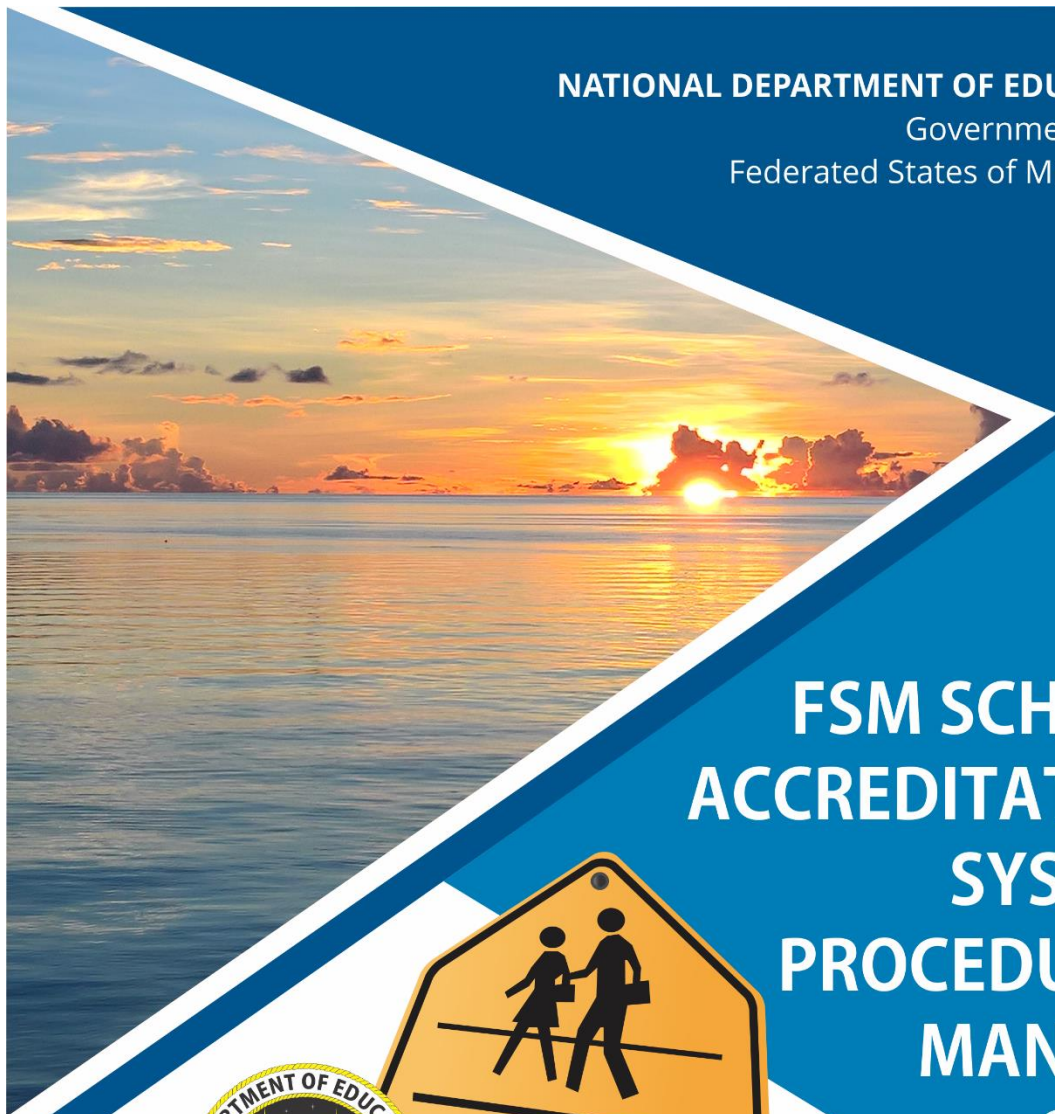




NATIONAL DEPARTMENT OF EDUCATION
Government of the
Federated States of Micronesia



FSM SCHOOL ACCREDITATION SYSTEM PROCEDURES MANUAL 2018



OCTOBER 2018

**FSM SCHOOL
ACCREDITATION DATA**

*for National and State Departments of Education
and Elementary and Secondary Schools in FSM*

FSM SCHOOL ACCREDITATION SYSTEM PROCEDURE MANUAL, 2018



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Chapter 1: Accreditation Policy and Regulations



1.1 Introduction

The purpose of accreditation is to ensure that all schools in Federated States of Micronesia (FSM) provide an environment that is conducive to learning. The FSM School Accreditation System (FSM-SAS) is therefore designed to help schools improve quality of educational services and opportunities for students so that their level of academic performance is improved.

This FSM-SAS Procedures Manual – 2018, is an updated version of the first draft of FSM-SAS Regulations and its Procedures Manual that was introduced in 2011. For almost seven years since its promulgation in 2011, the manual was never reviewed while field experience showed some challenges in its effective implementation. Over the years, such challenges and difficulties accumulated. For example, significant delays and different time frame for accreditation from State to State, different level of understanding among evaluators, concerns regarding consistency and comparability of accreditation from one State to the other was some of the concerns raised by its users and administrators. All these inconsistencies and challenges in the current school accreditation system were highlighted in the National School Accreditation Report 2017, including a strong recommendation for the review and revision of the procedures manual.

Following recommendations of the National Accreditation Report-2017, series of consultation meetings were held with different stakeholders including members of the FSM Association of Chief State School Officers (FACSSO) and accreditation specialists at both National and State Department of Education. As per FACSSO resolutions #18-05 dated 10/17/2017 and # 18-06 dated 02/19/2018, a Core Team was formed to carry-out the task of review and revision on FSM-SAS Procedure Manual, 2011 including review of current policy and regulations on school accreditation.

The Core Team carried out consultation and piloting in two schools in Yap and one school in Pohnpei to test the revised accreditation tools and manual. Results of the consultation and piloting was shared with FACSSO on February 19-20, 2018 when this FSM-SAS Procedures Manual – 2018 was endorsed and further suggested to initiate the process for necessary revision in the existing accreditation policy and regulations. As such, recommendations for necessary amendments in the policy and its regulations are also included in this manual.

This document, FSM-SAS Procedures Manual-2018, includes proposed revisions in the school accreditation policy and its regulations, steps and procedures to follow, as well as tools to use for the accreditation of schools in FSM.

1.2 The Policy (Statutory Requirements)

- a. Public Law 8-132 (Title 40 of the FSM code) requires that all schools in the FSM shall meet the minimum standards and undergo a process of accreditation administered by the National and State Department of Education.
- b. The FSM-SAS Regulations hereinafter referred to as "Regulations", are hereby established to ensure that FSM schools are conducive to high quality learning, as defined under this regulation, including a healthy and safe environment that supports students' learning. The main purpose of this manual is to bring uniformity and common understanding in the application of a standardized school accreditation tool across the State DOEs.
- c. All public and chartered non-public schools in the FSM are required, under this policy, to comply with its provisions.



- d. This policy and regulations, as specified in this manual, shall be in immediate effect from the date of its promulgation by the President of the Federated States of Micronesia.

1.3 Definitions

- a. *"Accreditation"* shall mean the process of evaluating a school in terms of meeting required minimum standards and the acknowledgment thereof by the FSM National Government through the issuance of an FSM Certificate of Accreditation.
- b. *"National Special Certificate of Achievement"*¹ shall mean schools that are performing at level 3 or 4 in FSM-SAS.
- c. *"National Certificate of Accreditation"* shall mean schools that are performing at level 2 in FSM-SAS.
- d. *"Special Measures"* shall mean schools that are at level 1 in FSM-SAS.
- e. *"Non-Accredited school"* shall mean school that remain at level 1 in FSM-SAS for three consecutive visits.
- f. *"Level-4"* shall mean school *exceeding standards* as specified in FSM-SAS manual. In other words, schools having a score of above 90% in school evaluation report.
- g. *"Level-3"* shall mean school *meeting* standards as specified in FSM-SAS manual. In other words, schools having a score of 76-90% in school evaluation report.
- h. *"Level-2"* shall mean school is *partially meeting* standards as specified in FSM-SAS manual. In other words, schools having a score of 51-75% in school evaluation report.
- i. *"Level-1"* shall mean school is *not meeting* standards as specified in FSM-SAS manual. In other words, schools having a score of 50% or below in school evaluation report.
- j. *"Turnaround plan"* shall mean a plan that all level 1 schools shall develop annually with the technical assistance provided by NDOE and SDOE in order to improve their accreditation status.
- k. *"Elementary school"* shall mean an institution which imparts teaching and learning from grades one (first grade) through eight (eighth grade).
- l. *"FSM"* shall mean the Federated States of Micronesia.
- m. *"FSM Schools Accreditation System Procedures Manual"* shall mean a set of policy and regulations and such procedural guidelines published by the Secretary of Education to include standards, criteria, sub-criteria and other means by which school performance will be evaluated for purposes of accreditation.
- n. *"Secondary school"* shall mean an institution which imparts teaching and learning beyond the elementary level up to the high-school, but not including college or university level.
- o. *"Secretary of Education"* shall mean the head of the Department of Education, FSM National Government.

¹ Level 3 and 4 are the desired level of accreditation hence by special award along with some incentive to the schools for recognition



- p. "School" shall mean FSM accredited public or chartered non-public institution of learning at the elementary or secondary level, including schools with a religious affiliation.
- q. "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.
- r. *Form B: First phase accreditation status report*
- s. *Form A : Form on page 48; Form filled out with school information before school evaluation visit; School data*
- t. School Improvement Plan (SIP) – One of the strategies being applied throughout FSM to address low and declining standards in schools (SIP MANUAL)
- u. School Improvement Team (SIT)–Planning and decision-making body for the school improvement planning process. A team composed of teacher, parents, students, community and stakeholders (SIP GUIDELINES 10) ; team that improves the school (Juan); school team that is responsible for conducting school self-study (2018-Manual)
- v. School Self-Study – planning and implementation of strategies to correct any inefficiencies identified during Phase One evaluations; enables schools to focus on improving specific areas (sub-criteria) a as determined in the Form B (2018 Manual pg. 21)
- w. Restart Plan – plan of improvement for non-accredited schools.

1.4 FSM Schools Accreditation Regulation

- a) These Regulations are established pursuant to Public Law 8-132 (Title 40, FSMC §108) and in accordance with the administrative procedural requirements contained in Title 17 FSMC §102 - § 104.
- b) The FSM Schools Accreditation Regulation 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.
- c) All public and chartered non-public elementary and secondary schools in the FSM shall be accredited under the FSM Schools Accreditation Regulation.

1.4.1 Compliance with the FSM Schools Accreditation Regulation

- a. Public Law 8-132 (Title 40 FSMC §108) require all public and non-public elementary and secondary schools in the Federated States of Micronesia be accredited by the Secretary of Education.
- b. Public and non-public elementary and secondary schools in the FSM shall be notified, of an evaluation visit for purposes of accreditation, by the State Schools Evaluation Team (SSET) and Core Team.
- c. All public and non-public elementary and secondary schools in the FSM shall comply with the requirements of the FSM Schools Accreditation System Procedures as outlined in the FSM-SAS Procedures Manual, 2018 and shall make available, on the day or days of evaluation, all data, records, reports and other information as requested by SSET and Core Team.



- d. Schools that fail to comply with FSM School Accreditation Regulations are subject to administrative as well as disciplinary action leading to suspension of its operation in FSM.
- e. The Secretary of Education shall recommend State Director of Education to determine the course of action on such schools that fail to comply with FSM School Accreditation Regulations.
- f. The State Director of Education shall report back to the Secretary of Education about action taken on such school(s).

1.4.2 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 school 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.

1.4.3 FSM Schools Accreditation System Procedure

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 System Procedures Manual shall outline the standards, criteria, sub-criteria, evaluation procedures, reporting requirements and other administrative details necessary for the effective implementation of the FSM Schools Accreditation Regulations.

1.4.3.1 FSM School Accreditation Core Team and State School Evaluation Teams

- a. The Secretary of Education shall, with the assistance of the State Directors of Education, appoint a Core Team. The Core Team shall comprise of two members from each State DOEs and five members from National DOE, for a total of thirteen members. The members from each State DOEs shall be appointed by their respective State Director of Education.



- b. The role of the Core Team shall be to validate accreditation carried-out by the SSET and to recommend the Secretary of Education whether an elementary or secondary school meets the approved accreditation standards.
- c. The Secretary of Education shall provide funding for the Core Team representatives and their dedicated transportation needs.
- d. The Core Team shall be responsible for 25% of all formal accreditation visits conducted by the SSET each year, by being onsite with the SSET for school visits and verifying results of all other school visits.
- e. The Core Team and SSETs shall utilize standard reporting tools, including but not limited to:
 - 1. Written reports for each school, with written justifications for each sub-criterion
 - 2. Photographs for each school, with multiple photographs for each sub- criterion
 - 3. Standardized Principal Interview Questionnaire based on the standard language
 - 4. Standardized School Checklist for each classroom in each school
 - 5. Standardized Classroom Observation
- f. The Core Team and SSETs shall ensure all accreditation documents are publicized and available for school and public review before visits are conducted.
- g. The Core Team shall work with the State DOEs to provide training to school principals and teachers on the accreditation procedures including documentation required for the accreditation purpose.
- h. State Director of Education shall establish SSET. The SSET shall be responsible for conducting onsite school evaluations for the purpose of school accreditation.
- i. The SSET shall consist of curriculum specialists, coordinators, supervisors, and other qualified staff members employed by the State Department of Education. The SSET shall report to the State Director of Education.
- j. The members of the SSET must have receive full orientation and training prior to their assignment for school accreditation visit. Providing training to the members shall be the responsibility of the State DOEs.
- k. There shall be at least two members of SSET in each team that conduct evaluation visit to elementary and secondary schools. The SSET shall be responsible for conducting and reporting on school evaluations for the purposes of FSM School Accreditation, with the results audited by the Core Team.
- l. Each State Director of Education shall carefully review and ensure its accuracy before communicating final report of the school accreditation to the Secretary of Education.

1.4.4 FSM School Accreditation Process

- a. The FSM-SAS Process shall consist of two phases (refer to Chapter 2: Accreditation Process)
- b. Phase One of the FSM School Accreditation Procedures shall consist of a general inspection conducted by the SSET or a combined SSET and Core Team using standards, criteria and sub-criteria developed by the Secretary of Education, in collaboration with State Directors of Education, and published as the FSM School Accreditation Procedures Manual.
- c. Schools which satisfy the requirements of Phase One of the FSM School Accreditation System Procedures and are accredited by the Secretary of Education shall progress to Phase Two.
- d. Schools which do not satisfy the requirements of Phase One of the FSM School Accreditation Procedures and are not accredited by the Secretary of Education, shall not progress to Phase Two (refer to Clause 1.4.7: Special Measures).



- e. Phase Two of the FSM School Accreditation System Procedures shall consist of a School Self Study, which shall be completed by the School Improvement 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 School Accreditation System Procedures Manual – 2018.
- g. The State Director of Education shall submit, to the Secretary of Education, Phase One and Phase Two reports on all public and non-public schools by the dates specified and in accordance with the requirements of the FSM Schools Accreditation System Procedures Manual – 2018.

1.4.5 Issuance of Certificates

- a. A School shall be considered accredited if it is in possession of a valid **National Special Certificate of Achievement** or a valid **National Certificate of Accreditation**.
- 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 School Accreditation Standards and requirements as outlined in the FSM-SAS Procedures Manual –2018 and based on appropriate reports received from the State Director of Education. A **National Special Certificate of Achievement** shall be valid for a period of two years from the date of issuance.
- c. Schools in possession of a **National Special Certificate of Achievement** shall also be required to undergo through biennial (in every two year) evaluation and shall complete annual self-study.
- d. The Secretary of Education shall issue a **National Certificate of Accreditation** to elementary and secondary schools which substantially comply with accreditation standards, as outlined in the FSM-SAS Procedures Manual –2018 and which have a plan or program in effect to remedy any shortcomings within an agreed time-frame and based on appropriate reports from the State Director of Education. A **National Certificate of Accreditation** shall be valid for a period of two years from the date of issuance.
- e. Schools in possession of a **National Certificate of Accreditation** (Level Two schools) shall require to undergo a biennial (in every two years) evaluation and shall also complete annual self-study.

1.4.6 Special Measures

- a. The Secretary of Education, in consultation with State Directors of Education, shall place elementary and secondary schools under Special Measures for a period of two years, that do not comply with FSM School Accreditation Standards and Requirements as outlined in the FSM-SAS Procedures Manual –2018.
- 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 respective State Director of Education for appropriate technical assistance to be provided by both National and State Governments to those elementary and secondary schools that have been placed under Special Measures. This assistance shall consist of mandatory summer training for all school staff (a minimum of 20 hours each) until the school's level improves, a new school liaison from the State Department of Education to conduct regular visit and professional development, and at least two community meetings with parents and community leaders about the school's direction. This shall be the responsibility of the state department of education.
- c. Schools placed under Special Measures shall produce and implement a two-year turnaround plan, with the State DOE representative (ideally the new liaison) assigned to the school to assist in developing the turnaround plan, and the National DOE to provide additional funding for the school to help it meet the accreditation standards. The Turnaround plan shall be submitted within four months from the time of the last visit and shall be regularly visited by the school liaison to monitor implementation of the turnaround plan.
- d. After one visitation period under Special Measures, and biannually thereafter, for a maximum period of two visitation cycles, the SSET and/or the Core Team shall evaluate the school using



Phase One of the FSM school accreditation process. Once the schools under Special Measures satisfy requirements of Phase One of the FSM schools accreditation process, as outlined in the FSM-SAS Procedures Manual, shall progress to Phase Two.

1.4.7 Non-Accredited Schools

- a. Schools that receive scores below Level 2 in their accreditation evaluation, shall not receive Certificate of Accreditation. Such schools shall be placed under Special Measures and State DOE together with National DOE shall provide necessary technical as well as financial support to improve status of such schools.
- b. If a school is placed under Special Measures for two cycles of school accreditation visits in a row, respective State DOE shall submit a Turnaround Plan of the school to the National DOE.
- c. If a school is placed under Special Measures a third time in a row, such school(s) shall be declared as Non-Accredited School by the Secretary of Education.
- d. The State Director of Education shall recommend and report to the Secretary of Education about next course of action on non-accredited schools, based on their accreditation report and status of restart plans implemented in the past. This may include Restart Plan, merging of schools, down-sizing, or making alternative educational arrangements.
- e. Once schools are non-accredited, they shall not be eligible to receive national funding from Sector Grant. However, in the interest of local situation, State Director of Education may continue operation of such schools by providing necessary resources through their own funding mechanism. All such schools shall be the responsibility of State DOE and must report to the Secretary of Education on a regular basis.
- f. The National DOE shall provide reporting requirements for non-accredited schools. These reports shall be completed by the State Director of Education and to be submitted to the Secretary of Education.
- g. Non-Accredited schools shall be subject to regular accreditation requirements by the State DOE and SSET shall regularly conduct evaluation of these schools. Once the school is determined by SSET to have improved, the State Director of Education shall recommend to the Secretary of Education to re-instate the school.
- h. The Secretary of Education shall advise the Core Team to conduct evaluation of Non-Accredited school and to submit their recommendation. Based on the report and recommendation of the Core Team, Secretary of Education shall re-instate those schools as accredited school.

1.4.8 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.

1.4.9 Timetable for the Completion of FSM Schools Accreditation Process

- a. The timetable included in Table 1 shall be followed for school's accreditation in the FSM.
- b. Phase One of the FSM school accreditation process shall be completed annually by 15th of May for main islands, and 15th of June for remote islands. School visits will take place during the months of January through April for main island schools, and January through May for remote island schools (refer to the table below: Table 1).



Table 1: Timetable for Completion of FSM School Accreditation

	Task	Timetable
All State DOEs	Submission of Group A & B Schools	August 2018
Main Islands	Phase One (Evaluation)	January → April
Outer/Remote Islands	Phase One (Evaluation)	January → May
Main Islands	Phase One Report :Form B	May 15 th
Outer/Remote Islands	Phase One Report : Form B	June 15 th
Core Team	Validation	May → June
NDOE	Issuance of Accreditation Status Report	End of June
Main Island Schools	Submission of Disputes	June 15 th
Outer/Remote Island School	Submission of Disputes (if applicable)	July 15 th
Main Islands	Phase Two (Self Study)	May → July
Outer/Remote Islands	Phase Two (Self Study)	June → August
Main Islands	Phase Two (Report)(Summary Report – result of summary of all state school form B NDOE	July 15 th
Outer/Remote Islands	Phase Two (Report) (Summary Report – result of summary of all state school form B/ summary of form B or Matrix)--	August 15 th
NDOE	Issuance of Accreditation Certificate	End of August

- c. All schools, regardless of accreditation level, shall be visited in every two calendar years. In other words, 50% of schools in Chuuk, Yap, and Pohnpei shall be visited every year (i.e. every school is visited in every two-year cycle), and 100% of Kosrae schools shall be visited each alternate year. Schools in the respective FSM States shall be divided into two cluster of school hereafter referred to as Cluster A and Cluster B, except for the State of Kosrae where all schools will be in one cluster – Cluster A.
- d. By August 2018, the State Directors of Education shall submit to the Secretary of Education list of Cluster A schools to be visited for Phase One. In the event of new schools opening in a given State, it is the responsibility of the State Director of Education to inform the Secretary of Education if said school is to join the visitations in Cluster A or Cluster B schools.
- e. Phase Two of the FSM Schools Accreditation Process shall be completed annually by 15th of August. State Directors of Education will monitor that the Self-study document is used to inform the creation of School Improvement Plans.

1.5 Disputes

- a. Principals, teachers, parents or other stakeholders at any school may dispute, in writing, if not satisfied with the determination of accreditation status of the school, within one month of the issuance of Form B by the respective Director of Education.
- b. Written disputes, supported by documentary evidence, shall be submitted to the Secretary of Education no later than one month of the issuance of Form-B.
- c. Upon receipt of a written dispute, the Secretary of Education shall 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 shall be passed to the Core Team.



- e. The Core Team shall determine either to uphold or reject the dispute, based on their examinations of documentary evidences.
- f. If the dispute is upheld, the Core Team shall establish a National School Evaluation Team comprised of Core Team and SSET members. The National School Evaluation Team shall conduct on-site evaluations of the school where the dispute arose by carrying out the procedures outlined in the FSM-SAS Procedures Manual – 2018.
- g. The National School Evaluation Team shall report to the Core Team.
- h. The Core Team shall recommend to the Secretary whether the school, where the dispute arose, meets the approved accreditation standards or not. The decision of the Secretary of Education shall be considered final.

1.6 Publication of FSM Schools Accreditation Data

- a. The Secretary of Education shall publish school accreditation data including findings of all State 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 school accreditation status report in July and school accreditation certificate in September 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: School Accreditation System

2.1 FSM Schools Accreditation Procedure

All schools in FSM shall be evaluated using a two-Phase evaluation process. Phase One begins with the evaluation visit to the school. Phase Two begins with school self-study and leads to the award of accreditation certificates.

2.1.1 Phase One: School Evaluation Visit

School evaluation visit is the first phase in the FSM School Accreditation System (FSM-SAS). The school evaluation is designed to be conducted during a one-day (two-day in remote/outer islands) visit by State School Evaluation Team. The purpose of the School Evaluation is to identify those schools that are ready to progress to the next Phase 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 Phase Two, School Self Study. Schools that are evaluated at Level 1 must enter a period of Special Measures to bring about improvements.

There are three distinct steps and procedures to be followed while conducting Phase One of the School Evaluation Visit:

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

f. Before the school evaluation visit

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

The State School Evaluation Team shall collect school data from the data specialist at the respective State Department of Education, prior to their visit to the school. School data should include student enrolment for each grade level, 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 School Evaluation Form.

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

- i. Name of the State in which the school is located.
- ii. Name of the school and its address.
- iii. School identification code. This can be obtained from the State Department of Education testing specialist.



- iv. School type. This may be public or chartered non-public Early Childhood Education, Elementary, Junior High, Senior High, Grade 1 to Grade 12 or other type of school.
- v. Name of the Principal or Head teacher responsible for the management of the school and their status, such as acting or permanent.
- vi. Name 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.

g. During the school evaluation visit

There are two main tasks that the School Evaluation Team must complete during school visit: a) Completing School Evaluation, which is basically conducting an interview with the school principal and teachers using the standard School Checklist and Principal Interview guidelines (see section 3.3 for the tools and guidelines with examples for scoring), and b) conducting Classroom Observation, which is basically doing classroom observations using the standard checklist and guidelines (see section 3.4 for the tools and guidelines). The School Evaluation Team should decide who is to be responsible for each task. In each task, there must be at least two persons involved as a team.

Guidelines for completing School Evaluation Form

Standards, criteria and sub-criteria have been developed to assist the members of the school evaluation team who are responsible for completing the school assessment. The school assessment tool includes 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.

These standards, including what is expected under each of these standards, are described in Annex 1.

Scoring School Evaluation

Each standard (mentioned above) has four criteria and each criterion has four sub-criteria. Thus, there are altogether 96 sub-criteria in the School Evaluation Form. The sub-criteria are designed to measure level of school in each criterion using objective assessments. Accreditation team must collect documentary or other observable and verifiable evidence to confirm their assessments against each sub-criterion.

Assign either '1' or '0' as appropriate based on interviews/observation and documentary evidences

An Example of School Evaluation Form

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
(1)	(2)	(3)	(4)	(5)
STANDARDS 1: Leadership				
Criteria 1.1: The principal has very high expectations for students and teachers.				

Guiding question(s) to be asked to receive response on instructional days



Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>a. The principal ensures that a minimum of 180 instructional days are delivered and can provide documentary evidence.</p> <p>Interview Questions: How do you ensure your school reaches at least 180 instructional days? What evidence do you collect or store to demonstrate that 180 days occur?</p>	<p>-There is record of daily instruction for a minimum of 180 days in the year.</p> <p>-Records include whether the school was a half-day, full-day, day off or a special event (e.g. Women’s Day, Education Day, General Cleanup).</p> <p>-There is evidence that school was operational in all designated school days.</p>	1	<p>DOE + School calendar, all days marked, principal’s log of all days and events in each day.</p>	<p>Principal Interview & Photographs</p>

Documentary evidences to look for in order to confirm the response

Suggests about the tools to be used. For this sub-criterion, both interviews and photographs have to be taken

What is in the School Evaluation Form?

- 1) Column 1 in School Evaluation Form provides an information on Standards, Criteria and sub-criteria. In this example, the Standard is “1: Leadership”, Criteria is “1.1: The Principal has very high expectations for students and teachers”, and the Sub-criteria is 1.1.a “The principal ensures that a minimum of 180 instructional days are delivered and can provide documentary evidence”.
- 2) Immediately below the sub-criteria are some guiding questions provided to probe regarding actual instructional days that the school had delivered. In order to maintain consistency and comparability, it is expected that the same questions be asked in all schools.
- 3) In the second column, some examples are provided to look into documentary evidence to ensure that the school has indeed met the instructional days.
- 4) In the third column, evaluation team member is required to score the sub-criteria either ‘1’ or ‘0’ depending on whether the condition(s), as specified in the sub-criteria, is/are met or that the school produced documentary evidences. If the condition(s) is met, it should be scored as 1, and if not, it should be scored as ‘0’.
- 5) In the column 4, the evaluator should write a brief note about his/her impressions about evidences observed and the reason for giving 1 or 0.
- 6) Finally, in the fifth column, type of tools that should be used to complete the sub-criteria is specified. The evaluation team must complete those tools mentioned in this column.
- 7) In the text balloons, further steps and instructions are provided for easy reference.

How to use School Evaluation Form?

- 1) A prior meeting should be called at the respective SDOE to go through the School Evaluation Form and to discuss roles and responsibility of each member in the team, including a decision on who is doing the interviews, who is taking photographs, who is collecting documents and other evidences.
- 2) It is advised at least two members visit the school as a team and determine their roles and responsibilities.
- 3) There will be no paper and pencil used in school evaluation. Data collection in school evaluation will be done electronically. Each evaluation team member will be provided with a handheld device either an iPad or a Tablet as appropriate. Each member of the evaluation team will receive an orientation and brief training on how to use the device.



- 4) This device will come loaded with appropriate software to capture the evaluation data. The device will open exactly the same School Evaluation Form where evaluators should follow the instructions and input the data as appropriate. The device will also allow evaluators to seek help in case there's any confusion, including instant access to the full version of this manual.
- 5) Once the evaluation form is complete, the device will prompt to save the document. The saved document should be submitted to respective EMIS data managers at SDOE. The SDOE data managers will then transfer the saved files into EMIS database.
- 6) The device can be also used to take snapshot of documents and school's infrastructure, record verbal expressions, and also take notes, along with the evaluation forms.
- 7) The device will instantly generate Form B, which can be shared with the school principal if that is necessary.

Guidelines for completing Classroom Observation Form

Completing the classroom observation and determining score for school accreditation involves a sequence of activities for the observer and the teacher. These are:

- a. 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.
- b. A classroom observation during which the observer completes a running record of the main teacher and student activities that occur during the lesson.
- c. A short post-observation briefing by the observer on the main findings of the observation.
- d. The completion of an evaluation using the checklist provided.

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 (see Table 2 for the sample of a Running Record).

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 (see Chapter 3 for Forms and checklist).



Table 2: Sample Classroom Observation Running Record (Sample)

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>

Scoring Classroom Observation

There are five standards, 12 criteria, and has five sub-criteria in each criterion. Thus, there are altogether 60 sub-criteria in the Classroom Observation Form. The sub-criteria are designed to measure level of school in each criterion using objective assessments. Accreditation team must collect documentary or other observable and verifiable evidence to confirm their assessments against each sub-criterion.

An Example of Classroom Observation Form

Standard	Criteria	Sub-criteria	Source of Verification (Document(s)/evidence)	Yes =1 No=0
(1)	(2)	(3)	(4)	(5)
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 context.	a) There is evidence that National and State curriculum documents and guidelines are regularly used in planning		1
		b) There is a written program for all curriculum areas for a period of at least 4 weeks		0
		c) The program identifies major concepts and breaks them down into sequenced learning steps and appropriate learning activities		1
		d) Some learning objectives are integrated in themes or topics and the use of Information and Communications Technology is		0



		integrated		
		e) The program is linked to local events and seasonal activities		0
Criteria score				2

What is in the Classroom Observation Form?

- 1) Column 1 in Classroom Observation Form provides an information on Standards. In this example, the Standard is “1: Planning and Preparation”.
- 2) Column 2 in Classroom Observation Form provides an information on Criteria. In this example, the Criteria is “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 context”.
- 3) Column 3 in Classroom Observation Form provides an information on Sub-criteria. In this example, the Sub-criteria is 1.1.a “There is evidence that National and State curriculum documents and guidelines are regularly used in planning”.
- 4) In the fourth column, some examples are provided to look into documentary evidence to ensure that the school has indeed regularly used National and State curriculum in the planning and program preparations.
- 5) Finally, in the fifth column, evaluation team member is required to score the sub-criteria either ‘1’ or ‘0’ depending on whether the condition(s), as specified in the sub-criteria, is/are met and that the school produced documentary evidences. If the condition(s) is met, it should be scored as 1, and if not, it should be scored as ‘0’.

How to use Classroom Observation Form?

- 1) As with the School Evaluation Form, the evaluation team should go through the Classroom Observation Form prior to their school visit and should clarify roles and responsibility of each member in the team.
- 2) As with the School Evaluation Form, there will be no paper and pencil used in Classroom Observation, except for taking note on running records(until it is developed and loaded in the device). Data collection in school evaluation will be done electronically. Each evaluation team member will be provided with a handheld device either an iPad or a Tablet as appropriate. Each member of the evaluation team will receive an orientation and brief training on how to use the device.
- 3) This device will come loaded with appropriate software to capture School Observation data. The device will open exactly the same School Observation Form where evaluators should follow the instructions and input the data as appropriate. The device will also allow evaluators to seek help in case there’s any confusion, including instant access to the full version of this manual.
- 4) The evaluation team is expected to observe two classrooms. Use two separate forms marked as ‘Observation #1’ and ‘Observation #2’ for each observation. Follow the same scoring method for each observation.
- 5) Once the observation form is complete, the device will prompt to save the document. The document must be saved in the designated folder in the device. NOTE: failing to save the work may result losing all the data.

h. After the school evaluation visit



When both school evaluation and classroom observations have been completed, one of the key person of the State School Evaluation Team must ensure that the information recorded in the tablet are correctly entered and are saved in appropriate folder.

Saved datafiles must be handed over to the Data Manager at respective SDOE. The Data Manager will generate Schools Accreditation Report for the State DOE. The report will include summary of school’s accreditation status by level of performance and also details on individual school, i.e., Form B for every school.

The SSET, together with State Director of Education, should review the report including Form B of each school carefully. Upon satisfactory review, State Director of Education should sign and forward Phase One Accreditation Report together with Form B to the Secretary of Education by May 15th and June 15th of each school year for main islands and outer/remote islands respectively.

A second copy of the Phase One School Accreditation report, especially the Form B 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 Phase Two. Schools placed under Special Measures will require support from the State Department of Education in drawing up a turnaround plan.

Determination of School’s Level in the First Phase.

Once the School Evaluation Form (see section 3.1) and the Classroom Observation Form (see section 3.3) is completed, all scores are aggregated by each standard as well as an overall score for the school shall be obtained. These are all computed automatically and a summary table is self-generated (see section 3.2 and 3.4) for both School Evaluation and Classroom Observation.

Scoring and determination of level (School Evaluation Form)

a) Scoring

- i. Each sub-criterion should be scored either 1 or 0.
- ii. Since there are six Standards, each Standards has four Criteria, and each Criterion has four Sub-criteria; the maximum score any school can receive is (6x4x4) 96.
- iii. Similarly, the maximum score any school can receive in each Standard is (1x4x4) 16.

b) Determination of levels in each Standards

- i. Since maximum score in each Standard is 16, above 50% (of the maximum score) is taken as the benchmark for schools to meet for the accreditation at Level 2. Any score at 50% or below is considered not meeting the minimum benchmark and hence is placed at Level 1. In other words, following matrix shall be used to determine the Level for each Standard:

Level	Score range	Logic
Level 1	0 – 8	50% or less
Level 2	9- 12	51 - 75%
Level 3	13 – 14	76 -90%
Level 4	15 and above	Above 90%



Standards	Obtained Score (example)	Determination Level for each Standard
Standard 1	6	Level 4
Standard 2	12	Level 2
Standard 3	7	Level 1
Standard 4	12	Level 2
Standard 5	12	Level 2
Standard 6	13	Level 3

Scoring and determination of level (Classroom Observation Form)

a) Scoring

- i. Each sub-criterion should be scored either 1 or 0.
- ii. Since there are five Standards and altogether 12 Criteria, and each Criterion has five Sub-criteria; the maximum score any school can receive is (12x5) 60.
- iii. However, the maximum score in each Standard varies due to the difference in number of Criterion in each Standard. As such the following table describes about maximum score in each Standards:

Standards	# Criteria	# Sub-criteria	Maximum Score
Standard-1	2	5	10
Standard-2	4	5	20
Standard-3	4	5	20
Standard-4	1	5	5
Standard-5	1	5	5

b) Determination of levels in each Standards

- i. Same logic as with the School Evaluation will be applied here. Any score at 50% or below is considered not meeting the minimum benchmark and hence is placed at Level 1. Following matrix shall be used to determine the Level for each Standards:

Standards	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Maximum Score	10	20	20	5	5
Level 4	10	19 and above	19 and above	5	5
Level 3	8-9	15-18	15-18	4	4
Level 2	6-7	11-14	11-14	3	3
Level 1	Below 6	Below 11	Below 11	Below 3	Below 3
Obtained Score (from the example)	6	13	17	4	4
Determination	Level 2	Level 2	Level 3	Level 3	Level 3

- ii. Since there will be two classroom observations, the lowest score of the two observations shall be considered for determining the Level.

Weightage and Determination of Overall Level

- a. School Evaluation scores is assigned 90% of the value and Classroom Observation is assigned 10% of the score. In other words, School Evaluation has a maximum score of 96 which will be 90% of the total value and Classroom Observation has a maximum score of 60, which will be counted as 10% of the total value.
- b. Hence for School Evaluation, the total obtained score shall be multiplied by a factor of $(90/96) = 0.9375$. Similarly, for Classroom Observation, the total obtained score shall be multiplied by a factor of $(10/60) = 0.166667$
- c. In the example below the methods of obtaining final score using the weightage is calculated. However, these calculations will be done by the system.

Form	Obtained score	Multiplier	Final score
	(a)	(b)	(a x b)
School Evaluation	72	0.9375	67.5



Classroom Observation	44	0.166667	7.3
Total Score	156		74.8
Determination of Overall Level			Level 2

Level	Score Range	Meaning	Awards/Measures
Level 1	0 – 50	Not meeting the standards	Special Measure
Level 2	51- 75	Meeting minimum Standards	National Certificate of Accreditation
Level 3	76 – 90	Meeting the benchmark	National Special Certificate of Achievement
Level 4	Above 90	Exceeding the benchmark	National Special Certificate of Achievement

2.1.2 Phase Two: School Self-Study and Certification

School Self-Study

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

The core activity in the School Self-Study is planning and implementation of strategies to correct any inefficiencies identified during Phase One evaluations. In addition, the Self-Study enables schools to focus on improving specific areas (Sub-criteria) as determined in the Form B.

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

The National Department of Education has already produced statutory guidelines for School Improvement Planning. These guidelines can be obtained from (<http://national.doe.fm/index.php/documents/ndoe-documents?view=download&fileId=728>) 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 Phase 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 Phase 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.

Schools that progress from Phase One to Phase Two of the FSM-SAS, especially those that are placed at Level 2 or above in Phase One, should complete School Self-Study by 15th July for the main islands and 15th of August for outer islands and submit it to the State Director of Education. Upon approval, the State



Director of Education shall forward a copy of School Self-Study to the Secretary of Education, with recommendation for certificate of accreditation as appropriate. The Secretary of Education shall issue relevant Certificate of Accreditation.

Certificate of Accreditation

The Secretary of Education shall issue a National Special Certificate of Achievement to elementary and secondary schools that exceed 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 two years from the date of its issuance. Although the certificate is valid for two 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 that meet the minimum accreditation standards and which have completed a School Self-Study. A National Certificate of Accreditation shall be valid for a period of two years from the date of its issuance. Schools that have been awarded a National Certificate of Accreditation will be evaluated and must complete a self-study every year.



Chapter 3: School Evaluation FORMS and Templates



3.1 School Evaluation Form (With examples)

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
STANDARDS 1: Leadership				
Criteria 1.1: The principal has very high expectations for students and teachers.				
<p>a. The principal ensures that a minimum of 180 instructional days are delivered and can provide documentary evidence.</p> <p>Interview Questions: <i>What evidence do you collect or store to demonstrate that 180 days occur?</i></p>	<ul style="list-style-type: none"> -There is record of daily instruction for a minimum of 180 days in the year. -Records include whether the school was a half-day, full-day, day off or a special event (e.g. Women’s Day, Education Day, General Cleanup). -There is evidence that school was operational in all designated school days. 	1	DOE + School calendar, all days marked, principal’s log of all days and events in each day.	Principal Interview & Photographs
<p>b. 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).</p> <p>Interview Questions: Name all the subjects taught at your school; What classes are offered to each grade level and time allotment for each class and grade? <i>How do you ensure that each school day reaches the mandatory number of instructional hours? Are all four core subject areas (English, Math, Science, Social Studies) taught every day?</i></p>	<ul style="list-style-type: none"> -Evidence that classes were run in full duration meeting the prescribed hours of instruction in each school day. -Each class period in the accreditation visit demonstrated the bell was rung on time -Documentation for instructional hours demonstrate that the mandatory number are delivered 	1	Schedule demonstrates mandatory hours are exceeded; visitation day aligned with schedule; principal’s log consistent with schedule.	Principal Interview & Photographs
<p>c. Corporal punishment is not allowed.</p> <p>Interview Questions: <i>What is your school’s policy on corporal punishment? What kind of procedures do you have in place in the event a corporal punishment incident occurs? Please show me a case file</i></p>	<ul style="list-style-type: none"> -There is no record of corporal punishment but procedures to record and deal with it exist. OR -If there are records of corporal punishment, the above-mentioned procedures were followed. -There is documentation that the school is aware of this policy & law. 	1	Detailed policy and procedures, but when asked if events occurred advised “no”—no logs of events, advised no events exist.	Principal Interview & Photographs

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>d. Students are responsible and student behavior is very orderly and respectful towards adults and other students.</p> <p>Interview Questions:</p> <p><i>How do you measure student behavior at your school? How do you ensure that students are responsible and student behavior is orderly and respectful? What student leadership programs do you have in your school? What are your expectations for your students? What have you done to those who do not meet your expectations?</i></p>	<ul style="list-style-type: none"> -Posted principal’s expectations or classroom rules for students’ behavior in every classroom -During classroom observations, the running record document demonstrates student behavior is respectful and orderly -Documentation exists wherein the principal intervenes with student behavior issues. -The school has some means rewarding positive behavior and consequences for negative behavior. -During the accreditation visit, the principal modeled good behavior, the teachers modeled good behavior, and students were respectful towards adults and other students. 	1	Detailed log forms of student behavior. Behavior charts in rooms; evidence of quarterly awards for academic achievement, attendance, and behavior.	Principal Interview & Photographs & Classroom Checklist
Criteria 1.2: The principal has a clear philosophy of education and is an expert in curriculum and instruction.				
<p>a. The principal manages a program of teacher collaboration for instructional planning.</p> <p>Interview Questions:</p> <p><i>How do you manage instructional planning collaborations with your teachers? Do your teachers plan together or by themselves? Do you have any program of teacher collaboration for instructional planning? If yes, can you show me all the files you have on one of these programs?</i></p> <p><i>If the answer to the first question is a “no” automatic zero (0).</i></p>	<ul style="list-style-type: none"> -During the accreditation visit interview, the principal demonstrated a deep understanding of what his/her teachers were teaching and how they were doing -The principal conducts or contributes to workshops on curriculum and instruction -Regular meeting with school teachers are held to build collaboration among them. -Evidence of meeting attendance. 	1	Thursday afternoon is Lesson Plan time, teachers collaborate. Quarterly Open Class activities. Weekly meetings occasionally inclusive of lesson planning, and reflections.	Principal Interview & Photographs
<p>b. The principal conducts weekly planning meetings with teachers and staff to develop and review curriculum, syllabi, programs of study, and lesson plans.</p> <p>Interview Questions:</p> <p><i>? What sort of documentation do you have to support that those meetings took place and were attended?</i></p>	<ul style="list-style-type: none"> -Weekly planning meetings are held to develop instructional plans and class assignments. -Physical and/or electronic copies of teachers’ syllabi/lesson plans are documented. -Evidence of meeting attendance 	1	Weekly meetings are primarily “Mostly LP reflections via the curriculum,” advised the principal, though agenda demonstrate unique discussions each week.	Principal Interview & Photographs

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>c. The principal ensures that there is continuity and progression among students between grades in the school.</p> <p>Interview Questions:</p> <p><i>How do you ensure there is continuity and progression between grades throughout your school?</i></p>	Evidence of student enrollment, retention, and percent of student progressing from one grade to the other in last year's annual examination.	1	Principal has a record and agenda list of meeting teachers 1v1 on multiple occasions to discuss the scope and sequence and LPs, plus observations and staff meetings	Principal Interview Photographs & classroom checklist
<p>d. The Principal has a written Educational Philosophy (School vision and mission) posted in his/her office and all classrooms.</p>	- Principal's Philosophy (School vision and mission) is well written and is document as well as posted in every classroom and in the office.	1	There is a philosophy of education in the office and all classrooms. "I have a checklist that I use at the start and middle of the year," the principal advised, "that helps me track which documents I need in each classroom."	Photographs & Classroom Checklist
Criteria 1.3: The principal is involved in a program of continuous professional development and appraisal by supervisors, board members or peers.				
<p>a. The principal keeps up to date with innovations in education.</p> <p>Interview Questions:</p> <p><i>How do you keep up to date with innovations in pedagogy, curricula, and other developments in education?</i></p>	<ul style="list-style-type: none"> - Evidence of principal attending DOE-mandated meetings -Evidence of principal involved in professional development -Evidence of the principal joining a professional organization, subscribing to education-related periodicals or email lists, or relationships with school systems abroad 	1	Principal's Academy w/ PREL in PNI and Kosrae, internet site lists, the Peluhs interviews (cited Sapwalap interview)	Principal Interview & Photographs
<p>b. The principal creates many opportunities for teachers to engage in continuous professional development activities.</p> <p>Interview Questions:</p> <p><i>What kinds of professional development opportunities do you create for your teachers? How many teachers engage in professional development workshops at your school each year? What kind of records do you maintain to track professional development?</i></p>	-Attendance sheets and/or meeting notes of monthly professional development meetings (led by principal, master trainer/teacher, DOE specialists, COM, and other training providers)	1	Quarterly Open Class workshop,s SDOE workshops, JICA workshops on Math (Kasuo)	Principal Interview & Photographs

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>c. The principal mentors teachers and conducts formal and informal training at the school.</p> <p>Interview Questions: <i>How do you conduct formal and informal training at your school?</i></p>	Evidence of number of such mentoring and training programs conducted in the school in that year with an aim to build teacher's capacity.	1	1v1 meetings, staff meetings, observations	Principal Interview & Photographs
<p>d. The principal is evaluated annually by their supervisor/s</p> <p>Interview Questions: <i>Can we see documentation demonstrating that you have been evaluated by your Chief, Superintendent, school administrators or Supervisor?</i></p>	- Evidence of principal's evaluation by his/her supervisor. Was it strongly positive or negative?	1	The first annual evaluation by SDOE was April 2017	Principal Interview & Photographs
Criteria 1.4: The principal conducts a regular program of teacher performance appraisals.				
<p>a. There are regular, structured classroom observations and written reports are produced.</p> <p>Interview Questions: <i>How often do you formally observe each classroom teacher in a given academic year? How often do you informally observe teachers in a given academic year?</i></p>	-Evidence of observation forms that each teacher is being formally observed per SDOE policy. -Evidence that each teacher is also being informally observed per SDOE policy.	1	All teachers have been formally and informally observed at least once this academic year. A schedule exists for more observations in February and March.	Principal Interview & Photographs
<p>b. Feedback on observations is constructive and designed to improve teaching and learning.</p>	-Evidence that written feedbacks is provided to ALL teachers based on what was observed and focusing on the following: Areas of strengths and weaknesses. Strategies or skills areas to improve. -Evidence that a follow up plans and strategies for improvement was discussed and agreed with the teacher.	1	Feedback is mostly constructive and designed to improve teaching and learning. It's worth mentioning that much of the feedback is in vernacular, though this is not against any given policy	Principal Interview & Photographs
<p>c. The principal coaches teachers and conducts model lessons where necessary.</p>	-Evidence of the principal conducting model lessons and/or discussing the issue at staff meetings.	1	Staff meetings, workshops mentioned above. Principal lead the first Open Class.	Principal Interview & Photographs

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>d. The principal encourages teachers to evaluate their own performance based on student learning outcomes.</p> <p>Interview Questions: <i>How do you encourage your teachers to reflect on their own performance? What documentation do you keep that demonstrates this?</i></p>	-Evidence of teacher self-evaluation and its reflections in shown un their lesson plans.	1	Meeting agendas and signature pages demonstrate that the principal encourages self-reflection. The principal uses a Self Reflection form in addition to the self-reflection component of lesson plans.	Principal Interview & Photographs
TOTAL SCORE (STANDARD 1: Leadership)		16		
STANDARDS 2: Teacher Performance				
Criteria 2.1: At least 75% of observed teachers prepare standardized long, medium or short-term lesson plans that provide adequate guidance for teaching and learning activities.				
<p>a. Plans include appropriate learning activities including differentiated activities for different learners, including those with IEPs, for at least 75% of teachers observed (all teachers are observed).</p> <p>Interview Questions: <i>When do you collect lesson plans? What is your process of reviewing them and checking for differentiated instructional activities within them?</i></p>	-Of five reviewed lesson plans for each teacher, all demonstrate more than one type of instructional activity (Core Subjects)	1	6/8 teachers had plans that include appropriate learning activities	Principal Interview & Photographs & Classroom Checklist
<p>b. All Plans include sequenced, measurable learning objectives from the National and/or State Curricula for at least 75% of teachers observed (all teachers are observed).</p>	-Of five reviewed lesson plans for each teacher, all five include SMART goals and objectives tied into the curriculum (Core Subjects)	1	7/8 teachers had SMART or ABCD objectives, but one did not have the Degree component of ABCD in the objective	Principal Interview & Photographs & Classroom Checklist
<p>c. Assessment is planned and integrated into lessons and is based on observable and measurable criteria.</p>	-Of five reviewed lesson plans for each teacher, all assessment is integrated and based on measurable criteria (Core Subjects)	1	Of at least five reviewed lesson plans for each teacher, assessment is clearly planned and integrated based on the Pohnpei Department of Education's scope and sequence	Principal Interview & Photographs & Classroom Checklist

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
d. Student assessment records are used for planning purposes.	-During weekly lesson planning meetings/appropriate staff meetings, there is evidence of student assessment informing lesson planning	1	7/8 teachers had documentation demonstrating that student assessment records, e.g. their unit test score, was used for planning future lessons.	Principal Interview & Photographs & Classroom Checklist
Criteria 2.2: All teachers create high quality classroom learning environments.				
a. The classrooms and other teaching areas are rich in print and visual displays that are related to the current learning objectives. Interview Questions: <i>What, in your opinion, is a high quality classroom learning environment? Do all of your classrooms meet your expectation of a high quality classroom? Why or why not?</i>	-Bulletin boards and classroom displays are relevant to class activities (e.g. a class that teaches the water cycle has water-cycle related content displayed)	1	8/8 classrooms are rich in print and visual displays, e.g. the 8th grade classroom has appropriate science and social studies posters	Principal Interview & Photographs & Classroom Checklist
b. There are designated areas of the classrooms with topical displays.	-Each classroom contains reading corners/learning centers -Each classroom's displays are organized in a designated area	1	Every classroom has some sort of designated area with topical displays	Principal Interview & Photographs & Classroom Checklist
c. Book corners or activity centers have appropriate learning materials. Interview Questions: <i>Do all of your classrooms having learning centers, book corners, etc? Are there any classrooms you are particularly proud of at your school, or classrooms you think may need some work?</i>	- Evidence that each book corner or activity centers have grade-specific adequate and appropriate learning material.	1	Every classroom has a reading corner, learning center, both, or an equivalent	Photographs & Classroom Checklist

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
d. A wide range of student work of very high quality is neatly displayed and clearly labeled.	-Student work is displayed -Student work ranges from knowledge to evaluation-type questions on Bloom's Taxonomy	1	Every classroom has a range of student work posted, from projects and posters to quizzes and essays. The observers noted the essays posted, even in earlier grades, had open questions, encouraging higher-order thinking.	Principal Interview & Photographs & Classroom Checklist
Criteria 2.3: All teachers manage their time effectively to maximize students' learning opportunities.				
a. All observed lessons start and finish on time.	-All classes during the accreditation visitation day, from the start of school to the end of school, begin and finish on time	1	Classes started and finished on time but one teacher's lesson overlapped into the time of another lesson, i.e. one class had more time than a second class for one teacher	Classroom Observation & Classroom Checklist
b. Students are on-task and engaged in learning activities for most of the lesson time.	-Classroom Observation Running Records demonstrate students are on-task and engaged for most of the lesson time	1	Classroom observations demonstrated that students were on task and engaged in learning activities for most of the lesson time.	Classroom Observation & Classroom Checklist
c. A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs.	-Lesson plans demonstrate a variety of instructional activities/differentiated instruction -Classroom Observation Running Records demonstrate differentiated instruction/variety of instructional activities	0	Some teachers were doing this, but others were not—most were, but 2 were not.	Classroom Observation & Classroom Checklist
d. Student work demonstrates higher-order thinking, inquiry, observation, analysis and problem solving skills.	-There is displayed student work that demonstrates higher-order thinking, inquiry, observation, analysis, and problem-solving skills -Student portfolios demonstrate the above	1	Student work was posted in every classroom that demonstrated higher-order thinking skills, e.g. research on science, posted essay questions—observers had to think about the answers	Classroom Observation & Classroom Checklist
Criteria 2.4: All teachers actively participate with enthusiasm in a school-based appraisal program.				
a. All teachers, individually or in groups, reflect upon and evaluate their performance.	-Of five teacher lesson plans reviewed, all five have comments in the <u>Self-Reflection section</u>	0	Two teachers conduct self-reflection, but teachers advised that reflections are with the principal	Classroom Observation & Classroom Checklist

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
b. All teachers participate in professional development and are certified by National Department of Education.	-There is evidence of all teachers participating in professional development (e.g. meetings with PDOE, NDOE, COM, and other training providers.) -There is evidence that all teachers have been certified	1	Classrooms have teacher credentials/PD logs posted, trainings and certificates, etc.	Photographs & Classroom Checklist
c. Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children's learning outcomes.	-Of five teacher lesson plans reviewed, all five have comments in the Self-Reflection section -There is evidence of other written evaluations of lesson effectiveness (e.g. meeting notes on lesson planning)	0	The principal's office has samples of teacher reflections on the lesson plan form, and the school's own long-form reflection form, but there is insufficient evidence that all—or even most—teachers conduct this, i.e. 4/8 have such documentation.	Photographs & Classroom Checklist
d. All teachers engage in a formal means of peer observation.	-There is evidence of teacher involvement in an organized school-based appraisal program including peer observations.	0	It was advised that teachers have an Open Class, but they only did one cluster so far this academic year	Photographs & Classroom Checklist
TOTAL SCORE (STANDARD 2: Teacher Performance)		12		
STANDARD 3: Data Management				
Criteria 3.1: Comprehensive and accurate school data is collected on a regular schedule.				
a. Comprehensive and accurate school data is collected on a quarterly schedule. Interview Questions: <i>Let's review the Data Checklist together—these are the kinds of data we're looking for. Can you demonstrate that you collect all of these data?</i>	-School data as indicated on the Data Checklist is collected on a regular schedule (e.g. daily, weekly, monthly, etc.) -School data is verifiably accurate	0	For students enrollment, attendance, exit, disabled; for teachers demography, attendance, exit;	Principal Interview & Photographs & Data Checklist
b. Daily attendance data for students and teachers is collected to produce daily, weekly, quarterly and annual reports for individuals, classes and the whole school. Interview Questions: <i>How do you record daily attendance for students and teachers?</i>	-Daily attendance data is collected -Daily, weekly, and annual percentages are available for students, teachers, classes, and the whole school	1	Student and staff attendance are computed to demonstrate average-daily attendance quarterly, monthly, and annually. 5% of students are absent on a given day, 2% of teachers are absent on a given day (e.g. one absence in a week)	Principal Interview & Photographs & Data Checklist

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
c. Reports for the last three years or more are available.	-At least three academic years' worth of data is available	1	SIP data present has 3+ year trends	Principal Interview & Photographs & Data Checklist
d. Action, per school policy, is taken early to address attendance and/or drop-out issues, and no student in the mandatory education range drops out of formal education.	-There is written documentation on actions taken to address student/teacher attendance or drop-out issues	0	Records demonstrate that forms exist but one teacher with 12 absences has not been notified; student notification forms exist; 3 students dropped out younger than 16, no action taken	Principal Interview & Photographs & Data Checklist
Criteria 3.2: All school data is centrally located and carefully filed.				
a. All SDOE-mandated school data files are backed-up or duplicated and are securely held, including IEPs.	-All school data is centralized in the principal's office or designated data office AND/OR -All school data is centralized on a specific desktop or portable hard-drive (multiple redundant drives is better) -Each document exists in more than one location (including the SDOE itself) -Each document is in a secured room or a secured computer (including the SDOE itself)	0	There is no file for students—all other files exist, but student files are with teachers, i.e. data is not centralized	Photographs & Data Checklist
b. All data is checked, cleaned and updated at least weekly.	-All school data is verifiably checked, cleaned, and updated once per week	0	SDOE database information is not consistent with school-site information, e.g. student transfer, # of regular and IEP, some students not identified as regular or IEP	Photographs & Data Checklist
c. Data is provided to the Department of Education by September 15th in either electronic or hardcopy format.	-All school data that is provided to the SDOE is provided both electronically and/or physically -All school data that is provided to the SDOE is within the SDOE's deadline schedule	1	Data was provided via soft-copy	Photographs & Data Checklist
d. All school data is centrally located and accessible in the principal's office or other designated common area. (Resource room for IEP files).	-If there are students with IEPs, the IEPs are carefully filed -IEPs are consulted by relevant teachers -IEPs are updated as necessary	0	Data is not centralized, all student files with teachers (e.g. report cards, immunization records, etc.)	Photographs & Data Checklist

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
Criteria 3.3: All student performance data, including classroom assessment, teacher observations, student portfolios and test data, is analyzed by all teachers during regular assessment meetings to identify individual students' strengths and weaknesses, including students with IEPs.				
<p>a. Scheduled assessment meetings are held by teacher teams at least once per quarter, with said meetings analyzing assessment results.</p> <p>Interview Questions: <i>How often do you and your staff hold assessment meetings? What documentation do you have to demonstrate that those meetings result in teachers adapting their strategies to meet individual student needs?</i></p>	-Evidence of regular (quarterly, monthly, or weekly) teacher meetings to discuss assessment	1	There are documents showing meetings, agendas, and participants, e.g. discussions on NMCT, SBA, and NSTT, meeting minutes show quarterly reflections on student report cards/GPAs	Principal Interview & Photographs & Data Checklist
<p>b. Classroom assessments (e.g. quarterly exams, quizzes, etc.) are analyzed and used by teachers to adapt their teaching strategies and programs to meet individual student needs.</p>	-Evidence of data analysis on classroom assessment is used by teachers to adapt their teaching to student needs (can be confirmed in teacher interviews and assessment meeting minutes) -Based on report cards, teachers identify students who are average/at-risk etc., who needs to repeat a lesson vs who excels at it, who might benefit from a retest vs who has mastered the test	0	Raw data exists, but no evidence of analysis of said raw data. There were pre-tests and end of quarter summaries, but no analysis.	Principal Interview & Photographs & Data Checklist
<p>c. Standardized Tests and/or Standards-based assessment data (e.g. NMCT, COMET, etc.) are analyzed and used by teachers to adapt their teaching strategies and programs to meet individual student needs.</p>	-Evidence of data analysis on standardized test and/or standards-based assessment data is used by teachers to adapt their teaching to student needs (can be confirmed in teacher interviews and assessment meeting minutes)	1	NMCT data is analyzed within the SIP and in a separate document, and assessment meeting minutes discuss the NMCT, SBA, and NSTT results.	Principal Interview & Photographs & Data Checklist
<p>d. Teacher observations and student portfolios are analyzed and used by teachers to adapt their teaching strategies and programs to meet individual student needs.</p>	-Evidence of data analysis on teacher observations and student portfolios are used by teachers to adapt their teaching to student needs (can be confirmed in teacher interviews and assessment meeting minutes)	0	Not all teachers identify student strengths and weaknesses; only cluster meetings for lower grades. There are teacher observations which discuss student strengths and weaknesses	Principal Interview & Photographs & Data Checklist
Criteria 3.4: An extensive collection of school data is used to guide all management decision making.				

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>a. An extensive collection of school data is used to guide all management and resource decision making, with at least two examples given during the Principal Interview of decisions made because of data.</p> <p>Interview Questions: <i>Can you describe how you use data to make resource-based decisions, such as how you prioritize your budget and how you determine how teachers and classrooms get resources?</i></p>	<p>-Evidence of data in resource decision making (e.g. if there is only one projector, what's the process for staff being able to use it?, if the school's budget is X dollars but Y dollars are what's necessary, how does the school prioritize their spending?)</p>	1	<p><i>Principal uses demographic information and teacher attendance to select Teacher of the Year; based on student: teacher ratio, two teachers were transferred to Nett</i></p>	<p>Principal Interview & Photographs</p>
<p>b. A full range of student performance and attendance data, including findings from surveys, is shown and used in the School Improvement Plan.</p>	<p>-The School Improvement Plan includes multiple datasets and data sources</p>	1	<p><i>The SIP includes a full range of student performance and attendance data</i></p>	<p>Principal Interview & Photographs</p>
<p>c. Data analysis is used by the principal to support teacher deployment, with at least two decisions expanded upon during the Principal Interview.</p> <p>Interview Questions: <i>Using at least two examples, can you expand on how you use teacher certification results, observation results, NMCT and/or NSTT results, educational backgrounds, and annual evaluation results to determine which teacher teaches a given grade or subject?</i></p>	<p>-Evidence of data supporting management decisions (e.g. if Sherlynn is teaching mathematics, there are NSTT results cited), e.g.:</p> <ul style="list-style-type: none"> • Teacher's certification results; • Observation results; • NMCT and/or NSTT results; • Educational background and specializations ; and/or • Annual evaluation results; are used to determine teacher placement 	0	<p><i>The principal does not have evidence of data analysis to support his managerial decisions in the realm of teacher deployment</i></p>	<p>Principal Interview & Photographs</p>

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>d. Data analysis is used by the principal to support student placement, in the classroom, for extracurricular activities, for consideration in special education, etc., with at least two decisions expanded upon during the Principal Interview.</p> <p>Interview Questions: Using at least two examples, can you expand on how you student performance data, student behavior data, and student attendance data to determine how students at your school are placed in particular sections, extracurricular activities, consideration for special education programs, etc?</p>	<p>-Evidence that student placement are based on the analysis of student performance data. e.g.</p> <ul style="list-style-type: none"> • If Richard is in mathematics tutoring, it's because his GPA is low; • If Richardleen has an interest in volleyball and a sufficient GPA she can join the volleyball team; and/or • If Richardson demonstrates significantly below average performance he can be considered for placement in special education 	0	The principal does not have evidence of data analysis to support his managerial decisions in the realm of student placement	Principal Interview & Photographs
TOTAL SCORE (STANDARD 3: Data Management)		7		
STANDARDS 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes				
Criteria 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.				
<p>a. Written school policy states that English Language Arts, Vernacular Language Arts, Mathematics, Social Studies, and Science are taught throughout the school in accordance with the National Curriculum and/or State Curriculum.</p> <p>Interview Questions: What written policies do you have at your school regarding the use of the national and/or state curriculum?</p>	<p>-Evidence of a written policy that the school follows the National Curriculum exclusively OR -Evidence of a written policy that the school follows the State Curriculum exclusively</p>	1	Posted SLOs and Scope and Sequence of all core subjects in the principal's office. A 1993 policy exists at the school, accreditation mandates are posted on the walls	Principal Interview & Photographs
<p>b. All observed lesson plans are based on the National or State Curriculum Standards, Benchmarks and Student Learning Outcomes.</p>	<p>-Evidence of lesson plans following the National Curriculum exclusively OR -Evidence of lesson plans following the State Curriculum exclusively</p>	1	There is sufficient evidence that observed lessons follow the Pohnpei State curriculum guides, i.e. all of them cited the scope and sequence	Photographs & Classroom Checklist
<p>c. Classroom schedules follow the National and/or State adopted Core Classes.</p>	Evidence that the classrooms follow the adopted Core Classes.	1	Posted class schedules in all classrooms	Photographs & Classroom Checklist

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
d. All observed lesson plans in 2.1 include the SDOE-required components.	Evidence that the lesson plans include SDOE required components	1	All classrooms use the SDOE Lesson Plan form	Photographs & Classroom Checklist
Criteria 4.2: Student performance data shows that the vast majority of students reach Competent or Minimum Competent levels on the NMCT and pass other State-mandated exams.				
a. Whole assessment benchmark data in all tested Mathematics NMCTs show 50% as their average benchmark score or a 2%+ increase compared to the previous year.	- The NMCT result at the school shows at least 50% of benchmarks are at competent or minimum competent levels OR -The NMCT result at the school shows a 2%+ increase compared to the previous year	0	While 6th and 8th grade benchmark scores have improved, 4th grade dropped by far more than 2%	Data Checklist
b. Whole assessment benchmark data in all tested English Language Arts NMCTs show 50% as their average benchmark score or a 2%+ increase compared to the previous year.	- The NMCT result at the school shows at least 50% of benchmarks are at competent or minimum competent levels OR -The NMCT result at the school shows a 2%+ increase compared to the previous year	1	Benchmark scores in all reading NMCTs did improve by the target goal of 2%, though it is worth noting that the IQBE target of 50% is not yet met	Data Checklist
c. The average student score in all tested Mathematics NMCTs show 50% as their average student score or a 2%+ increase compared to the previous year.	- The NMCT result at the school shows the average student score is at least 50% of questions correct OR -The NMCT result at the school shows the average student score had a 2%+ increase compared to the previous year	0	4th grade math does not demonstrate an improvement—it went down, although 6th and 8th grade math did improve by 2% or more	Data Checklist
d. The average student score in all tested English Language Arts NMCTs show 50% as their average student score or a 2%+ increase compared to the previous year.	- The NMCT result at the school shows the average student score is at least 50% of questions correct OR -The NMCT result at the school shows the average student score had a 2%+ increase compared to the previous year	1	6th and 8th grade reading comprehension scores improved in 2017 vs 2016 by 2% or more, and also exceed the 50% goal in the 2023 goal in the IQBE	Data Checklist
Criteria 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.				

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
a. All students in all grades have their own copies of modern (and/or any) textbooks and/or relevant resources to support the benchmarks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies.	-Evidence of (a comprehensive list showing) each student having access to their own textbook for each core subject (e.g. if 26 students in one period take ELA, there are 26 books) AND/OR -Evidence of relevant resources that support the benchmarks in the core subjects (e.g. solar/digital library, flash-drives/portable hard-drives with resources, etc.)	0	Not all students have a textbook for every grade, with a particular lack of social studies textbooks	Photographs & Classroom Checklist
b. All textbooks available at the school 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.	-Evidence of textbooks aligned to the correct grade level -A comprehensive textbook list incorporating every textbook and assigned grade-level on campus	1	Textbooks used are as assigned/approved by the State Department of Education	Photographs & Classroom Checklist
c. Students have access to additional resources, including on-line resources, in a well-stocked library, and/or traditional knowledge for schools.	-There is a library on campus -The library has an internet connection -The library has relevant materials for the school's grade levels	1	There is a library, though internet connection does not yet exist there	Photographs & Classroom Checklist
d. All teachers have a Teacher's Guide/Teacher's Edition for all grades and core subject areas taught.	-All teachers have a teacher's guide edition for their core subject textbooks	0	Not all teachers have a teacher's guide	Photographs & Classroom Checklist
Criteria 4.4: A full timetable of extra-curricular academic, sports, cultural, civic and community activities are conducted after school for both boys and girls.				
a. At least two extra-curricular academic and/or sports activities are conducted after school for both boys and girls. Interview Questions: <i>What kinds of extracurricular activities are on offer at your school?</i>	Each extracurricular activity has documented rules -Extracurricular activities do not discriminate against boys or girls	1	There are volleyball games/tournaments and basketball games/tournaments, and tutoring	Principal Interview & Photographs
b. The school informs students of, and promotes cultural, civic and community activities. Interview Questions: <i>How does your school promote cultural and community activities?</i>	-Documentation, such as a list of participants, assigned classwork or homework re: cultural and community activities, state events that the school participates in e.g. Cultural Day or Constitution Day events, a poster or agenda marketing an activity etc., shows that the school informs students of activities afterschool, e.g. weaving, carving, dancing, chanting, feasts,	1	A community member from U promoted teaching chants and traditional dances	Principal Interview & Photographs

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
c. Students have received awards for extra-curricular activities from local and/or international bodies and organizations.	-Evidence of students receiving awards, either from local organizations (e.g. Public Health, TSP, School-based awards) or international organizations (e.g. IOM, SCRIPPS Spelling Bee)	1	<i>Student award certificates are posted in the office</i>	Principal Interview & Photographs
d. Values such as fair play and healthy lifestyles are promoted.	-Rules promoted fair play and healthy lifestyles	1	<i>Rules and regulations for sporting events are posted and followed</i>	Principal Interview & Photographs
TOTAL SCORE (STANDARDS 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes)		12		
STANDARDS 5: School Campus, Classrooms and Facilities				
Criteria 5.1: The school has a written maintenance and facilities development plan.				
a. The school has a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance. Interview Questions: <i>Has your school developed a written maintenance plan and facilities development plan? What documentation do you keep to demonstrate the plans are effective?</i>	-There is a written maintenance plan that schedules cleaning, repairs, etc.	1	<i>The school has a written maintenance plan.</i>	Principal Interview & Photographs
b. Records show that maintenance work is regularly carried out.	-There is written evidence of the maintenance plan in effect	1	<i>There is documentation that maintenance work is regularly carried out, e.g. scheduled assignments for teachers to carry out different tasks, and documentation demonstrating such tasks are carried out.</i>	Principal Interview & Photographs
c. The school has a written facilities development plan that sets out a schedule for major maintenance works, refurbishment or rebuilding.	-There is a written facilities development plan that schedules major maintenance, refurbishment, etc.	1	<i>There is a written facilities development plan for the school.</i>	Principal Interview & Photographs
d. Records and plans show that the facilities development plan is actively implemented.	-There is written evidence of the facilities development plan in effect	1	<i>Posted schedules and evidence of maintenance request forms, etc.</i>	Principal Interview & Photographs
Criteria 5.2: The campus is maintained to a very high standard of cleanliness, free of litter, graffiti and vandalism, and are explicitly drug-free zones.				

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
a. Buildings are neat, clean, safe and secure (inside-out and outside-in), free of graffiti (e.g. writing on walls) vandalism (i.e. destruction of government property), and are explicitly drug-free zones.	-Photographic evidence during the accreditation visit demonstrates that buildings are neat, clean, safe, and secure	1	The buildings are free of graffiti, garbage, vandalism, etc.	Photographs
b. The school compound is neat, clean, safe and secure, free of graffiti (e.g. writing on walls), vandalism (i.e. destruction of government property), and is explicitly a drug-free zone.	-Photographic evidence during the accreditation visit demonstrates that public areas are clean, neat, and attractive (e.g. no litter, etc.)	1	The campus itself is neat, clean, and safe.	Photographs
c. All school facilities are easily accessible to students with special needs (inside-out and outside-in).	-Photographic evidence during the accreditation visit demonstrates that all school facilities are accessible to students with special needs. -Documented plans to assist students with special needs.	1	There is a written plan for helping IEP students with transportation, getting to classrooms, bathrooms, etc. There is a ramp to access the sidewalk.	Photographs
d. The campus is used as a learning resource, with a school garden, and sports and play area.	-There is a school garden -There is a sports and/or play facility (e.g. basketball court, gymnasium)	1	There is a basketball court and a small garden	Photographs
Criteria 5.3: Classrooms meet recommended area requirements, with adequate lighting and ventilation.				
a. All classrooms used by groups of 30 or more students exceed 25 feet by 25 feet in area (625 square feet), and classrooms used by less than 30 students allow an excess of 20 square feet of floor space per student.	-Using measuring tape during the accreditation visit, all classrooms used by less than 30 students have an excess of 20 square feet of floor space per student. -The classroom is not visibly congested, i.e. the teacher can walk between each row and help each student without resources, chairs etc. getting in their way	1	One classroom in each building was measured and more than met the required measurements.	Photographs & Classroom Checklist
b. All classrooms are bright, well ventilated and equipped with adequate lighting, and if electricity is present then all electrical outlets and all electrical fittings are in as-new condition with safety cut-off switches or circuit breakers.	-Photographic evidence during the accreditation visit demonstrates that all classrooms are bright, ventilated, well-lit, and have working electrical outlets -Photographic evidence and Classroom Checklist sheets demonstrate all electrical fittings are in like-new condition with safety switches or circuit breakers	0	6th grade classroom has no power.	Photographs & Classroom Checklist
c. All classrooms have adequate student and teacher furniture, including adequate storage and display.	-All classrooms have adequate storage for supplies and texts, and high-quality furniture (i.e. chairs)	0	Most teacher and student furniture is adequate, but some tables/chairs have legs that appear ready to break	Photographs & Classroom Checklist

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
<p>d. There is a science lab (e.g. with chemicals, beakers, Bunsen burners, thermometers, microscopes, telescopes, etc.) and it has a sink/s with running water. [For secondary schools]</p> <p>There is a designated area for science experimentation on campus or its surrounds. [For elementary schools and secondary schools without science labs]</p>	<ul style="list-style-type: none"> -If science labs exist, they are well supplied and have a sink/s with running water -There is a designated area for science experimentation on campus or its surrounds 	0	They don't have a science lab, or a designated area of the campus or its surrounds for science classes and experimentation (i.e. there is no place for collecting leaves, making vinegar/baking soda volcanoes, conducting egg-drop experiments, building solar water purifiers, etc.)	Photographs & Classroom Checklist
Criteria 5.4: Food storage, preparation and dining areas are modern and clean, with a current EPA certificate clearly posted; the school has an emergency evacuation plan with evidence of a drill.				
<p>a. All food handling and preparation personnel wear protective clothing, are certified by the Public Health Department and their certificates are clearly displayed. [For schools with vendors, ECE centers, cafeterias]</p> <p>If there are no vendors, ECE centers, or cafeterias onsite, ignore this indicator and receive an automatic point.</p>	<ul style="list-style-type: none"> -Evidence of recommended repairs and improvements -Evidence of implementation or attempted implementation (e.g. if the school needs new chairs, evidence of communication to SDOE requesting new chairs) -All food handling and preparation personnel wear proper clothing and have their Public Health (yellow card) clearly displayed 	1	ECE staff have yellow cards, private vendor had a yellow card. [See photographs for evidence of compliance]	Principal Interview & Photographs
<p>b. Toilets have a current EPA certificate verifying that they are safe and clean.</p> <p>Interview Questions: <i>Can you provide documentation demonstrating that the EPA certifies your school's toilets and water as being clean?</i></p>	<ul style="list-style-type: none"> -All toilets have a current EPA certificate -If toilets are not EPA-certified, evidence of the school reaching out to SDOE and/or EPA regarding this issue 	0	EPA visited but there is no evidence onsite that the EPA has certified the school	Principal Interview & Photographs
<p>c. There is adequate safe drinking water.</p> <p>Interview Questions: <i>How do you ensure your students have access to water at all times?</i></p>	<ul style="list-style-type: none"> -Each classroom is equipped with a water container -The school has onsite, or nearby access to, water container refill stations -EPA certifies the water is safe to drink 	1	Several classes had filled containers, but most did not. Water is in the dispenser in the resource room, principal's office.	Principal Interview & Photographs
<p>d. There is an emergency evacuation plan and evidence of a drill within the past 3 months.</p> <p>Interview Questions: <i>How does your school engage in routine emergency drills?</i></p>	<ul style="list-style-type: none"> -Evidence of an Emergency Evacuation Plan -Evidence of an Emergency Drill within the past 3 months 	1	There is an EAP and evidence of a drill last month. The EAP is in each classroom.	Principal Interview & Photographs & Classroom Checklist
TOTAL SCORE (STANDARD 5: School Campus, Classrooms and Facilities)		12		
STANDARDS 6: School Improvement Planning				

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
Criteria 6.1: The School Improvement Plan has been developed and evaluated in accordance with the National Guidelines.				
a. The School Improvement Plan has been developed by a school improvement team that includes selected teachers, parents, and other community members as consistent with the National Guidelines. Interview Questions: <i>Can you show us your School Improvement Plan? We will review it with you to determine if it meets the required criteria in Standard Six.</i>	-Evidence the SIP has been developed by SIT and that it has followed the National guidelines. -Evidence of SIT signatures	1	The SIP literally exists and is inclusive of a SIT comprised of parents, community members, and one student.	Principal Interview & Photographs
b. The SIP is reviewed and revised on an annual basis.	-Evidence the SIP is discussed in PTA meetings, staff meetings, or other school discussions	1	The SIP is reviewed quarterly via a SIP Tracking Tool.	Principal Interview & Photographs
c. There is evidence of improving student achievement as a result of the SIP.	-Plans in the SIP for improving student performance have increased student performance (e.g. tutoring increased at-risk student GPAs)	1	6th and 8th grade math/ELA improved in 2017 > 2016, though 4th grade math decreased. PHSET rates increased. More increases than decreases.	Principal Interview & Photographs
d. All goals in the SIP are student achievement oriented, per the National Guidelines.	Evidence of SIP goals that reflect student achievement	1	There are eight goals in the SIP beyond the matrices, and all of them are student-oriented, either directly (e.g. tutoring and improving math results) or indirectly (e.g. increasing PTA attendance rates so parents are more involved)	Principal Interview & Photographs
Criteria 6.2: The school principal plays a leadership role in the development and implementation of the SIP.				
a. The SIP contains a Vision and Mission, the former successfully stating what the school wants to become, and the latter successfully stating what they do and how they do it.	-During the accreditation visit interview, there is evidence the principal contributed to SIP development and implementation -The SIP contains a Vision and Mission	1	The SIP includes a Vision and Mission; it's somewhat unclear, but broadly discusses what they want to be, what they do, and how they do it	Principal Interview & Photographs

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
b. The Vision and Mission are well known and shared by the school community.	-The Vision and Mission are posted in the school community and in school materials (e.g. student handbook, main office, classrooms, etc.) -Staff at the school can express (in their own words) what the school's vision and mission means to them	1	1 staff gave vague answers during a brief interview, but all classes have the vision and mission	Photographs & Classroom Checklist
c. The SIP is effectively implemented and monitored.	-Plans in the SIP are visibly being implemented. -During the accreditation visit interview, the principal and teachers can elaborate on how the SIP has been implemented with supporting documents as necessary	1	Of 6 matrices reviewed randomly, quarterly tracking demonstrates they are being met 100%, except 1 which was 50% met and ongoing	Principal Interview & Photographs
d. All staff members and members of the school community are fully committed to implementing the SIP.	-During the accreditation visit interview, all teachers can identify the SIP's core plans and methods of implementation	1	Staff interviewed gave vague answers but spoke of broader goals in the SIP, such as tutoring and student achievement	Principal Interview & Photographs
Criteria 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.				
a. The School Improvement Plan contains three years of comprehensive data analysis of student performance, presented graphically	-The SIP contains analysis of student performance data for at least three years and are presented graphically.	1	There are 3 years of comprehensive student performance data present in the SIP.	Principal Interview & Photographs
b. The School Improvement Plan contains three years of comprehensive data analysis of student attendance, presented graphically	- The SIP contains analysis of student attendance data for at least three years and are presented graphically.	0	3 years of attendance data are present in the school, but not within the SIP document itself.	Principal Interview & Photographs
c. The School Improvement Plan contains three years comprehensive data analysis of school resources, presented graphically	- The SIP contains analysis of school's resources for at least three years and are presented graphically.	0	3 years of school resource data are present in the school, but not within the SIP document itself.	Principal Interview & Photographs
d. The School Improvement Plan contains three years comprehensive data analysis of school management, presented graphically	- The SIP contains analysis student management data for at least three years and are presented graphically.	0	3 years of managerial data are present in the school, but not within the SIP document itself.	Principal Interview & Photographs
Criteria 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.				
a. The SIP is posted in a public place (on campus, in the principal's office, DOE website, or a bulletin board) and regular monitoring reports are issued to the community.	-The accreditation team can visibly see the SIP posted in a public place -Documentation exists that the status of the SIP is discussed at PTA meetings or letters to parents	1	SIP is in the computer lab, PDOE website, referenced in PTA reports and PDOE quarterly reporting	Principal Interview & Photographs

Standards, Criteria and Sub-criteria	Reference Document(s)/evidences	Score (Met=1, Not met=0)	Descriptions	Tools
b. Financial records for the last three years are extensive, accurate and transparent.	-Documentation for school income and expenditure exist for at least three years -Documentation for school income and expenditure are detailed and accurate	1	There are 3 years of financial records which, upon a review of ~15 minutes checking for consistency of POs and requisition numbers, appear transparent and accurate	Principal Interview & Photographs
c. The SIP contains SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes.	- SIP contains goals, objectives, and activity matrices.	1	The SIP includes a SMART goal for every measurable statement in the 2011 Procedures Manual in the form of a matrix, though some goals are arguably more relevant than others	Principal Interview & Photographs
d. At least 90% of SIP goals are being achieved and are relevant to student achievement.	- SIP achievement status	1	Goals are more than 90% met but it's worth noting that not 100% of goals are tied to the work required by accreditation, e.g. Data Management 3.1 goals do not focus on the components within Data Management 3.1	Principal Interview & Photographs
TOTAL SCORE (STANDARD 6: School Improvement Planning)		13		
		OVERALL SCORE	72	

3.2 School Evaluation Summary

Part A: School Evaluation Summary																										
Criteria	Standard 1				Standard 2				Standard 3				Standard 4				Standard 5				Standard 6				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		
Sub-C																										
1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1		
2	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	0	1		
3	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1		
4	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	0	1		
Total	4	4	4	4	4	4	3	1	2	1	2	2	4	2	2	4	4	4	1	3	4	4	1	4		
By Standards	16				12				7				12				12				13				72	

3.3 Classroom Observation Checklist

The tables below contain the categories, criteria and sub-criteria 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 criteria score that best describes the situation observed. The sub-criteria are designed to be verified using a 'yes' or a 'no'. A yes is scored as '1' and no is scored as '0'. There are altogether 5 Standards, 12 criteria and 60 sub-criteria in Classroom Observation Tool. Hence, the maximum score any schools can receive under Classroom Observation is 60.

Standard	Criteria	Sub-criteria	Source of Verification (Document(s)/evidence)	Yes =1 No=0	
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	a) There is evidence that National and State curriculum documents and guidelines are regularly used in planning		1	
		f) b) There is a written program for all curriculum areas for a period of at least 4 weeks		0	
		g) c) The program identifies major concepts and breaks them down into sequenced learning steps and appropriate learning activities		1	
		h) d) Some learning objectives are integrated in themes or topics and the use of Information and Communications Technology is integrated		0	
		i) e) The program is linked to local events and seasonal activities		0	
	Criteria score				2
	1.2 Short term lesson plans provide adequate guidance for teaching and learning activities	f) Written plans for at least 1 week show continuity and progression between lessons		0	
		a) g) Plans include sequenced, measurable learning objectives from the curriculum		1	
		b) h) Plans include appropriate learning activities including differentiated activities for different learners, including students with IEPs		1	
		c) i) Plans have enough detail to guide teaching and learning		1	
		d) j) State planning forms are used		1	
	Criteria score				4
Standard 1 Score				6	
Standard	Criteria	Sub-criteria	Source of Verification (Document(s)/evidence)	Yes =1 No=0	
2. Classroom Management	2.1 Time is managed effectively to maximize students' learning opportunities	a) Time is used constructively for teaching and learning of new material		1	
		b) Children are on-task and engaged in appropriate learning activities for most of the lesson time		1	
		c) The lesson starts and finishes on time		1	
		d) The pace of the lesson is neither too slow nor too rushed		1	
		e) The teacher allocates their time fairly and equitably towards all children		0	
	Criteria score				4
	2.2 Resources and learning materials are managed effectively	a) All resources and learning materials needed for the lesson are prepared in advance		0	
		b) Children have access to adequate and appropriate resources and learning materials		0	
		c) Resources and learning materials are stored neatly, safely and securely		0	
d) Children are partly responsible for the management of resources and learning materials			0		

		e) Resources and learning materials are collected and put away at the end of the lesson		0
			Criteria score	0
	2.3 A positive, supportive climate for learning is created	a) The teacher expects, recognizes and rewards high standards of student behavior and achievement		1
		b) The classroom is orderly, safe and non-threatening		1
		c) Classroom rules and routines are clearly explained and children follow them		0
		d) Violence, threats or other forms of physical punishment are not used		1
		e) Children are encouraged to act responsibly and learn cooperatively		1
			Criteria Score	4
	2.4 A high quality physical learning environment is created	a) The environment is rich in print and visual displays that are related to the current learning objectives		1
		b) The classroom is clean, receives enough daylight light and is well ventilated		1
		c) The arrangement of furniture allows and supports a variety of teaching and learning activities		1
		d) The arrangement of furniture allows the teacher to move about the room to monitor and assist all children		1
		e) There are designated areas of the classroom where topical displays or activity centers are located		1
			Criteria score	5
			Standard 2 Score	13
Standard	Criteria	Sub-criteria	Source of Verification (Document(s)/evidence)	Yes =1 No=0
3. Teaching and learning	3.1 The lesson is structured and objectives are clear	a) The lesson begins with a review of previous learning		0
		b) The learning objectives of the lesson are clearly stated		1
		c) The lesson contains a balance of teacher instruction and student activity		1
		d) The lesson is adapted to take account of student feedback		1
		e) The lesson ends with a review of what has been learned		1
				4
	3.2 New material is accurately and clearly presented, explained and placed within a meaningful context	a) New material or content is presented with authority in a logical and systematic way using clearly recognizable steps		1
		b) Explanations and demonstrations are clear, concise and easy to follow		1
		c) Concepts are explained in several different ways using relevant examples and meaningful contexts		1
		d) The language of instruction is appropriate to the needs of the children		1
		e) Verbal communication is clear, concise and understandable and is supported by print or other media		1
			Criteria Score	5
	3.3 A variety of highly efficient interactive teaching and learning strategies are used	a) The teacher facilitates a wide variety of interactive teaching and cooperative learning strategies		1
		b) Children are actively and meaningfully engaged in appropriate, challenging activities and learning takes place through activity		0
c) Learning activities include higher-order thinking, inquiry, observation,			1	

		analysis and problem solving		
		d) Students are given opportunities to apply their learning in meaningful contexts, including through the use of ICT (information communication technology)		0
		e) Different learning activities are assigned according to individual children's needs		1
		Criteria Score		3
3.4 Questioning and discussion are used effectively to support learning		a) The majority of teacher questions are open and enabling and encourage higher order thinking		1
		b) Questions are adapted to individual students' needs and abilities, including those with IEPs		1
		c) The teacher responds positively to students' responses and asks appropriate supplementary or follow-up questions		1
		d) Question and answer time is efficiently managed with appropriate routines such as wait time, hands up and other forms of signaling		1
		e) Discussions are managed so as to allow contributions from all students		1
		Criteria Score		5
Standard 3 Score			17	

Standard	Criteria	Sub-criteria	Source of Verification (Document(s)/evidence)	Yes =1 No=0
4. Student assessment	4.1 Assessment is planned and integrated into the lesson and is based on observable and measurable criteria	a) Learning objectives and assessment criteria are explained to the children in language they can understand		1
		b) A variety of assessment strategies are used in the lesson and feedback is given to students at strategic points		1
		c) The results of assessment are used to adapt current and future teaching and learning activities		1
		d) Individual assessment outcomes are recorded by the teacher or stored in a student portfolio or other record system		0
		e) Children are involved in conducting self or peer assessments		1
		Criteria Score		
Standard 4 Score			4	
Standard	Criteria	Sub-criteria	Source of Verification (Document(s)/evidence)	Yes =1 No=0
5. Evaluation and professional development	5.1 The teacher reflects upon and evaluates their performance and participates in professional development	a) The teacher regularly makes thoughtful and accurate evaluations of lesson effectiveness based on children's learning outcomes		1
		b) The teacher adjusts future lessons based on evaluation		1
		c) The teacher welcomes and acts upon feedback from observers, principal or other teachers		1
		d) The teacher participates in a school-based appraisal program		1
		e) The teacher actively seeks appropriate ways to enhance their professional knowledge and practice		0
		Criteria Score		

	Standard 5 Score 4
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3.4 Classroom Observation Summary

Classroom Observation Scores (Summary)–Observation #1													
Criteria	Standard 1		Standard 2				Standard 3				Standard 4	Standard 5	Total
	1	2	1	2	3	4	1	2	3	4	1	1	
Sub-C													
1	1	0	1	0	1	1	0	1	1	1	1	1	
2	0	1	1	0	1	1	1	1	0	1	1	1	
3	1	1	1	0	0	1	1	1	1	1	1	1	
4	0	1	1	0	1	1	1	1	0	1	0	1	
5	0	1	0	0	1	1	1	1	1	1	1	0	
Total	2	4	4	0	4	5	4	5	3	5	4	4	
By Standards	6		13				17				4	4	44

Classroom Observation Scores (Summary) – Observation #2													
Criteria	Standard 1		Standard 2				Standard 3				Standard 4	Standard 5	Total
	1	2	1	2	3	4	1	2	3	4	1	1	
Sub-C													
1	1	0	1	0	1	1	0	1	1	1	1	1	
2	1	1	1	0	1	1	1	1	0	1	1	1	
3	1	1	1	0	0	1	1	1	1	1	1	1	
4	0	1	1	1	1	1	1	1	1	1	0	1	
5	1	1	0	1	1	1	1	1	1	1	1	0	
Total	4	4	4	2	4	5	4	5	4	5	4	4	
By Standards	6		15				18				4	4	47

FSM School Accreditation System

Phase One: School Evaluation

School Data Form A

1. State:		4. Name and status of the School Principal or Head teacher		
2. School Name and address:		5. School type (Public or chartered non-public, Elementary, Junior High, High, other)		
3. School code				
6. Names of School Evaluation Team members	Status	Signatures / Date	Core Team Members (Name)	Signature/Date
1			1	
2			2	
3			3	
4			4	
5			5	

3.4 School Data Form B (With Examples)



Pohnpei State Government
DEPARTMENT OF EDUCATION
 Federated States of Micronesia



SCHOOL ACCREDITATION STATUS REPORT, 2018
FIRST PHASE RESULT – FORM B

Pursuant to Public Law 8-32 (Title 40 of the FSM Code), School Accreditation Regulations established under Title 40 of the FSMC, §108; the administrative procedural requirements contained in Title 17 FSMC §102 - § 104, and in accordance with the FSM School Accreditation Procedures Manual – 2018, result of School Accreditation has been issued by the Department of Education for necessary action.

Date of Issue: **April 17, 2018**

School Code: P12345	School Name: XYZ Elementary School
Date of Accreditation Visit	
Name of School Principal:	

School's Overall Accreditation Level

Evaluation Forms	Obtained score	Multiplier	Final Score	Level	Score Range	Meaning	Awards/Measures
	(a)	(b)	(c)				
School Evaluation	72	0.9375	67.5	Level 2	51- 75	Meeting minimum Standards	National Certificate of Accreditation
Classroom Observation	44	0.1666	7.3	Level 2	76 – 90	Meeting the benchmark	National Special Certificate of Achievement
Total Score	156		74.8				
Determination of Overall Level			Level 2				

Summary of School Evaluation																									
Criteria	Standard 1				Standard 2				Standard 3				Standard 4				Standard 5				Standard 6				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	
Sub-C																									
1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	
2	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	
3	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	
4	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	0	1	1	0	1	1	1	0	1	
Total	4	4	4	4	4	4	4	4	4	4	4	1	3	4	4	1	3	4	4	1	4	4	1	4	
Total by Standards	16												12				13				72				
Level	(Level 4)				(Level 2)				(Level 1)				(Level 2)				(Level 2)				(Level 4)				

Summary of Classroom Observation (Lowest score)													
Criteria	Standard 1		Standard 2				Standard 3				Standard 4	Standard 5	Total
	1	2	1	2	3	4	1	2	3	4	1	1	
Sub-C													
1	1	0	1	0	1	1	0	1	1	1	1	1	
2	0	1	1	0	1	1	1	1	0	1	1	1	
3	1	1	1	0	0	1	1	1	1	1	1	1	
4	0	1	1	0	1	1	1	1	0	1	0	1	
5	0	1	0	0	1	1	1	1	1	1	1	0	
Total	2	4	4	0	4	5	4	5	3	5	4	4	
Total by Standards	6		13				17				4	4	44
Level	Level 2		Level 2				Level 3				Level 3	Level 3	

Recommendations

School Evaluation Standards	Continue to maintain in these Criteria				Improve in these Criteria			
	C1	C2	C3	C4	C1	C2	C3	C4
Standard 1: Leadership	√	√	√	√				
Standard 2: Teacher Performance	√	√	√					√
Standard 3: Data Management					√	√	√	√
Standard 4: National Curriculum Standards	√			√		√	√	
Standard 5: School Facilities	√	√		√			√	
Standard 6: School Improvement Planning	√	√		√			√	
Recommendations: 1) School Improvement Plan, Self-Study, and 2) Strategies for improving specific areas suggested below: <ol style="list-style-type: none"> 1. Standard 2.4 2. Standard 3.1 3. Standard 3.2 4. Standard 3.3 5. Standard 3.4 6. Standard 4.2 7. Standard 4.3 8. Standard 5.3 9. Standard 6.3 								

Classroom Observation Standards	Continue to maintain in these Criteria				Improve in these Criteria			
	C1	C2	C3	C4	C1	C2	C3	C4
Standard 1: Planning and Preparation	-	√	NA	NA	√		NA	NA
Standard 2: Classroom Management	√	-	√	√		√		
Standard 3: Teaching and Learning	√	√	-	√			√	
Standard 4: Student Assessment	√	NA	NA	NA		NA	NA	NA
Standard 5: Evaluation and Professional Dev	√	NA	NA	NA		NA	NA	NA
Recommendations: 1) Strategies for improving specific areas suggested below. <ol style="list-style-type: none"> 1. Standard 1.1 2. Standard 2.2 3. Standard 3.3 								
Approval: I hereby certify that the FSM School Accreditation System Phase One School Evaluation has been correctly administered. State Director of Education _____ Date Signed: _____ _____ Print/ Signature								

Phase Two School Self Study Report

School Data Form A	
State	
School Name	
School Code	
Principal/Head Teacher	
Final Accreditation status	
State Director of Education (Print name)	
Signature	
Date	

Annex 1: Expected Performance Under Each Standards

Standard 1: Leadership

An example of 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 2: Teacher Performance

An example of 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 3: Data Management

An example of 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 4: National Curriculum Standards, Benchmarks and Student Learning Outcomes

An example of 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 benchmarks are at minimum competency and competency levels in the National Minimum Competency 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 5: School Campus, Classrooms and Facilities

An example of 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 janitor 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 6: School Improvement Planning

An example 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://national.doe.fm/index.php/documents/ndoe-documents?view=download&fileId=728>). 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.

APPENDIXES

FSM National Department of Education Vision and Mission

Vision:

a unified education system that enables every citizen to participate fully in the development of the FSM, the Pacific Community and the world.

Mission:

to lead, administer, and coordinate a quality education system; support the achievement of high standards; and meet the needs of all learners.

Phase Two School Self Study Report

School Data Form A	
State	
School Name	
School Code	
Principal/Head Teacher	
Final Accreditation status	
State Director of Education (Print name)	
Signature	
Date	

Criteria:			
Sub-criteria	Score score should be Zero (0)	What factor (s) that have led your school to this score?	Outline in detail how you plan to raise your school's performance in this sub- criteria.

Under each criterion rated zero (0) on the evaluation visit, the school provides what factor(s) that has(have) lead the school to the score of zero, and outline in detail how the school plans to raise the performance in each sub-criteria.

TURNAROUND PLAN MATRIX

Criteria: _____

Goal	Objective	Responsible Person	Activity	Timeline	Output	Resource

If a school completes the above table for each criterion/sub-criterion, such school should be ready for Turnaround Plan implementation in the upcoming year. The turnaround is not limited to the information identified in the table above. However, the above-mentioned are the minimal information needed in the Turnaround Plan.

**National Accreditation Evaluation 2018
PRINCIPAL INTERVIEW**

School: _____ Principal: _____ Date: _____ Start Time _____

Interviewer(s): _____

	Measurable Statement	SCORE	Comments/Remarks/Notes
1.1.a	<p>The principal ensures that a minimum of 180 instructional days are delivered and can provide documentary evidence. Interview Questions: <i>What evidence do you collect or store to demonstrate that 180 days occur?</i></p>		
1.1.b	<p>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). Interview Questions: Name all the subjects taught at your school; What classes are offered to each grade level and time allotment for each class and grade? <i>How do you ensure that each school day reaches the mandatory number of instructional hours? Are all four core subject areas (English, Math, Science, Social Studies) taught every day?</i></p>		
1.1.c	<p>Corporal punishment is not allowed. Interview Questions: <i>What is your school's policy on corporal punishment? What kind of procedures do you have in place in the event a corporal punishment incident occurs? Please show me a case file</i></p>		
1.2.a	<p>a. The principal manages a program of teacher collaboration for instructional planning. Interview Questions: <i>How do you manage instructional planning collaborations with your teachers? Do your teachers plan together or by themselves? Do you have any program of teacher collaboration for instructional planning? If yes, can you show me all the files you have on one of these programs?</i></p>		

	<i>If the answer to the first question is a “no” automatic zero (0).</i>		
1.2.b	<p>b. The principal conducts weekly planning meetings with teachers and staff to develop and review curriculum, syllabi, programs of study, and lesson plans.</p> <p>Interview Questions:</p> <p><i>What sort of documentation do you have to support that those meetings took place and were attended?</i></p>		
1.2.c	<p>c. The principal ensures that there is continuity and progression among students between grades in the school.</p> <p>Interview Questions:</p> <p><i>How do you ensure there is continuity and progression between grades throughout your school?</i></p>		
1.3.a	<p>a. The principal keeps up to date with innovations in education.</p> <p>Interview Questions:</p> <p><i>How do you keep up to date with innovations in pedagogy, curricula, and other developments in education?</i></p>		
1.3.b	<p>b. The principal creates many opportunities for teachers to engage in continuous professional development activities.</p> <p>Interview Questions:</p> <p><i>What kinds of professional development opportunities do you create for your teachers? How many teachers engage in professional development workshops at your school each year? What kind of records do you maintain to track professional development?</i></p>		
1.3.c	<p>c. The principal mentors teachers and conducts formal and informal training at the school.</p> <p>Interview Questions:</p> <p><i>How do you conduct formal and informal training at your school?</i></p>		
1.3.d	d. The principal is evaluated		

	<p>annually by their supervisor/s</p> <p>Interview Questions: <i>Can we see documentation demonstrating that you have been evaluated by your Chief, Superintendent, school administrators or Supervisor?</i></p>		
1.4.a	<p>a. There are regular, structured classroom observations and written reports are produced.</p> <p>Interview Questions: <i>How often do you formally observe each classroom teacher in a given academic year? How often do you informally observe teachers in a given academic year?</i></p>		
1.4.b	<p>b. Feedback on observations is constructive and designed to improve teaching and learning.</p>		
1.4.c	<p>c. The principal coaches teachers and conducts model lessons where necessary.</p> <p><i>After conducting an observation, what do you do after. What do you do with the results collected during your observations?</i></p>		
1.4.d	<p>d. The principal encourages teachers to evaluate their own performance based on student learning outcomes.</p> <p>Interview Questions: <i>How do you encourage your teachers to reflect on their own performance? What documentation do you keep that demonstrates this?</i></p>		
3.1.a	<p>Comprehensive and accurate school data is collected on a quarterly schedule.</p> <p>Interview Questions: <i>Let's review the Data Checklist together—these are the kinds of data we're looking for. Can you demonstrate that you collect all of these data?</i></p>		
3.1.b	<p>Daily attendance data for students and teachers is collected to produce daily, weekly, quarterly and annual reports for individuals, classes and the whole school.</p> <p>Interview Questions: <i>How do you record daily attendance for students and teachers?</i></p>		
3.1.c	<p>Reports, per the Data Checklist, for the last three years or more are</p>		

	<p>available. <i>What kind of reports do you produce in a given academic year? (for SDOE, NDOE, or others...) Please provide the same types of report for the past three years?</i></p>		
3.1.d	<p>Action, per school policy, is taken early to address attendance and/or drop-out issues, and no student in the mandatory education range drops out of formal education. <i>We have talked about some student issues that relates to attendance, behavior, and drop-out, (you have admitted that we have these issues here) so what actions have you taken to address attendance and/or drop out issues, ... or children in the compulsory age group not being in school?</i></p>		
3.2.a	<p>All SDOE-mandated school data files, per the Data Checklist, are backed-up or duplicated and are securely held, including IEPs. <i>How many storage agents do you have? Can you please provide them for our teams review?</i></p>		
3.2.b	<p>All data, per the Data Checklist, is checked, cleaned and updated at least weekly.</p>		
3.2.c	<p>Data is provided to the Department of Education by September 15th in either electronic or hardcopy format.</p>		
3.2.d	<p>All school data is centrally located and accessible in the principal's office or other designated common area. (Resource room for IEP files).</p>		
3.3.a	<p>Scheduled assessment meetings are held by teacher teams at least once per quarter, with said meetings analyzing assessment results. Interview Questions: <i>How often do you and your staff hold assessment meetings? What documentation do you have to demonstrate that those meetings result in teachers adapting their strategies to meet individual student needs?</i></p>		
3.3.c	<p>c. Standardized Tests and/or Standards-based assessment data (e.g. NMCT, COMET, etc.) are analyzed and used by</p>		

	teachers to adapt their teaching strategies and programs to meet individual student needs.		
3.4.a	<p>a. An extensive collection of school data is used to guide all management and resource decision making, with at least two examples given during the Principal Interview of decisions made because of data.</p> <p>Interview Questions: <i>Can you describe how you use data to make resource-based decisions, such as how you prioritize your budget and how you determine how teachers and classrooms get resources?</i></p>		
3.4.b	<p>b. A full range of student performance and attendance data, including findings from surveys, is shown and used in the School Improvement Plan.</p>		
3.4.c	<p>c. Data analysis is used by the principal to support teacher deployment, with at least two decisions expanded upon during the Principal Interview.</p> <p>Interview Questions: <i>Using at least two examples, can you expand on how you use teacher certification results, observation results, NMCT and/or NSTT results, educational backgrounds, and annual evaluation results to determine which teacher teaches a given grade or subject?</i></p>		
3.4.d	<p>d. Data analysis is used by the principal to support student placement, in the classroom, for extracurricular activities, for consideration in special education, etc., with at least two decisions expanded upon during the Principal Interview.</p> <p>Interview Questions: <i>Using at least two examples, can you expand on how you student performance data, student behavior data, and student attendance data to determine how students at your school are placed in particular sections, extracurricular activities, consideration for special education programs, etc?</i></p>		
4.1.a	Written school policy states that English Language Arts, Vernacular Language Arts, Mathematics, Social		

	<p>Studies, and Science are taught throughout the school in accordance with the National Curriculum and/or State Curriculum.</p> <p>Interview Questions: <i>What written policies do you have at your school regarding the use of the national and/or state curriculum?</i></p>		
4.1.b	All observed lesson plans are based on the National or State Curriculum Standards, Benchmarks and Student Learning Outcomes.		
4.1.d	All observed lesson plans in 2.1 include the SDOE-required components.		
4.2.a	Whole assessment benchmark data in all tested Mathematics NMCTs show 50% as their average benchmark score or a 2%+ increase compared to the previous year.		
4.2.b	Whole assessment benchmark data in all tested English Language Arts NMCTs show 50% as their average benchmark score or a 2%+ increase compared to the previous year.		
4.2.c	The average student score in all tested Mathematics NMCTs show 50% as their average student score or a 2%+ increase compared to the previous year.		
4.2.d	The average student score in all tested English Language Arts NMCTs show 50% as their average student score or a 2%+ increase compared to the previous year.		
4.4.a	<p>At least two extra-curricular academic and/or sports activities are conducted after school for both boys and girls.</p> <p>Interview Questions: <i>What kinds of extracurricular activities are on offer at your school?</i></p>		
4.4.b	<p>The school informs students of, and promotes cultural, civic and community activities.</p> <p>Interview Questions: <i>How does your school promote cultural and community activities?</i></p>		
4.4.c	Students have received awards for extra-curricular activities from local and/or international bodies and organizations.		
4.4.d	Values such as fair play and healthy lifestyles are promoted.		
5.1.a	The school has a written maintenance plan that sets out a schedule of routine cleaning, minor		

	<p>repairs, painting and preventative maintenance.</p> <p>Interview Questions: <i>Has your school developed a written maintenance plan and facilities development plan? What documentation do you keep to demonstrate the plans are effective?</i></p>		
5.1.b	<p>Records show that maintenance work is regularly carried out.</p>		
5.1.c	<p>The school has a written facilities development plan that sets out a schedule for major maintenance works, refurbishment or rebuilding.</p>		
5.1.d	<p>Records and plans show that the facilities development plan is actively implemented.</p>		
5.4.a	<p>All food handling and preparation personnel wear protective clothing, are certified by the Public Health Department and their certificates are clearly displayed.<i>[For schools with vendors, ECE centers, cafeterias]</i> If there are no vendors, ECE centers, or cafeterias onsite, ignore this indicator and receive an automatic point.</p>		
5.4.b	<p>Toilets have a current EPA certificate verifying that they are safe and clean.</p> <p>Interview Questions: <i>Can you provide documentation demonstrating that the EPA certifies your school's toilets and water as being clean?</i></p>		
5.4.c	<p>There is adequate safe drinking water.</p> <p>Interview Questions: <i>How do you ensure your students have access to water at all times?</i></p>		
5.4.d	<p>There is an emergency evacuation plan and evidence of a drill within the past 3 months.</p> <p>Interview Questions: <i>How does your school engage in routine emergency drills?</i></p>		
6.1.a	<p>The School Improvement Plan has been developed by a school improvement team that includes selected teachers, parents, and other community members as consistent with the National Guidelines.</p> <p>Interview Questions: <i>Can you show us your School Improvement Plan? We will review it with you to determine if it meets the required criteria in Standard Six.</i></p>		

6.1.b	The SIP is reviewed and revised on an annual basis.		
6.1.c	There is evidence of improving student achievement as a result of the SIP.		
6.1.d	All goals in the SIP are student achievement oriented, per the National Guidelines.		
6.2.a	The SIP contains a Vision and Mission, the former successfully stating what the school wants to become, and the latter successfully stating what they do and how they do it.		
6.2.b	The Vision and Mission are well known and shared by the school community.		
6.2.c	The SIP is effectively implemented and monitored.		
6.2.d	All staff members and members of the school community are fully committed to implementing the SIP.		
6.3.a	The School Improvement Plan contains three years of comprehensive data analysis of student performance, presented graphically		
6.3.b	The School Improvement Plan contains three years of comprehensive data analysis of student attendance, presented graphically		
6.3.c	The School Improvement Plan contains three years comprehensive data analysis of school resources, presented graphically		
6.3.d	The School Improvement Plan contains three years comprehensive data analysis of school management, presented graphically		
6.4.a	The SIP is posted in a public place (on campus, in the principal's office, DOE website, or a bulletin board) and regular monitoring reports are issued to the community.		
6.4.b	Financial records for the last three years are extensive, accurate and transparent.		
6.4.c	The SIP contains SMART Student Achievement Goals and Objectives and Activity Planning Matrices for all activities, with inputs,		

	timelines, outputs and outcomes.		
6.4.d	At least 90% of SIP goals are being achieved and are relevant to student achievement.		

Time interview is completed: _____

Signature (s) of SSET

Signature(s) of Core Team

National Accreditation Evaluation 2018 SCHOOL CHECKLIST

School: _____

Teacher: _____

Date: _____

Observer: _____

	Measurable Statement	SCORE	Comments/Remarks/Notes
1.1.d	<p>Students are responsible and student behavior is very orderly and respectful towards adults and other students.</p> <p>Interview Questions: <i>How do you measure student behavior at your school? How do you ensure that students are responsible and student behavior is orderly and respectful? What student leadership programs do you have in your school? What are your expectations for your students? What have you done to those who do not meet your</i></p>		

	<i>expectations?</i>		
1.2.d	The Principal has a written Educational Philosophy (School vision and mission) posted in his office and all classrooms.		
2.1.a	Plans include appropriate learning activities including differentiated activities for different learners, including those with IEPs, for at least 75% of teachers observed (all teachers are observed).		
2.1.b	All Plans include sequenced, measurable learning objectives from the National and/or State Curricula for at least 75% of teachers observed (all teachers are observed).		
2.1.c	Assessment is planned and integrated into lessons and is based on observable and measurable criteria.		
2.1.d	Student assessment records are used for planning purposes.		
2.2.a	The classrooms and other teaching areas are rich in print and visual displays that are related to the current learning objectives.		
2.2.b	There are designated areas of the classrooms with topical displays.		
2.2.c	. Book corners or activity centers have appropriate learning materials		
2.2.d	A wide range of student work of very high quality is neatly displayed and clearly labeled.		
2.3.a	All observed lessons start and finish on time.		
2.3.b	Students are on-task and engaged in learning activities for most of the lesson time.		
2.3.c	A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs.		
2.3.d	Student work demonstrates higher-order thinking, inquiry, observation, analysis and problem solving skills.		
2.4.a	All teachers, individually or in groups, reflect upon and evaluate their performance.		
2.4.b	All teachers participate in professional development and are certified by National Department of Education.		
2.4.c	Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children's learning outcomes.		
2.4.d	All teachers engage in a formal means of peer observation. All teachers engage in a formal means of peer observation.		

3.3.b	Classroom assessments (e.g. quarterly exams, quizzes, etc.) are analyzed and used by teachers to adapt their teaching strategies and programs to meet individual student needs.		
3.3.d	Teacher observations and student portfolios are analyzed and used by teachers to adapt their teaching strategies and programs to meet individual student needs.		
4.1.c	c. Classroom schedules follow the National and/or State adopted Core Classes.		
4.3.a	All students in all grades have their own copies of modern (and/or any) textbooks and/or relevant resources to support the benchmarks for Vernacular Language Arts, English Language Arts, Mathematics, Science and Social Studies.		
4.3.b	All textbooks available at the school 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.		
4.3.c	Students have access to additional resources, including on-line resources, in a well-stocked library, and/or traditional knowledge for schools.		
4.3.d	All teachers have a Teacher's Guide/Teacher's Edition for all grades and core subject areas taught.		
5.2.a	Buildings are neat, clean, safe and secure (inside-out and outside-in), free of graffiti (e.g. writing on walls) vandalism (i.e. destruction of government property), and are explicitly drug-free zones.		
5.2.b	The school compound is neat, clean, safe and secure, free of graffiti (e.g. writing on walls), vandalism (i.e. destruction of government property), and is explicitly a drug-free zone.		
5.2.c	All school facilities are easily accessible to students with special needs (inside-out and outside-in).		
5.2.d	The campus is used as a learning resource, with a school garden, and sports and play area.		
5.3.a	All classrooms used by groups of 30 or more students exceed 25 feet by 25 feet in area (625 square feet), and classrooms used by less than 30 students allow an excess of 20 square feet of floor space per student.		

5.3.b	All classrooms are bright, well ventilated and equipped with adequate lighting, and if electricity is present then all electrical outlets and all electrical fittings are in as-new condition with safety cut-off switches or circuit breakers.		
5.3.c	All classrooms have adequate student and teacher furniture, including adequate storage and display.		
5.3.d	There is a science lab (e.g. with chemicals, beakers, Bunsen burners, thermometers, microscopes, telescopes, etc.) and it has a sink/s with running water. <i>[For secondary schools]</i> There is a designated area for science experimentation on campus or its surrounds. <i>[For elementary schools and secondary schools without science labs]</i>		

(Print) Full Name

Signature

Date

School Overall Tabulation Sheet

Code	Sub-Criteria	Principal Interview	Classroom Observation	School Checklist	Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	School Checklist Average	Tool
SE1.1.d	Students are responsible and student behavior is very orderly and respectful towards adults and other students.			0						0	SC
SE1.2.d	The principal has a written Educational Philosophy posted in his office and all classrooms.			0						0	SC
SE2.1.a	Plans include appropriate learning activities including differentiated activities for different learners, including those with IEPs, for at least 75% of teachers observed (all teachers are observed).			0						0	SC
SE2.1.b	All plans include sequence, measureable learning objectives from the National and/or State Curriculum for at least 75% of teachers observed (all teachers are observed).			0						0	SC
SE2.1.c	Assessment is planned and integrated into lessons and is based on observable and measureable criteria.			0						0	SC
SE2.1.d	Students assessment records are used for planning purposes.			0						0	SC
SE2.2.a	The classrooms and other teaching areas are rich in print and visual displays that are related to the current learning objectives.			0						0	SC
SE2.2.b	There are designated areas in the classroom with topical displays.			0						0	SC
SE2.2.c	Book corners or activity centers have appropriate learning materials			0						0	SC
SE2.2.d	A wide range of student work of very high quality is neatly displayed and clearly labeled.			0						0	SC
SE2.3.a	All observed lesson start and finish on time			0						0	SC
SE2.3.b	Students are on-task and engaged in learning activities for most of the lesson time.			0						0	SC
SE2.3.c	A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs.			0						0	SC
SE2.3.d	Student work demonstrates higher-order thinking inquiry, observation, analysis and problem solving skills.			0						0	SC
SE2.4.a	All teachers, individually or in groups, reflect upon and evaluate their performance			0						0	SC
SE2.4.b	All teachers participate in professional development, and are certified by National Department of Education.			0						0	SC

SE2.4.c	Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children’s learning outcomes.			0						0	SC
SE2.4.d	All teachers engage in a formal means of peer observation			0						0	SC
SE3.3.b	Classroom assessments (e.g. quarterly exams, quizzes, etc.) are analyzed and used by teachers to adapt their teaching strategies and programs to meet individual student needs.			0						0	SC
SE3.3.d	Teacher observations and student portfolios are analyzed and used by teachers to adapt their teaching strategies and programs to meet individual student needs.			0						0	SC
SE4.1.c	Classroom schedules follow the National and/or State adopted Core Subject			0						0	SC
SE4.3.a	All students in all grades have their own copies of modern (and/or any) textbooks and/or relevant resources to support the benchmarks for Vernacular Language Arts, English Language Arts, Mathematics, Science, and Social Studies			0						0	SC
SE4.3.b	All textbooks available at the school 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.			0						0	SC
SE4.3.c	Students have access to additional resources, including on-line resources, in a well-stocked library, and/or traditional knowledge for schools			0						0	SC
SE4.3.d	All teachers have a Teacher’s Guide/Teacher’s Edition for all grades and core subject areas taught.			0						0	SC
SE5.2.a	Buildings are neat, clean, safe and secure (inside-out and outside-in), free of graffiti (e.g. writing on walls), vandalism (e.g. destruction of government property), and are explicitly drug-free zones.			0						0	SC
SE5.2.b	The school compound is neat, clean, safe and secure, free of graffiti (e.g. writing on walls), vandalism (e.g. destruction of government property), and are explicitly drug-free zones.			1	1	0	0	0	0	1	SC
SE5.2.c	All school facilities are easily accessible to students with special needs (inside-out and outside-in).			0						0	SC
SE5.2.d	The campus is used as a learning resource, with a school garden, and sports and play area.			0						0	SC
SE5.3.a	All classrooms used by group of 30 or more students exceed 25 feet by 25 feet in area (625 square feet), and classrooms used by less than 30 students allow an excess of 20 square feet of floor space per student.			0						0	SC

SE5.3.b	All classrooms are bright, well ventilated and equipped with adequate lighting, and if electricity is present then all electrical outlets and all electrical fittings are in as-new condition with safety cut-off switches or circuit breakers.			0						0	SC
SE5.3.c	All classrooms have adequate student and teacher furniture, including adequate storage and display			0						0	SC
SE5.3.d	There is a science lab (e.g. with chemicals, beakers, Bunsen burners, thermometers, microscopes, telescopes, etc.) and it has a sink with running water. {For secondary schools}. There is a designated area for science experimentation on campus or its surrounds. {For elementary school and secondary schools without science labs}			0						0	SC

Special acknowledgement to the 2018 Accreditation Manual Task Force

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Revision History

The revision history of this document is logged in Table 1: Revision Log. Any type of additional work whether it is based on feedback from stakeholders, users of the manual, it all gets logged.

Table 1: Revision Log

Date Revised	Sections Affected	Comments
October 18, 2018	All	The use of electronic notebook
February 22, 2019	All	Principal interview School Checklist
Revision History		NDOE Vison and Mission Total Tabulations Sheet School Self-Study Matrix Turnaround Plan Matrix Acknowledge Page Task Force