

FSM EDUCATION INDICATORS



DEPARTMENT OF HEALTH, EDUCATION AND SOCIAL AFFAIRS

Division of Education

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JEMCO Education Indicators for FSM Education

1. The Process

It is disappointing to find continuing discrepancies in data supplied by agencies over an extended period of time. Whilst it is difficult to clean data from government agencies under the current collection arrangements, notes to the data should be attached to tables and formats to alert data users to the conditional nature of the value of the data. For example if outer island births are not included in the government figures then it is wrong to publish birth figures as FSM-wide data without detailed qualification attached.

2. The Database

The Strategic Development Plan makes the point consistently that data collection is difficult to build and the analysis is fraught with inconsistencies. (Volume 3 Chapter 8 pp41, pp52, pp80 pp81).

It is not possible to report accurately on the Indicators using the current database; however with the rollout of the National EMIS the reliability of data will be considerably enhanced. However as one database is improved, the quality of other databases will come under further question for reliability and accuracy adding further to the confusion on reliability of FSM data.

There is also some confusion in existing databases due to lack of validation. The actual enrolment from schools has never been validated by on site audits. Additionally there is confusion in past reporting from unclear delineation of tables, script and/or merging of text. There is very frank admission to the inaccuracy of data when returned for comment. A common reason is duplication of same data drawn from different sources.

The most difficult data to maintain credibility is the use of blended data from other government sources in the publishing of indicators. The use of blended data in the response to the JEMCO Indicators makes the exercise almost futile if accurate analysis is a required outcome.

The really positive outcome that the preparation of JEMCO Indicators generates is the switching on of minds to possibilities of reform to the delivery of education services. Letting people know there is a reasonable way to measure their level of efficiency in the compilation of the Indicators. We have found there are no baselines that are reliable or accurate. The research that has gone into the data analysis has highlighted this unfortunate fact. However this set of circumstances has galvanized NDOE staff to ensure that baselines are critically reviewed and re-evaluated. The situation of having 2600+ births in 1999 as reported by the Division of Health as a baseline to the reported 3200+ 6 year old enrolments at school in 2005 has generated embarrassment but also and acute sense of responsibility to use the new National EMIS opportunity to vigorously review all established baselines and previously published data.

Notes to the Indicators

1. Number of schools by grade level

Graphs prepared State by State. Watch that scale is consistent. Allow for other categories such as schools from K-12.

**Common category Elementary, Middle/ Junior and High
Previous data will show Headstart and Special schools.**

2. Number of schools by size .

Use one graph but identify States with different color. Use same colors for all future references to the States. Maintain consistency of scale across all States.

3. Number of schools operating half-day sessions

Notes are required here as all schools in FSM are considered to be operating as fulltime schools. An asterisk should be made to note this point and to explain that Early Childhood classes conclude after midday. Children are free to return home at this time but teachers are still required to work through the full working day. The issue I believe the indicator is attempting to address is whether teachers are remaining at school after children have completed the day session. An afternoon teacher record of absence would be a more relevant indicator.

4. Number of fulltime staff and number of part-time staff

There is no part-time staff employed in schools. Kosrae school staff work fewer hours per week than staff in all other States.

A more useful presentation of the data will be to show staff employed across the States as a percentage of total staff employed.

This indicator has future significance as State Governments work to reduce recurrent costs. The concept of part-time teaching positions should be considered in support of the “job-sharing” option of absorbing all trained teachers into the workforce and at the same time reducing gross salary costs in the life of the Compact 2.

5. Number and percent. Of staff by education level.

Suggest State by State with Y axis displaying numbers and x axis reporting the categories no record ..high school diploma...AA/ASBA/BS Masters.. Phd

Table underneath with numbers and a second row showing percentage.

A second graph with same break-downs for combined figures on a national level. Do the figures include Special Education Staff if so, make a note to this effect or better still show Special Education staff as a separate graph.

6. Numbers of teachers/staff by grade level

I don't believe there is any data collected on the number of classes operating in schools across FSM. To complete this item will require a special collection of data. This is not possible at this time.

Ensure this item is identified for inclusion in the Registration item of the National EMIS.

7. Student to teacher ratio.

This requires to computations if it is to be significant. It should also be presented as a set of State computations then combined for a National figure. Ensure the Special Education figures are not included in the Student data if you don't know the number of Special Education teachers as opposed to Special Education Co-coordinators who don't have a regular class,

The really significant set of figures you can present is the percentage of qualified teachers against number of enrolled students in FSM. You have the figures to do it for each State.

(No. Qualified staff -: by No enrolled students x 100)

8. Base populations by school age groups

The data here from outside sources is so unreliable it is not feasible to proceed to computations. The number of births recorded in FSM using official figures is up to 700 children less than recorded as enrolments in FSM schools as 6 year olds, six year after the birth year. A similar ratio between births and enrolments has level of constancy throughout the developed table. An example is included in the paragraph below. You should extend the table if we have enrolment data before 2005 for six year olds.

There are two immediate issues emanating from the 1999 (H) /2005(E) data. The Division of Health acknowledges major weaknesses in the official figures for the recordings of births (verbal communication). Outlying islands data is not included, clinic reported births and hospital reported births could be duplications and health clinic reporting of births is erratic.

An example of conflicting blended data

NDOH-FSM	NDOE-FSM
Registered births	Registered school enrolments
Born 1999 2,568 children	Grade 2 3,178 children

The other issue to distort the baseline is school principals reporting deliberately inaccurate enrolments of students to increase salary payments. There is little evidence of school enrolments ever being verified. In future enrolment figures can be subject to monthly validation by audits from the EMIS monthly enrolment data.

9. Percent of base line school age population in school by age groups

Completed using NDOE April 2005 table.

Make a note here that the total of school population table is at variance to the other baseline school population figure because some States sent enrolment updates in their Kindergarten columns. So all percentages are expressed as a percentage of the new enrolment figure. This figure includes children enrolled in Special Education classes and private schools.

10. Student enrolment by grade level and gender

Completed

11. Average daily student attendance rate by grade level and gender

The existing State information systems (PEDMS) cannot deliver data on a daily a basis. For example schools in Yap State are equipped with IMAC computers not capable of delivering data direct to NDOE. It is not possible to build a systematic FSM daily collection of data with the current information systems to the level of complexity required here with just one data specialist receiving the hard copy.

12. Drop out rate by grade level and gender.

You need two sets of complete data from 2003-2004 and 2004-2005. Deduct the total number of children across all FSM schools in grade 2 2004-2005 from the total number of children in Grade 1 in 2003-2004. You should then deduct the number of children repeating Grade 2 2004-2005 from the 2004-2005 figure and add in the number of children repeating Grade 1 in the 2004 –2005 figure. I doubt there is any data on the number of repeaters to refine this data. Therefore the best you can do is use the latter figures to deduct an indicative result. From your subtraction of the two years of data divide the difference by the 2003-2004 enrolment figure and multiply by 100 over 1.

13. Number and percent of students achieving “proficiency” using standardized/ criterion reference tests.

Testing results will come from Burnis. The numbers achieving proficiency are then expressed as a percentage of total grade numbers. You can do this on State by State basis and if all States have submit results then combine all data for a national set of figures.

Ensure the same test is administered across all States, first. Otherwise you have no data.

14. Completion/graduation rates for 8th and 12th grades

Some concern, because if you complete grade 8 and grade 12 you don't necessarily graduate to High School or College of Micronesia.

Redefined it is cleaner data if we define the rate as completion rate. Not all children seek entry to High School or COM, however very few who qualify would refuse entrance. Moreover graduation carries an implication of entrance to the next institution that excludes those that pass the final year examinations but do not qualify for entrance to the institution.

15 Number and per cent of grade 8 completers going to high school and high school graduates going to higher education

This data is a subset of Indicator no 14.

16. Number of student textbooks by subject areas and grade levels.

The data you require has been attempted to be collected many times. The FSM National Education staff has just returned from Chuuk attempting such a survey and finding it impossible to publish his inventory due to the incredible time and detail required and judgments demanded such as when a textbook condition/age/content makes it no longer useful. There is a huge volume published from Kosrae on Tracey's desk that must contain a 1000 page. Without summary and index its value is next to useless.

I would suggest this Indicator is not worth the time and effort it requires producing only the most simplistic data. In view of the shift from teacher centered teaching to child centered teaching the indicator will be redundant.

With the available data, this Indicator cannot be prepared.

17. Per pupil expenditure (annual operating K-12 budget divided by enrolled student count)

You need education budget figures from State and National Governments.

18. Number of parent involvement activities per year per school and average number of parents participating.

It appears no State has collected this data, this Indicator cannot be prepared.

There is provision for collection of this data in the new National EMIS. Distinction should be made between parents participating in school activities and parents involving themselves in school activities. There is a very important distinction in degrees of authority invested in the parents in the organization of the activities.

19. Student enrolment in local institutions of higher education (IHE)

Dependent upon COM statistics.

20. Number of IHE graduates by each Diploma/Degree level.

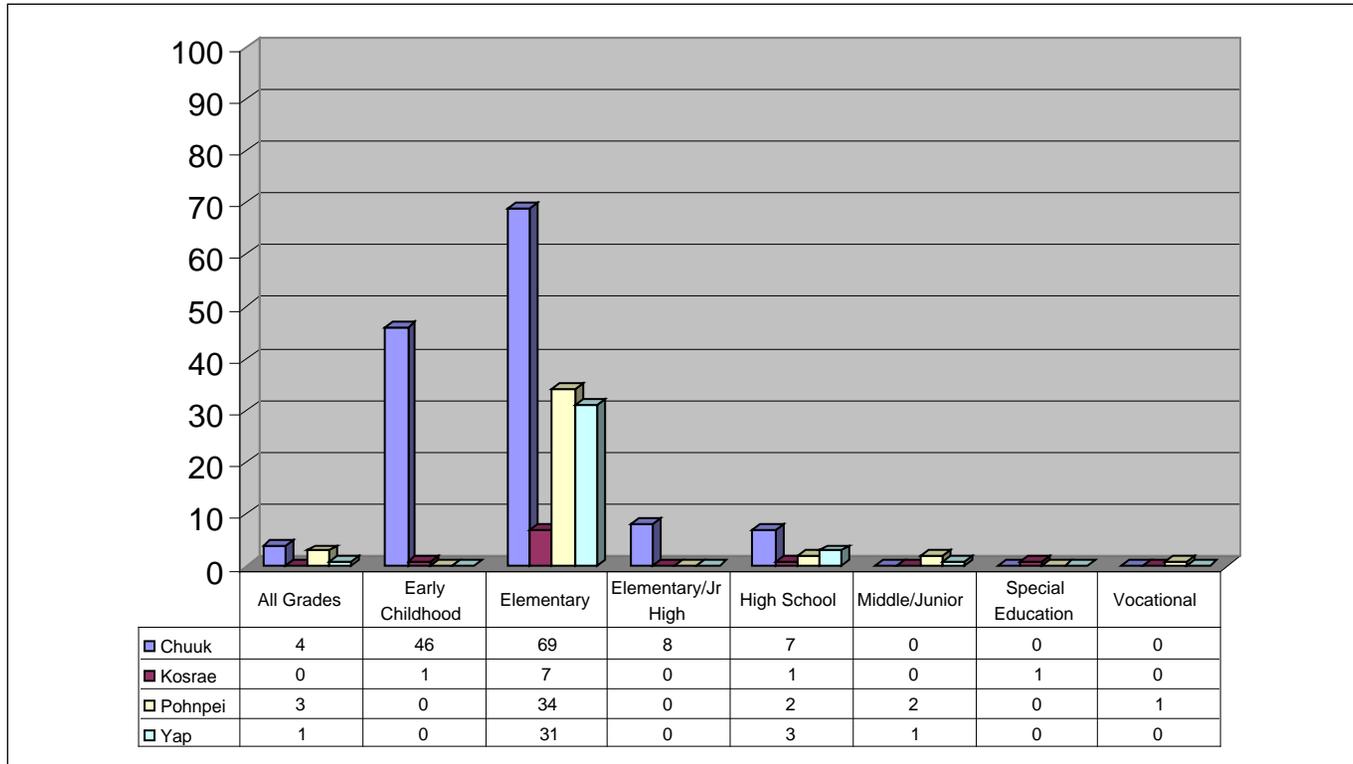
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1. Number of schools by grade level

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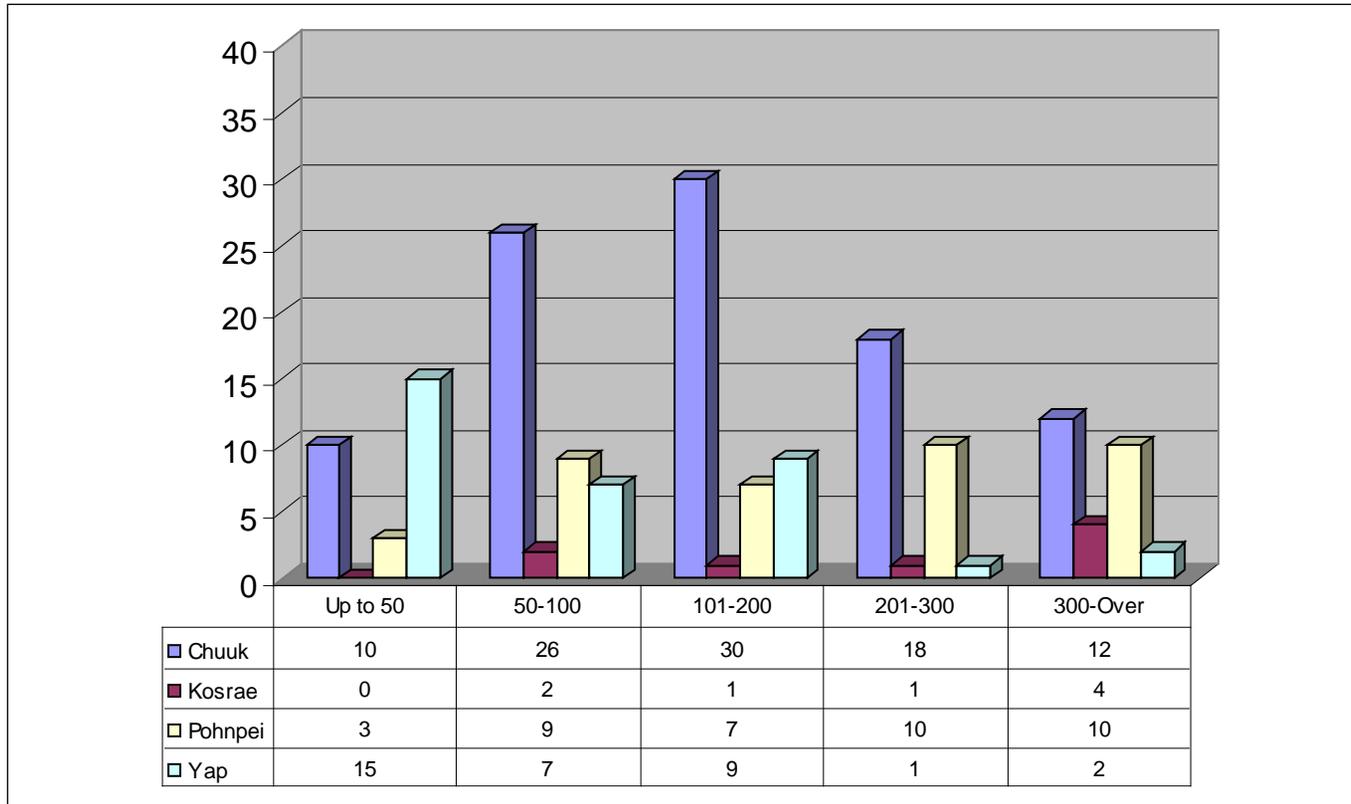
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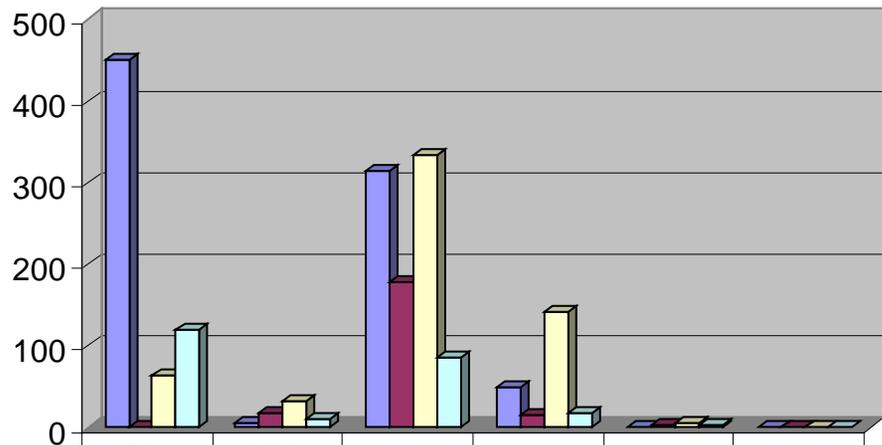
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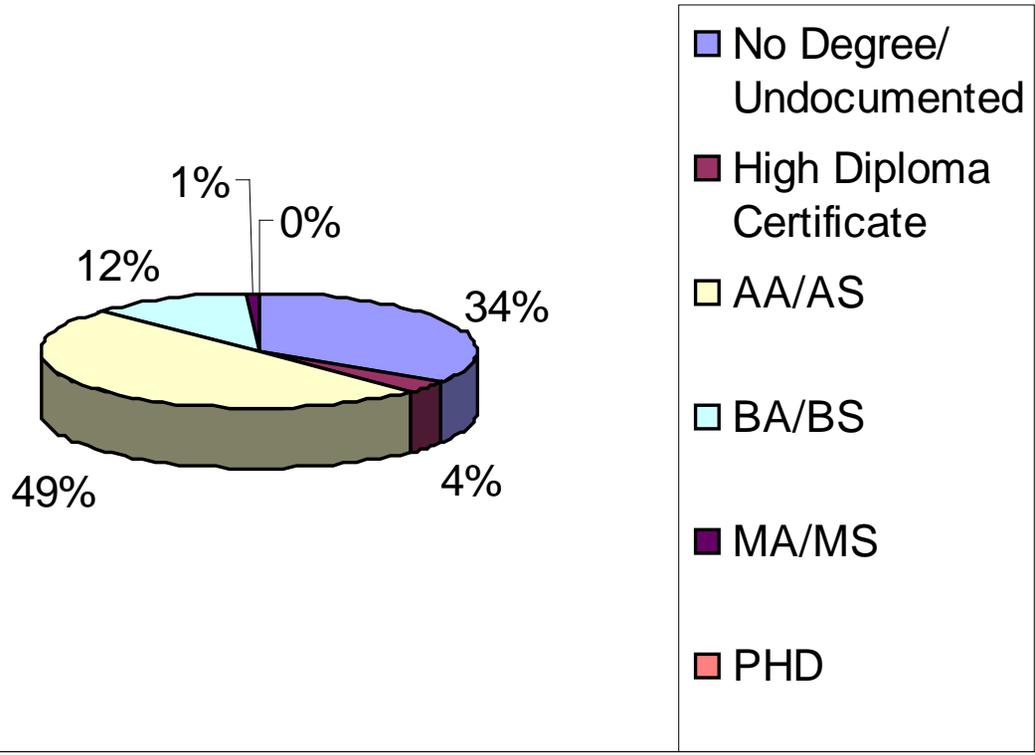
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	No Degree/Undocume	High Diploma Certificate	AAAS	BA/BS	MA/MS	PHD
*Chuuk	451	6	314	48	1	0
Kosrae	0	18	179	14	3	0
Pohnpei	64	32	335	142	6	0
*Yap	119	9	86	17	2	1

5. b. Qualified teachers as defined by Strategic Development Plan

FSM Teacher Status 2005



6. Numbers of teachers/staff by grade level

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Ensure the same test is administered across all States, first. Otherwise you have no data.

For indicator Number 13, achieving proficiency.

Proficiency Levels

CHUUK STATE 2005

For NST Language Arts- 6th Grade

Proficiency Levels	Number of items Correct (63 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	37 or less	59% - 0%	92%
2. Significant Improvement Needed	38-50	60% - 79%	7%
3. Mastery	51-63	80% - 100%	1%

These percentage are modeled after traditional classroom test grading schemes in which grades are assigned on the basis of the percent of items correct , as follow: A = 90% and above; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; and F = 59% and below.

NST Mathematics –Grade 6

Proficiency Levels	Number of items Correct (38 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	22 or less	59% - 0%	95%
2. Significant Improvement Needed	23 – 30	60% - 79%	5%
3. Mastery	31- 38	80% - 100%	-0-

For Indicator Number 13, achieving proficiency

Proficiency Levels

CHUUK STATE 2005

For NST Language Arts- 8th Grade

Proficiency Levels	Number of items Correct (52 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	30 or less	59% - 0%	87%
2. Significant Improvement Needed	31 - 41	60% - 79%	12%
3. Mastery	42 - 52	80% - 100%	1%

These percentage are modeled after traditional classroom test grading schemes in which grades are assigned on the basis of the percent of items correct , as follow: A = 90% and above; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; and F = 59% and below.

NST Mathematics –Grade 8

Proficiency Levels	Number of items Correct (57 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	33 or less	59% - 0%	95%
2. Significant Improvement Needed	34 - 44	60% - 79%	5%
3. Mastery	45 - 57	80% - 100%	0%

For indicator Number 13, achieving proficiency

Proficiency Levels

CHUUK STATE 2005

For NST Language Arts- 10th Grade

Proficiency Levels	Number of items Correct (69 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	40 or less	59% - 0%	91%
2. Significant Improvement Needed	41 - 54	60% - 79%	9%
3. Mastery	55 - 69	80% - 100%	0%

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Proficiency Levels	Number of items Correct (50 possible)	Percent of items correct	Actual Results percent of FSM Students per level
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3. Mastery	40 - 50	80% - 100%	0%

For Indicator Number 13, achieving proficiency

Proficiency Levels

KOSRAE STATE 2005

For NST Language Arts- 6th Grade

Proficiency Levels	Number of items Correct (63 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	37 or less	59% - 0%	77%
2. Significant Improvement Needed	38-50	60% - 79%	42%
3. Mastery	51-63	80% - 100%	11%

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For Indicators Number 13, achieving proficiency

Proficiency Levels

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Proficiency Levels	Number of items Correct (52 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	30 or less	59% - 0%	35%
2. Significant Improvement Needed	31 - 41	60% - 79%	48%
3. Mastery	42 - 52	80% - 100%	17%

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For Indicator Number 13, achieving proficiency

Defining Proficiency Levels

KOSRAE STATE 2005

For NST Language Arts- 10th Grade

Proficiency Levels	Number of items Correct (69 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	40 or less	59% - 0%	26%
2. Significant Improvement Needed	41 - 54	60% - 79%	49%
3. Mastery	55 - 69	80% - 100%	25%

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For indicator Number 13, achieving proficiency

Proficiency Levels

POHNPEI STATE 2005

For NST Language Arts- 6th Grade

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1. Not Proficient	37 or less	59% - 0%	62%
2. Significant Improvement Needed	38-50	60% - 70%	27%
3. Mastery	51-63	80% - 100%	11%

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3. Mastery	55 -69	80% - 100%	30%

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Defining Proficiency Levels

YAP STATE 2005

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This data is a subset of Indicator no 14.

16. Number of student textbooks by subject areas and grade levels.

The data you require has been attempted to be collected many times. FSM Education staff has just returned from Chuuk attempting such a survey and finding it impossible to publish his inventory due to the incredible time and detail required and judgments demanded such as when a textbook condition/age/content makes it no longer useful. There is a huge volume published from Kosrae on Tracey's desk that must contain a 1000 pages. Without summary and index its value is next to useless.

I would suggest this Indicator is not worth the time and effort it requires producing only the most simplistic data. In view of the shift from teacher centered teaching to child centered teaching the indicator will be redundant.

With the available data, this Indicator cannot be prepared.

17. Per pupil expenditure (annual operating K-12 budget divided by enrolled student count)

You need education budget figures from State and National Governments.

18. Number of parent involvement activities per year per school and average number of parents participating.

It appears no State has collected this data, this Indicator cannot be prepared.

There is provision for collection of this data in the new National EMIS. Distinction should be made between parents participating in school activities and parents involving themselves in school activities. There is a very important distinction in degrees of authority invested in the parents in the organization of the activities.

19. Student enrolment in local institutions of higher education (IHE)
Dependent upon COM statistics.

20. Number of IHE graduates by each Diploma/Degree level.

Number of IHE graduates by each Diploma/Degree level

