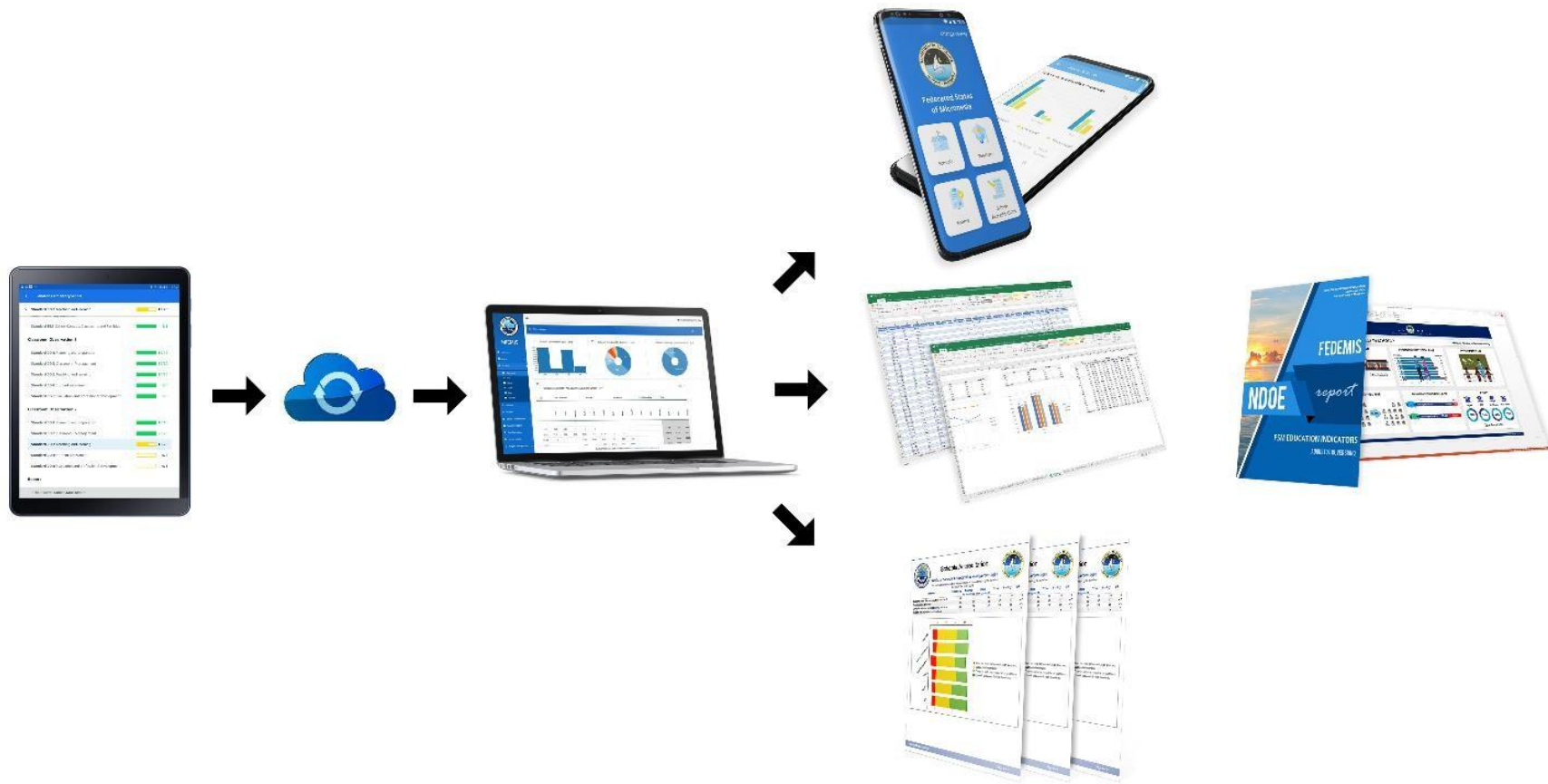


Figure 1: School accreditation data process

EXECUTIVE SUMMARY

There are 37 schools at Level 1 while the majority (122) are either at Level 2, 3, or 4 (Figure 2.) Overall, the schools at level 1 keep on upgrading to higher levels through on-going assistance.

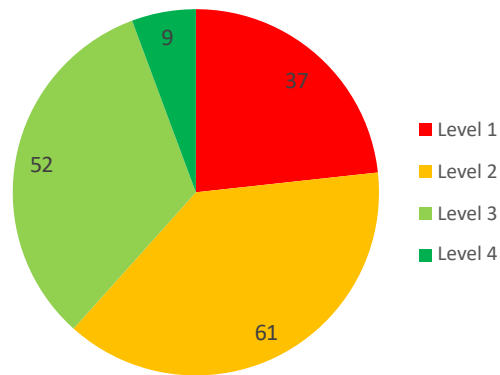


Figure 2: Accreditation results nationwide (cumulative to 2023)

Over the years (cumulatively,) while the progress has been a little slow, it remains steady. The major progress would be more apparent if displaying further in the past than five years (i.e. before 2017 in Figure 8.2) not shown in Figure 2 which has more Level 1 and Level 2.

There are 83 schools are visited this 2023 School year.

All these schools visited have been visited at least once with the revised accreditation manual procedures. Only 68 schools are completely uploaded to the FedEMIS. Challenges of uploading are abundant and all are related to tablet, android app., system, etc...

1. Some surveys that are completed in the tablet app, cannot be seen in the FedEMIS Cloudfile

Table 1: Number of Schools Visited and Percent being Validated

State	No. Schools Visited	Validated by being onsite 25%	2022 schools just reflected in the system this year	Status	Pending
Kosrae	8	2		8 schools completed	<u>3 school surveys are not reflected in the FedEMIS under Accreditation Module</u>
Pohnpei	20	5		19 completed	completed
Chuuk	37	9	6 Morthlocks schools	28 completed	<u>9 school surveys are not reflected in the FedEMIS under Accreditation Module</u>
Yap	18	7		16 completed in FedEMIS	<u>2 school surveys are not reflected in the FedEMIS under Accreditation Module</u>

FedEMIS reports 19 schools in Pohnpei and 16 schools in Yap. This means that these surveys were uploaded to the cloudfile successfully and approved by the respective Directors of Education.

Early August 2023, Core Team conducted a validation exercise and found six schools just readily available in the cloudefile even though they were visited in the last school year 2022.

Ghislain worked on these and recovered these surveys and there are still some Mortlocks schools that are not yet recovered. 6 schools from last year's visitation are included in this current 2023 report.

Performance Based Results

Based on the 68 school surveys shown in the FedEMIS, the least performing standard is standard 5 of the Classroom Observation on Evaluations and Professional Development followed by the second and sixth standards of the School Evaluation on Teacher Performance. The result show that teachers need assistant with professional training in their teacher areas. In the same regards, schools need assistance with their School Improvement Plan development, implementation, process.

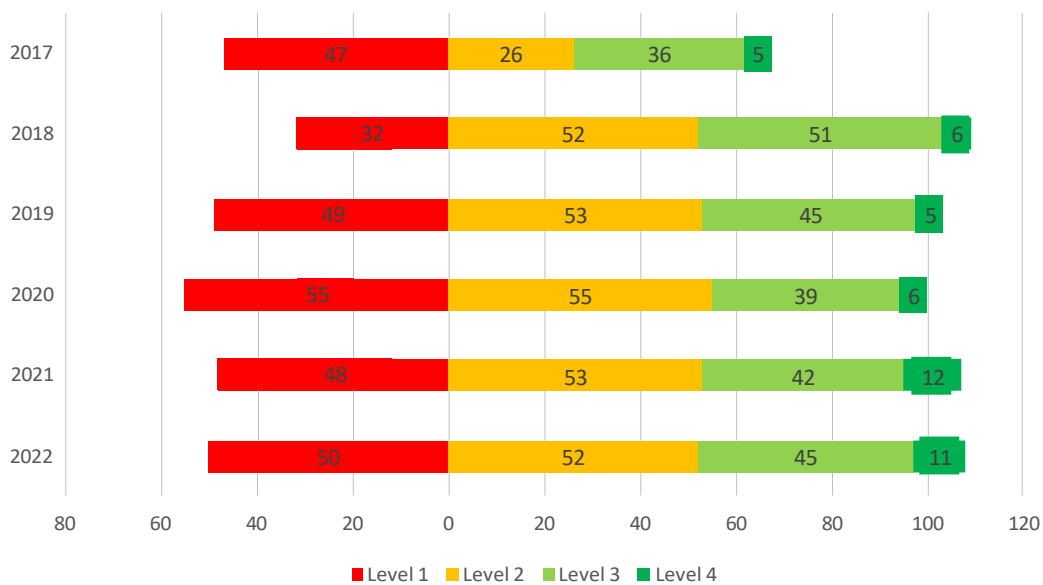


Figure 3: Accreditation results cumulative to each year analysis trend

CHAPTER 1: BACKGROUND

READERS FAMILIAR WITH THIS REPORT CAN SKIP THIS CHAPTER ENTIRELY

School accreditation data included herein is drawn directly from the FedEMIS. However, while efforts have been made to include at least all most recent data for each school more work is required here to cleanup historical data.

Data Source

Until now data came from states in scanned PDF with aggregated results. The archived copies are messy and there is no source of all data into a single place to get all the historical data. The process to include all archived data into the FedEMIS has started and most data are already in the FedEMIS.

Methods of Calculation

Each year both public and private schools in the FSM are evaluated using standardized tool. There's a school accreditation procedure manual which provides norms and guidelines for the use of the tool. Same tool is used in all four states, however, due to different geographies and spread-out populations, time for school surveys have been different in different states. The Evaluation of schools is done by the state departments within their jurisdiction.

Once the school visits are done, summary of results is produced in a standard format called Form B. Form B provides initial results of the evaluation and the determination of school's level. Schools are measured using four different levels of criteria:

- "Level-4" includes schools that has met or exceeded standards as specified in the school accreditation manual. In other words, schools having a score of above 90% in school evaluation report are placed under level 4.
- "Level-3" includes schools that has just met the standards as specified in the school accreditation manual. In other words, schools having a score of 76-90% in school evaluation report are placed under level 3.
- "Level-2" includes schools that has partially met the standards as specified in the school accreditation manual. In other words, schools having a score of 51-75% and above in school evaluation report are placed under level 2.
- "Level-1" includes schools that has failed to meet the standards as specified in the school accreditation manual. In other words, schools having a score of 50% or below in school evaluation report are included under level 1.

All schools that are determined at level 4 and 3 receive national special certificate of achievement. Each school is visited every other year regardless of accreditation level (1.4.9.c,

Accreditation Manual 2018. Pg.12). They only require to prepare and self-study plan. Schools that are determined at level 2 will receive a national certificate of accreditation. Schools that are determined at level 1 will undergo through Special measures and will be required to produce a recovery and re-start plans in two years.

Limitations

Visiting schools in the outer islands tends to be the major limitations in school accreditation. School visits in those outer islands largely depend on schedule of vessels which is always uncertain. As a result, it is almost always the case that some of the schools are missing from our evaluation list. This is usually the case with schools in outer islands in Chuuk and Yap. The report is therefore based on the number of schools that could be visited within the available means and ways that could be utilized to complete the accreditation.

In addition, some past submitted records had erroneous results; in other words, the level of the school shown on the scanned copy is not the same as calculated from the scores and thus there are some discrepancies between submitted scanned results and FedEMIS calculated data.

The school accreditation system has been recently revised and some of the policies and regulations have been changed including the tools and procedures. The new tool and procedures had been in effect since the 2019 School Year (SY'19). As such the reporting frame and the data tables will have some issues around comparability and consistency.

CHAPTER 2 - ACCREDITATION STATUS

This is the highest level analysis of our school accreditation data.

National

On a cumulative basis, there are still 42 schools at Level 1 while the majority are either at Level 2, 3, or 4 (Figure 4). This represents a small decrease in number of schools at Level 1 from last year indicating progress on that front.

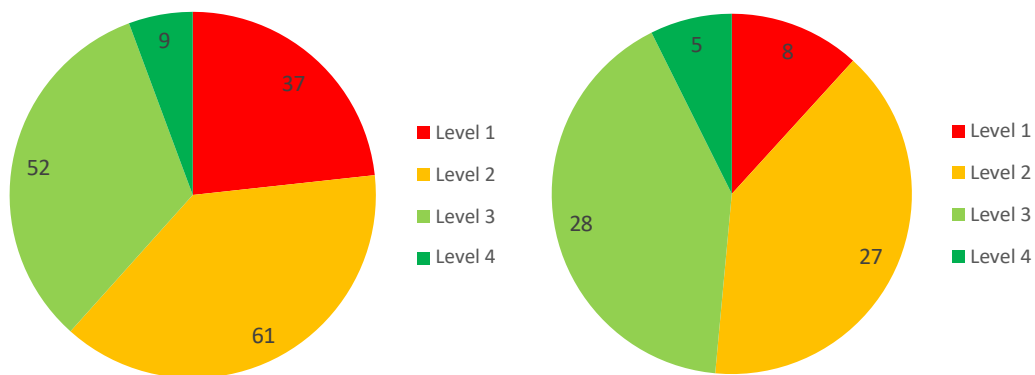


Figure 4: Accreditation results nationwide (left cumulative to 2023, right evaluated in 2023)

Over the years, cumulatively while the progress has been a little slow it remains steady, especially when taking into consideration older data (i.e. before 2017) not shown in Figure 4 which has more Level 1 and Level 2.

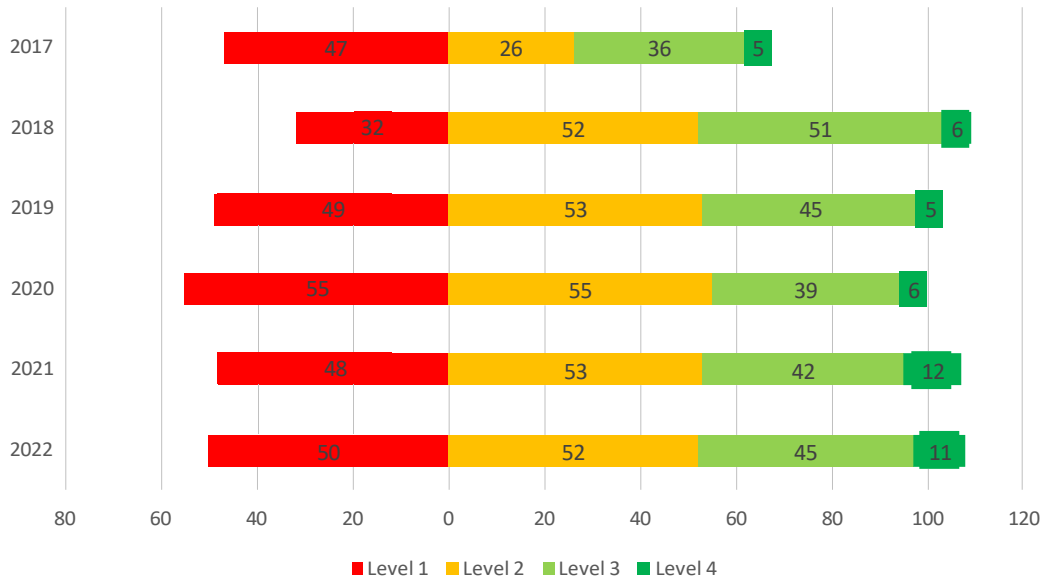


Figure 5: Accreditation results cumulative to each year analysis trend

When looking at the progress from the angle of schools evaluated in that year (not cumulatively,) it is clear that less schools were evaluated in the three past years as our operations were largely affected by the COVID19 Pandemic. However, the proportion of more recently evaluated schools are clearly more on the Level 2 and 3 side (Figure 6.)

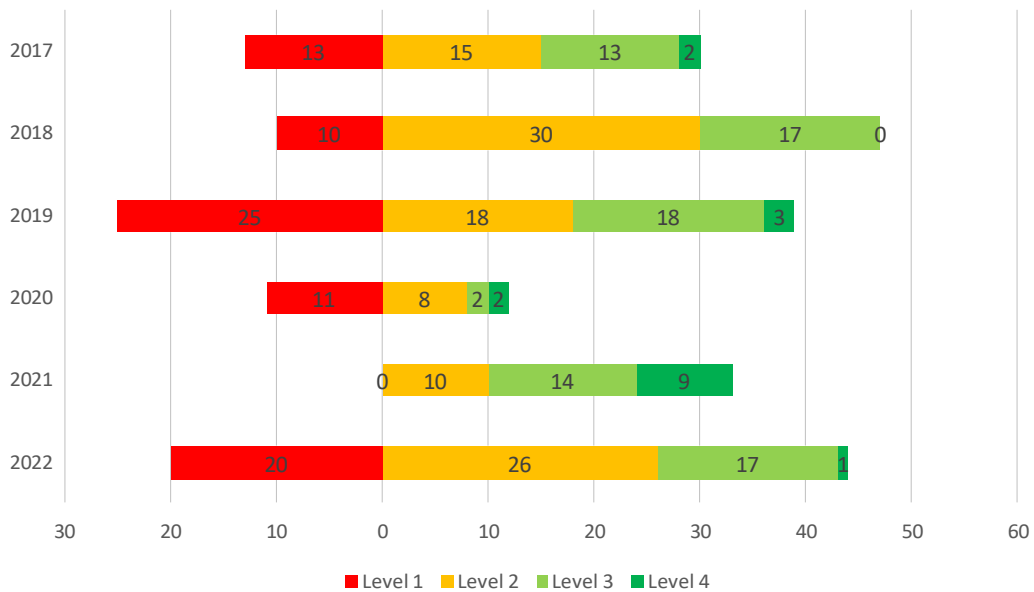


Figure 6: Accreditation results evaluated in each year (not cumulative)

States

When analyzing cumulatively, the majority of Level 1 schools can be found in Chuuk and Yap. This is understandable as both states have a lot more remote schools accounting for most of those. Pohnpei is the state with the highest proportion of schools at Level 4 followed by Yap (Figure 7).

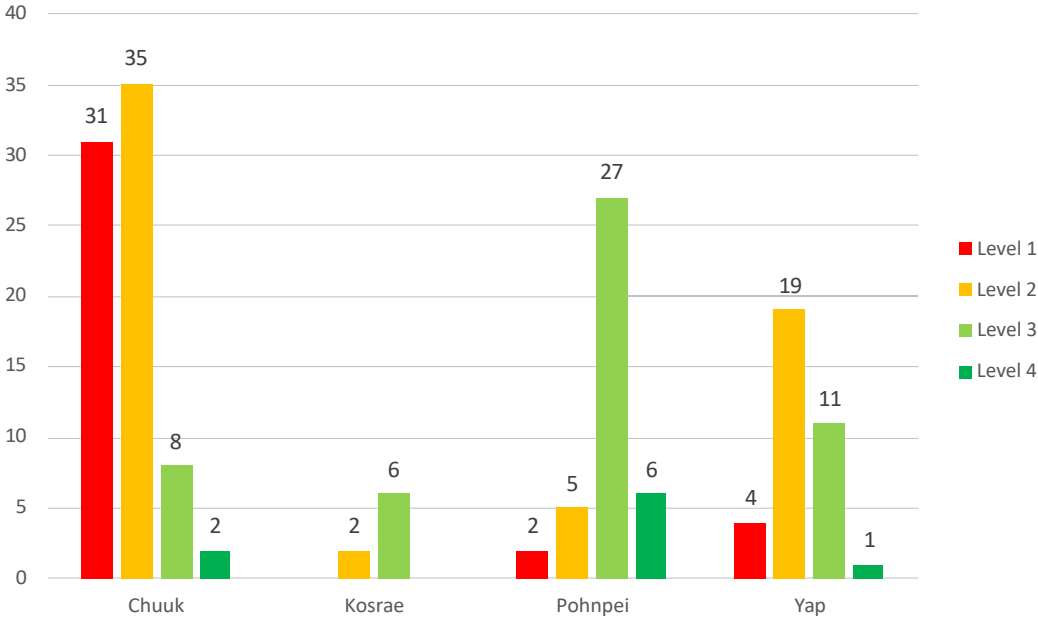


Figure 7: Accreditation Results for Yap and Pohnpei Schools (2023)

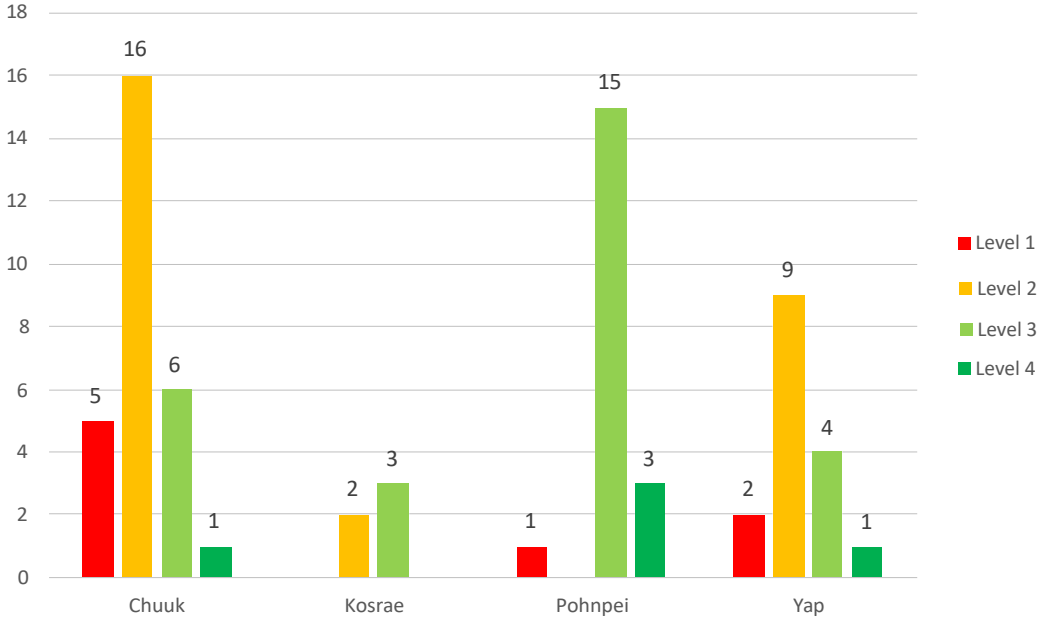


Figure 8: Accreditation results by state evaluated in 2023

As of the reporting date of February 28, 2024, some school evaluations are not reflected in this updated report. Such surveys have gone through validation by the Core Team, yet they are not reflected in the Accreditation Module in the FedEMIS. These surveys are pending on the completion of validation process. There is a total of 85 schools evaluated this school year (Table 1).

Table 2: Schools Visit in 2023

State	No. of Schools visited	Status
Pohnpei	20	Completed
Chuuk	37	9 school surveys are not reflected in the FedEMIS
Yap	18	2 school surveys are not yet reflected in the FedEMIS
Kosrae	8	3 school surveys are not reflected in the FedEMIS

There are 20 Cluster B Schools in Yap, but due to Woleai Falalop island closure due to COVID -19 breakout in the Outer islands, Woleai High School and Woleai Elementary School were not visited this year. 15 school surveys are still missing in the FedEMIS . The NDOE Data Manager and Accreditation Specialist are working together with the FedEMIS adviser Ghislain Haichey on the missing school surveys.

CHAPTER 3 - STANDARD PERFORMANCE

Next, we drill down into standards to look into the data.

National

The following analysis shows for the whole nation the percentage of schools that do not meet, comply with, substantially comply and exceed the accreditations standards for each standard.

An overview of the results by standards reveals quite a significant number of schools have met or exceeded the benchmarks on both school evaluation and classroom observations (Figure 8.6). Schools perform particularly well on classroom observation standards when looking at the cumulative analysis (Figure 8.6) but this is partly due to our relatively new capability to produce this deeper analysis using the FedEMIS and revised school accreditation system¹.

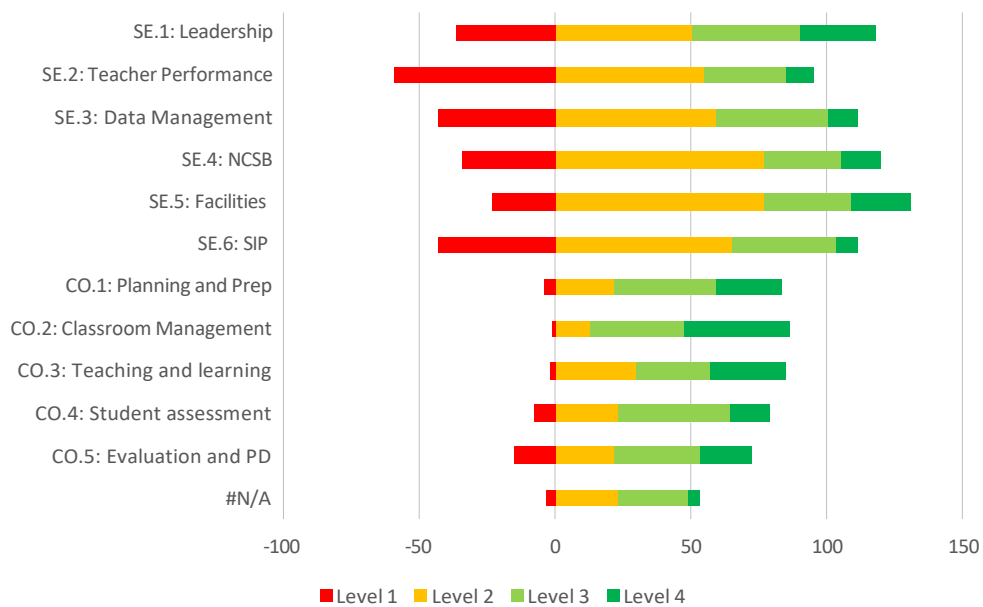


Figure 9: National standards performance cumulative to 2023

¹ In older years, only a total score was recorded and archived for both classroom observation and not all the more granular data

When analyzing both cumulative and evaluated in year the conclusions on standard performance is similar. The overall weaker standards are Teacher Performance followed by National Curriculum Standards, Benchmarks and Student Learning Outcomes (Figure 10).

In a similar vein of observation, schools perform the highest in Leadership and Facilities. It is interesting to note that standard SE.3: Data Management has both the largest number of schools at Level 1 and a significant number of schools performing better in Level 3 or 4. This indicates a large disparity when it comes to data usage in schools.

The classroom observation standard where more schools perform less well is the Evaluation and Professional Development followed by Planning and Preparation while the ones when schools perform better is Classroom Management and Teaching and Learning.

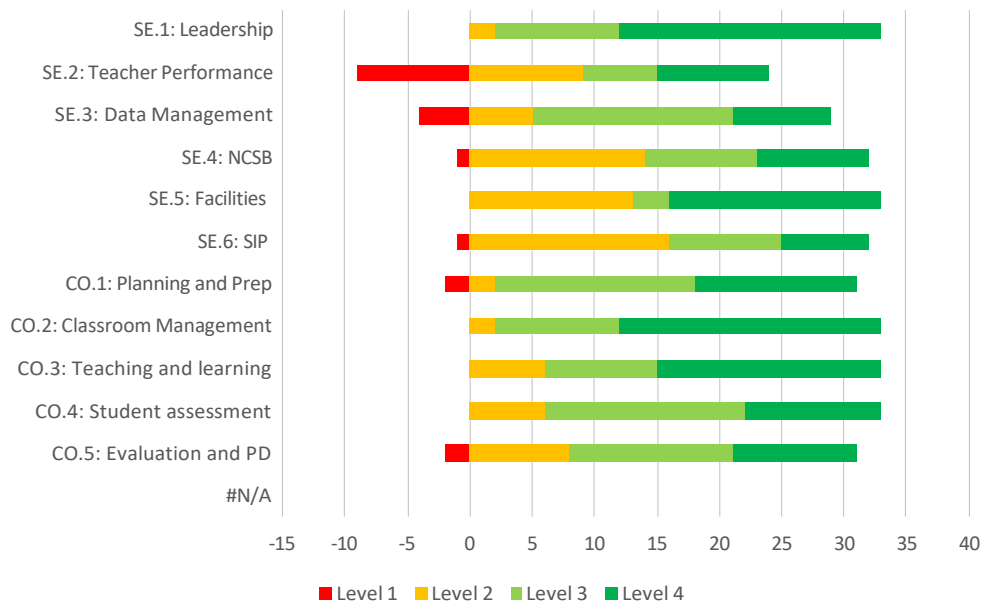


Figure 10: National Standards Performance Evaluated in 2023

Data for both Figure 9 and 10 can be found in Table 8.1.

The weakest performing standards are in Teacher Performance and National Curriculum and Benchmarks. The classroom observation standard where most schools perform less well is the Evaluation and Professional Development followed by Student Assessment. This shows that need of improvement in the area of assessment and evaluation.

Table 3: Accreditation Standard Performance by Schools

	Standard	Evaluated in Year						Cumulative up to Year					
		★	★★	★★★	★★★★	total Evaluated	ccredited	★	★★	★★★	★★★★	total Evaluated	ccredited
CO.1	CO.1: Planning and Prep	2	2	16	13	33	31	4	22	37	24	87	83
CO.2	CO.2: Classroom Manageme	0	2	10	21	33	33	1	13	34	39	87	86
CO.3	CO.3: Teaching and learning	0	6	9	18	33	33	2	30	27	28	87	85
CO.4	CO.4: Student assessment	0	6	16	11	33	33	8	23	41	15	87	79
CO.5	CO.5: Evaluation and PD	2	8	13	10	33	31	15	22	31	19	87	72
SE.1	SE.1: Leadership	0	2	10	21	33	33	36	50	40	28	154	118
SE.2	SE.2: Teacher Performance	9	9	6	9	33	24	59	55	30	10	154	95
SE.3	SE.3: Data Management	4	5	16	8	33	29	43	59	41	11	154	111
SE.4	SE.4: NCSB	1	14	9	9	33	32	34	77	28	15	154	120
SE.5	SE.5: Facilities	0	13	3	17	33	33	23	77	32	22	154	131
SE.6	SE.6: SIP	1	16	9	7	33	32	43	65	38	8	154	111
(blank)	#N/A	0	0	0	0	0	0	3	23	26	4	56	53

States

CHAPTER 4 - CRITERIA PERFORMANCE

For all standards each criterion will be observed in details. Currently, it is only done nationally in this report as it could otherwise become too unwieldy. However, all this information can be produced by any of the following disaggregation from FedEMIS online where and when needed:

- By State;
- By Region;
- By Government/Non-Government;
- By Managing Authority, and more.

Leadership

The weakest leadership criterion is SE.1.4. The principals do not conduct regular programs of teacher performance appraisal.

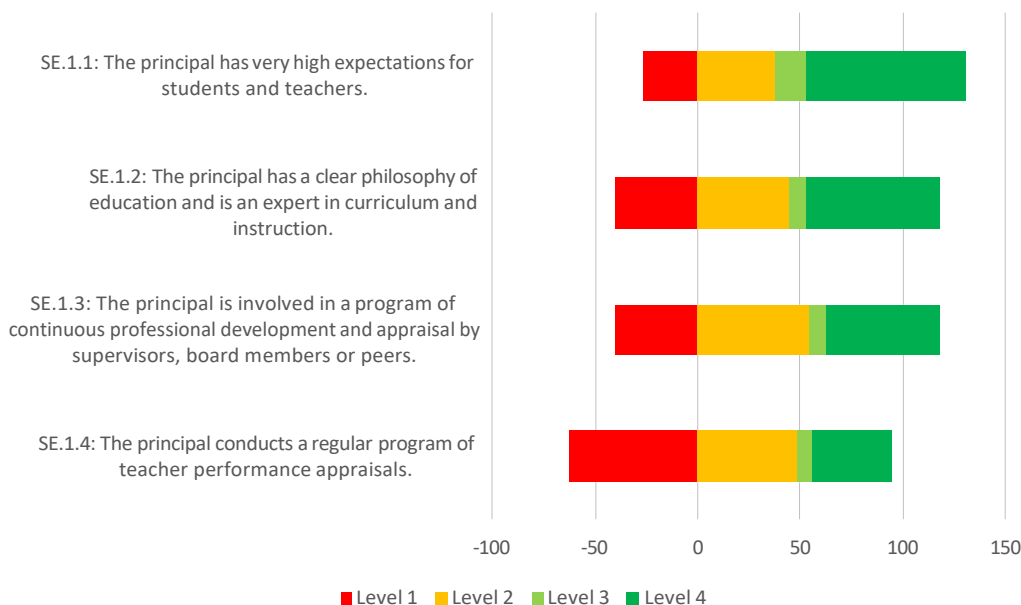


Figure 11: Standard Evaluation 1: Leadership criteria national analysis

Teacher Performance

The weakest leadership criterion is SE.2.4. The teachers could more actively participate in school-based appraisal programs.

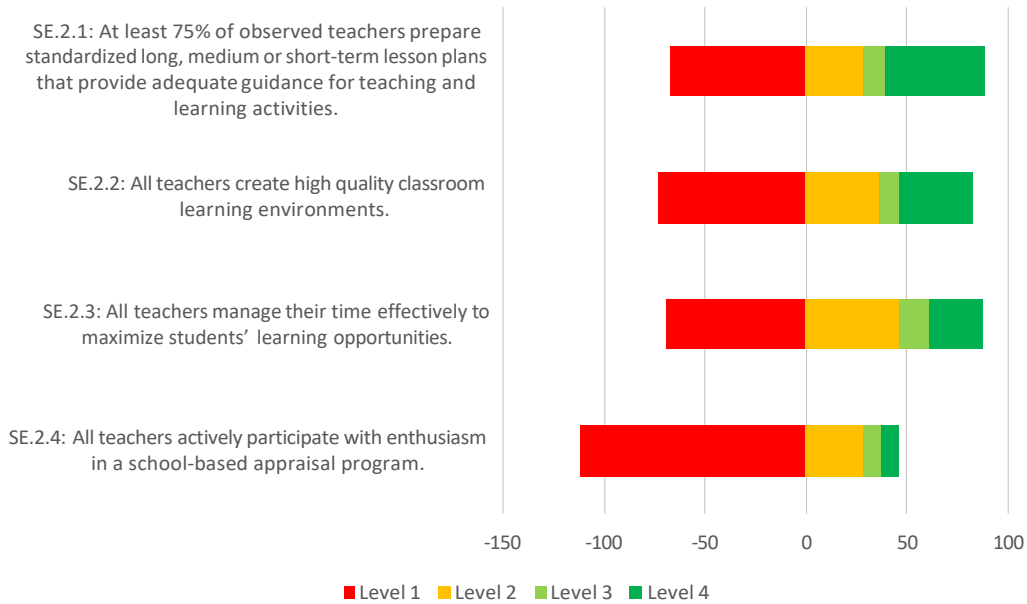


Figure 12: Standard 2: Teacher performance criteria national analysis

Data Management

The weakest leadership criterion is SE.3.3. There is a need for more involved analysis of various data by teachers. This requires easier access to consistent data and on-going training with teachers.

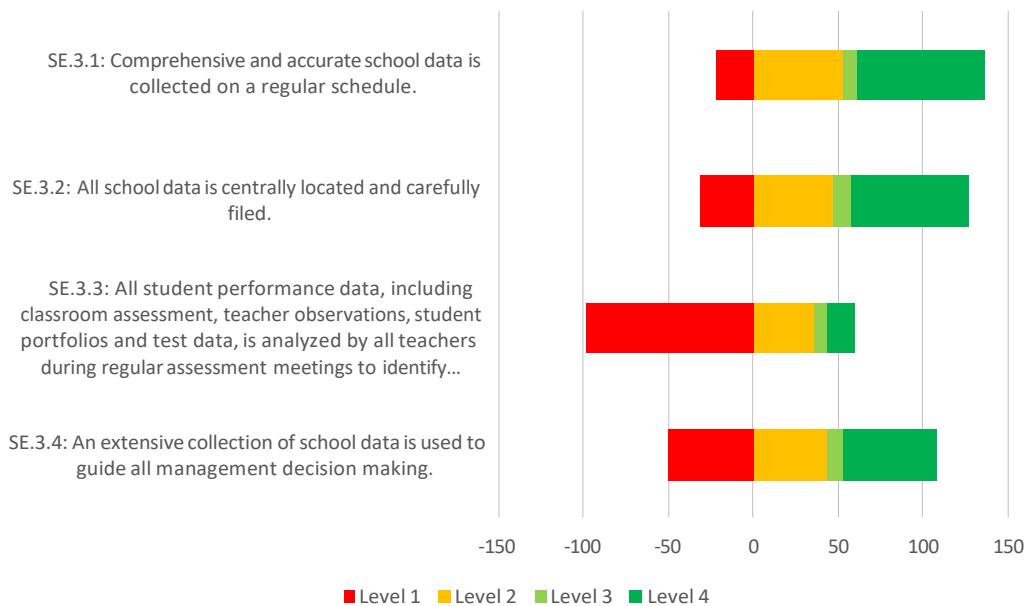


Figure 13: Standard 3 : Data management criteria national analysis

National Curriculum Standards, Benchmarks and Student Learning Outcomes

The weakest leadership criterion is SE.4.2 and SE.4.4. Not all students have their own copies of modern textbooks which also reflect in the fact that we still do not have a majority of students reaching competent or minimum competent levels of achievement in the NMCT.

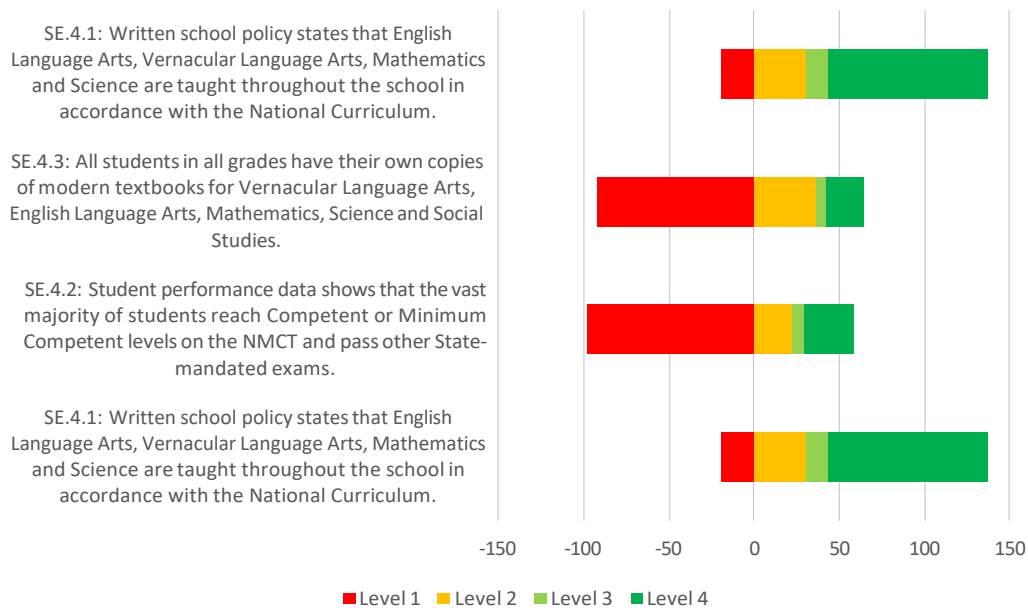


Figure 14: Standard Evaluation 3: NCSB criteria national analysis

School Campus, Classrooms and Facilities

The weakest facility criterion is SE.5.1. The standard of maintenance in schools in terms of cleanliness and forms of vandalism needs to be improved.

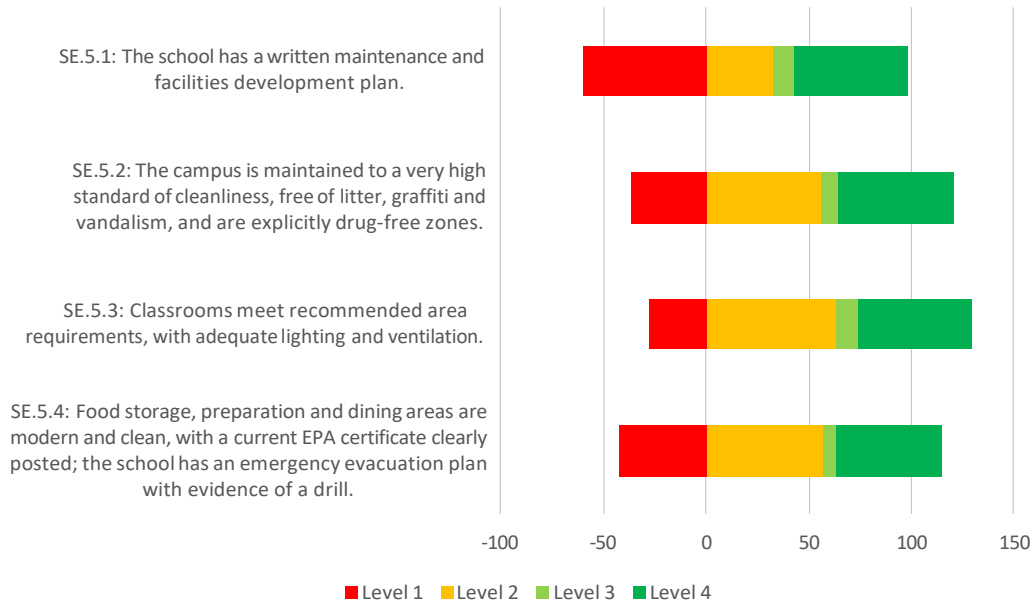


Figure 15: Standard Evaluation 5: Facilities criteria national analysis

School Improvement Planning

The weakest SIP criterion is SE.6.4. The school improvement plan needs to be further improved in many schools. In a similar angle SIP criterion 6.2, school principal plays a leadership role in the development and implementation of the SIP is the strongest.

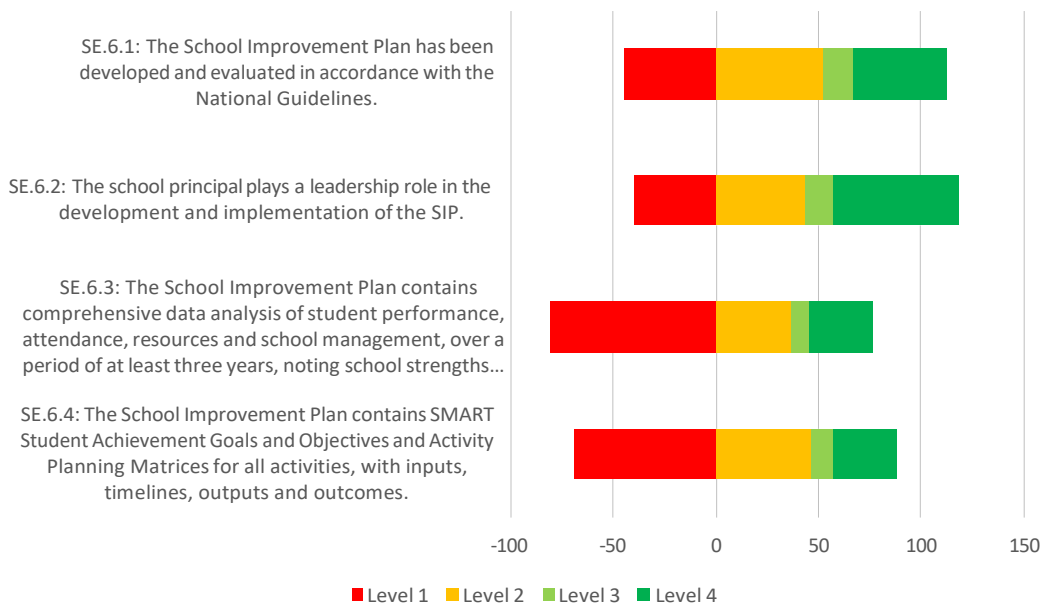


Figure 16: Standard Evaluation 6: SIP criteria national analysis

CHAPTER 5 – STRATEGIC IMPROVEMENT PLAN

Finally, a more in-depth analysis of weaknesses with a particular focus on how to better plan in the short term to assist schools improving in the areas most needed.

Previously, we only knew the general areas of weakness. Now we can drill down and find out the very specific areas of weakness for more precise evidence-based training design to assist schools. The bottom 10 sub-criteria (weakest ones) will be analyzed for the whole nation and by individual states to provide useful information for national trainings and more specific training by states. The analysis herein looks at the scoring cumulative to this current year (and not just those evaluated this year.)

National

The weakest sub-criteria nationally is “*SE.2.4.c: Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children’s learning outcomes*” as observed in Figure 17. Only 21 schools nation-wide whose latest inspection had this sub-criterion answered Yes while the remaining schools scored No.



Figure 17: Bottom 10 (weakest) sub-criteria overall nationally

States

The weakest sub-criteria nationally is “SE.3.3.b: *Classroom assessments (e.g. quarterly exams, quizzes, etc.) are analyzed and used by teachers to adapt their teaching strategies and programs to meet...*” as observed in Figure 18. Not a single school in Chuuk score a Yes on that sub-criterion.

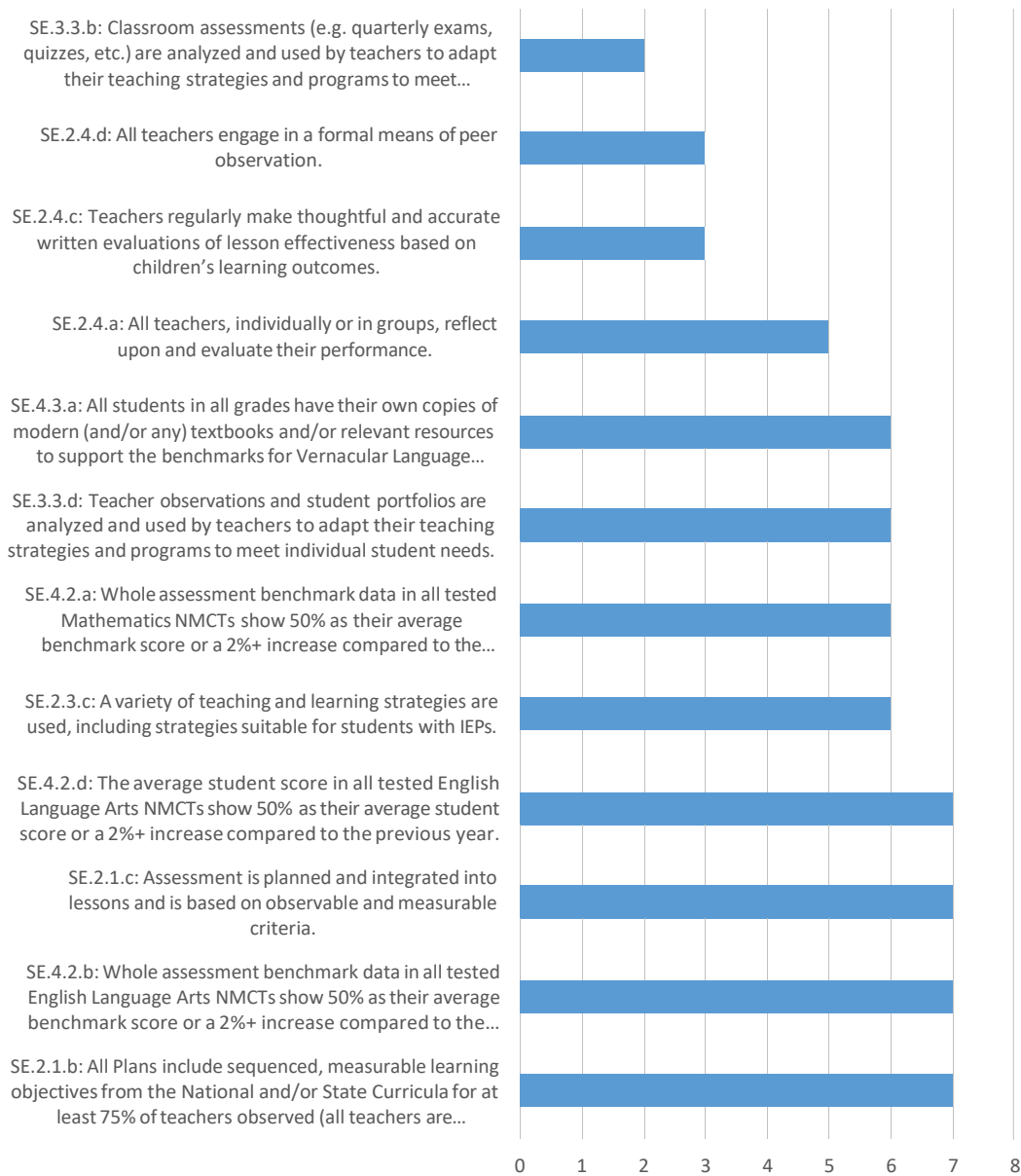


Figure 18: Chuuk’s bottom 10 (weakest) sub-criteria

The weakest sub-criteria in Kosrae are “SE.2.3.d and SE.2.2.d” as observed in Figure 19. None of the schools in Kosrae score yes on any of those two sub-criteria.

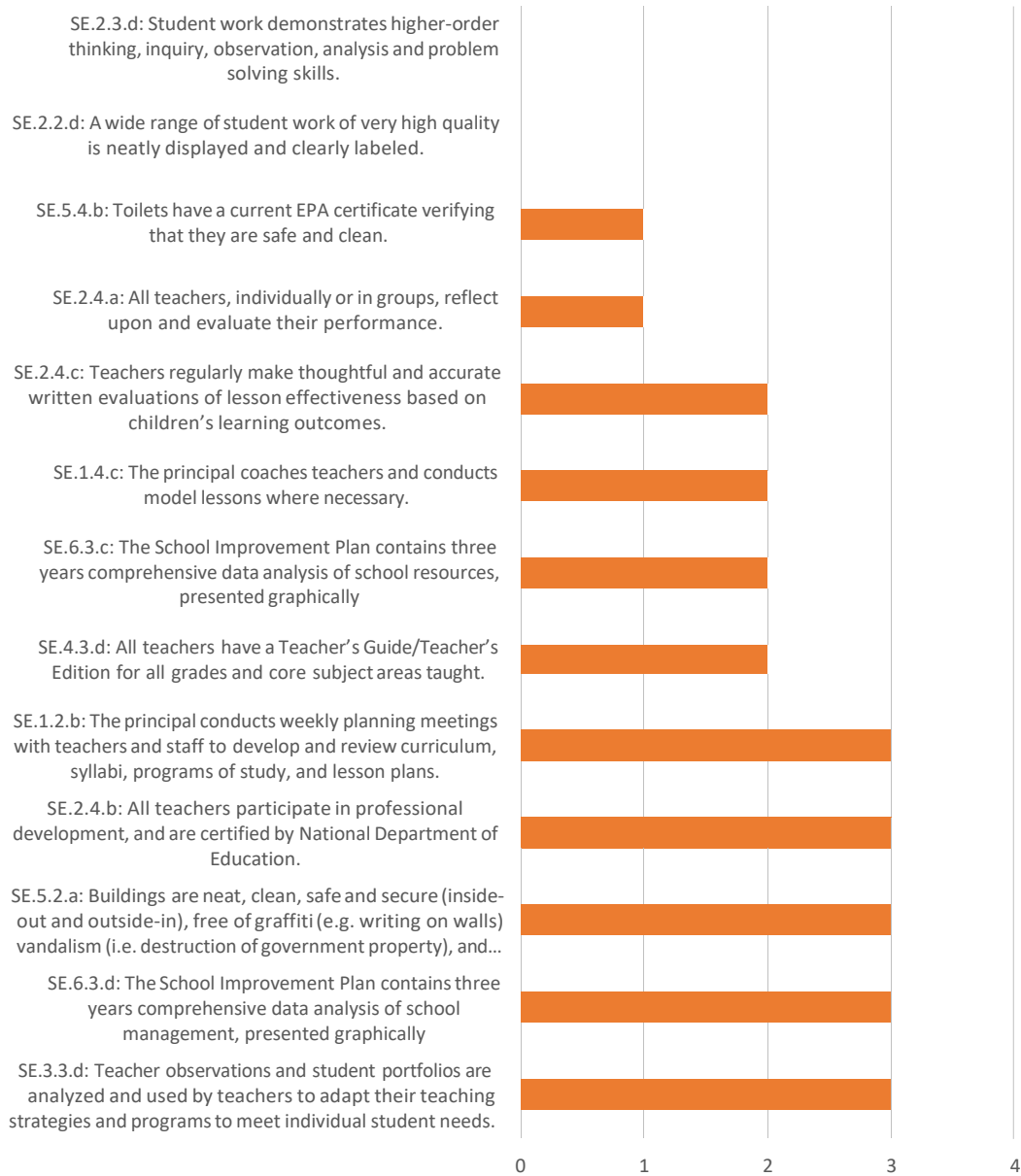


Figure 19: Kosrae’s bottom 10 (weakest) sub-criteria

The weakest sub-criteria in Pohnpei are “SE.3.3.d” as observed in Figure 20. Ten schools scored a “yes” in this sub-criterion.



Figure 20: Pohnpei’s bottom 10 (weakest) sub-criteria

The weakest sub-criteria in Yap are “SE.6.3.c and SE2.4.a” as observed in Figure 21 . Not a single school in Yap scored “Yes” on those two sub-criteria.



Figure 21: Yap's top bottom (weakest) sub-criteria

Conclusion

The Accreditation process has provided some improvement at the school levels across the nation. Standard two of the School Accreditation System (SAS) on Teacher Performance, continues to be the weakest standard among the 68 schools. This suggests areas of improvement in the nation, at the state level and school level. The report shows the weakest areas in each of the states. Technical assistance from the accreditation program is ready to roll out based on state's request of assistance.

Pakein Elementary School awaits the process of reinstatement. By the end of the semester, Pakein school results shall be completed. Report of whether or not it be reinstated will go public.

All schools, State Department of Education and National Department of Education are working tirelessly to provide as much assistance as possible to schools and State Department of Education (SDOEs). The goal to have all schools in the nation to reach accreditation level by 2025 is promising with the implementation of the School Accreditation System.