



U.S. Department of Education

# *Identifying and Addressing Priority Education Needs*

***Pacific***

*Regional Advisory Committee*

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## Executive Summary

This report summarizes the activities and results of the Pacific Regional Advisory Committee (RAC), authorized under the Educational Technical Assistance Act of 2002 (ETAA) (Pub. L. 107-279; 20 U.S.C. § 9605). The 10 RACs were established to provide advice and recommendations to the Secretary of Education (Secretary) regarding the educational needs of one of the ten regions served by the Regional Educational Laboratories (RELs) for input regarding technical assistance activities described in Section 203 of the ETAA and how those needs would be most effectively addressed. The Secretary sought recommendations for nominations to serve on the RAC from the Chief Executive Officers of States, Chief State School Officers, and education stakeholders within each region and appointed members to the RAC in August 2023. The activities discussed in this report took place from August to November 2023.

The Pacific Regional Advisory Committee (RAC) members from Hawaii, the Commonwealth of the Northern Marianas Islands, American Samoa, Guam, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands were officially oriented on August 29, 2023.

Members reviewed a regional profile comprised of educational statistics and other relevant data to inform their individual assessments of the challenges and educational needs in the region. The Pacific RAC additionally sought input from Chief Executive Officers of States, Chief State School Officers, REL Governing Boards, and other education stakeholders through processes including interviews and public comment solicitations. The goal of these processes was to solicit the views and needs of schools (including public charter schools), educators, parents, teachers, administrators, local education agencies (LEAs), librarians, businesses, state education agencies (SEAs), and other customers within the region regarding the need for the activities described in 20 U.S.C. sections 9564 and 9602 and how those needs would be most effectively addressed.

The Pacific RAC held three virtual meetings to discuss and conduct its needs assessment. During the first meeting, held on September 7, 2023, the RAC reviewed educational data and public comments, deliberated, and made recommendations to address the needs of the region. During the second meeting, held on October 16, 2023, the RAC reviewed additional data, deliberated on the educational needs of their region, and voted on the recommended priorities to be included in a final needs assessment report. A final meeting was held on November 16, 2023, to review the subcommittees' written recommendations and vote to approve the final needs assessment report for submission to the Secretary.

The four priorities identified by committee members and discussed in further detail in this report are:

- **Priority 1:** CTE/STEAM Workforce Development
- **Priority 2:** Qualified Teacher Shortages
- **Priority 3:** Student Health and Wellness
- **Priority 4:** Career and College Readiness

## Introduction

The Secretary of Education (Secretary) established ten Regional Advisory Committees (RACs), authorized by the Educational Technical Assistance Act of 2002 (ETAA) (20 U.S.C. sections 9601 et. seq.) and governed by the provisions of the Federal Advisory Committee Act (FACA) (Public Law 92-463). The purpose of the RACs is to collect information on the education needs of each region and how those needs may be addressed through technical assistance activities provided by the Comprehensive Centers Program described in section 203 of the ETAA and other Department technical assistance activities.

RAC members are appointed by the Secretary based on recommendations from Chief Executive Officers of States, Chief State School Officers, and education stakeholders within each region. Pacific RAC membership is comprised of both Special Government Employees (SGEs) and representatives of organizations or recognizable groups of persons including State Education Agencies (SEA), Local Education Agencies (LEA), including rural and urban LEAs, institutions of higher education (IHE), parents, practicing educators, including classroom teachers, principals, other school administrators, researchers, and individuals from the business community. For a complete list of Pacific RAC members, please see Appendix B.

Each RAC sought input on regional educational needs from Chief Executive Officers of States, Chief State School Officers, Regional Educational Laboratory (REL) Governing Boards, and other education stakeholders in the region and the public. The Pacific RAC conducted outreach activities such as public comment surveys and interviews to obtain input from various constituencies on regional needs and how to address those needs, used statistical data from the Pacific Regional Profile (Appendix C), and deliberated during public meetings on September 7 and October 16, 2023. The RAC established four subcommittees to draft a report summarizing the results of the needs assessment and their recommendations. A final public meeting was held on November 16, 2023, to review the subcommittee's recommendations and vote to submit the final educational needs assessment report to the Secretary.

This report is based on the assessment of educational needs within the Pacific region, which includes the following: American Samoa, the Commonwealth of the Northern Mariana Islands (CNMI), the Federated States of Micronesia (FSM), Guam, Hawaii, the Republic of Palau, and the Republic of the Marshall Islands (RMI). The analysis and recommendations herein represent the findings of this assessment and the advice of the Pacific RAC to the Secretary.

## Data Collection

The primary sources of data collection for the Pacific RAC consisted of a regional profile compiled by the U.S. Department of Education (USED), data obtained from the RAC public comment survey, and publicly accessible data from state or regional education or related websites such as the Youth Risk Behavior Survey (YRBS) and Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) assessment, among others.

A key responsibility of each RAC was an appeal to key stakeholders within their respective communities to provide input on pressing educational priorities that warrant immediate technical support. Although pressed for time, members were able to collect a reasonable amount of data to assist their efforts. Additional sources of data collection included the outcomes of one-on-one interviews conducted with the Chief Officers of regional school systems or other stakeholders, an online survey distributed broadly to K-12 and post-secondary stakeholders, and public comments. The meeting notes of RAC committee members, which documented the discussions, served as valuable supplementary sources of information.

Public comments were collected through an online survey instrument, which was distributed to targeted stakeholders. There were 128 public comments submitted for the Pacific region. Respondents to the survey included administrators, Chief State School Officers, representatives of various school agencies, members of the REL Governing Board, parents, teachers, and others.

The following themes emerged from the comments compiled from the different methods of data collection:

- Funding continuity as American Rescue Plan Act (ARPA) funds are set to end
- Alignment between K-12 systems and post-secondary institutions, priorities, and curricula
- Strengthening relationships between business/industry and workforce development training providers
- Certification and credentialing
- Teacher recruitment and retention
- Teacher quality
- Equity
- Technology infrastructure
- Cultural elements and aspects
- Career and Technical Education (CTE)
- Post-secondary preparedness
- Post-secondary institutions
- Family and community involvement
- Navigating artificial intelligence (AI)



## Summary of Findings

Key themes that emerged through public comments and other data collection included the need to support academic achievement through effective learning and teaching, especially in the fields of Science, Technology, Engineering, Arts, and Mathematics (STEAM) and Career and Technical Education (CTE); the importance of having sufficient well-trained teachers to deliver effective teaching; the need to support specific populations including special education and English language learners; and the importance of student well-being.

One challenge faced by the committee was public data was not available for all jurisdictions. In some cases, benchmarks and disaggregation commonly used in the U.S. were not relevant. For example, in some jurisdictions in the Pacific region, nearly all students are classified as English language learners. Some do not have free or reduced-price lunch programs with qualification standards commonly used to understand levels of poverty within U.S. states or districts.

Based on these themes, four priority needs were identified and are discussed below. Other needs within the region are addressed within these priority areas.

- **CTE and STEAM Workforce Development:** Promoting interest in the trades and STEM areas, CTE education, and more vocational training, STEAM investment resonated through public comments. The survey data validates the critical importance of affording our students an increase in career pathway opportunities to support the region's workforce needs. Identified as a high educational need, comments alluded to the importance of certified teachers, adequate supplies, materials, and a comprehensive needs assessment to support this area.
- **Qualified Teacher Shortages:** Nearly one-third of public comments referred to shortages of qualified teachers, and the available public data supported this need. According to the comments, the need is especially acute in CTE and special education areas. The qualified teacher shortage impacts all other areas of this report; without appropriately trained teachers, quality STEAM, CTE, and college readiness programs cannot be delivered. Qualified classroom teachers are also often the first school personnel to witness and address students' health and wellness needs.
- **Student Health and Wellness:** Youth Behavior Risk Survey (YRBS) data suggests that middle and high school students, particularly female students, struggle with maintaining a healthy diet, insufficient physical activity, and being overweight. Similarly, female middle and high school students reported more poor health and thoughts of suicide than their male counterparts. Comments made during the public survey highlighted concerns about inadequate nutrition, lack of physical exercise, prevalence of obesity, and the need for mental health services. Additional comments centered on the need for safe and clean learning environments, basic educational needs, contextual factors influencing student, family, and school well-being, as well as the importance of cultural resilience.
- **Career and College Readiness:** The feedback received from the needs sensing activities, in particular the survey and public comments, confirms and supports the need to make career and college readiness a priority for the Pacific region. Comments from the online survey were

echoed in the one-on-one interviews conducted with educational and other leaders in the Pacific. For instance, in an interview with a CTE director for one public school system, there was a conversation around prioritizing the alignment between high school and post-secondary institutions so students can persist through college to their degrees without major obstacles or time investments. In the Commonwealth of the Northern Mariana Islands, in particular, there is a large dependence on foreign labor so the need to train U.S. citizens or nationals for various careers is critically needed.

## Recommendations

### Priority 1: CTE/STEAM Workforce Development

#### *Outcomes/Findings*

A critical area identified by stakeholder groups in the Pacific region focused on CTE and STEAM Workforce Development. The survey data validates the critical importance of affording our students an increase in career pathway opportunities to support the region's workforce needs. This is accomplished by engaging with stakeholders on the workforce and training needs of the region and identifying the physical and human resources needed to establish CTE programs, including curriculum development, certified faculty for instruction, and ultimately career placement.

Survey results included the following themes of what is needed to increase CTE/STEAM Workforce Development:

- More students with strong backgrounds in biology, chemistry, and physics enter careers in climate-change related fields, technology and engineering, medicine, allied health, etc.
- Identifying needs of the local industries
- Finding qualified teachers for career pathways
- Professional development for faculty to keep current in industry practices

#### *Priority Needs*

As a result of the survey conducted, several challenges were identified:

- Lack of capacity (i.e. physical space, qualified faculty)
- Not having updated technology to support distance learning
- High cost of CTE laboratories, including equipment
- Difficulty in determining students' career interest in CTE and STEAM courses
- Increase in out-migration to support local workforce

Therefore, to address the need for CTE and STEAM to support workforce development, identifying the root causes and addressing the challenges are critical. For instance, many comments focused on the lack of funding to support regional initiatives.

#### *Recommendations*

After reviewing the data and discussing the importance of this priority during a public meeting on October 16, the following technical assistance activities were recommended:

- Initiate remote learning opportunities for CTE courses from other jurisdictions
- Incorporate computer science/technology into K-12 core curriculum to ensure success
- Develop career pathways from secondary to post-secondary education
- Provide work experience and internships for students
- Increase access to technology for all students

- Develop a comprehensive assessment of economic development that supports the need for CTE/STEAM courses to support workforce development in the Pacific region

## Priority 2: Qualified Teacher Shortages

### *Outcomes/Findings*

The recruitment and retention of qualified teachers were consistently and unambiguously identified by stakeholder groups across the Pacific region as priority areas of need.

Between the 2016-17 and 2020-21 school years, the Hawaii State Department of Education (HIDOE) reports that only between 51% and 54% of its teachers were retained after five years. During the same time, HIDOE reports that seven to eight percent of teacher positions were unfilled by highly-qualified teachers every year (Hawaii Department of Education, 2016). The Hawaii State Teachers Association reports that more than 60,000 students are not taught by a highly-qualified teacher each year, and since 2012 the number of teachers leaving the state has increased by more than 70%. During the 2018-19 school year, Hawaii classrooms had more than 1,000 emergency hires and long-term substitutes to cover vacancies (Hawaii State Teachers Association, 2023).

Although publicly reported quantitative data is not available for other jurisdictions in the Pacific region, committee members report comparable challenges, particularly in specialty areas like CTE. The unique geography of the region, with some populations scattered over thinly populated island groups that are widely separated, contributes to the acute shortage of qualified teachers in many areas. The requirements of standardized testing (PRAXIS) and licensure were mentioned during interviews as barriers to recruiting qualified teachers.

Approximately one-third (32%) of the 128 public comments received from across the region specifically addressed the need for more and better trained teachers, particularly in high needs areas such as CTE, STEM, and special education. Several specifically called out the need for better-trained CTE teachers and special education teachers (including teachers trained to work with autistic students in particular). The following comment typifies these responses: “We have a serious teacher shortage occurring. This is happening for many reasons that continue to plague areas where students need school as a safe place with highly-qualified professionals who understand the complexities of their needs. The area of education for students with exceptionalities is the hardest hit.”

Respondents also mentioned the need to continue to support teachers with quality professional development to improve teacher retention. Qualitative and quantitative data support teacher recruitment and retention as a priority area of need across the Pacific region.

### *Priority Needs*

Priority needs for addressing the qualified teacher shortage in the Pacific region include ensuring appropriate training for pre-service teachers, improving retention of in-service teachers (including through the provision of meaningful professional development), and addressing specific shortages in the areas of special education and Career and Technical Education (CTE). The need for more qualified teachers is especially acute in parts of the region with high costs of living and on rural islands separated from the urban centers.

The definition of a qualified teacher varies across the Pacific region. Some jurisdictions require teachers to pass the PRAXIS examination; others do not. For some, a bachelor's degree and an additional certification are the standard expected education level, while others only require an associate degree to issue a standard professional license. In Hawaii, teachers must have a bachelor's degree to obtain a provisional or professional license, but a limited license for only teaching CTE can be obtained with an associate degree along with PRAXIS scores and certain coursework requirements (Hawaii Teacher Standards Board). In the Republic of the Marshall Islands and the Federated States of Micronesia, an associate degree suffices for licensure. These variations reflect the challenges in hiring teachers in the region.

### *Recommendations*

The U.S. Department of Education is positioned to provide strategic support to the Pacific region, and we have distilled critical technical assistance recommendations derived from the data provided and additional feedback from key stakeholders. This summary compiles a comprehensive plan addressing data quality, teacher qualifications, teacher preparation, teacher recruitment, training standards, financial resources, and the revitalization of the Pacific Regional Conference as a pivotal hub of teaching support and cultural strengthening.

- **Data Quality and Reporting.** Suboptimal data quality and reporting standards hamper educational planning. Recommendations include:
  1. Develop and implement standardized data collection protocols, ensuring comprehensive reporting on teacher qualifications, experience, and other essential education data.
  2. Foster the adoption of data-sharing platforms and advanced technologies to streamline data collection and reporting processes, ultimately enhancing accuracy and efficiency.
- **Teacher Qualifications.** Improving teacher qualifications is pivotal for elevating educational standards. Recommendations include:
  1. Encourage the regular collection of updated information on teacher qualifications, such as degrees earned and years of teaching experience.
  2. Support initiatives that incentivize teachers to pursue advanced degrees and create pathways for continuous professional development.
- **Teacher Preparation Programs.** A robust teacher preparation program forms the backbone of quality education. Recommendations include:
  1. Implement measures to accurately track and report teacher preparation program enrollment and completion data, which can gauge program effectiveness.
  2. Collaborate with local educational institutions to establish and maintain high-quality teacher training programs that cater to the specific educational needs of each region.
- **Teacher Recruitment and Retention**
  1. In regions with documented teacher shortages, develop strategies to attract and retain teachers, which could include competitive salary packages, signing bonuses, or housing incentives to make teaching in these areas more appealing.

2. Provide targeted resources to support the recruitment and retention of educators in remote and underserved regions. Develop mentorship programs for new teachers to foster their professional growth.
- Training Standards. Setting high-quality training standards is pivotal to enhancing teacher effectiveness. Recommendations include:
    1. Provide comprehensive guidance on the development and implementation of training standards, ensuring they align with best practices and local educational requirements.
    2. Establish collaborations with local education authorities to ensure that training standards evolve in response to changing educational dynamics.
  - Financial Resources
    1. Address the discrepancies in per-pupil expenditures by investigating the disparities in subfunction allocations. Ensure resources are allocated to the appropriate areas to enhance educational outcomes.
    2. Analyze educator salaries in each state relative to other professions and introduce competitive compensation packages to attract and retain high-quality teachers. Address any significant discrepancies in educator salaries in comparison to other professions.
  - Revitalization of the Pacific Regional Conference
    1. Recognize the Pacific Regional Conference as an essential hub of teaching support and cultural strengthening. Facilitate the Conference's revitalization to address the pending issues of education in the region, promote cross-regional collaboration, and provide opportunities for shared best practices.
    2. Encourage regular participation and contributions from educators, administrators, and experts across American Samoa, Hawaii, Guam, CNMI, Palau, RMI, and FSM.
  - Priority Areas and Addressing Special Needs
    1. Acknowledge the unique challenges faced by CNMI, where a 6% teacher retention rate is alarming. Provide technical assistance in the form of specialized PRAXIS 2 examination support and resources for potential teacher candidates. Special education teachers and early childhood education programs should be prioritized and tailored to local needs.
    2. Implement programs in higher education to train teachers for careers in CTE in response to specific local needs, such as the CTE teacher shortage faced by the Pacific region, which hinders the offering of various programs.
  - Teacher Shortages
    1. Recognize teacher shortages in CTE and other critical areas as an urgent issue. Develop mentorship programs, incentives, and professional development opportunities for educators in these areas.
    2. Expand the 'Grow Your Own Teachers Program' in response to teacher shortages, making recruitment and preparation a primary focus.
  - Distance Education and Educational Definitions: In response to concerns about educational definitions and restrictions in the Pacific region, we recommend revisiting and redefining the categorization of education delivery methods. This reevaluation is essential, especially when considering the unique geographical and technological challenges faced by communities across American Samoa, Hawaii, Guam, NMI, Palau, RMI, and FSM.

1. **Redefining Distance Education:** The current definition of "distance learning course" at the federal level is rooted in an outdated understanding of education. The definition presumes a complete physical separation between instructors and students. Virtual/remote courses, particularly synchronous ones, share more common traits with face-to-face courses than with asynchronous online courses.
  2. **Three Categories of Education Delivery:** To better reflect the nature of modern educational methods, we recommend defining three distinct categories of education delivery:
    - a. **Virtual/Remote Courses:** These courses involve synchronous interactions and should be classified as a separate category. While physically separated, students and instructors are mentally in the same space and environment. Virtual/remote courses can incorporate innovative technologies like virtual reality (VR), holography, or other emerging tools to connect students and instructors in real-time, transcending geographical barriers. These courses should not be constrained by the limitations of the outdated definition of "distance learning."
    - b. **Face-to-Face Courses:** Traditional in-person courses that take place in a physical classroom environment.
    - c. **Online (Distance Learning) Courses:** Asynchronous online courses that align with the existing federal definition of "distance learning."
  3. **Support innovative uses of technology for delivery of education in rural areas** where it can be difficult to hire highly-qualified teachers and use technological solutions to fill the gap. For example, remote schools staffed by paraeducators can connect remotely to central locations where master teachers lead lessons.
- **Continuous Professional Development**
    1. Prioritize continuous professional development, covering best practices and innovative strategies, for all educators. Foster a culture of improvement and adaptability in response to the challenges posed by the pandemic.
    2. Address the need for improving distance education by redefining online course offerings to include synchronous, hybrid, and fully asynchronous modes.
  - **Cost of Living and Teacher Recruitment**
    1. Recognize that the cost of living relative to teacher salaries is a significant barrier to recruitment and retention in the Pacific region. Consider policies or incentives to mitigate these discrepancies.
    2. Implement teacher mentorship programs, such as 'master teachers' mentoring novice educators, to support their growth and effectiveness.

### Priority 3: Student Health and Wellness

#### *Outcomes/Findings*

Student Health and Wellness was identified as a priority need area by the RAC members and individuals during the public comment period. Quantitative data was available for most regions on selected physical and mental health indicators for middle and high school students completing the Youth Behavior Risk Survey (YBRS) and are presented first in this section followed by the qualitative data from the public comments.

## Youth Behavior Risk Survey Data

**Physical health.** In general, Native Hawaiian and Pacific Islander (NHPI) youth reported similar engagement in physical activity as all students across the regions in the YBRS. Males, NHPI, and all students were much more likely than females to engage in physical activity. Gender differences were significantly different for Hawaii and CNMI middle school students. As with physical activity, NHPI and all students reported similar daily breakfast eating habits. Apart from male high school students in American Samoa, female students were more likely to report not eating breakfast on all seven days of the week. Female high school students were much more likely than male high school students to describe themselves as slightly or very overweight. Similarly, female high school students were more likely to be overweight at or greater than the 85th percentile Body Mass Index (BMI). The gender difference was significant for female NHPI students in CNMI and all female students in Palau.

**Mental health.** Data on middle school students in Hawaii, CNMI, and Palau who reported their mental health was most of the time or always not good for 30 days was available before the YBRS was released. For all these regions, there were significant gender differences for both NHPI and all students, with females significantly more likely to report poor mental health (stress, anxiety, and depression). Like poor mental health, female NHPI and all female students were more likely to report ever considering attempting suicide than male students. The gender difference was significant for NHPI and all students in Hawaii and CNMI, for high school NHPI females in Palau, and for all middle school students in American Samoa.

## RAC Public Comment Survey

The qualitative analysis of the RAC public survey comments found that five themes emerged: 1) safe learning environments (n=28), 2) basic educational needs (n=28), 3) physical and mental health (n=27), 4) context of student, family, and school wellness (n=22), and 5) cultural resilience (n=23).

**Safe learning environments.** Respondents underscored the significance of providing clean, safe, and secure surroundings to foster productive learning. A recurring comment highlighted the urgent need to repair and replace deteriorating, antiquated, and failing school buildings and infrastructure. Furthermore, in areas where schools have been damaged due to hurricanes and other natural disasters, overcrowding was identified as a contributing factor to unacceptable learning environments, placing the burden on educators and straining already aging infrastructure.

**Basic educational needs.** Although technology is frequently correlated with academic achievement, the ability of students to become proficient users of technology was also identified as crucial for their future competitiveness in college and employment opportunities, ultimately leading to economic stability and overall well-being. Respondents also identified supplies, books, and updated technology as critical basic needs.

**Physical and mental health.** When asked about the educational requirements in their respective regions, respondents emphasized the necessity of prioritizing both physical and mental health. Concerns regarding physical health included issues such as insufficient physical activity among students, consumption of unhealthy meals, and attending school on an empty stomach. Problems of obesity,



diabetes, and suicide were identified as critical areas to be addressed. The importance of mental health services and the need for counselors was also acknowledged.

**Context of student, family, and school wellness.** General statements were made regarding the identification of needs such as “student and staff well-being”, “health-related needs”, and “social-emotional needs.” Additionally, there were comments suggesting the broader conditions influence students and families such as the economic link to poor health, household and living conditions, cost of living, food, and financial issues.

**Cultural resilience.** Almost a quarter of public comments discussed the need to incorporate indigeneity into curriculum. Schools are seen as a place where students can learn and maintain traditional cultural identity and practices. Students who can connect their learning through culturally relevant curriculum will feel more grounded, be more resilient, and engage in practices that lead to better physical and mental health.

### *Priority Needs*

Based on the data and public comments, the following priority needs were identified:

1. Enhancing the physical health of students through better nutrition and increased physical activity.
2. Addressing the mental health of students through increased resources for programs, services, and counselors.
3. Utilizing cultural perspectives within a region to support students’ learning, curriculum development, assessment, and overall well-being.
4. Tackling the issues related to deteriorating, aging, and unsanitary infrastructure.

### *Recommendations*

The Pacific RAC recommends the following actions, which require technical assistance and align effectively with the REL activities associated with co-designing applied research and development:

1. Supporting the design and implementation of cross-regional studies to identify and assess the policies, programs, practices, challenges, and resiliencies regarding:
  - a. Nutrition, and
  - b. Physical and mental health.
2. Facilitating the design and implementation of a cross-regional study to assess the state of indigenous perspectives and approaches to learning, curriculum development, assessments, and overall student well-being.
3. Assisting in the development of SMART goal initiatives that address the infrastructure needs identified by each region.

### **Priority 4: Career and College Readiness**

#### *Outcomes/Findings*

The outcomes and findings gathered from needs sensing activities, which included online surveys and interviews, confirmed what has been a persistent challenge in the Pacific region: the college and career readiness of high school students.

Through an analysis of the feedback gathered, the following themes emerged:

- Gaps remain to ensure that students in the K-12 system are college and career ready.
- Many gaps are in writing, math proficiency, writing ability, and technological skills.
- Each insular area or state may have different, specific, or tailored needs around career and college readiness, but each one has identified this issue as a key priority for their jurisdiction.
- Cultural and traditional factors will need to be evaluated to see how they affect college and career preparedness.
- Incorporating indigenous education, which involves formally recognizing indigenous culture and maximizing it as a foundation of learning, should be considered when deploying strategies to improve career and college readiness.

Here is a sample of comments from the online survey regarding the importance of college and career readiness for the Pacific region.

- “When they arrive at college from high school, the computer-literacy and technological-literacy gap becomes a barrier in their transition especially in their first semester and/or year.”
- “Many students who graduate from high school and take the placement test for college are placed at the remedial level which only results in a longer time to graduate. As a result, many will give up and drop out of school.”
- “Students starting at our college, Northern Marianas College on Saipan, have very low math capabilities. In my introductory biology course, a third of my students cannot calculate a mean (average), and half cannot calculate percentages. About 20% of my students do not know how to measure with a ruler. We desperately need more and more intensive math education at the pre-college level.”
- “With the vast majority of our students being English language learners, it is important to develop the appropriate reading skills to be successful in school and life.”
- “Without basic math skills, such as ability to divide and calculate averages reliably, they cannot possibly understand college-level science topics and cannot go on to work in medicine, environmental sciences, or other jobs that require basic math.”

### *Priority Needs*

Priority needs around college and career readiness include:

- Increase in the technical assistance and resources that provide meaningful and impactful initiatives that bolster Pacific students’ college and career readiness.
- Further research into how culture, tradition, and elements impact Pacific students’ college and career readiness.
- Assistance in inventorying and assessing the college and career readiness initiatives that have been implemented in the past to determine which were effective and which did not achieve an impact.

- Recognition of the unique challenges states and insular areas in the Pacific face in implementing college and career readiness programs initiated by the U.S. Department of Education that may be continental U.S.-centered.
- Increase in funding support for school systems (including higher education) to assist them in facing disproportionate increases in costs or expenses, including the ability to offer teachers and instructors competitive wages.

### Why College and Career Readiness are Important to the Pacific

- **Brain Drain.** Many of our Pacific Island students are leaving the Pacific to seek better and more lucrative opportunities elsewhere, including the continental U.S. Keeping highly-skilled, highly-competent individuals in the Pacific insular areas must be prioritized so they can help contribute to the economic and social growth of the region.
- **Fulfilling Personal Potential.** College and career readiness helps students realize their full potential. It equips them with the necessary knowledge, skills, and confidence to pursue their passions and achieve their goals, whether in higher education or the workforce.
- **College Completion.** It has been proven that students who are not prepared for college courses and must take remedial or developmental classes are less likely to persist through graduation.
- **Economic Opportunities.** In the Pacific, there is a large move towards a knowledge-based economy, and a college degree or specialized training is often a prerequisite for obtaining high-paying and fulfilling jobs. College and career readiness ensures Pacific Island students can access these economic opportunities and secure their financial future.
- **Global Competitiveness.** To remain competitive on a global scale, college and career readiness programs can help students prepare to compete in the global job market and increase their opportunities for upward mobility.
- **Reducing Inequality.** Access to quality education and college and career readiness programs can help reduce socio-economic disparities among Pacific Island students. By equipping all students with the skills they need, regardless of their background, we can level the playing field and promote social equity.
- **Adaptation to Rapid Change.** In a rapidly changing world, students need to be adaptable and continuously learn throughout their lives. College and career readiness fosters skills like critical thinking, problem-solving, and effective communication, which are essential for navigating an ever-evolving job market.
- **Personal and Professional Development.** Career and college readiness programs encourage personal growth and character development. They instill a strong work ethic, perseverance, time management, and interpersonal skills, which are valuable not only in careers but also in life.
- **Alignment with Labor Market Needs.** College and career readiness initiatives aim to align educational curricula with the demands of the labor market in the Pacific region. This ensures students graduate with skills that are in demand, reducing the gap between what they learn in

school and what they need in their careers. It is important to note that labor needs across the Pacific can vary significantly, but the underlying need for career and college readiness programs is still very critical.

- **A rising tide lifts all boats.** A highly educated and career-ready population contributes to the overall well-being of a society. It leads to a more informed Pacific people, lower crime rates, improved public health, and economic development, among other social benefits.

### *Recommendations*

The RAC recommends technical assistance activities that support:

1. Initiatives to bolster college and career readiness so students are prepared for the jobs of the future. More specifically, Pacific jurisdictions need to launch or expand current initiatives that expand students' academic and technical knowledge and their employability skills.
2. Initiatives to strengthen alignment between K-12 school systems and post-secondary institutions and business and industry.
3. Initiatives to help build and expand work-based learning and career pathways.
4. Study the factors that most strengthen and diminish the college and career readiness of Pacific students, inclusive of cultural and traditional factors.
5. Initiatives that explore strategies to expand post-secondary pipelines from elementary and junior high levels.
6. Initiatives to help build or strengthen cross-sector collaboration to enhance college and career readiness of Pacific students and to ensure this collaborative effort builds the education-to-workforce pipeline.

## Conclusion

The Pacific Regional Advisory Committee was tasked with collecting information on the education needs specific to American Samoa, Hawaii, Guam, the Northern Mariana Islands, the Republic of Palau, the Republic of Marshall Islands, and the Federated States of Micronesia, and how those needs may be addressed through technical assistance activities. In collaboration with the U.S. Department of Education (USED), local jurisdictions can effectively implement strategic initiatives through technical assistance. These strategies include building effective Career and Technical Education (CTE) and Science, Technology, Engineering, Arts, and Math (STEAM) workforce development programs; addressing qualified teacher shortages; monitoring student health and wellness; and supporting college and career readiness.

Education in the Pacific region is poised to improve significantly by implementing these tailored recommendations. Collaborative efforts between the USED and local education authorities are instrumental in implementing these strategies effectively. Through enhanced data quality, elevated teacher qualifications, comprehensive teacher preparation programs, strategies to recruit and retain educators, rigorous training standards, and a revitalized Pacific Regional Conference, we will collectively elevate the quality of education across this region.

Moreover, addressing concerns in the realm of distance education is essential. We acknowledge that outdated definitions of distance education have impeded the expansion of virtual/remote courses, which are vital in the Pacific region. It is critical for USED to redefine educational categories to encompass synchronous virtual/remote courses, allowing institutions to expand access to rural communities more effectively.

The inclusion of competitive educator salaries, addressing disparities in financial allocations, and fostering high-quality teacher preparation will ensure the cultivation of a skilled and motivated educator workforce. The revitalized Pacific Regional Conference will serve as a focal point for addressing shared regional challenges, enhancing cross-cultural understanding, and nurturing a sense of community in education.

Together, these initiatives will not only improve educational quality but also foster a sense of unity and cultural strengthening through educational progress. We believe that, with these recommendations and the commitment of all stakeholders, education in these regions will reach new heights, benefiting students and communities alike.

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## Appendix A. Chart of Nominated, Recommended, and Serving RAC Members

### *Number of Individuals Nominated, Recommended, and Serving on the Pacific RAC*

Region	Nominated	Recommended by the U.S. Department of Education	Declined	Resigned	Accepted, Serving
Pacific	23	14	0	0	14

## Appendix B. List of RAC Members

Pacific RAC members represented local and state education agencies; institutions of higher education; parents; practicing educators, including classroom teachers; and organizations serving youth, educators, or both. Members included:

### Regional Chair

- Mr. Kanchi Hosia, Commissioner of Education, Mariana Islands

### RAC Members

- Ms. Marissa Baptista, Parent Advocate
- Ms. Jacqueline P. Che, Federal Programs Officer, CNMI Public School System
- Mr. Frankie M. Eliptico, Vice President, Administration and Advancement, Northern Marianas College
- Mr. Michael Ida, Secondary Mathematics/Computer Science Teacher, Kalani High School
- Ms. Christine Annette Leiato, Executive Administrator, Office of Accountability and School Improvement System, American Samoa Department of Education (ASDOE)
- Mr. Roland Merar, Director for Northern Marianas College's School of Education
- Mr. John Darrell Nablo, Teacher Training Coordinator, Pohnpei State Department of Education
- Ms. Edna A. Noga, Special Projects & Grants Specialist, American Samoa Telecommunication Authority (ASTCA)
- Dr. Marty Okada, President/CEO, Guam Community College
- Dr. Josephine Paulo, Elementary School Teacher
- Dr. Winston Y. Sakurai, Curriculum Innovation Branch Interim Director, Hawai'i State Department of Education
- Dr. Elizabeth Switaj, Vice President for Academic and Student Affairs at the College of the Marshall Islands
- Ms. Lisa Watkins-Victorino, Director of Research, Office of Hawaiian Affairs (OHA)



## Appendix C. Pacific Profile (Comprehensive)

### Regional Profile

The Pacific regional profile data is incomplete because many of the territories that make up the Pacific region do not collect the same data as the United States, making it difficult to create a regional profile that tells the story of the Pacific region. We have kept the original regional profile in this report, which includes complete data for Hawaii, because it was one of the documents the RAC members used during their deliberations. In addition, we have created individual profiles for each territory in the Pacific region, which includes American Samoa, Guam, the Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Northern Mariana Islands. Each profile will contain different data and different sources depending on what is available for each territory.

The following topic areas are included in this regional profile:

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Student Non-Academic Information
- Teacher Information
- Teacher Qualifications
- Teacher Shortages
- Financial Resources
- Resources

Note that data includes the most recent tables available in July 2023. While some of the data was gathered in October 2023, after the profile was created, all data were used during the RACs deliberations and needs sensing activities. It is important to note that, in certain cases, data, mainly from American Samoa, were obtained from alternate sources throughout the profile. In some instances, data were not disaggregated by jurisdiction so national data have been included as a reference point. Where appropriate, Reflection Questions have been provided for consideration.

### Overall Reflection Questions

- What is your overall reaction to the data presented?
  - *Is it what you expected?*
  - *If it was not what you expected, what surprised you?*
- What other data do you need to help you better understand the needs in your jurisdiction or region?
- Are the data available at the state/ territory level or do you have access to this data through another vehicle?
- How can the needs assessment help you attain this data?
- What do you believe are the top priorities facing your jurisdiction/region?
- Why do you believe these are the top priorities facing your jurisdiction?
- What input would you like to hear from other stakeholders?
- How will you collect that input?

*Information about Pacific Region Districts and Schools*

**Totals by Jurisdiction**

Jurisdiction	Total Number of Operating Districts (2020-21) <sup>1</sup>	Total Number of Operating Public Schools (2020-21) <sup>1</sup>	Total Number of Charter Schools (2020-21) <sup>2</sup>	Total Number of Private Schools (Fall 2019)
Hawaii	1	294	37	170
American Samoa	1	29	--	14 <sup>3</sup>
Guam	4	44	--	--
Federated States of Micronesia	--	--	--	--
Republic of Palau	--	--	--	--
Republic of the Marshall Islands	--	--	--	--
Northern Mariana Islands	1	35	--	--

**Note 1:** Profiles were prepared using the most recent publicly available data. The most recent set of private school data provided was fall 2019, whereas the tables used for reporting the districts and public/charter school data were updated for the 2020-21 school year.

**Note 2:** Operating schools/districts include all those providing services at the start of the reported school year.

**Note 3:** American Samoa private school data was from the 2022-23 school year.

--Not available.

**Student Enrollment Information**

Jurisdiction	Total Public School Enrollment (Fall 2019)	Public PreK-8 Enrollment (Fall 2021)	Public Grades 9-12 Enrollment (Fall 2021)	Enrollment in Private Schools
Hawaii	173,178	1,202,718	538,157	45,090
American Samoa <sup>1</sup>	9,849	7,353	3,385	3,115
Guam	28,402	19,142	9,260	--
Federated States of Micronesia	--	--	--	--
Republic of Palau	--	--	--	--
Republic of the Marshall Islands	--	--	--	--
Northern Mariana Islands	9,491	6,347	3,144	--

**Note:** Public schools include traditional public and charter schools.

**Note 1:** American Samoa data from the 2022-23 school year.

--Not available.

**3–5-year-old Enrollment by Race/Ethnicity (% distribution by race/ethnicity) (2021)**

Jurisdiction	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or More Races
Hawaii	55.2%	71.9%	++	61.4%	50.4%	40.1%	++	52.1%
American Samoa	--	--	--	--	--	2.7% <sup>1</sup>	--	--
Guam	--	--	--	--	--	--	--	--
Federated States of Micronesia	--	--	--	--	--	--	--	--
Republic of Palau	--	--	--	--	--	--	--	--
Republic of the Marshall Islands	--	--	--	--	--	--	--	--
Northern Mariana Islands	--	--	--	--	--	--	--	--

++Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

**Note 1:** American Samoa data from 2022-23 school year.

--Not available.

**Public Elementary and Secondary School Enrollment by Race/Ethnicity (% distribution by total)  
(Fall 2021)**

Jurisdiction	White	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaskan Native	Two or More Races
Hawaii	11.3%	1.4%	17.6%	25.5%	26.1%	0.2%	4.4%
American Samoa	--	--	--	--	3.1% <sup>1</sup>	--	--
Guam	100.0%	0.5%	0.1%	0.2%	22.4%	72.6%	0.0%
Federated States of Micronesia	--	--	--	--	--	--	--
Republic of Palau	--	--	--	--	--	--	--
Republic of the Marshall Islands	--	--	--	--	--	--	--
Northern Mariana Islands	--	--	--	--	--	--	--

--Not available.

**Note 1:** American Samoa data from the 2020-21 school year.

**Number of Students by School Locale (Fall 2019)**

Jurisdiction	City	Suburban	Town	Rural
Hawaii	43,124	80,380	38,819	18,765
American Samoa <sup>1</sup>	2,284	3,435	--	3,853
Guam	--	--	--	--
Federated States of Micronesia	--	--	--	--
Republic of Palau	--	--	--	--
Republic of the Marshall Islands	--	--	--	--
Northern Mariana Islands	--	--	--	--

--Not available.

**Note 1:** American Samoa data from 2022-23 school year.

*English Language Learners (Fall 2020)*

Jurisdiction	Total	Percentage of Total Enrollment
United States	4,963,388	10.3%
Hawaii	16,769	9.6%
American Samoa <sup>1</sup>	10,058	97%
Guam	--	--
Federated States of Micronesia	--	--
Republic of Palau	--	--
Republic of the Marshall Islands	--	--
Northern Mariana Islands	--	--

--Not available.

**Note 1:** Data collected using American Samoa locally developed English Language Proficiency Assessment (ELPA).

*Students Eligible for Free or Reduced-Price Lunch (2019–2020)<sup>a</sup>*

Jurisdiction	Total	Percentage of Total Enrollment
United States	26,000,645a	52.1%a
Hawaii	82,399	45.5%
American Samoa <sup>1</sup>	10,058	100%
Guam	--	--
Federated States of Micronesia	--	--
Republic of Palau	--	--
Republic of the Marshall Islands	--	--
Northern Mariana Islands	--	--

<sup>a</sup> For the United States data, total includes imputation for nonreporting states.

**Note 1:** Data from the 2000 Census identified a high percentage of students qualified for free and reduced lunch; therefore 100% of students are eligible.

--Not available.

**Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Hawaii**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	0	99	10	51	47	47	153
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	3	363	39	458	419	287	419
Ages 5 (school age) through 21 (Served under IDEA Part B)	42	2,992	304	33,675	178	81,419	8,607

**Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – American Samoa**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	0	X	0	0	29	0	X
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	X	0	0	0	41	0	0
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	X	0	0	496	0	X

X: Data suppressed due to small size.

**Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Guam**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	0	X	0	0	41	X	X
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	0	14	0	0	68	X	X
Ages 5 (school age) through 21 (Served under IDEA Part B)	X	264	X	5	1,402	6	15

X: Data suppressed due to small size.

**Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Federated States of Micronesia**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	--	--	--	--	--	--	--
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	0	0	0	0	25	0	0
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	0	0	0	1,709	0	0

--Not available.

**Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Republic of Palau**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	--	--	--	--	--	--	--
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	0	X	0	0	X	0	0
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	X	0	0	X	0	0

--Not available.

X: Data suppressed due to small size.



**Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Republic of the Marshall Islands**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	--	--	--	--	--	--	--
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	0	0	0	0	7	0	0
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	0	0	0	711	0	0

--Not available.

**Special Education Enrollment Numbers by Race/Ethnicity and Age Group Served under Individuals with Disabilities Act (IDEA) – Northern Mariana Islands**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	0	12	0	0	41	X	X
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	0	23	0	0	43	X	X
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	229	0	0	543	3	124

X: Data suppressed due to small size.

**Student Enrollment Reflection Questions**

- Based on the number of students by school locale, where are the majority of your students located?
- Looking at the enrollment distribution by race percentages, how diverse is your student population?
- How does the percentage of students qualifying as ELLs in your jurisdiction compare to the overall percentage of ELLs throughout the United States?
- How does the percentage of students qualifying for Free or Reduced-Price Lunch (FRPL) in your jurisdiction compare to the overall percentage of students qualifying for FRPL throughout the United States?

Graduation Information<sup>b, c, d, e, f</sup>

Demographic	United States	Hawaii	American Samoa <sup>g</sup>	Guam	Micronesia	Palau	Marshall Islands	Northern Mariana Islands
Total ACGR for all Students	87%	86%	95%	--	--	--	--	--
Percent Students with Disabilities (2019-2020)	71%	65%	89%	--	--	--	--	--
Percent English learner (2019-2020)	71%	71%	--	--	--	--	--	--
Percent Economically Disadvantaged (2019-2020)	81%	82%	--	--	--	--	--	--
Homeless Enrolled (2019-2020)	--	69%	--	--	--	--	--	--
Foster Care (2019-2020)	--	69%	--	--	--	--	--	--
Private High School Graduates (2018-2019)	340,610	3,300	162	--	--	--	--	--

--Not available.

ACGR by Race/Ethnicity % (2019-2020)<sup>h</sup>

Jurisdiction	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
Hawaii	86%	84%	81%	87%	--	--
American Samoa	--	--	--	--	--	--
Guam	--	--	--	--	--	--
Federated States of Micronesia	--	--	--	--	--	--
Republic of Palau	--	--	--	--	--	--
Republic of the Marshall Islands	--	--	--	--	--	--
Northern Mariana Islands	--	--	--	--	--	--

--Not available.

<sup>b</sup> Numbers are the public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics for 2019-2020.

<sup>c</sup> The time when students are identified as having certain characteristics varies by state/territory. Depending on the state/territory, a student may be included in a category if the relevant characteristic is reported in 9<sup>th</sup>-grade data, if the characteristic is reported in 12-grade data, or if it is reported at any point during the student's high school years.

<sup>d</sup> Students who met the state/territory criteria for classification as economically disadvantaged.

<sup>e</sup> Students who meet the definition of English Learners as outlined in the Department of Education *EDFacts* workbook. For more information, see [EDFacts Workbook](#).

<sup>f</sup> Students identified as children with disabilities under the IDEA.

<sup>g</sup> American Samoa no longer uses the 4-year ACGR Formula; Data reflects the completion of graduation credits obtained from PowerSchool SIS.

<sup>h</sup> States/territories either report data for a combined "Asian/Pacific Islander" group or report the "Asian" and "Pacific Islander" groups separately. Total represents either a single value reported by the state for "Asian/Pacific Islander" or an aggregation of separate values reported for "Asian" and "Pacific Islander." "Asian/Pacific Islander" includes the "Filipino" group, which Hawaii reports separately. Number represents the Total reported Asian/Pacific Islander.

#### Graduation Rates Reflection Questions

- Do you collect data on 5-year graduation cohorts? If so, how does it compare to the 4-year cohort ACGR?
- Which, if any, graduation rate would you prioritize to increase over the next 5 years?

### *Student Academic Information*

To compare students nationally, we have provided results from the fourth and eighth grade math and reading National Assessment of Educational Progress (NAEP) results. NAEP—a congressionally mandated large-scale assessment administered by the National Center for Education Statistics (NCES)—consists of print and digital assessments in various subject areas. Three of these subjects—mathematics, reading, and science—are assessed most frequently and reported at the state, territory, and select district level, usually for grades 4 and 8. The Nation’s Report Card provides results on student performance based on gender, race/ethnicity, public or nonpublic school, teacher experience, and hundreds of other factors.

NAEP assessment results are reported as average scores on a 0-500 scale (reading, mathematics at grades 4 and 8, U.S. history, and geography) or on a 0-300 scale (mathematics at grade 12, science, writing, technology and engineering literacy, and civics). These scale scores, derived from student responses to assessment questions, summarize the overall level of performance attained by that student. Scale scores for individual students are not reported, but summary statistics describing scale scores for groups of students (demographic, gender, race/ethnicity, etc.) are reported. More information about NAEP can be found at <https://nces.ed.gov/nationsreportcard/>.

### *Academic Achievement: NAEP (2022) National, State, and Territory Averages*

Jurisdiction	4th grade math	4th grade reading	8th grade math	8th grade reading
United States	235	216	273	259
Hawaii	237	219	270	259
American Samoa	--	--	--	--
Guam	--	--	--	--
Federated States of Micronesia	--	--	--	--
Republic of Palau	--	--	--	--
Republic of the Marshall Islands	--	--	--	--
Northern Mariana Islands	--	--	--	--

--Not available.

#### **Student Academic Factors Reflection Questions**

- How did students in your jurisdiction compare to the national average of students on the NAEP results?
- Given the national average NAEP score, what goal(s) would you set for your students to achieve on the next NAEP administration? For example, would you like the results to stay stable or would you want to see a 3-point increase on 4th grade math? What do you need to achieve this goal?

*Non-Academic Information*

Non-academic factors for students include suspension and expulsion rates. Additionally, the most recently reported data regarding students who have carried firearms to schools and have experienced bullying (both on school property and electronically) have been included.

**Percentage of Students Suspended or Expelled from Public Elementary and Secondary Schools by Gender and Ethnicity (2017–2018)<sup>i</sup>**

*Percent who Received Out -of-School Suspensions<sup>j</sup>*

Demographic	United States	Hawaii	American Samoa	Guam	Micronesia	Palau	Marshall Islands	Northern Mariana Islands
<b>Total</b>	<b>5.0%</b>	<b>4.0%</b>	--	--	--	--	--	--
<b>Male</b>	<b>6.8%</b>	<b>5.4%</b>	--	--	--	--	--	--
<b>Female</b>	<b>3.0%</b>	<b>2.5%</b>	--	--	--	--	--	--
<b>White</b>	<b>3.4%</b>	<b>2.9%</b>	--	--	--	--	--	--
<b>Black</b>	<b>12.3%</b>	<b>3.9%</b>	--	--	--	--	--	--
<b>Hispanic</b>	<b>4.0%</b>	<b>3.5%</b>	--	--	--	--	--	--
<b>Asian</b>	<b>1.0%</b>	<b>2.1%</b>	--	--	--	--	--	--
<b>Pacific Islander</b>	<b>4.9%</b>	<b>6.9%</b>	--	--	--	--	--	--
<b>American Indian/ Alaska Native</b>	<b>6.9%</b>	<b>4.9%</b>	--	--	--	--	--	--
<b>Two or more races</b>	<b>5.5%</b>	<b>2.6%</b>	--	--	--	--	--	--

--Not available.

**Percent Expelled<sup>k</sup>**

Demographic	United States	Hawaii	American Samoa	Guam	Micronesia	Palau	Marshall Islands	Northern Mariana Islands
<b>Total</b>	<b>0.2%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>Male</b>	<b>0.3%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>Female</b>	<b>0.1%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>White</b>	<b>0.2%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>Black</b>	<b>0.5%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>Hispanic</b>	<b>0.2%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>Asian</b>	<b>0.0%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>Pacific Islander</b>	<b>0.1%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>American Indian/Alaska Native</b>	<b>0.3%</b>	<b>0.0%</b>	--	--	--	--	--	--
<b>Two or more races</b>	<b>0.2%</b>	<b>0.0%</b>	--	--	--	--	--	--

--Not available.

<sup>i</sup>Data by race/ethnicity excludes students with disabilities served only under Section 504 of the Rehabilitation Act of 1973 (i.e., those not receiving services under IDEA).

<sup>j</sup>An out-of-school suspension is an instance in which a student is temporarily removed from his or her regular school (either in person or virtual) for disciplinary purposes for at least half a day (but less than the remainder of the school year) to another setting (e.g., home or behavior center). Out-of-school suspensions include removals with or without the continuation of educational services.

<sup>k</sup>Expulsions are actions taken by a local education agency to remove a student from his or her regular school (either in person or virtual) for disciplinary purposes, with or without the continuation of education services, for the remainder of the school year or longer, in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

*Firearms (2019-2020)*

Jurisdiction	Total Number of Students Who Brought Firearms to or Possessed Firearms at School	Number of Students Who did this per 100,000 Students, Enrolled
United States	2,431	4.8
Hawaii	17	9.4
American Samoa	--	--
Guam	0	0.0
Federated States of Micronesia	--	--
Republic of Palau	--	--
Republic of the Marshall Islands	--	--
Northern Mariana Islands	--	--

--Not available.

**Bullying (2017)**

Jurisdiction	Percentage of Public School Students Bullied on School Property <sup>l</sup>	Percentage of Public School Students Electronically Bullied <sup>m</sup>
United States	19.0%	14.9%
Hawaii	18.4%	14.6%
American Samoa	--	--
Guam	--	--
Federated States of Micronesia	--	--
Republic of Palau	--	--
Republic of the Marshall Islands	--	--
Northern Mariana Islands	--	--

--Not available.

<sup>l</sup>Bullying was defined for respondents as “when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again.” “On school property” was not defined for survey respondents.

<sup>m</sup>Includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting” for 2011 through 2015, and “being bullied through texting, Instagram, Facebook, or other social media” for 2017.

**Student Non-Academic Factors Reflection Questions**

- What policies are in place to address recent issues of school violence?
- How does your state/territory compare to the national average? Is this a number you would like to change? What other information do you need to make an informed decision about this issue?



*Teacher Information*

Jurisdiction	Total Number of Public School Teachers (Fall 2019)	Pupil/Teacher Ratio (Fall 2020)	Teachers in Private Schools
Hawaii	12,221	14.8	3,760
American Samoa <sup>1</sup>	802	11.7	256
Guam	2,119	13.6	--
Federated States of Micronesia	--	--	--
Republic of Palau	--	--	--
Republic of the Marshall Islands	--	--	--
Northern Mariana Islands	--	--	--

--Not available.

**Note 1:** American Samoa data from 2022-23 school year.

### Teacher Qualifications

The following table includes the highest degree earned and years of full-time teaching experience by state, territory, and the United States. Data from 2011-2012 was the latest data reported at the national level.

Jurisdiction	Degree Levels, Percentage - Less than Bachelor's (2011-2012)	Degree Levels, Percentage - Bachelor's (2011-2012)	Degree Levels, Percentage - Master's (2011-2012)	Degree Levels, Percentage - Education Specialist or doctor's (2011-2012)	Years Fulltime Experience - Less than 3 (2011-2012)	Years Fulltime Experience - 3 to 9 (2011-2012)	Years Fulltime Experience - 10- 20 (2011-2012)	Years Fulltime Experience - Over 20 (2011-2012)
<b>United States</b>	<b>3.8%</b>	<b>39.9%</b>	<b>47.7%</b>	<b>8.7%</b>	<b>9.0%</b>	<b>33.3%</b>	<b>36.4%</b>	<b>21.3%</b>
<b>Hawaii</b>	<b>++</b>	<b>++</b>	<b>++</b>	<b>++</b>	<b>++</b>	<b>++</b>	<b>++</b>	<b>++</b>
<b>American Samoa<sup>1</sup></b>	<b>20.5%</b>	<b>36.1%</b>	<b>34.8%</b>	<b>0.5%</b>	<b>15.7%</b>	<b>46.6%</b>	<b>26.3%</b>	<b>11.3%</b>
<b>Guam</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Federated States of Micronesia</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Republic of Palau</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Republic of the Marshall Islands</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Northern Mariana Islands</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>

++ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

--Not available.

**Note 1:** American Samoa data from the 2022-23 school year.

***Number and Percentage Distribution of Teachers Enrolled in Traditional and Alternative Programs***

<b>Jurisdiction</b>	<b>Number Enrolled in a Teacher Preparation Program (2019-2020)</b>	<b>Percentage Distribution of Enrollment by Traditional Program (2019-2020)</b>	<b>Percentage Distribution of Enrollment by Alternative Program-(Institute of Higher Education [IHE]) (2019-2020)</b>	<b>Percentage Distribution of Enrollment by Enrolled in an Alternative Program-(Not IHE based) (2019-2020)</b>
<b>United States</b>	<b>590,046</b>	<b>69.9%</b>	<b>8.3%</b>	<b>21.9%</b>
<b>Hawaii</b>	<b>1,706</b>	<b>59.0%</b>	<b>25.6%</b>	<b>15.4%</b>
<b>American Samoa</b>	<b>247</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Guam</b>	<b>588</b>	<b>97.8%</b>	<b>2.2%</b>	<b>0.0%</b>
<b>Federated States of Micronesia</b>	<b>381</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Republic of Palau</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Republic of the Marshall Islands</b>	<b>60</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Northern Mariana Islands</b>	<b>371</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>

--Not available.

**Number and Percentage Distribution of Teachers Who Completed Traditional and Alternative Programs**

Jurisdiction	Number of Completers in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Completers in by Traditional Program (2019-2020)	Percentage Distribution of Completers in Alternative Program- (Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Completers in an Alternative Program- (Not IHE based) (2019-2020)
United States	151,138	76.8%	11.4%	11.8%
Hawaii	607	45.0%	33.4%	21.6%
American Samoa	63	100.0%	0.0%	0.0%
Guam	66	81.8%	18.2%	0.0%
Federated States of Micronesia	--	0.0%	0.0%	0.0%
Republic of Palau	--	--	--	--
Republic of the Marshall Islands	37	100.0%	0.0%	0.0%
Northern Mariana Islands	18	100.0%	0.0%	0.0%

--Not available.

**Teacher Information Reflection Questions**

- Given national issues of teacher shortages, where are the priority areas in your state/ territory?
- What teacher preparation institutions or alternative programs does your state/ territory offer? Are these programs going to fulfill your educator needs in the next 5 years?

*Financial Resources by State/ Territory*

Description	Hawaii	America Samoa	Guam	Micronesia	Palau	Marshall Islands	Mariana Islands
Revenue sources for public elementary and secondary education – Federal (In thousands) (FY 2021)	\$436,807	\$371,018	--	--	\$429,703	\$819,250	\$1,691,468
Revenue sources for public elementary and secondary education – State (In thousands) (FY 2021)	\$1,634,812	\$2,851,763	--	--	\$909,788	\$5,316,328	\$13,959,388
Revenue sources for public elementary and secondary education – Local (In thousands) (FY 2021)	\$563,815	\$19,106	--	--	\$919,260	\$3,728,193	\$4,926,320
Amounts and percentage changes of inflation-adjusted state, local, and federal revenues per pupil (FY2021)	\$20,293	\$10,629	--	--	\$15,444	\$17,585	\$18,924
Percentage change from FY20-21	0.1%	4.9%	--	--	10.2%	8.3%	4.8%
Current expenditures for public elementary and secondary education by function, and subfunction - Total (In thousands) (FY 2021)	\$2,537,694	\$2,784,793	--	--	\$1,939,578	\$7,751,946	\$16,978,936
Current expenditures for public elementary and secondary education by function, and subfunction - Instruction (In thousands) (FY2021)	\$1,352,330	\$1,692,209	--	--	\$1,143,904	\$4,480,700	\$10,194,690
Current expenditures for public elementary and secondary education by function, and subfunction - Support Services (In thousands) (FY2021)	\$1,102,059	\$987,567	--	--	\$711,724	\$3,069,934	\$6,367,252

Description	Hawaii	America Samoa	Guam	Micronesia	Palau	Marshall Islands	Mariana Islands
Current expenditures per pupil - Total (In thousands) (FY2021)	\$19,540	\$9,054	--	--	\$13,262	\$13,820	\$15,615
Title I expenditures per pupil - (In thousands) (FY2021)	\$604	\$191	--	--	\$495	\$290	\$235
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction - Total (In thousands) (FY 2021)	\$2,537,694	\$2,784,793	--	--	\$1,939,578	\$7,751,946	\$16,978,936
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction -Instruction and Instruction-related total (In thousands) (FY 2021)	\$1,597,672	\$1,630,038	--	--	\$1,119,399	\$3,957,935	\$10,211,690
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction -Support Services Total (In thousands) (FY 2021)	\$856,717	\$571,064	--	--	\$348,085	\$2,456,242	\$4,102,375

--Not available.

#### Financial Resources Reflection Questions

- Looking at the subfunction allocations, are expenditures allocated proportionately in the correct places?
- How do educator salaries in your state/territory compare to other professional careers?

## American Samoa Data Profile

Manhattan Strategy Group was unable to compile a complete regional profile for the Pacific RAC because many of the territories that make up the Pacific region do not collect the same data as the United States, making it difficult to create a regional profile that tells the story of the Pacific region. Instead, it was decided to keep the original regional profile, which contains data from Hawaii, and create individual profiles for each territory in the Pacific region, which includes America Samoa, Guam, Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Northern Mariana Islands. Each profile will contain different data depending on what was available for each territory. Please note these six territory profiles were created in December 2023, after the Pacific RAC completed their needs sensing activities and deliberations. This data was not included in their identification of priority needs, but we felt it was important to share what data was available. Additional footnotes and language to address these variations will be included throughout the profiles.<sup>1</sup>

The following topic areas are included in the American Samoa profile:

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Non-Academic Information
- Teacher Information
- Financial Resources

### *Information about Districts and Schools*

**Table 1. Information about Districts and Schools**

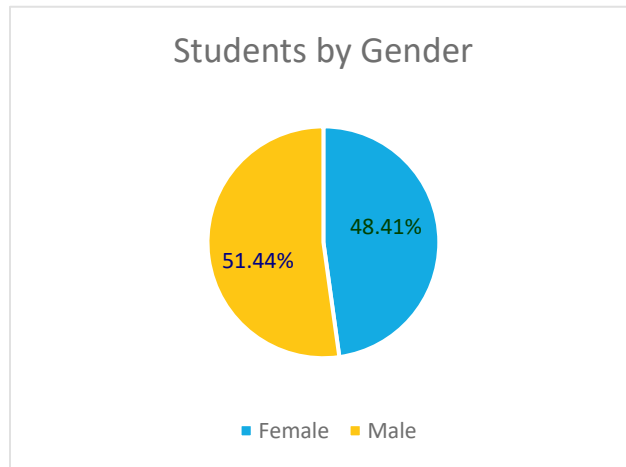
Total Number of Operating Districts (2020-21)	Total Number of Operating Public Schools (2023-24)	Total Number of Charter Schools (2023-24)	Total Number of Private Schools
1	39	0	14

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<sup>1</sup> Most of the data for this profile was compiled in December 2023 from American Samoa’s Center for Education and Workforce Statistic’s Data Dashboard: <https://ascews-public.doe.as/PublicDashboard/dashboard/3754>. The dashboard is an active series of charts and graphs showing data across various education topics such as graduation rates, students enrolled, and demographics. However, the dashboard does not contain a narrative to explain how this data is defined or compiled. The dashboard also updates in real time, so if the dashboard is viewed later, the data may not match what is in this report.

### Student Enrollment Information

- For the 2023-2024 school year, 39 public schools provided educational services for 9,526 students.
- Schools in American Samoa are labeled by the grades they serve, not as elementary school, middle school, and high school.
- In SY 2023-24, there are 6,188 students in K-8 schools, 3,350 in 9-12 schools, 202 students in PreK-12 schools, 324 students in PreK-8 schools, 171 students in 1-8 schools, and 3 students in a K-12 school.



Note: The graph totals 99.85%. This data was taken from American Samoa’s Center for Education and Workforce Statistic’s Data Dashboard with no explanation for the 0.15% that was not included.

**Table 2. SY 2023-24 Distribution of Students by Ethnicity**

Total	Samoa	Asian/Pacific Islander	Other
10,058	96.7%	3.1%	0.1%

Note: For local accountability reporting, ethnicity is categorized into three main groups. This data was reported on the Territorial Report Card SY2020-21, which was available on the ASDOE website.

**Table 3. English Language Learners (Fall 2020)**

Jurisdiction	Total	Percentage of Total Enrollment
United States	4,963,388	10.3
American Samoa	10,058	97%

The American Samoa Census identified a high percentage of the territory’s student population qualified for the free school lunch program. As a result, 100% of American Samoa’s students are eligible for free breakfast and lunch under the Community Eligibility Provision (CEP).



**Table 4. Special Education Enrollment Numbers by Race/Ethnicity and Age Group served under Individuals with Disabilities Act (IDEA)**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian, Samoan or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	0	X	0	0	29	0	X
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	X	0	0	0	41	0	0
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	X	0	0	496	0	X

X: Data suppressed due to small size.

**Graduation Information**

**Table 5. Four-Year Graduation and Dropout Counts by Year**

Category	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
Graduation Counts	949	813	851	782	826	820	860
Dropout Counts	9	13	10	19	13	7	7

Note: American Samoa no longer uses the 4-year ACGR formula. Data reflects the Completion of Graduation Credits obtained from PowerSchool SIS.

**Student Academic Information**

American Samoa has not participated in the National Assessment of Education Progress (NAEP) for over ten years. Local Standards Based Assessments (SBA) are used to measure academic achievement in math and English Language Arts (ELA).

**Table 6. Percentage of Students Proficient or Advanced on the Standards Based Assessment**

Category	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Math	6%	8.1%	12.8%	14.8%	7.6%	8.0%	5.6%
ELA	8.9%	17.1%	9.8%	11.6%	14.9%	16.5%	10.1%

**Non-Academic Information**

**Table 7. Student Attendance Rate by Year**

SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 21-22	SY 22-23
87.5%	87.7%	86.4%	92.5%	91.3%	90.2%

*Teacher Information*

In SY 2022-23, 144 teachers in American Samoa had less than 3 years of experience, 372 had between 3 and 9 years of experience, 207 had between 10 and 20 years, and 89 teachers had over 20 years of experience.

**Table 8. Teacher Degree Levels for SY 2011-2012\***

<b>Degree Levels, Percentage - Less than Bachelor's (2011-2012)</b>	<b>Degree Levels, Percentage - Bachelor's (2011-2012)</b>	<b>Degree Levels, Percentage - Master's (2011-2012)</b>	<b>Degree Levels, Percentage - Education Specialist or Doctor's (2011-2012)</b>
<b>20.5%</b>	<b>36.1%</b>	<b>34.8%</b>	<b>0.5%</b>

\*This data is from the original American Samoa Profile compiled by MSG and the Department.

*Financial Resources*

**Table 9. Per-pupil Expenditures for SY 2019-2020**

<b>Amounts of inflation-adjusted state, local, and federal revenues per pupil</b>	<b>\$6,362</b>
<b>Percentage change from FY18-19</b>	<b>9.0%</b>

## Commonwealth of the Northern Mariana Islands (CNMI) Data Profile

The Manhattan Strategy Group LLC was unable to compile a complete regional profile for the Pacific RAC because many of the territories that make up the Pacific region do not collect the same data as the United States, making it difficult to create a regional profile that tells the story of the Pacific region. Instead, it was decided to keep the original regional profile, which contains data from Hawaii, and create individual profiles for each territory in the Pacific region, which includes American Samoa, Guam, Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Northern Mariana Islands. Each profile will contain different data depending on what was available for each territory. Please note these six territory profiles were created in December 2023, after the Pacific RAC completed their needs sensing activities and deliberations. This data was not included in their identification of priority needs, but we felt it was important to share what data was available. Additional footnotes and language to address these variations will be included throughout the profiles.

The following profile contains data for the CNMI:<sup>2</sup>

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Teacher Information
- Teacher Qualifications
- Financial Resources

### *Information about Districts and Schools*

- SY 2021-2022, CNMI operated one school district and 40 schools.

### Student Enrollment Information

**Table 1. Public School Enrollment SY 2022-2023**

Total Public School Enrollment 2023-2023	Public PreK-5 Enrollment	Public Grades 6-8 Enrollment	Public Grades 9-12 Enrollment
9,290	4,065	2,117	3,108

<sup>2</sup> Key data sources include the original CNMI data profile, State Performance Plan/Annual Performance Report: Part B: [https://www.cnmipss.org/sites/default/files/mp-01\\_spp\\_part\\_b\\_ffy\\_2020-21\\_1827\\_20220425234634\\_clarification\\_0.pdf](https://www.cnmipss.org/sites/default/files/mp-01_spp_part_b_ffy_2020-21_1827_20220425234634_clarification_0.pdf); the Students First Report: [https://www.cnmipss.org/sites/default/files/fy22\\_cnmi\\_pss\\_citizen\\_centric\\_report\\_10.28.22.pdf](https://www.cnmipss.org/sites/default/files/fy22_cnmi_pss_citizen_centric_report_10.28.22.pdf); and the SY 2021-2022 Public School System Academic Achievement Report: [https://cdns5-ss20.sharpschool.com/UserFiles/Servers/Server\\_264971/File/Assessments%20Docs/Academic%20Achievement%20Reports/SY2021-2022%20CNMI%20PSS%20Academic%20Achievement%20%20Report.pdf](https://cdns5-ss20.sharpschool.com/UserFiles/Servers/Server_264971/File/Assessments%20Docs/Academic%20Achievement%20Reports/SY2021-2022%20CNMI%20PSS%20Academic%20Achievement%20%20Report.pdf)

**Table 2. Enrollment by Grade (Fall 2021)**

PreK	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
290	566	575	611	637	649	712	741	779	746	1,037	757	684	646

**Table 3. Student Enrollment by Ethnicity: SY 2020-2021**

Ethnicity	Count
Bangladeshi	199
Carolinian	900
Caucasian	54
Chamorro	3,581
Chinese	435
Chuukese	549
Filipino	2,579
Japanese	77
Korean	113
Kosraean	12
Marshallese	25
Nepalese	10
Palauan	231
Pohnpeian	146
Samoan	12
Thai	44
Two or more races	23
Yapese	102
Other	27
<b>Total Enrollment</b>	<b>9,119</b>

**Table 4. Enrollment by Gender and School Level (SY 2022-2023)**

School Level	Male	Female
Early Learning	148	209
Elementary	1,908	1,723
Secondary	2,714	2,507

**Table 5. Special Education Enrollment Numbers by Race/Ethnicity and Age Group served under Individuals with Disabilities Act (IDEA)**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic /Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	0	12	0	0	41	X	X
Ages 3-5 (Early Childhood)(Served under IDEA Part B)	0	23	0	0	43	X	X
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	229	0	0	543	3	124

X: Data suppressed due to small size.

Note: In SY 2021-2022, CNMI served 896 students in their special education program (from birth to 21 years old).

**Graduation Information**

**Table 6. Historical Graduation and Dropout Rates**

Rates	2015	2016	2017	2018	2019
Graduation	76%	78%	76.39%	89.86%	90.77%
Drop-Out	7.46%	8.78%	5.07%	2.17%	1.86%

*Student Academic Information*

**Table 7. STAR Proficiency levels by Grade for Reading and Mathematics: SY 2021-2022<sup>3</sup>**

<b>Grade Level</b>	<b>Reading</b>	<b>Math</b>
<b>Grade 1</b>	--	<b>75%</b>
<b>Grade 2</b>	<b>53%</b>	<b>48%</b>
<b>Grade 3</b>	<b>51%</b>	<b>45%</b>
<b>Grade 4</b>	<b>52%</b>	<b>51%</b>
<b>Grade 5</b>	<b>45%</b>	<b>44%</b>
<b>Grade 6</b>	<b>37%</b>	<b>34%</b>
<b>Grade 7</b>	<b>35%</b>	<b>41%</b>
<b>Grade 8</b>	<b>37%</b>	<b>45%</b>
<b>Grade 9</b>	<b>30%</b>	<b>38%</b>
<b>Grade 10</b>	<b>41%</b>	<b>61%</b>
<b>Grade 11</b>	<b>41%</b>	<b>59%</b>
<b>Grade 12</b>	<b>31%</b>	<b>63%</b>

--Not available.

Note: For SY 22, 50% was the target proficiency for all grades and both content areas.

*Teacher Information*

In SY2020-2021, the CNMI Public School System employed 1,176 employees, of which 596 were instructional staff (e.g., teachers, counselors, librarians) and 580 were non-instructional staff.

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<sup>3</sup> CNMI uses the Renaissance Star Assessment system to measure academic progress: <https://www.renaissance.com/about-us/>. This assessment is a computer adaptive test, meaning the test adapts to the students as s/he answers questions correctly or incorrectly.

Teacher Qualifications

**Table 8. Level of Education for instructional staff and non-instructional staff for SY 2021-2022**

Highest Level of Education	Count
High School Diploma	476
Associate of Arts/Associate of Science Degree	8
Bachelor of Arts/Bachelor of Science Degree	353
Master of Arts/Master of Science Degree	317
Doctorate Degree (Ed.D., PhD, JD)	22

**Table 9. Number and Percentage Distribution of Teachers Enrolled in Traditional and Alternative Programs**

Jurisdiction	Number Enrolled in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program-(Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program-(Not IHE based) (2019-2020)
United States	590,046	69.9%	8.3%	21.9%
CNMI	371	100.0%	0.0%	0.0%

**Table 10. Number and Percentage Distribution of Teachers Who Completed Traditional and Alternative Programs**

Jurisdiction	Number Enrolled in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program-(Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program-(Not IHE based) (2019-2020)
United States	151,138	76.8%	11.4%	11.8%
CNMI	18	100.0%	0.0%	0.0%

*Financial Resources*

**Table 11. Financial Resources Overview**

Revenue sources for public elementary and secondary education - Federal (In thousands) (FY 2021)	\$81,124
Revenue sources for public elementary and secondary education - State (In thousands) (FY 2021)	\$16,609
Revenue sources for public elementary and secondary education - Local (In thousands) (FY 2021)	0
Amounts and percentage changes of inflation-adjusted state, local, and federal revenues per pupil	--
Percentage change from FY20-21	--
Current expenditures for public elementary and secondary education by function, and subfunction - Total (In thousands) (FY 2021)	\$93,376
Current expenditures for public elementary and secondary education by function, and subfunction - Instruction (In thousands) (FY2021)	\$40,995
Current expenditures for public elementary and secondary education by function, and subfunction -Support Services (In thousands) (FY2021)	\$38,851
Current expenditures per pupil for public elementary and secondary education - Total (In thousands) (FY2021)	--
Title I Expenditures per Pupil - (In thousands) (FY2021)	--
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction - Total (In thousands) (FY 2021)	\$93,376
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction -Instruction and Instruction-related total (In thousands) (FY 2021)	\$51,484
Salaries and wages, and employee benefits for public elementary and secondary education, by function and state or jurisdiction -Support Services Total (In thousands) (FY 2021)	\$28,363

--Not available



## Guam Data Profile

Manhattan Strategy Group was unable to compile a complete regional profile for the Pacific RAC because many of the territories that make up the Pacific region do not collect the same data as the United States, making it difficult to create a regional profile that tells the story of the Pacific region. Instead, it was decided to keep the original regional profile, which contains data from Hawaii, and create individual profiles for each territory in the Pacific region, which includes America Samoa, Guam, Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Northern Mariana Islands. Each profile will contain different data depending on what was available for each territory. Please note these six territory profiles were created in December 2023, after the Pacific RAC completed their needs sensing activities and deliberations. This data was not included in their identification of priority needs, but we felt it was important to share what data was available. Additional footnotes and language to address these variations will be included throughout the profiles.

The following topic areas are included in the Guam profile:

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Non-Academic Information
- Teacher Information
- Teacher Qualifications
- Financial Resources

### *Information about Districts and Schools*

**Table 1. Information about Districts and Schools**

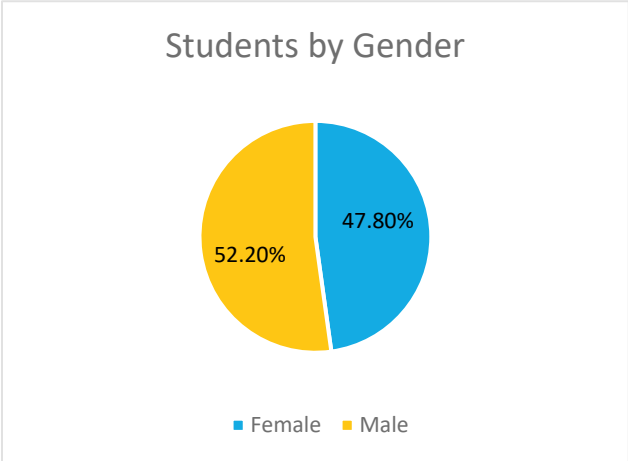
Total Number of Operating Districts (2020-21)	Total Number of Operating Public Schools (2021-22)	Total Number of Charter Schools (2020-21) <sup>4</sup>	Total Number of Private Schools (Fall 2019)
4	41	3	--

--Not available.

<sup>4</sup> <https://data.publiccharters.org/state/guam/>

**Student Enrollment Information**

- For the 2021-2022 school year, 41 public schools provided educational services for 26,619 students, including:
  - 26 elementary schools serving 11,698 students in Grades K-5 including Head Start and Pre-K,
  - Eight middle schools serving 5,848 students in Grades 6-8, and
  - Seven high schools serving 9,073 students in Grades 9-12, including an Alternative School.



**Table 2: Student Enrollment Distribution by Grade for SY 2020-21 and SY 2021-22**

Grade Level	SY 20-21	SY 21-22	Comparative Difference
Head Start	470	518	48
Pre-School	167	145	-22
Kindergarten	1,279	1,543	264
Grade 1	1,991	1,677	-314
Grade 2	2,027	1,935	-92
Grade 3	2,111	1,948	-163
Grade 4	2,051	1,992	-59
Grade 5	2,095	1,940	-155
Grade 6	1,988	1,894	-94
Grade 7	2,149	1,887	-262
Grade 8	2,125	2,067	-58
Grade 9	2,476	2,990	514
Grade 10	2,434	2,203	-231
Grade 11	2,232	2,102	-130
Grade 12	1,767	1,772	5
Alternative	135	137	2
<b>Total Enrollment</b>	<b>27,497</b>	<b>26,750</b>	<b>-747</b>

**Table 3: SY 2021-22 Student Enrollment in Special Programs**

Special Programs	SY 20-21	SY 21-22
Gifted and Talented	1,065	871
Students with Disabilities	1,783	1,666
English Language Learners	11,453	11,315

Because all schools in Guam fall under the Community Eligibility Provision (CEP), all students receive free meals and free and reduced lunch data is not collected.

**Table 4: SY 2021-22 Distribution of Students by Ethnicity (aligned with ED Facts Categories)**

Ethnicity	Total	%
NHPI - Cham Guam, Rota, Tinian, Saipan	12,090	45.40%
Asian- Filipino	5,436	20.40%
White Non-Hispanic	131	0.50%
African/American	36	0.10%
Asian- Japanese	90	0.30%
Asian - Chinese	86	0.30%
Asian - Korean	116	0.40%
NHPI- Hawaiian	28	0.10%
NHPI - Samoan	15	0.10%
NHPI - Kosraean	216	0.80%
NHPI - Phonpeian	855	3.20%
NHPI - Chuukese	5,293	19.90%
NHPI - Yapese	486	1.80%
NHPI - Marshallese	83	0.30%
NHPI - Palauan	477	1.80%
Asian - Vietnamese	20	0.10%
Hispanic/Latino	45	0.20%
American Indian Alaskan Native	10	0.00%
Asian - Indonesian	1	0.00%
Other Pacific Islander	42	0.20%
Other Mixed Ethnicity	1,038	3.90%
Russian	12	0.00%
Other-Not specified	13	0.00%
<b>TOTAL</b>	<b>26,619</b>	<b>100.00%</b>

\*NHPI means Native Hawaiian and Pacific Islander

**Table 5. Special Education Enrollment Numbers by Race/Ethnicity and Age Group served under Individuals with Disabilities Act (IDEA)**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	0	X	0	0	41	X	X
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	0	14	0	0	68	X	X
Ages 5 (school age) through 21 (Served under IDEA Part B)	X	264	X	5	1,402	6	15

X: Data suppressed due to small cell size.

*Graduation Information*

**Table 6: Four-Year Graduation Rates Over Time**

Category	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
Graduation Rates*	69%	68%	73%	76%	79%	82%	84.50%	87.30%	88.90%	90.35%	90%
Dropout Rates**	5.3%	3.8%	5.3%	4.7%	2.8%	2.4%	2.6%	3.2%	2.5%	1.5%	3.6%

\*Graduation rate includes June graduation and Rainbow graduations (students that lacked the required credits before their originally scheduled graduation but caught up during Guam Department of Education’s (GDOE’s) summer school program or Asmuyao.)

\*\*The dropout data for all GDOE HS SY 21- 22 are still subject to further verification.

*Student Academic Information*

Guam uses the ACT Aspire, which is a vertically-scaled and benchmarked system of standards-based assessment that can be used to track progress toward the Common Core State Standards and the ACT College Readiness Standards. It is designed to measure students’ progress in English, reading, math, and science from grades 3 to 10 toward readiness for college and career, allowing comparisons of one grade level to another and of one cohort to another. The student’s raw score is transmuted into a three-digit scale score that provides a common language for discussing student achievement over time. The proficiency levels are: In Need of Support, Close, Ready, or Exceeding. For School Year 2021-22, the ACT Aspire was not administered for grades 8-11 and the results of the PreACT, which was administered, were not yet available.

**Table 7. 3rd Grade ACT Assessment Scores – SY 2021-22**

Score Level	3rd Grade English	3rd Grade Reading	3rd Grade Math
Exceed	16%	4%	1%
Ready	25%	9%	14%
Close	46%	15%	27%
In Need	13%	72%	58%

**Table 8. 4th Grade ACT Assessment Scores – SY 2021-22**

Score Level	4th Grade English	4th Grade Reading	4th Grade Math
Exceed	10%	4%	0%
Ready	28%	15%	4%
Close	45%	25%	33%
In Need	17%	56%	63%

**Table 9. 5th Grade ACT Assessment Scores – SY 2021-22**

Score Level	5th Grade English	5th Grade Reading	5th Grade Math
Exceed	11%	2%	1%
Ready	26%	9%	5%
Close	49%	17%	42%
In Need	26%	71%	52%

**Table 10. 6th Grade ACT Assessment Scores – SY 2021-22**

Score Level	6th Grade English	6th Grade Reading	6th Grade Math
Exceed	17%	5%	0%
Ready	24%	10%	5%
Close	43%	17%	39%
In Need	16%	68%	56%

**Table 11. 7th Grade ACT Assessment Scores – SY 2021-22**

Score Level	7th Grade English	7th Grade Reading	7th Grade Math
Exceed	23%	2%	1%
Ready	32%	10%	3%
Close	32%	28%	20%
In Need	12%	60%	76%

For high school students taking the ACT WorkKeys assessment, 22% scored at the gold level or platinum level, indicating that these students had the necessary skills for at least 93% of the jobs in the WorkKeys Job Pro database.<sup>5</sup>

*Non-Academic Information*

**Table 12: Student Average Daily Membership and Attendance**

Level	Average Daily Attendance	Average Daily Membership	Average Daily Rate	Average Daily Rate	Change in Average Daily Rate
Elementary Schools	9,544.2	11,125.60	85.80%	96.70%	-10.90%
Middle Schools	3,926.10	5,505.80	71.30%	89.70%	-18.40%
High Schools	7,837.80	8,740.00	89.70%	97.40%	-7.70%
Total	21,308.00	25,371.40	84.00%	95.30%	-11.30%

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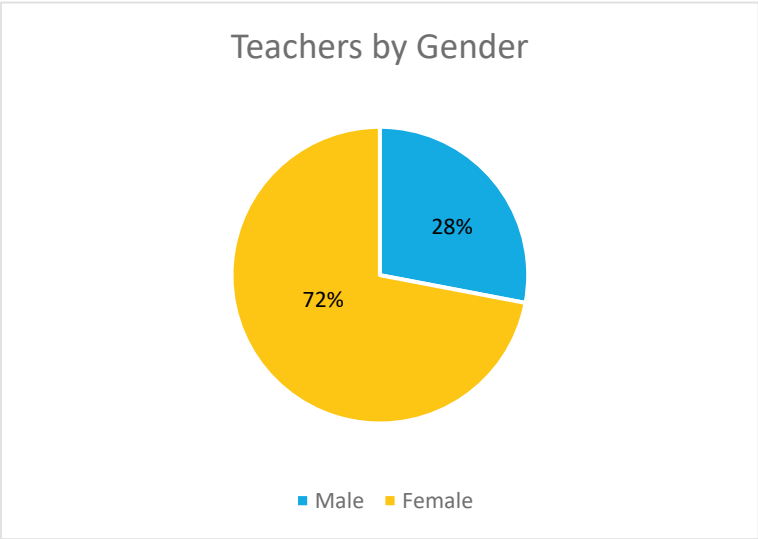
<sup>5</sup> From the Annual State of Public Education Report, p. 22: ACT WorkKeys™ Assessments is the assessment used to gauge student ability to enter the workforce.

*Teacher Information*

The tables in this section show data related to teachers and staff in Guam. In SY 2021-22, there were 3,699 full- and part-time employees who provided instructional and support services. 57.17% of those employees were teachers.

**Table 13: Employee Distribution by Position for SY 2021-2022**

Position	Number of Employees	Percent
Principals and Assistants	85	2.25%
Central Administrators	22	0.63%
Teachers	2,040	57.17%
Professional/Ancillary	229	6.93%
Health Counselors	41	1.08%
Allied Health Professional	45	0.53%
Central School Support	161	4.28%
Cafeteria	33	1.08%
Custodian/Maintenance	54	1.81%
Instructional Aides	989	24.24%
<b>Total DOE Employees</b>	<b>3,699</b>	<b>100%</b>





## Teacher Qualifications

Table 14 depicts the distribution of instructional teachers by type of certification for SY 2021-22. Teachers who possessed professional certification comprised about 1,727 of the total teacher population and 252 held Initial Educator/Basic Educator Certification. For more information on what is required for each type of certificate, please review the table here:

[https://www.gcec.guam.gov/sites/default/files/Certification-Table-7.14.17\\_0.pdf](https://www.gcec.guam.gov/sites/default/files/Certification-Table-7.14.17_0.pdf)

**Table 14: Teacher Certification in SY 2021-2022**

Certification	Elementary	Secondary	Divisions	Expired	Total
Basic Educator	39	20	0	8	67
Initial Educator	78	103	1	3	185
Professional Educator	333	362	22	5	722
Master Educator	262	318	49	2	631
Master Equivalency	18	14	1	0	33
Reading Specialist	0	1	0	0	1
Pre-Kindergarten Certificate (Head Start Div.)	0	0	28	0	28
National Board for Professional Teaching Standard	0	1	0	0	1
Temporary	6	53	0	0	59
<b>TOTAL</b>	<b>736</b>	<b>872</b>	<b>101</b>	<b>18</b>	<b>1,727</b>

*Financial Resources*

**Table 15: Revenues by Category Over Time**

Categories	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY2021
<b>Local Appropriations</b>	\$263,032,455	\$267,429.79	\$256,130,950	\$251,830,814	\$248,337,827	\$230,345,992
<b>Federal Contributions</b>	\$56,874.79	\$64,445.32	\$61,452.13	\$61,172,998	\$71,095,560	\$115,868,381
<b>Contributions from component units</b>	\$450,000.00	-	-	\$800,801	\$450,000	\$450,000
<b>Cafeteria Sales</b>	\$199,734	146,591	\$31,213	\$6,120	\$3,237	\$194
<b>Fees and Other Program Receipts</b>	\$1,416,498	\$530,282	\$1,547,763	\$639,467	\$578,825	\$409,583
<b>Total Revenues</b>	\$321,973,475	\$332,552	319.162,051	\$314,990,200	\$320,465,449	\$347,074,450

\*Local appropriations consist of General Funds and Special Funds. Federal contributions increased with COVID-19 funding.

**Table 16. Per-pupil Expenditures**

Per-pupil expenditures is calculated by dividing the total amount of expenditures for the fiscal year by the official student enrollment.

SY 2019-2020	SY 2020-2021	SY 2021-2022
\$11,061	\$11,623	\$13,008

## Federated States of Micronesia Data Profile

The Manhattan Strategy Group was unable to compile a complete regional profile for the Pacific RAC because many of the territories that make up the Pacific region do not collect the same data as the United States, making it difficult to create a regional profile that tells the story of the Pacific region. Instead, it was decided to keep the original regional profile, which contains data from Hawaii, and create individual profiles for each territory in the Pacific region, which includes America Samoa, Guam, Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Northern Mariana Islands. Each profile will contain different data depending on what was available for each territory. Please note these six territory profiles were created in December 2023, after the Pacific RAC completed their needs sensing activities and deliberations. This data was not included in their identification of priority needs, but we felt it was important to share what data was available. Additional footnotes and language to address these variations will be included throughout the profiles.

The following profile contains data for the Federated States of Micronesia for the following topics:<sup>6</sup>

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Student Non-Academic Information
- Teacher Information
- Teacher Qualifications
- Financial Resources

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<sup>6</sup> Key sources for this profile include the Federated States of Micronesia (FSM) National Department of Education (NDOE) Indicator Report 2022: [https://www.national.doe.fm/wp-content/uploads/2023/03/National\\_JEMCO\\_25\\_Indicators\\_21-22.pdf](https://www.national.doe.fm/wp-content/uploads/2023/03/National_JEMCO_25_Indicators_21-22.pdf); and publicly available information from the FSM DOE: <https://fedemis.doe.fm#!/public/indicators/fedemis/pri>

### *Information about Districts and Schools*

The Federated States of Micronesia (Micronesia) is a country spread across the western Pacific Ocean comprising more than 600 islands. Micronesia is made up of 4 island states: Pohnpei, Kosrae, Chuuk and Yap.

**Table 1. Enrollment by Gender and by State over Time**

Year	Chuuk F	Chuuk M	Chuuk Total	Kosrae F	Kosrae M	Kosrae Total	Pohnpei F	Pohnpei M	Pohnpei Total	Yap F	Yap M	Yap Total	Grand Total
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	896	957	1853	4701	4813	9514	1380	1510	2890	23829
2021	5462	5104	10566	858	893	1751	4614	4746	9360	1367	1472	2839	24516
2022	5357	5234	10591	819	833	1652	4436	4509	8945	1351	1476	2827	24015

In 2022, the total enrollment in Micronesia was 24,015, with 12,052 boys and 11,963 girls. Overall, Micronesia has seen a decline in enrollment since 2018.

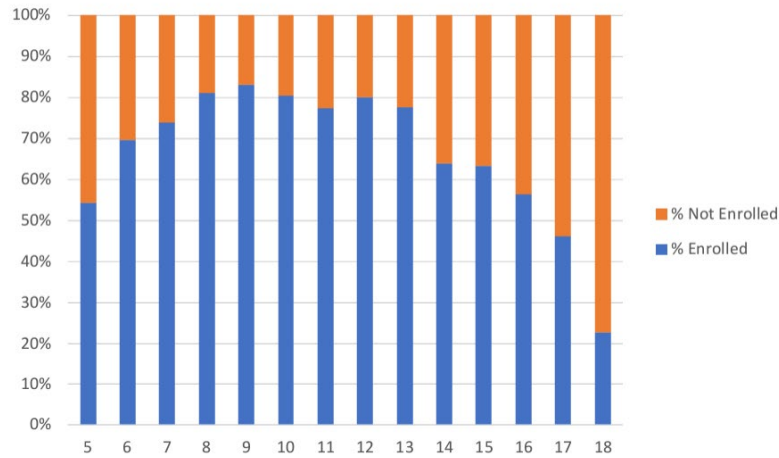
**Table 2: Net Enrollment Rate by State and Education Level for SY 2022**

School Level	Chuuk	Kosrae	Pohnpei	Yap	Total
Early Childhood	43%	56%	51%	72%	50%
Primary	76%	75%	78%	75%	77%
Secondary	35%	64%	67%	49%	47%

Note: Micronesia defines Early Childhood as 5 years of age before 31 December, Primary as 6 years of age before 31 December, and Secondary as 14 years of age before 31 December. These age ranges roughly align to kindergarten, grades 1-8, and grades 9-12, respectively.

Net enrollment reflects the percentage of students enrolled in school within their official school age. A high net enrollment rate indicates “a high degree of coverage for the official school-age population.”

**Figure 1: Age-specific Enrollment Rate<sup>7</sup>**



- Enrollment rates decrease and drop-out rates increase after age 14, which is roughly equivalent to the 9<sup>th</sup> grade.
- A concerning trend is the percentage of students from ages 5 to 7 that are not enrolled in school has increased over time.
- 84% of male students and 88% of female students transition from primary to secondary school, meaning they continue on with their education.

**Table 3. Special Education Enrollment Numbers by Race/Ethnicity and Age Group served under Individuals with Disabilities Act (IDEA)**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Micronesi an or Other Pacific Islander	White	Two or More Race
<b>Ages Birth-2 (Served under IDEA, Part C)</b>	--	--	--	--	--	--	--
<b>Ages 3-5 (Early Childhood)(Served under IDEA Part B)</b>	0	0	0	0	25	0	0
<b>Ages 5 (school age) through 21 (Served under IDEA Part B)</b>	0	0	0	0	1,709	0	0

--Not available.

<sup>7</sup> Source: Figure 1.9 from FSM NDOE Indicator Report 2022: [https://www.national.doe.fm/wp-content/uploads/2023/03/National\\_JEMCO\\_25\\_Indicators\\_21-22.pdf](https://www.national.doe.fm/wp-content/uploads/2023/03/National_JEMCO_25_Indicators_21-22.pdf)

*Graduation Information*

**Graduation and Dropout Rates in SY 2022**

- Students graduate at a relatively high rate from grades 8 and 12. For grade 8, 93% of males and 96% of females graduated in 2022. For grade 12, 96% of males and 97% of females graduated.
- Dropout rates are generally low for grades 8 and 12. For Grade 8, about 5% of males dropped out and less than 3% of females dropped out. For Grade 12, less than 2% of males and females dropped out.

*Student Academic Information*

**Table 4. Student performance on FSM National Minimum Competency Test (NMCT) (% meeting minimum competency and competency)**

Test Type	2019	2021	2022
Literacy	36%	35%	36%
Numeracy	27%	24%	26%

- The FSM Minimum Competency Test is a standards-based assessment that measures student learning with respect to standards and benchmarks in Language Arts (Literacy) and Numeracy (Mathematics). Students in Grades 4, 6, 8, and 10 take this assessment.
- Micronesia has four achievement categories: well below minimum competency, below minimum competency, minimum competency, and competent.
- These statistics aggregate the performance in 4th, 6th, 8th, and 10th grade.

**Table 5. College of Micronesia-Micronesia Entrance Test (COMET) results for SY 2022**

Total Number Tested	Degree Percentage	Achieving College Excellence	Certificate	Non-admit
1352	41%	20%	22%	17%

- COMET is a college entrance exam for the College of Micronesia-FSM. It is used to make decisions regarding college readiness and placement. Students can be deemed as non-admit, ready for vocational/technical certificate, ready for academic degree, or ready for achieving college excellence.

*Non-Academic Information*

**Attendance Rates in SY 2022**

- Daily attendance rates are greater than 93% for all states in Micronesia, with Chuuk having a 93.93% attendance rate, Kosrae having a 97.76% attendance rate, Pohnpei having a 98.43% attendance rate, and Yap having a 97.74% attendance rate.

*Teacher Information*

**Table 6. Pupil-Teacher Ratio Based on Level of Certification: SY 2022**

Pupil-teacher Ratio Average	Pupil-qualified Teacher Ratio Average	Pupil-certified Teacher Ratio Average
15	16	44

- The student-to-certified teacher ratio is the highest, meaning many teachers do not have the certifications to teach in FSM. Teacher certification was put on hold since COVID-19, so that ratio may decrease in future years.

**Teacher Qualifications**

**Table 7. Number and Percentage Distribution of Teachers Enrolled in Traditional and Alternative Programs**

Jurisdiction	Number Enrolled in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program- (Institute of Higher Education [IHE] ) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program- (Not IHE based) (2019-2020)
United States	590,046	69.9%	8.3%	21.9%
Micronesia	381	100.0%	0.0%	0.0%

**Table 8. Number and Percentage Distribution of Teachers Who Completed Traditional and Alternative Programs**

Jurisdiction	Number Enrolled in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program- (Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program- (Not IHE based) (2019-2020)
United States	151,138	76.8%	11.4%	11.8%
Micronesia	0	0.0%	0.0%	0.0%

**Table 9. Teachers by Degree: SY 2022**

<b>Degree</b>	<b>Total</b>
Associate of Arts	549
Associate of Science	537
Bachelor of Arts	237
High School Diploma	133
Bachelor of Science	48
3rd year Certificate	38
Associate of Applied Science	20
Master of Arts	20
Associate of Applied Arts	9
Certificate	8
GED	4
Master of Science	3
Master of Public Administration	2
Bachelor of Business Administration	1
Early Childhood Education	1
<b>Grand Total</b>	<b>1,610</b>

**Table 10. Teacher Attrition Rate National Trend**

<b>Description</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2021</b>
Teacher Attrition Rate	12%	15%	13%	8%	13%
Certified Teacher Attrition Rate	0%	4%	4%	2%	4%
Qualified Teacher Attrition Rate	10%	13%	10%	7%	11%

**Financial Resources**

In FY 2021, the average per-pupil expenditure for Micronesia was \$1,533.49. This varied by state, with the following reported per-pupil expenditures:

- Chuuk \$1,434.75
- Kosrae: \$2,478.10
- Pohnpei: \$1,215.79
- Yap: \$2,356.62

In FY 2018, expenditures on education accounted for 10.87% of Micronesia’s GDP.



## Republic of the Marshall Islands Data Profile

Manhattan Strategy Group was unable to compile a complete regional profile for the Pacific RAC because many of the territories that make up the Pacific region do not collect the same data as the United States, making it difficult to create a regional profile that tells the story of the Pacific region. Instead, it was decided to keep the original regional profile, which contains data from Hawaii, and create individual profiles for each territory in the Pacific region, which includes American Samoa, Guam, Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Northern Mariana Islands. Each profile will contain different data depending on what was available for each territory. Please note these six territory profiles were created in December 2023, after the Pacific RAC completed their needs sensing activities and deliberations. This data was not included in their identification of priority needs, but we felt it was important to share what data was available. Additional footnotes and language to address these variations will be included throughout the profiles.<sup>8</sup>

The following topic areas are included in the Republic of the Marshall Islands profile:

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Non-Academic Information
- Teacher Information
- Financial Resources

### *Information about Districts and Schools*

67 public schools (78%) are in rural areas, whereas 25 of the 26 private schools are in urban areas. The schools are spread out over 23 atolls and islands.

**Table 1. Information about Districts and Schools**

Total Number of Operating Public Schools (2021)	Total Number of Charter Schools (2021)	Total Number of Private Schools (2021)
86	0	26

### Student Enrollment Information

In 2021, 10,423 students were enrolled in public schools and 2,851 were enrolled in private schools.

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<sup>8</sup> Most of the data for this profile was compiled from the Republic of the Marshall Islands Ministry of Education's report entitled Education Statistics Digest 2021: [https://drive.google.com/file/d/1XVNGNcj0cyri23P3w\\_iHWluGUNgQ9YMx/view](https://drive.google.com/file/d/1XVNGNcj0cyri23P3w_iHWluGUNgQ9YMx/view). Data is collected from various sources that are integrated into a single system, The Marshall Islands Education Management Information System (MIEMIS).

**Table 2. Enrollments by School Level, Gender, and Public/Private School Status Over Time**

School Type	2019 Female	2019 Male	2019 Total	2020 Female	2020 Male	2020 Total	2021 Female	2021 Male	2021 Total
<b>Primary School:</b>	<b>5263</b>	<b>5575</b>	<b>10838</b>	<b>4949</b>	<b>5269</b>	<b>10218</b>	<b>4750</b>	<b>5062</b>	<b>9812</b>
Private	1111	1074	2185	1114	1034	2148	1084	984	2068
Public	4152	4501	8653	3835	4235	8070	3666	4078	7744
<b>Secondary School:</b>	<b>1758</b>	<b>1664</b>	<b>3422</b>	<b>1777</b>	<b>1628</b>	<b>3405</b>	<b>1802</b>	<b>1660</b>	<b>3462</b>
Private	388	410	798	345	429	774	346	437	783
Public	1370	1254	2624	1432	1199	2631	1456	1223	2679
<b>Grand Total</b>	<b>7021</b>	<b>7239</b>	<b>14260</b>	<b>6726</b>	<b>6897</b>	<b>13623</b>	<b>6552</b>	<b>6722</b>	<b>13274</b>

**Table 3. Enrollment by School Level Over Time (Public and Private School Data Combined)**

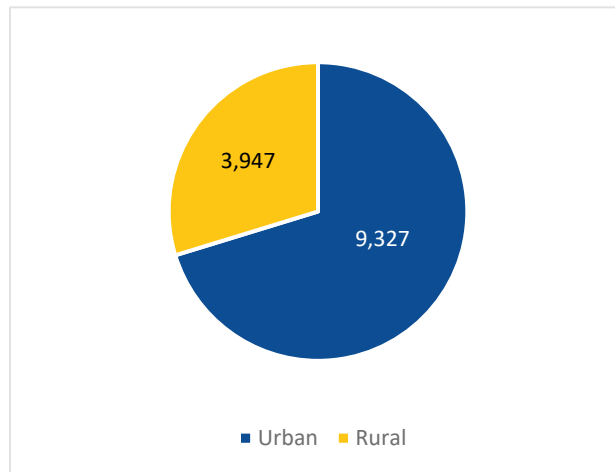
Enrollment	2019 #	2019 %	2020 #	2020 %	2021 #	2021 %
<b>Early Education</b>	<b>1262</b>	<b>8.85%</b>	<b>1180</b>	<b>8.66%</b>	<b>1141</b>	<b>8.60%</b>
<b>Primary</b>	<b>9939</b>	<b>69.70%</b>	<b>9369</b>	<b>68.77%</b>	<b>9089</b>	<b>68.47%</b>
<b>Secondary</b>	<b>3059</b>	<b>21.45%</b>	<b>3074</b>	<b>22.56%</b>	<b>3044</b>	<b>22.93%</b>
<b>Total</b>	<b>14260</b>	<b>100%*</b>	<b>13623</b>	<b>100%*</b>	<b>13274</b>	<b>100%*</b>

Note: Marshall Islands defines Early Childhood Education (ECE) as pre-primary school for ages 3-5, Primary as Grades 1 to 8, and Secondary as Grades 9 to 12.

Note: Enrollment data was not broken out by race/ethnicity in the data we reviewed.

\*May not add up to 100% because of rounding.

**Figure 1. Enrollment by School Locale (2021)**



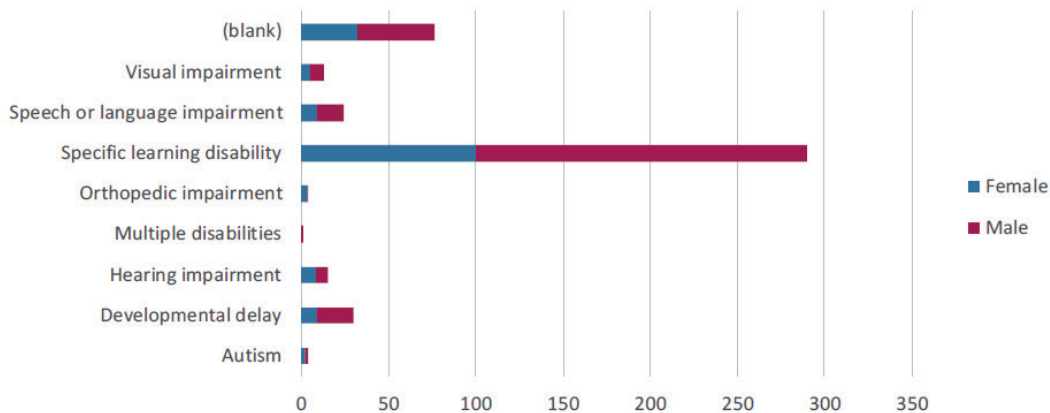
**Table 4. Special Education Enrollment Numbers by Race/Ethnicity and Age Group served under Individuals with Disabilities Act (IDEA)**

Age Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Race
Ages Birth-2 (Served under IDEA, Part C)	--	--	--	--	--	--	--
Ages 3-5 (Early Childhood) (Served under IDEA Part B)	0	0	0	0	7	0	0
Ages 5 (school age) through 21 (Served under IDEA Part B)	0	0	0	0	711	0	0

Source: IDEA

--Not available.

**Figure 2. Number of Students with Disabilities by Type of Disability (SY2020-2021)<sup>9</sup>**



Note: Blank does not necessarily mean students have a disability. The larger atolls report more students with other disabilities such as Hearing, Speech, or Visual Impairment. It could be that in the smaller, more remote atolls, these disabilities are not present or not reported.

### English Learners

In the 2020-2021 school year, 457 students in the Marshall Islands were classified as English Learners. One hundred and sixty (168) students were female and 289 were male.

<sup>9</sup> Source: Republic of the Marshall Islands Ministry of Education’s report entitled Education Statistics Digest: [https://drive.google.com/file/d/1XVNGNcj0cyri23P3w\\_iHWluGUNqQ9YMx/view](https://drive.google.com/file/d/1XVNGNcj0cyri23P3w_iHWluGUNqQ9YMx/view)

### Free and Reduced-Price Lunch

The Marshall Islands government has maintained a program that provides school lunch three out of five school days per week. In 2020, additional COVID-19 funding and revenues from other donors (World Bank, Taiwan, Asian Development Bank) allowed the government to increase the program to provide free lunch five days per week.<sup>10</sup>

### Graduation Information

The Marshall Islands calculates the graduation rate (GR) as the percentage of pupils graduating from grades 8 and 12, using direct data from the end of year census. Schools submit whether students on the current roster have completed, repeated, dropped out, or transferred. This data does not show whether students graduate on time without repeating any grades. Graduation rate is not broken down by race/ethnicity but by gender.

**Table 5. Four-Year Graduation Rate for 2021 by Gender and School Level**

Category	Males	Females
8 <sup>th</sup> grade graduation	59%	64%
12 <sup>th</sup> grade graduation	45%	40%

**Table 6. Enrollments, Dropouts, and Graduated by Primary/Secondary**

Category	Enrollments	Dropouts	Graduated
8 <sup>th</sup> grade graduation	1077	0	661
12 <sup>th</sup> grade graduation	630	0	268

### Student Academic Information

The Marshall Islands Standards Assessment Test (MISAT) is administered annually at all public and private schools at the end of the school year for grades 3, 6, 8, 10, and 12. The 2013 [Public School System Act](#) (Art. 315) states that all secondary-level students in the Republic shall be required to pass an examination on the Marshallese language, custom, culture, and history to obtain a secondary education diploma or certificate, except for students who are not in the system for three years.

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<sup>10</sup> Retrieved from: [https://www.mvariety.com/news/regional/marshalls-school-lunch-program-winner-in-new-budget/article\\_d85f561e-6ddd-5a03-bd97-b23b7ff575ff.html](https://www.mvariety.com/news/regional/marshalls-school-lunch-program-winner-in-new-budget/article_d85f561e-6ddd-5a03-bd97-b23b7ff575ff.html)

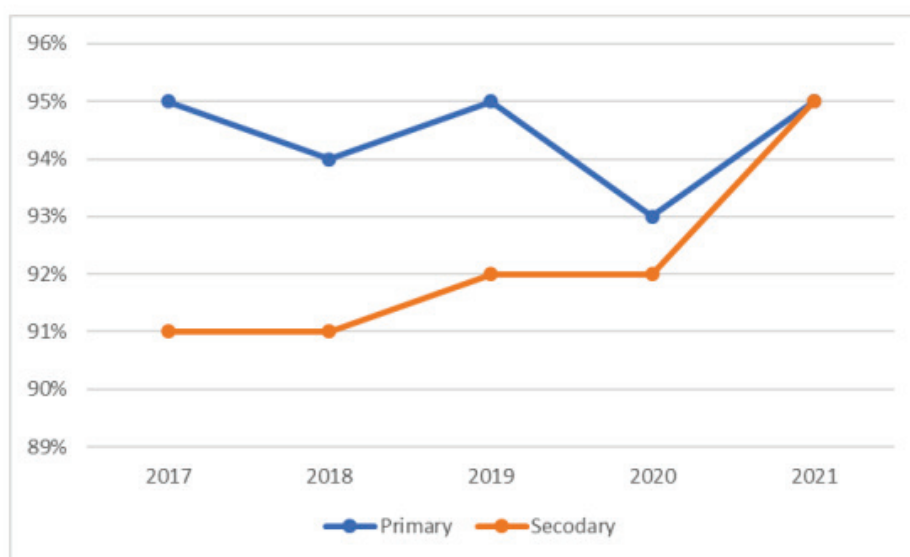
**Table 7. Marshall Islands Standards Assessment Test Results for 2021<sup>11</sup>**

Levels	Beginning	Developing	Proficient	Advanced	Proficient or Advanced	Below Proficiency
Grade 3 English	49%	24%	15%	12%	27%	73%
Grade 3 Math	46%	22%	18%	14%	32%	68%
Grade 6 English	54%	26%	13%	7%	20%	80%
Grade 6 Kajin Majel	39%	27%	21%	13%	34%	66%
Grade 6 Math	51%	30%	14%	5%	19%	81%
Grade 8 High School Entrance	46%	28%	18%	8%	26%	74%
Grade 10 English	47%	28%	17%	8%	25%	75%
Grade 12 English	62%	23%	10%	5%	15%	85%

Note: Kajin Majel is the native language of the Marshall Islands

*Non-Academic Information*

**Figure 2. Student Attendance Rates Over Time**

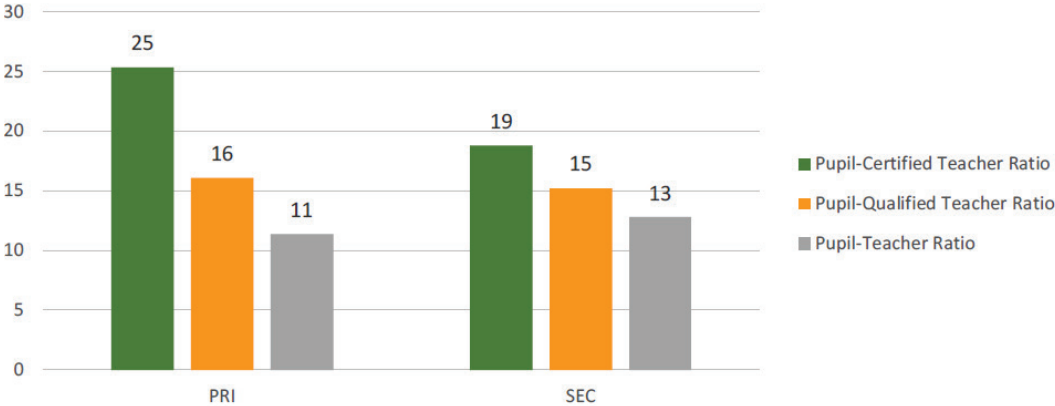


<sup>11</sup> Retrieved from: <https://education-profiles.org/oceania/marshall-islands/~non-state-actors-in-education>

*Teacher Information*

Graph represents teachers that are certified, qualified, and the general student-teacher ratio. Qualified teachers have at least an Associate of Arts. Certified teachers pass one of nine types of certifications. Table 10 highlights how many teachers have only graduated high school, and therefore are not certified or qualified according to these definitions.

**Figure 3. Pupil to Teacher Ratios for SY 2020-2021 in Primary and Secondary Grades<sup>12</sup>**



**Table 8. Number and Percentage Distribution of Teachers Enrolled in Traditional and Alternative Programs**

Jurisdiction	Number enrolled in a teacher preparation program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program- (Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program- (Not IHE based) (2019-2020)
United States	590,046	69.9%	8.3%	21.9%
Marshall Islands	60	100.0%	0.0%	0.0%

<sup>12</sup> Source: Republic of the Marshall Islands Ministry of Education’s report entitled Education Statistics Digest: [https://drive.google.com/file/d/1XVNGNcj0cyri23P3w\\_iHWluGUNqQ9YMx/view](https://drive.google.com/file/d/1XVNGNcj0cyri23P3w_iHWluGUNqQ9YMx/view)

**Table 9. Number and Percentage Distribution of Teachers Who Completed Traditional and Alternative Programs**

Area	Number enrolled in a teacher preparation program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program- (Institute of Higher Education [IHE] ) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program- (Not IHE based) (2019-2020)
United States	151,138	76.8%	11.4%	11.8%
Marshall Islands	37	100.0%	0.0%	0.0%

**Table 10. Teacher Education Levels SY 2020-2021**

Academic Degree	Total
High School	307
Associates of Science	266
Bachelor of Science	131
Bachelor of Arts	103
Certificate ECE	98
Associate of Arts	67
Bachelor of Education	23
Master’s of Arts	15
Diploma ECE	13
Certificate	6
Diploma	5
Diploma of Education	2
Master’s of Education	2
Master’s of Science	1
<b>Total</b>	<b>1039</b>

**Teacher Attrition Rates**

In 2020-2021, attrition rates increased to 13% overall. This is a sharp increase from pre-pandemic numbers, which were less than 10%. In 2019, the rate was 8%.

*Financial Resources*

**Table 11. Summary of Education Expenditures as Percentage of Gross National Product (GNP) and Total Government Spending**

Year	GNP	Education Expenditure	Total Government Expenditure	Ed/Govt %	Ed/GNP %
2017	\$246,336,300.00	\$21,727,761.11	\$112,393,680.00	19.30%	8.80%
2018	\$260,847,100.00	\$20,364,368.85	\$123,013,963.00	16.60%	7.80%
2019	\$271,011,100.00	\$24,033,903.44	\$143,518,807.00	16.70%	8.90%

The percentages of education expenditures for both GNP and as total government expenditures are both higher than the averages published by the World Bank in 2017 (8.9% for GNP and 14.3% for Govt).

Primary receives 61.5% of the total expenditure, while ECE receives 10.5% and Secondary receives 28%.

**Table 12. Per Pupil Expenditures Over Time**

Year	Per Pupil Expenditures
2016	\$1,464
2017	\$1,766
2018	\$1,420
2019	\$1,908



## Republic of Palau Data Profile

Manhattan Strategy Group was unable to compile a complete regional profile for the Pacific RAC because many of the territories that make up the Pacific region do not collect the same data as the United States, making it difficult to create a regional profile that tells the story of the Pacific region. Instead, it was decided to keep the original regional profile, which contains data from Hawaii, and create individual profiles for each territory in the Pacific region, which includes America Samoa, Guam, Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Northern Mariana Islands. Each profile will contain different data depending on what was available for each territory. Please note these six territory profiles were created in December 2023, after the Pacific RAC completed their needs sensing activities and deliberations. This data was not included in their identification of priority needs, but we felt it was important to share what data was available. Additional footnotes and language to address these variations will be included throughout the profiles.

The following topic areas are included in the Republic of Palau profile:

- Information about Districts and Schools
- Student Enrollment Information
- Graduation Information
- Student Academic Information
- Non-Academic Information
- Teacher Information
- Teacher Qualifications
- Financial Resources

Our main source of information was the Palau Ministry of Education website and the 2022 Statistical Yearbook produced by the Palau Ministry of Finance.

### *Information about Districts and Schools*

In SY 2020, there were 22 schools serving about 3,000 students.

**Table 1. Information about Public and Private Schools (SY 2020)<sup>13</sup>**

Type	Grade K	Grades 1-8 (Elementary School)	Grades 9-12 (High School)
Public	2	15	1
Private	1	2	4

Note: Kindergarten is an additional grade level at the elementary schools.

<sup>13</sup> Source: <http://moe.epsolutions.pw/?p=Schools&p1=Background>

## Student Enrollment Information

**Table 2: Student Enrollment over Time by School Level and Public/Private Schools<sup>14</sup>**

School Year	Public Schools Total	Public Schools Elementary	Public Schools Secondary	Private Schools Total	Private Schools Elementary	Private Schools Secondary
2017-2018	2,295	1,724	571	754	412	342
2018-2019	2,256	1,721	535	796	434	362
2019-2020	2,226	1,702	524	760	433	327
2020-2021	2,259	1,712	547	779	421	358
2021-2022	2,210	1,652	558	769	417	352
2022-2023	2,216	1,653	563	760	392	368

**Table 3: Student Enrollment over Time by Gender<sup>15</sup>**

School Year	Total	Male	Female
2017-2018	3,076	1,575	1,474
2018-2019	3,049	1,600	1,452
2019-2020	2,986	1,566	1,420
2020-2021	3,038	1,597	1,441
2021-2022	2,979	1,550	1,429
2022-2023	2,976	1,552	1,424

Total enrollment includes students enrolled in both public and private schools.

No information was available that provided enrollment by race or ethnicity.

## Graduation Information<sup>16</sup>

**Table 4: Graduation Over Time from 8th Grade and 12th Grade**

School Year	Grade 8 Beginning Enrollment	Grade 8 Graduated	Grade 8 Percentage	Grade 12 Beginning Enrollment	Grade 12 Graduated	Grade 12 Percentage
2014	197	198	99.5%	137	118	86.1%
2015	192	190	99%	132	120	90.9%
2016	181	179	98.9%	136	130	95.6%

Most recent graduation data that was available.

<sup>14</sup> Source: <https://www.palau.gov.pw/wp-content/uploads/2022-Statistical-Yearbook.pdf>

<sup>15</sup> Source: <https://www.palau.gov.pw/wp-content/uploads/2022-Statistical-Yearbook.pdf>

<sup>16</sup> Source: [https://chm.cbd.int/api/v2013/documents/DE44BE2F-EF57-5291-333E-719F69BD16B0/attachments/212223/2016\\_Palau\\_Education%20Statistical%20Yearbook.pdf](https://chm.cbd.int/api/v2013/documents/DE44BE2F-EF57-5291-333E-719F69BD16B0/attachments/212223/2016_Palau_Education%20Statistical%20Yearbook.pdf)

### *Student Academic Information*

In 2018, 98% of children in Palau achieved minimum proficiency in literacy by the end of their primary school on the Pacific Islands Literacy and Numeracy Assessment (PILNA). PILNA provides data on the literacy and numeracy skills of students who have completed four and six years of primary education. In 2018, 15 Pacific Island countries participated.<sup>17</sup>

The Palau English Reading Assessment is a criterion test based on the English reading curriculum in grades 1-8. The test assesses phonics, vocabulary, literary elements, and reading comprehension.<sup>18</sup>

**Table 5: PERA Average Student Test Score Results for Grades 1-8 in SY 2016**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
58.9	62.3	58.3	45.8	48.6	54.8	43.7	44.3

### *Non-Academic Information*

The average daily absence rate for all public school students in grades 1-12 in 2016 was 6.2%, with grades 1 and 12 having the highest absence rates of all grades.

### *Teacher Information*

**Table 5: Number and Gender of Teachers in Public Schools**

School Year	Elementary Schools Total	Elementary Schools Male	Elementary Schools Female	High School Total	High School Male	High School Female
2017-2018	172	29	143	54	20	34
2018-2019	172	29	143	54	21	33
2019-2020	176	34	142	57	22	35
2020-2021	172	33	139	57	23	34
2021-2022	172	33	139	46	19	27
2022-2023	156	30	126	53	24	29

Note: There is only one public high school in Palau.

In 2022-23, there was an average of 10.6 public school students per teacher and 7.9 private school students per teacher.

<sup>17</sup> Source: <https://www.spc.int/updates/blog/did-you-know/2021/09/stat-of-the-week-98-of-children-in-palau-achieve-minimum>

<sup>18</sup> Source: [https://chm.cbd.int/api/v2013/documents/DE44BE2F-EF57-5291-333E-719F69BD16B0/attachments/212223/2016\\_Palau\\_Education%20Statistical%20Yearbook.pdf](https://chm.cbd.int/api/v2013/documents/DE44BE2F-EF57-5291-333E-719F69BD16B0/attachments/212223/2016_Palau_Education%20Statistical%20Yearbook.pdf)

**Table 6. Teacher’s Ethnicity SY 2022-23**

Ethnicity	Total
American	2
Filipino	15
Japanese	1
Palauan	193
Pohnpeian	0
Saipanese	0
Solomonian	0
Yapese	1
Guaminian	0
<b>TOTAL</b>	<b>212</b>

**Table 7: Number and Percentage Distribution of Teachers Enrolled in Traditional and Alternative Programs**

Jurisdiction	Number Enrolled in a Teacher Preparation Program (2019-2020)	Percentage Distribution of Enrollment by Traditional Program (2019-2020)	Percentage Distribution of Enrollment by Alternative Program- (Institute of Higher Education [IHE]) (2019-2020)	Percentage Distribution of Enrollment by Enrolled in an Alternative Program- (Not IHE based) (2019-2020)
United States	590,046	69.9%	8.3%	21.9%
Palau	381	100.0%	0.0%	0.0%

**Table 8: Level of Teachers’ Education SY 2022-23**

Degree	Elementary Schools Total	Elementary Schools Male	Elementary Schools Female	High School Total	High School Male	High School Female
High School	39	10	29	--	--	--
Certification/ Alt. Certification	1	0	1	1	1	0
Associate’s degree	86	15	71	14	5	9
Bachelor’s degree	19	3	16	30	10	20
Master’s degree	4	1	3	7	4	3

--Not available.

*Financial Resources*

**Table 8: Public Spending on Education, percent of GDP<sup>19</sup>**

<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>7.65%</b>	<b>6.89%</b>	<b>6.55%</b>	<b>5.71%</b>	<b>5.86%</b>	<b>6.59%</b>	<b>6.53%</b>	<b>6.81%</b>

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<sup>19</sup> Source: Unesco as reported through The Global Economy:  
[https://www.theglobaleconomy.com/Palau/Education\\_spending/](https://www.theglobaleconomy.com/Palau/Education_spending/)

## Appendix D. Summary of Stakeholder Input

Data Source	# of Responses	Time Period	Topics by Category
Public Comments	128	August 18, 2023 – October 15, 2023	<ul style="list-style-type: none"> <li>• Course curriculum development</li> <li>• CTE and STEAM workforce development</li> <li>• General resources and infrastructure</li> <li>• Students’ basic needs and wellness</li> <li>• Teacher shortage and retention</li> <li>• Qualified teachers</li> <li>• Early childhood education</li> <li>• English language learners</li> <li>• Culturally responsive teaching</li> <li>• Equity</li> <li>• School staff and leadership training</li> </ul>
CSSO	1	October 11, 2023	<ul style="list-style-type: none"> <li>• Recruitment, training, and retention of qualified staff, teachers, and aides</li> <li>• Better quality instructional materials</li> <li>• Infrastructure and resources like technology, internet, etc.</li> <li>• Capacity building for MTSS and incentives for students</li> <li>• Economically disadvantaged students and students with disabilities need support</li> </ul>