

Ministry of Education, Sports & Training



RMI School Accreditation Annual Report Summary 2018

*Public School System
Republic of the Marshall Islands
September 2018*

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Summary

This report summarizes the accreditation activities from September 2017 through May 2018, covering all visited private and public schools in the RMI. It includes final accreditation status of all schools as of May 2018 as well as comparative analysis of initial accreditation year 2015 and 2018 evaluation results. and it strongly displays the trends of the targeted years, along with the Accreditation Policy and Procedures, the standards and rubrics in the accreditation manual and the school visits. Findings from the Ministry's School Observation Team or MSET shows both strengths and weaknesses in each schools, showing the Ministry how to provide further and needed support to improve schools' conduciveness to teaching and learning, and student-performance.

The school accreditation cycle runs through a period of three years in which schools have been granted accreditation remain accredited for three years, while schools which did not meet accreditation requirements have three years to achieve accreditation. In Cycle One, there are school groups which have been so divided according to the years in which they received their initial visits. The first group consists of 39 schools and had their initial visits in the 2014-2015 school year and end the cycle in May 2017, with their Cycle Two beginning in September 2017. The second group of 25 schools had their initial visits in the 2015-2016 school year and ended the cycle in May 2018, with Cycle Two beginning in September 2018; and the third group of 43 schools had their initial visit during school year 2016-2017 and so the cycle will end in May 2019 with Cycle Two beginning in September 2019.

Accreditation Regulations

In accordance to PL 2013-23, The Public School System requires all public and private elementary and secondary schools in the RMI to meet the compulsory standards and engage in the process of accreditation. Accreditation is the affirmation that schools provide a quality education and continue to demonstrate self-improvement. Accreditation systems provide accountability and raise public confidence in the school system. The RMI accreditation system is intended to help schools improve all educational services provided to students and also help in the evaluation and improvement of teachers and staff.

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

elementary and secondary schools in the RMI shall be accredited under the RMI School Accreditation Regulations. Criteria for accrediting elementary and secondary schools in the RMI shall be established by the Commissioner of Education in cooperation and consultation with the Minister of Education, Associate Commissioners of Education, Local and National School Boards of Education, and shall include those factors necessary to provide an adequate classroom environment conducive to learning.

The PSS School Accreditation Policies and Procedures sets out the following for the accreditation procedures:

1. Standards
2. Criteria
3. Rubrics
4. Evaluation Procedures
5. Reporting Requirements, and
6. Other administrative details necessary for the effective implementation of the PSS Schools Accreditation Regulations.

Accreditation Process

- a. All public and chartered non-public elementary and secondary schools in the RMI must be accredited by the PSS unless they are declared to be under Special Measures (see section 14-37-12).
- b. All public and chartered non-public elementary and secondary schools in the RMI shall comply with the requirements of the RMI PSS Schools Accreditation Process as outlined in the RMI PSS Schools Accreditation Policies and Procedures and shall make available, on the day or days of evaluation, all data, records, reports and other information requested by the MSET.
- c. Schools may not require notice of a visit, for purposes of evaluation for accreditation by the MSET.
- d. The RMI PSS Schools Accreditation Process shall consist of two stages.
- e. Stage One of the RMI PSS Schools Accreditation Process shall consist of a general inspection conducted by the MSET using the standards, criteria and rubrics published in the RMI PSS Schools Accreditation Policies and Procedures.
- f. Schools which satisfy the requirements of Stage One of the RMI PSS Schools Accreditation Process are ACCREDITED by RMI PSS and shall proceed to Stage Two: the Self Study.
- g. School which do not satisfy the requirements of Stage One of the RMI PSS Schools Accreditation Process and are not accredited by RMI PSS shall not progress to Stage Two.
- h. Stage Two of the RMI PSS Schools Accreditation Process shall consist of a School Self Study Report, which shall be completed by the school improvement team and Atoll School Board and submitted for evaluation to the MSET. An accredited school is required to submit a self-study report yearly. If a school fails to submit their yearly self-study by the second year of being accredited, accreditation status will be revoked and the school will have to go through the Stage One process again.

- i. The Accreditation Office, through the Associate Commissioner for Policy, Planning and Standards, shall submit to the Commissioner of Education, Stage One and Stage Two reports on all public and chartered non-public schools by May 15th of each year. All reports, once approved by the Commissioner of Education, shall be presented to the NAC for final approval or accreditation.

Special Measures

- a. The Public School System shall place under Special Measures, for a period of one year, all elementary and secondary schools that do not comply with PSS Schools Accreditation Standards and requirements, as outlined in the PSS Schools Accreditation Policies and Procedures, and which do not have a plan or program in effect to remedy any defects or shortcomings within an agreed upon period of time.
- b. A recommendation for technical assistance will be made for elementary and secondary schools placed under Special Measures. The Accreditation Office, along with the Associate Commissioners for Elementary and Secondary Schools, shall consult with the respective school Principals for appropriate technical assistance to be provided by The Public School System to schools placed under Special Measures. Schools placed under Special Measures will be required to produce a one-year recovery Plan.
- c. After One year under Accredited with Special Measures, the MSET shall re-evaluate the schools using Stage One of the PSS Schools Accreditation Process. Schools under Special Measures that satisfy the requirements of Stage One of the PSS Schools Accreditation Process, as outlined in the PSS Schools Accreditation Manual, shall have their Special Measures status revoked and shall progress to Stage Two.
- d. Schools may remain Accredited with Special Measures for a maximum period of three years. If, after the maximum period has lapsed, a school remains under Special Measures, The Public School System, with approval from the Board of Education, shall remove the principal/head teacher and all teachers from the school and appoint a new principal/head teacher and teachers to the school.

Timetable for the completion of the PSS Schools Accreditation Process

- a. Stage One of the PSS Schools Accreditation Process shall be completed annually by **15th May**. The Accreditation Office, along with the Associate Commissioner of Policy and Planning, shall submit to the Commissioner of Education, all reports, in the format outlined in the PSS Schools Accreditation Manual, on all Stage One evaluations for all applicable schools.
- b. The Accreditation Office, along with the Associate Commissioner for Policy and Planning, shall submit to the Commissioner of Education reports on all Stage Two evaluations for all applicable schools annually by **15th May**.
- c. MSET shall work on Stage One at schools from **September to May** of each school year and submit all findings to the Associate Commissioner for Policy and Planning before **May 15th** of that school year. If incomplete, MSET will continue to work with schools on

Stage One and submit all findings by next school year. School Improvement Teams and Local School Boards will have until **May 15th** of each school year to complete their self-study.

Data Form B

The Data form B summarizes all MSET's findings and determines each school's accreditation level. This form is filled out using the standards, criteria and rubrics in the manual by the MSET.

Accreditation Levels

Level 4 Accredited: Schools who have met the requirements of Stage One: School Observations. These schools are determined to have achieved an aggregated scored of level four based on the process outlined in Data Form B.

Level 3 Accredited: Schools who have met the requirements of Stage One: School Observations. These schools are determined to have achieved an aggregated scored of level three based on the process outlined in Data Form B.

Level 2 Accredited: Schools who have met the requirements of Stage One: School Observations. These schools are determined to have achieved an aggregated scored of level two based on the process outlined in Data Form B.

Special Measure Accredited: Schools who have met the requirements of Stage One: School Observations. These schools are determined to have achieved an aggregated scored of level one based on the process outlined in Data Form B.

Not Determined: Schools that have yet to be visited or reported or reports are incomplete.

WASC: Schools accredited or under accreditation candidacy through Western Association of Schools and Colleges.

SDA: Schools accredited through the Seventh Day Adventist accreditation system.

School Evaluation Visits

The School Evaluation visit is the first stage in the RMI School Accreditation Process. All schools are evaluated using the RMI School Accreditation System Stage One: School Evaluation visit. Designed to be conducted during a one or two-day visit by the School Evaluation Team, the School Evaluation's underlying purpose is to immediately identify those schools that are or are not prepared to progress to the next stage (Stage Two: Self-Study) of the RMI School Accreditation process. Schools that have no more than three determinations at Level 1 are

considered to have met all the initial requirements of the evaluation and may progress to Stage Two(Self-Study) of the accreditation process. Schools that have four or more determinations at Level 1 must enter a period of Accreditation with the Special Measures.

Chapter 3 of this School Accreditation Manual contains all the Standards, Criteria and Rubrics necessary for an objective evaluation of the schools.

Conducting Stage One: School Evaluation

Stage one of the School Evaluation can be broken down into three phases;

1. Pre-Evaluation: Before the school evaluation visit.
2. Evaluation Visit: During the school evaluation visit.
3. Post-Evaluation: After the school evaluation visit.

Pre-Evaluation

The Pre-Evaluation Phase consists of adequate preparation by the MSET. Team members should meet to decide on a proper course of action prior to the school visit. Team members should ensure that individual roles are identified and all members are familiar with the Accreditation Manual. Team members should also familiarize themselves with any relevant data available, such as School Improvement Plans, student performance data or teacher certification data.

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

Evaluation

The Evaluation will be conducted using the standards, criteria and rubrics that can be found in Chapter 4 of this manual. Team members should fulfill individual roles and conduct necessary visits to classrooms, offices, and other relevant learning facilities. Team members should ensure that they perform all the necessary steps and procedures specified in this Accreditation Manual. Members should collect copies of any relevant documents as evidence of performance.

Post-Evaluation

Immediately after the evaluation visit, the MSET should meet to discuss and determine the level of performance in each Criteria, using the rubrics. Documentary or other evidence should be used as much as possible. Determinations for each criteria should be entered on Form B. If more than two classroom observations were conducted, the highest and lowest scoring should be entered. Accreditation status is determined using the formula on Form B.

School Findings Summary 2018

Table 1 Table 1 shows the number of schools visited and the accreditation level as determined by the MSET.

Accreditation Summary 2018		
Special Measure	7	6.1%
Level 2	38	33.3%
Level 3	51	44.7%
Level 4	5	4.4%
WASC	8	7.0%
SDA	5	4.4%
TOTAL	114	100%

Figure 1 This figure shows the distribution percentages for the different accreditation levels summarized in Table 1 above.

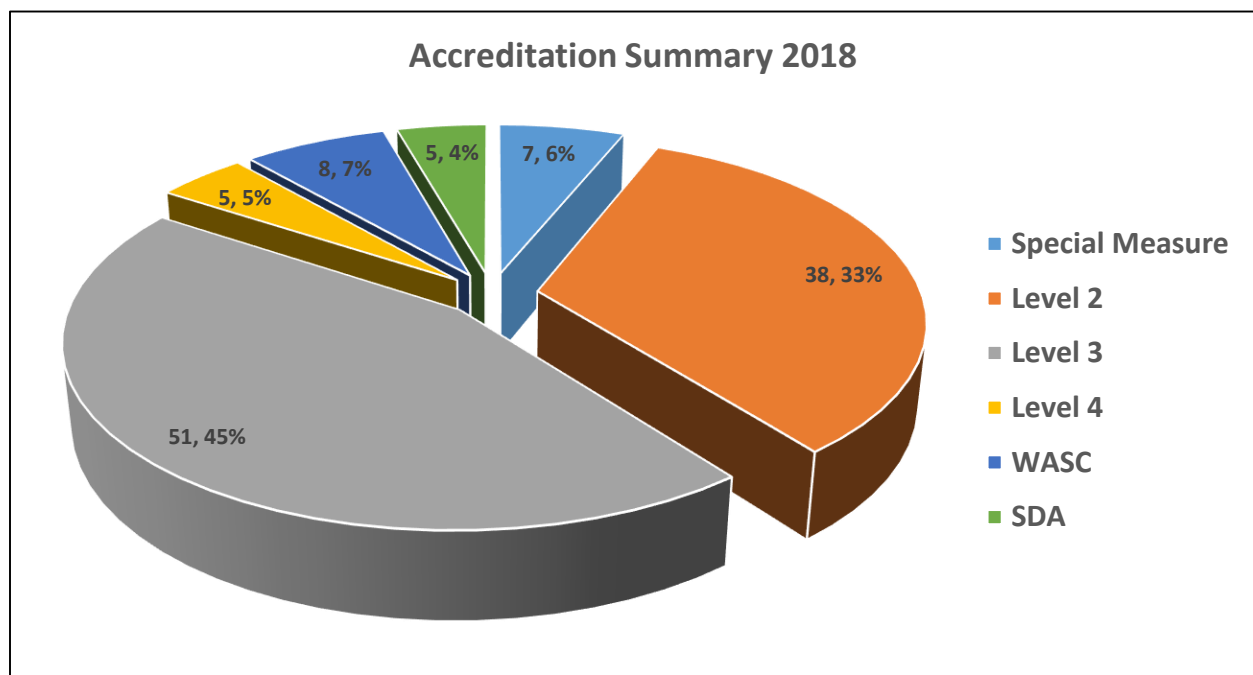


Table 2 Shows the grouping of schools by the beginnings and endings of their accreditation cycle one.

Groups	Number of Schools	Initial Visit	End Cycle One	Start Cycle Two
Group 1	39	2014 - 2015	May 2017	September 2017
Group 2	25	2015 - 2016	May 2018	September 2018

Group 3	43	2016 - 2017	May 2019	September 2019
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Figure 2 The graph below shows the comparative averages for each of the six accreditation standards for the year 2015, the first year of accreditation evaluation, and 2018, the fourth year. As can be seen, Standard 6, School Improvement Plan, was the lowest in 2015 at 5.77, but in 2018 is at 10.59, indicating the hard work putting in by the Accreditation Staff and District Supervisors to help schools complete their school improvement plans. Similarly, Standard 2 Data Management the second lowest in 2015 at 6.46 has climbed up to the second highest at 10.98, again reflecting the hard work done by the Data Management Office staff in visiting schools and working with principals and headteachers to improve their school data systems.

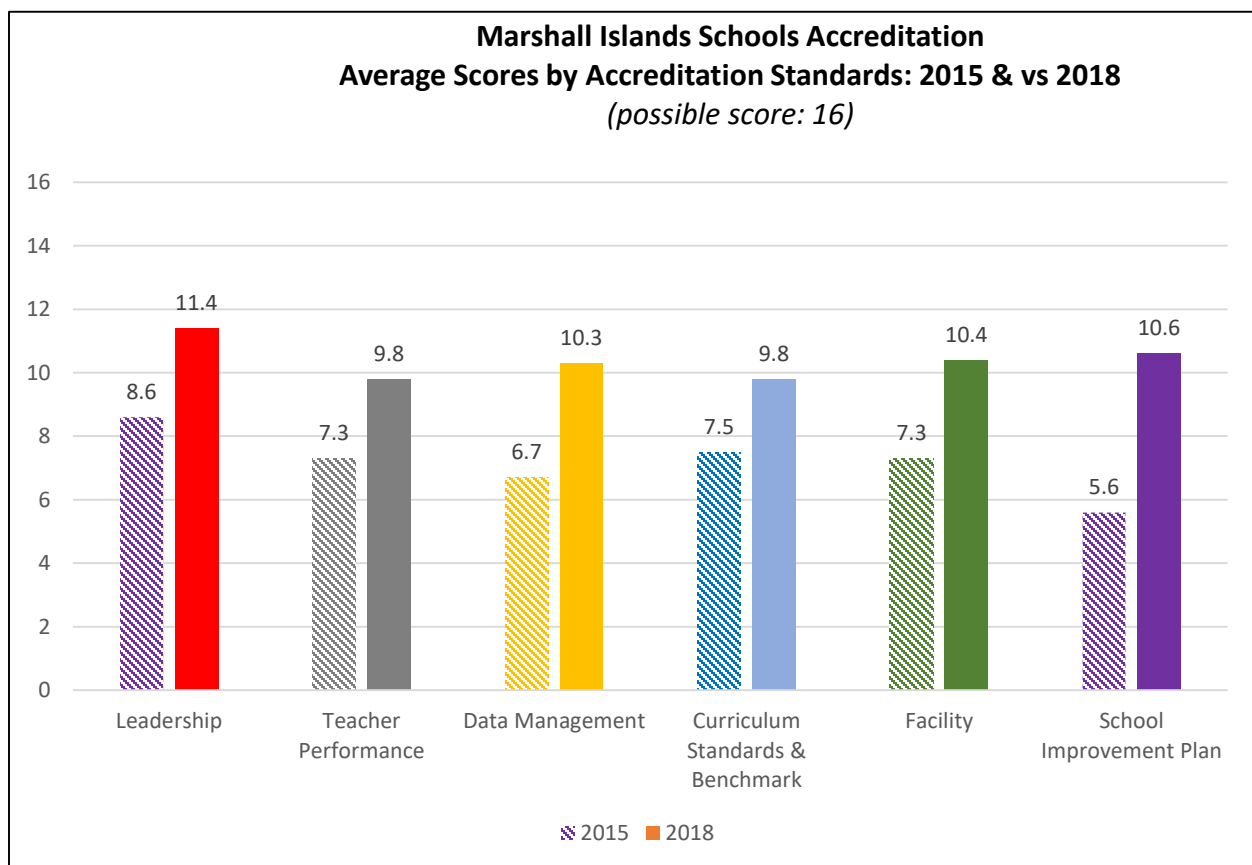
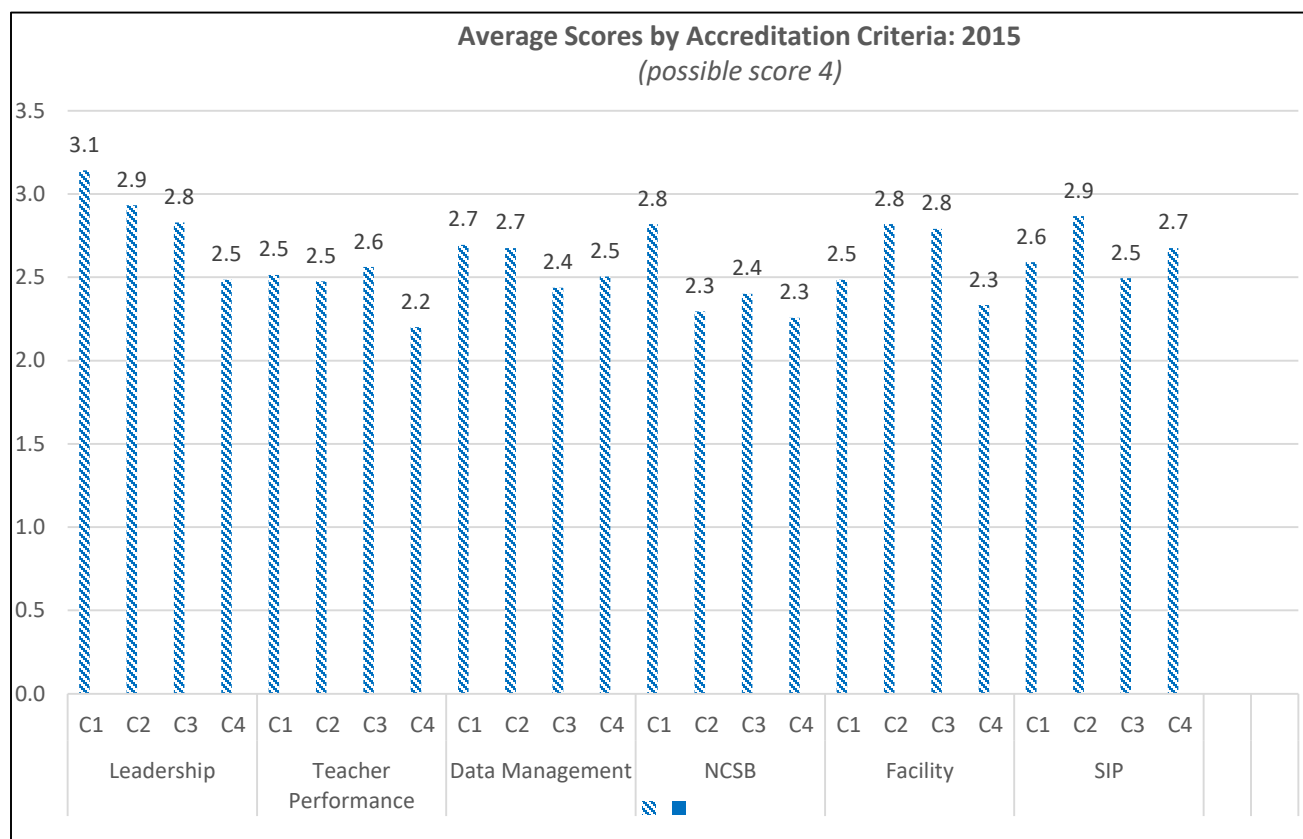


Figure 3 The following shows the comparative average summary by accreditation criteria for 2015 and 2018. This shows the substantial improvements across all criteria between 2015 and 2018, reflecting the hard efforts made by everyone to improve school and learning conditions.



Conclusion

As of May 2018, PSS was able to visit very school, private and public, in the system. From all the schools that were visited, 7 were accredited level 1, 38 accredited level 2, 51 accredited level 3, 5 were accredited level 4, which their statuses are valid for three years and subject to a satisfactory completion of Stage Two. Eight of the schools are under the WASC accreditation system and 5 are under the SDA accreditation system.

Accreditation division and the district supervisors are working closely with the school under special measure.

By September 2018, there is another WASC training in which the level 4 schools will attend due to their levels being elevated and are now eligible to apply for the WASC accreditation system.

Appendix A: List of Elementary & Secondary Schools by Atolls/Islands, number of students & teachers, and accreditation levels.

<i>Public Primary Schools</i>		<i>Students</i>	<i>Teachers</i>	<i>S/T Ratio</i>	<i>Accreditation Level</i>
	<i>Ailinglaplap Atoll</i>	<i>504</i>	<i>46</i>	<i>11:1</i>	
1	Airok A	73	6	12:1	Level 3
2	Buoj	64	4	16:1	Level 3
3	Enewa	42	5	8:1	Level 2
4	Jah	35	3	12:1	Level 3
5	Jeh	76	7	11:1	Level 2
6	Jobwan	32	4	8:1	Level 2
7	Katiej	18	4	5:1	Level 1
8	Mejel	28	3	9:1	Level 2
9	Woja A.	136	10	14:1	Level 3
	<i>Ailuk Atoll</i>	<i>87</i>	<i>11</i>	<i>8:1</i>	
10	Ailuk	72	8	9:1	Level 2
11	Enejelar	15	3	5:1	Level 3
	<i>Arno Atoll</i>	<i>476</i>	<i>56</i>	<i>9:1</i>	
12	Arno	40	7	6:1	Level 2
13	Bikarej	37	5	7:1	Level 2
14	Ine	61	6	10:1	Level 2
15	Japo	34	5	7:1	Level 2
16	Kilange	51	4	13:1	Level 2
17	Longar	52	5	10:1	Level 3
18	Lukoj	26	4	7:1	Level 2
19	Matolen	46	4	12:1	Level 3
20	Tinak	68	6	11:1	Level 3
21	Tutu	19	3	6:1	Level 2
22	Ulien	42	7	6:1	Level 2
	<i>Aur Atoll</i>	<i>127</i>	<i>16</i>	<i>8:1</i>	<i>Level 3</i>
23	Aur	66	8	8:1	Level 3
24	Tobal	61	8	8:1	Level 3
	<i>Ebon Atoll</i>	<i>116</i>	<i>12</i>	<i>10:1</i>	
25	Ebon	95	9	11:1	Level 2
26	Enekoion	21	3	7:1	Level 2
27	Toka	58	8	7:1	Level 2
28	<i>Enewetak Atoll (Enewetak)</i>	<i>186</i>	<i>12</i>	<i>16:1</i>	<i>Level 3</i>
29	<i>Jabat (Jabat Island)</i>	<i>34</i>	<i>5</i>	<i>7:1</i>	<i>Level 3</i>
	<i>Jaluit Atoll</i>	<i>333</i>	<i>40</i>	<i>8:1</i>	
30	Imiej	36	4	9:1	Level 2
31	Imroj	51	7	7:1	Level 3
32	Jabnodren	10	3	3:1	Level 1
33	Jabor	86	10	9:1	Level 4
34	Jaluit	78	9	9:1	Level 3
35	Mejrrok	26	3	9:1	Level 1

36	Narmej	46	4	12:1	Level 3
37	<i>Kili (Kili Island)</i>	140	9	16:1	Level 3
	<i>Kwajalein Atoll</i>	<i>1307</i>	<i>58</i>	<i>23:1</i>	
38	Carlos	29	3	10:1	Level 2
39	Ebadon	41	2	21:1	Level 2
40	Ebeye Middle	365	17	21:1	Level 3
41	Ebeye Public	691	27	26:1	Level 3
42	Enniburr	181	9	20:1	Level 3
43	<i>Lae (Lae Atoll)</i>	94	9	10:1	Level 3
44	<i>Lib (Lib Island)</i>	45	3	15:1	Level 2
	<i>Likiep Atoll</i>	<i>111</i>	<i>16</i>	<i>7:1</i>	
45	Jepal	34	3	11:1	Level 3
46	Likiep	64	9	7:1	Level 3
47	Melang	13	4	3:1	Level 2
	<i>Majuro Atoll</i>	<i>3695</i>	<i>231</i>	<i>16:1</i>	
48	Ajeltake	240	15	16:1	Level 2
49	Delap	643	31	21:1	WASC
50	DUD Kindergarten	100	13	8:1	Level 4
51	Ejit	60	7	9:1	Level 3
52	Laura	415	25	17:1	Level 3
53	Long Island	324	11	29:1	Level 3
54	Majuro Middle School	542	41	13:1	Level 3
55	North Delap	240	21	11:1	Level 2
56	Rairok	207	17	12:1	Level 2
57	Rita	815	46	18:1	Level 4
58	Woja M	169	11	15:1	Level 2
	<i>Maloelap Atoll</i>	<i>155</i>	<i>26</i>	<i>6:1</i>	
59	Aerok M.	40	7	6:1	Level 2
60	Jang	15	2	8:1	Level 2
61	Kaven	23	5	5:1	Level 3
62	Ollet	29	6	5:1	Level 3
63	Tarawa	48	6	8:1	Level 2
64	<i>Mejit Island (Mejit)</i>	80	11	7:1	Level 3
	<i>Mili Atoll</i>	<i>211</i>	<i>20</i>	<i>11:1</i>	
65	Enejet	41	4	10:1	Level 1
66	Lukonwod	35	2	18:1	Level 2
67	Mili	66	7	9:1	Level 3
68	Nallo	50	5	10:1	Level 3
69	Tokewa	19	2	10:1	Level 3
70	<i>Namdrik Island (Namdrik)</i>	113	12	9:1	Level 3
71	<i>Namu Atoll</i>	<i>26</i>	<i>5</i>	<i>5:1</i>	
72	Loen	39	5	8:1	Level 2
73	Mae	31	4	8:1	Level 2
74	Majken	63	8	8:1	Level 2
75	Namu	26	5	5:1	Level 2
76	<i>Mejatto (Rongelap Atoll)</i>	106	8	13:1	Level 2
77	<i>Ujae(Ujae Atoll)</i>	80	9	9:1	Level 3
78	<i>Utrik (Utrik Atoll)</i>	95	9	11:1	Level 3

79	Wotto (Wotto Atoll)	25	4	6:1	Level 2
	Wotje Atoll	189	16	12:1	
80	Wodmej	41	3	14:1	Level 3
81	Wotje	148	13	11:1	Level 2
<i>Private Primary</i>		<i>Students</i>	<i>Teachers</i>	<i>S/T Ratio</i>	
82	St. Joseph	99	6	17:1	Level 3
83	Ebeye Calvary	98	8	12:1	Level 3
84	Ebeye Christian	64	8	8:1	Level 3
85	Ebeye SDA	212	12	18:1	SDA
86	GEM Christian School	178	10	18:1	Level 4
87	Jebro	109	9	12:1	Level 2
88	Queen of Peace	211	13	16:1	Level 3
89	Ajeltake Christian	58	4	15:1	Level 3
90	Assumption	218	21	10:1	WASC
91	Delap SDA	331	14	24:1	WASC
92	Laura SDA	57	2	29:1	SDA
93	Majuro Baptist	266	13	20:1	SDA
94	Majuro Coop	240	14	17:1	Level 3
95	Rita Christian	43	8	5:1	Level 2
96	RonRon Protestant	24	na	na	Level 1
<i>Public Secondary</i>		<i>Students</i>	<i>Teachers</i>	<i>S/T Ratio</i>	
97	Jaluit High School	555	28	20:1	Level 4
98	Kwajalein Atoll High School	325	23	14:1	Level 3
99	Laura High School	295	18	16:1	WASC
100	Marshall Islands High School	978	77	13:1	WASC
101	NIHS	268	23	12:1	Level 3
102	Life Skills Academy	61	9	7:1	Level 1
<i>Private Secondary</i>		<i>Students</i>	<i>Teachers</i>	<i>S/T Ratio</i>	
103	Ebeye Calvary High School	95	7	14:1	Level 3
104	Ebeye Gem High School	49	na	na	Level 4
105	Ebeye SDA High School	46	7	7:1	SDA
106	Jabro High School	62	8	8:1	Level 2
107	Father Hacker High School	49	6	8:1	Level 3
108	Assumption High School	64	8	8:1	WASC
109	Delap SDA High School	93	10	9:1	SDA
110	Majuro Baptist Christian Academy	48	6	8:1	Level 3
111	Majuro Coop High School	83	6	14:1	WASC
112	Marshall Christian High School	163	8	20:1	Level 2
113	Rita Christian High School	61	5	12:1	Level 2

