



# School Accreditation System

## POLICY and PROCEDURES

Elementary and Secondary Schools  
Republic of Marshall Islands

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# Introduction

## **Accreditation**

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. This procedures manual will be revisited yearly for changes and improvements if needed.

## **Purpose**

For the purpose of effective implementation of the Accreditation Regulations, outlined in this RMI Accreditation Manual are the regulations, evaluation processes, curriculum standards and benchmarks and other important administrative information and requirements.

## **Regulations**

The RMI School Accreditation Regulations are cited in Chapter One of this manual.

# Chapter 1: School Accreditation Regulations

## 14-37-1 Reference

Section 335. Evaluation of Performance of Each School. P.L. 2013-13

## 14-37-2 Purpose

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.

b. Schools that provide an environment that is conducive to learning and are in compliance with the minimum standards established by these regulations shall be accredited.

## 14-37-3 Statutory Requirements

These regulations are set forth pursuant to P.L. 2013-23 and The Public School System's rulemaking authority as set forth in Title 14, Chapter 1.

## 14-37-4 Definitions as used in this chapter

These definitions shall apply to terms and concepts used in these accreditation regulations only.

1. "*Accreditation*" shall mean the process of evaluating a school in terms of meeting the required minimum standards and the acknowledgment thereof by RMI PSS through the issuance of a Local PSS Certificate of Accreditation.
2. "*Elementary school*" shall mean an institution that teaches and instructs Kindergarten (K) through eighth grade (8). This is the first stage of compulsory education.
3. "*RMI PSS*" shall mean the Republic of the Marshall Islands, Ministry of Education.
4. "*Procedures Manual*" shall mean a set of procedural guidelines established by the Secretary of Education to include standards, criteria, rubrics and other means by which school performance will be evaluated for purposes of accreditation.
5. "*Secondary school*" shall mean an institution for students intermediate between elementary school and college; grades freshman (9) to senior (12).
6. "*Minister*" shall mean the head of The Public School System, Representative of the RMI National Government.
7. "*MISAT*" shall mean the Marshall Islands Standardized Achievement Test
8. "School" shall mean a public or chartered non-public institution of learning at the elementary or secondary level, including a school with a religious affiliation.
9. "*SIT*" shall mean the School Improvement Team.

10. "SLO" shall mean Student Learning Outcomes. Each syllabus should include student learning outcomes (SLOs) that describe the knowledge, skills, and abilities students can expect to attain during your course.

11. "*Secretary of Education*" shall mean the individual who is appointed by the RMI Government and granted thereby the direct authority to manage and control the daily affairs of The Public School System.

#### **14-37-5 RMI School Accreditation Regulations**

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

#### **14-37-6 Accreditation Criteria**

Criteria for accrediting elementary and secondary schools in the RMI shall be established by the Secretary of Education in cooperation and consultation with the Minister of Education, Assistant Secretaries of Education, Local and National School Boards of Education, and shall include those factors necessary to provide an adequate classroom environment conducive to learning, including but not limited to the following:

- (a) Philosophy, goals and objectives;
- (b) Organization;
  - 1. Atoll School Board
  - 2. School Improvement Team
  - 3. Cluster School and/or Cluster PTA
- (c) School and physical facilities;
- (d) Library or access to reading materials in classrooms
- (e) Student counseling services (Secondary Schools)
- (f) Curricular program;
- (g) Co-curricular program (Extra Curricular Activities)
- (h) Community and parent involvement;
- (i) Finance (Secondary and All Chartered schools)
- (j) Student-teacher ratio; and
- (k) Compliance with the suggested minimum 5% academic growth on MISATs for two consecutive years

### **14-37-7 PSS Schools Accreditation Procedures Manual**

The Commissioner of Education, in collaboration with the Assistant Secretaries, shall develop and publish, within 30 days of the adoption of these regulations, an PSS Schools Accreditation Procedures Manual. This PSS Schools Accreditation Procedures Manual will outline;

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

### **14-37-8 Accreditation Committees and School Evaluation Teams**

a. The Commissioner of Education shall establish a National Accreditation Committee (NAC). The National Accreditation Committee shall be a standing committee. All findings shall be submitted to the NAC by the Commissioner of Education.

b. The role of the National Accreditation Committee shall be to evaluate Stage One findings for each school and recommend to the Commissioner whether or not a school meets the approved accreditation standards or not.

c. The National Accreditation Committee shall base its recommendations on school site evaluations by the MSET.

d. The National Accreditation Committee shall consist of representatives from the following groups:

1. Commissioner of Education
2. Prominent member of the community
3. One RMI PSS staff member

e. The Commissioner of Education shall establish four (4) PSS School Evaluation Teams (MSET). The MSET shall be responsible for conducting on site school evaluations for the purposes of RMI PSS School Accreditation. The MSET shall consist of education specialists employed by The Public School System.

f. The MSET shall report to the Deputy Commissioner of Policy, Planning and Standards and the Accreditation Office

g. The Accreditation Office, under the direction of the Secretary of Policy and Planning and Standards, shall communicate all findings of the MSET to the Commissioner of Education.

### **14-37-9 Compliance with the RMI PSS Schools Accreditation Regulations and 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 Manual and shall make available, on the day or days of evaluation, all data, records, reports and other information outlined in the RMI PSS Schools Accreditation Manual and requested by the MSET
- c. Public and chartered non-public elementary and secondary schools in the RMI may not require notice of a visit, for purposes of evaluation for accreditation by the MSET

### **14-37-10 RMI PSS Schools Accreditation Process**

- a. The RMI PSS Schools Accreditation Process shall consist of two stages.
- b. 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 Manual.
- c. 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.
- d. Schools 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.
- e. 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
- f. The Accreditation Office, along with the Deputy Commissioner for Policy and Planning, shall submit to the Commissioner of Education, Stage One and Stage Two reports on all public and chartered non-public schools by January 15<sup>th</sup> of each year. All reports, once approved by the Commissioner of Education, shall be presented to the NAC for final approval or accreditation.

### **14-37-11 Issuance of Certificates**

- a. A school shall be considered Accredited if it has acquired a valid RMI Certificate of Accreditation from The Public School System.
- b. The Public School System shall issue the RMI Certificate of Accreditation to schools upon completion of Stage One and that have complied with or exceeded all PSS Schools Accreditation Standards and requirements as outlined in the PSS Schools Accreditation Procedures Manual, based on appropriate reports from the Commissioner of education and the National Accreditation Committee. The RMI Certificate of Accreditation shall be valid for a period of three years from the date of issue.

### **14-37-12 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 Procedures Manual, and which do not have a plan or program in effect to remedy any defects or shortcomings within an agreed upon period of time.
- b. A recommendation for technical assistance will be made for elementary and secondary schools placed under Special Measures. The Accreditation Office, along with the Deputy Commissioner of 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 close the school and relocate students to an accredited school.

### **14-37-13 Special Incentives**

- a. In order to provide an incentive for the improvement of schools, the Commissioner of Education may make eligibility for certain categories of scholarship and other funds contingent upon obtaining an RMI Certificate of Accreditation.

### **14-37-14 Timetable for the completion of the PSS Schools Accreditation Process**

- a. Stage One of the PSS Schools Accreditation Process shall be completed annually by **15<sup>th</sup> January**. The Accreditation Office, along with the Deputy 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 Deputy Commissioner for Policy and Planning, shall submit to the Commissioner of Education reports on all Stage Two evaluations for all applicable schools annually by **15<sup>th</sup> January**.

c. MSET shall work on Stage One at schools from **August to December** of each school year and submit all findings to the Deputy Commissioner for Policy and Planning before January 15<sup>th</sup> of that school year. If incomplete, MSET will continue to work with schools on Stage One and submit all findings by next school year. SITs and Atoll School Boards will have until **December 15<sup>th</sup>** of each school year to complete their self study.

#### **14-37-15 Disputes**

a. Principals, teachers, parents or other stakeholders at any school may dispute, in writing, the determination of accreditation status of a school within one month of an issuance of an RMI Certificate of Accreditation or declaration of Special Measures by the Commissioner of Education.

b. Written disputes, supported by documentary evidence, shall be submitted to the Commissioner of Education through the Accreditation Office.

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

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

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

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

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

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

Along with the above mentioned procedures, all disputes will first and foremost follow the policies as written in the PSS Rules and Regulations Title 14, Chapter 42.

#### **14-37-16 Publication of RMI Schools Accreditation Data**

a. The Public School System shall publish school accreditation data including the findings of all School Evaluation Teams, the accreditation certificates awarded to schools, the names of all schools placed under Special Measures and other data deemed by The Public School System to be in the public interest. All data will be maintained in the RMI PSS Accreditation Office.

- b. The Public School System shall publish school accreditation data on the website of the RMI Ministry of Education, on other Government Department websites and through other public information media.
- c. The Public School System shall publish Stage One school accreditation data in January and Stage Two school accreditation data in May of each year.

**14-37-17 International Accreditation Process: Western Association of Schools and Colleges**

- a. The Ministry shall designate the Western Association of Schools and Colleges of the United States to engage in the process of evaluating the secondary and elementary schools in the Republic for accreditation purposes;
- b. All secondary and elementary schools that are judged to be ready, based on needs assessment, shall engage in the accreditation process prescribed by the accrediting agency;
- c. The Deputy Commissioner of the schools Division shall promulgate readiness criteria based on WASC requirements.

# Chapter 2: Stage One

## Stage One: School Evaluation

The School Evaluation is the first stage in the RMI School Accreditation Program. All schools will be 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 Schools Accreditation process. Schools that have no more than three determinations at Level 4 are considered to have met all the initial requirements of the evaluation and may progress to Stage Two (School Self-Study) of the accreditation process. Schools that have four or more determinations at Level 4 must enter a period of Accreditation with Special Measures.

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

## 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.
  - Preparation
    - SIPS/SP
    - 12 Criteria
  - Evaluation
    - 6 Standards
    - Classroom Observations
  - Post Evaluations (MSETS)
    - REPORTS to be prepared by MSETS and submitted to NAC

## **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.

### RMI School Accreditation Data Form A

#### Stage One: School Evaluation

|                           |                |  |
|---------------------------|----------------|--|
| 1. Atoll:                 |                | 5. Name & status of the school Principal or Head Teacher |
| 2. School Name & Address: |                | 6. Names & status of School Evaluation Team members      |
| 3. School Code:           | 4. School Type |  |

#### Enrolment data

| Grade 12 | Grade 11 | Grade 10 | Grade 9 | Grade Pre-9 |
|----------|----------|----------|---------|-------------|
| M        | M        | M        | M       | M           |
| F        | F        | F        | F       | F           |

| Grade 8 | Grade 7 | Grade 6 | Grade 5 | Grade 4 |
|---------|---------|---------|---------|---------|
| M       | M       | M       | M       | M       |
| F       | F       | F       | F       | F       |

| Grade 3 | Grade 2 | Grade 1 | Kindergarten |
|---------|---------|---------|--------------|
| M       | M       | M       | M            |
| F       | F       | F       | F            |

#### Staff and Teacher data

| Name | Grade taught | Certification status / substitute | Substitute for |
|------|--------------|-----------------------------------|----------------|
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |
|      |              |                                   |                |

## Chapter 3: Standards, Criteria and Rubrics

Standards, criteria, and rubrics were developed to assist the School Evaluation Team members in completing the school assessment.

The six standards are:

Standard 1. Leadership

Standard 2. Teacher Performance

Standard 3. Data Management

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

Standard 5. School Campus, Classrooms and Facilities

Standard 6. School Improvement Planning.

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

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

In addition to rubrics, this manual also includes exemplars illustrating what should be observed in schools that meet the accreditation standards. These exemplars are shown after each set of standards, criteria and rubrics. During the school evaluation visit, School Evaluation Teams should gather evidence, make observations and select which rubric best describes the condition observed and what level a school is in.

| <b>Standard 1: Leadership</b> |  |  |  |   |
|-------------------------------|--|--|--|---|
| <b>Criteria</b>               | <b>Level 4 - exceeds the accreditation standards.</b>  | <b>Level 3 - complies with the accreditation standards.</b>  | <b>Level 2 - substantially complies and has a plan to correct deficiencies.</b>  | <b>Level 1 - does not meet the accreditation standards.</b>   |
| 1.1                           | <ul style="list-style-type: none"> <li>- The principal has very high expectations for students and teachers.</li> <li>- The principal ensures that more than 200 instructional days are delivered and can provide documentary evidence.</li> <li>- Students are responsible and student behavior is very orderly and respectful towards adults and other students.</li> <li>- The SIP contains goals focused on improving student performance and behavior and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- The principal has higher than average expectations for students and teachers.</li> <li>- The principal can provide evidence that the minimum of 200 instructional days is delivered.</li> <li>- The mandatory number of instructional hours is delivered.</li> <li>- Student behavior is very orderly and respectful.</li> <li>- The SIP contains goals focused on improving student performance and behavior and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal has average expectations for students and teachers.</li> <li>- The principal can provide some evidence suggesting that the minimum of 200 instructional days is delivered.</li> <li>- Student behavior is orderly and respectful.</li> <li>- The SIP contains some goals focused on improving student performance and behavior but there is little evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal has low expectations for students and teachers.</li> <li>- The principal cannot provide evidence of the delivery of the mandatory number of instructional days or hours.</li> <li>- Student behavior is unruly.</li> <li>- The SIP contains no goals focused on improving student performance and behavior or there is no evidence of implementation.</li> </ul> |
| 1.2                           | <ul style="list-style-type: none"> <li>- The principal has a clear philosophy of education and is an expert in curriculum and instruction.</li> <li>- The principal manages a program of teacher collaboration for instructional planning.</li> <li>- The principal conducts weekly planning meetings with teachers and non-teaching staff.</li> <li>- The SIP contains goals focused on improving planning or continuity and progression between grades throughout the school and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- The principal is familiar with the curriculum and instruction.</li> <li>- The principal regularly conducts planning meetings with teachers and staff</li> <li>- The SIP contains some goals focused on improving student performance and behavior and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- The principal sometimes conducts planning meetings with teachers and staff.</li> <li>- The SIP contains some goals focused on improving student performance and behavior but there is little evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- The principal rarely or never conducts planning meetings with teachers and staff.</li> <li>- The SIP contains no goals focused on improving planning or continuity and progression between grades throughout the school or there is no evidence of implementation.</li> </ul>  |
| 1.3                           | <ul style="list-style-type: none"> <li>- The principal is involved in a program of continuous professional development and appraisal by supervisors, board members or peers.</li> <li>- The principal keeps up to date with innovations in education.</li> <li>- The principal creates many opportunities for teachers to engage in continuous professional development activities.</li> <li>- The principal mentors teachers and conducts formal and informal training at the school.</li> <li>- The SIP contains plans for professional development for teachers and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal is involved in a program of professional development and appraisal.</li> <li>- The principal creates some opportunities for teachers to engage in continuous professional development activities.</li> <li>- The principal conducts formal and informal training at the school.</li> <li>- The SIP contains some plans for professional development for teachers and there is evidence of implementation.</li> </ul>                                | <ul style="list-style-type: none"> <li>- The principal attends some professional development activities conducted by the PSS.</li> <li>- The SIP contains some plans for professional development, but there is little evidence of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>- The principal rarely or never attends professional development activities conducted by the PSS.</li> <li>- The SIP contains no plans for teachers to engage in professional development activities or there is no evidence of implementation.</li> </ul>   |
| 1.4                           | <ul style="list-style-type: none"> <li>- The principal conducts a regular program of teacher performance appraisals. There are regular, structured classroom observations and written reports are produced.</li> <li>- The principal coaches teachers and conducts model lessons where necessary.</li> <li>- The principal encourages teachers to evaluate their own performance based on student learning outcomes.</li> <li>- The SIP contains plans to improve teaching and learning through teacher appraisal and there is evidence of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>- The principal conducts teacher performance appraisals at least twice per year.</li> <li>- There are regular, structured classroom observations and written reports are produced.</li> <li>- The principal coaches teachers where necessary.</li> <li>- The SIP contains some plans to improve teaching and learning through teacher appraisal and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- The principal sometimes conducts informal classroom observations.</li> <li>- Written reports are not always produced.</li> <li>- The SIP contains some plans to improve teaching and learning through teacher appraisal but there is little evidence of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>- The principal rarely or never conducts classroom observations.</li> <li>- There are no written reports.</li> <li>- The SIP contains no plans to improve teaching and learning through teacher appraisal or there is no evidence of implementation.</li> </ul>  |

## **Exemplar for schools that comply with Standard 1: Leadership**

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

The principal has a clear philosophy of education and can articulate a vision of excellence for the school.

- This is reflected in high expectations for both students and teachers. Students are expected to work hard and perform well in the MISATs and other assessments. This expectation is backed up by a rigorous approach to attendance, punctuality and effective teaching and learning. Student performance in the MISAT is above the National average.
- All students are working at their grade level, using textbooks and learning materials that are appropriate to the grade level. The principal expects teachers and students to be punctual. They are expected to be at school and ready to work at the official starting time. Sanctions are applied and action is taken to address poor punctuality. Daily attendance registers are completed for morning and afternoon sessions.
- Class registers are taken where necessary to prevent unauthorized absence. Written authorization from parents is required following any absence. The principal contacts parents in cases of persistent unauthorized absence. Attendance data is analyzed and targets set to ensure high rates of attendance. There is transparency of student and teacher 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 are added to the school calendar to ensure that all students receive the statutory of no less than 185 days of instruction.
- The principal ensures full compliance with the statutory minimum instructional time, mandated in the RMI PSS Rules and Regulations. The minimum instructional time for Grades 1 to 3 is 1,750 minutes per week, or 6 hours 50 minutes per day. The minimum instructional time for Grades 4 to 8 is 1,800 minutes per week, or 6 hours per day.

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, and 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 other staff and organizes or conducts formal and informal training at the school.

The principal conducts a regular program of teacher performance appraisals.

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

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

The principal ensures that the school and classroom environments are conducive to learning, safe, orderly, engaging and fulfilling for all students.

- There is a positive discipline program in place, with incentives for good behavior. Corporal punishment is never used under any circumstances and infractions are dealt with by counseling.

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

## Standard 2: Teacher Performance

| Criteria | Level 4 - exceeds the accreditation standards.  | Level 3 - complies with the accreditation standards.   | Level 2 - substantially complies and has a plan to correct deficiencies.   | Level 1 - does not meet the accreditation standards.  |
|----------|---|--|--|---|
| 2.1      | <ul style="list-style-type: none"> <li>- All teachers prepare standardized lesson plans that meet PSS guidelines and include differentiated activities that meet the needs of all learners, including those with IEPs.</li> <li>- All plans include sequenced, measurable learning objectives from the National Curriculum.</li> <li>- Measurable, observable assessment is integrated into lessons.</li> <li>- Assessment is used to guide instruction at all time, as evidenced in lesson plans.</li> </ul>                             | <ul style="list-style-type: none"> <li>- Most teachers prepare standardized lesson plans that meet PSS guidelines and include differentiated activities that meet the needs of all learners, including those with IEPs.</li> <li>- Most plans include sequenced, measurable learning objectives from the National Curriculum.</li> <li>- Measurable, observable assessment is integrated into most lessons.</li> <li>- Student assessment and observation records are kept.</li> </ul> | <ul style="list-style-type: none"> <li>- Some teachers prepare lesson plans that include teaching and learning activities.</li> <li>- Plans include some learning objectives from the National Curriculum.</li> <li>- Student assessment records consist mostly of test scores.</li> <li>- There is some evidence of plans to improve lesson planning to meet PSS guidelines.</li> </ul>   | <ul style="list-style-type: none"> <li>- Teachers rarely prepare lesson plans.</li> <li>- Student assessment records are not kept.</li> <li>- The SIP contains no plans to improve lesson planning, to use differentiation for students with IEPs, or use assessment to measure progress and guide instruction.</li> </ul>  |
| 2.2      | <ul style="list-style-type: none"> <li>- All teachers create high quality, stimulating classroom learning environments.</li> <li>- Classrooms are rich in print and visual displays that are related to the current learning objectives.</li> <li>- There are designated areas of the classrooms where topical displays, book corners or activity centers are located.</li> <li>- A wide range of student work of very high quality is neatly displayed and clearly labeled.</li> </ul>   | <ul style="list-style-type: none"> <li>- Most teachers attempt to create high quality, stimulating classroom learning environments.</li> <li>- Classrooms are rich in print and visual displays that are related to the current learning objectives.</li> <li>- Most classrooms have reading corners or activity centers.</li> <li>- Recent student work of good quality is neatly displayed.</li> </ul>   | <ul style="list-style-type: none"> <li>- Some teachers create adequate classroom learning environments.</li> <li>- Classrooms contain some visual displays; displays may be outdated.</li> <li>- Classroom arrangements may include some variety, including activity centers and room libraries.</li> <li>- Limited student work is displayed and may be outdated.</li> <li>- The SIP contains plans to improve classroom environments and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- Classrooms do not contain visual displays.</li> <li>- Desks are in rows and there are no classroom room libraries or activity centers</li> <li>- No student work is displayed.</li> <li>- There does not seem to be any attempt to create a stimulating classroom environment.</li> <li>- The SIP contains no plans to improve classroom environments or there is no evidence of implementation of plans.</li> </ul>   |
| 2.3      | <ul style="list-style-type: none"> <li>- All teachers manage their time effectively to maximize students' learning opportunities.</li> <li>- Lessons start and finish on time.</li> <li>- Students are on-task and engaged in learning activities for most of the lesson time.</li> <li>- A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs.</li> <li>- Student work demonstrates higher-order thinking, inquiry, observation, analysis and problem solving skills.</li> </ul> | <ul style="list-style-type: none"> <li>- Most lessons start and finish on time.</li> <li>- Students are on-task and engaged in learning activities for most of the lesson time.</li> <li>- A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs.</li> <li>- Student work demonstrates their engagement in a range of creative activities.</li> </ul>   | <ul style="list-style-type: none"> <li>- Lessons sometimes start on time.</li> <li>- Students are often off-task or waiting.</li> <li>- There is little variety in the teaching and learning strategies used and includes mostly repetitive drill.</li> <li>- Teachers do not take account of students' IEPs.</li> <li>- Student work and assignments lack creativity and critical thinking opportunities.</li> <li>- The SIP contains plans to improve teaching and learning strategies and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers are unorganized and not prepared.</li> <li>- Lessons rarely start on time.</li> <li>- Drills and rote instruction are used most of the time and there is little variety in instructional strategies.</li> <li>- Teachers are not aware of students' IEPs.</li> <li>- Student work is mostly fill in the blank and copying.</li> <li>- The SIP contains no plans to improve teaching and learning strategies or there is no evidence of implementation.</li> </ul> |
| 2.4      | <ul style="list-style-type: none"> <li>- All teachers actively participate with enthusiasm in a school-based appraisal program.</li> <li>- All teachers, individually or in groups, reflect upon and evaluate their performance and participate in professional development.</li> <li>- Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children's learning outcomes.</li> </ul>   | <ul style="list-style-type: none"> <li>- Most teachers participate in a school-based appraisal program.</li> <li>- Most teachers, individually or in groups, evaluate their performance and participate in professional development.</li> <li>- Most teachers write some form of lesson evaluation.</li> </ul>   | <ul style="list-style-type: none"> <li>- A few teachers participate in a formal or informal appraisal program.</li> <li>- A few teachers write some form of lesson evaluation.</li> <li>- The SIP includes plans to improve teacher appraisal and there is evidence of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>- Teachers do not participate in any form of appraisal program.</li> <li>- Teachers do not write lesson evaluations.</li> <li>- The SIP includes no plans to improve teacher appraisal or there is no evidence of implementation.</li> </ul>   |

## **Exemplar for schools that comply with Standard 2: Teacher Performance**

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

Planning is conducted using a standardized format.

- Most teachers prepare 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.

- 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.

- Teachers manage their time effectively to maximize students' learning opportunities.
- Classroom rules are posted and students are informed on rules and consequences
- Lessons start and finish on time.
- Students are on-task and engaged in learning activities for most of the lesson time. Distractions are minimal. A variety of teaching and learning strategies are used. Student work demonstrates their engagement in a range of creative activities and projects.

Teachers are fully briefed on students' IEPs.

- They create appropriate teaching and learning activities to meet these students' needs.
- Assessment accommodations are made to meet the needs of students with IEPs.

Teachers recognize the value of performance appraisal.

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

- Most teachers write some form of lesson evaluation.
- Teachers are willing to take on active leadership roles in activities related to school improvement.

## Classroom Management

- Positive room arrangement
- Students are informed on all classroom rules and procedures. Signs are posted in the classroom
- Positive reinforcement: Focus on good behavior.

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

| <b>Standard 3: Data Management</b> |   |   |  |  |
|------------------------------------|---|---|--|--|
| <b>Criteria</b>                    | <b>Level 4 - exceeds the accreditation standards.</b>   | <b>Level 3 - complies with the accreditation standards.</b>   | <b>Level 2 - substantially complies and has a plan to correct deficiencies.</b>  | <b>Level 1 - does not meet the accreditation standards.</b>  |
| 3.1                                | <ul style="list-style-type: none"> <li>- Comprehensive and accurate school data is collected on a regular schedule.</li> <li>- Daily attendance data for students and teachers is collected and analyzed to produce weekly and annual percentages reports for individuals, classes and the whole school.</li> <li>- Reports for the last three years or more are available.</li> <li>- Action is taken early to address attendance and drop-out issues.</li> </ul>                              | <ul style="list-style-type: none"> <li>- School data is collected on a regular schedule.</li> <li>- Daily attendance data for students is collected and analyzed to produce daily, weekly and annual percentage reports.</li> <li>- Reports for the last three years are available.</li> <li>- Action is taken early to address attendance issues.</li> </ul> | <ul style="list-style-type: none"> <li>- Some school data is collected on a regular schedule.</li> <li>- Daily attendance data is usually collected.</li> <li>- The SIP includes plans to improve the collection and use of data and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- School data is not collected on a regular schedule.</li> <li>- Daily attendance data is not always collected.</li> <li>- The SIP includes no plans to improve the collection and use of data or there is no evidence of implementation.</li> </ul>  |
| 3.2                                | <ul style="list-style-type: none"> <li>- All school data is centrally located and carefully filed.</li> <li>Files are backed-up or duplicated and are securely held.</li> <li>- All data is checked, cleaned and updated at least weekly.</li> <li>- Data is provided to The Public School System in a timely manner in both electronic and hardcopy format.</li> <li>- Student IEPs are carefully filed, regularly consulted by class teachers and regularly updated.</li> </ul>               | <ul style="list-style-type: none"> <li>- School data is centrally located and carefully filed.</li> <li>- Data is regularly checked, cleaned and updated.</li> <li>- Data is provided to The Public School System in a timely manner.</li> <li>- Student IEPs are carefully filed and often consulted by class teachers.</li> </ul>                           | <ul style="list-style-type: none"> <li>- Most school data is centrally located and filed.</li> <li>- Data is sometimes checked, cleaned and updated.</li> <li>- Student IEPs are filed and sometimes consulted by class teachers.</li> <li>- The SIP includes plans to improve the filing and accuracy of data and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- School data is not centrally located and is poorly filed.</li> <li>- Data is rarely checked, cleaned and updated.</li> <li>- Student IEPs are outdated and rarely consulted by class teachers.</li> <li>- The SIP includes no plans to improve the filing and accuracy of data or there is no evidence of implementation.</li> </ul>  |
| 3.3                                | <ul style="list-style-type: none"> <li>- All student performance data, including classroom assessment, teacher observations, student portfolios and test data, is analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs.</li> <li>- Regular assessment meetings are held by teacher teams.</li> <li>- Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.</li> </ul> | <ul style="list-style-type: none"> <li>- All student performance data is collected and analyzed by all teachers to identify individual students' strengths and weaknesses, including students with IEPs.</li> <li>- Data analysis is used by teachers to adapt their teaching strategies and programs to meet individual student needs.</li> </ul>            | <ul style="list-style-type: none"> <li>- Some student performance data is collected and analyzed by some teachers to identify individual students' strengths and weaknesses.</li> <li>- Data analysis is sometimes used by teachers to adapt their teaching strategies and programs to meet individual student needs.</li> <li>- The SIP includes plans to improve the use of student performance data and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- Student performance data is not analyzed to identify individual students' strengths and weaknesses.</li> <li>- Data analysis is not used by teachers to adapt their teaching strategies and programs to meet individual student needs.</li> <li>- The SIP includes no plans to improve the use of student performance data or there is no evidence of implementation.</li> </ul>                  |
| 3.4                                | <ul style="list-style-type: none"> <li>- An extensive collection of school data is used to guide all management decision making</li> <li>- A full range of data, including findings from surveys, is shown and used in the School Improvement Plan</li> <li>- Data analysis is used by the principal to support management decisions, such as teacher deployment, student placement and resource allocation.</li> </ul>   | <ul style="list-style-type: none"> <li>- School data is used in management decision making.</li> <li>- Relevant data is shown and used in the School Improvement Plan</li> <li>- Data analysis is used by the principal to support management decisions, such as teacher deployment.</li> </ul>   | <ul style="list-style-type: none"> <li>- School data is rarely used in management decision making</li> <li>- Some data is shown and used in the School Improvement Plan</li> <li>- Data analysis is sometimes used by the principal to support management decisions.</li> <li>- The SIP includes plans to improve the use of data in management decision making and there is evidence of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>- School data is not used in management decision making</li> <li>- Data is not shown nor used in the School Improvement Plan</li> <li>- Data analysis is not used by the principal to support management decisions, such as teacher deployment.</li> <li>- The SIP includes no plans to improve the use of data in management decision making or there is no evidence of implementation.</li> </ul> |

### Exemplar for schools that comply with Standard 3: Data Management

Schools that meet accreditation standards for data management have in place a policy and system for the collection, storage and 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 and analyzed to produce daily, weekly and annual attendance reports showing attendance and absence percentages. There is transparency of student and teacher attendance.

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.

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

| Suggested sources of evidence of performance for Standard 3 |  |
|---|--|
| 3.1   | School attendance data for each child: average school attendance rates per day, week and month: school calendar: 9 week reports, discussions with parents and school community   |
| 3.2   | Copy of school data sent to PSS: copy of current school data   |
| 3.3   | Student performance data: MISAT data: classroom assessment data: teacher observation data: student portfolios: student performance analysis reports: Individual Education Plans: evidence of use of data in program or lesson planning: evidence of special education response to student performance data |
| 3.4   | Data in the School Improvement Plan: trends identified by data analysis  |

### Standard 4: National Curriculum Standards, Benchmarks and Student learning Outcomes

| Criteria | Level 4 - exceeds the accreditation standards.  | Level 3 - complies with the accreditation standards.   | Level 2 - substantially complies and has a plan to correct deficiencies.  | Level 1 - does not meet the accreditation standards.  |
|----------|---|--|---|---|
| 4.1      | <ul style="list-style-type: none"> <li>- Written school policy states that English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are taught throughout the school in accordance with the National Curriculum.</li> <li>- All lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.</li> </ul>  | <ul style="list-style-type: none"> <li>- The school timetable, teacher records and lesson plans show that English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are taught in most classes throughout the school in accordance with the National Curriculum.</li> <li>- Most lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>- The school timetable, teacher records and lesson plans show that English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are taught in some classes and sometimes in accordance with the National Curriculum.</li> <li>- Lesson Plans are not aligned with the standards and benchmarks.</li> <li>- The SIP contains plans to improve curriculum provision and there is evidence of implementation.</li> </ul>                 | <ul style="list-style-type: none"> <li>- English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are not taught throughout the school in accordance with National Curriculum.</li> <li>- There are no lesson plans or existing plans are not being used.</li> <li>- The SIP does not contain any plans to improve curriculum provision or there is no evidence of implementation.</li> </ul>                                |
| 4.2      | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is above 30%.</li> <li>- MISAT combined proficiency Improvement is 10% or more.</li> <li>- Above 75% pass the High School Entrance Test.</li> </ul>   | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is above 20%.</li> <li>- MISAT combined proficiency Improvement is 5% or more.</li> <li>- Above 50% pass the High School Entrance Test.</li> </ul>   | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is above 10%.</li> <li>- MISAT combined Proficiency Improvement is 1% or more.</li> <li>- Above 25% pass the High School Entrance Test.</li> </ul>  | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is below 10%.</li> <li>- MISAT combined Proficiency Improvement is less than 1%.</li> <li>- Less than 25% pass the High School Entrance Test.</li> </ul>  |
| 4.3      | <ul style="list-style-type: none"> <li>- Students in all grades have their own copies of updated textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science.</li> <li>- All textbooks are aligned to the correct grade level or students are working above grade level and there is clear progression from one grade to the next.</li> <li>- Students have access to additional resources including on-line resources.</li> <li>- The average student: teacher ratio is not more than 25:1.</li> </ul> | <ul style="list-style-type: none"> <li>- All students in all grades have their own copies of textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science.</li> <li>- All textbooks are aligned to the correct grade level and there is progression from one grade to the next.</li> <li>- The average student: teacher ratio is not more than 25:1.</li> </ul>                         | <ul style="list-style-type: none"> <li>- Most students in most grades have their own copies of textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science</li> <li>- Not all textbooks are aligned to the correct grade level.</li> <li>- The average student: teacher ratio is not more than 30:1.</li> <li>- The SIP contains plans to improve access to textbooks or reduce the student: teacher ratio and there is evidence of implementation</li> </ul> | <ul style="list-style-type: none"> <li>- Few students in most grades have their own copies of textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science.</li> <li>- Textbooks are not aligned to the correct grade level.</li> <li>- The average student: teacher ratio is more than 30:1.</li> <li>- The SIP contains no plans to improve access to textbooks or reduce the student: teacher ratio.</li> </ul> |
| 4.4      | <ul style="list-style-type: none"> <li>- A full timetable of extra-curricular academic, sports, cultural, civic and community activities are conducted after school for both boys and girls.</li> <li>- Values such as fair play and healthy lifestyles are promoted.</li> <li>- Students have received awards for extra-curricular activities from local and international bodies and organizations.</li> </ul>  | <ul style="list-style-type: none"> <li>- Daily extra-curricular academic, sports, cultural, civic and community development activities are conducted after school for both boys and girls.</li> <li>- Values such as fair play and healthy lifestyles are promoted.</li> </ul>   | <ul style="list-style-type: none"> <li>- Extra-curricular is limited to sports only and are conducted after school for both boys and girls.</li> <li>- The SIP contains plans to improve the provision of extra-curricular activities and there is evidence of implementation.</li> </ul>   | <ul style="list-style-type: none"> <li>- No extra-curricular academic, sports, cultural, civic or community activities are conducted after school for both boys and girls.</li> <li>- The SIP contains no plans to improve the provision of extra-curricular activities or there is no evidence of implementation.</li> </ul>   |

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

Schools that meet the accreditation standards offer an effective, wide and varied curriculum.

- These schools teach all National Curriculum subjects at all Grade levels.
- Teachers have copies of the National Curriculum Standards, Benchmarks and Student Learning Outcomes (SLO) and they are familiar with them. Each syllabus should include student learning outcomes (SLOs) that describe the knowledge, skills, and abilities students can expect to attain during your course.
- 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.

Student achievement is higher than average in schools that comply with this standard.

- At least 50% of students achieve a pass score or Proficient, Advanced, Developing, Beginning, Minimum Competency or Competency in the MISATs.

The average student: teacher ratio is not more than 25:1.

Schools that meet the standards are well equipped with textbooks and learning materials.

- All students have their own copies of textbooks for English Language Arts, Mathematics, Science and Social Studies.
- There are adequate materials for students studying Marshallese Language Arts. All textbooks used by the school are correctly aligned to the Students' Grade level. There is a clear progression from one Grade level to the next. Supplemental materials for learners of English as a second language are provided.

The academic curriculum is supplemented by comprehensive and engaging extra-curricular program.

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

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

| <b>Standard 5: School Campus, Classrooms and Facilities</b> |  |  |  |   |
|---|--|--|--|---|
| <b>Criteria</b>   | <b>Level 4 - exceeds the accreditation standards.</b>  | <b>Level 3 - complies with the accreditation standards.</b>  | <b>Level 2 - substantially complies and has a plan to correct deficiencies.</b>  | <b>Level 1 - does not meet the accreditation standards.</b>   |
| 5.1   | <ul style="list-style-type: none"> <li>- The school has a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance.</li> <li>- Records show that maintenance work is regularly carried out.</li> <li>- The school has a written facilities development plan that sets out a schedule for major maintenance works, refurbishment or rebuilding.</li> <li>- Records and plans show that the facilities development plan is actively implemented.</li> </ul> | <ul style="list-style-type: none"> <li>- The school has a written maintenance plan component in their SIP.</li> <li>- Regular maintenance work is carried out.</li> <li>- All potential and actual maintenance problems have been reported to PSS.</li> </ul>  | <ul style="list-style-type: none"> <li>- The school has a written maintenance plan component in their SIP</li> <li>- There is evidence of some recent basic maintenance work.</li> <li>- Some maintenance problems have been reported to PSS.</li> </ul>   | <ul style="list-style-type: none"> <li>- The SIP contains no maintenance plan.</li> <li>- No maintenance work has been carried out in the past 12 months.</li> <li>- No work orders have been sent to PSS.</li> </ul>   |
| 5.2   | <ul style="list-style-type: none"> <li>- The campus is maintained to a high standard of cleanliness.</li> <li>- Schools grounds are neat, clean, safe and secure.</li> <li>- Public areas are welcoming and attractive.</li> <li>- All school facilities are easily accessible to students with physical disabilities.</li> <li>- There is a well-equipped office and teacher workspace.</li> </ul>  | <ul style="list-style-type: none"> <li>- The campus is maintained to a good standard of cleanliness.</li> <li>- School grounds are reasonably neat, clean, safe and secure.</li> <li>- Public areas are clean and neat.</li> <li>- Most school facilities are accessible to students with physical disabilities.</li> </ul>  | <ul style="list-style-type: none"> <li>- School grounds are not kept clean and neat.</li> <li>- Some areas of the campus are dangerous.</li> <li>- Not all school facilities are accessible to students with physical disabilities.</li> <li>- The SIP contains a plan to improve the school facilities.</li> </ul>  | <ul style="list-style-type: none"> <li>- The school campus and buildings are in poor condition.</li> <li>- Facilities are inadequate or unsafe.</li> <li>- Facilities are inaccessible to students with physical disabilities.</li> <li>- The SIP contains no plans to improve the condition of the school facilities.</li> </ul>   |
| 5.3   | <ul style="list-style-type: none"> <li>- Classroom environments are conducive to effective teaching and learning.</li> <li>- All classrooms are bright, well ventilated and equipped with adequate lighting and electrical outlets.</li> <li>- Electrical fittings are in good condition and safe.</li> <li>- All classrooms have high-quality student and teacher furniture, including adequate storage and display.</li> </ul>   | <ul style="list-style-type: none"> <li>- Classroom environments are somewhat conducive to effective teaching and learning.</li> <li>- Most classrooms are bright, well ventilated and equipped with adequate lighting and electrical outlets.</li> <li>- Electrical fittings are in good condition and safe.</li> <li>- Classrooms are adequately furnished, equipped and maintained.</li> </ul>   | <ul style="list-style-type: none"> <li>- Classroom environments are poor and not entirely conducive to effective teaching and learning.</li> <li>- Classrooms are adequately lit and ventilated.</li> <li>- Some electrical fittings are unsafe.</li> <li>- Classroom furniture is adequate but in poor condition.</li> </ul>  | <ul style="list-style-type: none"> <li>- Classroom environments are detrimental to teaching and learning.</li> <li>- Classrooms are dark and not well ventilated</li> <li>- Electrical outlets are unsafe, do not work or absent.</li> <li>- School furniture is inadequate and unsafe.</li> <li>- The SIP contains no plans to improve classroom environments</li> </ul>   |
| 5.4   | <ul style="list-style-type: none"> <li>- Food storage and preparation areas are EPA and PHD certified.</li> <li>- All food handlers are trained and certified by EPA and PHD.</li> <li>- EPA and PHD certificates are clearly displayed.</li> <li>- There is abundant safe drinking water.</li> <li>- Staff and student toilet facilities are safe and clean, with hand wash basins, paper and soap.</li> <li>- There is an emergency evacuation plan and it is practiced regularly throughout the year.</li> </ul>          | <ul style="list-style-type: none"> <li>- Food storage and preparation areas are EPA and PHD certified.</li> <li>- Most food handlers are trained and certified by EPA and PHD.</li> <li>- Some EPA and PHD certificates are displayed.</li> <li>- There is access to adequate safe drinking water.</li> <li>- There are adequate safe and clean toilet facilities for students and staff.</li> <li>- There is an emergency evacuation plan and it is practiced at least twice per year.</li> </ul> | <ul style="list-style-type: none"> <li>- Food storage and preparation areas are clean but not EPA and PHD certified.</li> <li>- Some food handlers are trained and certified by EPA and PHD.</li> <li>- Some EPA and PHD certificates can be found.</li> <li>- There is access to some safe drinking water or the SIP contains a plan to provide water.</li> <li>- Toilet facilities for students and staff are barely adequate, but the SIP contains an improvement plan.</li> <li>- There is an emergency evacuation plan but it has not been practiced in the last year.</li> </ul> | <ul style="list-style-type: none"> <li>- Food storage and preparation areas not EPA and PHD certified and are not kept clean.</li> <li>- Food handlers are not trained and certified by EPA and PHD.</li> <li>- There is no access to safe drinking water.</li> <li>- Toilet facilities for students and staff are inadequate, unsafe and unsanitary.</li> <li>- There is no emergency evacuation plan</li> <li>- The SIP contains no plans to improve basic facilities.</li> </ul> |

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

Schools that meet the accreditation standards have facilities that contribute to high levels of student achievement.

- The school grounds are clean and well maintained. There is no litter, graffiti or signs of vandalism.

Playing areas are spacious and free of potential hazards.

- There are no dangerous items such as broken equipment or exposed sharp objects. Sports equipment, where available, are 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 in the classrooms are safe and secure.
- There is a written maintenance plan that sets out a schedule of routine cleaning, minor repairs and preventative maintenance
- The classrooms are clean, spacious and tidy. There is adequate furniture for all students as well as teacher's desk and secure, lockable storage for books and materials. Lighting and ventilation are good and the classroom is a comfortable place for students to learn. Science labs and some classrooms have sinks with running water.

There is an emergency evacuation plan for the school to be implemented in case of fire or other emergency, and teachers and students are aware of the plan.

There is adequate access to safe drinking water.

- Safe, clean, EPA and PHD certified drinking is available for all students. Valid EPA and PHD certificates can be seen.

Food handling areas, such as kitchens and canteens, are clean and safe.

- Valid EPA and PHD certificates 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.

- Valid EPA and PHD certificates 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.

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

## Standard 6: School Improvement Planning

| Criteria | Level 4 - exceeds the accreditation standards.  | Level 3 - complies with the accreditation standards.  | Level 2 - substantially complies.   | Level 1 - does not meet the accreditation standards.  |
|----------|---|---|---|---|
| 6.1      | <ul style="list-style-type: none"> <li>- The School Improvement Plan has been developed and evaluated in accordance with the National Guidelines.</li> <li>- The School Improvement Plan has been developed by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wished to be involved.</li> <li>- The SIP is reviewed on a regular basis.</li> <li>- There is strong evidence that student achievement is improving as a result of the SIP.</li> </ul> | <ul style="list-style-type: none"> <li>- The School Improvement Plan has been developed and evaluated largely in accordance with the National Guidelines.</li> <li>- The School Improvement Plan has been developed by a school improvement team that includes all teachers, parents, students, community members and other stakeholders who wish to be involved.</li> <li>- The SIP is showing some signs of improving student achievement.</li> </ul> | <ul style="list-style-type: none"> <li>- The School Improvement Plan has been developed and evaluated in accordance with some of the National Guidelines.</li> <li>- The School Improvement Plan has been developed by a school improvement team but teachers, parents, students, community members and other stakeholders were not all represented.</li> <li>- There is a plan to improve the SIP process and there is some evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The School Improvement Plan has not been developed and evaluated in accordance with the National Guidelines.</li> <li>- The School Improvement Plan has not been developed by a school improvement team.</li> <li>- There is no plan to improve the SIP process or there is no evidence of implementation of such a plan.</li> </ul>   |
| 6.2      | <ul style="list-style-type: none"> <li>- The school principal plays a key leadership role in the development and implementation of the SIP.</li> <li>- The SIP contains a Vision and Mission.</li> <li>- The mission and Vision are well known and shared by the school community.</li> <li>- The SIP is effectively implemented and monitored.</li> <li>- The actions of staff members and members of the school community show commitment to implementing the SIP.</li> </ul>   | <ul style="list-style-type: none"> <li>- The school principal plays an important role in the development and implementation of the SIP.</li> <li>- The SIP contains a Vision and Mission.</li> <li>- The Vision and Mission are well known by the school community.</li> <li>- The SIP is well implemented and monitored.</li> </ul>  | <ul style="list-style-type: none"> <li>- The school principal did not play a leadership role in the development and implementation of the SIP.</li> <li>- The SIP is not effectively implemented and monitored.</li> <li>- The SIP contains a Vision and Mission but these are not known by the school community.</li> <li>- There is a plan to improve SIP leadership, implementation and monitoring and there is evidence of implementation.</li> </ul>           | <ul style="list-style-type: none"> <li>- The school principal did not play any role in the development and implementation of the School Improvement Plan.</li> <li>- The Plan does not contain a Vision and Mission.</li> <li>- The Plan is not being implemented or monitored.</li> <li>- There is no plan to improve SIP leadership, implementation and monitoring or there is no evidence of implementation of such a plan.</li> </ul> |
| 6.3      | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Data analysis is comprehensive and is presented in graphical format.</li> <li>- Goals and objectives are clearly based on data analysis.</li> </ul>  | <ul style="list-style-type: none"> <li>- The School Improvement Plan contains general data analysis of student performance, attendance, resources and school management, over at least the last 3 years, noting school strengths and weaknesses.</li> <li>- Data analysis is presented in graphical format.</li> <li>- Goals and objectives are based on data analysis.</li> </ul>  | <ul style="list-style-type: none"> <li>- The School Improvement Plan contains limited data analysis of student performance, attendance, resources and school management.</li> <li>- There is a plan to improve data analysis and there is evidence of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>- The School Improvement Plan contains no data analysis of student performance, attendance, resources and school management.</li> <li>- There is no plan to improve data analysis or there is no evidence of implementation of such a plan.</li> </ul>   |
| 6.4      | <ul style="list-style-type: none"> <li>- The School improvement Plan contains detailed planning matrices for all activities, with inputs, timelines, outputs and outcomes.</li> <li>- The SIP is posted in a public place and regular monitoring reports are issued to the community.</li> </ul>  | <ul style="list-style-type: none"> <li>- The School improvement Plan contains some detailed planning for all activities, with inputs, timelines, outputs and outcomes.</li> <li>- Plan activities are regularly monitored.</li> </ul>   | <ul style="list-style-type: none"> <li>- The School improvement Plan does not contain Matrices for all activities.</li> <li>- There is a plan to improve Goals, Objectives and Activity Planning and there is evidence of implementation.</li> </ul>  | <ul style="list-style-type: none"> <li>- The School improvement Plan does not contain any Student Achievement Goals and Objectives or Activity Planning Matrices.</li> <li>- There is no plan to improve Goals, Objectives and Activity Planning or there is no evidence of implementation of such a plan.</li> </ul>   |

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

Schools that meet the accreditation standards have a current SIP in place and are implementing it effectively. These schools are able to produce a copy of the current SIP as well as documentary evidence describing its implementation.

- The implementation program is on time and monitoring and evaluation activities show that student achievement rates are rising. The SIP will be familiar to teachers and parents. The SIP has been developed by following the guidance issued by the PSS.

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.

- 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.

- The plan will contain Activity Planning Matrices for all activities, with inputs, timelines, outputs and outcomes. There will be evidence of implementation activities visible in the school, such as notices giving details of upcoming activities or actual activities, such as staff development, taking place after school. The SIP will be closely monitored and records kept showing actual activities conducted and their outputs and outcomes.

| Suggested sources of evidence of performance for Standard 6 |   |
|---|---|
| 6.1   | Copy of the School Improvement Plan: Minutes of SIT meetings: SIT analysis of student achievement                       |
| 6.2   | Interview with principal; monitoring reports; interviews with staff   |
| 6.3   | Data on student achievement including MISATs results and classroom assessments; evidence of the use of data in planning |
| 6.4   | Activity planning matrices with dates and targets: monitoring reports   |

# Chapter 4: Classroom Observations

Classroom Observations are the second main task for the MSET and must be completed during the actual school evaluation visit. A minimum of two classroom observations is necessary to meet the requirements laid out in this manual. The School Evaluation team should identify who is to be responsible for this important task.

Due to time constraints and limited opportunities for observer(s) to interview instructors, observers will utilize a slightly modified version of the standardized RMI Classroom Observation process when conducting their classroom observations. Located in the section below is a guide for completing the classroom observation for school accreditation purposes.

## Guide to Classroom Observation for School Accreditation

The Observer and the Teacher will follow a sequence of activities in completing the Classroom observation for school accreditation, as follows:

1. Pre-Observation: Observer outlines the purpose of the observation. Documents such as lesson plans can be reviewed at this time.
2. Classroom Observation: Observer completes the Running Record and collects data on the types of questions the teacher asks.
3. Post-Observation: Observer discusses the observation with the teacher.
4. Completion: Observer completes the Classroom Observation Checklist and calculates a score and Accreditation Level for the observation.

## Running Record for Classroom Observation

A running record details teacher and student activities during a lesson and captures significant things that do not appear on the checklist. The Observer will enter classrooms unobtrusively and not interact with teachers and students in order to accurately depict normal classroom instruction and behavior. Observers will use the running record to note the main activities of teachers and students that occur during the observed lesson. Observers should record how much time is spent for each activity. Evidence collected from the running record can then be used to complete the Classroom Observation Checklist.

## Open and closed questions

The observer should also count the number of Open and Closed questions asked during the lesson.

Open questions encourage students to think and express themselves. They may have more than one correct answer. They usually begin with 'Why', 'How' or 'What do you think?' For example, 'Why do you think it's important to learn how to tell the time?'

Closed questions usually have one correct answer. For example, 'What number is the hour hand pointing to on the clock?'

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

| Time in minutes | Teacher Activity  | Student Activity   | Open questions | Closed questions |
|-----------------|---|--|----------------|------------------|
| 09.30           | <i>Waiting for children to settle</i>   | <i>Getting settled. Arranging chairs and desks</i>                                     |                |                  |
| 09.32           | <i>Still waiting</i>  | <i>Getting settled. Taking out books and pencils</i>                                   |                |                  |
| 09.34           | <i>Moves some children to different seats</i>   | <i>Children move</i>   |                |                  |
| 09.36           | <i>Drawing clock face on chalkboard. Adding numbers 1 to 12.</i>  | <i>Waiting for teacher to finish drawing.</i>  |                |                  |
| 09.38           | <i>Drawing hands on clock. Clock shows twenty past nine.</i>  | <i>Some copying the drawing</i>  |                |                  |
| 09.40           | <i>Asks students to tell the time shown on the clock. Explains that each number represents 5 minutes. Asks class what time is shown on clock.</i> | <i>Students answer correctly. Listening to explanation. Students answer correctly.</i> |                | <i>1, 1, 1</i>   |
| 09.42           | <i>Draws clock hands showing different time. Asks class the time.</i>   | <i>Children watch. Class call out the correct answer together.</i>                     |                | <i>1, 1, 1</i>   |
| 09.42           | <i>Repeats with different times</i>   | <i>Class call out the correct answer together.</i>                                     |                | <i>1,1,1,1</i>   |
| 09.44           | <i>Draws clocks showing different time. Asks children to copy the clock and write the times in words</i>  | <i>Children start drawing clocks.</i>  |                |                  |
| 09.46           | <i>Walks around the classroom</i>   | <i>Children draw clocks.</i>   |                |                  |
| 09.48           | <i>Helps children with drawing</i>  | <i>Children draw clocks</i>  |                |                  |
| 09.50           | <i>Walks around classroom looking at children's work</i>  | <i>Children draw clocks</i>  |                |                  |

## Classroom Observation Checklist

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

| Standard | Criteria | Rubric | Yes | No |
|----------|----------|--------|-----|----|
|----------|----------|--------|-----|----|

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

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

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

|                     |
|---------------------|
| Observer's comments |
|                     |

## Scoring the Classroom Observation Checklist

The maximum possible score for each category is five (5). The score can be determined by counting the number of rubrics for which the observer awarded a 'yes'. Scores should be entered in the box marked 'Criteria Score'. Criteria scores should be entered in the score summary table below.

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

### Using Classroom observation scores to determine the school accreditation status

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

| Total Criteria Score | School Accreditation Level |
|----------------------|----------------------------|
| 46 - 60              | Level 4                    |
| 31 - 45              | Level 3                    |
| 16 - 30              | Level 2                    |
| 0 - 15               | Level 1                    |

## **Chapter 5: After the School Evaluation Visit**

School Data Form B is designed to collect all the levels for each criterion and for two classroom observations from the evaluations conducted earlier and recorded on the rubric forms. A sample is included in this chapter along with the official data form.

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

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

When School Data Form B has been completed by the MEST, it should be submitted to the PSS Accreditation Office for approval. Form A, all school assessment and classroom observation forms and any other relevant data should be attached to form a Stage One School Accreditation File.

When the Deputy Commissioner of Policy and Planning has approved and signed Form B of the Stage One School Accreditation File, Two further copies of the File should be made.

One copy of the Stage One School Accreditation File should be forwarded to the Secretary of Education by January 15th of each school year and a second copy to the School Principal or Head Teacher with further instructions and recommendations. The Office of Accreditation at PSS will be on hand to assist school Principals or Head teachers as they proceed to Stage Two. The Accreditation Office along with MSET and Deputy Commissioner of Schools will assist schools placed in Special Measures in working on an improvement plan.

The original copy of the Stage One School Accreditation File will be filed at the Ministry's Accreditation office.

|                         |                       |                  |
|-------------------------|-----------------------|------------------|
| School Name: Any School | School Code: Any code | Atoll: Any Atoll |
|-------------------------|-----------------------|------------------|

**SAMPLE FORM B: School Evaluation and Classroom Observation Scores FORM B SAMPLE**

| Criteria Level | Standard 1 |   |   |   | Standard 2 |   |   |   | Standard 3 |   |   |   | Standard 4 |   |   |   | Standard 5 |   |   |   | Standard 6 |   |   |   | Classroom Observation 1 | Classroom Observation 2 | Total  |
|----------------|------------|---|---|---|------------|---|---|---|------------|---|---|---|------------|---|---|---|------------|---|---|---|------------|---|---|---|-------------------------|-------------------------|--------|
|                | 1          | 2 | 3 | 4 | 1          | 2 | 3 | 4 | 1          | 2 | 3 | 4 | 1          | 2 | 3 | 4 | 1          | 2 | 3 | 4 | 1          | 2 | 3 | 4 | 1                       | 1                       | (= 26) |
| 4              |            |   |   |   |            |   |   |   |            |   |   |   |            |   |   |   |            |   |   |   |            |   |   |   |                         |                         | 0      |
| 3              |            |   |   | x |            | x |   |   |            |   |   |   |            | x | x | x |            |   |   |   |            | x |   |   | x                       |                         | 7      |
| 2              | x          |   | x |   | x          |   | x | x | x          | x |   | x | x          |   |   |   | x          | x | x | x |            |   | x | x |                         | x                       | 16     |
| 1              |            | x |   |   |            |   |   |   |            |   |   | x |            |   |   |   |            |   |   |   | x          |   |   |   |                         |                         | 3      |

School Accreditation Level determination ↓

| Next Step            | School Level |  | Level | Total |
|----------------------|--------------|--|-------|-------|
| Proceed to Stage Two |              | This school is at level 4<br>If most determinations are at this level            | 4     | 0     |
| Proceed to Stage Two |              | This school is at level 3<br>If most determinations are at this level            | 3     | 7     |
| Special Measures     | <b>X</b>     | This school is at level 2<br>If most determinations are at this level            | 2     | 16    |
| Special Measures     |              | This school is at level 1<br>If there are 4 or more determinations at this level | 1     | 3     |

Approval:  
 I hereby certify that the RMI School Accreditation Stage One School Evaluation has been correctly administered.  
 DATE: \_\_\_\_\_  
 Deputy Commissioner of Policy and Planning \_\_\_\_\_  
 Accreditation Director \_\_\_\_\_



## **Chapter 6: School Self Study**

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

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

Schools that progress from Stage One to Stage Two of the RMI Schools Accreditation System should complete the School Self Study six (6) months after being certified and submit it to the Accreditation Office through the District Supervisor. Upon approval, the Accreditation Director will forward a copy of the School Self Study to the Secretary of Education. The Secretary of Education will then issue the relevant Certificate of Accreditation.

Schools that have been awarded a Certificate of Accreditation will be evaluated and must complete a self study every year. A school's accreditation status will be revoked if annual Self Study reports are not submitted.

The Secretary of Education shall issue a Special Certificate of Achievement to elementary and secondary schools which comply with or exceed all RMI Schools Accreditation Standards and which have completed a School Self Study. A Special Certificate of Achievement shall be valid for a period of one year from the date of issue and will entitle the recipient school to enter an incentive scheme.

### **Completing the RMI Schools Accreditation System: Stage Two: School Self Study**

The School Self Study must be completed by the MSET and Atoll School Board working in collaboration with Principals, Head Teachers, teachers and stakeholders.

Forms for the School Self Study can be found in this Chapter.



|   |
|---|
| RMI School Accreditation System Stage Two |
| SCHOOL SELF STUDY                         |
| SCHOOL DATA FORM C                        |

|   |  |
|---|--|
| Atoll   |  |
| School Name   |  |
| School Code   |  |
| Principal/Head Teacher  |  |
| Accreditation status  |  |
| Self Study Approved by<br>Deputy Commissioner of<br>Policy and Planning |  |

| <b>Standard 1: Leadership</b>  |  |  |  |   |
|--|--|--|--|---|
| Criteria   | Level 4  | Level 3  | Level 2  | Level 1   |
| <b>1.1</b>   | <ul style="list-style-type: none"> <li>- The principal has very high expectations for students and teachers.</li> <li>- The principal ensures that more than 200 instructional days are delivered and can provide documentary evidence.</li> <li>- Students are responsible and student behavior is very orderly and respectful towards adults and other students.</li> <li>- The SIP contains goals focused on improving student performance and behavior and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal has higher than average expectations for students and teachers.</li> <li>- The principal can provide evidence that the minimum of 200 instructional days is delivered.</li> <li>- The mandatory number of instructional hours is delivered.</li> <li>- Student behavior is very orderly and respectful.</li> <li>- The SIP contains goals focused on improving student performance and behavior and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal has average expectations for students and teachers.</li> <li>- The principal can provide some evidence suggesting that the minimum of 200 instructional days is delivered.</li> <li>- Student behavior is orderly and respectful.</li> <li>- The SIP contains some goals focused on improving student performance and behavior but there is little evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal has low expectations for students and teachers.</li> <li>- The principal cannot provide evidence of the delivery of the mandatory number of instructional days or hours.</li> <li>- Student behavior is unruly.</li> <li>- The SIP contains no goals focused on improving student performance and behavior or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?   |  |  |  |   |
| 2. What are the major factors that have led to your school being placed at this level?   |  |  |  |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:   |  |  |  |   |
| <ul style="list-style-type: none"> <li>• The effects of positive leadership on student performance</li> <li>• The importance of modeling effective behaviors</li> <li>• The importance of providing opportunities for students to learn</li> <li>• Commitment, accountability and fulfilling legal obligations</li> <li>• The links between high teacher expectations and high student performance</li> <li>• Effective attendance and non-violent behavior management, including mentoring and counseling</li> <li>• Statutory instructional time of a minimum equivalent of 200 days</li> <li>• Statutory minimum instructional time, excluding breaks, of approximately 360 minutes daily for Grades 1-12 students</li> </ul> |  |  |  |   |

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

| <b>Standard 1: Leadership</b>   |   |  |   |   |
|---|---|--|---|---|
| <b>Criteria</b>   | <b>Level 4</b>  | <b>Level 3</b>   | <b>Level 2</b>  | <b>Level 1</b>  |
| <b>1.3</b>  | <ul style="list-style-type: none"> <li>- The principal is involved in a program of continuous professional development and appraisal by supervisors, board members or peers.</li> <li>- The principal keeps up to date with innovations in education.</li> <li>- The principal creates many opportunities for teachers to engage in continuous professional development activities.</li> <li>- The principal mentors teachers and conducts formal and informal training at the school.</li> <li>- The SIP contains plans for professional development for teachers and there is widespread evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal is involved in a program of professional development and appraisal.</li> <li>- The principal creates some opportunities for teachers to engage in continuous professional development activities.</li> <li>- The principal conducts formal and informal training at the school.</li> <li>- The SIP contains some plans for professional development for teachers and there is some evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal attends some professional development activities conducted by the PSS.</li> <li>- The SIP contains some plans for professional development and there is limited evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal rarely or never attends professional development activities conducted by the PSS.</li> <li>- The SIP contains no plans for teachers to engage in professional development activities or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?  |   |  |   |   |
| 2. What are the major factors that have led to your school being placed at this level?  |   |  |   |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |   |  |   |   |
| <ul style="list-style-type: none"> <li>• Personal reflection and drive for self-improvement</li> <li>• Improving leadership skills and personal performance</li> <li>• Improving teaching skills and personal performance</li> <li>• Effective use of external professional development opportunities including peer learning</li> <li>• Developing a whole-school learning and improvement culture</li> <li>• Improving accountability and positive action</li> <li>• Financial management and accountability</li> </ul> |   |  |   |   |

| <b>Standard 1: Leadership</b>  |   |  |   |  |
|--|---|--|---|--|
| <b>Criteria</b>  | <b>Level 4</b>  | <b>Level 3</b>   | <b>Level 2</b>  | <b>Level 1</b>   |
| <b>1.4</b>   | <ul style="list-style-type: none"> <li>- The principal conducts a regular program of teacher performance appraisals. There are regular, structured classroom observations and written reports are produced.</li> <li>- The principal coaches teachers and conducts model lessons where necessary.</li> <li>- The principal encourages teachers to evaluate their own performance based on student learning outcomes.</li> <li>- The SIP contains plans to improve teaching and learning through teacher appraisal and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal conducts teacher performance appraisals at least twice per year.</li> <li>- There are regular, structured classroom observations and written reports are produced.</li> <li>- The principal coaches teachers where necessary.</li> <li>- The SIP contains some plans to improve teaching and learning through teacher appraisal and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal sometimes conducts informal classroom observations.</li> <li>- Written reports are not always produced.</li> <li>- The SIP contains some plans to improve teaching and learning through teacher appraisal but there is no evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The principal rarely or never conducts classroom observations.</li> <li>- There are no written reports.</li> <li>- The SIP contains no plans to improve teaching and learning through teacher appraisal or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?   |   |  |   |  |
| 2. What are the major factors that have led to your school being placed at this level?   |   |  |   |  |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:   |   |  |   |  |
| <ul style="list-style-type: none"> <li>• Providing feedback and improving the performance of others</li> <li>• Motivating and empowering others</li> <li>• Recognizing and supporting achievement</li> <li>• Improving accountability and challenging poor performance</li> <li>• Modeling good teaching practice</li> <li>• Creating opportunities for reflection and evaluation</li> </ul> |   |  |   |  |

| <b>Standard 2: Teacher Performance</b>  |   |  |   |  |
|---|---|--|---|--|
| Criteria  | Level 4   | Level 3  | Level 2   | Level 1  |
| <b>2.1</b>  | <ul style="list-style-type: none"> <li>- All teachers prepare standardized lesson plans that meet PSS guidelines and include differentiated activities that meet the needs of all learners, including those with IEPs.</li> <li>- All plans include sequenced, measurable learning objectives from the National Curriculum.</li> <li>- Measurable, observable assessment is integrated into lessons.</li> <li>- Assessment is used to guide instruction at all time, as evidenced in lesson plans.</li> </ul> | <ul style="list-style-type: none"> <li>- Most teachers prepare standardized lesson plans that meet PSS guidelines and include differentiated activities that meet the needs of all learners, including those with IEPs.</li> <li>- Most plans include sequenced, measurable learning objectives from the National Curriculum.</li> <li>- Measurable, observable assessment is integrated into most lessons.</li> <li>- Student assessment and observation records are kept.</li> </ul> | <ul style="list-style-type: none"> <li>- Some teachers prepare lesson plans that include teaching and learning activities.</li> <li>- Plans include some learning objectives from the National Curriculum. Student assessment records consist mostly of test scores.</li> <li>- There is some evidence of plans to improve lesson planning to meet PSS guidelines.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers rarely prepare lesson plans.</li> <li>- Student assessment records are not kept.</li> <li>- The SIP contains no plans to improve lesson planning, to use differentiation for students with IEPs, or use assessment to measure progress and guide instruction.</li> </ul> |
| 1. At what level did the MSET place your School?  |   |  |   |  |
| 2. What are the major factors that have led to your school being placed at this level?  |   |  |   |  |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |   |  |   |  |
| <ul style="list-style-type: none"> <li>• Effective short, medium and long-term planning</li> <li>• Recognizing the different learning needs of different students</li> <li>• Setting clear learning objectives based on the curriculum</li> <li>• Conducting assessments and using the results to adapt teaching and learning</li> <li>• Keeping extensive records of student achievement</li> <li>• Encouraging the active involvement of students in assessing their own learning</li> <li>• Applying effective teaching and learning strategies</li> <li>• Providing flexible learning opportunities for all students</li> </ul> |   |  |   |  |

| <b>Standard 2: Teacher Performance</b>  |   |  |  |   |
|---|---|--|--|---|
| <b>Criteria</b>   | <b>Level 4</b>  | <b>Level 3</b>   | <b>Level 2</b>   | <b>Level 1</b>  |
| <b>2.2</b>  | <ul style="list-style-type: none"> <li>- All teachers create high quality, stimulating classroom learning environments.</li> <li>- Classrooms are rich in print and visual displays that are related to the current learning objectives.</li> <li>- There are designated areas of the classrooms where topical displays, book corners or activity centers are located.</li> <li>- A wide range of student work of very high quality is neatly displayed and clearly labeled.</li> </ul> | <ul style="list-style-type: none"> <li>- Most teachers attempt to create high quality, stimulating classroom learning environments.</li> <li>- Classrooms are rich in print and visual displays that are related to the current learning objectives.</li> <li>- Most classrooms have reading corners or activity centers.</li> <li>- Recent student work of good quality is neatly displayed.</li> </ul> | <ul style="list-style-type: none"> <li>- Some teachers create adequate classroom learning environments.</li> <li>- Classrooms contain some visual displays; displays may be outdated.</li> <li>- Classroom arrangements may include some variety, including activity centers and room libraries.</li> <li>- Limited student work is displayed and may be outdated.</li> <li>- The SIP contains plans to improve classroom environments and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- Classrooms do not contain visual displays.</li> <li>- Desks are in rows and there are no classroom room libraries or activity centers</li> <li>- No student work is displayed.</li> <li>- There does not seem to be any attempt to create a stimulating classroom environment.</li> <li>- The SIP contains no plans to improve classroom environments or there is no evidence of implementation of plans.</li> </ul> |
| 1. At what level did the MSET place your School?  |   |  |  |   |
| 2. What are the major factors that have led to your school being placed at this level?  |   |  |  |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |   |  |  |   |
| <ul style="list-style-type: none"> <li>• Managing teaching and learning resources</li> <li>• Using creativity to produce relevant teaching and learning resources</li> <li>• Using local resources and expertise to support student learning</li> <li>• Actively seeking sources of books and other supplementary reading materials</li> <li>• Managing the display of student work as motivation and a learning medium</li> <li>• Making effective use of new technologies, including Information and Communications Technology</li> </ul> |   |  |  |   |

| <b>Standard 2: Teacher Performance</b>   |  |   |   |   |
|--|--|---|---|---|
| Criteria   | Level 4  | Level 3   | Level 2   | Level 1   |
| <b>2.3</b>   | <ul style="list-style-type: none"> <li>- All teachers manage their time effectively to maximize students' learning opportunities.</li> <li>- Lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time.</li> <li>- A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs.</li> <li>- Student work demonstrates higher-order thinking, inquiry, observation, analysis and problem solving skills.</li> </ul> | <ul style="list-style-type: none"> <li>- Most lessons start and finish on time. Students are on-task and engaged in learning activities for most of the lesson time.</li> <li>- A variety of teaching and learning strategies are used, including strategies suitable for students with IEPs.</li> <li>- Student work demonstrates their engagement in a range of creative activities.</li> </ul> | <ul style="list-style-type: none"> <li>- Lessons sometimes start on time. Students are often off-task or waiting.</li> <li>- There is little variety in the teaching and learning strategies used and includes mostly repetitive drill.</li> <li>- Teachers do not take account of students' IEPs.</li> <li>- Student work and assignments lack creativity and critical thinking opportunities.</li> <li>- The SIP contains plans to improve teaching and learning strategies and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers are unorganized and not prepared.</li> <li>- Lessons rarely start on time.</li> <li>- Drills and rote instruction are used most of the time and there is little variety in instructional strategies.</li> <li>- Teachers are not aware of students' IEPs.</li> <li>- Student work is mostly fill in the blank and copying.</li> <li>- The SIP contains no plans to improve teaching and learning strategies or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?   |  |   |   |   |
| 2. What are the major factors that have led to your school being placed at this level?   |  |   |   |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:   |  |   |   |   |
| <ul style="list-style-type: none"> <li>• Effective management of behavior to maximize instructional time</li> <li>• Fostering independence, self-motivation and inquiry among students</li> <li>• Creating opportunities for independent, small group and large group activity</li> <li>• Creating opportunities for learning through games and activities</li> <li>• Encouraging innovation and creativity</li> <li>• Creating learning opportunities that address multiple learning objectives</li> <li>• Providing opportunities for applying learning in real-life situations</li> </ul> |  |   |   |   |

**Standard 2: Teacher Performance**

| Criteria  | Level 4   | Level 3  | Level 2   | Level 1   |
|---|---|--|---|---|
| <b>2.4</b>  | <ul style="list-style-type: none"> <li>- All teachers actively participate with enthusiasm in a school-based appraisal program.</li> <li>- All teachers, individually or in groups, reflect upon and evaluate their performance and participate in professional development.</li> <li>- Teachers regularly make thoughtful and accurate written evaluations of lesson effectiveness based on children's learning outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>- Most teachers participate in a school-based appraisal program.</li> <li>- Most teachers, individually or in groups, evaluate their performance and participate in professional development.</li> <li>- Most teachers write some form of lesson evaluation.</li> </ul> | <ul style="list-style-type: none"> <li>- A few teachers participate in a formal or informal appraisal program.</li> <li>- A few teachers write some form of lesson evaluation.</li> <li>- The SIP includes plans to improve teacher appraisal and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers do not participate in any form of appraisal program.</li> <li>- Teachers do not write lesson evaluations.</li> <li>- The SIP includes no plans to improve teacher appraisal or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?  |   |  |   |   |
| 2. What are the major factors that have led to your school being placed at this level?  |   |  |   |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |   |  |   |   |
| <ul style="list-style-type: none"> <li>• Monitoring school effectiveness</li> <li>• Improving teaching and learning strategies</li> <li>• Classroom observation</li> <li>• Lesson evaluation and planning</li> <li>• Teacher mentoring, coaching and support</li> <li>• Assignment of staff according to skills and experience</li> <li>• Professional development</li> </ul> |   |  |   |   |

| <b>Standard 3: Data Management</b>  |  |   |  |   |
|---|--|---|--|---|
| Criteria  | Level 4  | Level 3   | Level 2  | Level 1   |
| <b>3.1</b>  | <ul style="list-style-type: none"> <li>- Comprehensive and accurate school data is collected on a regular schedule.</li> <li>- Daily attendance data for students and teachers is collected and analyzed to produce weekly and annual percentages reports for individuals, classes and the whole school.</li> <li>- Reports for the last three years or more are available.</li> <li>- Action is taken early to address attendance and drop-out issues.</li> </ul> | <ul style="list-style-type: none"> <li>- School data is collected on a regular schedule.</li> <li>- Daily attendance data for students is collected and analyzed to produce daily, weekly and annual percentage reports.</li> <li>- Reports for the last three years are available.</li> <li>- Action is taken early to address attendance issues.</li> </ul> | <ul style="list-style-type: none"> <li>- Some school data is collected on a regular schedule.</li> <li>- Daily attendance data is usually collected.</li> <li>- The SIP includes plans to improve the collection and use of data and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- School data is not collected on a regular schedule.</li> <li>- Daily attendance data is not always collected.</li> <li>- The SIP includes no plans to improve the collection and use of data or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?  |  |   |  |   |
| 2. What are the major factors that have led to your school being placed at this level?  |  |   |  |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |  |   |  |   |
| <ul style="list-style-type: none"> <li>• Regular collection of reliable and accurate data</li> <li>• Data analysis to identify problems</li> <li>• Affirmative action to address issues revealed by data</li> <li>• Use of data to report progress to parents</li> <li>• Use of data to ensure statutory obligations</li> <li>• Statutory instructional time of a minimum equivalent of 185 days</li> <li>• Statutory minimum instructional time of approximately 360 minutes or 6 hours per day for Grades 1-12</li> </ul> |  |   |  |   |

| <b>Standard 3: Data Management</b>  |   |   |  |   |
|---|---|---|--|---|
| <b>Criteria</b>   | <b>Level 4</b>  | <b>Level 3</b>  | <b>Level 2</b>   | <b>Level 1</b>  |
| <b>3.2</b>  | <ul style="list-style-type: none"> <li>- All school data is centrally located and carefully filed.</li> <li>Files are backed-up or duplicated and are securely held.</li> <li>- All data is checked, cleaned and updated at least weekly.</li> <li>- Data is provided to The Public School System in a timely manner in both electronic and hardcopy format.</li> <li>- Student IEPs are carefully filed, regularly consulted by class teachers and regularly updated.</li> </ul> | <ul style="list-style-type: none"> <li>- School data is centrally located and carefully filed.</li> <li>- Data is regularly checked, cleaned and updated.</li> <li>- Data is provided to The Public School System in a timely manner.</li> <li>- Student IEPs are carefully filed and often consulted by class teachers.</li> </ul> | <ul style="list-style-type: none"> <li>- Most school data is centrally located and filed.</li> <li>- Data is sometimes checked, cleaned and updated.</li> <li>- Student IEPs are filed and sometimes consulted by class teachers.</li> <li>- The SIP includes plans to improve the filing and accuracy of data and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- School data is not centrally located and is poorly filed.</li> <li>- Data is rarely checked, cleaned and updated.</li> <li>- Student IEPs are outdated and rarely consulted by class teachers.</li> <li>- The SIP includes no plans to improve the filing and accuracy of data or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?  |   |   |  |   |
| 2. What are the major factors that have led to your school being placed at this level?  |   |   |  |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |   |   |  |   |
| <ul style="list-style-type: none"> <li>• Student records</li> <li>• Data storage, backup and security</li> <li>• Accuracy and compatibility of data</li> <li>• Data and reporting procedures</li> </ul> |   |   |  |   |

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

| <b>Standard 3: Data Management</b>   |   |  |   |  |
|--|---|--|---|--|
| Criteria   | Level 4   | Level 3  | Level 2   | Level 1  |
| <b>3.4</b>   | <ul style="list-style-type: none"> <li>- An extensive collection of school data is used to guide all management decision making.</li> <li>- A full range of data, including findings from surveys, is shown and used in the School Improvement Plan.</li> <li>- Data analysis is used by the principal to support management decisions, such as teacher deployment, student placement and resource allocation.</li> </ul> | <ul style="list-style-type: none"> <li>- School data is used in management decision making.</li> <li>- Relevant data is shown and used in the School Improvement Plan.</li> <li>- Data analysis is used by the principal to support management decisions, such as teacher deployment.</li> </ul> | <ul style="list-style-type: none"> <li>- School data is rarely used in management decision making.</li> <li>- Some data is shown and used in the School Improvement Plan.</li> <li>- Data analysis is sometimes used by the principal to support management decisions.</li> <li>- The SIP includes plans to improve the use of data in management decision making and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- School data is not used in management decision making.</li> <li>- Data is not shown nor used in the School Improvement Plan.</li> <li>- Data analysis is not used by the principal to support management decisions, such as teacher deployment.</li> <li>- The SIP includes no plans to improve the use of data in management decision making or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?   |   |  |   |  |
| 2. What are the major factors that have led to your school being placed at this level?   |   |  |   |  |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:   |   |  |   |  |
| <ul style="list-style-type: none"> <li>• Data collection and analysis</li> <li>• Consultation with stakeholders, surveys and other information</li> <li>• Identification of cause and effect</li> <li>• Identification of trends</li> <li>• Comparison with data from comparable schools</li> <li>• Data-based monitoring and evaluation</li> <li>• Research and best practices</li> </ul> |   |  |   |  |

**Standard 4: National Curriculum Standards, Benchmarks and Student learning Outcomes**

| Criteria   | Level 4   | Level 3   | Level 2  | Level 1  |
|------------|---|---|--|--|
| <b>4.1</b> | <p>- Written school policy states that English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are taught throughout the school in accordance with the National Curriculum.</p> <p>- All lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.</p> | <p>- The school timetable, teacher records and lesson plans show that English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are taught in most classes throughout the school in accordance with the National Curriculum.</p> <p>- Most lesson plans are based on the National Curriculum Standards, Benchmarks and Student Learning Outcomes.</p> | <p>- The school timetable, teacher records and lesson plans show that English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are taught in some classes and sometimes in accordance with the National Curriculum.</p> <p>- Lesson Plans are not aligned with the standards and benchmarks.</p> <p>- The SIP contains plans to improve curriculum provision and there is evidence of implementation.</p> | <p>- English Language Arts, Marshallese Language Arts, Mathematics, Social Studies, Health and Science are not taught throughout the school in accordance with National Curriculum.</p> <p>- There are no lesson plans or existing plans are not being used</p> <p>- The SIP does not contain any plans to improve curriculum provision or there is no evidence of implementation.</p> |

1. At what level did the MSET place your School?

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

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

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

| <b>Standard 4: National Curriculum Standards, Benchmarks and Student learning Outcomes</b>   |   |  |  |  |
|--|---|--|--|--|
| <b>Criteria</b>  | <b>Level 4</b>  | <b>Level 3</b>   | <b>Level 2</b>   | <b>Level 1</b>   |
| <b>4.2</b>   | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is above 30%.</li> <li>- MISAT combined proficiency Improvement is 10% or more.</li> <li>- Above 75% pass the High School Entrance Test.</li> </ul> | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is above 20%.</li> <li>- MISAT combined proficiency Improvement is 5% or more.</li> <li>- Above 50% pass the High School Entrance Test.</li> </ul> | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is above 10%.</li> <li>- MISAT combined Proficiency Improvement is 1% or more.</li> <li>- Above 25% pass the High School Entrance Test.</li> </ul> | <ul style="list-style-type: none"> <li>- Student performance data shows that the MISAT combined proficiency level is below 10%.</li> <li>- MISAT combined Proficiency Improvement is less than 1%.</li> <li>- Less than 25% pass the High School Entrance Test.</li> </ul> |
| 1. At what level did the MSET place your School?   |   |  |  |  |
| 2. What are the major factors that have led to your school being placed at this level?   |   |  |  |  |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:   |   |  |  |  |
| <ul style="list-style-type: none"> <li>• MISATS data analysis</li> <li>• Use of National Curriculum Standards, Benchmarks and Student Learning Outcomes to assess performance of students who do not take the MISATS</li> <li>• School assessment and remediation to prepare students for the MISATS.</li> </ul> |   |  |  |  |

| <b>Standard 4: National Curriculum Standards, Benchmarks and Student learning Outcomes</b>  |   |  |   |   |
|---|---|--|---|---|
| <b>Criteria</b>   | <b>Level 4</b>  | <b>Level 3</b>   | <b>Level 2</b>  | <b>Level 1</b>  |
| <b>4.3</b>  | <ul style="list-style-type: none"> <li>- Students in all grades have their own copies of updated textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science.</li> <li>- All textbooks are aligned to the correct grade level or students are working above grade level and there is clear progression from one grade to the next.</li> <li>- Students have access to additional resources including on-line resources.</li> <li>- The average student: teacher ratio is not more than 25:1.</li> </ul> | <ul style="list-style-type: none"> <li>- All students in all grades have their own copies of textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science.</li> <li>- All textbooks are aligned to the correct grade level and there is progression from one grade to the next.</li> <li>- The average student: teacher ratio is not more than 25:1.</li> </ul> | <ul style="list-style-type: none"> <li>- Most students in most grades have their own copies of textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science</li> <li>- Not all textbooks are aligned to the correct grade level.</li> <li>- The average student: teacher ratio is not more than 30:1.</li> <li>- The SIP contains plans to improve access to textbooks or reduce the student: teacher ratio and there is evidence of implementation</li> </ul> | <ul style="list-style-type: none"> <li>- Few students in most grades have their own copies of textbooks for Marshallese Language Arts, English Language Arts, Mathematics, Social Studies, Health and Science.</li> <li>- Textbooks are not aligned to the correct grade level.</li> <li>- The average student: teacher ratio is more than 30:1.</li> <li>- The SIP contains no plans to improve access to textbooks or reduce the student: teacher ratio.</li> </ul> |
| 1. At what level did the MSET place your School?  |   |  |   |   |
| 2. What are the major factors that have led to your school being placed at this level?  |   |  |   |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |   |  |   |   |
| <ul style="list-style-type: none"> <li>• Selection of 'designed for purpose' textbooks, such as English Language Arts textbooks designed for learners of English as a second language</li> <li>• Use of 'designed for purpose' textbooks, such as English Language Arts textbooks designed for learners of English as a second language, at the appropriate grade level</li> <li>• Selection of textbooks based on recommendations in National Curriculum documents</li> <li>• Adaptation and use of supplementary materials designed for learners of English as a second language</li> <li>• Effective use of teacher guides for lesson planning</li> <li>• Use of supplementary materials such as websites and other ICT materials</li> <li>• Student access to textbooks for homework</li> <li>• School organization and teacher deployment</li> </ul> |   |  |   |   |

| <b>Standard 4: National Curriculum Standards, Benchmarks and Student learning Outcomes</b>  |  |  |   |   |
|---|--|--|---|---|
| <b>Criteria</b>   | <b>Level 4</b>   | <b>Level 3</b>   | <b>Level 2</b>  | <b>Level 1</b>  |
| <b>4.4</b>  | <ul style="list-style-type: none"> <li>- A full timetable of extra-curricular academic, sports, cultural, civic and community activities are conducted after school for both boys and girls.</li> <li>- Values such as fair play and healthy lifestyles are promoted.</li> <li>- Students have received awards for extra-curricular activities from local and international bodies and organizations.</li> </ul> | <ul style="list-style-type: none"> <li>- Daily extra-curricular academic, sports, cultural, civic and community development activities are conducted after school for both boys and girls.</li> <li>- Values such as fair play and healthy lifestyles are promoted.</li> </ul> | <ul style="list-style-type: none"> <li>- Extra-curricular is limited to sports only and are conducted after school for both boys and girls.</li> <li>- The SIP contains plans to improve the provision of extra-curricular activities and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- No extra-curricular academic, sports, cultural, civic or community activities are conducted after school for both boys and girls.</li> <li>- The SIP contains no plans to improve the provision of extra-curricular activities or there is no evidence of implementation.</li> </ul> |
| 1. At what level did the MSET place your School?  |  |  |   |   |
| 2. What are the major factors that have led to your school being placed at this level?  |  |  |   |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:  |  |  |   |   |
| <ul style="list-style-type: none"> <li>• Fostering students' interest and motivation</li> <li>• Promoting values of fair play, leadership and civic mindedness</li> <li>• Promoting healthy lifestyles</li> <li>• Supporting cultural traditions and activities</li> <li>• Collaborating with stakeholders and other providers of extracurricular activities</li> </ul> |  |  |   |   |

**Standard 5: School Campus, Classrooms and Facilities**

| Criteria   | Level 4  | Level 3   | Level 2  | Level 1   |
|------------|--|---|--|---|
| <b>5.1</b> | <ul style="list-style-type: none"> <li>- The school has a written maintenance plan that sets out a schedule of routine cleaning, minor repairs, painting and preventative maintenance.</li> <li>- Records show that maintenance work is regularly carried out.</li> <li>- The school has a written facilities development plan that sets out a schedule for major maintenance works, refurbishment or rebuilding.</li> <li>- Records and plans show that the facilities development plan is actively implemented.</li> </ul> | <ul style="list-style-type: none"> <li>- The school has a written maintenance plan component in their SIP.</li> <li>- Regular maintenance work is carried out.</li> <li>- All potential and actual maintenance problems have been reported to PSS.</li> </ul> | <ul style="list-style-type: none"> <li>- The school has a written maintenance plan component in their SIP</li> <li>- There is evidence of some recent basic maintenance work.</li> <li>- Some maintenance problems have been reported to PSS.</li> </ul> | <ul style="list-style-type: none"> <li>- The SIP contains no maintenance plan.</li> <li>- No maintenance work has been carried out in the past 12 months.</li> <li>- No work orders have been sent to PSS.</li> </ul> |

1. At what level did the MSET place your School?

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

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

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

| <b>Standard 5: School Campus, Classrooms and Facilities</b>  |   |   |   |   |
|--|---|---|---|---|
| <b>Criteria</b>  | <b>Level 4</b>  | <b>Level 3</b>  | <b>Level 2</b>  | <b>Level 1</b>  |
| <b>5.2</b>   | <ul style="list-style-type: none"> <li>- The campus is maintained to a high standard of cleanliness.</li> <li>- Schools grounds are neat, clean, safe and secure.</li> <li>- Public areas are welcoming and attractive.</li> <li>- All school facilities are easily accessible to students with physical disabilities.</li> <li>- There is a well-equipped office and teacher workspace.</li> </ul> | <ul style="list-style-type: none"> <li>- The campus is maintained to a good standard of cleanliness.</li> <li>- School grounds are reasonably neat, clean, safe and secure.</li> <li>- Public areas are clean and neat.</li> <li>- Most school facilities are accessible to students with physical disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>- School grounds are not kept clean and neat.</li> <li>- Some areas of the campus are dangerous.</li> <li>- Not all school facilities are accessible to students with physical disabilities.</li> <li>- The SIP contains a plan to improve the school facilities.</li> </ul> | <ul style="list-style-type: none"> <li>- The school campus and buildings are in poor condition.</li> <li>- Facilities are inadequate or unsafe.</li> <li>- Facilities are inaccessible to students with physical disabilities.</li> <li>- The SIP contains no plans to improve the condition of the school facilities.</li> </ul> |
| 1. At what level did the MSET place your School?   |   |   |   |   |
| 2. What are the major factors that have led to your school being placed at this level?   |   |   |   |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:   |   |   |   |   |
| <ul style="list-style-type: none"> <li>• Use of school grounds and facilities as a learning tool</li> <li>• Facilities reflect the school vision and mission</li> <li>• All stakeholders contribute to creating a safe and orderly learning environment</li> <li>• The learning environment reflects the value placed on students</li> <li>• The learning environment reflects the value placed on education</li> <li>• There is a well-stocked central library or classroom libraries</li> <li>• Collaboration with stakeholders and community support</li> </ul> |   |   |   |   |

**Standard 5: School Campus, Classrooms and Facilities**

| Criteria   | Level 4  | Level 3  | Level 2   | Level 1   |
|------------|--|--|---|---|
| <b>5.3</b> | <ul style="list-style-type: none"> <li>- Classroom environments are conducive to effective teaching and learning.</li> <li>- All classrooms are bright, well ventilated and equipped with adequate lighting and electrical outlets.</li> <li>- Electrical fittings are in good condition and safe.</li> <li>- All classrooms have high-quality student and teacher furniture, including adequate storage and display.</li> </ul> | <ul style="list-style-type: none"> <li>- Classroom environments are somewhat conducive to effective teaching and learning.</li> <li>- Most classrooms are bright, well ventilated and equipped with adequate lighting and electrical outlets.</li> <li>- Electrical fittings are in good condition and safe.</li> <li>- Classrooms are adequately furnished, equipped and maintained.</li> </ul> | <ul style="list-style-type: none"> <li>- Classroom environments are poor and not entirely conducive to effective teaching and learning.</li> <li>- Classrooms are adequately lit and ventilated.</li> <li>- Some electrical fittings are unsafe.</li> <li>- Classroom furniture is adequate but in poor condition.</li> </ul> | <ul style="list-style-type: none"> <li>- Classroom environments are detrimental to teaching and learning.</li> <li>- Classrooms are dark and not well ventilated</li> <li>- Electrical outlets are unsafe, do not work or absent.</li> <li>- School furniture is inadequate and unsafe.</li> <li>- The SIP contains no plans to improve classroom environments</li> </ul> |

1. At what level did the MSET place your School?

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

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

- Collaboration with RMI PSS to provide adequate furniture
- Inventory and management of furniture
- Collaboration with RMI PSS to provide adequate facilities
- Collaboration with stakeholders and community support
- Student and staff health and safety

| <b>Standard 5: School Campus, Classrooms and Facilities</b>  |   |  |  |   |
|--|---|--|--|---|
| <b>Criteria</b>  | <b>Level 4</b>  | <b>Level 3</b>   | <b>Level 2</b>   | <b>Level 1</b>  |
| <b>5.4</b>   | <ul style="list-style-type: none"> <li>- Food storage and preparation areas are EPA and PHD certified.</li> <li>- All food handlers are trained and certified by EPA and PHD.</li> <li>- EPA and PHD certificates are clearly displayed.</li> <li>- There is abundant safe drinking water.</li> <li>- Staff and student toilet facilities are safe and clean, with hand wash basins, paper and soap.</li> <li>- There is an emergency evacuation plan and it is practiced regularly throughout the year.</li> </ul> | <ul style="list-style-type: none"> <li>- Food storage and preparation areas are EPA and PHD certified.</li> <li>- Most food handlers are trained and certified by EPA and PHD.</li> <li>- Some EPA and PHD certificates are displayed.</li> <li>- There is access to adequate safe drinking water.</li> <li>- There are adequate safe and clean toilet facilities for students and staff.</li> <li>- There is an emergency evacuation plan and it is practiced at least twice per year.</li> </ul> | <ul style="list-style-type: none"> <li>- Food storage and preparation areas are clean but not EPA and PHD certified.</li> <li>- Some food handlers are trained and certified by EPA and PHD.</li> <li>- Some EPA and PHD certificates can be found.</li> <li>- There is access to some safe drinking water or the SIP contains a plan to provide water.</li> <li>- Toilet facilities for students and staff are barely adequate, but the SIP contains an improvement plan.</li> <li>- There is an emergency evacuation plan but it has not been practiced in the last year.</li> </ul> | <ul style="list-style-type: none"> <li>- Food storage and preparation areas not EPA and PHD certified and are not kept clean.</li> <li>- Food handlers are not trained and certified by EPA and PHD.</li> <li>- There is no access to safe drinking water.</li> <li>- Toilet facilities for students and staff are inadequate, unsafe and unsanitary.</li> <li>- There is no emergency evacuation plan</li> <li>- The SIP contains no plans to improve basic facilities.</li> </ul> |
| 1. At what level did the MSET place your School?   |   |  |  |   |
| 2. What are the major factors that have led to your school being placed at this level?   |   |  |  |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues:   |   |  |  |   |
| <ul style="list-style-type: none"> <li>• Student and staff health and safety</li> <li>• Fostering hygiene and health education</li> <li>• Compliance with statutory EPA requirements</li> <li>• Relationship between poor toilet and water facilities and poor attendance</li> <li>• Maintenance and cleaning</li> <li>• Collaboration with RMI PSS to provide adequate facilities</li> <li>• Collaboration with stakeholders and community support</li> </ul> |   |  |  |   |

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

**Standard 6: School Improvement Planning**

| Criteria   | Level 4   | Level 3  | Level 2   | Level 1   |
|------------|---|--|---|---|
| <b>6.2</b> | <ul style="list-style-type: none"> <li>- The school principal plays a key leadership role in the development and implementation of the SIP.</li> <li>- The SIP contains a Vision and Mission.</li> <li>- The mission and Vision are well known and shared by the school community.</li> <li>- The SIP is effectively implemented and monitored.</li> <li>- The actions of staff members and members of the school community show commitment to implementing the SIP.</li> </ul> | <ul style="list-style-type: none"> <li>- The school principal plays an important role in the development and implementation of the SIP.</li> <li>- The SIP contains a Vision and Mission.</li> <li>- The Vision and Mission are well known by the school community.</li> <li>- The SIP is well implemented and monitored.</li> </ul> | <ul style="list-style-type: none"> <li>- The school principal did not play a leadership role in the development and implementation of the SIP.</li> <li>- The SIP is not effectively implemented and monitored.</li> <li>- The SIP contains a Vision and Mission but these are not known by the school community.</li> <li>- There is a plan to improve SIP leadership, implementation and monitoring and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The school principal did not play any role in the development and implementation of the School Improvement Plan.</li> <li>- The Plan does not contain a Vision and Mission.</li> <li>- The Plan is not being implemented or monitored.</li> <li>- There is no plan to improve SIP leadership, implementation and monitoring or there is no evidence of implementation of such a plan.</li> </ul> |

1. At what level did the MSET place your School?

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

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

- Leadership, vision and responsibility
- Fostering ownership of the SIP
- SIP monitoring, evaluation and review procedures

| <b>Standard 6: School Improvement Planning</b>   |  |  |  |   |
|--|--|--|--|---|
| Criteria   | Level 4  | Level 3  | Level 2  | Level 1   |
| <b>6.3</b>   | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Data analysis is comprehensive and is presented in graphical format.</li> <li>- Goals and objectives are clearly based on data analysis.</li> </ul> | <ul style="list-style-type: none"> <li>- The School Improvement Plan contains general data analysis of student performance, attendance, resources and school management, over at least the last 3 years, noting school strengths and weaknesses.</li> <li>- Data analysis is presented in graphical format.</li> <li>- Goals and objectives are based on data analysis.</li> </ul> | <ul style="list-style-type: none"> <li>- The School Improvement Plan contains limited data analysis of student performance, attendance, resources and school management.</li> <li>- There is a plan to improve data analysis and there is evidence of implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- The School Improvement Plan contains no data analysis of student performance, attendance, resources and school management.</li> <li>- There is no plan to improve data analysis or there is no evidence of implementation of such a plan.</li> </ul> |
| 1. At what level did the MSET place your School?   |  |  |  |   |
| 2. What are the major factors that have led to your school being placed at this level?                                 |  |  |  |   |
| 3. Outline in detail how you plan to raise your school's performance to the next level. Consider the following issues: |  |  |  |   |
| <ul style="list-style-type: none"> <li>• Data collection and analysis</li> <li>• Data-based decision making</li> </ul> |  |  |  |   |

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

## Chapter 7: Special Measures

The Secretary of Education has the authority to place schools with four or more Stage One criteria determinations at Level 1 under Special Measures. The Secretary of Education shall consult with the RMI Accreditation Committee on providing assistance to schools under Special Measures for the development of a School Turnaround Plan.

A School Turnaround Plan will be implemented for 1 year and will focus strongly on the most critical areas of the Stage One criteria determinations. The School Turnaround Plan may include measures such as:

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

Schools under Special Measures shall be re-evaluated after one year. If the school receives four or more Stage One determinations at Level 1, it will be again placed under Special Measures. Schools may remain under Special Measures for a maximum period of three years. After three years, if the School Turnaround Plan has not elevated the school out of Special Measures, the Secretary of Education will make a recommendation to the Minister that the school be closed and the students transferred to an accredited school. An unaccredited school will not be able to provide the standard of education that all RMI students are entitled to under the PL. 1991-125, therefore an unaccredited school shall not be allowed to remain open.