NATIONAL DEPARTMENT OF EDUCATION
Government of the
Federated States of Micronesia

FedEMIS

NDOE *report*

FSM EDUCATION

JULY 2020, version 4

Federated States of Micronesia (FSM)
National Department of Education (NDOE)
NDOE Education Indicator Report 2020

A publication of the NDOE Data Unit

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ABBREVIATIONS

ADB	Asia Development Bank
AR	Access Rate
ASER	Age-specific Enrollment Rate
CHK	Chuuk
COMET	College of Micronesia Entrance Test
DOE	Department of Education
DOI	Department of Interior
DR	Dropout Rate
ECE	Early Childhood Education
FedEMIS	FSM Education Management Information System
FedSIS	FSM Student Information System
FSM	Federated States of Micronesia
GER	Gross Enrollment Rate
GIR	Gross Intake Rate
KSA	Kosrae
NDOE	National Department of Education
NER	Net Enrollment Rate
NIR	Net Intake Rate
NMCT	National Minimum Competency Test
NSO	National Statistics Office
OIA	Office of Insular Affair
OOS	Out-of-School
PDF	Portable Document Format
PNI	Pohnpei
PR	Promotion Rate
PTR	Pupil-Teacher Ratio
RR	Repetition Rate
SDOE	State Department of Education
SR	Survival Rate
TR	Transition Rate
UIS	UNESCO Institute for Statistics
UN	United Nations
US	United States
WASH	Water Sanitation and Health

FOREWORD BY THE DEPARTMENT OF EDUCATION

On behalf of the FSM Department of Education and on my own, I feel proud and privileged to present this year's FSM Education Indicators Report 2020. This is the second year we have published an education indicators report. While there is always room for improvement, we have come a long way since the first version. We have expanded the data we collect, developed tools to further improve the data we have, and implemented new monitoring and reporting tools to support our operations. There is increasing capacity of national and state DOE data managers and their staff and we keep trying harder to reach out to school principals and teachers, though the world health crisis has made this challenge more difficult this year.

In all of these endeavors, we continue to receive tremendous support and collaboration from my fellow colleagues, both at the State and National Departments of Education. All the technical assistance and continuous financial support provided by development partners, especially from the Office of Insular Affairs of the US Government, the Asian Development Bank, the Government of Australia, and the Secretariat of the Pacific Community, is highly commendable and much appreciated.

We now publish two major data publications: a shorter simpler report containing a selection of key education indicators called the Indicators Report (this report) and a larger more comprehensive selection of education statistics with details of data sources, methods of computation and limitations, called the Education Statistics Digest. We also aim to assist the states in publishing their own version of this Indicators report, an effort still in progress. These publications of increasingly high quality are highlighting our commitment for improved quality education in the FSM. With the help of reliable, timely and quality data, we will be able to make better rational distribution of our limited resources including our enhanced ability to make informed decisions.

Finally, I would like to extend my sincere thanks to all those individuals, especially the FedEMIS team, the SDOE and NDOE staff, and the organizations and development agencies who have provided their contributions to this initiative.

Best wishes,

Wayne Mendiola
Acting Secretary of Education
FSM Department of Education

EXECUTIVE SUMMARY

This is the FSM Indicators Report for the school year 2019-20, which first started in the FSM known as the JEMCO Indicators Report. The data is almost entirely from a single integrated source: The Federated States of Micronesia Education Management Information System (FedEMIS), a byproduct of the recent data improvement initiative.

In this publication, we include an agreed upon selection of 25 indicators. In general, it includes only the data and analysis. Those interested in details about where our data comes from, how it is cleaned up and validated, and how the figures we publish are computed (methodology) are referred to the larger Education Statistics Digest. The publication is organized into the usual six simple themes each presenting indicators shown for the nation and by state.

While various indicators have improved, the FSM continues its slight decline in enrollments. Access to primary education is generally better than both ECE and secondary. The situation in all four states is similar for most indicators and most noticeable differences are discussed throughout the themes.

Two schools in Chuuk have closed and merged with other schools. We boast a very good pupil-teacher ratio and most of our teachers are considered qualified based on our current minimum requirements. Our teacher attrition (teacher turnover/retention) is now produced with higher accuracy than before due to new tools we have deployed. While our teacher attrition needs to be improved, qualified teachers have a higher tendency to remain in the education system.

Due to the coronavirus, there was no NMCT exams this year and therefore no related data is included in this publication.

REVISION HISTORY

The release history of this document is in Table 1: Release Log. Additional work such as edits based on feedback from stakeholders, data quality fixes and new features will be logged here.

Table 1: Release Log

Date Release	Version	Sections Affected	Comments
September 30, 2020	1	All	First version.
October 9, 2020	2	All	Refreshed all data with latest
November 2, 2020	3	All	Various edits based on feedback from colleagues, advisors
July 28, 2021	4	Theme 2	Revert back to reconstructed cohort method to produce all flow indicators (Transition, Promotion, Survival). Some numbers in Theme 2 will as a result change since the method of calculation is changing to what it had been in previous years (i.e. the recommended method by UNESCO Institute for Statistics (UIS.)

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THEME 1: HOW MANY CHILDREN ARE IN SCHOOL?

Student Enrollment

Student enrollment portrays an important glimpse of a country's educational status. Along with the number of students enrolled, a few other indicators such as GER and NER aim at assessing and predicting the overall situation in terms of educational status.

In 2020, the total enrollments in FSM schools was 23,823[1] (Table 1.1). Of these total enrollments, the share of boys and girls were 11,868 and 11,955, respectively. Student enrollment across the states follows the general pattern of population distribution, i.e., states with higher populations such as Chuuk and Pohnpei have higher enrollments compared to Yap and Kosrae as revealed in the enrollments by state (Figure 1.1.)

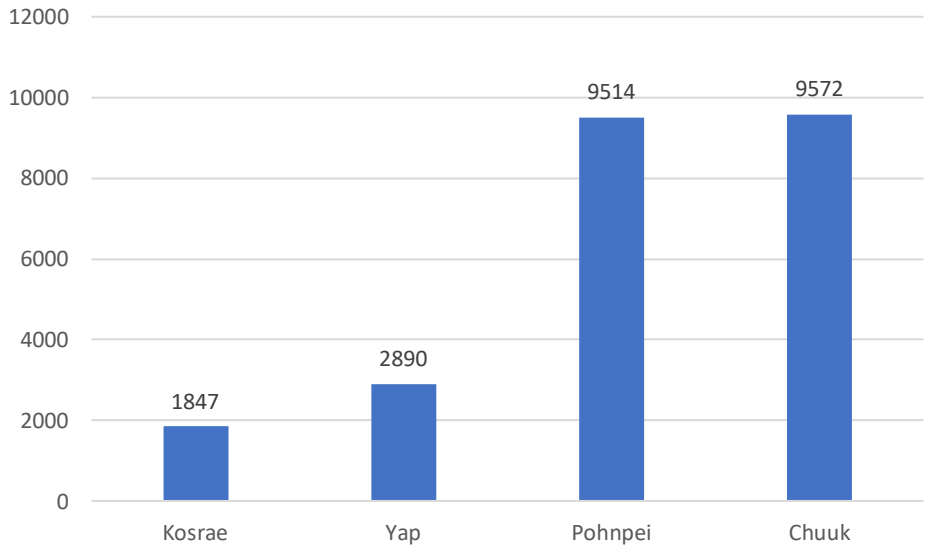

Figure 1.1: Student Enrollment by State

The states' enrollment trends over the last five years (2016-2020) indicate a pattern of gradual decline (Figure 1.2.) Decline in student enrollment is generally common in all four states. However, such patterns are most visible over the last two years in

[1] Includes enrollments in ECE, elementary and secondary schools in both public and private institutions.

Chuuk. Enrollments in the three other states (i.e. Pohnpei, Kosrae and Yap) have also declined but two to three times less so than in Chuuk.

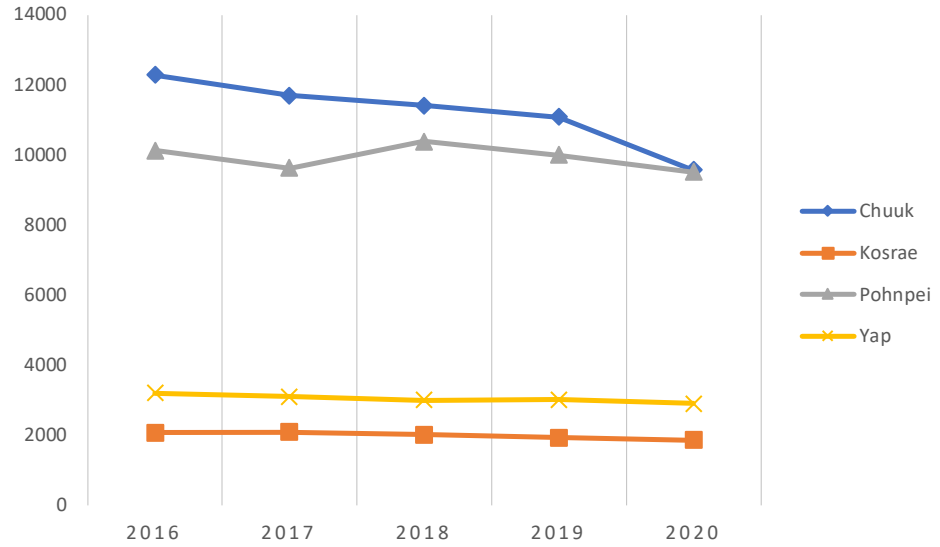

Figure 1.2: Enrollment trend over the past 5 year by state

There are two apparent reasons for this decline in school enrollment. Firstly, the declining populations in FSM due to out migration has a direct impact on school enrollments. Secondly, beginning from 2017, NDOE has launched a series of data consolidation and validation exercises as part of the data improvement project in all four states with the goal to eliminate obvious discrepancies and over-reporting of student numbers.

Table 1.1: Enrollment data by state for the past 5 years

Enrols	Chuuk		Chuuk Total	Kosrae		Kosrae Total	Pohnpei		Pohnpei Total	Yap		Yap Total	Total
	F	M		F	M		F	M		F	M		
2016	5974	6311	12285	1001	1062	2063	4966	5157	10123	1502	1693	3195	27666
2017	5740	5960	11700	996	1083	2079	4696	4932	9628	1480	1619	3099	26506
2018	5619	5794	11413	976	1037	2013	5157	5235	10392	1414	1579	2993	26811
2019	5540	5548	11088	927	992	1919	4949	5048	9997	1433	1578	3011	26015
2020	4982	4590	9572	892	955	1847	4701	4813	9514	1380	1510	2890	23823

Net Enrollment Rate

Net enrollment reflects the percent of students enrolled in school within their official school age. In the FSM, official school age is defined as 5 years of age before 31 December for ECE, 6 years of age before 31 December for Grade 1 and so on and so forth. In that regard, net enrollment indicates percent of students who are enrolled

in their "official grade". A high NER indicates a high degree of coverage for the official school-age population.

In 2020, net enrollment in FSM schools is 77% in primary level, whereas it is only 47% in ECE and 48% at the Secondary level (Table 1.2, Figure 1.3). This year girls' net enrollment is slightly higher than for boys for all education levels, especially in secondary schools (Figure 1.3).

Since elementary level education is compulsory in FSM, NER is higher than other education levels and stable at this level for both boys and girls. However, it remains well below a desirable NER for universal access to primary education. Furthermore, boys tend to dropout from high school relatively earlier than girls. We have started collecting data on the reasons for dropout, which will soon be compiled in the Dropout indicator in the Digest.

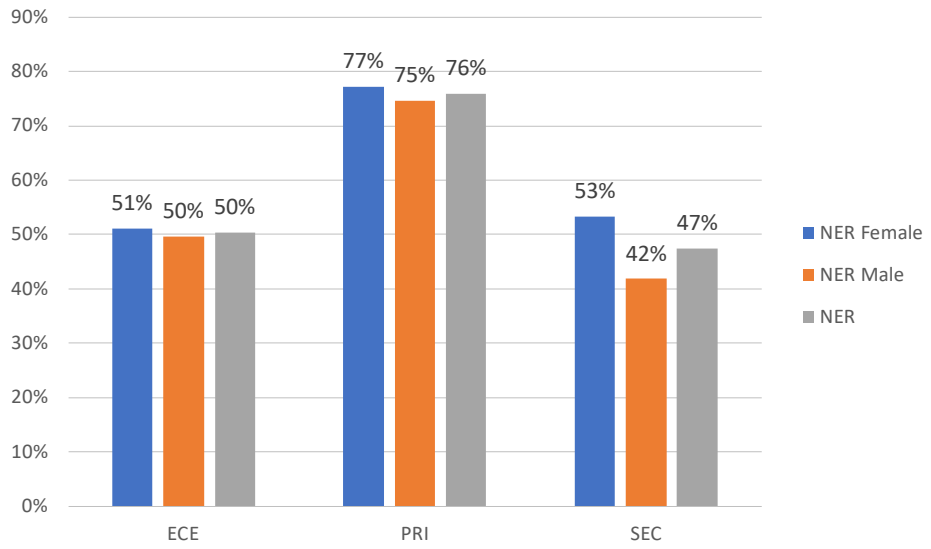

Figure 1.3: NER for the nation by education levels and gender/total

The NER trend over the last five years has also declined in all three levels. Primary level NER was relatively stable in previous years though there is a notable decline this year partly due to the world health crisis. There is an even sharper decline in ECE and Secondary level NER. This data is also included for all states in Table 1.2 with a similar pattern as the national.

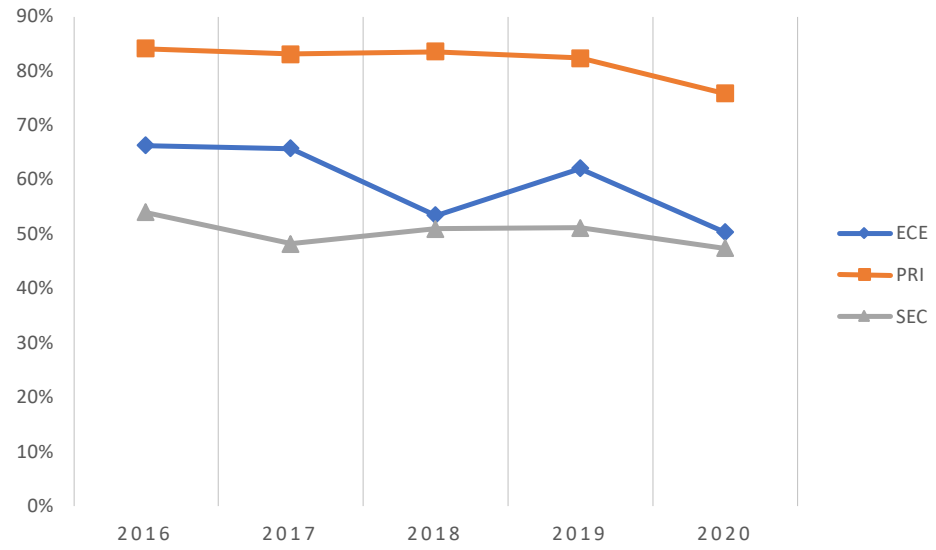

Figure 1.4: NER for the nation by education level for the past 5 years

Pohnpei (NER of 86% for primary) and Kosrae (NER of 85% for primary) are clearly performing better throughout the years with higher coverage of the school-age population, followed by Yap and then Chuuk at the lowest end (Table 1.2). This could be due to Yap and Chuuk under-reporting enrollments (e.g. not reporting private schools) or it could be they really need to work on getting higher participation into the education system.

Table 1.2: NER data for the nation by education level for the past 5 years

	Chuuk			Kosrae			Pohnpei			Yap			Total NER (M)	Total NER (F)	Total NER
	NER (M)	NER (F)	NER	NER (M)	NER (F)	NER	NER (M)	NER (F)	NER	NER (M)	NER (F)	NER			
2016	**67%**	**69%**	**68%**	**86%**	**88%**	**87%**	**76%**	**79%**	**77%**	**74%**	**77%**	**75%**	**72%**	**75%**	**73%**
ECE	67%	62%	65%	81%	104%	92%	58%	59%	58%	84%	94%	88%	66%	66%	66%
PRI	82%	81%	81%	89%	87%	88%	87%	89%	88%	82%	80%	81%	84%	84%	84%
SEC	39%	48%	43%	80%	87%	83%	59%	63%	61%	57%	66%	61%	50%	58%	54%
2017	**64%**	**67%**	**66%**	**89%**	**87%**	**88%**	**74%**	**76%**	**75%**	**70%**	**74%**	**72%**	**70%**	**72%**	**71%**
ECE	64%	57%	61%	95%	82%	89%	75%	57%	66%	68%	80%	73%	70%	61%	66%
PRI	79%	80%	80%	92%	90%	91%	86%	90%	88%	80%	78%	79%	82%	84%	83%
SEC	34%	44%	39%	81%	83%	82%	51%	53%	52%	51%	63%	57%	45%	52%	48%
2018	**61%**	**64%**	**62%**	**86%**	**88%**	**87%**	**77%**	**82%**	**80%**	**73%**	**73%**	**73%**	**70%**	**73%**	**71%**
ECE	51%	45%	48%	100%	89%	95%	49%	51%	50%	52%	84%	65%	54%	53%	53%
PRI	77%	77%	77%	86%	90%	88%	91%	95%	93%	85%	76%	81%	83%	84%	84%
SEC	32%	42%	37%	83%	84%	84%	58%	66%	62%	56%	64%	60%	47%	55%	51%
2019	**62%**	**66%**	**64%**	**82%**	**81%**	**82%**	**77%**	**81%**	**79%**	**70%**	**73%**	**72%**	**69%**	**73%**	**71%**
ECE	64%	57%	60%	71%	61%	66%	67%	56%	61%	64%	84%	72%	65%	59%	62%
PRI	77%	78%	77%	88%	87%	88%	89%	90%	89%	79%	78%	78%	82%	83%	82%
SEC	33%	44%	38%	73%	73%	73%	58%	68%	63%	54%	61%	57%	46%	56%	51%
2020	**51%**	**60%**	**55%**	**79%**	**78%**	**78%**	**74%**	**76%**	**75%**	**68%**	**70%**	**69%**	**62%**	**68%**	**65%**
ECE	43%	47%	45%	72%	82%	77%	54%	49%	51%	53%	63%	57%	50%	51%	50%
PRI	64%	70%	67%	86%	84%	85%	86%	86%	86%	78%	77%	77%	75%	77%	76%
SEC	27%	41%	34%	67%	67%	67%	55%	66%	60%	51%	58%	54%	42%	53%	47%
Average Total	**61%**	**65%**	**63%**	**84%**	**85%**	**84%**	**76%**	**79%**	**77%**	**71%**	**73%**	**72%**	**69%**	**72%**	**70%**

Gross Enrollment Rate

Generally, gross enrollment can easily exceed 100% due to over age and under age student populations in the system. However, in FSM schools, the gross enrollment is generally below 90% (Figure 1.5) at all levels of education, which indicates FSM is not yet approaching—though is close to in primary—the number required for universal access of the official age group.

Another important thing to note is the 5-10% difference between GER and NER for primary and secondary (Figure 1.3 and 1.5) providing a glimpsed into the extent of over age and under age students in those education levels. This is not nearly as pronounced as the difference in ECE between the NER and GER (Figure 1.3 and 1.5) which suggests a real issue in the consistency of how students enter ECE to prepare them for school grades. The large NER/GER difference for ECE indicates we have kids of all sorts of ages in ECE that could be a contributing factor of a less optimal school preparation. Yap in particular contributes to an oddly high national GER in ECE with pupils starting at a younger age than the other states, only to dropout or repeat the ECE.

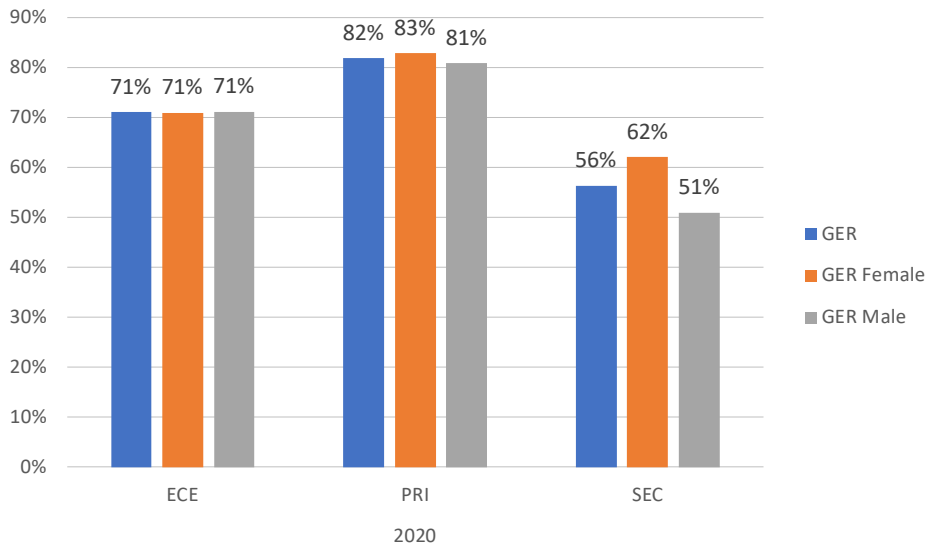

Figure 1.5: GER for the nation by education level and gender/total

The trend of the GER over the past five years (2016-2020) indicates a declining pattern in all three levels of education, which is an indication of less participation in the schools (Figure 1.6). This could be due to the population projection not reflecting the actual population; only the next population census might offer more insight into this.

Across all three levels of education (ECE, Primary, and Secondary), gross enrollment rates are almost equal for both girls and boys. The rate is higher in ECE and Primary level compared to secondary level, which indicates grade repetition is higher in the lower levels than in higher level.

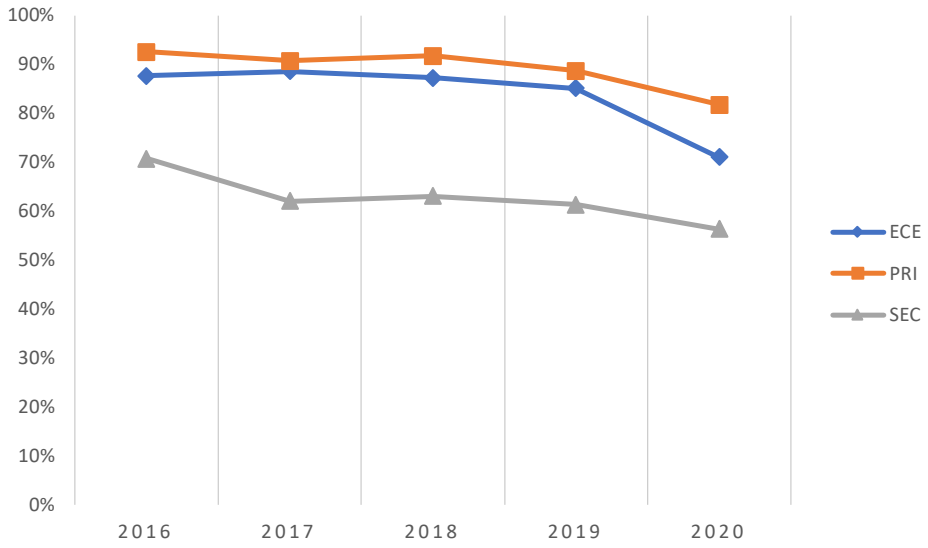

Figure 1.6: GER for the nation by education level over the past 5 years

The complete data set for all states and gender for the GER is included in Table 1.3 for further scrutiny.

Table 1.3: GER data by state, education level and gender for the past 5 years

	Chuuk			Kosrae			Pohnpei			Yap			Total GER (F)	Total GER (M)	Total GER
	GER (F)	GER (M)	GER	GER (F)	GER (M)	GER	GER (F)	GER (M)	GER	GER (F)	GER (M)	GER			
2016	**79%**	**79%**	**79%**	**96%**	**98%**	**97%**	**89%**	**88%**	**89%**	**95%**	**99%**	**97%**	**85%**	**85%**	**85%**
ECE	80%	87%	83%	129%	113%	121%	64%	61%	62%	215%	169%	188%	88%	87%	88%
PRI	88%	92%	90%	92%	95%	93%	97%	96%	96%	88%	94%	91%	91%	94%	93%
SEC	61%	51%	56%	97%	100%	99%	82%	81%	81%	86%	90%	88%	73%	68%	71%
2017	**76%**	**74%**	**75%**	**95%**	**100%**	**98%**	**84%**	**84%**	**84%**	**93%**	**94%**	**94%**	**82%**	**81%**	**82%**
ECE	78%	85%	82%	114%	137%	126%	62%	80%	71%	197%	143%	166%	84%	93%	89%
PRI	87%	88%	87%	93%	95%	94%	96%	94%	95%	88%	91%	90%	91%	91%	91%
SEC	53%	45%	49%	96%	99%	98%	67%	67%	67%	83%	86%	85%	64%	60%	62%
2018	**74%**	**72%**	**73%**	**93%**	**95%**	**95%**	**92%**	**89%**	**91%**	**89%**	**92%**	**90%**	**83%**	**82%**	**82%**
ECE	81%	85%	83%	104%	119%	112%	77%	77%	77%	166%	112%	135%	88%	87%	87%
PRI	85%	86%	86%	94%	91%	93%	102%	100%	101%	84%	94%	90%	92%	92%	92%
SEC	50%	42%	46%	90%	98%	94%	79%	72%	76%	82%	81%	82%	66%	60%	63%
2019	**73%**	**69%**	**71%**	**89%**	**91%**	**90%**	**89%**	**86%**	**87%**	**90%**	**91%**	**91%**	**81%**	**79%**	**80%**
ECE	73%	78%	76%	106%	94%	99%	70%	79%	75%	193%	140%	163%	84%	86%	85%
PRI	84%	83%	83%	90%	91%	91%	97%	95%	96%	86%	90%	88%	89%	89%	89%
SEC	52%	39%	45%	83%	90%	87%	78%	70%	74%	78%	82%	80%	66%	57%	61%
2020	**66%**	**57%**	**61%**	**85%**	**88%**	**87%**	**84%**	**82%**	**83%**	**87%**	**87%**	**87%**	**76%**	**71%**	**73%**
ECE	57%	56%	57%	103%	105%	104%	62%	68%	65%	162%	124%	140%	71%	71%	71%
PRI	75%	70%	72%	89%	89%	89%	92%	92%	92%	85%	89%	87%	83%	81%	82%
SEC	48%	32%	40%	75%	81%	78%	75%	65%	70%	76%	76%	76%	62%	51%	56%
Average Total	**74%**	**70%**	**72%**	**92%**	**94%**	**93%**	**88%**	**86%**	**87%**	**91%**	**93%**	**92%**	**82%**	**79%**	**80%**

Gross Intake Rate

Gross intake rate (GIR G1 in Figure 1.7) indicates percent of intake (i.e. new entrants without repeaters) at any age into the first grade of primary education (i.e. grade 1.) Another related indicator of the same definition is the Gross Intake Rate into the last grade of primary (GIR G8 in Figure 1.7.)

The figures below (Figure 1.7), indicate varying levels of GIR by grades and gender. Overall GIR is higher in grade 1 compared to grade 8. In grade 1, GIR is slightly higher for males compared to females, whereas in grade 8 female GIR is substantially higher than male. A possible reason for this variation by gender could be associated with late entry of males in grade 1. Whereas, higher GIR for females in grade 8 supports the evidence seen elsewhere that they remain longer in the education system than males.

Another key thing to note is the difference of 12% between the GIR G1 (first grade of primary) and GIR G8 (i.e. GIRLG or GIR into last grade of primary.) This indicates a higher degree of access to primary at the start but gradually decreasing nearer the end of primary. Whether this is simply because of dropouts or whether the FSM education system struggles to accommodate the new entrants is something that needs closer examination.

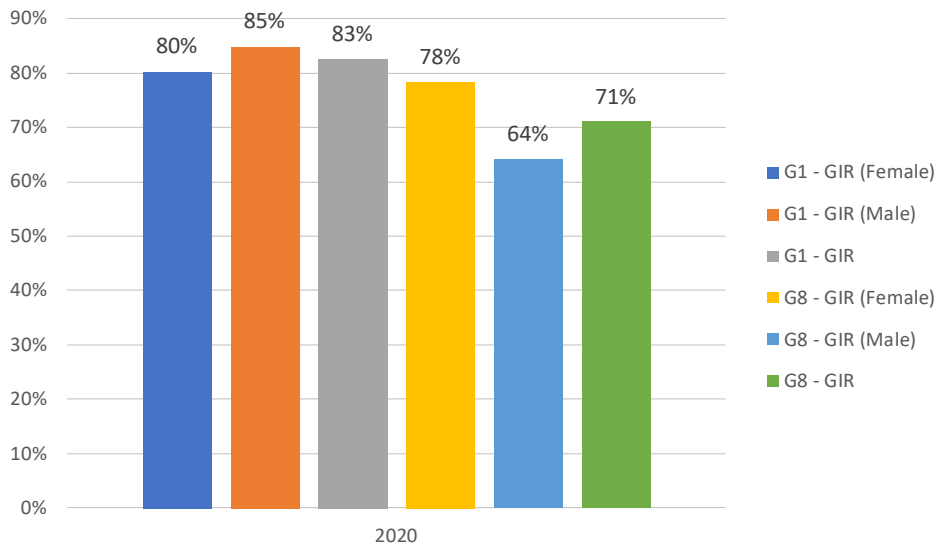

Figure 1.7: GIR (G1) /GIR (G8) for the nation by education level and gender/total

Just like the NER/GER the GIR is on the decline over the last five years (2016-2020) (Figure 1.8). While a decline is an alarming trend it remains still acceptable indicating a good degree of access to primary education.

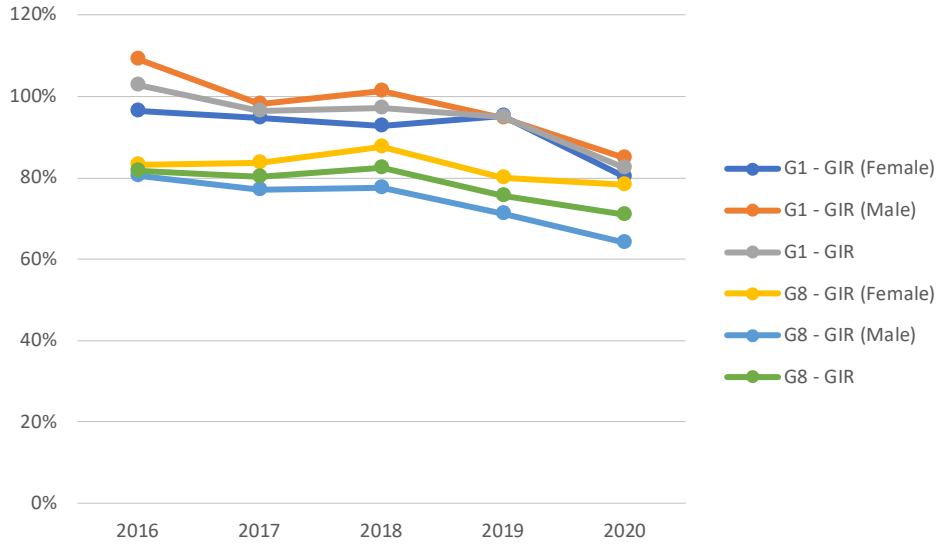

Figure 1.8: GIR (G1)/GIRLG (G8) for the nation by education level over the past 5 years

The complete data set of the GIR into the first and last grades of primary is included in Table 1.4 for further scrutiny.

Table 1.4: GIR (G1)/GIRLG (G8) data for the nation by education level for the past 5 years

	CHK			KSA			PNI			YAP			Total GIR (F)	Total GIR (M)	Total GIR
	GIR (F)	GIR (M)	GIR	GIR (F)	GIR (M)	GIR	GIR (F)	GIR (M)	GIR	GIR (F)	GIR (M)	GIR			
2016	**85%**	**91%**	**88%**	**110%**	**98%**	**103%**	**93%**	**99%**	**96%**	**88%**	**95%**	**92%**	**90%**	**95%**	**92%**
G1	91%	110%	100%	118%	90%	102%	102%	110%	106%	95%	116%	106%	96%	109%	103%
G8	80%	73%	76%	103%	107%	105%	85%	88%	86%	82%	79%	80%	83%	81%	82%
2017	**80%**	**79%**	**80%**	**113%**	**107%**	**109%**	**96%**	**96%**	**96%**	**96%**	**85%**	**90%**	**89%**	**87%**	**88%**
G1	85%	97%	91%	126%	95%	108%	100%	96%	98%	109%	113%	111%	95%	98%	97%
G8	74%	62%	68%	100%	121%	111%	93%	96%	94%	84%	62%	72%	84%	77%	80%
2018	**82%**	**79%**	**80%**	**114%**	**97%**	**105%**	**100%**	**104%**	**102%**	**80%**	**84%**	**82%**	**90%**	**89%**	**90%**
G1	85%	94%	89%	123%	101%	110%	100%	111%	106%	90%	102%	96%	93%	101%	97%
G8	80%	64%	72%	106%	92%	99%	100%	96%	98%	71%	70%	70%	88%	78%	82%
2019	**84%**	**77%**	**81%**	**104%**	**92%**	**98%**	**93%**	**93%**	**93%**	**79%**	**69%**	**74%**	**88%**	**83%**	**85%**
G1	92%	94%	93%	108%	91%	98%	97%	100%	98%	99%	80%	89%	95%	95%	95%
G8	75%	61%	68%	101%	93%	97%	89%	86%	87%	62%	60%	61%	80%	71%	76%
2020	**67%**	**62%**	**64%**	**121%**	**80%**	**98%**	**88%**	**90%**	**89%**	**85%**	**75%**	**79%**	**79%**	**74%**	**77%**
G1	73%	73%	73%	117%	75%	92%	85%	100%	93%	81%	90%	86%	80%	85%	83%
G8	60%	51%	55%	125%	87%	105%	92%	79%	85%	88%	62%	74%	78%	64%	71%
Average Total	**80%**	**78%**	**79%**	**112%**	**95%**	**103%**	**94%**	**96%**	**95%**	**86%**	**82%**	**83%**	**87%**	**86%**	**86%**

Age Specific Enrollment Rate

FSM school age range is 5-18 for grades ECE to high school. This means that ideally the population in this age range is expected to be in school. Figure 1.9 indicates a gradual improvement in enrollment from age 5 to 8. However, the enrollment takes a sharp decline after age 8. In other words, the out of school population is higher in early ages as well in the later part of their education.

Both male and female student population have similar patterns (Table 1.5.) This could have been caused by high dropout rates in higher grades. In the secondary level, high dropout rate is understandable; however, high dropout rate in elementary level contradicts with the compulsory education laws.

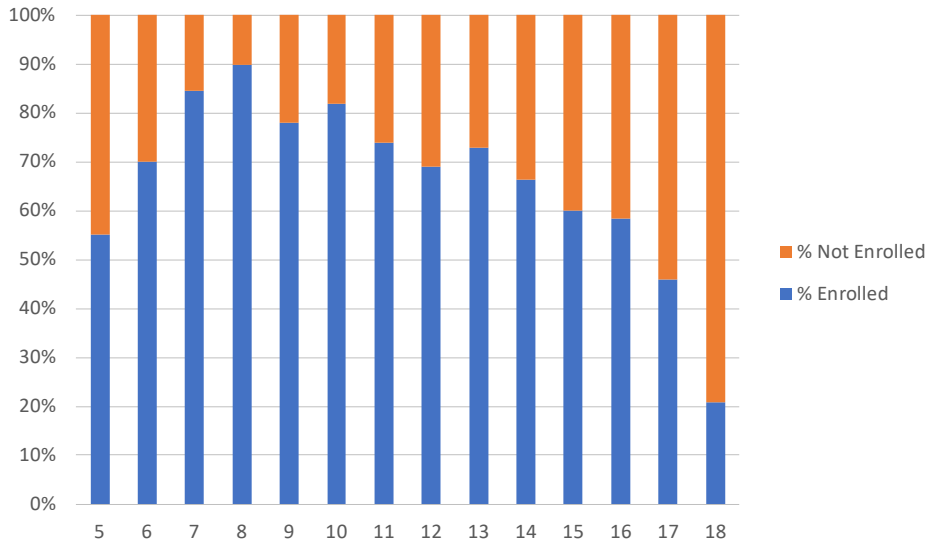

Figure 1.9: ASER for the nation

ASER trends over the last five years (2016-2020) reveal a very slight declining pattern with ages 5-7 having the most pronounced pattern over the last two school years (Figure 1.10.) The declining ASER is not a good sign, as these populations must remain in the system. The age 5-7 is when kids start school and the higher decline in this age group needs immediate attention.

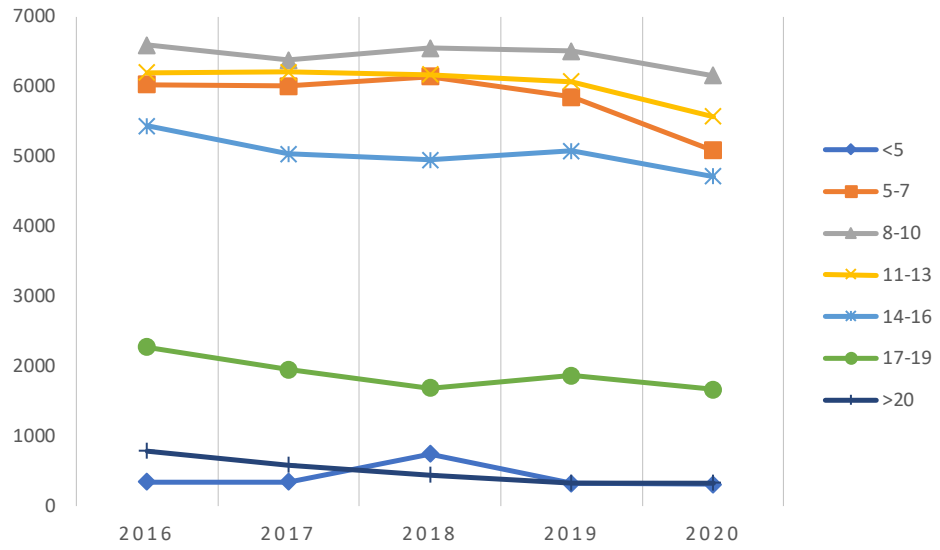

Figure 1.10: ASER for the past 5 years

The complete data set for all states and gender for the age specific enrollment rate in the education system is included in Table 1.5. Note that the total in Table 1.5 is close but does not equal total enrollments in the FSM since there are children outside the official age range enrolled.

Age Specific Enrollment Rate

Table 1.5: ASER data for the nation for the past 5 year

By Age	5		6		7		8		9		10		11		12		13		14		15		16		17		18		Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
2016	851	879	1022	1170	1022	1086	1035	1155	1050	1112	1110	1135	1043	1063	1046	1049	989	1013	959	954	928	993	778	827	754	743	380	395	26541
2017	764	941	1025	1038	1057	1186	1053	1086	1013	1133	1059	1032	1054	1081	1021	1022	1027	1005	906	925	821	794	821	768	581	641	331	398	25583
2018	854	940	1057	1120	1068	1102	1079	1185	1060	1119	1023	1086	1068	1043	1011	1002	1039	1012	910	906	860	844	755	674	620	600	180	282	25499
2019	754	859	1073	1051	994	1122	1062	1110	1068	1180	1030	1061	983	1067	1050	1001	1001	973	959	908	889	859	774	686	655	603	271	333	25376
2020	671	668	805	904	1038	1006	980	1078	1011	997	1023	1072	985	956	893	945	926	869	891	834	811	719	772	685	620	542	246	253	23200
Total	**3894**	**4287**	**4982**	**5283**	**5179**	**5502**	**5209**	**5614**	**5202**	**5541**	**5245**	**5386**	**5133**	**5210**	**5021**	**5019**	**4982**	**4872**	**4625**	**4527**	**4309**	**4209**	**3900**	**3640**	**3230**	**3129**	**1408**	**1661**	**126199**

Access Rate

Access rate (AR) is the percent of the population in the system and is closely linked with the ASER discussed above. Comparing Figure 1.10 and Figure 1.11, we can clearly see a similar pattern of enrollment. In other words, Figure 1.10 was about enrollment by specific *age* and figure 1.11 is about enrollment by specific *grade*. Thus, these two categories (age and grade) are very much linked to each other.

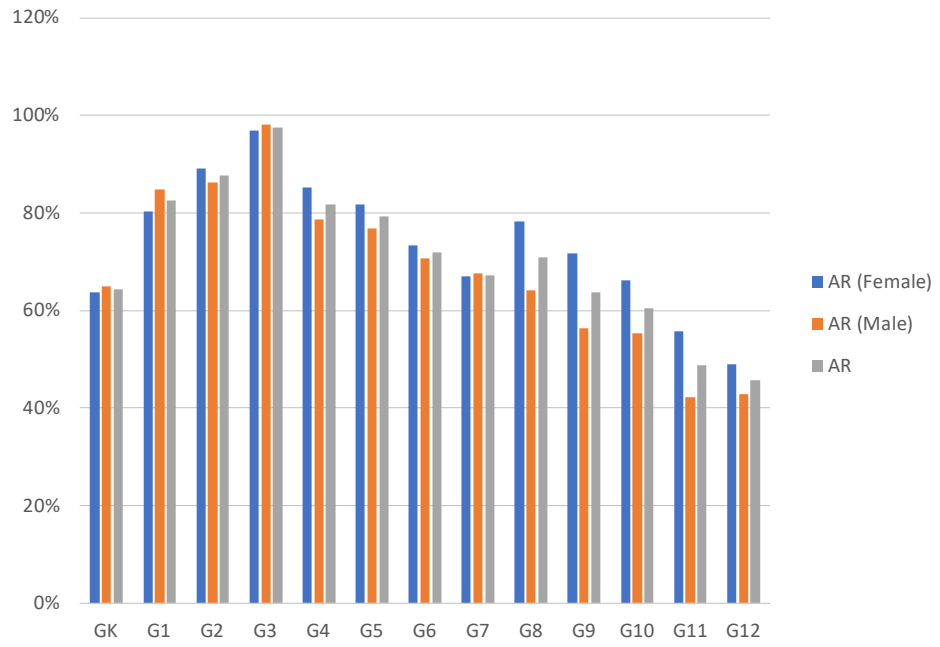

Figure 1.11: AR for the nation by grade and gender/total

In last five years (2016-2020) enrollment has gradually declined in FSM schools (Figure 1.12, 1.13, 1.14). This is cause for alarm as the population was projected to increase slightly over the years. Whether this is actually what has happened is hard to tell. The next population census might offer some insight. But if the projections were close to reality then this would mean a decreasing access to education overall.

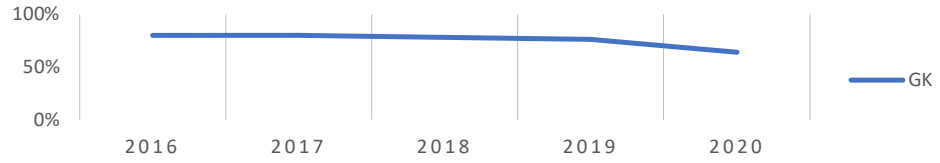

Figure 1.12: AR in ECE for the nation over the last 5 years

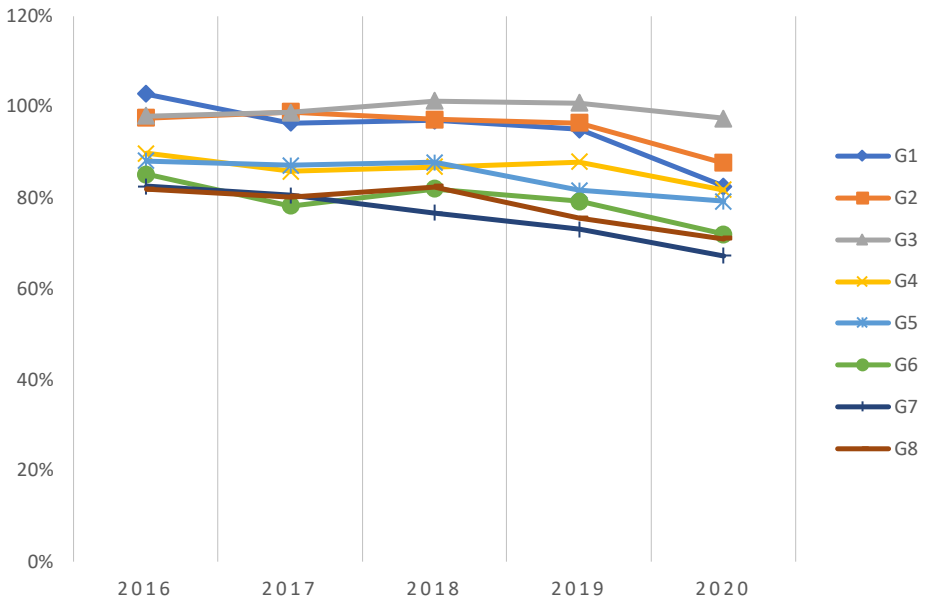

Figure 1.13: AR in primary for the nation over the last 5 years

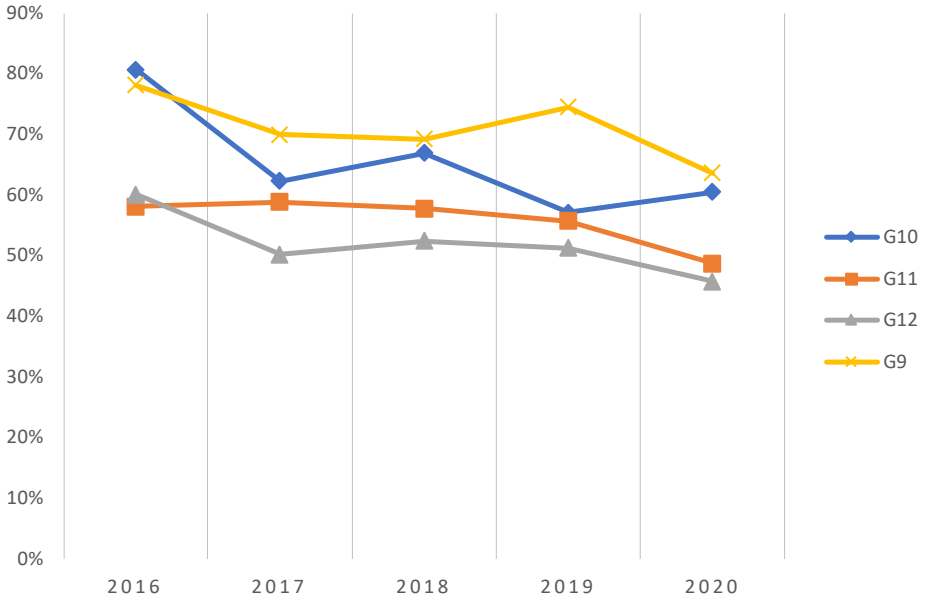

Figure 1.14: AR in secondary for the nation over the last 5 years

The complete data set for all states and gender for the age specific enrollment rate in the education system is included in Table 1.6.

Table 1.6: AR data for the nation for the past 5 year

AR	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Grand Total
CHK	**73%**	**89%**	**93%**	**95%**	**81%**	**82%**	**73%**	**67%**	**68%**	**57%**	**52%**	**39%**	**36%**	**69%**
2016	81%	100%	97%	99%	85%	88%	79%	75%	76%	63%	66%	42%	44%	76%
2017	79%	91%	98%	97%	85%	83%	74%	71%	68%	63%	50%	43%	37%	72%
2018	76%	89%	92%	93%	80%	88%	72%	70%	72%	51%	52%	40%	36%	70%
2019	73%	93%	93%	97%	83%	78%	76%	61%	68%	62%	43%	39%	34%	69%
2020	54%	73%	82%	90%	71%	73%	64%	57%	55%	49%	47%	31%	29%	59%
KSA	**112%**	**102%**	**92%**	**101%**	**86%**	**82%**	**81%**	**93%**	**103%**	**97%**	**90%**	**85%**	**88%**	**93%**
2016	121%	102%	91%	86%	94%	87%	83%	100%	105%	109%	110%	90%	85%	97%
2017	126%	108%	88%	104%	77%	92%	87%	93%	111%	96%	91%	93%	90%	96%
2018	112%	110%	96%	99%	88%	71%	86%	96%	99%	107%	88%	81%	100%	95%
2019	99%	98%	96%	108%	83%	81%	71%	98%	97%	93%	86%	82%	85%	90%
2020	100%	92%	87%	110%	90%	79%	78%	76%	105%	80%	77%	77%	78%	86%
PNI	**70%**	**100%**	**103%**	**105%**	**95%**	**91%**	**89%**	**86%**	**90%**	**81%**	**75%**	**69%**	**63%**	**86%**
2016	62%	106%	105%	101%	94%	93%	94%	91%	86%	91%	93%	66%	73%	89%
2017	71%	98%	105%	104%	92%	91%	85%	91%	94%	70%	70%	69%	56%	84%
2018	77%	106%	106%	113%	99%	94%	94%	87%	98%	81%	80%	78%	62%	90%
2019	74%	98%	104%	104%	97%	88%	88%	83%	87%	87%	65%	70%	66%	85%
2020	65%	93%	96%	104%	92%	88%	83%	80%	85%	76%	69%	63%	58%	81%
YAP	**92%**	**98%**	**87%**	**98%**	**86%**	**79%**	**76%**	**74%**	**71%**	**82%**	**81%**	**73%**	**68%**	**81%**
2016	112%	106%	78%	90%	94%	73%	84%	78%	80%	81%	89%	89%	75%	87%
2017	96%	111%	89%	88%	75%	89%	68%	80%	72%	86%	79%	77%	69%	83%
2018	73%	96%	92%	101%	77%	77%	87%	65%	70%	84%	78%	60%	69%	79%
2019	90%	89%	89%	105%	86%	79%	72%	80%	61%	77%	76%	73%	63%	80%
2020	87%	86%	86%	106%	98%	76%	70%	68%	74%	79%	84%	68%	65%	80%
Grand Total	**76%**	**95%**	**96%**	**99%**	**86%**	**85%**	**79%**	**76%**	**78%**	**71%**	**65%**	**56%**	**52%**	**78%**

THEME 2: HOW FAR DO THEY GET IN SCHOOL?

In this theme, we have several ***flow rates***. Examples of flow rates included in this theme are Transition Rate, Promotion Rate and Survival Rate. Typically, flow rates are produced using the *reconstructed cohort* method and need two consecutive years of *consistent* data collection to produce. Currently, in 2020 we can produce flow rates for SY2018-19=>SY2019-20. For example, we can calculate the promotion rate of the cohort of students that were in Grade 10 in SY2018-19 promoting into Grade 11 in SY2019-20. The reader interested in the more advanced discussions about how flow rate indicators are produced using the reconstructed cohort should refer to the FSM NDOE Education Statistics Digest.

Transition Rate

There is excellent 97% and 98% transition rate from ECE to Grade 1 for Males and Females respectively (Figure 2.1.) There is another important factor affecting the transition rate. In FSM, we have many students coming directly into Grade 1 without ECE background and this is what causes the model's assumption to be violated. The main things to consider here are:

- Is there compulsory ECE in all states? Compulsory ECE is not being enforced as shown by a transition above 100% for ECE=>Primary. This could have further reaching consequences including not preparing our students as well as we could for Grade 1.
- The violated assumption in the model is mostly affecting the ECE=>Grade 1 promotion/transition value. To address this we are now collecting a new piece of data: "Whether the students in grade 1 attended ECE". With this new data we will be able to produce the Transition Rate ECE=>Grade 1 with a more precise albeit smaller cohort.

The transition rate is further distorted because of the state of Yap which has a lot of under age ECE enrollments which subsequently dropout to start again. A more standardized policy for starting ECE across all for states would improve both the data and better prepare kids for formal education.

Transition from primary to secondary is generally high at 83% for males and 90% for females. This does not mean 90% of the original cohort starting together in grade 1 are transitioning to secondary. This means from the cohort left in grade 8 the percentage that will promote to the next grade (and secondary level). Refer to survival rate for an estimate of percentage that start in grade one and make it to secondary.

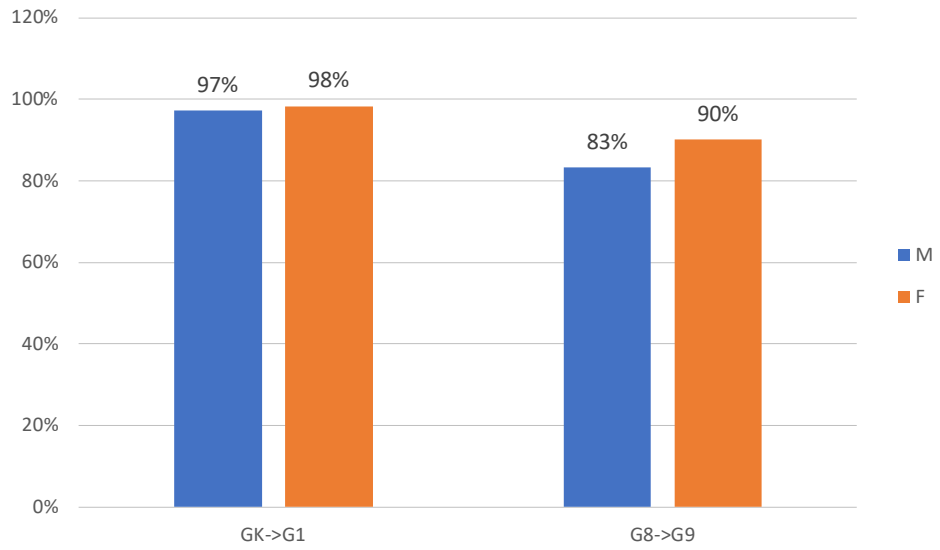

Figure 2.1: Transition ECE=>Primary and Primary=>Secondary for nation by gender

Some states have slightly odd transition rate from ECE to primary. Chuuk, Pohnpei have higher than 100% meaning likely a little inconsistency on how they reported the data in the last two years. Yap is affected by the "skipping ECE or under age enroll into ECE" phenomenon detailed above (Figure 2.1.) Yap's transition is half of other states as they have a completely different approach with lots of ECE enrolments that end up as dropouts/repeats and come back. The transition rates for Primary=>Secondary for Pohnpei and Kosrea in the nineties are signs of good transition capacity into secondary while Chuuk is a little lower at 74%. Yap has ~118% transition rate from Primary=>Secondary meaning there were more enrollments in grade 9 than students enrolled in grade 8 the year before. This is likely to some under reporting the previous year or perhaps older students that decided to continue with their grade 9 after one or more years of inactivity.

A more standardized policy for starting ECE across all for states would improve both the data and better prepare kids for formal education.

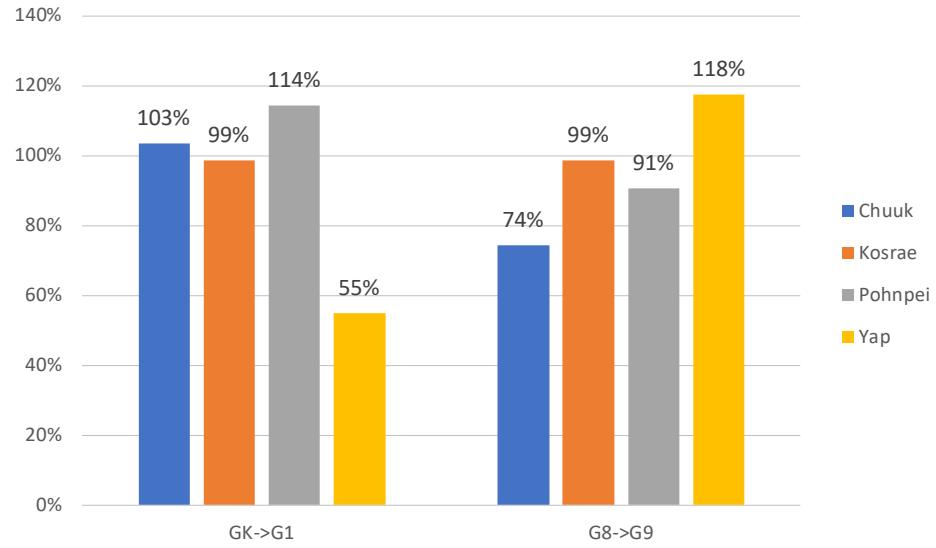

Figure 2.2: Transition ECE=>Primary and Primary=>Secondary by state

The trends in Figure 2.2. shows signs of data improving as it diverges away from theoretically impossible larger than 100% to more realistic figures . This is supported by the transition rate for ECE/Primary (shown as GK->G1 in Figure 2.3) showing a decline in the last two years since the FedEMIS Annual School Census was launched. The transition rate Primary=>Secondary is relatively stable over recent years.

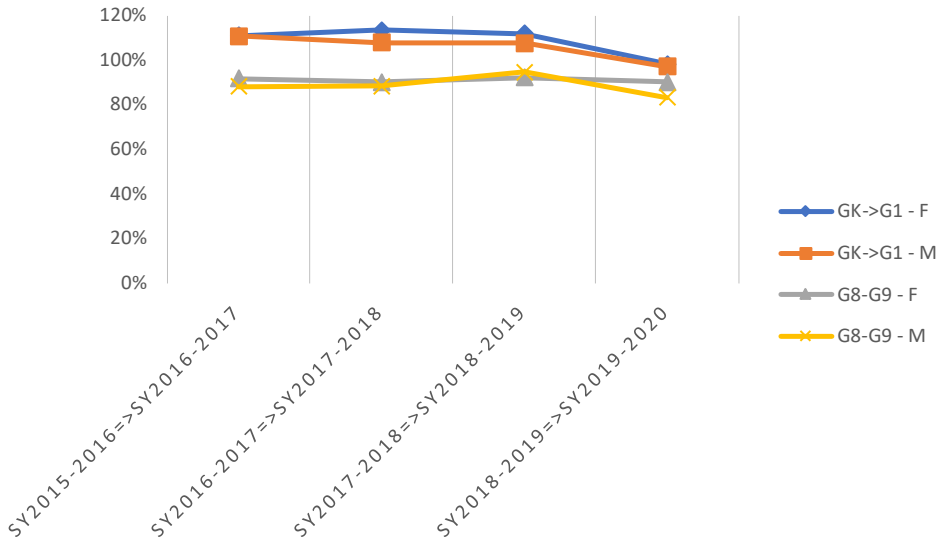

Figure 2.3: Transition ECE=>Primary and Primary=>Secondary by gender for past 4 years

Promotion Rate

This rate is a more general version of the transition rate above and reports on each grade as oppose to just across education levels like the transition rate. The main thing to observe here is a slight decline in promotion as cohorts of students progress to higher grades. This means we are constantly loosing students throughout the life cycle of the K-12 education system. Females have a slightly better promotion health then males. There is nothing in Grade 12 as students are not typically promoted beyond Grade 12. That said, the promotion rate is near or above 80% and while there is room for improvement (i.e. it should approach 100%) it is an acceptable promotion rate.

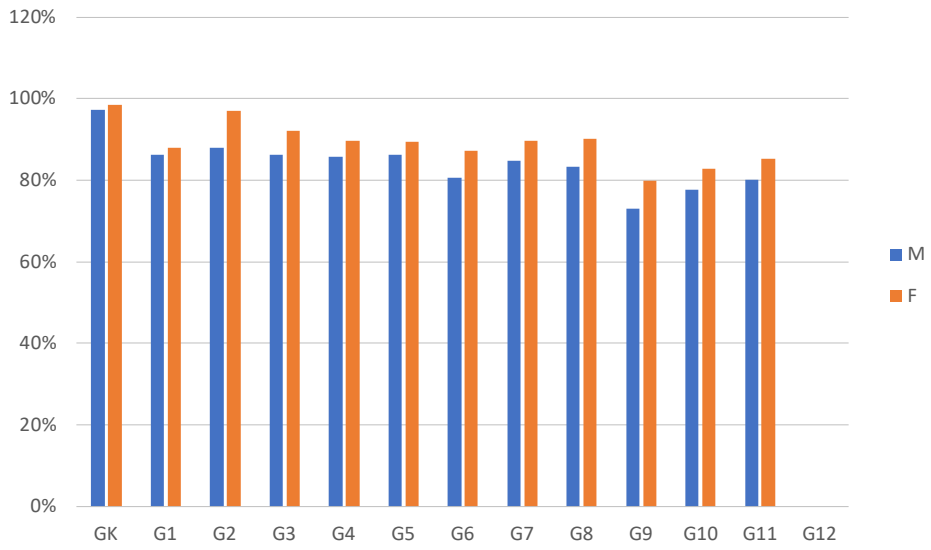

Figure 2.4: Promotion by grade and gender for nation

The state version of the chart shows similar pattern with Kosrea and Pohnpei both having a slightly more stable promotion at least for the grades of primary education. Chuuk has the most pronounced declined suggesting they lose more students as cohorts progress throughout grades.

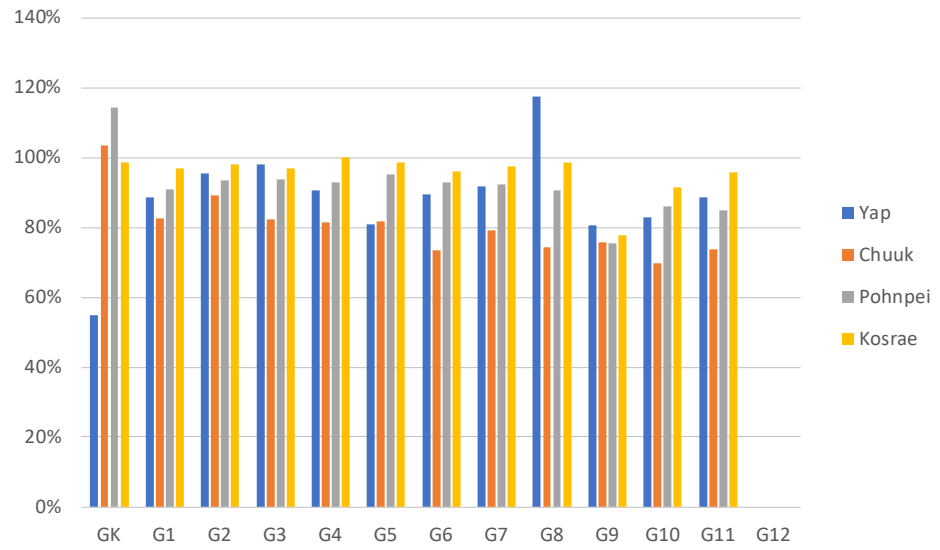

Figure 2.5: Promotion by grade and state

Data for all states on promotion rates is available for the past 4 years in Table 2.1.

Table 2.1: Promotion rates by grade, state and national

Promotion Rates	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
SY2015-2016=>SY2016-2017	**104%**	**91%**	**94%**	**96%**	**97%**	**91%**	**96%**	**91%**	**95%**	**77%**	**76%**	**88%**	**0%**
Yap	62%	80%	92%	85%	97%	86%	94%	90%	94%	82%	86%	80%	0%
Chuuk	117%	92%	93%	94%	89%	84%	90%	80%	87%	75%	64%	86%	0%
Pohnpei	144%	97%	95%	99%	100%	94%	99%	96%	88%	75%	69%	86%	0%
Kosrae	94%	94%	97%	104%	101%	102%	100%	101%	109%	78%	86%	99%	0%
SY2016-2017=>SY2017-2018	**102%**	**93%**	**95%**	**96%**	**100%**	**94%**	**97%**	**91%**	**96%**	**86%**	**85%**	**91%**	**0%**
Yap	61%	79%	94%	91%	104%	88%	94%	86%	99%	73%	72%	87%	0%
Chuuk	116%	93%	87%	92%	94%	86%	92%	84%	78%	82%	79%	81%	0%
Pohnpei	137%	104%	104%	104%	106%	106%	105%	100%	93%	107%	104%	92%	0%
Kosrae	92%	97%	95%	99%	96%	95%	98%	96%	115%	80%	84%	104%	0%
SY2017-2018=>SY2018-2019	**100%**	**92%**	**94%**	**94%**	**95%**	**92%**	**91%**	**88%**	**99%**	**76%**	**84%**	**93%**	**0%**
Yap	70%	83%	93%	89%	101%	85%	89%	89%	99%	68%	88%	98%	0%
Chuuk	120%	97%	94%	97%	90%	88%	83%	81%	88%	82%	72%	82%	0%
Pohnpei	118%	94%	93%	92%	91%	95%	90%	90%	94%	79%	81%	87%	0%
Kosrae	92%	95%	96%	98%	95%	100%	101%	92%	113%	76%	95%	104%	0%
SY2018-2019=>SY2019-2020	**93%**	**90%**	**94%**	**93%**	**91%**	**89%**	**88%**	**90%**	**95%**	**77%**	**83%**	**86%**	**0%**
Yap	55%	89%	96%	98%	91%	81%	89%	92%	118%	80%	83%	89%	0%
Chuuk	103%	83%	89%	82%	82%	82%	73%	79%	74%	76%	70%	74%	0%
Pohnpei	114%	91%	94%	94%	93%	95%	93%	92%	91%	76%	86%	85%	0%
Kosrae	99%	97%	98%	97%	100%	99%	96%	97%	99%	78%	91%	96%	0%

Percentage of Repeaters

Total repeaters enrolled in the same grade as the previous year, is expressed as a percentage of the total enrolled in a specified grade[1]. By far the state with the highest repeating percentage is Yap with an especially high rate of repeaters in ECE. However, this is not cause for alarm as it merely shows what has been stated above about the nature of Yap's under age enrollments into ECE. The higher percentage of repeaters in primary and secondary education could be due to Yap schools being a little stricter on their students than other states.

Kosrae has essentially no repeaters while both Chuuk and Pohnpei maintain a percentage of repeaters below 5%. These low values suggest good efficiency of the internal education system.

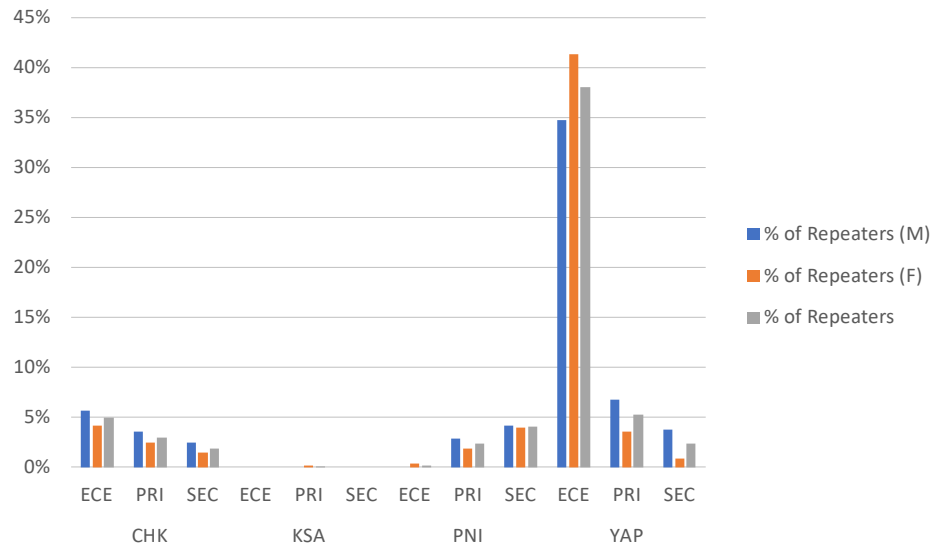

Figure 2.6: Percent of repeaters by state, education level and gender

The trend of percentage of repeaters suggest a slight increase for Pohnpei while Yap saw a sharp decrease in this school year's repeaters. Chuuk has a steady number of repeaters over the last couple of years.

[1] Note this indicator is slightly different from the repetition rate that we also report in other publications such as the education statistics digest.

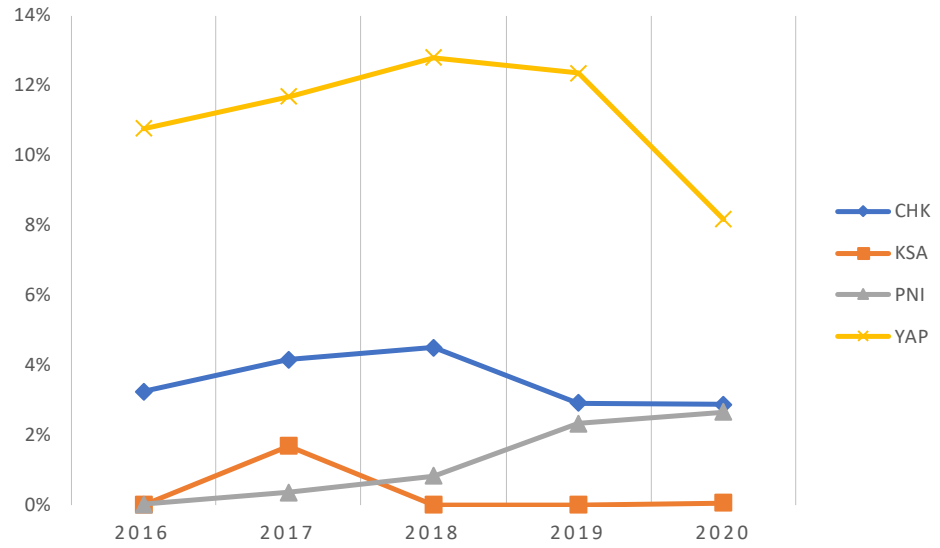

Figure 2.7: Percent of repeaters for the last 5 years by state

Table 2.2: Percent of repeaters by state and education level for past 5 years

% Repeaters	CHK			CHK Total	KSA			KSA Total	PNI			PNI Total	YAP			YAP Total	Average Total
	ECE	PRI	SEC		ECE	PRI	SEC		ECE	PRI	SEC		ECE	PRI	SEC		
2016	2%	3%	3%	3%	0%	0%	0%	0%	0%	0%	0%	0%	40%	7%	5%	11%	3%
2017	4%	5%	2%	4%	0%	0%	5%	2%	0%	0%	1%	0%	42%	7%	8%	12%	3%
2018	8%	5%	2%	5%	0%	0%	0%	0%	0%	1%	0%	1%	46%	8%	11%	13%	4%
2019	4%	3%	1%	3%	0%	0%	0%	0%	1%	3%	2%	2%	45%	7%	10%	12%	4%
2020	5%	3%	2%	3%	0%	0%	0%	0%	0%	2%	4%	3%	38%	5%	2%	8%	3%
Average Total	**5%**	**4%**	**2%**	**4%**	**0%**	**0%**	**1%**	**0%**	**0%**	**1%**	**1%**	**1%**	**42%**	**7%**	**7%**	**11%**	**3%**

Attendance Rate

Generally, attendance as reported by schools, is high with ~93% and above.

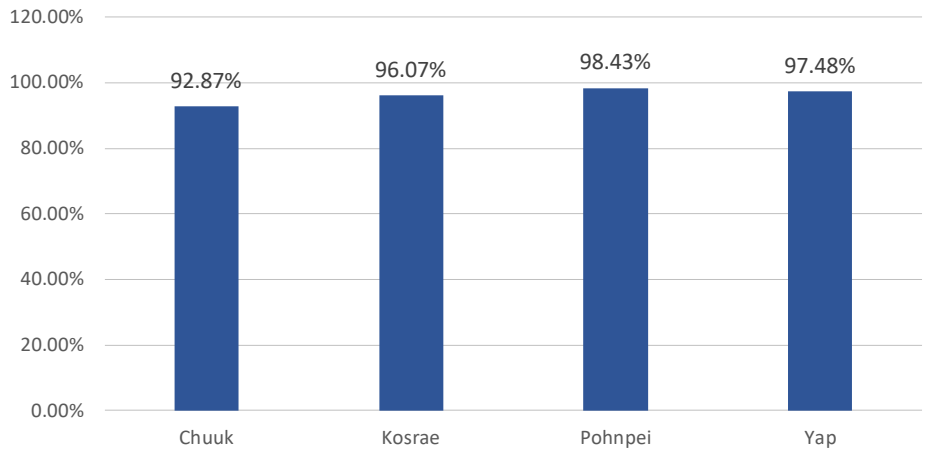

Figure 2.8: Attendance rate by states

The data to produce the above is shown in Table 2.3.

Table 2.3: Enrollments and Attendance

	Chuuk	Kosrae	Pohnpei	Yap
Total Enrollment	9572	1847	9514	2890
Total School Days	180	180	180	180
Possible Attendance	1722960	332460	1799280	520200
Total Absent	122915	13082	51674	13110
Actual Attendance	1600045	319378	1770982	507090
Attendance Rate	92.87%	96.07%	98.43%	97.48%

Survival Rate

The survival rates shown in Figure 2.8 read like this:

- Survival Rates (from G1) in legend to Grade 8 in vertical axis is the *expected* surviving percentage of the cohort starting in Grade 1 reaching Grade 8
- Survival Rates (from G1) in legend to Grade 12 in vertical axis is the *expected* surviving percentage of the cohort starting in Grade 1 reaching Grade 12
- Survival Rates (from G9) in legend to Grade 12 in vertical axis is the *expected* surviving percentage of the cohort that made it to Grade 9 and then go on reaching Grade 12. This is why there is no grey and yellow bars for Grade 8 in the vertical axis.

The survival rate is a measure to help *predict* the survival of student cohorts based on the promotion from grade to grade as observed by the data from the last two consecutive years[2].

[2] It does not tell you the actual survival percentage of a cohort. You would need to wait 8-12 years for this precise number.

The survival rate to grade 8 is considered poor at 33% and 49% for males and females with a lot of room for improvement. The survival rate for a cohort started in Grade 1 and making it to grade 12 is low at 12% and 25% for males and females. However, once students make it to grade 9, the survival rate is much better at around 45% amd 56% for males and females (Figure 2.9.) This would suggest that once a student makes it to grade 9 that student is statistically extremely likely to complete all the remaining grades of secondary.

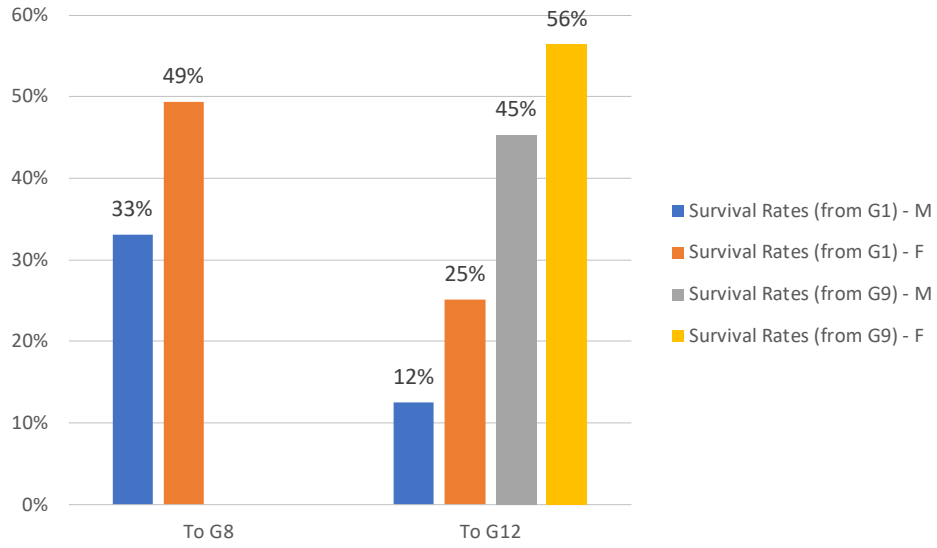

Figure 2.9: Survival rates by gender for the nation

Chuuk and Yap has the lowest expected survival from Grade 1 to 8 at 24% and 50% respectively (Figure 2.10). The highest survival expectancy from Grade 1 to 8 are in Kosrae with 85% followed by Pohnpei with 60%. In a similar vein of analysis, this same pattern is observed with survival from Grade 1 to 12 and Grade 9 to 12 with Chuuk the poorest and Kosrae the highest following by Yap and then Pohnpei.

There is a clear sign of school enrollment under reporting in Chuuk. This has far reaching consequence on the quality of national average reporting. Chuuk needs to report all their schools and all their enrollments in the same way year after year as directed by the national policy and trainings.

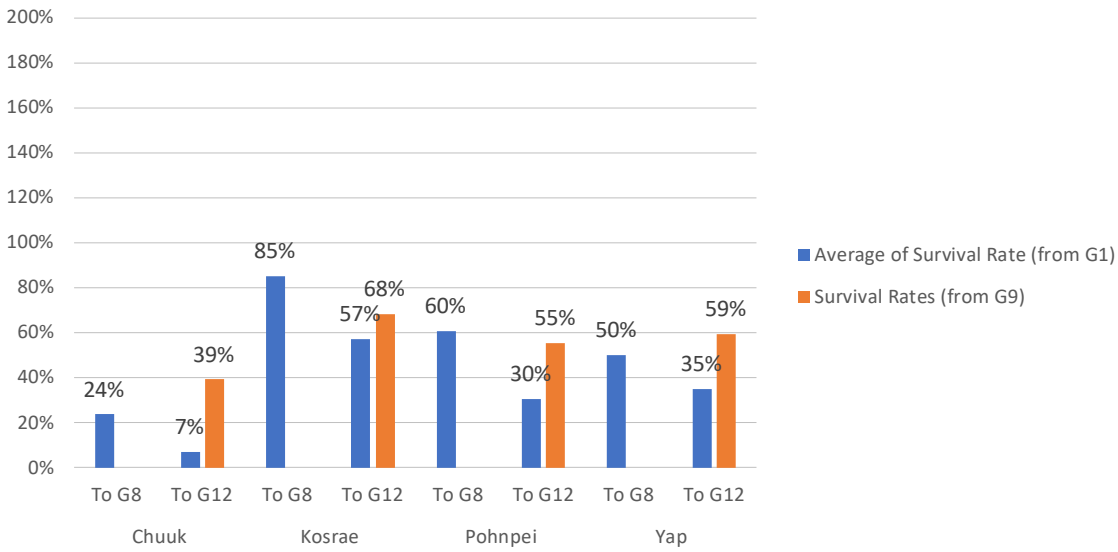

Figure 2.10: Survival rates by gender and state

Table 2.4: Survival rates by state

Survival Rates (from G1)	Yap		Yap Total	Chuuk		Chuuk Total	Pohnpei		Pohnpei Total	Kosrae		Kosrae Total
	G1 to G8	G1 to G12		G1 to G8	G1 to G12		G1 to G8	G1 to G12		G1 to G8	G1 to G12	
SY2015-2016=>SY2016-2017	44%	23%	68%	43%	15%	58%	82%	32%	114%	99%	72%	171%
SY2016-2017=>SY2017-2018	50%	23%	73%	46%	19%	64%	132%	127%	259%	79%	63%	141%
SY2017-2018=>SY2018-2019	47%	27%	74%	47%	20%	68%	57%	30%	87%	79%	67%	146%
SY2018-2019=>SY2019-2020	50%	35%	85%	24%	7%	30%	60%	30%	91%	85%	57%	142%

Table 2.5: Survival rates by state

Survival Rates (from G9)	Yap	Yap Total	Chuuk	Chuuk T	Pohnpei	Pohnpei Tot	Kosrae	Kosrae Total
	G9 to G12		G9 to G12		G9 to G12		G9 to G12	
SY2015-2016=>SY2016-2017	56%	56%	41%	41%	45%	45%	67%	67%
SY2016-2017=>SY2017-2018	46%	46%	53%	53%	103%	103%	69%	69%
SY2017-2018=>SY2018-2019	58%	58%	49%	49%	56%	56%	75%	75%
SY2018-2019=>SY2019-2020	59%	59%	39%	39%	55%	55%	68%	68%

Graduation Rate

Once the students reach grade 8 and grade 12 they have a high rate of graduating with males 96% and females 97% graduating from primary (Grade 8) and both genders graduating at 96% from secondary.

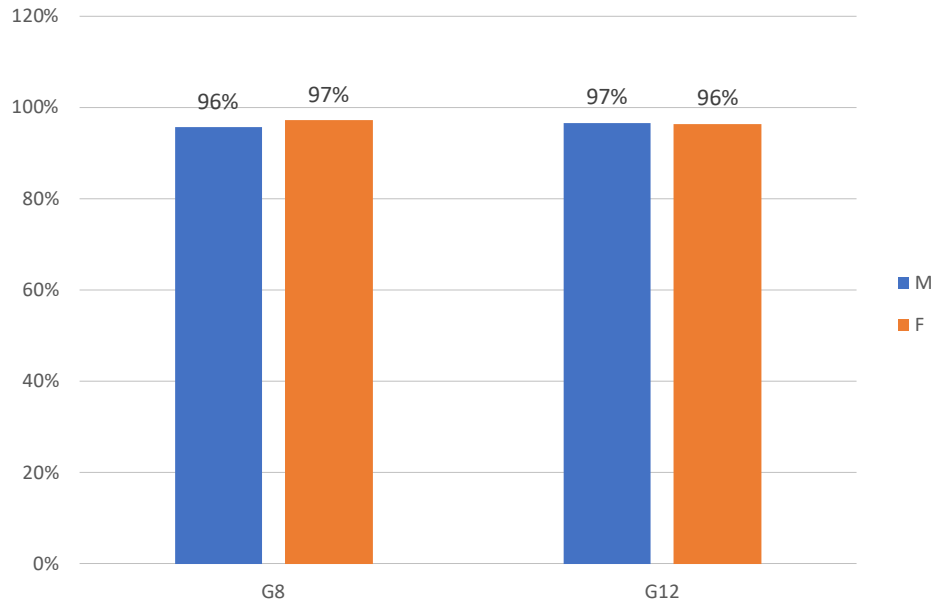

Figure 2.11: Graduation rate for Nation by Gender for Grade 8 and 12

For Kosrae, Pohnpei and Yap the graduation for primary (i.e. grade 8 to grade 9) and secondary (completing grade 12) is in the range of 93-100%. Chuuk has slightly lower graduation from primary of 93%, though it is still very good. It is important to note that there are several dropouts just close to graduation and therefore identifying those students and encouraging them to complete through the graduation would be an easy way to further improve the figures below.

Also noteworthy is that throughout the years the FedEMIS has discovered patterns of what was previously flagged as a dropout was actually a student returning to school in the same grade (an actual repeater). Reinforcing the policy and definitions of how schools define a dropout vs repeater is important.

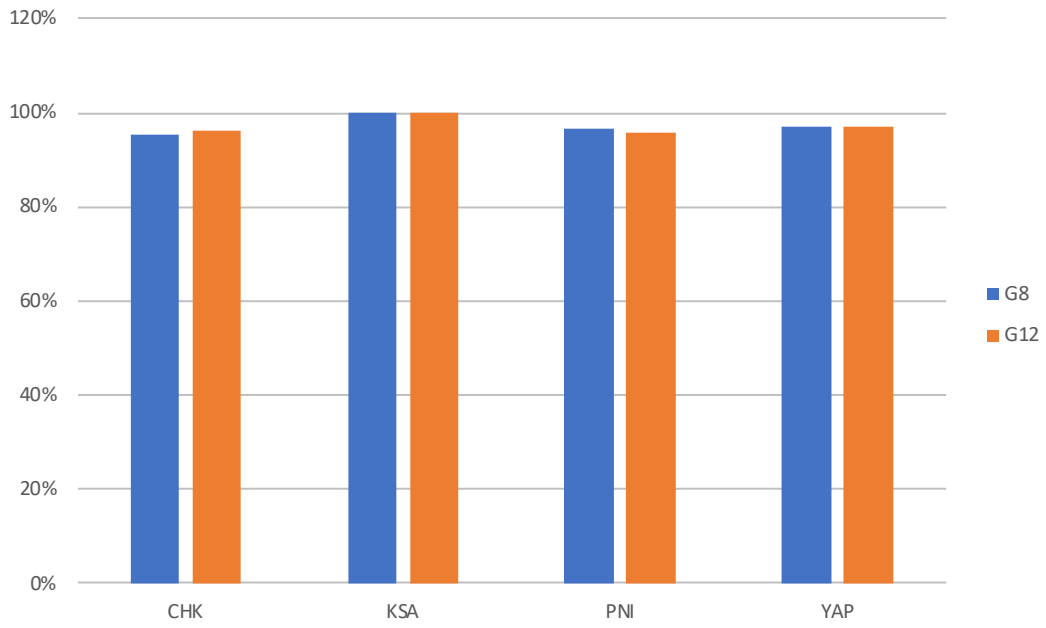

Figure 2.12: Graduation rate by state and gender for Grade 8 and 12

Table 2.6: Graduation rate by state and gender for Grade 8 and 12

Graduation	G8		G8 Total	G12		G12 Total	Grand Total
	F	M		F	M		
CHK	96%	95%	95%	97%	96%	96%	96%
KSA	100%	100%	100%	100%	100%	100%	100%
PNI	97%	96%	97%	96%	96%	96%	96%
YAP	99%	95%	97%	97%	98%	97%	97%
Grand Total	**97%**	**96%**	**97%**	**96%**	**97%**	**97%**	**97%**

Dropout Rate

The dropout rates vary from 1-6% in FSM and average 3.4% for males and 2.9% for females.

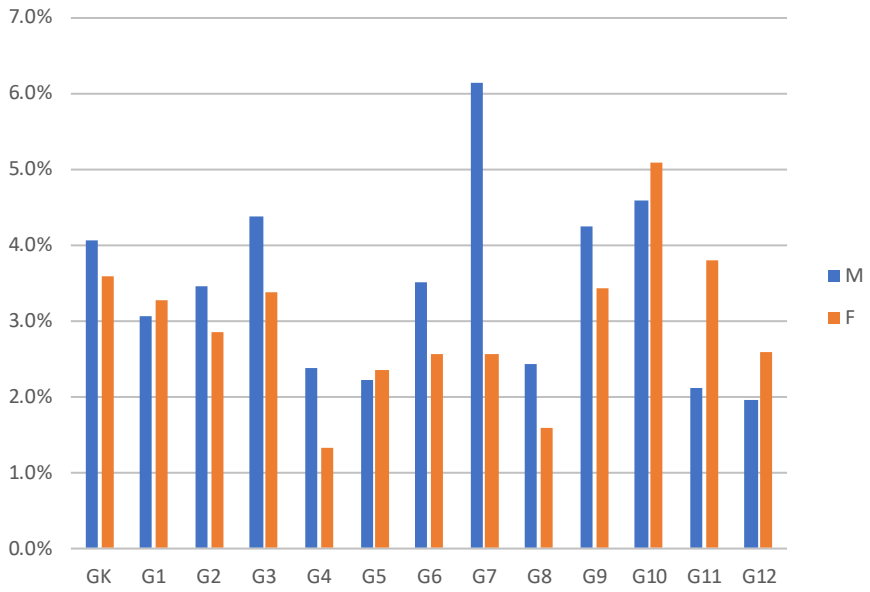

Figure 2.13: Dropout rates by grade and gender

Kosrae has the least dropouts. Generally, males have higher dropout rates than females. Chuuk has the highest dropout rate in the country followed by Yap. However, Yap's dropout rate outside of Grade K is actually close to Pohnpei.

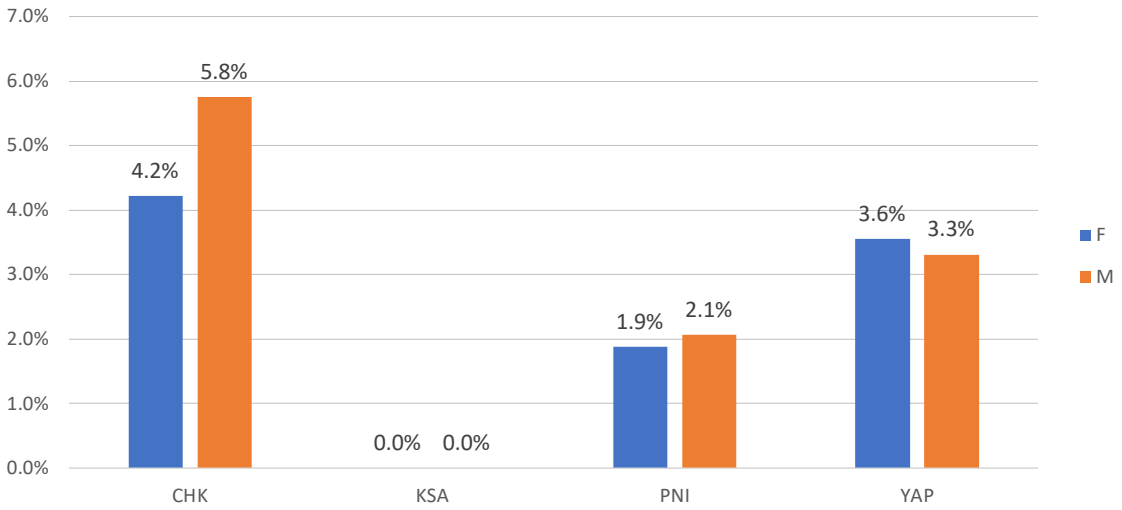

Figure 2.14: Dropout rates by states and gender

The high dropout rate in ECE could be further improved by delaying enrollment until age 5 when children are more ready and less likely to dropout. Beyond that, most states have high dropout rates starting as early as Grade 1 and sustaining throughout all grades. This indicates a need for strategies to keep students in school throughout the whole education system. There are even significant dropouts near the graduation

of high school when students are so close to completing a K-12 education. Strategies should be put in place to support these students to finish their education.

Table 2.7: Dropout by state, grade and gender data

	Dropouts				Enrollments				Total Dropouts	Total Enrollments
	CHK	KSA	PNI	YAP	CHK	KSA	PNI	YAP		
Female	**210**		**88**	**49**	**4982**	**896**	**4701**	**1380**	**347**	**11959**
GK	11		3	16	312	74	287	162	30	835
G1	21		9	3	459	77	366	106	33	1008
G2	24		4	3	494	69	406	119	31	1088
G3	34		3		516	75	393	109	37	1093
G4	14				475	72	399	109	14	1055
G5	21		2	1	461	74	388	99	24	1022
G6	21		1	3	428	75	384	94	25	981
G7	17		3	3	370	52	381	98	23	901
G8	12		3		338	86	399	117	15	940
G9	7		16	8	369	68	377	93	31	907
G10	15		20	7	323	60	346	96	42	825
G11	7		15	4	232	57	304	90	26	683
G12	6		9	1	205	57	271	88	16	621
Male	**264**		**99**	**50**	**4590**	**957**	**4813**	**1510**	**413**	**11870**
GK	15		2	19	320	82	319	167	36	888
G1	23		7	4	452	70	456	134	34	1112
G2	33		3	2	486	82	427	108	38	1103
G3	40		12	1	520	87	462	139	53	1208
G4	19		4	3	454	82	413	142	26	1091
G5	21		2	1	467	68	422	120	24	1077
G6	27		7		407	67	392	101	34	967
G7	45		10	1	363	70	381	97	56	911
G8	14		5	1	310	66	346	100	20	822
G9	10		14	10	245	71	363	120	34	799
G10	12		19	4	265	66	316	114	35	761
G11	2		6	4	156	72	253	85	12	566
G12	3		8		145	74	263	83	11	565
Grand Total	**474**		**187**	**99**	**9572**	**1853**	**9514**	**2890**	**760**	**23829**

COMET

The College of Micronesia-FSM Entrance Test (COMET) is a three-section test given to high school seniors, high school graduates and General Educational Development (GED) holders who want to enroll at COM-FSM, and who have not attended college.

COM-FSM cannot accept and enroll every high school graduate or GED holder who wants to attend college, and has to make decisions on admitting and enrolling students. Having a high school diploma or GED is by itself not enough for the college

to determine admissions. As such, COM-FSM developed the COMET to help identify, select and admit students.

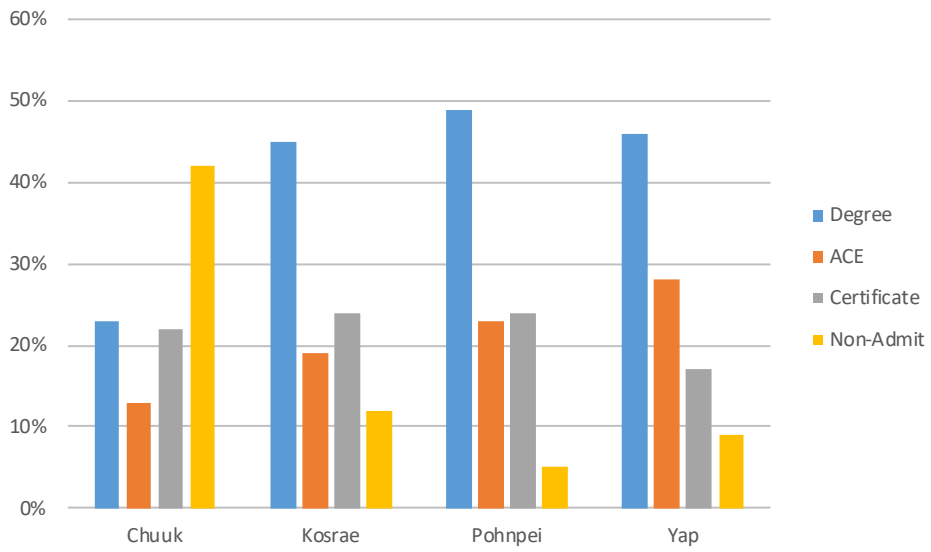

Figure 2.15: COMET by state

The purpose of the COMET is to assist COM-FSM in making decisions about admitting students to the college, and allows it to gather some information about how well prepared and "college-ready" prospective students are in English writing and reading, and in mathematics. It is also used to place admitted students into an appropriate COM-FSM academic degree, Achieving College Excellence (ACE), and vocational/technical certificate programs.

The most striking is the large disparity of the percentage of non-admissions in the state of Chuuk compared to other states. This could indicate the level of preparedness coming from Chuuk is nowhere near the level seen in other states. In addition, the percentage of entering a degree program is much lower in Chuuk seemingly directly affecting the outcome.

Table 2.8: COMET by state data

State	Testee Count	Degree	ACE	Certificate	Non-Admit
Chuuk	385	23%	13%	22%	42%
Kosrae	123	45%	19%	24%	12%
Pohnpei	647	49%	23%	24%	5%
Yap	197	46%	28%	17%	9%
Total	1352	41%	20%	22%	17%

THEME 2: HOW FAR DO THEY GET IN SCHOOL?

In this theme, we have several ***flow rates***. Examples of flow rates included in this theme are Transition Rate, Promotion Rate and Survival Rate. This year's reporting for the Indicators Report is moving to a new method to compute these flow indicators. For the last 2 years, the flow indicators were produced following the UNESCO internationally recognized reconstructed method. This meant we needed two consecutive years of consistent data collection for enrollments and repeaters. Since we have increasingly good end-of-year data we now produce this data using a more direct approach. We use the outcome of each student. This new method assumes:

- The outcome for all students was completed correctly;
- That a student with an outcome of "Completed" is assumed to re-enroll into the next school year and be a promote

Finally, unlike using the reconstructed cohort method which is always "one year behind" (this year would be flow rates for SY2018-19=>SY2019-20), the indicators shown here are flow estimate rates for SY2019-20=>SY2020-21. In other words, for example, we can calculate the promotion rate of the cohort of students in Grade 10 in SY2019-20 promoting into Grade 11 in SY2020-21 provided the two assumptions above are met.

We still support the reconstructed cohort method and aim to provide both in our Digest, a more comprehensive publication. Analysis of both, side-by-side, will enable us to further study, improve and make sound decisions based on our data.

Transition Rate

There is 95% and 96% transition rate from Grade K to Grade 1 for males and females, respectively (Figure 2.1.) Transition from primary (i.e Grade 8 to Grade 9) to secondary is at 96% and 97% for males and females. This does not mean 90% of the original cohort starting together in grade 1 are transitioning to secondary. This means from the cohort left in grade 8 the percentage that will promote to the next grade (and secondary level). Refer to survival rate for an estimate of percentage that start in grade one and make it to secondary.

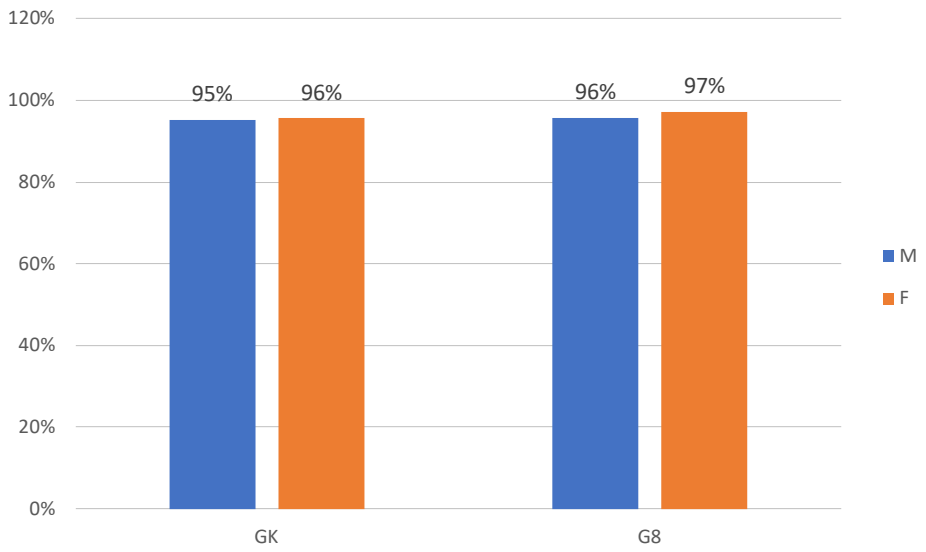

Figure 2.1: Transition ECE=>Primary and Primary=>Secondary for nation by gender

Most states have generally high transition rates from ECE to Primary. Pohnpei has the highest followed by Chuuk, Kosrae and Yap.

The transition rates for Primary=>Secondary is the highest in Kosrae with 100%, closely followed by Pohnpei and Yap each with ~97% (Figure 2.2.) Such high figures in the nineties are signs of good intake capacity into secondary for the students that make it to grade 8. Chuuk is a little lower at 95%, though still considered excellent for this indicator.

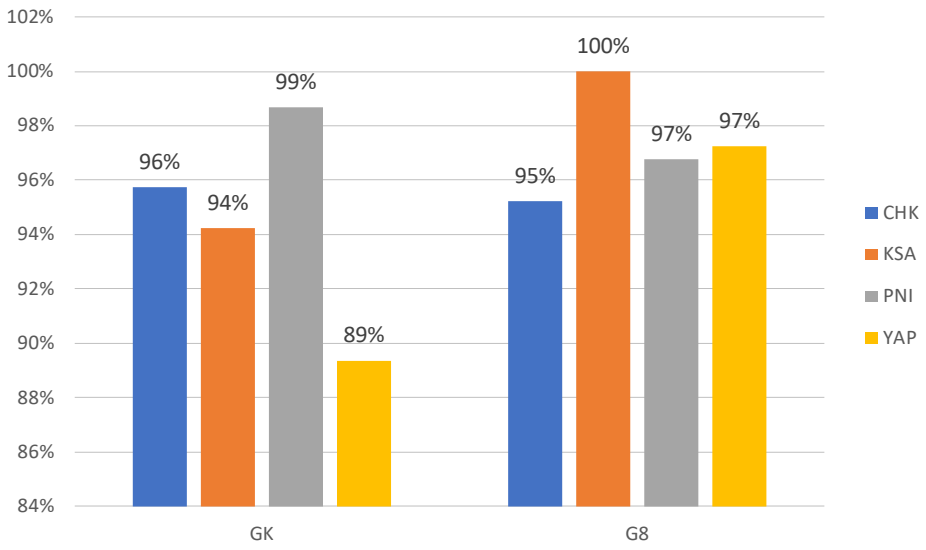

Figure 2.2: Transition ECE=>Primary and Primary=>Secondary by state

For a trend analysis, refer to the FSM NDOE Education Statistics Digest where the reconstructed cohort method is shown and better adapted to produce the past five years.

Promotion Rate

This rate is a more general version of the transition rate above and reports on each grade, as opposed to just across education levels, like the transition rate. This means that the Grade 0 and 8—representing ECE=>Primary and Primary=>Secondary transitions, respectively—are shown and discussed above in Transition Rate also. The main thing to observe here is the promotion from grade to grade is generally high, slightly more so for females (Figure 2.3.) It is a little lower for ECE likely due to Kosrae's missing outcome data for those students. There is a small but noticeable drop in promotion in Grade 9, 10 and 11.

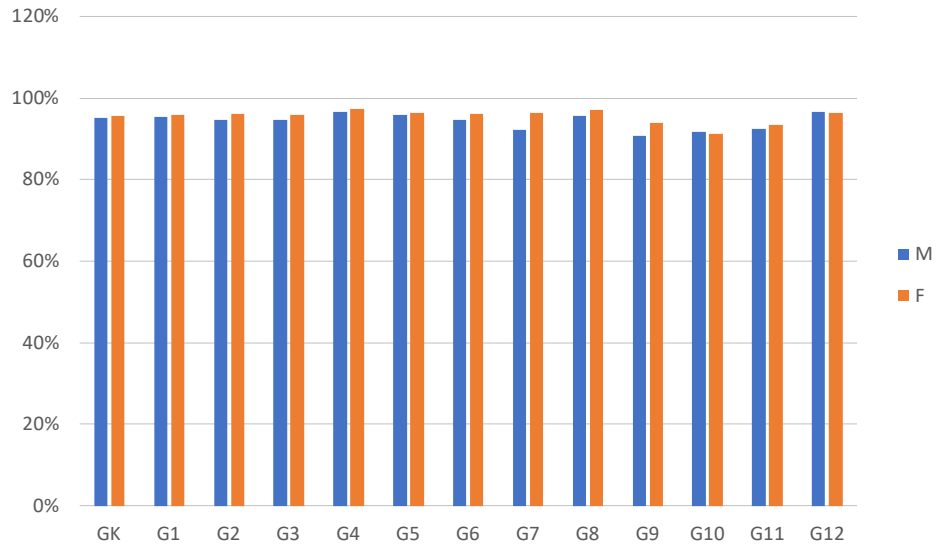

Figure 2.3: Promotion by grade and gender for nation

The state version of the chart shows a similar pattern: all states have high promotion rates with Chuuk having the lowest. Yap and Pohnpei have the most noticeable decline in promotion rate by grade, for grades 9, 10 and 11.

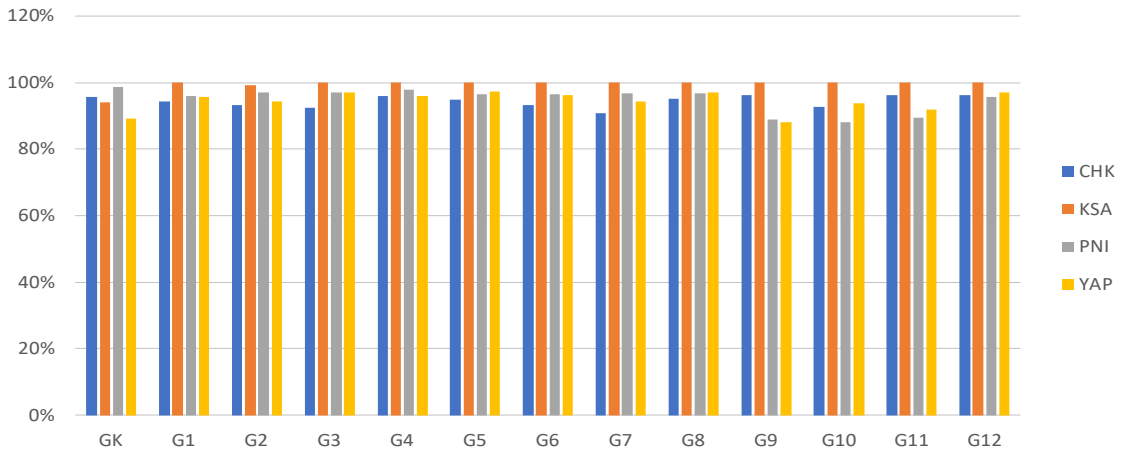

Figure 2.4: Promotion by grade and state

All data is included in Table 2.1 to produce the above analysis using the more direct method.

Table 2.1: Promotion rates by grade, state and national

Promotion	CHK	KSA	PNI	YAP	Grand Total
GK	96%	94%	99%	89%	95%
G1	95%	100%	96%	96%	96%
G2	93%	99%	97%	94%	95%
G3	92%	100%	97%	97%	95%
G4	96%	100%	98%	96%	97%
G5	95%	100%	97%	97%	96%
G6	93%	100%	97%	96%	95%
G7	91%	100%	97%	94%	94%
G8	95%	100%	97%	97%	97%
G9	96%	100%	89%	88%	92%
G10	93%	100%	88%	94%	91%
G11	96%	100%	89%	92%	93%
G12	96%	100%	96%	97%	97%
Grand Total	**94%**	**99%**	**95%**	**94%**	**95%**

Percentage of Repeaters

Total repeaters enrolled in the same grade as the previous year, is expressed as a percentage of the total enrolled in a specified grade[1]. By far the state with the highest

[1] Note this indicator is slightly different from the repetition rate that we also report in other publications such as the education statistics digest.

repeating percentage is Yap with an especially high rate of repeaters in ECE. However, this is not cause for alarm as it merely shows what has been stated above about the nature of Yap's under age enrollments into ECE. The higher percentage of repeaters in primary and secondary education could be due to Yap schools being a little stricter on their students than other states.

Kosrae has essentially no repeaters while both Chuuk and Pohnpei maintain a percentage of repeaters below 5%. These low values suggest good efficiency of the internal education system.

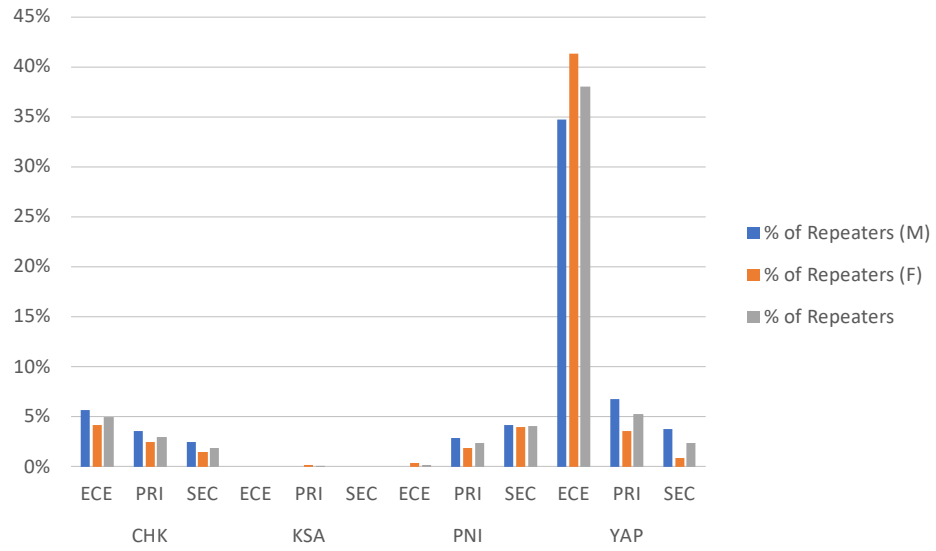

Figure 2.5: Percent of repeaters by state, education level and gender

The trend of percentage of repeaters suggest a slight increase for Pohnpei while Yap saw a sharp decrease in this school year's repeaters. Chuuk has a steady number of repeaters over the last couple of years.

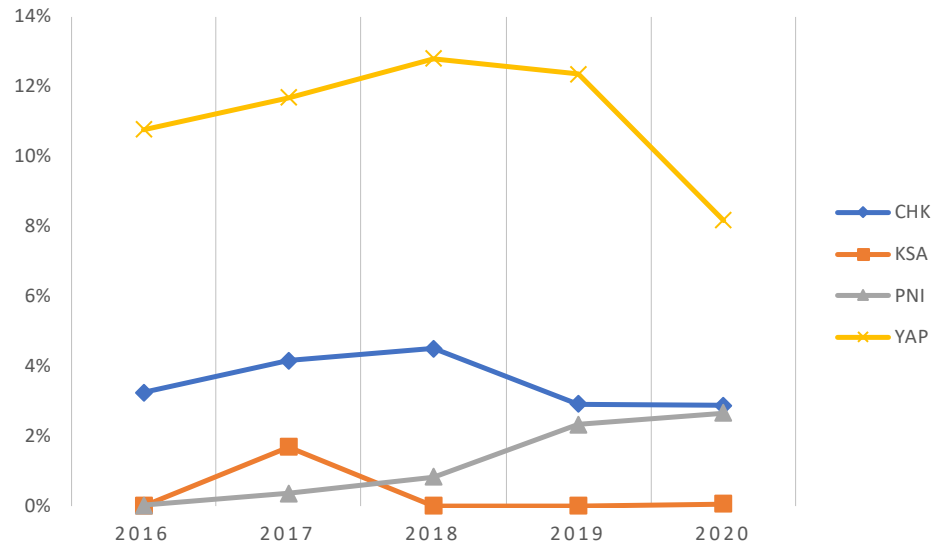

Figure 2.6: Percent of repeaters for the last 5 years by state

Table 2.2: Percent of repeaters by state and education level for past 5 years

% Repeaters	CHK			CHK Total	KSA			KSA Total	PNI			PNI Total	YAP			YAP Total	Average Total
	ECE	PRI	SEC		ECE	PRI	SEC		ECE	PRI	SEC		ECE	PRI	SEC		
2016	2%	3%	3%	3%	0%	0%	0%	0%	0%	0%	0%	0%	40%	7%	5%	11%	3%
2017	4%	5%	2%	4%	0%	0%	5%	2%	0%	0%	1%	0%	42%	7%	8%	12%	3%
2018	8%	5%	2%	5%	0%	0%	0%	0%	0%	1%	0%	1%	46%	8%	11%	13%	4%
2019	4%	3%	1%	3%	0%	0%	0%	0%	1%	3%	2%	2%	45%	7%	10%	12%	4%
2020	5%	3%	2%	3%	0%	0%	0%	0%	0%	2%	4%	3%	38%	5%	2%	8%	3%
Average Total	**5%**	**4%**	**2%**	**4%**	**0%**	**0%**	**1%**	**0%**	**0%**	**1%**	**1%**	**1%**	**42%**	**7%**	**7%**	**11%**	**3%**

Attendance Rate

Generally, attendance as reported by schools, is high with ~93% and above.

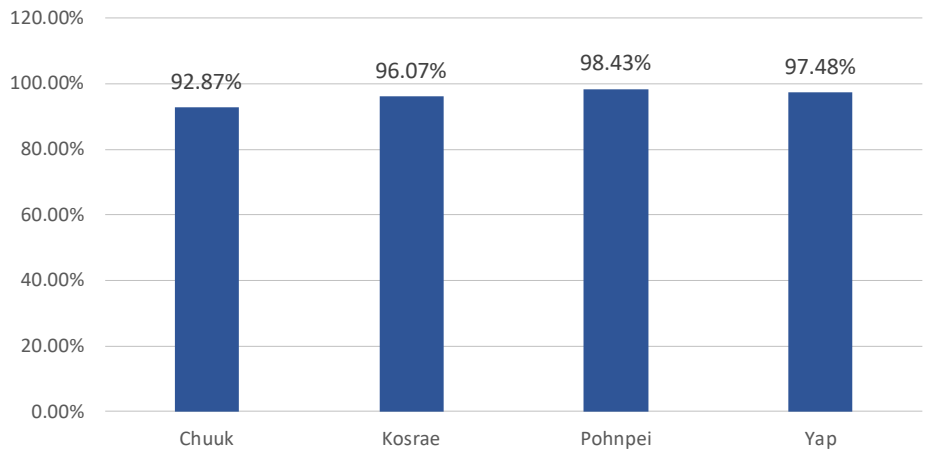

Figure 2.7: Attendance rate by states

The data to produce the above is shown in Table 2.3.

Table 2.3: Enrollments and Attendance

	Chuuk	Kosrae	Pohnpei	Yap
Total Enrollment	9572	1847	9514	2890
Total School Days	180	180	180	180
Possible Attendance	1722960	332460	1799280	520200
Total Absent	122915	13082	51674	13110
Actual Attendance	1600045	319378	1770982	507090
Attendance Rate	92.87%	96.07%	98.43%	97.48%

Survival Rate

The survival rates shown in Figure 2.8 read like this:

- Survival Rates (from G1) in legend to Grade 8 in vertical axis is the *expected* surviving percentage of the cohort starting in Grade 1 reaching Grade 8
- Survival Rates (from G1) in legend to Grade 12 in vertical axis is the *expected* surviving percentage of the cohort starting in Grade 1 reaching Grade 12
- Survival Rates (from G9) in legend to Grade 12 in vertical axis is the *expected* surviving percentage of the cohort that made it to Grade 9 and then reaching Grade 12. This is why there is no grey and yellow bars for Grade 8 in the vertical axis.

The survival rate is a measure to help predict the survival of student cohorts based on the promotion from grade to grade. In addition, when comparing the total number of students in grade 1 to those in grade 8 and 12 as a snapshot in time with relatively constant population, the survival rates presented provide a realistic expectancy rate.

The survival rates to grade 8 are considered poor at 69% and 77% for males and females, respectively. The survival rate for a cohort started in Grade 1 and making it to grade 12 is low at 51% and 60% for male and females, respectively. However, once students make it to grade 9, the survival rate is much better at around 77% and 80% for males and females (Figure 2.9.) This would suggest that once a student makes it to grade 9, that student is extremely likely to complete all the remaining grades of secondary.

Now this indicator provides a reality check on the situation. While we may have acceptable to very good transition and promotion rates from grade to grade, when looking at survival rates from the first to last year of an education level the estimated forecast is a little more bleak and a closer look into dropout rate by grades will be useful in a later section.

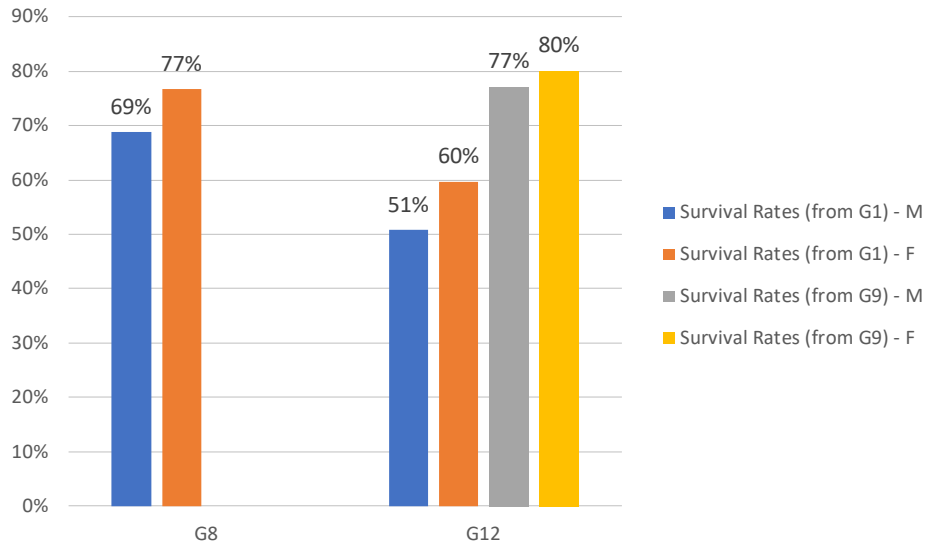

Figure 2.8: Survival rates by gender for the nation

Chuuk has the lowest expected survival from Grade 1 to 8 at 63% (Figure 2.9). The highest survival expectancy from Grade 1 to 8 are in Kosrae with 95% followed by Pohnpei with 80% and Yap 75%. In the same vein of analysis, a similar pattern can be observed with survival from Grade 1 to 12 and Grade 9 to 12: Chuuk has the poorest and Kosrae the highest survival following by Yap and then Pohnpei.

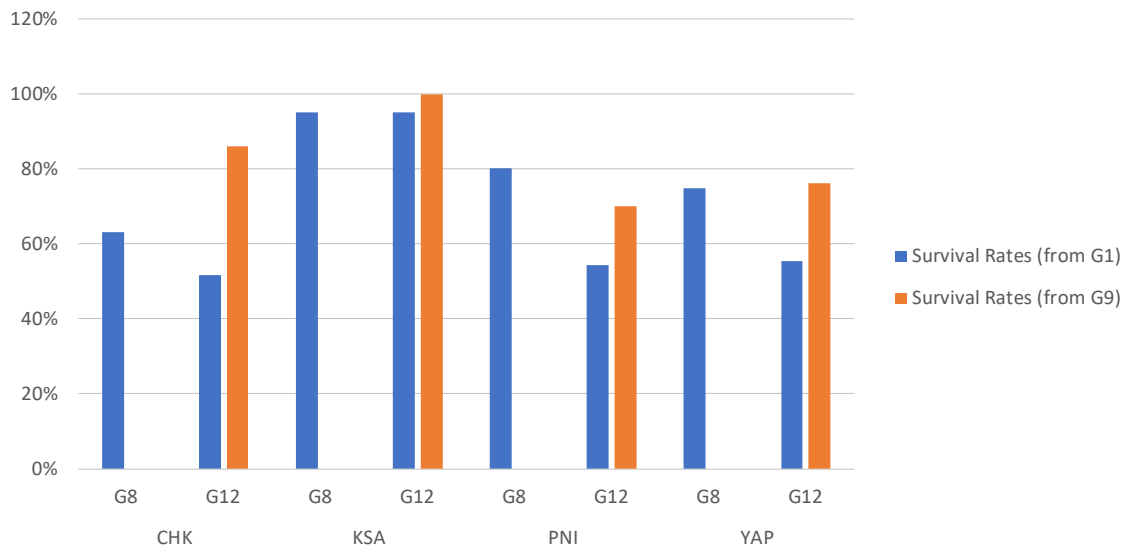

Figure 2.9: Survival rates by state

Table 2.4: Survival rates by state

	Survival Rates (from G1)	Survival Rates (from G9)
CHK	**57%**	**86%**
G8	63%	
G12	52%	86%
KSA	**95%**	**100%**
G8	95%	
G12	95%	100%
PNI	**67%**	**70%**
G8	80%	
G12	54%	70%
YAP	**65%**	**76%**
G8	75%	
G12	55%	76%
Grand Total	**71%**	**83%**

Graduation Rate

Once the students reach grade 8 and grade 12 they have a high rate of graduating with males 96% and females 97% graduating from primary (Grade 8) and both genders graduating at 96% from secondary.

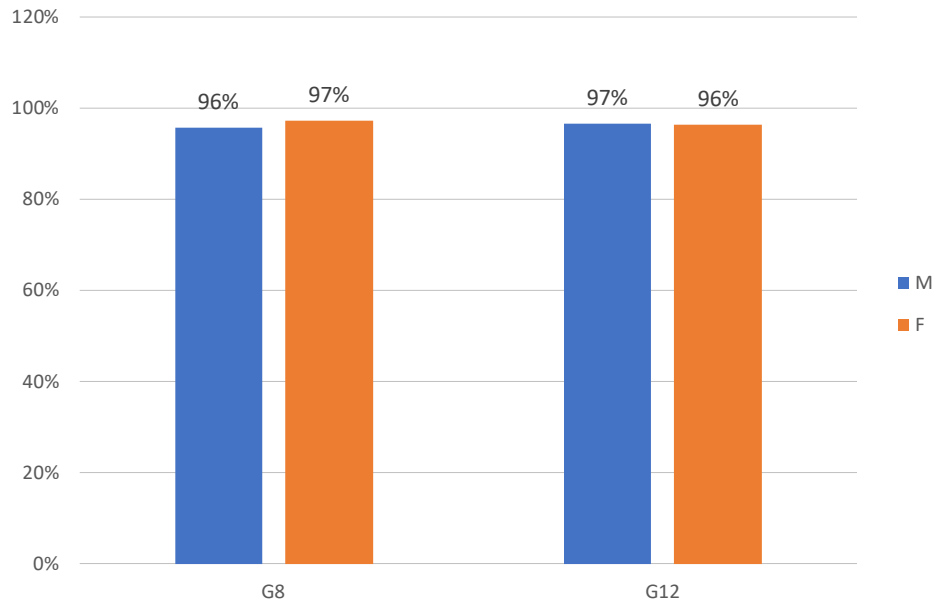

Figure 2.10: Graduation rate for Nation by Gender for Grade 8 and 12

For Kosrae, Pohnpei and Yap the graduation for primary (i.e. grade 8 to grade 9) and secondary (completing grade 12) is in the range of 93-100%. Chuuk has slightly lower graduation from primary of 93%, though it is still very good. It is important to note that there are several dropouts just close to graduation and therefore identifying those students and encouraging them to complete through the graduation would be an easy way to further improve the figures below.

Also noteworthy is that throughout the years the FedEMIS has discovered patterns of what was previously flagged as a dropout was actually a student returning to school in the same grade (an actual repeater). Reinforcing the policy and definitions of how schools define a dropout vs repeater is important.

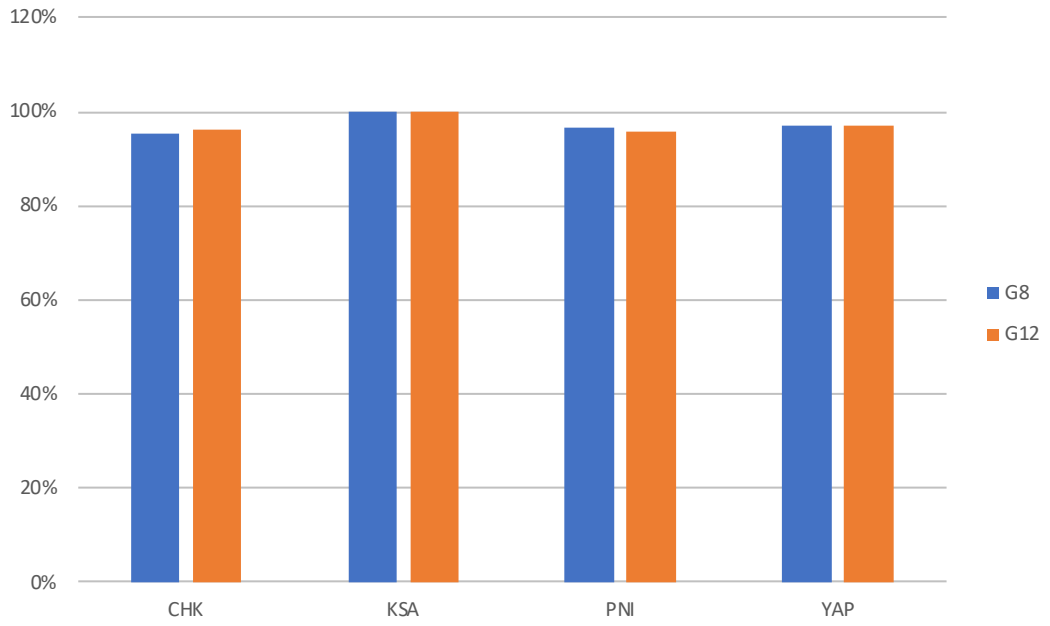

Figure 2.11: Graduation rate by state and gender for Grade 8 and 12

Table 2.5: Graduation rate by state and gender for Grade 8 and 12

Graduation	G8		G8 Total	G12		G12 Total	Grand Total
	F	M		F	M		
CHK	96%	95%	95%	97%	96%	96%	96%
KSA	100%	100%	100%	100%	100%	100%	100%
PNI	97%	96%	97%	96%	96%	96%	96%
YAP	99%	95%	97%	97%	98%	97%	97%
Grand Total	**97%**	**96%**	**97%**	**96%**	**97%**	**97%**	**97%**

Dropout Rate

The dropout rates vary from 1-6% in FSM and average 3.4% for males and 2.9% for females.

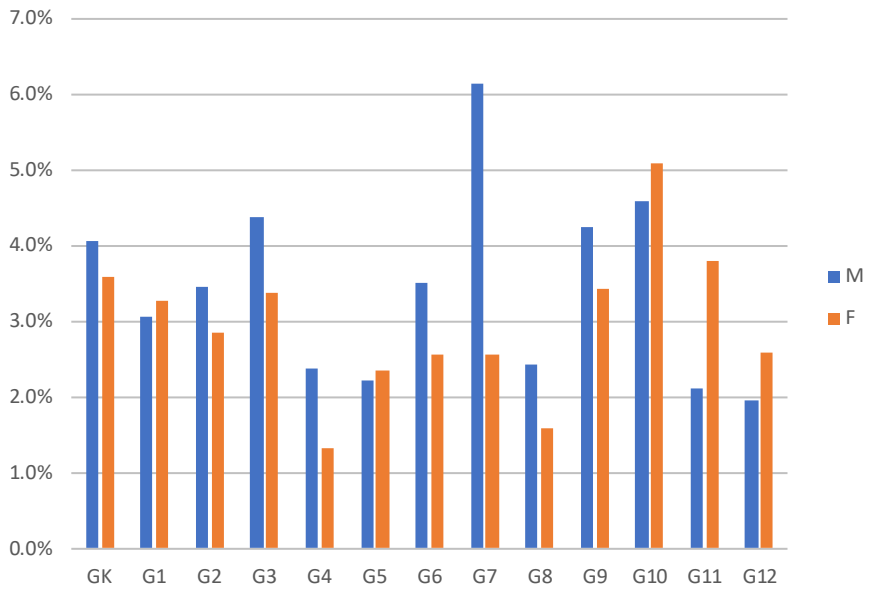

Figure 2.12: Dropout rates by grade and gender

Kosrae has the least dropouts. Generally, males have higher dropout rates than females. Chuuk has the highest dropout rate in the country followed by Yap. However, Yap's dropout rate outside of Grade K is actually close to Pohnpei.

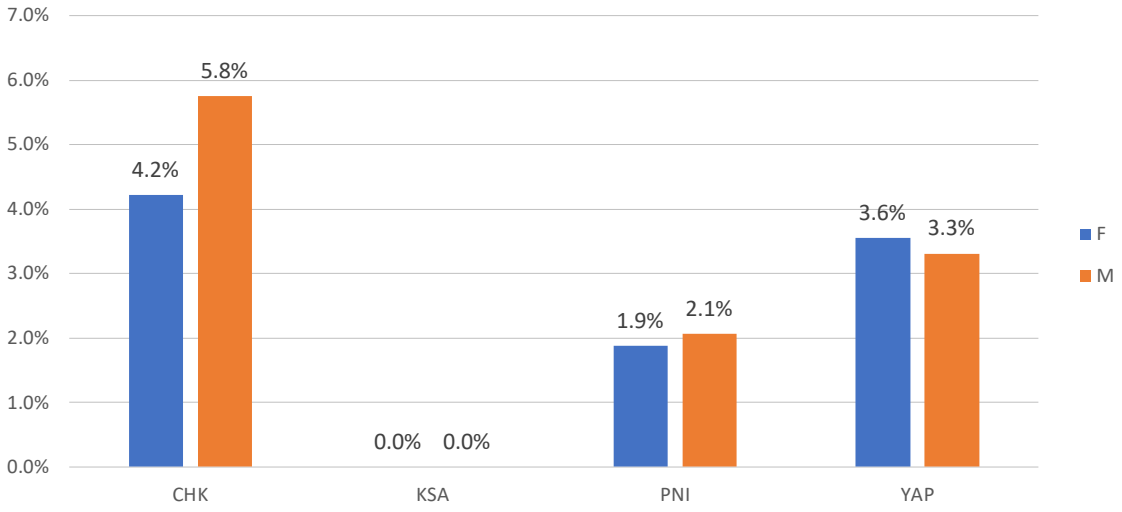

Figure 2.13: Dropout rates by states and gender

The high dropout rate in ECE could be further improved by delaying enrollment until age 5 when children are more ready and less likely to dropout. Beyond that, most states have high dropout rates starting as early as Grade 1 and sustaining throughout all grades. This indicates a need for strategies to keep students in school throughout the whole education system. There are even significant dropouts near the graduation

of high school when students are so close to completing a K-12 education. Strategies should be put in place to support these students to finish their education.

Table 2.6: Dropout by state, grade and gender data

	Dropouts				Enrollments				Total Dropouts	Total Enrollments
	CHK	KSA	PNI	YAP	CHK	KSA	PNI	YAP		
Female	**210**		**88**	**49**	**4982**	**896**	**4701**	**1380**	**347**	**11959**
GK	11		3	16	312	74	287	162	30	835
G1	21		9	3	459	77	366	106	33	1008
G2	24		4	3	494	69	406	119	31	1088
G3	34		3		516	75	393	109	37	1093
G4	14				475	72	399	109	14	1055
G5	21		2	1	461	74	388	99	24	1022
G6	21		1	3	428	75	384	94	25	981
G7	17		3	3	370	52	381	98	23	901
G8	12		3		338	86	399	117	15	940
G9	7		16	8	369	68	377	93	31	907
G10	15		20	7	323	60	346	96	42	825
G11	7		15	4	232	57	304	90	26	683
G12	6		9	1	205	57	271	88	16	621
Male	**264**		**99**	**50**	**4590**	**957**	**4813**	**1510**	**413**	**11870**
GK	15		2	19	320	82	319	167	36	888
G1	23		7	4	452	70	456	134	34	1112
G2	33		3	2	486	82	427	108	38	1103
G3	40		12	1	520	87	462	139	53	1208
G4	19		4	3	454	82	413	142	26	1091
G5	21		2	1	467	68	422	120	24	1077
G6	27		7		407	67	392	101	34	967
G7	45		10	1	363	70	381	97	56	911
G8	14		5	1	310	66	346	100	20	822
G9	10		14	10	245	71	363	120	34	799
G10	12		19	4	265	66	316	114	35	761
G11	2		6	4	156	72	253	85	12	566
G12	3		8		145	74	263	83	11	565
Grand Total	**474**		**187**	**99**	**9572**	**1853**	**9514**	**2890**	**760**	**23829**

COMET

The College of Micronesia-FSM Entrance Test (COMET) is a three-section test given to high school seniors, high school graduates and General Educational Development (GED) holders who want to enroll at COM-FSM, and who have not attended college.

COM-FSM cannot accept and enroll every high school graduate or GED holder who wants to attend college, and has to make decisions on admitting and enrolling students. Having a high school diploma or GED is by itself not enough for the college

to determine admissions. As such, COM-FSM developed the COMET to help identify, select and admit students.

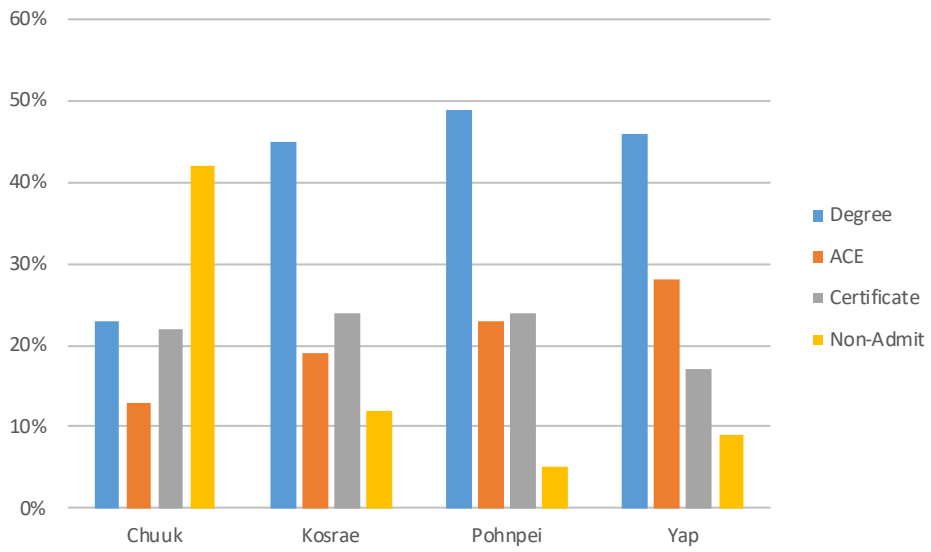

Figure 2.14: COMET by state

The purpose of the COMET is to assist COM-FSM in making decisions about admitting students to the college, and allows it to gather some information about how well prepared and "college-ready" prospective students are in English writing and reading, and in mathematics. It is also used to place admitted students into an appropriate COM-FSM academic degree, Achieving College Excellence (ACE), and vocational/technical certificate programs.

The most striking is the large disparity of the percentage of non-admissions in the state of Chuuk compared to other states. This could indicate the level of preparedness coming from Chuuk is nowhere near the level seen in other states. In addition, the percentage of entering a degree program is much lower in Chuuk seemingly directly affecting the outcome.

Table 2.7: COMET by state data

State	Testee Count	Degree	ACE	Certificate	Non-Admit
Chuuk	385	23%	13%	22%	42%
Kosrae	123	45%	19%	24%	12%
Pohnpei	647	49%	23%	24%	5%
Yap	197	46%	28%	17%	9%
Total	1352	41%	20%	22%	17%

THEME 3: HOW ARE STUDENTS PERFORMING?

NMCT (2019-2020)

Preparations for the NMCT were already set at the beginning of the school year after the work plan meeting took place in Chuuk in January 2020. Communications between the states and the NDOE assessment specialist in regards to administration logistics in the states were already put into motion. Unfortunately, all the plans had to be put on hold due to the COVID19 global pandemic. We had to wait for the results of the FSM COVID19 Taskforce assessment. We were instructed that traveling on United Airlines would soon be interrupted due to the uncertainty of the health crisis. It would not be safe for proctors to travel, especially through Guam, which had already experienced community spread of COVID19. Most schools were shutdown and awaiting further instructions from the government. Towards the beginning of our testing window dates, we decided to cancel the NMCT in all of the states.

THEME 4: HOW ARE TEACHERS DOING?

Student Teacher Ratio

A high student-teacher ratio suggests the teachers are responsible for larger groups of students hindering their ability to focus on individual student needs and learning abilities. Chuuk has the highest student teacher ratios among all states (Figure 4.1,) especially in ECE and Primary, suggesting a lack of teachers in those levels of education compared to the rest of FSM. Yap has the best teacher ratio followed by Kosrae and Pohnpei (Figure 4.1 and Table 4.1)

The difference between student-teacher ratio and student-*qualified* teacher ratio is small. This means that an increasing number of our teachers are considered qualified and generally more students have access to qualified teachers though this many not equally be the case in all regions; deeper analysis is required to get to this information. The student-*certified* teacher ratio is the highest amongst all ratios meaning many teachers do not have the certifications to teach in FSM. In Yap there are a lot less certified teachers than in other states. This suggests FSM needs a more aggressive approach at certification of teachers.

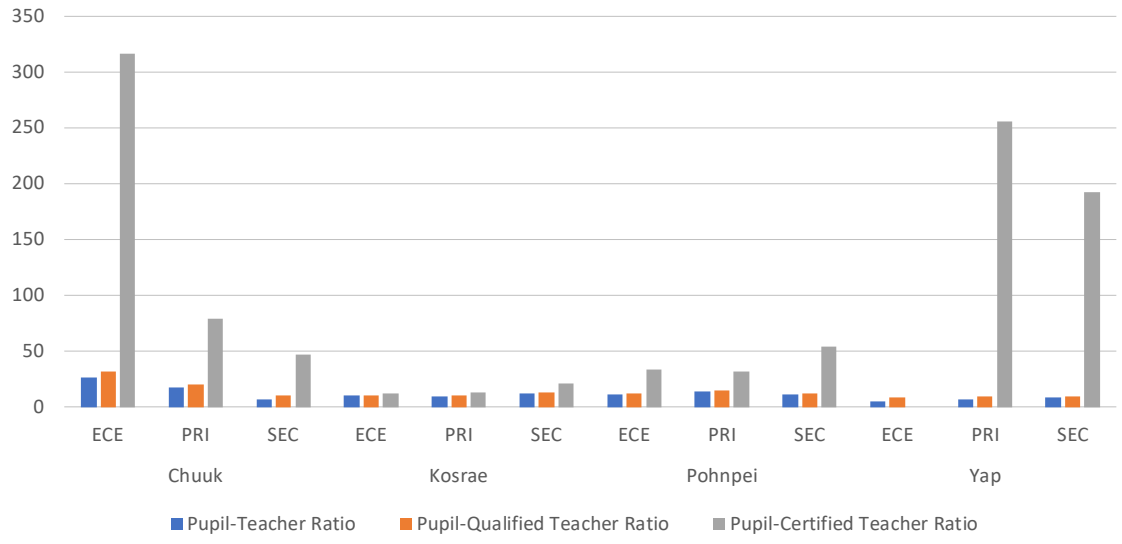

Figure 4.1: Student-Teacher Ratio for the nation by state and education levels

Table 4.1: Student-Teacher Ratios for the nation by state and education levels data

	Pupil-Teacher Ratio	Pupil-Qualified Teacher Ratio	Pupil-Certified Teacher Ratio
Chuuk	**14**	**17**	**73**
ECE	26	32	316
PRI	18	20	80
SEC	7	10	47
Kosrae	**10**	**11**	**15**
ECE	10	10	13
PRI	9	10	13
SEC	12	13	21
Pohnpei	**13**	**14**	**36**
ECE	11	13	34
PRI	14	15	32
SEC	11	12	54
Yap	**7**	**9**	**263**
ECE	5	8	#N/A
PRI	6	9	256
SEC	8	9	192
Average Total	**12**	**14**	**45**

Teacher by Degree Level

The majority of qualified teachers have either an Associate of Science or Associate of Arts followed by a Bachelor of Arts (Figure 4.2.) The fourth largest group is teachers with only a High School diploma, which does not meet the qualifications to teach. FSM does have teachers with higher qualifications but it forms a small percentage overall.

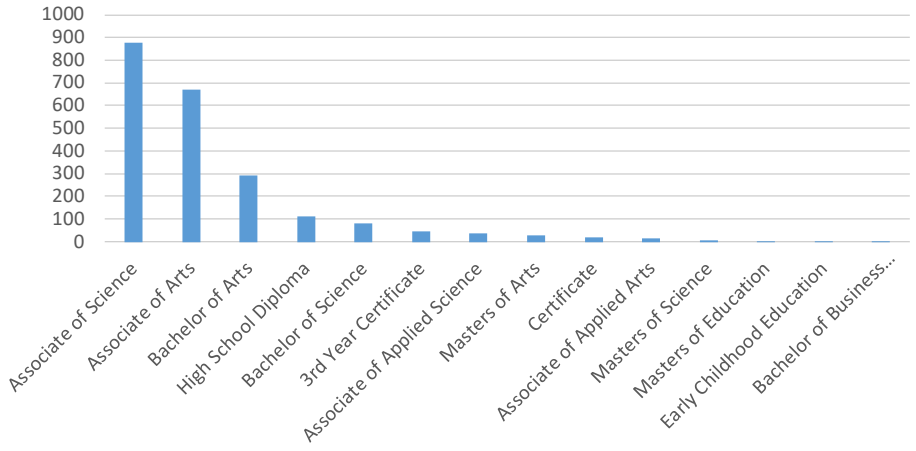

Figure 4.2: Teachers by Degrees

The situation is similar in all states though Yap has a very high number of teachers teaching with only a high school diploma followed by Pohnpei (Table 4.2.) Note that the teachers reported here are all teachers regardless of their source of funding.

Table 4.2: Teachers by Degrees and state data

Teachers by Degrees	Chuuk	Kosrae	Pohnpei	Yap	Grand Total
Associate of Science	272	91	314	200	877
Associate of Arts	205	63	307	97	672
Bachelor of Arts	79	14	149	49	291
High School Diploma	3		25	85	113
Bachelor of Science	15	2	21	42	80
3rd Year Certificate	1	3	27	17	48
Associate of Applied Science	6	6	12	12	36
Masters of Arts	8		15	7	30
Certificate	3		10	6	19
Associate of Applied Arts	11	1	2	2	16
Masters of Science	3			3	6
Masters of Education			1		1
Early Childhood Education		1			1
Bachelor of Business Administration				1	1
Grand Total	**606**	**181**	**883**	**521**	**2191**

Percent of Qualified/Certified Teachers

The percentage of qualified teachers in FSM averages around 80% across all states and education levels and is similar for females and males (Figure 4.3.) The percentage of certified teachers however is much lower especially in Chuuk and Yap where no teachers have been certified, something that will be addressed in the near future. Pohnpei and Kosrae both have slightly higher qualified and certified teachers (Figure 4.2.) When combining this information with Figure 4.3 where it can be observed that Pohnpei has the lowest teacher attrition rate we get a model to aspire to for the other states where the quality of teachers is best and disruption to students is the lowest in the FSM.

The situation with certified teachers is not as good as already pointed out from the analysis on Pupil-Certified Teacher Ratio above. Kosrae seems to have the most certified teachers followed by Pohnpei and Chuuk (Figure 4.3 and Table 4.4.) That said, aside from Kosrae the percentage of certified teacher is well below 40% and needs improvement. This is partially attributed to many teachers not yet taking the NSTT, which is the qualification test to become certified.

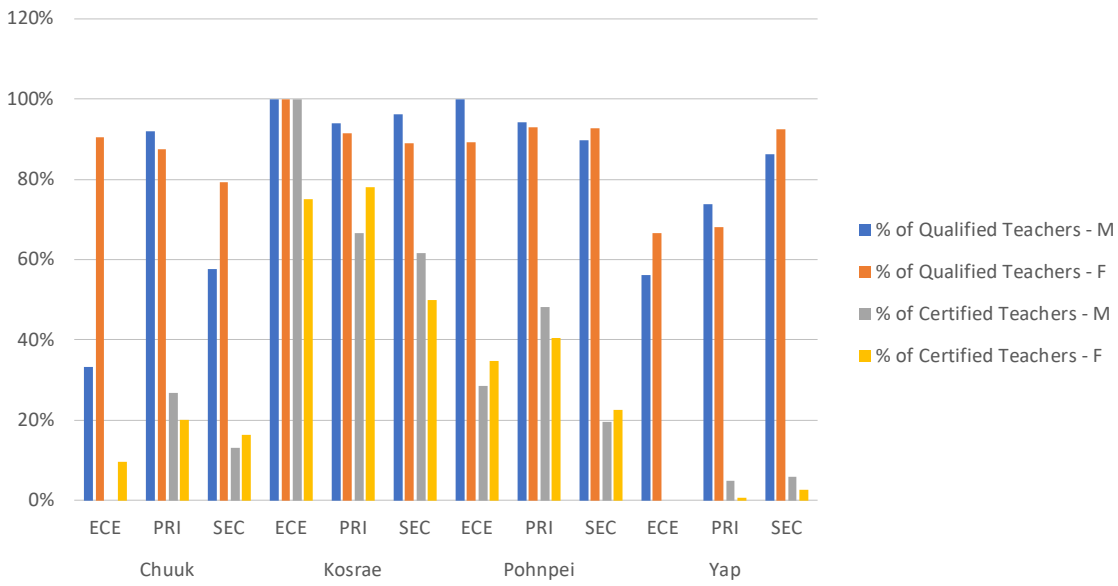

Figure 4.3: Percent of qualified and certified teacher for the nation by state and gender

Teacher Attendance Rate

The attendance rate of teachers in all states is very good: all above 90% (Table 4.3.) Kosrae has the lowest attendance at 95% for males and 93% for female. The attendance rate for males and females is similar in general.

Table 4.3: Attendance data by state and gender

	Chuuk		Kosrae		Pohnpei		Yap	
	Male	Female	Male	Female	Male	Female	Male	Female
Total Teachers	241	352	91	89	304	426	204	230
Total School Days	180	180	180	180	180	180	180	180
Possible Attendance	43380	63360	16380	16020	54720	76680	36720	41400
Total Absent	1197	2225	837	1164	792.5	1267	800	758
Actual Attendance	42183	61135	15543	14856	53927.5	75413	35920	40642
Attendance Rate	97.24%	96.49%	94.89%	92.73%	98.55%	98.35%	97.82%	98.17%

Table 4.4: Percent of qualified and certified teachers for the nation by state and gender data

	% of Qualified Teachers		% of Certified Teachers		Total % of Qualified Teachers	Total % of Certified Teachers
	M	F	M	F		
Chuuk	**73%**	**85%**	**19%**	**18%**	**80%**	**19%**
ECE	33%	90%	0%	10%	83%	8%
PRI	92%	87%	27%	20%	89%	22%
SEC	58%	79%	13%	16%	66%	14%
Kosrae	**95%**	**92%**	**66%**	**72%**	**93%**	**69%**
ECE	100%	100%	100%	75%	100%	80%
PRI	94%	92%	67%	78%	93%	72%
SEC	96%	89%	62%	50%	93%	57%
Pohnpei	**93%**	**92%**	**38%**	**35%**	**93%**	**36%**
ECE	100%	89%	29%	35%	91%	34%
PRI	94%	93%	48%	40%	93%	44%
SEC	90%	93%	19%	23%	91%	21%
Yap	**75%**	**72%**	**4%**	**1%**	**73%**	**3%**
ECE	56%	67%	0%	0%	63%	0%
PRI	74%	68%	5%	1%	71%	3%
SEC	86%	93%	6%	3%	89%	4%
Average Total	**82%**	**86%**	**27%**	**25%**	**84%**	**26%**

Teacher Attrition Rate

The percentage of teachers leaving the profession in a given school year is measured by the teacher attrition rate. This is estimated based on the data from the FedEMIS School Annual Census for two consecutive years. Anything above 10% is considered high and disruptive to students. Kosrae followed by Chuuk have the highest teacher attrition (Figure 4.4.) Pohnpei and Yap have borderline good teacher attrition at 11-13% respectively (Figure 4.4.)

This year we improved the teacher attrition analysis by providing not only general teacher attrition rates but also the attrition of our qualified and certified teachers. The good news is that the teacher attrition for our qualified teachers is better for most states. This means qualified teachers tend to stay a bit more.

The certified teachers are the most likely to stay in the profession as shown by the lowest attrition rate (Chuuk 3%, Kosrae 18%, Pohnpei 6% and Yap 0%). Those are very good certified teacher attrition which provides evidence of yet another reason to continue training and certifying our teachers.

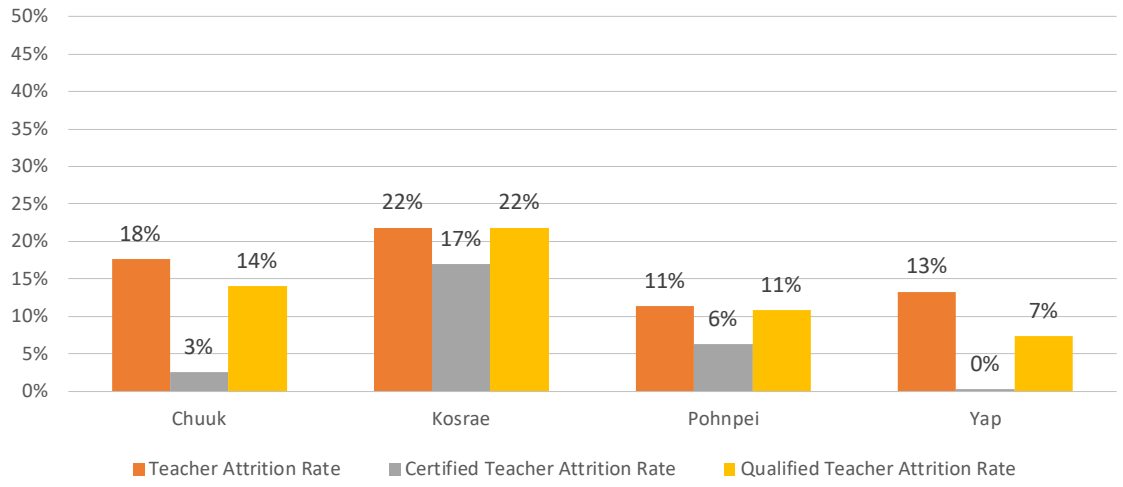

Figure 4.4: Teacher Attrition Rate by State

While the teacher attrition in the FSM is still a little high, it is has gotten a little bit better over the years (Figure 4.4.) In 2016, the overall teacher attrition was 19% and now is at 15% in 2020. Qualified teachers was at 14% and now is at 13%. Only the certified teacher attrition has increased a little but this is very likely due to improving data quality of both certified teachers and teachers' location both correlated together. Table 4.5 has a bit more data that supports the analysis herein. In Table 4.5 you will find the number of new entrants, total number of teachers, and total exiting teachers by states for the past two years. One concerning factor, though, is that we are losing more qualified and certified teachers than we have entering the profession. This indicates a need to increase recruitment efforts.

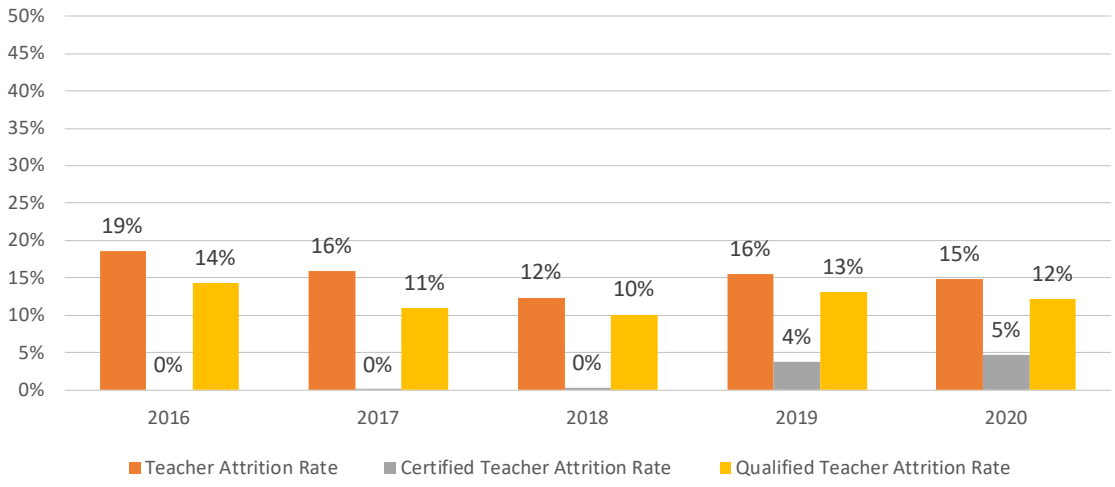

Figure 4.5: Teacher Attrition Rate National Trend

Table 4.5: Leavers and Teacher Attrition Rate by gender and state data

Year	State	New Entrants	Number of Teachers	Exiting Teachers	Teacher Attrition Rate
2019	Chuuk	112	585	134	
2020	Chuuk	77	570	103	18%
2019	Kosrae	27	165	37	
2020	Kosrae	26	154	36	22%
2019	Pohnpei	50	600	36	
2020	Pohnpei	64	600	68	11%
2019	Yap	77	391	69	
2020	Yap	37	379	52	13%
Year	**State**	**New Certified Entrants**	**Number of Teachers**	**Exiting Certified Teachers**	**Certified Teacher Attrition Rate**
2019	Chuuk	1	585	16	
2020	Chuuk	5	570	15	3%
2019	Kosrae	8	165	29	
2020	Kosrae	19	154	28	17%
2019	Pohnpei	0	600	21	
2020	Pohnpei	0	600	38	6%
2019	Yap	0	391	0	
2020	Yap	0	379	1	0%
Year	**State**	**New Qualified Entrants**	**Number of Teachers**	**Exiting Qualified Teachers**	**Qualified Teacher Attrition Rate**
2019	Chuuk	76	585	126	
2020	Chuuk	63	570	82	14%
2019	Kosrae	27	165	37	
2020	Kosrae	26	154	36	22%
2019	Pohnpei	38	600	31	
2020	Pohnpei	61	600	65	11%
2019	Yap	44	391	39	
2020	Yap	27	379	29	7%

THEME 5: HOW MUCH DO WE SPEND?

It is important to note that there are a few sources of budget data. The various sources may not always include all sources of funding. In addition, those sources of budget data can also at times be updated. For these reasons, there will likely be some differences between numbers in this section to budget numbers seen in other reports. Budget data management has already undergone some major improvements though not all data has been loaded. Therefore, we report the figures in this section as we have done in the recent years.

Per Pupil Expenditure

In the absence of current expenditures for the reporting period, the funding sources used in calculating the Per Pupil Expenditure (PPE) is from FY20 Sector and SEG funds allocated to all four states.

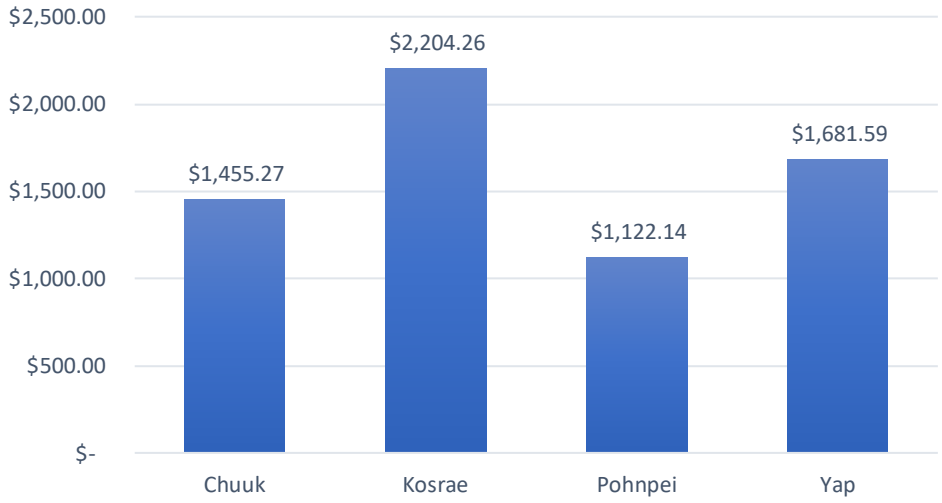

Figure 5.1: Per Pupil Expenditure by state

Data shows a slight increase in per pupil expenditure for all states except Yap from school year 2018-2019 to 2019-2020. The increase in PPE reflects the decrease in student enrollment from SY2018-19 to SY2019-2020.

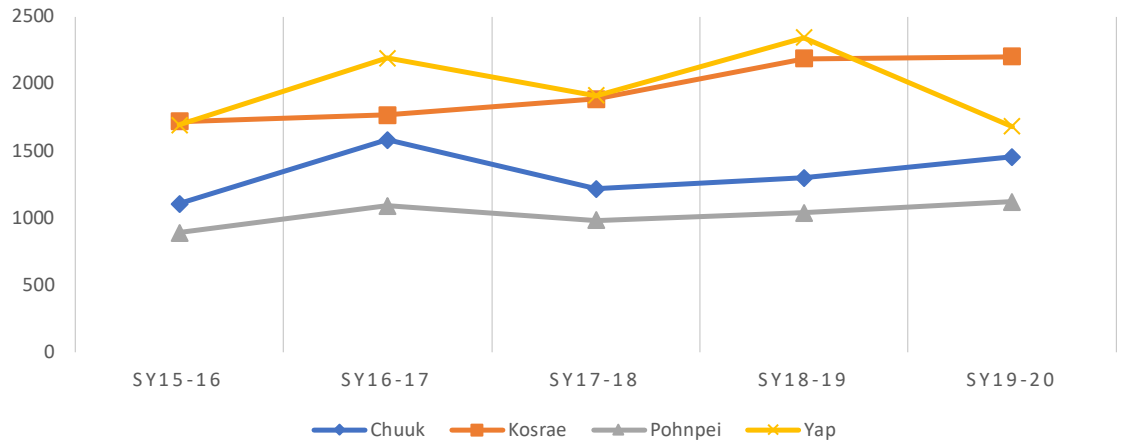

Figure 5.2: Per-Pupil Expenditure Trend

Table 5.1: Per-Pupil Expenditure by major funding sources

State		Sector		SEG		Total	Enrollment		PPE
Chuuk	$	9,914,984.00	$	4,014,878.00	$	13,929,862.00	9572	$	1,455.27
Kosrae	$	2,932,865.00	$	1,151,635.00	$	4,084,500.00	1853	$	2,204.26
Pohnpei	$	8,001,884.00	$	2,674,118.00	$	10,676,002.00	9514	$	1,122.14
Yap	$	3,191,521.00	$	1,668,286.00	$	4,859,807.00	2890	$	1,681.59
Nation	$	24,041,254.00	$	9,508,917.00	$	33,550,171.00	23829	$	1,407.96

Government Expenditure on Education as % of GDP

The data provided is based on the most recent data on Real GDP from FSM Statistic estimates 2018.

GDP at purchase price	251Mil
% of GDP	17.40%

Expenditure on Education

The most recent data available on government spending is based on 2018 Government Finance Statement. The average expenditure on education from all government is about 17.4% of total expenditure. In all four states, Chuuk has the highest percent of public expenditure on education with about 38% of their 2018 government revenue spent on education.

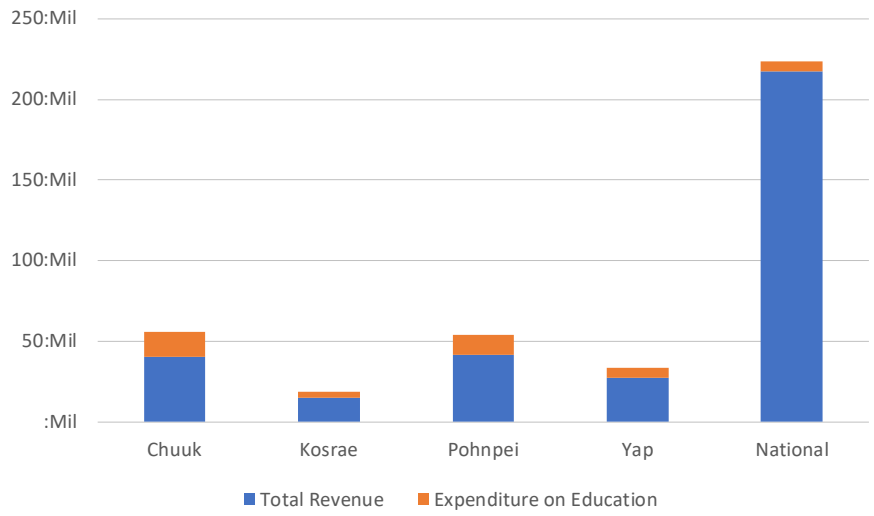

Figure 5.3: Expenditure on Education by Government

Table 5.2: 2017 Government Finance Statistics (GFS)

Government	Total Revenue	Expenditure on Education
Chuuk	$40,419,138.00	$15,516,970.00
Kosrae	$14,697,019.00	$4,160,287.00
Pohnpei	$41,654,222.00	$12,106,402.00
Yap	$27,672,850.00	$6,143,494.00
National	$217,506,857.00	$5,750,141.00
Total	$341,950,086.00	$43,677,294.00

Number of Students Awarded

Students and school services provided under the government subsidies, grants and contributions which include but are not limited to financial assistance, merit scholarships[1] and sin tax scholarships for top qualified students pursuing higher degrees at the graduate and postgraduate levels.

As of September 30, 2020, 554 students have been awarded scholarships.

Table 5.3: Scholarships awarded

Scholarship Type	Student Awarded
National Scholarship	520
Sin Tax Scholarship	27
Merit Scholarship	7
Total	554

[1] Merit scholarships are given to the top four valedictorian students in the nation each year

THEME 6: HOW ARE SCHOOLS DOING?

School Accreditation

Each year both public and private schools in the FSM are evaluated using a standard accreditation tool. There's a school accreditation procedure manual which provides norms and guidelines for the use of the tool. The same tool is used in all four states. However, due to different geographies and spread out populations, the time for school surveys have been different for each state. The evaluation of schools is done by State Schools Evaluation Team (SSET) or a combined SSET and Core Team members.

Once the school visits are done, a summary of results is produced in a standard format called the Form B. Form B provides initial results of the evaluation and the determination of the school's level. Schools are measured using four different levels of criteria:

"Level-4" includes schools that have met or exceeded standards as specified in the school accreditation manual. In other words, schools having a score of 91% and above in the school evaluation report are placed under level 4.

"Level-3" includes schools that have just met the standards as specified in the school accreditation manual. In other words, schools having a score of 76-90% in the school evaluation report are placed under level 3.

"Level-2" includes schools that have partially met the standards as specified in the school accreditation manual. In other words, schools having a score of 51-75% in the school evaluation report are placed under level 2.

"Level-1" includes schools that have failed to meet the standards as specified in the school accreditation manual. In other words, schools having a score of 50% or below in the school evaluation report are included under level 1.

All schools that are determined at level 4 and 3 receive a national special certificate of achievement. Such schools are not required to be evaluated for the following three years. They only are required to prepare a self-study plan. Schools that are determined at level 2 will receive a national certificate of accreditation. Schools that are determined at level 1 will undergo special measures and will be required to produce a recovery and re-start plan in three years.

Number of Schools Accredited by Level-Cluster A Schools

In the school year 2018-19, a total of 37 schools were evaluated in Chuuk, 20 schools in Pohnpei, 8 schools in Kosrae, and 15 schools in Yap. Thus, altogether 80 schools across the nation were evaluated in 2019. The table below shows the results of the 2019 accreditation evaluations by state and accreditation level:

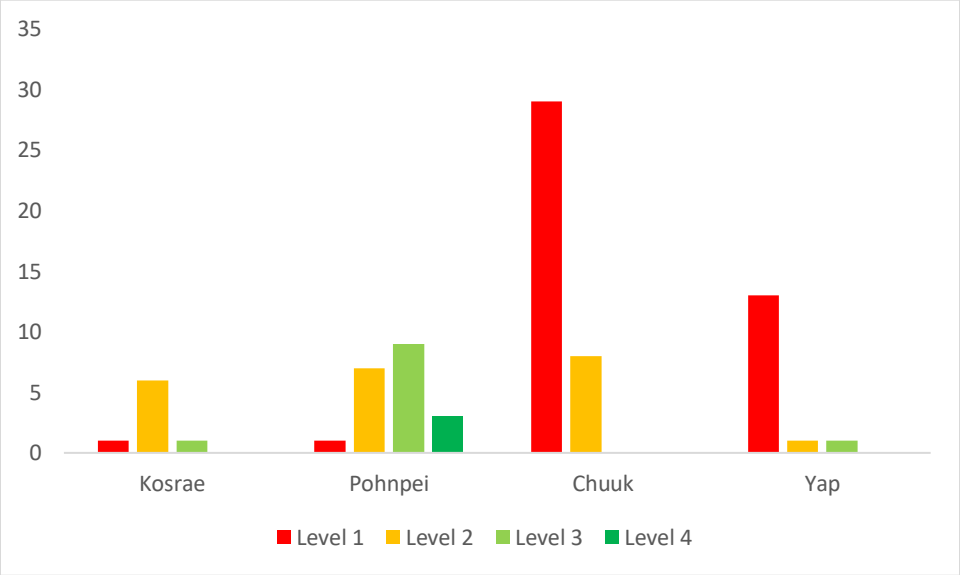

Figure 6.1: Accreditation status as of June 15, 2019

Of the 80 schools evaluated this year, about 55 percent of schools were classified at level 1, 27 percent at level 2, 14 percent at level 3, and 4 percent of schools are at level 4 (Figure 1). In other words, 55 percent of schools in SY2018-19 which were classified at level 1 could not meet the minimum standards; 27 percent of schools determined at level 2 could only partially meet the minimum standards, and only about 18 percent of schools in FSM determined at level 3 and 4 could meet or exceed the standards. Almost 82 percent of schools in FSM need some kind of assistance to improve their learning environment so that they can contribute to improve the quality of education in FSM.

Table 6.1: School Accreditation preliminary levels data for Cluster-A Schools

Accreditation Levels:	Level 1	Level 2	Level 3	Level 4	# of schools visited	NCT present onsite of evaluation	Validated by NCT based on documents provided by SSET
Kosrae	1	6	1	0	8	3	5
Pohnpei	1	7	9	3	20	8	12
Chuuk	29	8	0	0	37	15	22
Yap	13	1	1	0	15	8	7
FSM	44	22	11	3	80	33	47

Number of Schools Accredited by Level-Cluster B Schools

Seventy-seven Cluster B schools were scheduled to be evaluated in 2020. Evaluations started in Yap in the first week of February 2020 covering 20 schools and 14 schools in Pohnpei in the first week of March. Due to the pandemic, schools scheduled to be evaluated in Chuuk were put on hold due to travel restrictions. Therefore, the report is based on 34 Cluster B schools.

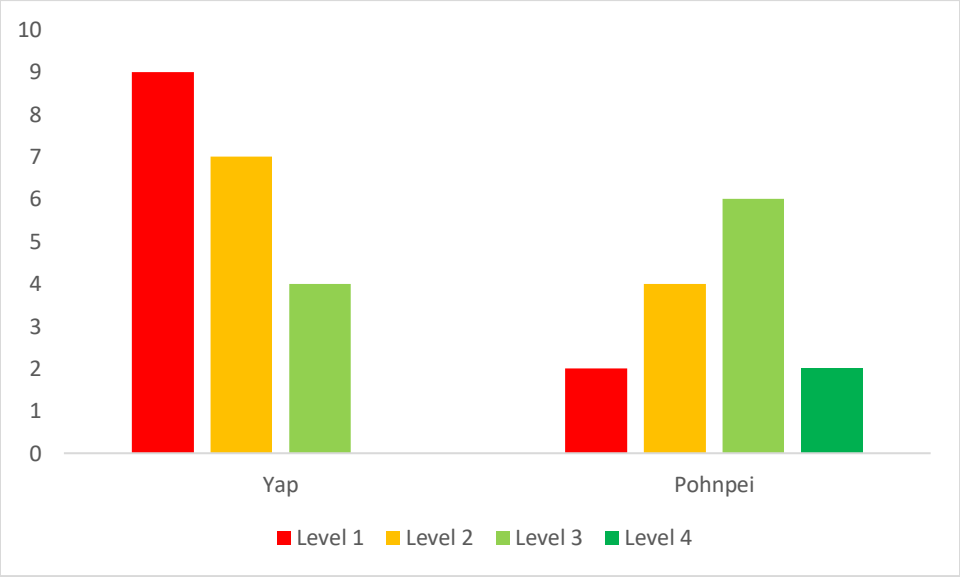

Table 2: School Accreditation levels for Cluster-B Schools

States	Level 1	Level 2	Level 3	Level 4
Yap	9	7	4	0
Pohnpei	2	4	6	2
Total	11	11	10	2