

FSM DOE

FSM School Accreditation System Procedures Manual



2011

Procedures for
National and State
Departments of
Education and
Elementary and
Secondary Schools



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Introduction

Accreditation

Title 40 of the FSM code requires that all schools in the FSM meet required minimum standards and undergo a process of accreditation. The purpose of accreditation is to ensure that all schools provide for students an environment that is conducive to learning. The FSM School Accreditation System is designed to help schools improve the educational services and opportunities they provide for students. The ultimate goal of the FSM School Accreditation System is to raise the level of student academic performance.

Purpose

The FSM Schools Accreditation Procedures Manual outlines the standards, criteria, rubrics, evaluation procedures, reporting requirements and other administrative details necessary for the effective implementation of the FSM School Accreditation Regulations, 2011.

Regulations

The FSM Schools Accreditation Regulations are reproduced on pages 6 to 12 of this Procedures Manual.



Chapter 1



Federated States of Micronesia

School Accreditation Regulations

for

FSM Elementary and Secondary Schools

2011



1. Purpose

- a. The FSM Schools Accreditation Regulations hereinafter referred to as "Regulations", are hereby established to ensure that FSM schools are conducive to learning by establishing standards, criteria and procedures for a national system of public and chartered non-public elementary and secondary schools accreditation.
- b. Schools that provide an environment that is conducive to learning and are in compliance with the minimum standards established by these regulations shall be accredited.

2. Statutory Requirements

These Regulations are established pursuant to Title 40, FSMC §108 and in accordance with the administrative procedural requirements contained in Title 17 FSMC §102 - § 104.

3. Definitions

1. "Accreditation" shall mean the process of evaluating a school in terms of meeting the required minimum standards and the acknowledgment thereof by the FSM National Government through the issuance of an FSM Certificate of Accreditation.
2. "*Elementary school*" shall mean an institution which imparts teaching and learning from grades one (first grade) through eight (eighth grade).
3. "FSM" shall mean the Federated States of Micronesia.
4. "FSM Schools Accreditation Procedures Manual" shall mean a set of procedural guidelines published by the Secretary of Education to include standards, criteria, rubrics and other means by which school performance will be evaluated for purposes of accreditation.
5. "*Secondary school*" shall mean an institution which imparts teaching and learning beyond the elementary level up to but not including college or university level.
6. "*Secretary of Education*" shall mean the head of the Department of Education, FSM National Government.

7. "School" shall mean a public or chartered non-public institution of learning at the elementary or secondary level, including a school with a religious affiliation.
8. "State Director of Education" shall mean 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.



4. FSM Schools Accreditation Regulations

The FSM Schools Accreditation Regulations hereinafter referred to as "Regulations", are hereby established to provide standards, criteria and procedures for a national system of public and chartered non-public elementary and secondary schools accreditation. All public and chartered non-public elementary and secondary schools in the FSM shall be accredited under the FSM Schools Accreditation Regulations.

5. Accreditation Criteria

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 these and other regulations.

6. FSM Schools Accreditation Procedures Manual

a. The Secretary of Education, in collaboration with State Directors of Education, shall develop and publish, within 30 days of the adoption of these regulations, an FSM Schools Accreditation Procedures Manual. The FSM Schools Accreditation Procedures Manual will outline the standards, criteria, rubrics, evaluation procedures, reporting requirements and other administrative details necessary for the effective implementation of the FSM Schools Accreditation Regulations.



7. FSM Schools Accreditation Committees and School Evaluation Teams

a. The Secretary of Education shall appoint a National Accreditation Committee. The National Accreditation Committee shall be a standing committee. The role of the National Accreditation Committee shall be to evaluate elementary and secondary schools and recommend to the Secretary whether an elementary or secondary school meets the approved accreditation standards or not. The National Accreditation Committee shall base their recommendations on school site evaluations conducted by State and National School Evaluation Teams.

The National Accreditation Committee shall consist of representatives of the following:

- i. Non-Government organizations,
- ii. Faculty of the FSM College of Micronesia,
- iii. National chamber of commerce,
- iv. PTAs or parents' groups.

b. The State Director of Education in each State shall establish a State Schools Evaluation Team (SSET). The SSET shall be responsible for conducting on site school evaluations for the purposes of FSM Schools Accreditation. The SSET shall consist of education specialists employed by the State Department of Education plus at least one representative of the chartered non-public schools operating in the State. The SSET shall report to the State Director of Education.

c. The State Director of Education in each State shall communicate the findings of the SSET to the Secretary of Education.

d. The Secretary of Education shall establish a National Schools Evaluation Team (NSET). The NSET shall be responsible for moderating and verifying SSET findings. The NSET shall consist of education specialists who are employed by the National Department of Education. The NSET shall report to the Secretary of Education.

e. SSETs of at least two members shall be mobilized to evaluate all elementary and secondary schools. The SSET shall be responsible for conducting and reporting on school evaluations for the purposes of FSM Schools Accreditation.

f. Chartered non-public schools' representatives may not make up more than 25% of any SSET.



8. Compliance with the FSM Schools Accreditation Regulations and Process

- a. In order to operate in the FSM, all public and chartered non-public elementary and secondary schools must be accredited by the Secretary of Education unless they are declared to be under Special Measures.
- b. All public and chartered non-public elementary and secondary schools in the FSM shall comply with the requirements of the FSM Schools Accreditation Procedures as outlined in the FSM Schools Accreditation Procedures Manual and shall make available, on the day or days of evaluation, all data, records, reports and other information outlined in the FSM Schools Accreditation Procedures Manual and requested by the SSET or NSET.
- c. Public and chartered non-public elementary and secondary schools in the FSM may not require notice of a visit, for purposes of evaluation for accreditation, by the SSET or NSET.

9. FSM Schools Accreditation Process

- a. The FSM Schools Accreditation Process shall consist of two stages.
- b. Stage One of the FSM Schools Accreditation Process shall consist of a general inspection conducted by the SSET, NSET or a combined team drawn from both SSET and NSET, using standards, criteria and rubrics developed by the Secretary of Education, in collaboration with State Directors of Education, and published as the FSM Schools Accreditation Procedures Manual.
- c. Schools which satisfy the requirements of Stage One of the FSM Schools Accreditation Process and are accredited by the Secretary of Education shall progress to Stage Two.
- d. Schools which do not satisfy the requirements of Stage One of the FSM Schools Accreditation Process and are not accredited by the Secretary of Education, shall not progress to Stage Two.

- e. Stage Two of the FSM Schools Accreditation Process shall consist of a School Self Study, which shall be completed by the school management team and submitted for evaluation to the SSET.
- f. The State Director of Education shall submit, to the Secretary of Education, all School Self Studies, in the format outlined and by the due dates specified in the FSM Schools Accreditation Procedures Manual.
- g. The State Director of Education shall submit, to the Secretary of Education, Stage One and Stage Two reports on all public and chartered non-public schools by the dates specified and in accordance with the requirements of the FSM Schools Accreditation Procedures Manual.



10. Issuance of Certificates

- a. A school shall be accredited if it is in possession of a valid National Special Certificate of Achievement or a valid National Certificate of Accreditation or if placed under Special Measures.
- b. The Secretary of Education shall issue a National Special Certificate of Achievement to elementary and secondary schools which comply with or exceed all FSM Schools Accreditation Standards and requirements as outlined in the FSM Schools Accreditation Procedures Manual, based on appropriate reports from the State Director of Education. A National Special Certificate of Achievement shall be valid for a period of three years from the date of issue.
- c. Schools in possession of a National Special Certificate of Achievement shall not be required to undergo an annual evaluation but shall complete an annual self study.
- d. The Secretary of Education shall issue a National Certificate of Accreditation to respective elementary and secondary schools which substantially comply with accreditation standards, as outlined in the FSM Schools Accreditation Procedures Manual, 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 reports from the State Director of Education. A National Certificate of Accreditation shall be valid for a period of one year from the date of issue.
- e. Schools in possession of a National Certificate of Achievement shall be required to undergo an annual evaluation and shall complete an annual self study.

11. Special Measures

- a. The Secretary of Education, in collaboration with State Directors of Education, shall place under Special Measures, for a period of one year, all elementary and secondary schools that do not comply with FSM Schools Accreditation Standards and requirements, as outlined in the FSM Schools Accreditation Procedures Manual, and which do not have a plan or program in effect to remedy any defects or shortcomings within an agreed upon period of time.
- b. A recommendation for technical assistance will be made for elementary and secondary schools placed under Special Measures. The Secretary of Education shall consult with the respective State Directors of Education for appropriate technical assistance to be provided by both National and State Governments to elementary and secondary schools placed under Special Measures. Schools placed under Special Measures will be required to produce a one-year recovery or turnaround plan.
- c. After one year under Special Measures, and annually thereafter, for a maximum period of three years, the SSET and/or the NSET shall evaluate the school using Stage One of the FSM Schools Accreditation Process. Schools under Special Measures which satisfy the requirements of Stage One of the FSM Schools Accreditation Process, as outlined in the FSM Schools Accreditation Procedures Manual, shall progress to Stage Two.
- d. If, after a period of three years has elapsed, a school remains under Special Measures, the school will be declared by the Secretary of Education as a Non-accredited School. The Secretary of Education shall advise the State Director of Education to close any Non-accredited School.
- e. The State Director of Education shall make arrangements for the relocation of students from any Non-accredited School to an accredited school. The State Director of Education shall make any necessary arrangements for the redeployment of staff from a non-accredited school, in accordance with applicable laws and regulations.



12. Special Incentives

a. In order to provide an incentive for the improvement of schools, the Secretary of Education may make eligibility for certain categories of scholarship and other funds contingent upon obtaining a National Special Certificate of Achievement or a National Certificate of Accreditation.

13. Timetable for the completion of the FSM Schools Accreditation Process

a. Stage One of the FSM Schools Accreditation Process shall be completed annually by the 15th December. State Directors of Education shall submit, to the Secretary of Education, by 15th December, all reports, in the format outlined in the FSM Schools Accreditation Procedures Manual, on all Stage One evaluations for all applicable elementary and secondary schools.

b. Stage Two of the FSM Schools Accreditation Process shall be completed annually by the 15th April. State Directors of Education shall submit, to the Secretary of Education, by 15th April, all reports, in the format outlined in the FSM Schools Accreditation Procedures Manual, on all Stage Two evaluations for all applicable elementary and secondary schools.

14. Disputes

a. Principals, teachers, parents or other stakeholders at any school may dispute, in writing, the determination of accreditation status of a school within one month of the issuance of a National Special Certificate of Achievement, National Certificate of Accreditation, declaration of Special Measures or declaration of Non-accredited School status by the Secretary of Education.

b. Written disputes, supported by documentary evidence, shall be submitted to the Secretary of Education.

c. Upon receipt of a written dispute, the Secretary of Education will review the documentary evidence and determine whether there are grounds for dispute.

d. If the Secretary of Education finds that there are grounds for dispute, the matter will be passed to the National Accreditation Committee.

e. The National Accreditation Committee may uphold or reject the dispute.

f. If the dispute is upheld, the National Accreditation Committee shall establish a Special School Evaluation Team composed of NSET and SSET members. The Special School Evaluation Team shall conduct on site evaluations of the school where the dispute arose by carrying out the procedures outlined in the FSM Schools Accreditation Procedures Manual.

g. The Special School Evaluation Team shall report to the National Accreditation Committee.

h. The National Accreditation Committee shall recommend to the Secretary whether the school where the dispute arose meets the approved accreditation standards or not. The decision of the National Accreditation Committee shall be final.

15. Publication of FSM Schools Accreditation Data

a. The Secretary of Education shall publish school accreditation data including the findings of all School Evaluation Teams, the accreditation certificates awarded to schools, the names of all schools placed under Special Measures and other data deemed by the Secretary of Education to be in the public interest.

b. The Secretary of Education shall publish school accreditation data on the website of the National Department of Education, on other Government Department websites and through other public information media.

c. The Secretary of Education shall publish Stage One school accreditation data in January and Stage Two school accreditation data in May of each year.

d. School accreditation data shall be published for the relevant State Department of Education's schools on the websites of the relevant State Department of Education.



Chapter 2

FSM Schools Accreditation System: Stage One: School Evaluation

The School Evaluation is the first stage in the FSM School Accreditation Program. All schools will be evaluated using the FSM School Accreditation System Stage One: School Evaluation visit.

The School Evaluation is designed to be conducted during a one or two-day visit by a School Evaluation Team. The purpose of the School Evaluation is to identify those schools that are ready to progress to the next stage of the accreditation process and to initiate an action plan for those schools that are not yet ready. Schools that are evaluated at Level 4, Level 3 or Level 2 may progress to Stage Two: School Self Study.

Schools that are evaluated at Level 1 must enter a period of Special Measures to bring about improvements.

The Stage One: School Evaluation form contains all the Standards, Criteria and Rubrics necessary for an objective evaluation of the school.

Conducting Stage One: School Evaluation

There are three distinct phases in conducting the Stage One: School Evaluation:

1. Before the school evaluation visit.
2. During the school evaluation visit.
3. After the school evaluation visit.



Before the school evaluation visit

The School Evaluation Team should meet to plan the school evaluation visit. The team should review this Procedures Manual so that all review team members are familiar with the process, standards, criteria and rubrics. The School Evaluation Team should determine the roles of each team member and decide who will conduct which tasks, such as interviews with the principal or classroom observations.

The School Evaluation Team should collect school data from the data specialist at the State Department of Education. School data should include student enrolment for each grade level, the number of teachers and their certification status and details of any other employees at the school.

The School Evaluation Team should complete items 1 to 6 of School Data Form A. School Data Form A is on the cover page of the Stage One: School Evaluation form.

Basic information about the school and the evaluation team should be inserted in School Data Form A before the school visit. Six pieces of information are required.

1. The name of the State in which the school is located.
2. The name of the school and its address.
3. The school identification code. This can be obtained from the State Department of Education testing specialist.
4. The school type. This may be public or chartered non-public Elementary, Junior High, Senior High, Grade 1 to Grade 12 or other type of school.
5. The name of the Principal or Head teacher responsible for the management of the school and their status, such as acting or permanent.
6. The names and status of the School Evaluation Team members. Status may include details such as whether they are representing chartered non-public schools or the position of individual members at the National or State Department of Education.

A copy of School Data Form A is shown on the following page.



FSM School Accreditation System	
Stage One: School Evaluation	
School Data Form A	
1. State:	5. Name and status of the School Principal or Head teacher:
2. School Name and address:	6. Names and status of School Evaluation Team members:
3. School code:	4. School type: (Public or chartered non-public, Elementary, Junior High, High, other)



Chapter 3

During the school evaluation visit

There are two main tasks the School Evaluation Team must complete during the school visit. These are completing the school assessment and conducting at least two classroom observations. The School Evaluation Team should decide who is to be responsible for each task.

Completing the school assessment

Standards, criteria and rubrics have been developed to assist the members of the school evaluation team who are responsible for completing the school assessment.

There are six standards. These are:

Standard 1. Leadership

Standard 2. Teacher Performance

Standard 3. Data Management

Standard 4. National Curriculum Standards, Benchmarks and Student learning Outcomes

Standard 5. School Campus, Classrooms and Facilities

Standard 6. School Improvement Planning.

Each standard has four criteria and each criterion has four rubrics. The rubrics are designed to assist monitoring teams to make objective assessments. Monitoring teams must collect documentary or other observable and verifiable evidence to confirm their assessments against each rubric.

The use of documentary evidence eliminates subjectivity and supports consistency between schools and between States in the application of standards. Suggested items of evidence are included in this guidance document. Copies of important documents, such as School Improvement Plans, should be collected. A digital camera may be used if photocopies are not available.

In addition to rubrics, this guidance document also includes exemplars describing what should be observed in schools that meet the accreditation standards. Exemplars are shown after each set of standards, criteria and rubrics.



During the school evaluation visit, School Evaluation Teams should gather evidence and make observations. They should use the evidence and their observations to select the rubric that best describes the conditions observed. There is a box under each rubric that should be filled in or ticked to indicate that the evaluation team has determined that the school matches a certain rubric at a certain level.

The following section of this Procedures Manual contains the standards, criteria and rubrics as well as exemplars and suggested sources of evidence.



Standard 1: Leadership				
Criteria	Level 4 - exceeds the accreditation standards.	Level 3 - complies with the accreditation standards.	Level 2 - substantially complies and has a plan to correct deficiencies.	Level 1 - does not meet the accreditation standards.
1.1	The principal has very high expectations for students and teachers. The principal ensures that a minimum of 180 instructional days are delivered and can provide documentary evidence. The mandatory number of instructional hours is delivered (Grade 1&2: 3 hours and 36 minutes: Grades 3-12: 4 hours 15 minutes per day). Corporal punishment is not allowed. Students are responsible and student behavior is very orderly and respectful towards adults and other students.	The principal has higher than average expectations for students and teachers. The principal can provide evidence that a minimum of 180 instructional days are delivered. The mandatory number of instructional hours is delivered (Grade 1&2: 3 hours and 36 minutes: Grades 3-12: 4 hours and 15 minutes per day). Corporal punishment is not allowed and student behavior is very orderly and respectful.	The principal has average expectations for students and teachers. The principal can provide some evidence suggesting that a minimum of 180 instructional days are delivered. The mandatory number of instructional hours is delivered (Grade 1&2: 3 hours and 36 minutes: Grades 3-12: 4 hours 15 minutes per day). Corporal punishment is not allowed and student behavior is orderly and respectful. The SIP contains goals focused on improving student performance and behavior and there is evidence of implementation.	The principal has low expectations for students and teachers. The principal cannot provide evidence of the delivery of the mandatory number of instructional days or hours (Grade 1&2: 3 hours and 36 minutes: Grades 3-12: 4 hours 15 minutes per day). Corporal punishment is allowed. Student behavior is unruly. The SIP contains no goals focused on improving student performance and behavior or there is no evidence of implementation.
1.2	The principal has a clear philosophy of education and is an expert in curriculum and instruction. The principal manages a program of teacher collaboration for instructional planning. The principal conducts weekly planning meetings with teachers and staff to develop and review curriculum, syllabi, programs of study and lesson plans and ensures that there is continuity and progression between grades throughout the school.	The principal is familiar with the curriculum and instruction. The principal regularly conducts planning meetings with teachers and staff to develop and review curriculum, syllabi, medium-term programs of study and lesson plans and ensures that there is continuity and progression between grades throughout the school.	The principal sometimes conducts planning meetings with teachers and staff to develop and review medium-term programs of study and lesson plans. The SIP contains goals focused on improving planning or continuity and progression between grades throughout the school and there is evidence of implementation.	The principal rarely or never conducts planning meetings with teachers and staff to develop and review medium-term programs of study and lesson plans. The SIP contains no goals focused on improving planning or continuity and progression between grades throughout the school or there is no evidence of implementation.
1.3	The principal is involved in a program of continuous professional development and appraisal by supervisors, board members or peers. The principal keeps up to date with innovations in education. The principal creates many opportunities for teachers to engage in continuous professional development activities. The principal mentors teachers and conducts formal and informal training at the school.	The principal is involved in a program of professional development and appraisal. The principal creates some opportunities for teachers to engage in continuous professional development activities. The principal conducts formal and informal training at the school.	The principal attends some professional development activities conducted by the State DOE. The SIP contains plans for professional development activities for teachers and there is evidence of implementation.	The principal rarely or never attends professional development activities conducted by the State DOE. The SIP contains no plans for teachers to engage in professional development activities or there is no evidence of implementation.
1.4	The principal conducts a regular program of teacher performance appraisals. There are regular, structured classroom observations and written reports are produced. Feedback on observations is constructive and designed to improve teaching and learning. The principal coaches teachers and conducts model lessons where necessary. The principal encourages teachers to evaluate their own performance based on student learning outcomes.	The principal conducts teacher performance appraisals at least twice per year. There are regular, structured classroom observations and written reports are produced. Feedback on observations is constructive and designed to improve teaching and learning. The principal coaches teachers where necessary.	The principal sometimes conducts informal classroom observations. Written reports are not always produced. The SIP contains plans to improve teaching and learning through teacher appraisal and there is evidence of implementation.	The principal rarely or never conducts classroom observations. There are no written reports. The SIP contains no plans to improve teaching and learning through teacher appraisal or there is no evidence of implementation.



Exemplar for schools that comply with Standard 1: Leadership

The principal that meets accreditation standards provides professional leadership and management for the school. The principal is an active and visible leader in all areas of school management.

The principal has a clear philosophy of education and can articulate a vision of excellence for the school. This is reflected in high expectations for both students and teachers. Students are expected to work hard and perform well in the NMCT and other assessments. This expectation is backed up by a rigorous approach to attendance, punctuality and effective teaching and learning. Student performance in the NMCT is above the State average. All students are working at their grade level, using text books and learning materials that are appropriate to the grade level.

The principal expects teachers and students to be punctual. They are expected to be at school and ready to work at the official starting time. Sanctions are applied and action is taken to address poor punctuality. Daily attendance registers are completed for morning and afternoon sessions. Class registers are taken where necessary to prevent unauthorized absence. Written authorization from parents is required following any absence. The principal contacts parents in cases of persistent unauthorized absence. Attendance data is analyzed and targets set to ensure high rates of attendance.

The principal keeps an accurate record of the number of instructional days conducted throughout the school year. Unauthorized closures are kept to a minimum. Where an unauthorized closure occurs, a corresponding number of days is added to the school calendar to ensure that all students receive the statutory 180 days of instruction. The principal ensures full compliance with the statutory minimum instructional time, mandated in FSM CODE Title 40, of approximately 3 hours and 36 minutes per day (no fewer than 650 hours per year) for Grade 1 and Grade 2 students and at least 4 hours and 15 minutes per day (no fewer than 765 hours per year) for Grade 3 to Grade 12 students.

The principal is the leading professional educator in the school and is an expert in curriculum and instruction. Teachers meet regularly, under the direction of the principal to collaborate and jointly plan programs of instruction. This collaboration ensures that there is continuity and progression between grades throughout the school. The principal conducts regular scheduled planning meetings with teachers and staff to develop and review the curriculum, syllabi, programs of study and lesson plans.

The principal values continuing professional development and is engaged in some form of personal professional development and appraisal. Appraisal may be conducted by supervisors, board members or peers. The principal keeps up to date with innovations in education by reading books and journals and attending conferences. The principal creates many opportunities for teachers to engage in continuous professional development activities both inside and outside the school. The principal acts as a mentor to new teachers and others and organizes or conducts formal and informal training at the school.

The principal conducts a regular program of teacher performance appraisals. There are regular, structured classroom observations and objective written reports are produced. Feedback from the principal on classroom observations is constructive and designed to improve teaching and learning. The principal coaches teachers and conducts model lessons where necessary. The principal encourages teachers to evaluate their own performance based on student learning outcomes.

The principal consults and works with teachers, the school board and the PTA to encourage community participation in decision-making, through the School Improvement Plan.

The principal ensures that the school and classroom environments are conducive to learning, safe, orderly, engaging and fulfilling for all students. There is a positive discipline program in place, with incentives for good behavior. Corporal punishment is never used under any circumstances and infractions are dealt with by counseling.

Suggested sources of evidence of performance for Standard 1	
1.1	student performance data: student attendance registers and data: teacher attendance data: textbook inventory: school log book or diary: school calendar: discussions with school board and community: School Improvement Plan targets for student achievement
1.2	curriculum and syllabus documents: teaching programs: lesson plans: written evidence of regular planning meetings
1.3	principal appraisal reports: professional development materials and educational texts: evidence of professional development activities: discussions with school board: discussions with teachers
1.4	principal's written reports on classroom observations: written feedback on classroom observations: teacher appraisal reports: teacher self-appraisal documents: discussions with teachers



Standard 2: Teacher Performance				
Criteria	Level 4 - exceeds the accreditation standards.	Level 3 - complies with the accreditation standards.	Level 2 - substantially complies and has a plan to correct deficiencies.	Level 1 - does not meet the accreditation standards.
2.1	All teachers prepare standardized long, medium or short term lesson plans that provide adequate guidance for teaching and learning activities. Plans include appropriate learning activities including differentiated activities for different learners, including those with IEPs. All plans include sequenced, measurable learning objectives from the National Curriculum. Assessment is planned and integrated into lessons and is based on observable and measurable criteria. Student assessment records are used for planning purposes.	Most teachers prepare standardized long, medium or short term lesson plans that provide adequate guidance for teaching and learning activities, including differentiation for students with IEPs. Most plans include some learning objectives from the National Curriculum. Assessment is planned and integrated into lessons and is based on observable and measurable criteria. Student assessment and observation records are kept.	Some teachers prepare lesson plans that include teaching and learning activities. Plans include some learning objectives from the National Curriculum. Student assessment records consist mostly of test scores. The SIP contains plans to improve lesson planning, differentiated learning for students with IEPs or assessment, and there is evidence of implementation.	Teachers rarely prepare lesson plans. Student assessment records are not kept. The SIP contains no plans to improve lesson planning, differentiation for students with IEPs or assessment or there is no evidence of implementation.
2.2	All teachers create high quality classroom learning environments. The classrooms and other teaching areas are rich in print and visual displays that are related to the current learning objectives. There are designated areas of the classrooms where topical displays, book corners or activity centers are located. A wide range of student work of very high quality is neatly displayed and clearly labeled.	Most teachers create high quality classroom learning environments. These classrooms are rich in print and visual displays that are related to the current learning objectives. Some classrooms have reading corners or activity centers. Recent student work of good quality is neatly displayed.	Some teachers create reasonably good quality classroom learning environments. These classrooms contain some visual displays. Some classrooms have reading corners. Little student work is displayed. The SIP contains plans to improve classroom environments and there is evidence of implementation.	Classroom learning environments are very poor. Classrooms do not contain any visual displays. There are no classroom reading corners. No student work is displayed. The SIP contains no plans to improve classroom environments or there is no evidence of implementation.
2.3	All teachers manage their time effectively to maximize students' learning opportunities. All lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time. A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs. Student work demonstrates higher-order thinking, inquiry, observation, analysis and problem solving skills.	Most lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time. A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs. Student work demonstrates their engagement in a range of creative activities.	Lessons usually start on time. Students are often off-task or waiting to be told what to do. There is little variety in the teaching and learning strategies used. Teachers do not take account of students' IEPs. Student work is mostly repetitive drill. The SIP contains plans to improve teaching and learning strategies and there is evidence of implementation.	Lessons rarely start on time. There is no variety in the teaching and learning strategies used. Teachers are not aware of students' IEPs. Student work is very poor. The SIP contains no plans to improve teaching and learning strategies or there is no evidence of implementation.
2.4	All teachers actively participate with enthusiasm in a school-based appraisal program. All teachers, individually or in groups, reflect upon and evaluate their performance and participate in professional development. Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children's learning outcomes.	Most teachers participate in a school-based appraisal program. Most teachers, individually or in groups, evaluate their performance and participate in professional development. Most teachers write some form of lesson evaluation.	A few teachers participate in a formal or informal appraisal program. A few teachers write some form of lesson evaluation. The SIP includes plans to improve teacher appraisal and there is evidence of implementation.	Teachers do not participate in any form of appraisal program. Teachers do not write lesson evaluations. The SIP includes no plans to improve teacher appraisal or there is no evidence of implementation.



Exemplar for schools that comply with Standard 2: Teacher Performance

Schools that meet accreditation standards for teacher performance have in place high quality standards, systems and policies for planning, time management, classroom environments and performance appraisal.

Planning is conducted using a standardized format. Most teachers prepare long, medium or short term lesson plans that provide adequate guidance for teaching and learning activities. Teachers' plans are closely related to the National Curriculum and include some learning objectives from the curriculum. Assessment is planned and integrated into lessons and is based on observable and measurable criteria or rubrics. Extensive student assessment and observation records are kept. These are used for lesson planning and reporting.

All classrooms are stimulating, interesting and conducive to learning. Teachers create high quality classroom learning environments. These classrooms have many displays of posters, charts and maps that are appropriate to the needs of the students. Classrooms are rich in print and visual displays that are related to the current learning objectives. Some classrooms have reading corners or activity centers with a range of resources and materials. Recent student work of good quality is neatly displayed on the classroom walls or display areas.

Teachers are aware of the need to use time effectively for teaching and learning. Most teachers manage their time effectively to maximize students' learning opportunities. Most lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time. Distractions are minimal. A variety of teaching and learning strategies are used. Student work demonstrates their engagement in a range of creative activities and projects.

Teachers are fully briefed on students' IEPs and they create appropriate teaching and learning activities to cater to these students' needs. Assessment accommodations are made to meet the needs of students with IEPs.

Teachers recognize the value of performance appraisal. They participate in a school-based appraisal program conducted by the principal. Most teachers, individually or in groups, evaluate their own teaching performance and adapt their teaching accordingly. Teachers actively participate in professional development activities in the school and beyond. They share strategies learned from professional development activities with colleagues. Most teachers write some form of lesson evaluation.

Suggested sources of evidence of performance for Standard 2	
2.1	long, medium and short-term lesson plans: learning objectives linked to the National Curriculum: assessment criteria: student assessment records
2.2	Up to date classroom displays: reading corners with a variety of reading materials: examples of student work
2.3	Evidence from classroom observation: examples of student work: student portfolios
2.4	Principal's classroom observation records: written reports on teacher appraisal: written teachers' lesson evaluations: records of professional development activities attended



Standard 3: Data Management				
Criteria	Level 4 - exceeds the accreditation standards.	Level 3 - complies with the accreditation standards.	Level 2 - substantially complies and has a plan to correct deficiencies.	Level 1 - does not meet the accreditation standards.
3.1	Comprehensive and accurate school data is collected on a regular schedule. Daily attendance data for students and teachers is collected and analyzed to produce daily, weekly and annual percentages reports for individuals, classes and the whole school. Reports for the last three years or more are available. Action is taken early to address attendance and drop-out issues.	School data is collected on a regular schedule. Daily attendance data for students is collected and analyzed to produce daily, weekly and annual percentage reports. Reports for the last three years are available. Action is taken to address attendance and drop-out issues.	Some school data is collected on a regular schedule. Daily attendance data is usually collected. The principal is concerned about attendance and drop-out issues. The SIP includes plans to improve the collection and use of data and there is evidence of implementation.	School data is not collected on a regular schedule. Daily attendance data is not always collected. The principal is unconcerned about attendance and drop-out issues. The SIP includes no plans to improve the collection and use of data or there is no evidence of implementation.
3.2	All school data is centrally located and carefully filed. Files are backed-up or duplicated and are securely held. All data is checked, cleaned and updated at least weekly. Data is provided to the Department of Education in a timely manner in both electronic and hardcopy format. Student IEPs are carefully filed, regularly consulted by class teachers and regularly updated.	School data is centrally located and carefully filed. Data is regularly checked, cleaned and updated. Data is provided to the Department of Education in a timely manner. Student IEPs are carefully filed and often consulted by class teachers.	Most school data is centrally located and filed. Data is sometimes checked, cleaned and updated. Student IEPs are filed and sometimes consulted by class teachers. The SIP includes plans to improve the filing and accuracy of data and there is evidence of implementation.	School data is not centrally located and poorly filed. Data is rarely checked, cleaned and updated. Student IEPs are outdated and rarely consulted by class teachers. The SIP includes no plans to improve the filing and accuracy of data or there is no evidence of implementation.
3.3	All student performance data, including classroom assessment, teacher observations, student portfolios and test data, is analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs. Regular assessment meetings are held by teacher teams. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.	All student performance data is collected and analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.	Some student performance data is collected and analyzed by some teachers to identify individual students' strengths and weaknesses. Data analysis is sometimes used by teachers to adapt their teaching strategies and programs to meet individual student needs. The SIP includes plans to improve the use of student performance data and there is evidence of implementation.	Student performance data is not analyzed to identify individual students' strengths and weaknesses. Data analysis is not used by teachers to adapt their teaching strategies and programs to meet individual student needs. The SIP includes no plans to improve the use of student performance data or there is no evidence of implementation.
3.4	An extensive collection of school data is used to guide all management decision making. A full range of data, including findings from surveys, is shown and used in the School Improvement Plan. Data analysis is used by the principal to support management decisions, such as teacher deployment, student placement and resource allocation.	School data is used in management decision making. Data is shown and used in the School Improvement Plan. Data analysis is used by the principal to support management decisions, such as teacher deployment.	School data is rarely used in management decision making. Some data is shown and used in the School Improvement Plan. Data analysis is sometimes used by the principal to support management decisions. The SIP includes plans to improve the use of data in management decision making and there is evidence of implementation.	School data is not used in management decision making. Data is not shown nor used in the School Improvement Plan. Data analysis is not used by the principal to support management decisions, such as teacher deployment. The SIP includes no plans to improve the use of data in management decision making or there is no evidence of implementation.



Exemplar for schools that comply with Standard 3: Data Management

Schools that meet accreditation standards for data management have in place a policy and system for the collection, storage and analysis of a wide range of data including student achievement and attendance.

School data is readily available from a central storage file, either on a computer or as hard copy. There is a system in place to backup or copy the data in case the originals are lost.

Daily student attendance data is collected. The data is analyzed to produce daily, weekly and annual attendance reports showing attendance and absence percentages. This data is available for the previous three years and trends are identified and analyzed. School days are accurately recorded and there is a clear regulations and procedure for making up for un-planned closures to ensure that students receive the proscribed 180 days of instruction per year.

All student performance data is collected and analyzed by all teachers to identify individual students' strengths and weaknesses. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.

Student performance data from school, State and national tests is collected and analyzed to create a profile of individual student needs. Teachers adopt teaching and learning practices to meet individual student needs, such as through one-to-one instruction, supported individual learning plans, group work or referral.

School data is used to support effective and efficient management decision making. The School Improvement Plan contains data analysis identifying strengths and weaknesses. SIP goals are supported by data analysis and monitoring and evaluation is based on data. Teachers are deployed to the most appropriate grade based on data analysis of their strengths and qualifications.

Suggested sources of evidence of performance for Standard 3	
3.1	school attendance data for each child: average school attendance rates per day, week and month: school calendar: document confirming 180 days of instruction: data on drop-out rates: discussions with parents and school community
3.2	copy of school data sent to DOE: copy of current school data
3.3	student performance data: NMCT data: classroom assessment data: teacher observation data: student portfolios: student performance analysis reports: Individual Education Plans: evidence of use of data in program or lesson planning: evidence of special education response to student performance data
3.4	data in the School Improvement Plan: trends identified by data analysis: SMART goals in the School Improvement Plan



Standard 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes				
Criteria	Level 4 - exceeds the accreditation standards.	Level 3 - complies with the accreditation standards.	Level 2 - substantially complies.	Level 1 - does not meet the accreditation standards.
4.1	Written school policy states that English Language Arts, Vernacular Language Arts, Mathematics and Science are taught throughout the school in accordance with the National Curriculum. All lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.	The school timetable, teacher records and lesson plans show that English Language Arts, Vernacular Language Arts, Mathematics and Science are taught in most classes throughout the school in accordance with the National Curriculum. Most lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.	The school timetable, teacher records and lesson plans show that English Language Arts, Vernacular Language Arts, Mathematics and Science are taught in some classes and sometimes in accordance with the National Curriculum. The SIP contains plans to improve curriculum provision and there is evidence of implementation.	English Language Arts, Vernacular Language Arts, Mathematics and Science are not taught throughout the school in accordance with National Curriculum. The SIP does not contain any plans to improve curriculum provision or there is no evidence of implementation.
4.2	Student performance data shows that more than 50% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test.	Student performance data shows that at least 50% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test.	Student performance data shows that more than 25% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test. The SIP contains plans to improve student performance in the NMCT and there is evidence of implementation.	Student performance data shows that less than 25% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test. The SIP contains no plans to improve student performance in the NMCT or there is no evidence of implementation.
4.3	All students in all grades have their own copies of modern textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies. All textbooks are aligned to the correct grade level or students are working above grade level and there is clear progression from one grade to the next. Students have access to additional resources, including on-line resources, in a well-stocked library. The average student: teacher ratio is less than 25:1.	All students in all grades have their own copies of textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies. All textbooks are aligned to the correct grade level and there is progression from one grade to the next. Students have access to additional resources in a well-stocked library. The average student: teacher ratio is less than 25:1.	Most students in most grades have their own copies of textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies. Not all textbooks are aligned to the correct grade level. Students have limited access to some additional resource books. The average student: teacher ratio is less than 30:1. The SIP contains plans to improve access to textbooks or reduce the student: teacher ratio and there is evidence of implementation.	Few students in most grades have their own copies of textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies. Textbooks are not aligned to the correct grade level. Students do not have access to additional resource books. The average student: teacher ratio is more than 30:1. The SIP contains no plans to improve access to textbooks or reduce the student: teacher ratio or there is no evidence of implementation.
4.4	A full timetable of extra-curricular academic, sports, cultural, civic and community activities are conducted after school for both boys and girls. Values such as fair play and healthy lifestyles are promoted. Students have received awards for extra-curricular activities from local and international bodies and organizations.	Daily extra-curricular academic, sports, cultural, civic and community development activities are conducted after school for both boys and girls. Values such as fair play and healthy lifestyles are promoted.	One or two extra-curricular academic, sports, cultural, civic or community activities are conducted after school for both boys and girls. The SIP contains plans to improve the provision of extra-curricular activities and there is evidence of implementation.	No extra-curricular academic, sports, cultural, civic or community activities are conducted after school for both boys and girls. The SIP contains no plans to improve the provision of extra-curricular activities or there is no evidence of implementation.



Exemplar for schools that comply with Standard 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes

Schools that meet the accreditation standards offer an effective, wide and varied curriculum. These schools teach all National Curriculum subjects (English Language Arts, Vernacular Language Arts, Mathematics and Science) at all Grade levels. Teachers have copies of the National Curriculum Standards, Benchmarks and Student Learning Outcomes (SLO) and they are familiar with them. All lessons are clearly linked to the National curriculum and are focused on a specific National Curriculum Benchmark or SLO. Lesson plans are clearly linked to the curriculum documents. Lesson plan objectives are based on or taken directly from the National Curriculum Standards, Benchmarks and SLOs.

Student achievement is higher than average in schools that comply with this standard. At least 50% of student scores are in the Competent and Minimally Competent category in the most recent NMCT.

The average student: teacher ratio is less than 25:1.

Schools that meet the standards are well equipped with textbooks and learning materials. All students have their own copies of the specified four textbooks for English Language Arts, Mathematics, Science and Social Studies. There are adequate materials for students studying Vernacular Language Arts. All textbooks used by the school are correctly aligned to the Students' Grade level. There is a clear progression from one Grade level to the next. Supplemental materials for learners of English as a second language are provided.

The academic curriculum is supplemented by comprehensive and engaging extra-curricular program. Most teachers contribute to the extra-curricular program. The extra-curricular program operates daily and offers sports, cultural, civic and community development activities after school for both boys and girls. The extra-curricular program promotes sound values such as fair play, civic and environmental responsibility and healthy lifestyles.

Suggested sources of evidence of performance for Standard 4	
4.1	written school curriculum policy: class schedules: lesson plans containing alignment to National Curriculum Standards, Benchmarks and SLOs
4.2	NMCT student performance data analysis: analysis of student performance in other standardized tests
4.3	textbook inventory: library inventory
4.4	extra-curricular activity schedule; student notice board: school log: interviews with students



Standard 5: School Campus, Classrooms and Facilities

Criteria	Level 4 - exceeds the accreditation standards.	Level 3 - complies with the accreditation standards.	Level 2 - substantially complies.	Level 1 - does not meet the accreditation standards.
5.1	<p>The school has a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance. Records show that maintenance work is regularly carried out.</p> <p>The school has a written facilities development plan that sets out a schedule for major maintenance works, refurbishment or rebuilding. Records and plans show that the facilities development plan is actively implemented.</p>	<p>The school has a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance. Records show that maintenance work is regularly carried out.</p>	<p>There is evidence of some maintenance work and cleaning. The SIP contains plans to improve maintenance and cleaning and there is evidence of implementation.</p>	<p>There is no evidence of maintenance work and cleaning. The SIP contains no plans to improve maintenance and cleaning or there is no evidence of implementation.</p>
5.2	<p>The campus is maintained to a very high standard of cleanliness, free of litter, graffiti and vandalism. Buildings are neat, clean, safe and secure. Public areas are welcoming and attractive. All school facilities are easily accessible to students with physical disabilities. The campus is used as a learning resource, with a school garden, wildlife area and sports and play facilities.</p>	<p>The campus is maintained to a good standard of cleanliness, mostly free of litter, graffiti and vandalism. Buildings are reasonably neat, clean, safe and secure. Public areas are welcoming and attractive. All school facilities are accessible to students with physical disabilities. The campus has adequate sports and play facilities.</p>	<p>The campus and buildings need some minor repairs. There is some litter, graffiti and vandalism. Most school facilities are easily accessible to students with physical disabilities. There are limited sports and play facilities. The SIP contains plans to improve the campus and classrooms and there is evidence of implementation.</p>	<p>The school campus and buildings are in poor condition. Facilities are inadequate or unsafe and are inaccessible to students with physical disabilities. There is extensive litter, graffiti and vandalism. The SIP contains no plans to improve the campus and classrooms or there is no evidence of implementation.</p>
5.3	<p>All classrooms used by groups of 30 or more students exceed 25 feet by 25 feet in area. Classrooms used by less than 30 students allow in excess of 20 square feet of floor space per student. All classrooms are bright, well ventilated and equipped with adequate lighting and electrical outlets. All electrical fittings are in as-new condition with safety cut-off switches or circuit breakers. All classrooms have high-quality student and teacher furniture, including adequate storage and display, with excellent lighting and ventilation. Science labs have sinks with running water.</p>	<p>All classrooms used by groups of 30 or more students are at least 25 feet by 25 feet in area. Classrooms used by less than 30 students allow at least 20 square feet of floor space per student. In general, electrical fittings are in good condition. Classrooms are adequately furnished and equipped, with good lighting and ventilation. Classrooms are neat, clean, safe, secure and tidy.</p>	<p>Some classrooms are under sized. Not all classrooms have enough chairs and desks. Lighting and ventilation are adequate. Some electrical fittings are potentially unsafe. The SIP contains plans to improve classroom facilities, furniture and electrical safety and there is evidence of implementation.</p>	<p>None of the classrooms meet minimum size requirements. None of the classrooms have enough chairs and desks. Lighting and ventilation are inadequate. Electrical fittings are clearly unsafe. The SIP contains no plans to improve classroom facilities, furniture and safety or there is no evidence of implementation.</p>
5.4	<p>Food storage, preparation and dining areas are modern and clean, with a current EPA certificate clearly posted. Recommended repairs and improvements have been implemented. All food handling and preparation personnel wear protective clothing, are trained and certified by the Public Health Department and their certificates are clearly displayed. Toilets have a current EPA certificate verifying that they are safe and clean. There is adequate safe drinking water. There is an emergency evacuation plan and evidence of a drill within the past 3 months.</p>	<p>Food storage, preparation and dining areas are EPA certified. Recommended repairs and improvements have been implemented. Food handling and preparation personnel are certified by the Public Health Department and their certificates are clearly displayed. Toilets have a current EPA certificate verifying that they are safe and clean. There is adequate safe drinking water. There is an emergency evacuation plan and evidence of a drill within the past 6 months.</p>	<p>Food storage, preparation and dining areas are not currently EPA certified. Food handling and preparation personnel are not certified. Toilets do not have a current EPA certificate. There is inadequate safe drinking water. The SIP contains plans to improve and certify facilities and personnel and there is evidence of implementation. There is an emergency evacuation plan and evidence of a drill within the past 12 months.</p>	<p>Food storage, preparation and dining facilities and food preparation personnel do not meet EPA minimum standards. Toilets are inadequate. There is no access to safe drinking water. The SIP contains no plans to improve and certify facilities and personnel. There is no emergency evacuation plan and no evidence of a drill within the past 12 months or there is no evidence of implementation.</p>



Exemplar for schools that comply with Standard 5: School Campus, Classrooms and Facilities

Schools that meet the accreditation standards have facilities that contribute to high levels of student achievement. These schools are attractive, neat and tidy. The school grounds are clean and well maintained. There is no litter, graffiti or signs of vandalism. There are trees, shrubs and flowers planted on the school grounds.

Playing areas are spacious and free of potential hazards. The grass is cut and the playing areas are well-drained and swept. There are no dangerous items such as broken equipment or exposed sharp objects. Sports equipment is in good condition and adequate for the number of students.

The school buildings are in good condition. Walls, doors and window-frames have recently been painted and there is no rot or damage. All windows have glass or shutters so that the classrooms are safe and secure. There is a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance. Written records, such as a janitors work schedule or receipts for cleaning and maintenance materials, show that maintenance work is regularly carried out.

The classrooms are clean, spacious and tidy. All classrooms used by groups of 30 or more students are at least 25 feet by 25 feet in area. Classrooms used by less than 30 students allow at least 20 square feet of floor space per student. Floors are clean and even, with a good surface that is dry and free of dust. There is adequate furniture for all students as well as teacher’s desk and secure, lockable storage for books and materials. Lighting and ventilation are good and the classroom is a comfortable place for students to learn. Science labs and some classrooms have sinks with running water.

There is an emergency evacuation plan for the school to be implemented in case of fire or other emergency. Teachers and students are aware of the plan. There is evidence to confirm that emergency drills are carried out on a regular basis at least once every 3 months.

Food handling areas, such as kitchens and canteens, are clean and safe. A valid EPA certificate can be seen. The facilities have been recently inspected and any recommended repairs or improvements have been implemented. All food-handling personnel, including cooks and helpers, have a valid certificate from the Public Health Department. Appropriate headwear is worn by all cooks and helpers.

There is an adequate number of toilet bowls for the students and staff. A valid EPA certificate can be seen. The toilets are private, functioning, clean and hygienic. There is adequate toilet paper and cleaning materials. There are sinks with soap and running water for students and staff to wash their hands after using the toilet.

Safe, clean, EPA certified drinking water is available for all students. A valid EPA certificate can be seen.

Suggested sources of evidence of performance for Standard 5	
5.1	written school maintenance plan; records or routine maintenance work; written facilities development plan; contracts for works in hand
5.2	visual inspection; photographs of the school buildings and facilities
5.3	school and classroom floor plan; classroom measurements; school enrolment, class enrollment
5.4	current EPA certificates for food-handling, drinking water and toilets; hand-washing facilities including soap; visual inspection of facilities: written emergency evacuation plan



Standard 6: School Improvement Planning				
Criteria	Level 4 - exceeds the accreditation standards.	Level 3 - complies with the accreditation standards.	Level 2 - substantially complies.	Level 1 - does not meet the accreditation standards.
6.1	The School Improvement Plan has been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has been developed by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved. The SIP is reviewed on a regular basis. There is evidence of improving student achievement as a result of the SIP.	The School Improvement Plan has been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has been developed by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved.	The School Improvement Plan has not been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has been developed by a school improvement team but not all teachers, parents, students, community members and other stakeholders were involved. There is a plan to improve the SIP process and there is evidence of implementation.	The School Improvement Plan has not been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has not been developed by a school improvement team. There is no plan to improve the SIP process or there is no evidence of implementation.
6.2	The school principal plays a leadership role in the development and implementation of the SIP. The SIP contains a Vision and Mission. The Vision and Mission are well known and shared by the school community. The Plan is effectively implemented and monitored. All staff members and members of the school community are fully committed to implementing the SIP.	The school principal plays a leadership role in the development and implementation of the SIP. The Plan contains a Vision and Mission. The Vision and Mission are clearly posted and can be seen by the school community. The Plan is effectively implemented and monitored.	The school principal did not play a leadership role in the development and implementation of the SIP. The Plan is not effectively implemented and monitored. The Plan contains a Vision and Mission but these have not been widely shared with the school community. There is a plan to improve SIP leadership, implementation and monitoring and there is evidence of implementation.	The school principal did not play any role in the development and implementation of the School Improvement Plan. The Plan does not contain a Vision and Mission. The Plan is not being implemented or monitored. There is no plan to improve SIP leadership, implementation and monitoring or there is no evidence of implementation.
6.3	The School Improvement Plan contains comprehensive data analysis of student performance, attendance, resources and school management, over a period of at least three years, noting school strengths and weaknesses. Data analysis is comprehensive and is presented in graphical format.	The School Improvement Plan contains comprehensive data analysis of student performance, attendance, resources and school management, over a period of at least three years, noting school strengths and weaknesses.	The School Improvement Plan contains some data analysis of student performance, attendance, resources and school management. There is a plan to improve data analysis and there is evidence of implementation.	The School Improvement Plan contains no data analysis of student performance, attendance, resources and school management. There is no plan to improve data analysis or there is no evidence of implementation.
6.4	The School improvement Plan contains SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes. The SIP is posted in a public place and regular monitoring reports are issued to the community. Financial records for the last three years are extensive, accurate and transparent.	The School improvement Plan contains SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes. Plan activities are regularly monitored. Current financial records are accurate and transparent.	The School improvement Plan does not contain SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities. There is a plan to improve Goals, Objectives and Activity Planning and there is evidence of implementation. Some financial records are available for inspection.	The School improvement Plan does not contain any Student Achievement Goals and Objectives or Activity Planning Matrices. There is no plan to improve Goals, Objectives and Activity Planning or there is no evidence of implementation. There are no financial records available for inspection.



Exemplar for schools that comply with Standard 6: School Improvement Planning

Schools that meet the accreditation standards have a current SIP in place and are implementing it effectively. These schools are able to produce a copy of the current SIP as well as documentary evidence describing its implementation. The implementation program is on time and monitoring and evaluation activities show that student achievement rates are rising. The SIP will be familiar to teachers and parents.

The SIP has been developed by following the guidance issued by the NDOE (<http://www.fsmed.fm/pdf/School%20Improvement%20Planning%20Handbook%20NDOE%202009.pdf>). The SIP contains all the essential elements listed in the School Improvement Plan Monitoring Tool found on page 73.

There is evidence that the SIP has been developed with input by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved. This evidence may be in the form of attendance lists or may be observed in the implementation of SIP activities.

The school Principal will have played a leadership role in developing the SIP and will be leading the implementation of the plan. This will be seen in the principal’s vision and knowledge of the plan, as well as in documents produced by the principal, such as activities conducted by the school improvement team or reports of meetings.

The SIP will contain a comprehensive set of data on various aspects of the work of the school, including student achievement and attendance, teacher qualifications and professional development and resource inventories. This data will be analyzed to show trends, strengths and weaknesses.

The School improvement Plan will contain Goals and Objectives that are focused on improving Student Achievement. These Goals and Objectives will be SMART. The plan will contain Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes, based on the examples shown in the School Improvement Planning Guidance Handbook.

There will be evidence of implementation activities visible in the school, such as notices giving details of upcoming activities or actual activities, such as staff development, taking place after school. The SIP will be closely monitored and records kept showing actual activities conducted and their outputs and outcomes.

Suggested sources of evidence of performance for Standard 6	
6.1	copy of the School Improvement Plan: the School Improvement Plan meets the criteria in the monitoring tool on page 73 of the SIP Guidance Document
6.2	interview with principal: monitoring reports; interviews with staff
6.3	data on student achievement including NMCT results and classroom assessments: evidence of the use of data in planning
6.4	SMART goals: activity planning matrices with dates and targets: monitoring reports



Chapter 4

During the school evaluation visit

The second main task the School Evaluation Team must complete during the school visit is to conduct at least two classroom observations. The School Evaluation Team should decide who is to be responsible for this task.

Classroom observation

Due to the time available and the lack of opportunity for pre- and post-observation discussions with the teachers, classroom observations should be conducted using a slightly modified version of the standardized FSM Classroom Observation process.

Guidance on completing the classroom observation

Guidance on completing the classroom observation and determining the score for school accreditation purposes can be found in the section below.



Guide to Classroom Observation for School Accreditation: Classroom Observation Process

Classroom observation for school accreditation involves a sequence of activities for the observer and the teacher.

These are:

1. A short pre-observation briefing during which the observer outlines the purpose of the observation. At this time, documents such as lesson plans can be reviewed.
2. A classroom observation during which the observer completes a running record of the main teacher and student activities that occur during the lesson and collects data on the types of questions the teacher asks.
3. A short post-observation report by the observer on the main findings of the observation.
4. The completion of an evaluation using the checklist provided.

The Classroom Observation Running Record

Classroom observation using a running record is a good way to capture details of what teachers and students actually do during a lesson. The advantage of using a running record is that it allows the observer to concentrate on what happens in the classroom without being distracted by looking for items to tick on a check list. A running record also allows the observer to note significant things that do not appear on the check-list.

A running record is conducted by an observer noting the main activities of the teacher and children during an observed lesson. Brief observational records are made for each period of approximately two minutes. This allows an analysis of the structure of the lesson, such as how much time is spent on teacher-centered activity compared to student-centered activity. Time spent off-task can also be noted, as can major changes in activity.

The observer needs to be fairly unobtrusive, otherwise the teacher and students may change their normal behavior and give a record which does not reflect the reality of that particular classroom. It is usually best that the observer sits quietly in a corner at the back of the class and does not interact with the teacher or students.

After completing the observation, the observer can use the evidence collected to complete a classroom observation check list.



Sample Classroom Observation Running Record	
School: <i>Pacifica Elementary</i>	Teacher: <i>Mr. Tibbs</i>
Grade: 3	Subject: <i>Mathematics</i>

Start time/ Time in minutes	Teacher Activity	Student Activity
09.40/02	<i>Waiting for children to settle</i>	<i>Getting settled. Arranging chairs and desks</i>
/04	<i>Organizing seating.</i>	<i>Getting settled. Taking out books and pencils</i>
/06	<i>Drawing clock face on chalkboard</i>	<i>Waiting</i>
/08	<i>Showing time on clock. Explaining that each number represents 5 minutes. Asking class what time is shown on clock.</i>	<i>Listening to explanation. Answering.</i>
09.50/10	<i>Draws clock hands and asks individual children to write the time on the chalkboard</i>	<i>Two children write. Others wait.</i>
/12	<i>Draws clock hands and asks individual children to write the time on the chalkboard</i>	<i>Two children write. Others wait.</i>



Classroom Observation Checklist

The tables below contain the categories, criteria and rubrics to be used by observers when recording the results of the classroom observation. Observers should use their running records and other observations to identify the rubric that best describes the situation observed. The rubrics are designed to be verified using a 'yes' or a 'no'.

There are five categories, twelve criteria and sixty rubrics.

Standard	Criteria	Rubric	Yes	No	
1. Planning and preparation	1.1 Long term plans show an understanding of the curriculum, the connections between different subject areas and an attempt to link the curriculum to local contexts	There is evidence that National and State curriculum documents and guidelines are regularly used in planning			
		There is a written program for all curriculum areas for a period of at least 4 weeks			
		The program identifies major concepts and breaks them down into sequenced learning steps and appropriate learning activities			
		Some learning objectives are integrated in themes or topics and the use of Information and Communications Technology is integrated			
		The program is linked to local events and seasonal activities			
	Criteria score				
	1.2 Short term lesson plans provide adequate guidance for teaching and learning activities	Criteria	Written plans for at least 1 week show continuity and progression between lessons		
			Plans include sequenced, measurable learning objectives from the curriculum		
			Plans include appropriate learning activities including differentiated activities for different learners, including students with IEPs		
			Plans have enough detail to guide teaching and learning		
Criteria score		State planning forms are used			



Standard	Criteria	Rubric	Yes	No	
2. Classroom Management	2.1 Time is managed effectively to maximize students' learning opportunities	Time is used constructively for teaching and learning of new material			
		Children are on-task and engaged in appropriate learning activities for most of the lesson time			
		The lesson starts and finishes on time			
		The pace of the lesson is neither too slow nor too rushed			
	Criteria score		The teacher allocates their time fairly and equitably towards all children		
	Criteria				
	Rubric				
	Yes				
	No				
	2.2 Resources and learning materials are managed effectively		All resources and learning materials needed for the lesson are prepared in advance		
			Children have access to adequate and appropriate resources and learning materials		
			Resources and learning materials are stored neatly, safely and securely		
			Children are partly responsible for the management of resources and learning materials		
Criteria score			Resources and learning materials are collected and put away at the end of the lesson		
Criteria					
Rubric					
Yes					
No					
2.3 A positive, supportive climate for learning is created		The teacher expects, recognizes and rewards high standards of student behavior and achievement			
		The classroom is orderly, safe and non-threatening			
		Classroom rules and routines are clearly explained and children follow them			
		Violence, threats or other forms of physical punishment are not used			
	Criteria score		Children are encouraged to act responsibly and learn cooperatively		
Criteria					
Rubric					
Yes					
No					
2.4 A high quality physical learning environment is created		The environment is rich in print and visual displays that are related to the current learning objectives			
		The classroom is clean, receives enough daylight light and is well ventilated			
		The arrangement of furniture allows and supports a variety of teaching and learning activities			
		The arrangement of furniture allows the teacher to move about the room to monitor and assist all children			
	Criteria score		There are designated areas of the classroom where topical displays or activity centers are located		



Standard	Criteria	Rubric	Yes	No	
3. Teaching and learning	3.1 The lesson is structured and objectives are clear	The lesson begins with a review of previous learning			
		The learning objectives of the lesson are clearly stated			
		The lesson contains a balance of teacher instruction and student activity			
		The lesson is adapted to take account of student feedback			
	Criteria score		The lesson ends with a review of what has been learned		
	Criteria				
	Rubric				
	Yes				
	No				
	3.2 New material is accurately and clearly presented, explained and placed within a meaningful context		New material or content is presented with authority in a logical and systematic way using clearly recognizable steps		
			Explanations and demonstrations are clear, concise and easy to follow		
			Concepts are explained in several different ways using relevant examples and meaningful contexts		
			The language of instruction is appropriate to the needs of the children		
	Criteria score		Verbal communication is clear, concise and understandable and is supported by print or other media		
	Criteria				
	Rubric				
Yes					
No					
3.3 A variety of highly efficient interactive teaching and learning strategies are used		The teacher facilitates a wide variety of interactive teaching and cooperative learning strategies			
		Children are actively and meaningfully engaged in appropriate, challenging activities and learning takes place through activity			
		Learning activities include higher-order thinking, inquiry, observation, analysis and problem solving			
		Students are given opportunities to apply their learning in meaningful contexts, including through the use of ICT			
Criteria score		Different learning activities are assigned according to individual children's needs			
Criteria					
Rubric					
Yes					
No					
3.4 Questioning and discussion are used effectively to support learning		The majority of teacher questions are open and enabling and encourage higher order thinking			
		Questions are adapted to individual students' needs and abilities, including those with IEPs			
		The teacher responds positively to students' responses and asks appropriate supplementary or follow-up questions			
		Question and answer time is efficiently managed with appropriate routines such as wait time, hands up and other forms of signaling			
Criteria score		Discussions are managed so as to allow contributions from all students			



Standard	Criteria	Rubric	Yes	No
4. Student assessment	4.1 Assessment is planned and integrated into the lesson and is based on observable and measurable criteria	Learning objectives and assessment criteria are explained to the children in language they can understand		
		A variety of assessment strategies are used in the lesson and feedback is given to students at strategic points		
		The results of assessment are used to adapt current and future teaching and learning activities		
		Individual assessment outcomes are recorded by the teacher or stored in a student portfolio or other record system		
	Criteria score		Children are involved in conducting self or peer assessments	

Standard	Criteria	Rubric	Yes	No
5. Evaluation and professional development	5.1 The teacher reflects upon and evaluates their performance and participates in professional development	The teacher regularly makes thoughtful and accurate evaluations of lesson effectiveness based on children's learning outcomes		
		The teacher adjusts future lessons based on evaluation		
		The teacher welcomes and acts upon feedback from observers, principal or other teachers		
		The teacher participates in a school-based appraisal program		
	Criteria score		The teacher actively seeks appropriate ways to enhance their professional knowledge and practice	



Scoring the Classroom Observation Checklist

The maximum possible score for each category is five. The score can be determined by counting the number of rubrics for which the observer awarded a 'yes'. Scores should be entered in the box marked 'Criteria Score'.

Criteria scores should be entered in the score summary table.

Score Summary Table

An example of the score summary table is shown below.

Classroom Observation Score summary table		
Standard	Criteria	Criteria Score
Standard 1 Planning and preparation	Criteria 1.1	
	Criteria 1.2	
Standard 2 Classroom Management	Criteria 2.1	
	Criteria 2.2	
	Criteria 2.3	
	Criteria 2.4	
Standard 3 Teaching and learning	Criteria 3.1	
	Criteria 3.2	
	Criteria 3.3	
	Criteria 3.4	
Standard 4 Student assessment	Criteria 4.1	
Standard 5 Evaluation and professional development	Criteria 5.1	
Total Criteria Score		



Using Classroom observation scores to determine the school accreditation status

The table below shows how the total criteria score will determine the accreditation status of the school. The accreditation levels are equivalent to the levels used in the school assessment. Classroom observation and school assessment scores will be used together to determine the school's accreditation level at the end of Stage One.

Total Criteria Score	School Accreditation Level
51 - 60	Level 4
31 - 50	Level 3
21 - 30	Level 2
0 - 20	Level 1



Chapter 5

After the school evaluation visit

When all school evaluations and classroom observations have been completed the School Evaluation Team must complete a record of their determinations and forward it to the State Director of Education.

The record should include a determination based on the school evaluation and classroom observation scores. School Data Form B is designed to collect all the levels for each criterion and for two classroom observations from the evaluations conducted earlier and recorded on the rubric forms. This evaluation data should be transferred directly to Form B by ticking or filling in the appropriate boxes.

If more than two classroom observations have been made then the highest scoring and the lowest scoring observations should be entered.

The column marked 'Total' in Form B shows a summary of the number of scores at each level. The scores in the Total column should be transferred down to the summary section of Form B. Working across the form from right to left, the guide notes will help determine the Stage One Accreditation Level of the school.

When School Data Form B has been completed by the School Evaluation Team, it should be given to the State Director of Education for approval. Form A, all school assessment and classroom observation forms and any other relevant data should be attached to form a Stage One School Accreditation File.

When the State Director of Education has approved and signed Form B of the Stage One School Accreditation File, Two further copies of the File should be made.

One copy of the Stage One School Accreditation File should be forwarded to the Secretary of Education by 15th December of each school year.



A second copy of the Stage One School Accreditation File should be forwarded to the School Principal or Head Teacher with instructions on what to do next. State Department of Education school supervisors should be prepared to assist Principals and Head teachers who are ready to proceed to Stage Two. Schools placed in Special Measures will require support from the State Department of Education in drawing up a recovery plan.

The original copy of the Stage One School Accreditation File should be retained by the State Director of Education.



FSM School Accreditation System																								
School Data Form B																								
School Name: Any School										School Code: Any code										State: Any State				

School Evaluation and Classroom Observation Scores																											
Criteria Level	Standard 1				Standard 2				Standard 3				Standard 4				Standard 5				Standard 6				Classroom Observation 1	Classroom Observation 2	Total
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	1	(= 26)
4																											0
3			X		X								X	X	X						X				X		7
2	X		X		X		X	X	X	X		X	X				X	X	X	X			X	X		X	16
1		X									X										X						3

School Accreditation Level determination					↓
Next Step	School Level		Level	Total	
Proceed to Stage Two		This school is at level 4		4	0
Proceed to Stage Two		This school is at level 3		3	7
Proceed to Stage Two	X	This school is at level 2		2	16
Enter Special Measures		This school is at level 1		1	3

Approval:
 I hereby certify that the FSM School Accreditation System Stage One School Evaluation has been correctly administered.

State Director of Education _____



FSM School Accreditation System

School Data Form B

School Name:	School Code:	State:
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School Evaluation and Classroom Observation Scores

Criteria Level	Standard 1				Standard 2				Standard 3				Standard 4				Standard 5				Standard 6				Classroom Observation 1	Classroom Observation 2	Total (= 26)
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
4																											
3																											
2																											
1																											

School Accreditation Level determination

Next Step	School Level		Level	Total
Proceed to Stage Two		This school is at level 4	4	
Proceed to Stage Two		This school is at level 3	3	
Proceed to Stage Two		This school is at level 2	2	
Enter Special Measures		This school is at level 1	1	

Approval:

I hereby certify that the FSM School Accreditation System Stage One School Evaluation has been correctly administered.

State Director of Education _____



Chapter 6

FSM Schools Accreditation System: Stage Two: School Self Study

The purpose of the School Self Study is to establish and sustain a process of self-evaluation and continuous improvement in the provision of high quality teaching and learning experiences for students, leading to improved learning outcomes for all students.

The core activity in the School Self Study is the planning and implementation of strategies to correct any serious Level One deficiencies identified in Stage One. In addition, the Self Study enables schools to focus on improving their assessment levels in other standards and criteria.

Schools that progress from Stage One to Stage Two of the FSM Schools Accreditation System should complete the School Self Study by the 15th March and submit it to the State Director of Education. Upon approval, the State Director of Education will then forward a copy of the School Self Study to the Secretary of Education, with an accreditation recommendation. The Secretary of Education will then issue the relevant Certificate of Accreditation.

The Secretary of Education shall issue a National Special Certificate of Achievement to elementary and secondary schools which comply with or exceed all FSM Schools Accreditation Standards and which have completed a School Self Study. A National Special Certificate of Achievement shall be valid for a period of three years from the date of issue. Although the certificate is valid for three years, it is recommended that schools conduct a self study every year.

The Secretary of Education shall issue a National Certificate of Accreditation to elementary and secondary schools which substantially comply with accreditation standards and which have completed a School Self Study. A National Certificate of Achievement shall be valid for a period of one year from the date of issue. Schools that have been awarded a National Certificate of Accreditation will be evaluated and must complete a self study every year.



Completing the FSM Schools Accreditation System: Stage Two: School Self Study

The School Self Study should be completed by the Principal working in collaboration with teachers and stakeholders. If the school already has a School Improvement Team they should be responsible for the School Self Study. If the school does not have a School Improvement Team, one should be formed for the School Self Study.

The National Department of Education has already produced statutory guidelines for School Improvement Planning. These guidelines can be obtained from <http://www.fsmed.fm/pdf/School%20Improvement%20Planning%20Handbook%20NDOE%202009.pdf> or from the State Department of Education. The guidance and activities in the School Improvement Handbook can be used to support the School Self Study. For example, the Procedures Manual shows how to develop SMART goals and objectives and how to plan and manage improvement activities.

Some of the criteria in the Stage One school evaluation report may already be dealt with by activities in the current School Improvement Plan. If this is the case, then the activities should be included in the School Self Study. Additional criteria in the Stage One school evaluation report that are not dealt with in the School Improvement Plan should be addressed in the School Self Study.

State and National Department of Education supervisors and specialists should be called upon for assistance in completing the School Self Study.

The school Self Study may be completed in electronic form or on paper, depending on the ICT facilities available at the school.



Federated States of Micronesia

School Accreditation System

**Stage Two
School Self Study Report**

School Data Form A

School Data Form A	
State	
School Name	
School Code	
Principal/Head Teacher	
Final Accreditation status	
Signed by State Director of Education	

Standard 1: Leadership

Exemplar for schools that comply with Standard 1

The principal that meets accreditation standards provides professional leadership and management for the school. The principal is an active and visible leader in all areas of school management.

The principal has a vision of excellence for the school. This is reflected in high expectations for both students and teachers. Students are expected to work hard and perform well in the NMCT and other assessments. This expectation is backed up by a rigorous approach to attendance, punctuality and effective teaching and learning. Student performance in the NMCT is above the State average.

The principal expects teachers and students to be punctual. They are expected to be at school and ready to work at the official starting time. Sanctions are applied and action is taken to address poor punctuality. Daily attendance registers are completed for morning and afternoon sessions. Class registers are taken where necessary to prevent unauthorized absence. Written authorization from parents is required following any absence. The principal contacts parents in cases of persistent unauthorized absence. Attendance data is analyzed and targets set to ensure high rates of attendance.

The principal keeps an accurate record of the number of instructional days conducted throughout the school year. Unauthorized closures are kept to a minimum. Where an unauthorized closure occurs, a corresponding number of days is added to the school calendar to ensure that all students receive the statutory 180 days of instruction.

The principal ensures full compliance with the statutory minimum instructional time of approximately 3 hours 40 minutes per day for Grade 1 and Grade 2 students 4 hours 30 minutes per day for Grade 3 to Grade 12 students.

The principal is the leading professional educator in the school and is an expert in curriculum and instruction. Teachers meet regularly, under the direction of the principal to collaborate and jointly plan programs of instruction. This collaboration ensures that there is continuity and progression between grades throughout the school. The principal conducts regular scheduled planning meetings with teachers and staff to develop and review the curriculum, syllabi, programs of study and lesson plans.

The principal values continuing professional development and is engaged in some form of personal professional development and appraisal. Appraisal may be conducted by supervisors, board members or peers. The principal keeps up to date with innovations in education by reading books and journals and attending conferences. The principal creates many opportunities for teachers to engage in continuous professional development activities both inside and outside the school. The principal acts as a mentor to new teachers and others and organizes or conducts formal and informal training at the school.

The principal conducts a regular program of teacher performance appraisals. There are regular, structured classroom observations and objective written reports are produced. Feedback from the principal on classroom observations is constructive and designed to improve teaching and learning. The principal coaches teachers and conducts model lessons where necessary. The principal encourages teachers to evaluate their own performance based on student learning outcomes.

The principal consults and works with teachers, the school board and the PTA to encourage community participation in decision-making.

The principal ensures that the school and classroom environments are conducive to learning, safe, orderly, engaging and fulfilling for all students. Corporal punishment is illegal and is never used under any circumstances. Student discipline issues are dealt with through counseling.



Standard 1: Leadership				
Criteria	Level 4	Level 3	Level 2	Level 1
1.1	The principal has very high expectations for students and teachers. The principal ensures that a minimum of 180 instructional days are delivered and can provide documentary evidence. The mandatory number of instructional hours is delivered (Grade 1&2: 3 hours 40 minutes: Grades 3-12: 4 hours 15 minutes per day). Corporal punishment is not allowed. Students are responsible and student behavior is very orderly and respectful towards adults and other students.	The principal has higher than average expectations for students and teachers. The principal can provide evidence that a minimum of 180 instructional days are delivered. The mandatory number of instructional hours is delivered (Grade 1&2: 3 hours and 36 minutes: Grades 3-12: 4 hours and 15 minutes per day). Corporal punishment is not allowed and student behavior is very orderly and respectful.	The principal has average expectations for students and teachers. The principal can provide some evidence suggesting that a minimum of 180 instructional days are delivered. The mandatory number of instructional hours is delivered (Grade 1&2: 3 hours 40 minutes: Grades 3-12: 4 hours 15 minutes per day). Corporal punishment is not allowed and student behavior is orderly and respectful. The SIP contains goals focused on improving student performance and behavior.	The principal has low expectations for students and teachers. The principal cannot provide evidence of the delivery of the mandatory number of instructional days or hours (Grade 1&2: 3 hours 40 minutes: Grades 3-12: 4 hours 15 minutes per day). Corporal punishment is practiced. Student behavior is unruly. The SIP contains no goals focused on improving student performance and behavior.
1. At what level did the School Evaluation Team place your School?				
2. What are the major factors that have led to your school being placed at this level?				
3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues: <ul style="list-style-type: none"> • The effects of positive leadership on student performance • The importance of modeling effective behaviors • The importance of providing opportunities for students to learn • Commitment, accountability and fulfilling legal obligations • The links between high teacher expectations and high student performance • Effective attendance and non-violent behavior management, including mentoring and counseling • Statutory instructional time of a minimum equivalent of 180 days • Statutory minimum instructional time, excluding breaks, of approximately 3 hours 40 minutes per day for Grade 1 and Grade 2 students • Statutory minimum instructional time, excluding breaks, of approximately 4 hours 30 minutes per day for Grade 3 to Grade 12 students 				



Standard 1: Leadership				
Criteria	Level 4	Level 3	Level 2	Level 1
1.2	The principal has a clear philosophy of education and is an expert in curriculum and instruction. The principal manages a program of teacher collaboration for instructional planning. The principal conducts weekly planning meetings with teachers and staff to develop and review curriculum, syllabi, programs of study and lesson plans and ensures that there is continuity and progression between grades throughout the school.	The principal is familiar with the curriculum and instruction. The principal regularly conducts planning meetings with teachers and staff to develop and review curriculum, syllabi, medium-term programs of study and lesson plans and ensures that there is continuity and progression between grades throughout the school.	The principal sometimes conducts planning meetings with teachers and staff to develop and review medium-term programs of study and lesson plans. The SIP contains goals focused on improving planning or continuity and progression between grades throughout the school.	The principal rarely or never conducts planning meetings with teachers and staff to develop and review medium-term programs of study and lesson plans. The SIP contains no goals focused on improving planning or continuity and progression between grades throughout the school.
1. At what level did the School Evaluation Team place your School?				
2. What are the major factors that have led to your school being placed at this level?				
3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:				
<ul style="list-style-type: none"> • Curriculum management • Curriculum and instructional program planning strategies • Curriculum continuity and progression • The principles of quality teaching and learning • Collegiality and team work 				



Standard 1: Leadership

Criteria	Level 4	Level 3	Level 2	Level 1
1.3	The principal is involved in a program of continuous professional development and appraisal by supervisors, board members or peers. The principal keeps up to date with innovations in education. The principal creates many opportunities for teachers to engage in continuous professional development activities. The principal mentors teachers and conducts formal and informal training at the school.	The principal is involved in a program of professional development and appraisal. The principal creates some opportunities for teachers to engage in continuous professional development activities. The principal conducts formal and informal training at the school.	The principal attends some professional development activities conducted by the State DOE. The SIP contains plans for professional development activities for teachers.	The principal rarely or never attends professional development activities conducted by the State DOE. The SIP contains no plans for teachers to engage in professional development activities.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Personal reflection and drive for self-improvement
- Improving leadership skills and personal performance
- Improving teaching skills and personal performance
- Effective use of external professional development opportunities including peer learning
- Developing a whole-school learning and improvement culture
- Improving accountability and positive action
- Financial management and accountability



Standard 1: Leadership

Criteria	Level 4	Level 3	Level 2	Level 1
1.4	The principal conducts a regular program of teacher performance appraisals. There are regular, structured classroom observations and written reports are produced. Feedback on observations is constructive and designed to improve teaching and learning. The principal coaches teachers and conducts model lessons where necessary. The principal encourages teachers to evaluate their own performance based on student learning outcomes.	The principal conducts teacher performance appraisals at least twice per year. There are regular, structured classroom observations and written reports are produced. Feedback on observations is constructive and designed to improve teaching and learning. The principal coaches teachers where necessary.	The principal sometimes conducts informal classroom observations. Written reports are not always produced. The SIP contains plans to improve teaching and learning through teacher appraisal.	The principal rarely or never conducts classroom observations. There are no written reports. The SIP contains no plans to improve teaching and learning through teacher appraisal.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Providing feedback and improving the performance of others
- Motivating and empowering others
- Recognizing and supporting achievement
- Improving accountability and challenging poor performance
- Modeling good teaching practice
- Creating opportunities for reflection and evaluation



Standard 2: Teacher Performance

Exemplar for schools that comply with Standard 2

Schools that meet accreditation standards for teacher performance have in place high quality standards, systems and policies for planning, time management, classroom environments and performance appraisal.

Planning is conducted using a standardized format. Most teachers prepare long, medium or short term lesson plans that provide adequate guidance for teaching and learning activities. Teachers' plans are closely related to the National Curriculum and include some learning objectives from the curriculum. Assessment is planned and integrated into lessons and is based on observable and measurable criteria or rubrics. Extensive student assessment and observation records are kept. These are used for lesson planning and reporting.

All classrooms are stimulating, interesting and conducive to learning. Teachers create high quality classroom learning environments. These classrooms have many displays of posters, charts and maps that are appropriate to the needs of the students. Classrooms are rich in print and visual displays that are related to the current learning objectives. Some classrooms have reading corners or activity centers with a range of resources and materials. Recent student work of good quality is neatly displayed on the classroom walls or display areas.

Teachers are aware of the need to use time effectively for teaching and learning. Most teachers manage their time effectively to maximize students' learning opportunities. Most lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time. Distractions are minimal. A variety of teaching and learning strategies are used. Student work demonstrates their engagement in a range of creative activities and projects.

Teachers recognize the value of performance appraisal. They participate in a school-based appraisal program conducted by the principal. Most teachers, individually or in groups, evaluate their own teaching performance and adapt their teaching accordingly. Teachers actively participate in professional development activities in the school and beyond. They share strategies learned from professional development activities with colleagues. Most teachers write some form of lesson evaluation.



Standard 2: Teacher Performance

Criteria	Level 4	Level 3	Level 2	Level 1
2.1	All teachers prepare standardized long, medium or short term lesson plans that provide adequate guidance for teaching and learning activities. Plans include appropriate learning activities including differentiated activities for different learners, including those with IEPs. All plans include sequenced, measurable learning objectives from the National Curriculum. Assessment is planned and integrated into lessons and is based on observable and measurable criteria. Student assessment records are used for planning purposes.	Most teachers prepare standardized long, medium or short term lesson plans that provide adequate guidance for teaching and learning activities, including differentiation for students with IEPs. Most plans include some learning objectives from the National Curriculum. Assessment is planned and integrated into lessons and is based on observable and measurable criteria. Student assessment and observation records are kept.	Some teachers prepare lesson plans that include teaching and learning activities. Plans include some learning objectives from the National Curriculum. Student assessment records consist mostly of test scores. The SIP contains plans to improve lesson planning, differentiated learning for students with IEPs or assessment.	Teachers rarely prepare lesson plans. Student assessment records are not kept. The SIP contains no plans to improve lesson planning, differentiation for students with IEPs or assessment.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Effective short, medium and long-term planning
- Recognizing the different learning needs of different students
- Setting clear learning objectives based on the curriculum
- Conducting assessments and using the results to adapt teaching and learning
- Keeping extensive records of student achievement
- Encouraging the active involvement of students in assessing their own learning
- Applying effective teaching and learning strategies
- Providing flexible learning opportunities for all students



Standard 2: Teacher Performance

Criteria	Level 4	Level 3	Level 2	Level 1
2.2	All teachers create high quality classroom learning environments. The classrooms and other teaching areas are rich in print and visual displays that are related to the current learning objectives. There are designated areas of the classrooms where topical displays, book corners or activity centers are located. A wide range of student work of very high quality is neatly displayed and clearly labeled.	Most teachers create high quality classroom learning environments. These classrooms are rich in print and visual displays that are related to the current learning objectives. Some classrooms have reading corners or activity centers. Recent student work of good quality is neatly displayed.	Some teachers create reasonably good quality classroom learning environments. These classrooms contain some visual displays. Some classrooms have reading corners. Little student work is displayed. The SIP contains plans to improve classroom environments.	Classroom learning environments are very poor. Classrooms do not contain any visual displays. There are no classroom reading corners. No student work is displayed. The SIP contains no plans to improve classroom environments.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Managing teaching and learning resources
- Using creativity to produce relevant teaching and learning resources
- Using local resources and expertise to support student learning
- Actively seeking sources of books and other supplementary reading materials
- Managing the display of student work as motivation and a learning medium
- Making effective use of new technologies, including Information and Communications Technologies



Standard 2: Teacher Performance

Criteria	Level 4	Level 3	Level 2	Level 1
2.3	All teachers manage their time effectively to maximize students' learning opportunities. All lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time. A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs. Student work demonstrates higher-order thinking, inquiry, observation, analysis and problem solving skills.	Most lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time. A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs. Student work demonstrates their engagement in a range of creative activities.	Lessons usually start on time. Students are often off-task or waiting to be told what to do. There is little variety in the teaching and learning strategies used. Teachers do not take account of students' IEPs. Student work is mostly repetitive drill. The SIP contains plans to improve teaching and learning strategies.	Lessons rarely start on time. There is no variety in the teaching and learning strategies used. Teachers are not aware of students' IEPs. Student work is very poor. The SIP contains no plans to improve teaching and learning strategies.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Effective management of behavior to maximize instructional time
- Fostering independence, self-motivation and inquiry among students
- Creating opportunities for independent, small group and large group activity
- Creating opportunities for learning through games and activities
- Encouraging innovation and creativity
- Creating learning opportunities that address multiple learning objectives
- Providing opportunities for applying learning in real-life situations



Standard 2: Teacher Performance

Criteria	Level 4	Level 3	Level 2	Level 1
2.4	All teachers actively participate with enthusiasm in a school-based appraisal program. All teachers, individually or in groups, reflect upon and evaluate their performance and participate in professional development. Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children's learning outcomes.	Most teachers participate in a school-based appraisal program. Most teachers, individually or in groups, evaluate their performance and participate in professional development. Most teachers write some form of lesson evaluation.	A few teachers participate in a formal or informal appraisal program. A few teachers write some form of lesson evaluation. The SIP includes plans to improve teacher appraisal.	Teachers do not participate in any form of appraisal program. Teachers do not write lesson evaluations. The SIP includes no plans to improve teacher appraisal.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Monitoring school effectiveness
- Improving teaching and learning strategies
- Classroom observation
- Lesson evaluation and planning
- Teacher mentoring, coaching and support
- Assignment of staff according to skills and experience
- Professional development



Standard 3: Data Management

Exemplar for schools that comply with Standard 3

Schools that meet accreditation standards for data management have in place a policy and system for the collection, storage and analysis of a wide range of data including student achievement and attendance.

School data is readily available from a central storage file, either on a computer or as hard copy. There is a system in place to backup or copy the data in case the originals are lost.

Daily student attendance data is collected. The data is analyzed to produce daily, weekly and annual attendance reports showing attendance and absence percentages. This data is available for the previous three years and trends are identified and analyzed. School days are accurately recorded and there is a clear policy and procedure for making up for un-planned closures to ensure that students receive the proscribed 180 days of instruction per year.

All student performance data is collected and analyzed by all teachers to identify individual students' strengths and weaknesses. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.

Student performance data from school, State and national tests is collected and analyzed to create a profile of individual student needs. Teachers adopt teaching and learning practices to meet individual student needs, such as through one-to-one instruction, supported individual learning plans, group work or referral.

School data is used to support effective and efficient management decision making. The School Improvement Plan contains data analysis identifying strengths and weaknesses. SIP goals are supported by data analysis and monitoring and evaluation is based on data. Teachers are deployed to the most appropriate grade based on data analysis of their strengths and qualifications.



Standard 3: Data Management

Criteria	Level 4	Level 3	Level 2	Level 1
3.1	Comprehensive and accurate school data is collected on a regular schedule. Daily attendance data for students and teachers is collected and analyzed to produce daily, weekly and annual percentages reports for individuals, classes and the whole school. Reports for the last three years or more are available. Action is taken early to address attendance issues.	School data is collected on a regular schedule. Daily attendance data for students is collected and analyzed to produce daily, weekly and annual percentage reports. Reports for the last three years are available.	Some school data is collected on a regular schedule. Daily attendance data is usually collected. The SIP includes plans to improve the collection and use of data.	School data is not collected on a regular schedule. Daily attendance data is not always collected. The SIP includes no plans to improve the collection and use of data.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Regular collection of reliable and accurate data
- Data analysis to identify problems
- Affirmative action to address issues revealed by data
- Use of data to report progress to parents
- Use of data to ensure statutory obligations
- Statutory instructional time of a minimum equivalent of 180 days
- Statutory minimum instructional time of approximately 3 hours 40 minutes per day for Grade 1 and Grade 2 students
- Statutory minimum instructional time of approximately 4 hours 30 minutes per day for Grade 3 to Grade 12 students



Standard 3: Data Management

Criteria	Level 4	Level 3	Level 2	Level 1
3.2	All school data is centrally located and carefully filed. Files are backed-up or duplicated and are securely held. All data is checked, cleaned and updated at least weekly. Data is provided to the Department of Education in a timely manner in both electronic and hardcopy format. Student IEPs are carefully filed, regularly consulted by class teachers and regularly updated.	School data is centrally located and carefully filed. Data is regularly checked, cleaned and updated. Data is provided to the Department of Education in a timely manner. Student IEPs are carefully filed and often consulted by class teachers.	Most school data is centrally located and filed. Data is sometimes checked, cleaned and updated. Student IEPs are filed and sometimes consulted by class teachers. The SIP includes plans to improve the filing and accuracy of data.	School data is not centrally located and poorly filed. Data is rarely checked, cleaned and updated. Student IEPs are incomplete or outdated and are rarely consulted by class teachers. The SIP includes no plans to improve the filing and accuracy of data.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Student records
- Data storage, backup and security
- Accuracy and compatibility of data
- Data and reporting procedures



Standard 3: Data Management				
Criteria	Level 4	Level 3	Level 2	Level 1
3.3	All student performance data, including classroom assessment, teacher observations, student portfolios and test data, is analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs. Regular assessment meetings are held by teacher teams. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.	All student performance data is collected and analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs. Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.	Some student performance data is collected and analyzed by some teachers to identify individual students' strengths and weaknesses. Data analysis is sometimes used by teachers to adapt their teaching strategies and programs to meet individual student needs. The SIP includes plans to improve the use of student performance data.	Student performance data is not analyzed to identify individual students' strengths and weaknesses. Data analysis is not used by teachers to adapt their teaching strategies and programs to meet individual student needs. The SIP includes no plans to improve the use of student performance data.
1. At what level did the School Evaluation Team place your School?				
2. What are the major factors that have led to your school being placed at this level?				
3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:				
<ul style="list-style-type: none"> • Range of student assessment data including observation and performance based-assessment • Analysis of student assessment data • Sharing of student assessment data by teachers • Diagnostic assessment • Feedback • Use of student assessment data to determine learning needs of individual students • Use of student assessment data to modify teaching programs • Use of student assessment data to determine teaching strategies 				



Standard 3: Data Management

Criteria	Level 4	Level 3	Level 2	Level 1
3.4	An extensive collection of school data is used to guide all management decision making. A full range of data, including findings from surveys, is shown and used in the School Improvement Plan. Data analysis is used by the principal to support management decisions, such as teacher deployment, student placement and resource allocation.	School data is used in management decision making. Data is shown and used in the School Improvement Plan. Data analysis is used by the principal to support management decisions, such as teacher deployment.	School data is rarely used in management decision making. Some data is shown and used in the School Improvement Plan. Data analysis is sometimes used by the principal to support management decisions. The SIP includes plans to improve the use of data in management decision making.	School data is not used in management decision making. Data is not shown nor used in the School Improvement Plan. Data analysis is not used by the principal to support management decisions, such as teacher deployment. The SIP includes no plans to improve the use of data in management decision making.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Data collection and analysis
- Consultation with stakeholders, surveys and other information
- Identification of cause and effect
- Identification of trends
- Comparison with data from comparable schools
- Data-based monitoring and evaluation
- Research and best practices



Standard 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes

Exemplar for schools that comply with Standard 4

Schools that meet the accreditation standards offer an effective, wide and varied curriculum. These schools teach all National Curriculum subjects (English Language Arts, Vernacular Language Arts, Mathematics and Science) at all Grade levels. Teachers have copies of the National Curriculum Standards, Benchmarks and Student Learning Outcomes (SLO) and they are familiar with them. All lessons are clearly linked to the National curriculum and are focused on a specific National Curriculum Benchmark or SLO. Lesson plans are clearly linked to the curriculum documents. Lesson plan objectives are based on or taken directly from the National Curriculum Standards, Benchmarks and SLOs.

Student achievement is higher than average in schools that comply with this standard. At least 50% of students achieve a pass score or Mastery, Proficient, Advanced, Minimum Competency or Competency in National Standardized Tests.

Schools that meet the standards are well equipped with textbooks and learning materials. All students have their own copies of the specified four textbooks for English Language Arts, Mathematics, Science and Social Studies. There are adequate materials for students studying Vernacular Language Arts. All textbooks used by the school are correctly aligned to the Students' Grade level. There is a clear progression from one Grade level to the next. Supplemental materials for learners of English as a second language are provided.

The academic curriculum is supplemented by comprehensive and engaging extra-curricular program. Most teachers contribute to the extra-curricular program. The extra-curricular program operates daily and offers sports, cultural, civic and community development activities after school for both boys and girls. The extra-curricular program promotes sound values such as fair play, civic and environmental responsibility and healthy lifestyles.



Standard 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes

Criteria	Level 4	Level 3	Level 2	Level 1
4.1	Written school policy states that English Language Arts, Vernacular Language Arts, Mathematics and Science are taught throughout the school in accordance with the National Curriculum. All lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.	The school timetable, teacher records and lesson plans show that English Language Arts, Vernacular Language Arts, Mathematics and Science are taught in most classes throughout the school in accordance with the National Curriculum. Most lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.	The school timetable, teacher records and lesson plans show that English Language Arts, Vernacular Language Arts, Mathematics and Science are taught in some classes and sometimes in accordance with the National Curriculum. The SIP contains plans to improve curriculum provision.	English Language Arts, Vernacular Language Arts, Mathematics and Science are not taught throughout the school in accordance with National Curriculum. The SIP does not contain any plans to improve curriculum provision.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Written curriculum policy
- Alignment and continuity between grades in curriculum areas
- Coverage of all National Curriculum subjects, including Vernacular Language Arts
- Professional development in the use of National Curriculum documents
- Use of National Curriculum documents for program and lesson planning
- Students' progress reports to parents are based on National Curriculum benchmarks and Student Learning Outcomes



Standard 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes

Criteria	Level 4	Level 3	Level 2	Level 1
4.2	Student performance data shows that more than 50% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test.	Student performance data shows that at least 50% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test.	Student performance data shows that more than 25% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test. The SIP contains plans to improve student performance in the NMCT and there is evidence of implementation.	Student performance data shows that less than 25% of student scores are in the Competent and Minimally Competent category in the most recent NMCT or State administered test. The SIP contains no plans to improve student performance in the NMCT or there is no evidence of implementation.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- NMCT data analysis
- Use of National Curriculum Standards, Benchmarks and Student Learning Outcomes to assess performance of students who do not take the NMCT
- School assessment and remediation to prepare students for the NMCT
- Assessment of National Curriculum Standards, Benchmarks and Student Learning Outcomes not tested in the NMCT, such as Speaking and Listening or Writing



Standard 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes

Criteria	Level 4	Level 3	Level 2	Level 1
4.3	<p>All students in all grades have their own copies of modern textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies.</p> <p>All textbooks are aligned to the correct grade level or students are working above grade level and there is clear progression from one grade to the next.</p> <p>Students have access to additional resources, including on-line resources, in a well-stocked library.</p> <p>The average student: teacher ratio is less than 25:1.</p>	<p>All students in all grades have their own copies of textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies.</p> <p>All textbooks are aligned to the correct grade level and there is progression from one grade to the next. Students have access to additional resources in a well-stocked library.</p> <p>The average student: teacher ratio is less than 25:1.</p>	<p>Most students in most grades have their own copies of textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies.</p> <p>Not all textbooks are aligned to the correct grade level. Students have limited access to some additional resource books.</p> <p>The average student: teacher ratio is less than 30:1.</p> <p>The SIP contains plans to improve access to textbooks or reduce the student: teacher ratio and there is evidence of implementation.</p>	<p>Few students in most grades have their own copies of textbooks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies.</p> <p>Textbooks are not aligned to the correct grade level. Students do not have access to additional resource books.</p> <p>The average student: teacher ratio is more than 30:1.</p> <p>The SIP contains no plans to improve access to textbooks or reduce the student: teacher ratio or there is no evidence of implementation.</p>

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Selection of 'designed for purpose' textbooks, such as English Language Arts textbooks designed for learners of English as a second language
- Use of 'designed for purpose' textbooks, such as English Language Arts textbooks designed for learners of English as a second language, at the appropriate grade level
- Selection of textbooks based on recommendations in National Curriculum documents
- Adaptation and use of supplementary materials designed for learners of English as a second language
- Effective use of teacher guides for lesson planning
- Use of supplementary materials such as websites and other ICT materials
- Student access to textbooks for homework
- School organization and teacher deployment



Standard 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes

Criteria	Level 4	Level 3	Level 2	Level 1
4.4	A full timetable of extra-curricular academic, sports, cultural, civic and community activities are conducted after school for both boys and girls. Values such as fair play and healthy lifestyles are promoted. Students have received awards for extra-curricular activities from local and international bodies and organizations.	Daily extra-curricular academic, sports, cultural, civic and community development activities are conducted after school for both boys and girls. Values such as fair play and healthy lifestyles are promoted.	One or two extra-curricular academic, sports, cultural, civic or community activities are conducted after school for both boys and girls. The SIP contains plans to improve the provision of extra-curricular activities.	No extra-curricular academic, sports, cultural, civic or community activities are conducted after school for both boys and girls. The SIP contains no plans to improve the provision of extra-curricular activities.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Fostering students' interest and motivation
- Promoting values of fair play, leadership and civic mindedness
- Promoting healthy lifestyles
- Supporting cultural traditions and activities
- Collaborating with stakeholders and other providers of extracurricular activities



Standard 5: School Campus, Classrooms and Facilities

Exemplar for schools that comply with Standard 5

Schools that meet the accreditation standards have facilities that contribute to high levels of student achievement. These schools are attractive, neat and tidy. The school grounds are clean and well maintained. There is no litter, graffiti or signs of vandalism. There are trees, shrubs and flowers planted on the school grounds.

Playing areas are spacious and free of potential hazards. The grass is cut and the playing areas are well-drained and swept. There are no dangerous items such as broken equipment or exposed sharp objects. Sports equipment is in good condition and adequate for the number of students.

The school buildings are in good condition. Walls, doors and window-frames have recently been painted and there is no rot or damage. All windows have glass or shutters so that the classrooms are safe and secure. There is a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance. Written records, such as a janitors work schedule or receipts for cleaning and maintenance materials, show that maintenance work is regularly carried out.

The classrooms are clean, spacious and tidy. All classrooms used by groups of 30 or more students are at least 25 feet by 25 feet in area. Classrooms used by less than 30 students allow at least 20 square feet of floor space per student. Floors are clean and even, with a good surface that is dry and free of dust. There is adequate furniture for all students as well as teacher's desk and secure, lockable storage for books and materials. Lighting and ventilation are good and the classroom is a comfortable place for students to learn. Some classrooms have sinks with running water.

Food handling areas, such as kitchens and canteens, are clean and safe. A valid EPA certificate can be seen. The facilities have been recently inspected and any recommended repairs or improvements have been implemented. All food-handling personnel, including cooks and helpers, have a valid certificate from the Public Health Department. Appropriate headwear is worn by all cooks and helpers.

There is an adequate number of toilet bowls for the students and staff. A valid EPA certificate can be seen. The toilets are private, functioning, clean and hygienic. There is adequate toilet paper and cleaning materials. There are sinks with soap and running water for students and staff to wash their hands after using the toilet.

Safe, clean, EPA certified drinking water is available for all students. A valid EPA certificate can be seen.



Standard 5: School Campus, Classrooms and Facilities

Criteria	Level 4	Level 3	Level 2	Level 1
5.1	<p>The school has a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance. Records show that maintenance work is regularly carried out.</p> <p>The school has a written facilities development plan that sets out a schedule for major maintenance works, refurbishment or rebuilding. Records and plans show that the facilities development plan is actively implemented.</p>	<p>The school has a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance. Records show that maintenance work is regularly carried out.</p>	<p>There is evidence of some maintenance work and cleaning. The SIP contains plans to improve maintenance and cleaning.</p>	<p>There is no evidence of maintenance work and cleaning. The SIP contains no plans to improve maintenance and cleaning.</p>

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Facilities are conducive to learning
- Safety of students
- Management and monitoring of responsible staff
- Regular cleaning program
- Routine and preventative maintenance
- Facilities management
- Collaboration with State Department of Education to provide maintenance and facilities development
- Collaboration with stakeholders and community support



Standard 5: School Campus, Classrooms and Facilities

Criteria	Level 4	Level 3	Level 2	Level 1
5.2	<p>The campus is maintained to a very high standard of cleanliness, free of litter, graffiti and vandalism. Buildings are neat, clean, safe and secure. Public areas are welcoming and attractive. All school facilities are easily accessible to students with physical disabilities. The campus is used as a learning resource, with a school garden, wildlife area and sports and play facilities.</p>	<p>The campus is maintained to a good standard of cleanliness, mostly free of litter, graffiti and vandalism. Buildings are reasonably neat, clean, safe and secure. Public areas are welcoming and attractive. All school facilities are accessible to students with physical disabilities. The campus has adequate sports and play facilities.</p>	<p>The campus and buildings need some minor repairs. There is some litter, graffiti and vandalism. Most school facilities are easily accessible to students with physical disabilities. There are limited sports and play facilities. The SIP contains plans to improve the campus and classrooms.</p>	<p>The school campus and buildings are in poor condition. Facilities are inadequate or unsafe and are inaccessible to students with physical disabilities. There is extensive litter, graffiti and vandalism. The SIP contains no plans to improve the campus and classrooms.</p>

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Use of school grounds and facilities as a learning tool
- Facilities reflect the school vision and mission
- All stakeholders contribute to creating a safe and orderly learning environment
- The learning environment reflects the value placed on students
- The learning environment reflects the value placed on education
- There is a well-stocked central library or classroom libraries
- Collaboration with stakeholders and community support



Standard 5: School Campus, Classrooms and Facilities

Criteria	Level 4	Level 3	Level 2	Level 1
5.3	<p>All classrooms used by groups of 30 or more students exceed 25 feet by 25 feet in area. Classrooms used by less than 30 students allow in excess of 20 square feet of floor space per student.</p> <p>All classrooms are bright, well ventilated and equipped with adequate lighting and electrical outlets. All electrical fittings are in as-new condition with safety cut-off switches or circuit breakers.</p> <p>All classrooms have high-quality student and teacher furniture, including adequate storage and display, with excellent lighting and ventilation.</p> <p>Science labs have sinks with running water.</p>	<p>All classrooms used by groups of 30 or more students are at least 25 feet by 25 feet in area. Classrooms used by less than 30 students allow at least 20 square feet of floor space per student.</p> <p>In general, electrical fittings are in good condition.</p> <p>Classrooms are adequately furnished and equipped, with good lighting and ventilation.</p> <p>Classrooms are neat, clean, safe, secure and tidy.</p>	<p>Some classrooms are under sized.</p> <p>Not all classrooms have enough chairs and desks. Lighting and ventilation are adequate.</p> <p>Some electrical fittings are potentially unsafe.</p> <p>The SIP contains plans to improve classroom facilities, furniture and electrical safety and there is evidence of implementation.</p>	<p>None of the classrooms meet minimum size requirements.</p> <p>None of the classrooms have enough chairs and desks. Lighting and ventilation are inadequate.</p> <p>Electrical fittings are clearly unsafe.</p> <p>The SIP contains no plans to improve classroom facilities, furniture and safety or there is no evidence of implementation.</p>

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Collaboration with State Department of Education to provide adequate furniture
- Inventory and management of furniture
- Collaboration with State Department of Education to provide adequate facilities
- Collaboration with stakeholders and community support
- Student and staff health and safety



Standard 5: School Campus, Classrooms and Facilities

Criteria	Level 4	Level 3	Level 2	Level 1
5.4	<p>Food storage, preparation and dining areas are modern and clean, with a current EPA certificate clearly posted. Recommended repairs and improvements have been implemented.</p> <p>All food handling and preparation personnel wear protective clothing, are trained and certified by the Public Health Department and their certificates are clearly displayed.</p> <p>Toilets have a current EPA certificate verifying that they are safe and clean.</p> <p>There is adequate safe drinking water.</p> <p>There is an emergency evacuation plan and evidence of a drill within the past 3 months.</p>	<p>Food storage, preparation and dining areas are EPA certified. Recommended repairs and improvements have been implemented.</p> <p>Food handling and preparation personnel are certified by the Public Health Department and their certificates are clearly displayed.</p> <p>Toilets have a current EPA certificate verifying that they are safe and clean. There is adequate safe drinking water.</p> <p>There is an emergency evacuation plan and evidence of a drill within the past 6 months.</p>	<p>Food storage, preparation and dining areas are not currently EPA certified. Food handling and preparation personnel are not certified.</p> <p>Toilets do not have a current EPA certificate. There is inadequate safe drinking water.</p> <p>The SIP contains plans to improve and certify facilities and personnel and there is evidence of implementation.</p> <p>There is an emergency evacuation plan and evidence of a drill within the past 12 months.</p>	<p>Food storage, preparation and dining facilities and food preparation personnel do not meet EPA minimum standards.</p> <p>Toilets are inadequate. There is no access to safe drinking water.</p> <p>The SIP contains no plans to improve and certify facilities and personnel.</p> <p>There is no emergency evacuation plan and no evidence of a drill within the past 12 months or there is no evidence of implementation.</p>

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Student and staff health and safety
- Fostering hygiene and health education
- Compliance with statutory EPA requirements
- Relationship between poor toilet and water facilities and poor attendance
- Maintenance and cleaning
- Collaboration with State Department of Education to provide adequate facilities
- Collaboration with stakeholders and community support



Standard 6: School Improvement Planning

Exemplar for schools that comply with Standard 6

Schools that meet the accreditation standards have a current SIP in place and are implementing it effectively. These schools are able to produce a copy of the current SIP as well as documentary evidence describing its implementation. The implementation program is on time and monitoring and evaluation activities show that student achievement rates are rising. The SIP will be familiar to teachers and parents.

The SIP has been developed by following the guidance issued by the NDOE (<http://www.fsmed.fm/pdf/School%20Improvement%20Planning%20Handbook%20NDOE%202009.pdf>). The SIP contains all the essential elements listed in the School Improvement Plan Monitoring Tool found on page 73.

There is evidence that the SIP has been developed with input by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved. This evidence may be in the form of attendance lists or may be observed in the implementation of SIP activities.

The school Principal will have played a leadership role in developing the SIP and will be leading the implementation of the plan. This will be seen in the principal's vision and knowledge of the plan, as well as in documents produced by the principal, such as activities conducted by the school improvement team or reports of meetings.

The SIP will contain a comprehensive set of data on various aspects of the work of the school, including student achievement and attendance, teacher qualifications and professional development and resource inventories. This data will be analyzed to show trends, strengths and weaknesses.

The School improvement Plan will contain Goals and Objectives that are focused on improving Student Achievement. These Goals and Objectives will be SMART. The plan will contain Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes, based on the examples shown in the School Improvement Planning Guidance Handbook.

There will be evidence of implementation activities visible in the school, such as notices giving details of upcoming activities or actual activities, such as staff development, taking place after school. The SIP will be closely monitored and records kept showing actual activities conducted and their outputs and outcomes.



Standard 6: School Improvement Planning				
Criteria	Level 4	Level 3	Level 2	Level 1
6.1	<p>The School Improvement Plan has been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has been developed by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved. The SIP is reviewed on a regular basis. There is evidence of improving student achievement as a result of the SIP.</p>	<p>The School Improvement Plan has been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has been developed by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved.</p>	<p>The School Improvement Plan has not been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has been developed by a school improvement team but not all teachers, parents, students, community members and other stakeholders were involved. There is a plan to improve the SIP process.</p>	<p>The School Improvement Plan has not been developed and evaluated in accordance with the National Guidelines. The School Improvement Plan has not been developed by a school improvement team. There is no plan to improve the SIP process.</p>
1. At what level did the School Evaluation Team place your School?				
2. What are the major factors that have led to your school being placed at this level?				
<p>3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:</p> <ul style="list-style-type: none"> • Collaboration and team-work in School Improvement Planning • Community participation in School Improvement Planning • Meaningful roles for stakeholders in decision-making and implementation 				



Standard 6: School Improvement Planning				
Criteria	Level 4	Level 3	Level 2	Level 1
6.2	<p>The school principal plays a leadership role in the development and implementation of the SIP.</p> <p>The SIP contains a Vision and Mission. The Vision and Mission are well known and shared by the school community.</p> <p>The Plan is effectively implemented and monitored.</p> <p>All staff members and members of the school community are fully committed to implementing the SIP.</p>	<p>The school principal plays a leadership role in the development and implementation of the SIP.</p> <p>The Plan contains a Vision and Mission. The Vision and Mission are clearly posted and can be seen by the school community.</p> <p>The Plan is effectively implemented and monitored.</p>	<p>The school principal did not play a leadership role in the development and implementation of the SIP.</p> <p>The Plan is not effectively implemented and monitored. The Plan contains a Vision and Mission but these have not been widely shared with the school community.</p> <p>There is a plan to improve SIP leadership, implementation and monitoring and there is evidence of implementation.</p>	<p>The school principal did not play any role in the development and implementation of the School Improvement Plan. The Plan does not contain a Vision and Mission.</p> <p>The Plan is not being implemented or monitored.</p> <p>There is no plan to improve SIP leadership, implementation and monitoring or there is no evidence of implementation.</p>
1. At what level did the School Evaluation Team place your School?				
2. What are the major factors that have led to your school being placed at this level?				
3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues: <ul style="list-style-type: none"> • Leadership, vision and responsibility • Fostering ownership of the SIP • SIP monitoring, evaluation and review procedures 				



Standard 6: School Improvement Planning

Criteria	Level 4	Level 3	Level 2	Level 1
6.3	The School Improvement Plan contains comprehensive data analysis of student performance, attendance, resources and school management, over a period of at least three years, noting school strengths and weaknesses. Data analysis is comprehensive and is presented in graphical format.	The School Improvement Plan contains comprehensive data analysis of student performance, attendance, resources and school management, over a period of at least three years, noting school strengths and weaknesses.	The School Improvement Plan contains some data analysis of student performance, attendance, resources and school management. There is a plan to improve data analysis.	The School Improvement Plan contains no data analysis of student performance, attendance, resources and school management. There is no plan to improve data analysis.

1. At what level did the School Evaluation Team place your School?

2. What are the major factors that have led to your school being placed at this level?

3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:

- Data collection and analysis
- Data-based decision making



Standard 6: School Improvement Planning				
Criteria	Level 4	Level 3	Level 2	Level 1
6.4	<p>The School improvement Plan contains SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes.</p> <p>The SIP is posted in a public place and regular monitoring reports are issued to the community.</p> <p>Financial records for the last three years are extensive, accurate and transparent.</p>	<p>The School improvement Plan contains SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes.</p> <p>Plan activities are regularly monitored.</p> <p>Current financial records are accurate and transparent.</p>	<p>The School improvement Plan does not contain SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities.</p> <p>There is a plan to improve Goals, Objectives and Activity Planning and there is evidence of implementation.</p> <p>Some financial records are available for inspection.</p>	<p>The School improvement Plan does not contain any Student Achievement Goals and Objectives or Activity Planning Matrices.</p> <p>There is no plan to improve Goals, Objectives and Activity Planning or there is no evidence of implementation. There are no financial records available for inspection.</p>
1. At what level did the School Evaluation Team place your School?				
2. What are the major factors that have led to your school being placed at this level?				
<p>3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:</p> <ul style="list-style-type: none"> • Focus on student learning • Effective planning and activity management • Collaboration with the State Department of Education • Awareness and understanding of the SIP among stakeholders • The SIP results in measurable improvements in student academic performance 				



Chapter 7

Special Measures

Schools which receive four or more Stage One criteria determinations at Level One will be placed under Special Measures by the Secretary of Education. Special Measures schools will not be recognized as accredited by the Secretary of Education under the FSM School Accreditation Regulations, 2011.

When a school is placed under Special Measures, the Secretary of Education will consult with the State Director of Education to provide technical assistance for the development of a one-year recovery or turnaround plan.

The recovery or turnaround plan should be for a period of one year and should address the most serious Level One determinations. The recovery or turnaround plan may include measures such as:

- Changes to the school management and leadership
- Changes in the school staffing structure
- Improvements in teaching and learning strategies
- Curriculum reform
- Professional development
- Investment in infrastructure
- Investment in resources and materials.

After a period of one year, the school should be evaluated again by the School Evaluation Team. If the school again receives four or more determinations at Level One it will remain under Special Measures for another year.

Schools may remain under Special Measures for a maximum of three years. After three years, if the recovery or turnaround plan has not lifted the school out of Special Measures the Secretary of Education will recommend that the school should be closed and the students transferred to another school. This action is required because a non-accredited school cannot provide the standard of education to which all students in the FSM are entitled under the Constitution.



Resources for Special Measures Schools

There are a number of resources that are available to assist Directors of Education in the development of recovery or turnaround plans for schools under Special Measures.

The Institute of Education Sciences publishes a valuable practice guide, *Turning Around Chronically Low-Performing Schools*. This can be found at http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf.

Further useful resources on school recovery or turnaround can be found at the following sites:

<http://www.centerii.org/handbook/>

<http://www.tqsource.org/>