

RESPECTFUL. RESPONSIBLE. READY FOR LIFE.



ANNUAL STATE OF PUBLIC EDUCATION REPORT **17-18**
Ripotten Sâkkan i Estão Idukasion Pubbleko

Jon J.P. Fernandez
Superintendent of Education

October 2018



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MESSAGE FROM THE GUAM EDUCATION BOARD CHAIRMAN



Buenas yan Saluda!

The Guam Education Board (GEB) salutes the students, teachers, administrators, staff, the Superintendent and the Deputies for a job well done in 2017! In SY 2017-18, our students continued in the upward trend towards achieving excellence in preparation for college and career, as depicted by academic achievement scores in the district wide assessment that meet or exceed benchmarks across grade levels tested. We graduated more students this year in spite of some challenges faced by our at-risk students.

With much sincerity and pride, I congratulate our teachers, administrators, and staff, including the entire Department led by Superintendent Jon Fernandez for winning the “**Large Department of the Year**” award in the Governor’s Magnificent Professionals (*MagPro*) Awards. I am proud to work alongside these extraordinary individuals who are striving for excellence both within the department and in our community. Through their extraordinary acts, they have represented Guam in national conferences and publications, taken lifesaving action to ensure student safety at school, dominated on the basketball court in international competitions, guided our students in the classroom, and successfully spearheaded our schools and community health programs.

Guam Department of Education winners in the 2018 MagPRO Awards include:

- **Lifesaving Medal:** Ronny Pro Espina, R.N., School Health Counselor III
- **Female Athlete of the Year:** Charrisse Rose Aquino Bolabola, Physical Education/Adapted PE Teacher/Coach
- **Male Athlete of the Year:** James L.G. Stake, Attorney
- **Large Agency/Department Project/Program of the Year:** Student Support Services Division School-Based Behavioral Health Initiative
- **National Recognition Citation:** Dr. Zenaida Napa Natividad, Administrator of Research, Planning & Evaluation
- **National Recognition Citation:** Dr. Ronald Canos, Teacher
- **Employee of the Year in General Education:** Jonah Mari Gumataotao, Teacher
- **Supervisor of the Year in Nursing & Dental Hygiene:** Julietta C. Quinene, Community Health and Nursing Services Administrator
- **Large Department/Agency Manager of the Year:** Erika Cruz, former Deputy Superintendent ESCL (Acting)

Best of all, I want to thank our parents and community partners who worked well with our teachers and school administrators in guiding our students toward better preparation for college, for career, and for life! The daily sacrifice of our parents who ensured that their children did their best in school and the generous provision of time and resources by our community partners through the Guam Education Foundation contributed to our success as a public school system.

My colleagues in the Guam Education board are proud of the accomplishments of our Department of Education. Congratulations to Superintendent Fernandez and his dedicated leadership team in achieving notable successes. My colleagues and I remain committed in ensuring that our mission and goals are met for the sake of our students, parents and stakeholders.

Si Yu’os Ma’ãse’!

MARK MENDIOLA

Chairperson of the Board

MESSAGE FROM THE SUPERINTENDENT OF EDUCATION



Buenas yan Håfa Adai!

I want to congratulate our students, teachers, administrators and staff for a solid 2017-2018 school year filled with many achievements! We started school in August and we rolled very smoothly through the school year with great strides.

First of all, we won the 'Large Department of the Year' during the MagPro (Magnificent Professionals) Awards sponsored and organized by the Office of the Governor of Guam. The MagPro is the highest, most competitive employee and department recognition program in the Executive Branch. It includes forty (40) Government of Guam departments and agencies, and showcases employees and programs that demonstrate excellence in government service. Nine (9) of our DOE employees and programs were named MagPro winners

Beyond the MagPro recognition, I am even more pleased with the performance of our students in our district's main assessment and accountability measure which is the ACT Aspire. Our students again showed significant gains across grades and across the three subjects tested: English, Reading, and Math. These gains contributed to closing the gap across different grades as depicted in this year's Gap and Gain Analysis and Cohort Analysis provided by the DOE Research, Planning, and Evaluation Division. Our elementary schools continued to exceed benchmarks in English, as well as gain upward movement toward closing the gap in Math and Reading. Our middle schools continued to show the strongest and greatest gains, while our high schools did not show great gains, the needle still moved toward meeting the benchmark, as depicted in the Gap and Gain Analyses. Again I want to point out that across the nation, Guam has the highest percentage of students (52%) identified as English Language Learners (ELL's). In spite of this language barrier, our schools at every level showed great gains and even exceeded the ACT benchmark! Acclaim goes to our teachers who ensure that our students do well in the main language of instruction in our schools.

Gone are the days of test score flat lines that beleaguered DOE for decades when we measured the academic achievement of our students using SAT10.

The second set of achievements was the upward trend of our graduation rate. We are not only graduating more numbers of students but we are also lessening the number of students who drop out, and who persist to attain the coveted high school diploma. This year's graduation rate is 84.5%, up by 2.5% from last year's 82%. The district dropout rate of 2.6%, even though it slightly increased by 0.2% from last year's 2.4%, is partly due to the number of students who were lured to earn a certificate somewhere else that was, unbeknownst to them, discovered to be not valid and acceptable.

The Guam Education Board, our parents through the various school PTAs, our teachers and school administrators, as well as central office administrators and staff all provided very good support to our students so that they will stay in school, achieve better, and graduate from our high schools ready for college or career.

Si Yu'os Ma'åse'!

A handwritten signature in blue ink that reads "Jon J.P. Fernandez". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

JON J.P. FERNANDEZ
Superintendent of Education



Annual State of Public Education Report **SY17-18**

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The mission statement of the Guam Department of Education holds firm to its goal, that is, to prepare ALL students for life, promote excellence, and provide support. The vision statement is to educate ALL students to be responsible, respectful, and ready for life.

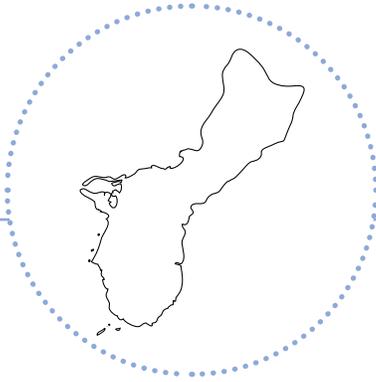
Introduction

The Guam Department of Education (“GDOE”) presents this report in compliance with Guam Public Law (PL) 26-26 that specifically requires the Department to report on the following information in the Annual State of Public Education Report (“ASPER”):

- A. Demographic information on public school children in the community;
- B. Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board;
- C. Information pertaining to special program offerings;
- D. Information pertaining to the characteristics of the schools and school staff, including certification and assignment of teachers and staff experience;
- E. Budget information, including source and disposition of school operating funds and salary data; and
- F. Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning.

Additionally, Title 17 of Guam Code Annotated (GCA) Section 3106 that states that “No later than thirty (30) days following the end of each fiscal year, the Superintendent shall issue a School Performance Report Card (SPRC) on the state of the public schools and the progress towards achieving their goals and mission.”

GDOE first initiated the collection and reporting of student, staff, and administrative data in 1996 when the first Annual District and School Report Cards were developed and disseminated. In providing information on the characteristics of schools and performance of students, reports of this nature have served as a means for identifying strengths and challenges of the district, while highlighting the collaborative efforts to bring the vision that all GDOE students will be respectful, responsible and ready for life. Toward this end, the Department stands firm to its mission to prepare ALL students for life, promote excellence, and provide support!



District Profile

ENROLLMENT

Student Demographic Information

During School Year (“SY”) 2017-2018, there were forty-one (41) public schools that provided educational services for 30,112 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 13,695 students in Grades K-5 including Head Start and Pre-K, eight (8) middle schools totaling 6,532 students in Grades 6-8, and six (6) high schools totaling 9,885 students in Grades 9-12 inclusive of an Alternative School .

Table 1 represents the student enrollment comparison between SY 2016-2017 and SY 2017-2018. Over the last two school years, the student population decreased significantly by 734. Within grade levels, there were noticeable variances in enrollment, with increases in Grades 4, 5, 8, and 12; grade levels 2, 3, 7, 9, and 11 showed decreases in enrollment.

Table 1.
GDOE Comparative Student Enrollment Distribution by Grade
for SY16-17& SY17-18

	SY 16-17	SY 17-18	COMPARATIVE DIFFERENCE
Head Start	514	530	16
Pre-School	71	72	1
Kindergarten	1976	1,953	-23
Grade 1	2,174	2,153	-21
Grade 2	2,377	2,164	-213
Grade 3	2,355	2,181	-174
Grade 4	2,268	2,327	59
Grade 5	2,187	2,315	128
Grade 6	2,187	2,139	-48
Grade 7	2,273	2,159	-114
Grade 8	2,182	2,234	52
Grade 9	3,113	2,875	-238
Grade 10	2,840	2,789	-51
Grade 11	2,400	2,279	-121
Grade 12	1,630	1,771	141
Alternative	154	171	17
TOTAL ENROLLMENT <i>with Headstart + Pre-school</i>	30,758	30,112	-646
TOTAL ENROLLMENT <i>w/o HeadStart & Pre-School</i>	30,244	29,510	-734

(Note: Students enrolled in the federally funded Head Start program are included in the total student population. However, participation in this program is limited to income-eligible families.)

Table 2.
Student Enrollment in Special Programs

SPECIAL PROGRAMS	SY 16-17	SY 17-18	
GATE	1,550	1,263	-
SPED	1,979	1,983	+
ELL	15,259	14,205	-
Head Start	514	530	+
Eskuelan Puengi	1,200	1,669	+
TOTAL	20,502	19,883	-

**Source: Special Ed Division, GATE Program; 2017-2018 ESL Program; Official SpEd Enrollment as of Oct. 1, 2018; ASPIRE Report from Project Director; Official Student Enrollment SY2017-2018; Eskuelan Puengi Report from Project Director (Note: Numbers reflect students enrolled in more than one special program.)*

Table 2. There is a decrease on student enrollment in Special Programs. The most significant decrease (- 972) on the ELL program.

The enrollment for Eskuelan Puengi increased with an additional 469 student enrolled for SY 17-18.

Figure 1. represents the student population distribution of all forty-one (41) schools by grade level. Elementary level students comprised the highest percentage 45% of all students enrolled. Middle school students represented 22% of the total student enrollment and high and alternative school students made up 33%.

Figure 1. SY 17-18 DOE Student Population

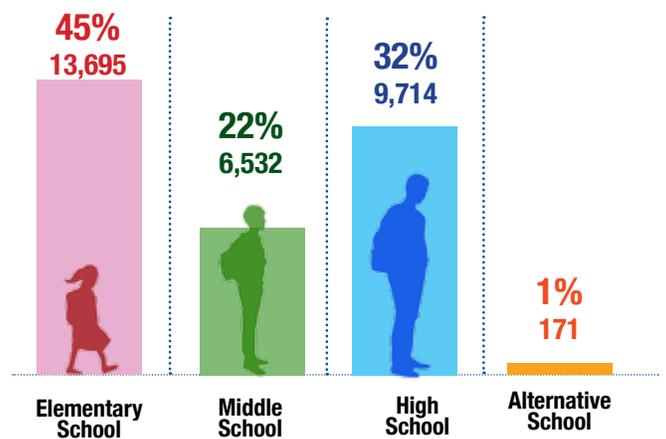


Figure 2. SY 17-18 Student Enrollment Distribution by Gender

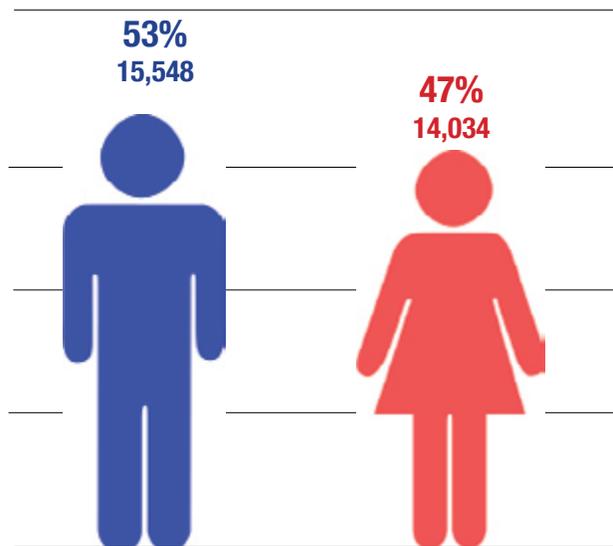


Figure 2. represents the student enrollment by gender, Pre K-12 enrollment, exclusive of the Head Start enrollment. Male students comprise 53% of the total student population with an enrollment of 15,548 while female students comprise 47% of the population with an enrollment of 14,034.

Table 3.
SY 17-18 Distribution of Students by Ethnicity (Aligned with EDFacts Categories)

Ethnicity	Total	%
NHPI - CHam Guam, Rota, Tinian, Saipan	13,727	46.4
Asian- Filipino	6,288	21.3
White Non-Hispanic	177	0.6
African/American	37	0.1
Asian- Japanese	129	0.4
Asian - Chinese	99	0.3
Asian - Korean	113	0.4
NHPI- Hawaiian	32	0.1
NHPI - Samoan	14	0.0
NHPI - Kosraean	224	0.8
NHPI - Pohnpeian	1,035	3.5
NHPI - Chuukese	5,730	19.4
NHPI - Yapese	488	1.6
NHPI - Marshallese	117	0.4
NHPI - Palauan	595	2.0
Asian - Vietnamese	28	0.1
Hispanic/Latino	34	0.1
American Indian/ Alaskan Native	16	0.1
Asian -Indonesian	3	0.0
Other Mixed Ethnicity	696	2.4
Total	29,582	100.0

*Native Hawaiian/Pacific Islander (NHPI)

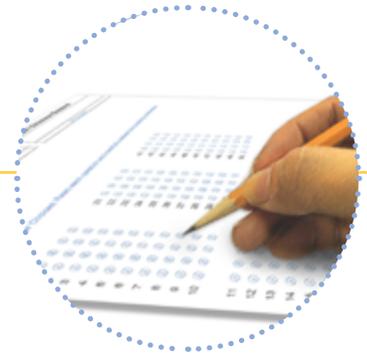
Table 3 represents the distribution of students by ethnicity. In SY17-18, there were 29,582 locally funded students enrolled in GDOE, representing at least 20 ethnic groups -The Native Hawaiian or Other Pacific Islander include the Hawaiian, Chamorro, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and other Pacific Islanders (Samoan and Fijian). Asians include the Filipino, Japanese, Chinese, Korean, Indonesian and Vietnamese. Also included are Hispanics/Latino and American Indian/ Alaskan natives. "Other" is comprised of Unknown and Unclassified categories.

Table 4.
SY 17-18 Student Average Daily Membership/Attendance/Rate

Level	SY17-18 Average Daily Attendance (ADA)	SY17-18 Average Daily Membership (ADM)	SY17-18 Average Daily Rate (ADR)	SY16-17 Average Daily Rate (ADR)	Change in ADR
Elementary Schools	12,331.5	13,102.2	94.1%	94.5%	-0.4%
Middle Schools	6,189.7	6,504.7	95.2%	91.5%	3.7%
High Schools	8,380.1	9,622.8	87.1%	85.3%	1.8%
TOTAL	26,901.2	29,229.7	92.0%	90.7%	1.3%

Table 4 represents the attendance rate for the district which is determined by dividing the average daily attendance by the average daily membership. Further examination shows middle schools had the highest average daily attendance rate at 95.2% when compared to the elementary schools at 94.1%, and high schools, at 87.1%.

Assessments & Outcomes



In February 2012, the Guam Education Board (“GEB”) adopted the Common Core State Standards (CCSS). The CCSS is a set of high quality academic standards that ensure all students are ready for success after high school through clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade. With the district-wide implementation of the Common Core in August 2014, the need to adopt an assessment system that measures progress against these goals and help teachers and parents track how students are doing and where they need additional support became very apparent.

In September 2014, the Board adopted the State Strategic Plan (SSP) and the Comprehensive Student Assessment System (CSAS). The Strategic Plan outlines the Department’s vision, mission, goals and objectives through 2020. The Plan focuses on helping all students to be ready for college or career by ensuring that all GDOE staff adheres to high standards of service delivery, that the learning environment for all students is safe, positive and supportive, and that resources are utilized to the maximum while meeting high standards of accountability.

The adoption of the Common Core, SSP, and CSAS comprise the district’s attempt at aligning curriculum, instruction, intervention, and student assessment. These curricular changes required the adoption of standards-based assessment that aligns with the Common Core and the Plan. The CSAS is a combination of standards-based formative assessments administered throughout the school year and district wide summative assessments administered toward the end of the school year. This section comprises the results of the two summative assessments administered for the first time in spring 2015: the ACT Aspire and the locally developed Standards-Based Assessment tests.

ACT ASPIRE

The ACT Aspire is vertically-scaled and benchmarked system of standards-based assessment that can be used to track progress towards the CCSS and the ACT College Readiness Standards. It is vertically scaled and designed to measure students’ progress in English, reading math, science, and writing from grades 3 through 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 ACT Aspire report shows not only the longitudinal growth of the student but also vertically linked to college and career data with a predicted score range on the ACT college entrance examination. Scale scores that are above, below, or significantly below the ACT readiness benchmark are respective categorized as “Ready”, “Close”, or “In need of support” following a range of scale scores for each subject and grade level that are used to determine a student’s proficiency level.

GDOE administered the SAT9 to students from SY 95-96 to SY 03-04, and began testing students with the SAT10 in SY 04-05 until SY 13-14. However, as noted earlier, with the adoption of the Common Core and the CSAS, GDOE administered the ACT Aspire and the SBA on SY 15-16.

ACT Aspire Participants

Table 5.
SY 17-18 Distribution of Students Tested in ACT Aspire
(English, Reading, and Math) by Grade

Table 5 depict the number of students in SY 17-18 that took the ACT Aspire test. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

GRADE LEVELS	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED	PERCENT OF TOTAL TESTED
Grade 3	2,098	2,181	12.6%
Grade 4	2,259	2,327	13.6%
Grade 5	2,257	2,315	13.6%
Grade 6	2,049	2,139	12.3%
Grade 7	2,046	2,159	12.3%
Grade 8	2,092	2,234	12.6%
Grade 9	2,169	2,888	13%
Grade 10	1,674	2,834	10.1%
TOTAL	16,598	19,077	100%



PROFICIENCY LEVELS IN ACT ASPIRE

EXCEEDING:

Indicates student surpassed the ACT Readiness Benchmark and has higher likelihood of college course success.



READY:

Indicates student met the ACT Readiness Benchmark and on target for 50% or higher likelihood of college course success by Grade 11,



CLOSE:

Indicates student scored below but near the ACT Readiness Benchmark.



IN NEED OF SUPPORT:

Scored substantially below the ACT Readiness Benchmark.



ACT ASPIRE RESULTS

The following section are test results in ACT Aspire for SY 17-18. These results are transmuted into scores and categorized according to the following proficiency levels.

Figure 3. ACT Aspire Assessment Results 3rd Grade ENGLISH

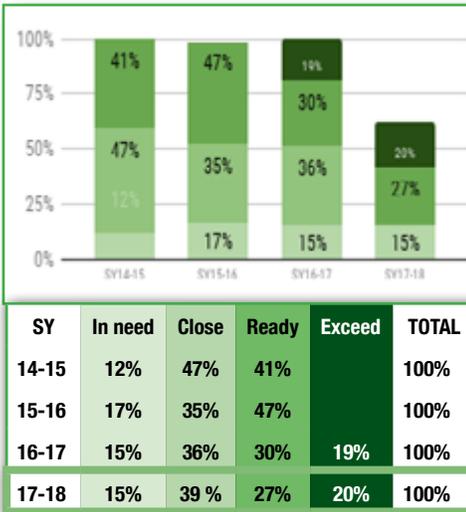


Figure 3 shows that in SY 17-18, Twenty-seven percent (27%) of 3rd graders are at a READY level of proficiency in ENGLISH, twenty percent (20%) EXCEEDED the readiness benchmark. CLOSE level went up from 36% in SY 16-17 to 39% in SY 17-18.

Figure 4. ACT Aspire Assessment Results 3rd Grade READING

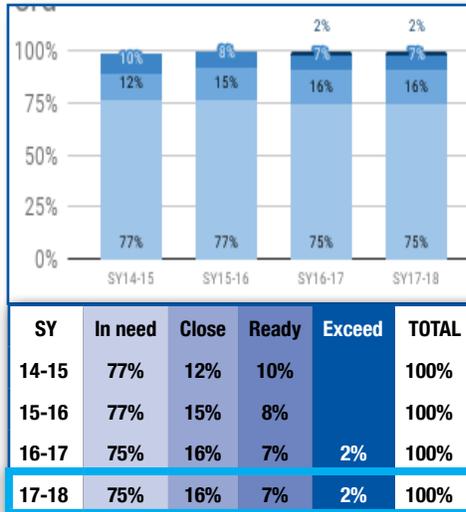
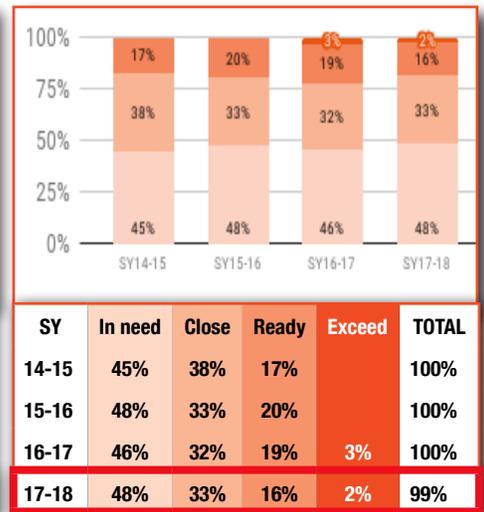


Figure 4 for SY 17-18, seventy-five percent (75%) of 3rd grade students are IN NEED OF SUPPORT based on the ACT Aspire Assessment Results in READING, and a total of nine percent (9%) are at a READY & EXCEEDING level.

Figure 5. ACT Aspire Assessment Results 3rd Grade MATH



The ACT Aspire assessment result for MATH, as shown in **Figure 5**, shows sixteen percent (16%) of 3rd graders are at a READY level, while forty-eight percent (48%) are still IN NEED OF SUPPORT.

Figure 6. ACT Aspire Assessment Results 4th Grade ENGLISH

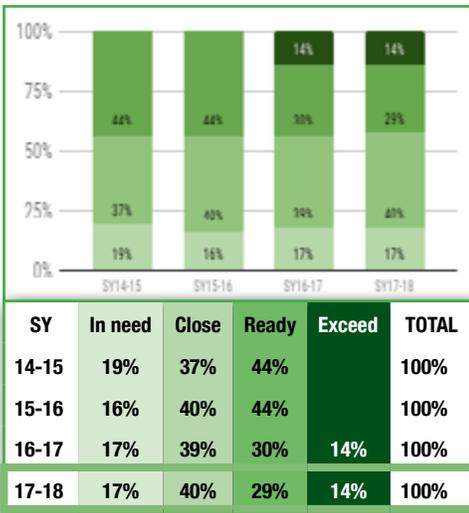
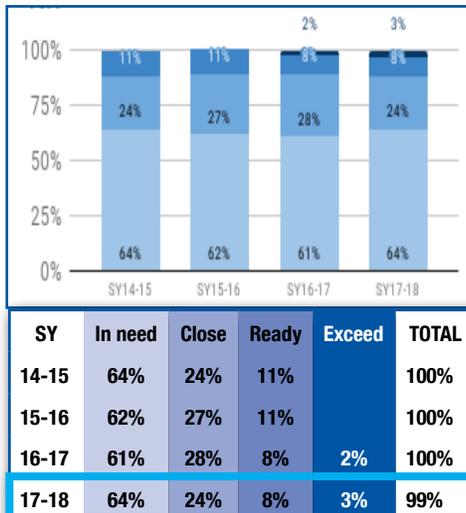


Figure 6 represents the 4th grade ACT Aspire Assessment Results for ENGLISH. It shows that twenty-nine percent (29%) are at READY level, and only fourteen percent (14%) are IN NEED OF SUPPORT.

Figure 7. ACT Aspire Assessment Results 4th Grade READING



As shown on **Figure 7** for SY 17-18, only eight percent (8%) are assessed as READY for READING. Twenty-four percent (24%) are CLOSE to the readiness benchmark and sixty-four percent (64%), or 6 out of 10 4th grade students, are IN NEED OF SUPPORT.

Figure 8. ACT Aspire Assessment Results 4th Grade MATH

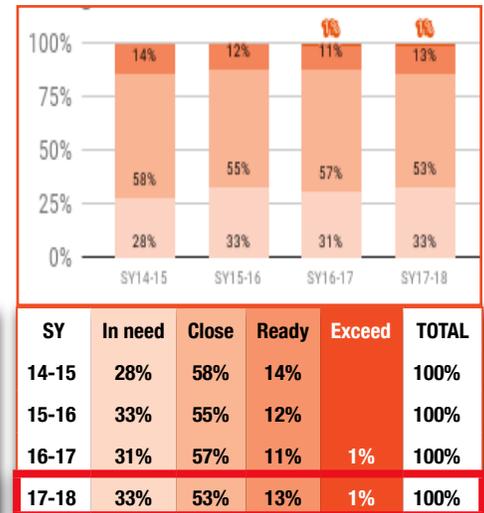


Figure 8 shows more than half (53%) of 4th grade students are CLOSE to the readiness benchmark in MATH. Thirteen percent (13%) are at READY level and one percent (1%) have EXCEEDED the readiness level.

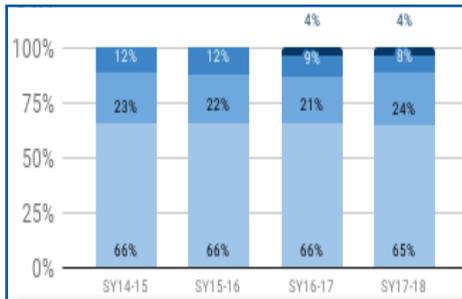
**Figure 9. ACT Aspire Assessment Results
5th Grade ENGLISH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	14%	41%	45%	0%	100%
15-16	15%	40%	47%	0%	100%
16-17	15%	40%	31%	13%	100%
17-18	14%	45%	29%	12%	100%

Figure 9 Twelve percent (12%) of 5th graders EXCEEDED the readiness level for ENGLISH. Only fourteen percent (14%) are IN NEED of SUPPORT. Forty-five percent (45%) are CLOSE to the readiness level benchmark.

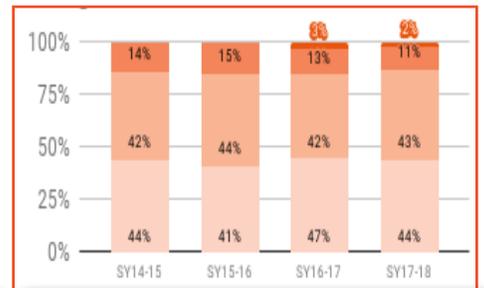
**Figure 10. ACT Aspire Assessment Results
5th Grade READING**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	66%	23%	12%	0%	100%
15-16	66%	22%	12%	0%	100%
16-17	66%	21%	9%	4%	100%
17-18	65%	24%	8%	4%	101%

Figure 10 shows that 5th grade READING ACT Aspire IN NEED results from SY 14-15 until SY 16-17 are the same. Four percent (4%) EXCEEDED the readiness benchmark in SY 16-17 and SY 17-18.

**Figure 11. ACT Aspire Assessment Results
5th Grade MATH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	31%	59%	10%	0%	100%
15-16	35%	54%	11%	0%	100%
16-17	37%	53%	9%	1%	100%
17-18	38%	55%	6%	1%	100%

In **Figure 11**, 5th grade MATH results show six percent (6%) of students in SY 17-18 demonstrated READY level in ACT Aspire. While fifty-five percent (55%) of 5th grade students were CLOSE to being ready.

ACT ASPIRE Results Middle School Level

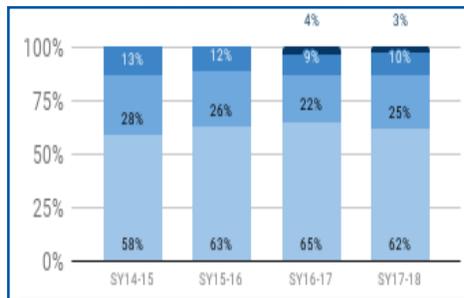
**Figure 12. ACT Aspire Assessment Results
6th Grade ENGLISH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	12%	47%	41%	0%	100%
15-16	17%	36%	47%	0%	100%
16-17	17%	34%	30%	19%	100%
17-18	17%	33%	32%	18%	100%

Figure 12 shows eighteen percent (18%) of 6th grade students have EXCEEDED the readiness benchmark in ACT Aspire ENGLISH. Thirty-two percent (32%) are at a READY level. A comparison between SY16-17 & 17-18 shows a 2% increase in the READY level.

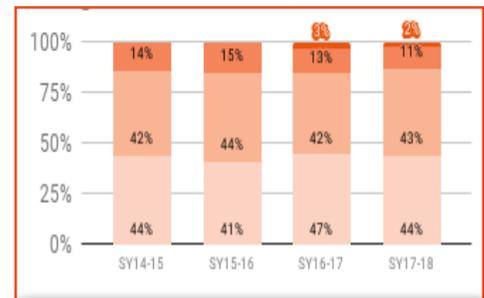
**Figure 13. ACT Aspire Assessment Results
6th Grade READING**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	58%	28%	13%	0%	100%
15-16	63%	26%	12%	0%	100%
16-17	65%	22%	9%	4%	100%
17-18	62%	25%	10%	3%	100%

For the 6th grade READING, as shown on **Figure 13**, sixty-two percent (62%) of students are at IN NEED of SUPPORT. Only ten percent (10%) are at READY level and three percent (3%) are at EXCEEDING level.

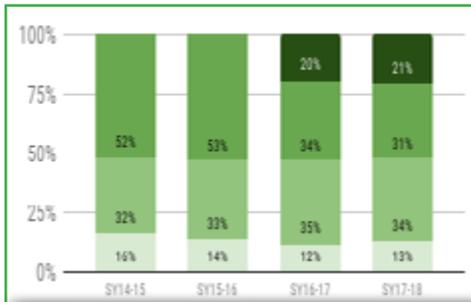
**Figure 14. ACT Aspire Assessment Results
6th Grade MATH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	44%	42%	14%	0%	100%
15-16	41%	44%	15%	0%	100%
16-17	47%	42%	13%	3%	100%
17-18	44%	43%	11%	2%	100%

Figure 14 shows that eleven percent (11%) of 6th graders demonstrated READY level in ACT Aspire MATH, and two percent (2%) have EXCEEDED readiness level.

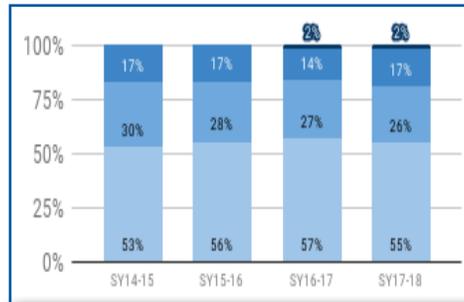
**Figure 15. ACT Aspire Assessment Results
7th Grade ENGLISH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	16%	32%	52%		100%
15-16	14%	33%	53%		100%
16-17	12%	35%	34%	20%	100%
17-18	13%	34%	31%	21%	99%

In **Figure 15**, more than half (52%) of the 7th Grade students are at READY Level and EXCEED Level in ACT Aspire ENGLISH. A comparison between SY16-17 and SY17-18 shows a one percent (1%) increase at IN NEED of SUPPORT level.

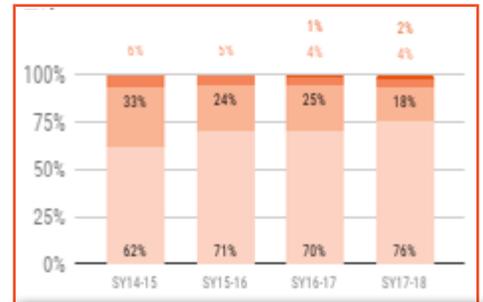
**Figure 16. ACT Aspire Assessment Results
7th Grade READING**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	53%	30%	17%		100%
15-16	56%	28%	17%		100%
16-17	57%	27%	14%	2%	100%
17-18	55%	26%	17%	2%	100%

As shown in **Figure 16**, fifty five percent (55%) of 7th grade students scored substantially below the ACT Readiness benchmark. Only seventeen percent (17%) are READY.

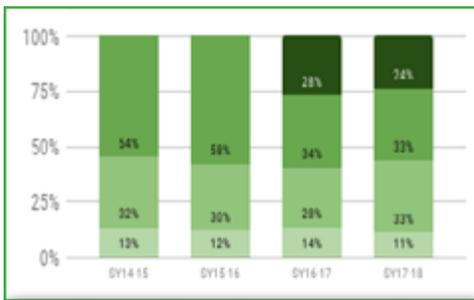
**Figure 17. ACT Aspire Assessment Results
7th Grade MATH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	62%	33%	6%		100%
15-16	71%	24%	5%		100%
16-17	70%	25%	4%	1%	100%
17-18	76%	18%	4%	2%	100%

For **Figure 17**, only four percent (4%) are at READY level in ACT Aspire MATH. Meanwhile, seventy six (76%) are at IN NEED of SUPPORT level in the ACT Readiness benchmark.

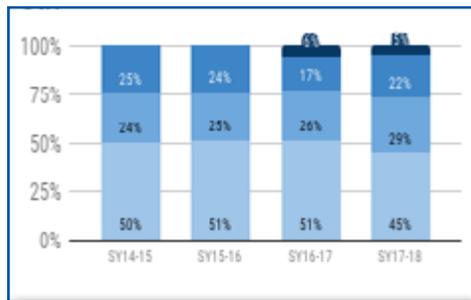
**Figure 18. ACT Aspire Assessment Results
8th Grade ENGLISH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	13%	32%	54%		100%
15-16	12%	30%	58%		100%
16-17	14%	28%	34%	28%	100%
17-18	11%	33%	33%	24%	101%

Figure 18 Thirty-three percent (33%) of 8th graders are at a READY Level for ACT Aspire ENGLISH and twenty-four percent (24%) EXCEEDED the readiness benchmark.

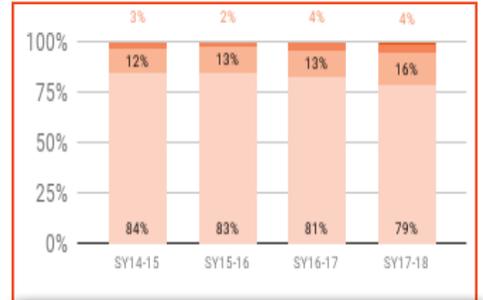
**Figure 19. ACT Aspire Assessment Results
8th Grade READING**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	50%	24%	25%		100%
15-16	51%	25%	24%		100%
16-17	51%	26%	17%	6%	100%
17-18	45%	29%	22%	5%	101%

As shown in **Figure 19**, about 4.5 out of 10 (45%) GDOE 8th graders in SY 17-18 performed below average - IN NEED OF SUPPORT- level in ACT Aspire READING. However, a 5% increase, from 17% (SY16-17) to 22% (SY17-18), of GDOE 8th graders are at READY level.

**Figure 20. ACT Aspire Assessment Results
8th Grade MATH**



SY	In need	Close	Ready	Exceed	TOTAL
14-15	84%	12%	3%		100%
15-16	83%	13%	2%		100%
16-17	81%	13%	4%	0%	100%
17-18	79%	16%	4%	1%	100%

Figure 20 shows that four percent (4%) of GDOE 8th graders in SY 16-17 and 17-18 are at READY Level for MATH. Sixteen percent (16%) at CLOSE level and 1% EXCEEDS the benchmark.

ACT ASPIRE Results High School Level

Figure 21. ACT Aspire Assessment Results 9th Grade ENGLISH

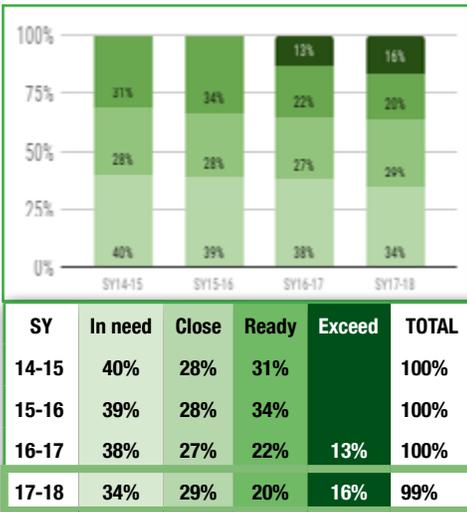


Figure 21 represents the assessment results for SY 17-18 9th Grade ENGLISH. It indicates twenty percent (20%) of students are at READY level and sixteen percent (16%) have EXCEEDED the readiness level.

Figure 22. ACT Aspire Assessment Results 9th Grade READING

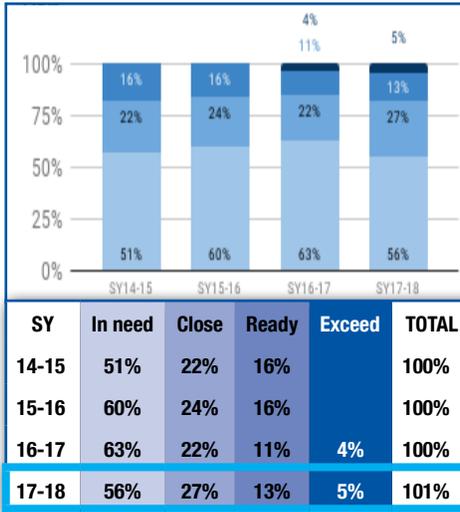


Figure 22 Assessment results for 9th Grade READING shows that fifty six percent (56%) of students are IN NEED OF SUPPORT. Only thirteen percent (13%) are at READY level and five percent (5%) are at EXCEEDING level.

Figure 23. ACT Aspire Assessment Results 9th Grade MATH

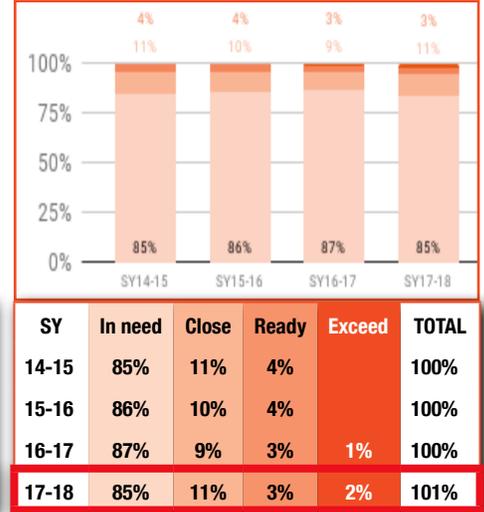


Figure 23 Assessment results for 9th Grade MATH indicates eighty-five percent (85%) are IN NEED OF SUPPORT, while only three percent (3%) are at READY level. Two percent (2%) are at EXCEEDING level.

Figure 24. ACT Aspire Assessment Results 10th Grade ENGLISH

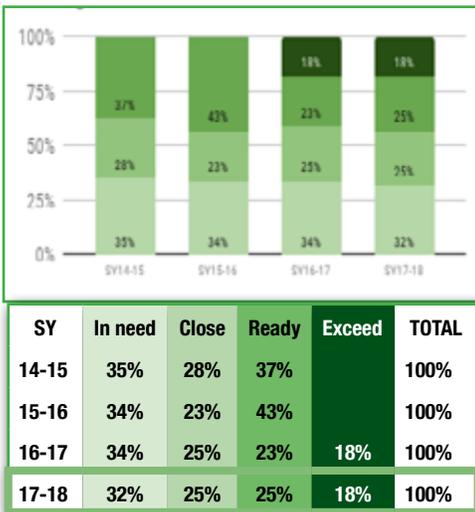


Figure 24 The 10th Grade ACT Aspire ENGLISH indicates twenty-five percent (25%) are at READY level. Eighteen percent (18%) of students are at EXCEEDING level.

Figure 25. ACT Aspire Assessment Results 10th Grade READING

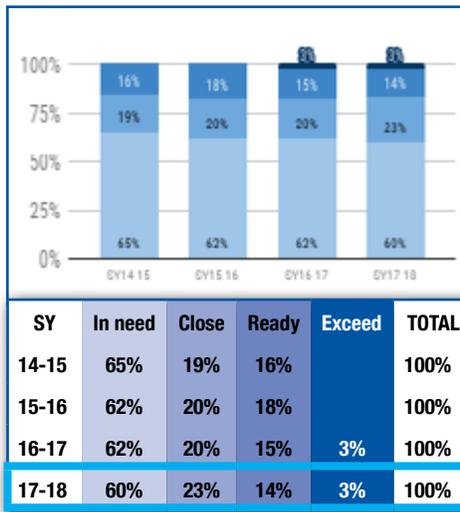
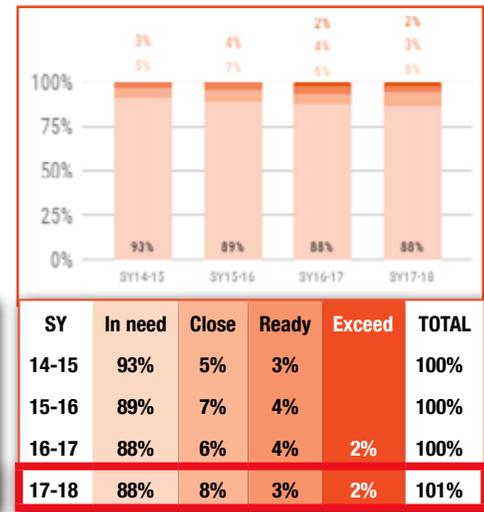


Figure 25 Assessment results for 10th Grade READING indicates six out of ten students (60%) are IN NEED OF SUPPORT. Fourteen percent (14%) are at READY level and three percent (3%) are at EXCEEDING level.

Figure 26. ACT Aspire Assessment Results 10th Grade MATH



Assessment results for SY17-18 10th Grade ACT Aspire MATH as indicated on **Figure 26**, shows only three percent (3%) are at READY level, two percent (2%) is at EXCEEDING level and eighty-eight percent (88%) are IN NEED OF SUPPORT.

**SY16-17 & SY17-18 ACT Aspire Comparative Results:
GDOE versus Benchmark**

Measure	Grade	English	Reading	Math
ACT Aspire Benchmark	3	413	415	413
GDOE	3	413	409	409
GDOE Readiness Level	3	Ready	In Need	Close
GDOE versus Benchmark	3	0	-6	-4
ACT Aspire Benchmark	4	417	417	416
GDOE	4	416	411	412
GDOE Readiness Level	4	Close	In Need	Close
GDOE versus Benchmark	4	-1	-6	-4
ACT Aspire Benchmark	5	419	420	418
GDOE	5	418	413	413
GDOE Readiness Level	5	Close	In Need	Close
GDOE versus Benchmark	5	-1	-7	-5
ACT Aspire Benchmark	6	420	421	420
GDOE	6	420	414	415
GDOE Readiness Level	6	Ready	In Need	Close
GDOE versus Benchmark	6	0	-5	-5
ACT Aspire Benchmark	7	421	423	422
GDOE	7	422	416	413
GDOE Readiness Level	7	Ready	In Need	In Need
GDOE versus Benchmark	7	+1	-7	-9
ACT Aspire Benchmark	8	422	424	425
GDOE	8	423	419	416
GDOE Readiness Level	8	Ready	Close	In Need
GDOE versus Benchmark	8	+1	-5	-9
ACT Aspire Benchmark	9	426	425	428
GDOE	9	423	418	416
GDOE Readiness Level	9	Close	In Need	In Need
GDOE versus Benchmark	9	-4 -3	-7	-12
ACT Aspire Benchmark	10	428	428	432
GDOE	10	426	420	418
GDOE Readiness Level	10	Close	In Need	In Need
GDOE versus Benchmark	10	-2	-8	-14

STANDARDS BASED ASSESSMENTS (SBA)

The Standards-Based Assessment (SBA) tests were developed by Guam teachers for grade levels 1, 2, 9, 10,11, and 12 not tested in ACT Aspire, and for subjects areas such as Science and Social Science. The raw scores are also transmuted into scale scores and described according to the following performance levels: Advanced, Proficient, Basic, and Below Basic.

SBA Participants

Table 11 depict the number of students in SY 17-18 that took the SBA test. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

**Some percentages are more than 100% because the denominator used as the Official Enrollment as of September 2017.*



Table 11.
SY 17-18 Distribution of Students Tested in SBA by Grade

Grade Level/Subject	No. of Students Tested	Enrollment for SY17-18	Percentage of students tested
Grade 1	1,990	2,153	92%
Grade 2	2,106	2,164	97%
Grade 3	2,092	2,181	96%
Grade 4	2,258	2,327	97%
Grade 5	2,250	2,315	97%
Grade 6	2,051	2,139	96%
Grade 7	2,032	2,159	94%
Grade 8	2,051	2,234	92%
Grade 9	1,606	2,888	56%
Grade 10	2,375	2,834	84%
Algebra I	686		
Geometry	880		
Algebra II	1,060		
Physical Science	1,472		
Biology	1,736		
Chemistry	929		
Anatomy & Physiology	494		

Performance Levels in Standards-Based Assessment (SBA):

ADVANCED:

Signifies superior performance, beyond grade-level mastery.



PROFICIENT:

Represents solid academic performance, indicating that students are prepared for the next grade.



BASIC:

Indicates partial mastery of the knowledge and skills that are fundamental for satisfactory work.



BELOW BASIC:

Indicates little or no mastery of fundamental knowledge and skills.



SBA RESULTS - Math

**Figure 27. SBA Assessment Results
1st Grade MATH**

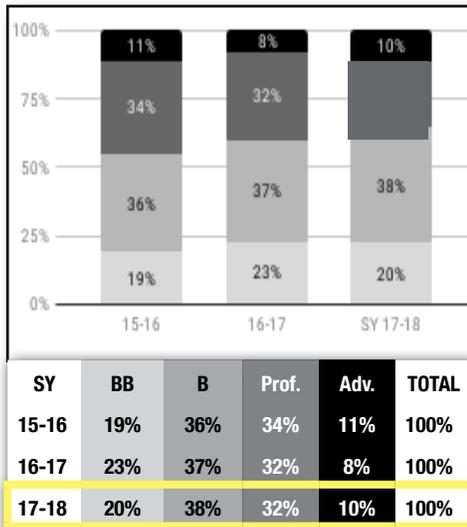


Figure 27 The 1st Grade SBA Math indicates thirty-eight percent (38%) are at BASIC level. Thirty-two percent (32%) of students are PROFICIENT, and ten percent (10%) are ADVANCED.

**Figure 28. SBA Assessment Results
2nd Grade MATH**

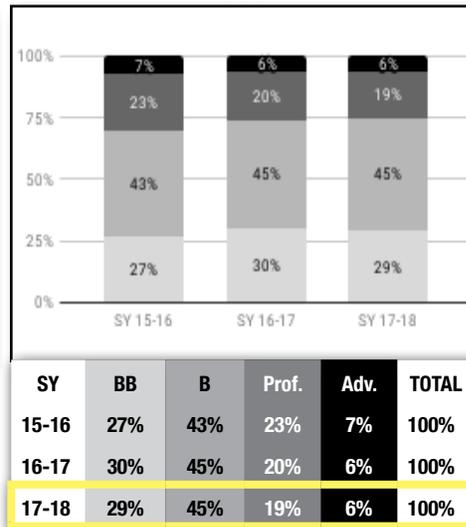


Figure 28. The 2nd Grade SBA Math indicates forty-five percent (45%) are at BASIC level. Nineteen percent (19%) of students are PROFICIENT, and six percent (6%) are at ADVANCED level.

**Figure 29. SBA Assessment Results
Geometry**

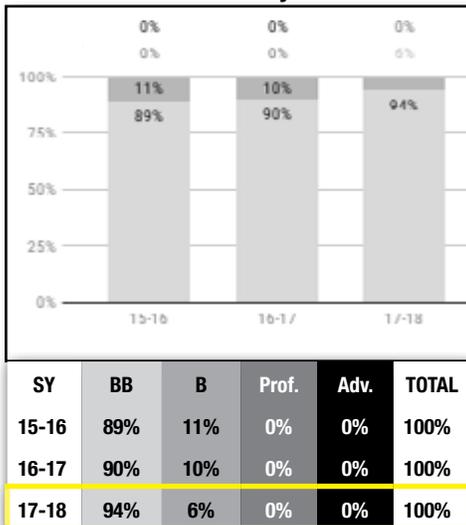
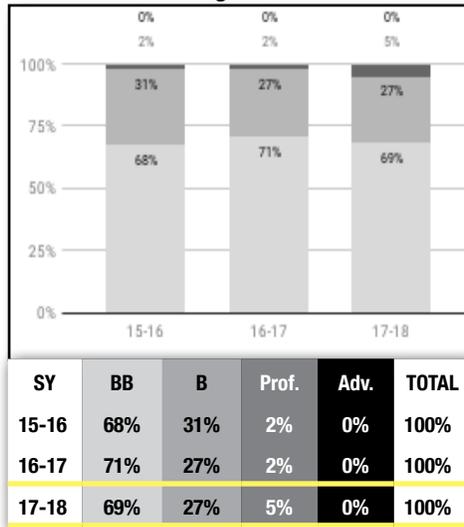


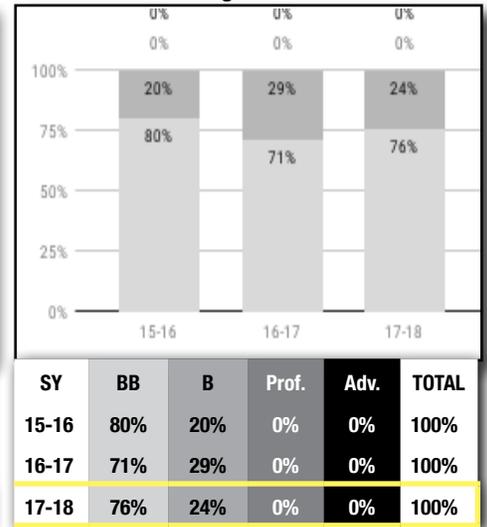
Figure 29 indicates only six percent (6%) are at BASIC level and ninety-four percent (94%) are BELOW BASIC for SBA Geometry.

**Figure 30. SBA Assessment Results
Algebra 1**



SBA Algebra 1 results indicate, as shown on **Figure 30**, students are twenty-seven percent (27%) at BASIC level, five percent (5%) at PROFICIENT, and sixty-nine percent (69%) at BELOW BASIC.

**Figure 31. SBA Assessment Results
Algebra 2**



In **Figure 31**, the SBA Algebra 2 results indicate twenty-four percent (24%) are at BASIC Level and seventy-six percent (76%) are BELOW BASIC.

SBA RESULTS - Science

Figure 32. SBA Assessment Results 1st Grade Science

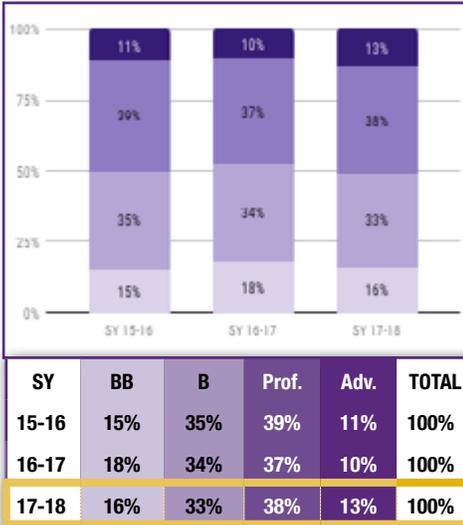
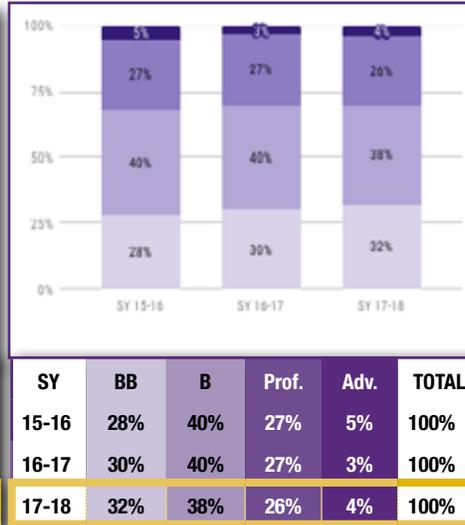


Figure 32 The 1st Grade SBA SCIENCE indicates thirty-eight percent (38%) are PROFICIENT, thirty-three percent (33%) of students are at BASIC level. Thirteen percent (13%) of 1st graders are at ADVANCED level.

Figure 33. SBA Assessment Results 2nd Grade Science



In **Figure 33**, the 2nd Grade SBA SCIENCE indicates thirty-eight percent (38%) are at BASIC level. twenty-six percent (26%) of students are PROFICIENT, and four percent (4%) are at ADVANCED level.

Figure 34. SBA Assessment Results 3rd Grade Science

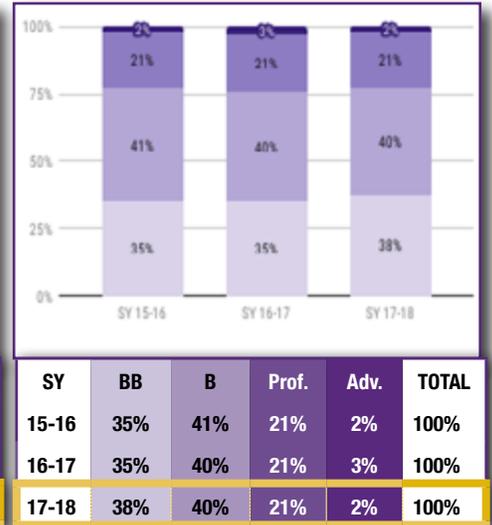


Figure 34 indicates forty percent (40%) of 3rd grade SBA SCIENCE students are at BASIC level, twenty-one percent (21%) are PROFICIENT, and two percent (2%) are ADVANCED. However, thirty-eight percent (38%) of students are BELOW BASIC.

Figure 35. SBA Assessment Results 4th Grade Science

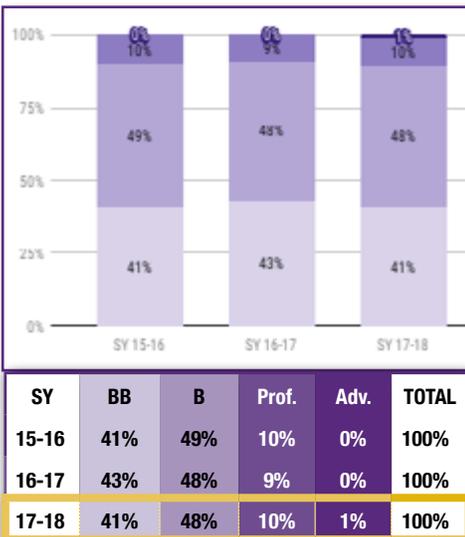


Figure 35. The 4th Grade SBA Science indicates forty-eight percent (48%) are at BASIC Level. Ten percent (10%) of students are PROFICIENT, one percent (1%) are ADVANCED, and forty-one percent (41%) are BELOW BASIC.

Figure 36. SBA Assessment Results 5th Grade Science

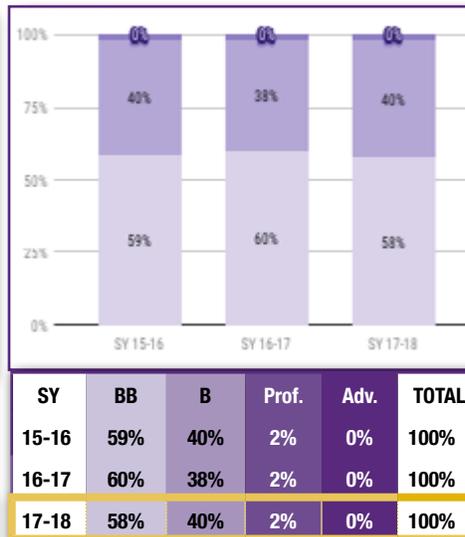
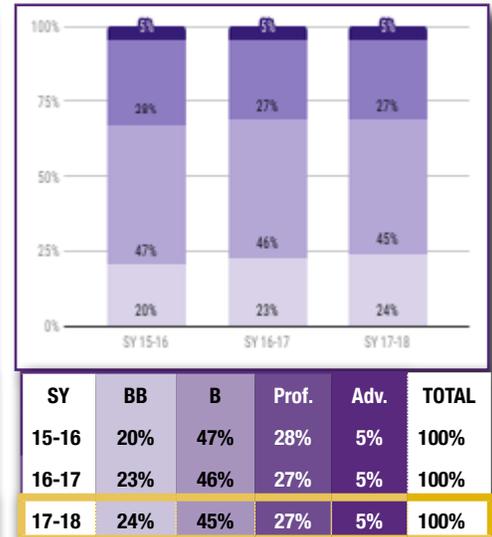


Figure 36 indicates forty percent (40%) of 5th grade SBA SCIENCE students are at BASIC level, two percent (2%) are PROFICIENT, and fifty-eight percent (58%) of students are BELOW BASIC.

Figure 37. SBA Assessment Results 6th Grade Science



In **Figure 37**, the 6th Grade SBA SCIENCE indicates forty-five percent (45%) are at BASIC Level, twenty-seven percent (27%) of students are PROFICIENT, and five percent (5%) are at ADVANCED level.

**Figure 38. SBA Assessment Results
7th Grade Science**

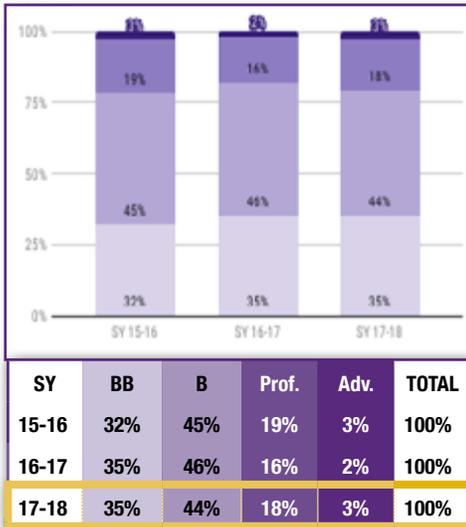
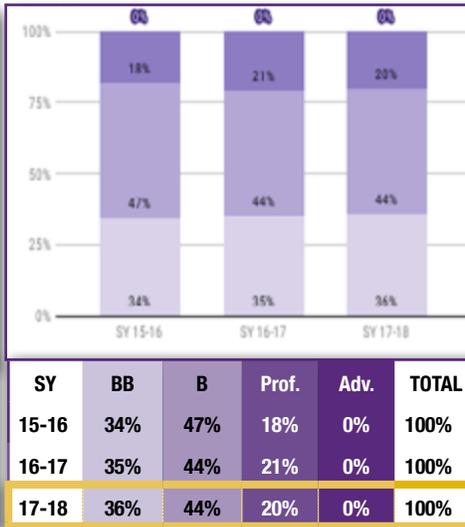


Figure 38 represents the assessment results for SY 17-18 7th Grade SCIENCE. It indicates eighteen percent (18%) of students are at PROFICIENT level, and three percent (3%) of students are at the ADVANCED level.

**Figure 39. SBA Assessment Results
8th Grade Science**



In **Figure 39**, assessment results for 8th Grade SCIENCE indicate forty-four percent (44%) are at BASIC level, twenty percent (20%) are at PROFICIENT level, and thirty-six percent (36%) are at BELOW BASIC level.

**Figure 40. SBA Assessment Results
PHYSICAL SCIENCE**

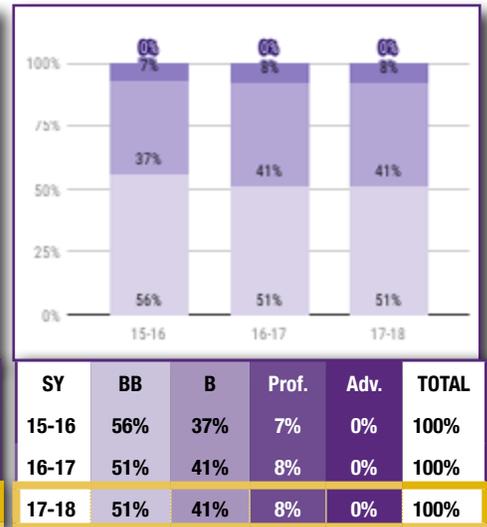


Figure 40 indicates forty-one percent (41%) of PHYSICAL SCIENCE students are at BASIC level, and eight percent (8%) are at PROFICIENT level. However, fifty-one percent (51%) of students are at BELOW BASIC level.

**Figure 41. SBA Assessment Results
BIOLOGY**

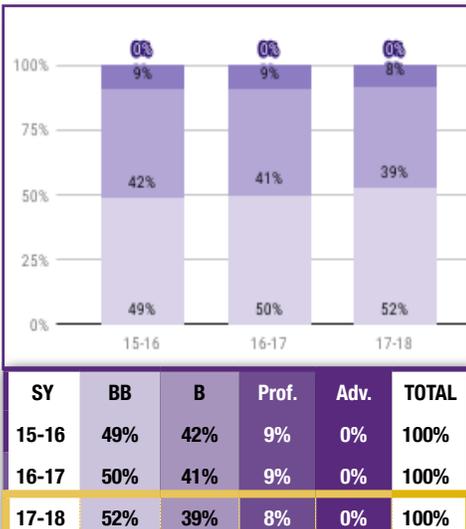
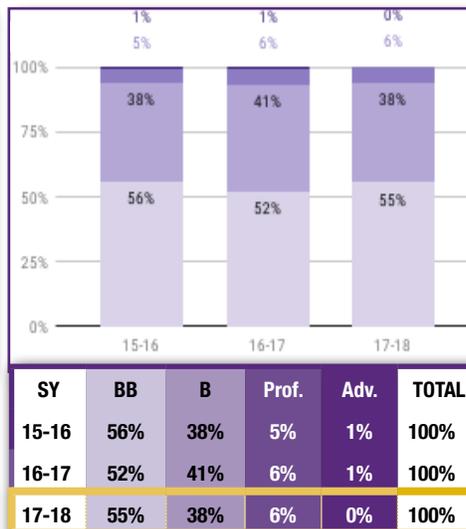


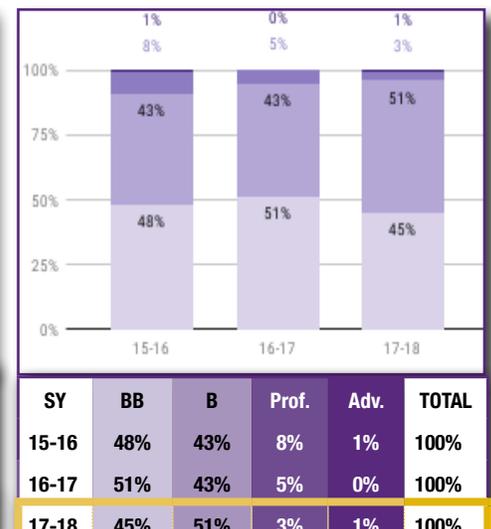
Figure 41. Assessment results for SBA BIOLOGY indicates fifty-two percent (52%) are at BELOW BASIC level, thirty-nine percent (39%) are at BASIC level and eight percent (8%) are at PROFICIENT level.

**Figure 42. SBA Assessment Results
CHEMISTRY**



In **Figure 42**, the SBA CHEMISTRY result indicates more than half (55%) are at BELOW BASIC level, thirty-eight percent (38%) are at BASIC level, and six percent (6%) are PROFICIENT.

**Figure 43. SBA Assessment Results
ANATOMY & PHYSIOLOGY**



SBA Anatomy and Physiology, as shown on **Figure 43**, indicates more than half of the students (51%) are at BASIC level, three percent (3%) are at PROFICIENT level, one percent (1%) are at ADVANCED level, and forty-five percent (45%) are at BELOW BASIC level.

SBA RESULTS- English Language Arts (ELA)

**Figure 44. SBA Assessment Results
1st Grade ELA**

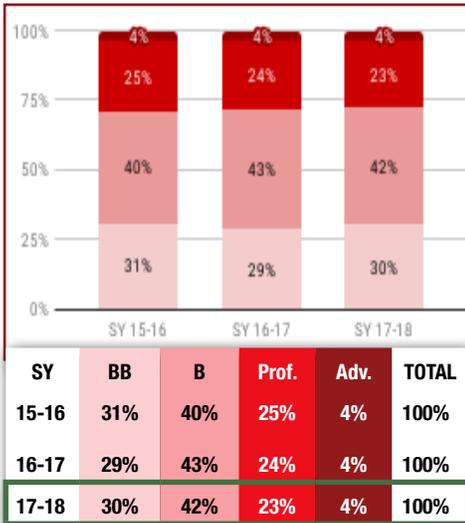
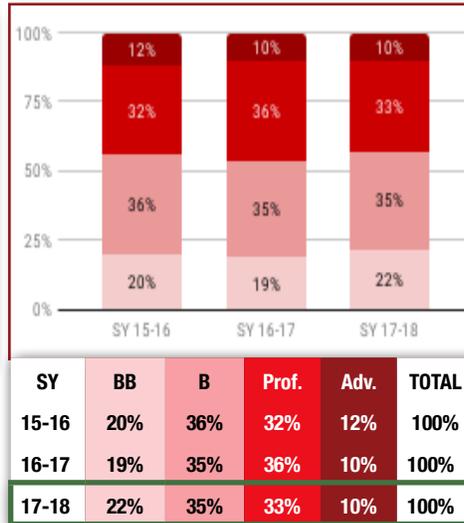


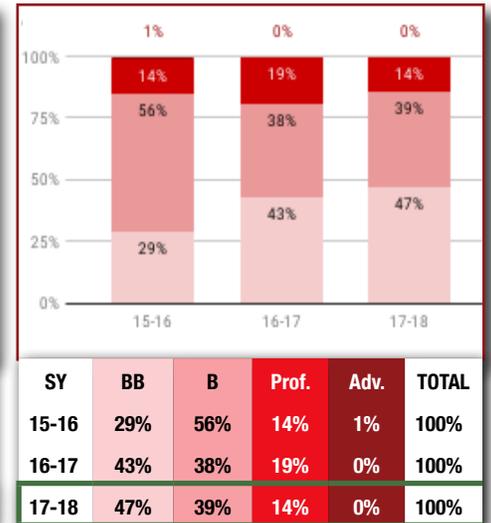
Figure 44. The 1st Grade SBA ELA indicates forty-two percent (42%) are at BASIC level. Twenty-three percent (23%) of students are at PROFICIENT level, and four percent (4%) are at ADVANCED level.

**Figure 45. SBA Assessment Results
2nd Grade ELA**



In **Figure 45**, the 2nd Grade SBA ELA result indicates thirty-five (35%) are at BASIC level, thirty-three percent (33%) of students are at PROFICIENT level, and ten percent (10%) are at ADVANCED level.

**Figure 46. SBA Assessment Results
9th Grade ELA**



The 9th grade SBA ELA results in **Figure 46** indicates thirty-nine percent (39%) are at BASIC level, Fourteen percent (14%) are PROFICIENT, and forty-seven percent (47%) are BELOW BASIC.

**Figure 47. SBA Assessment Results
10th Grade ELA**

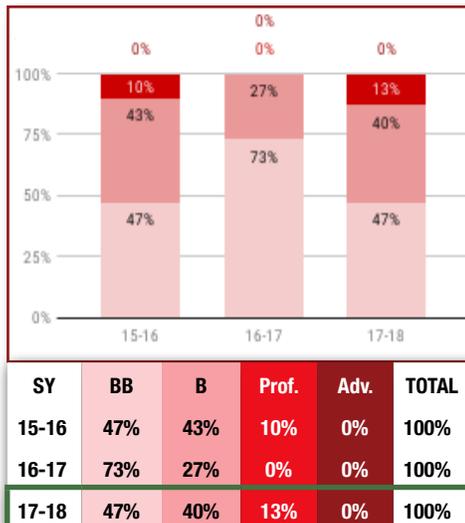


Figure 47. The 10th Grade SBA ELA indicates forty-seven percent (47%) are at BELOW BASIC level. thirteen percent (13%) of students are at PROFICIENT level and forty percent (40%) are at BASIC level.

**Figure 48. SBA Assessment Results
11th Grade ELA**

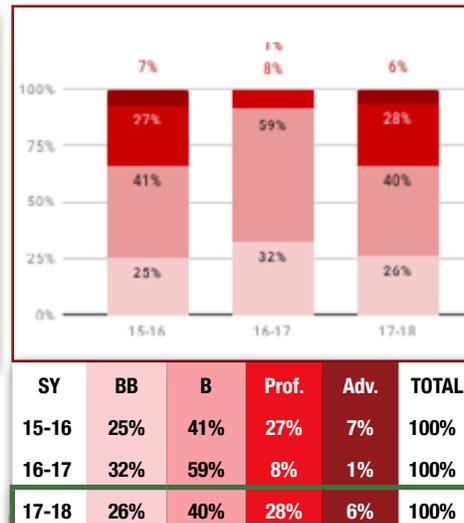
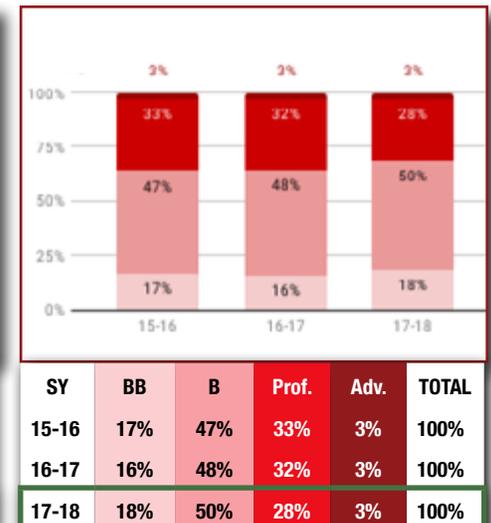


Figure 48 shows the result for 11th Grade SBA ELA. It indicates twenty-eight percent (28%) are PROFICIENT, forty percent (40%) are at BASIC level, and six percent (6%) of students are at ADVANCED level.

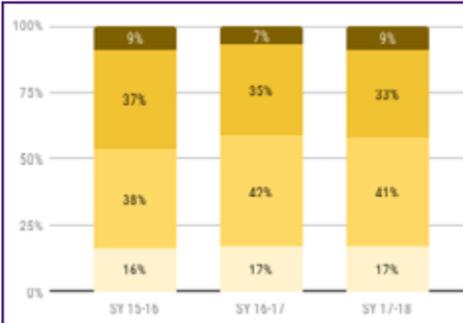
**Figure 49. SBA Assessment Results
12th Grade ELA**



In **Figure 49**, the 12th grade SBA ELA indicates half of the students who took the assessment (50%) are at BASIC level, twenty-eight percent (28%) are PROFICIENT, three percent (3%) are ADVANCED, and eighteen percent (18%) are BELOW BASIC.

SBA RESULTS - Social Studies Elementary

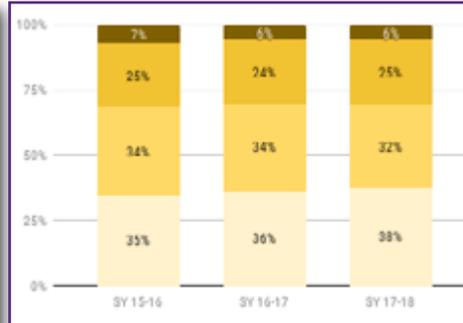
**Figure 50. SBA Assessment Results
1st Grade Social Science**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	16%	38%	37%	9%	100%
16-17	17%	42%	35%	7%	100%
17-18	17%	41%	33%	9%	100%

In **Figure 50**, the results for 1st grade SBA Social Science indicate forty-one percent (41%) are at BASIC level, thirty-three (33%) are PROFICIENT, nine percent (9%) are at ADVANCED level, and seventeen percent (17%) are at BELOW BASIC level.

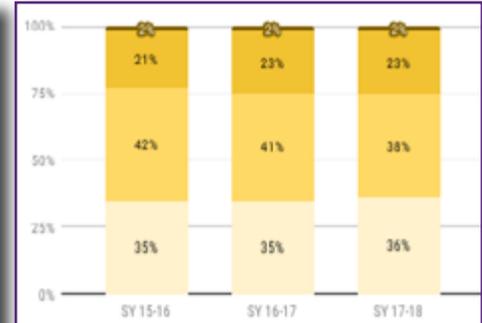
**Figure 51. SBA Assessment Results
2nd Grade Social Science**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	35%	34%	25%	7%	100%
16-17	36%	34%	24%	6%	100%
17-18	38%	32%	25%	6%	100%

The 2nd grade SBA Social Science results, as shown on **Figure 51**, indicate twenty-five percent (25%) of students are PROFICIENT, six percent (6%) of students are at an ADVANCED level, thirty-two percent (32%) at BASIC level, and thirty-eight (38%) are at BELOW BASIC level.

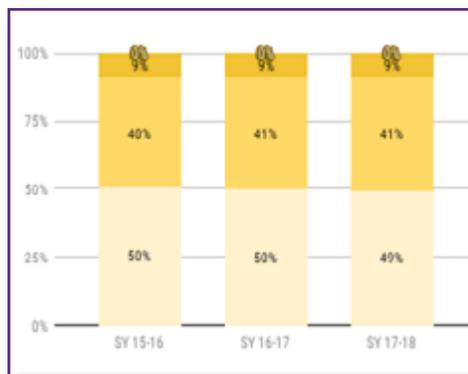
**Figure 52. SBA Assessment Results
3rd Grade Social Science**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	35%	42%	21%	2%	100%
16-17	35%	41%	23%	2%	100%
17-18	36%	38%	23%	2%	100%

Figure 52 indicates two percent (2%) of students that took the 3rd grade Social Science SBA test are at an ADVANCED level, twenty-two (22%) are PROFICIENT, thirty-eight percent (38%) are at BASIC level, and thirty-six (36%) percent are at BELOW BASIC level.

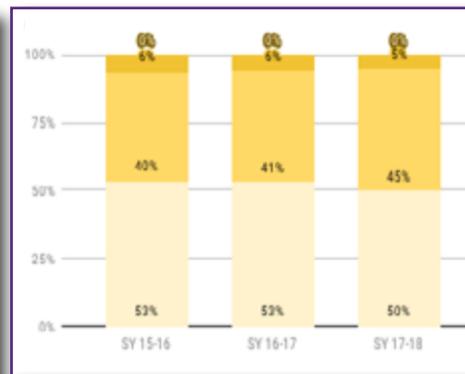
**Figure 53. SBA Assessment Results
4th Grade Social Science**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	50%	40%	9%	0%	100%
16-17	50%	41%	9%	0%	100%
17-18	49%	41%	9%	0%	100%

In **Figure 53**, assessment results for 4th Grade SBA SOCIAL SCIENCE indicate forty-one percent (41%) are at BASIC level, nine percent (9%) are PROFICIENT, and almost half (49%) are at BELOW BASIC level.

**Figure 54. SBA Assessment Results
5th Grade Social Science**

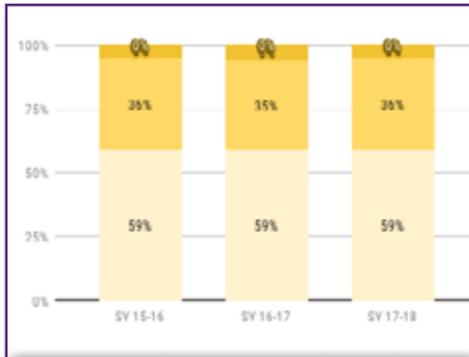


SY	BB	B	Prof.	Adv.	TOTAL
15-16	53%	40%	6%	0%	100%
16-17	53%	41%	6%	0%	100%
17-18	51%	44%	5%	0%	100%

The 5th grade SBA Social Science results as shown on **Figure 54**, indicate half of the students (51%) are at BELOW BASIC level, forty four percent (44%) are AT BASIC level, and five percent (5%) are PROFICIENT.

SBA RESULTS - Social Studies Middle School

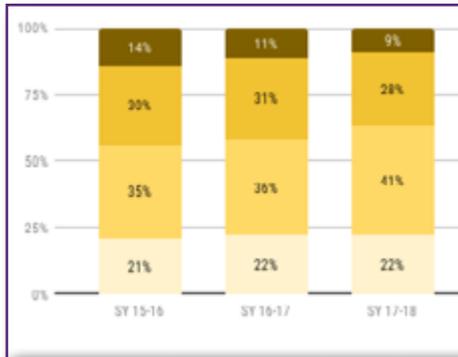
**Figure 55. SBA Assessment Results
6th Grade Social Science**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	59%	36%	5%	0%	100%
16-17	59%	35%	6%	0%	100%
17-18	59%	36%	5%	0%	100%

6th grade SBA SOCIAL SCIENCE results, as shown on **Figure 55**, indicate five percent (5%) of students are PROFICIENT, thirty- six percent (36%) of students are at BASIC level, and more than half at fifty-nine percent (59%) are at BELOW BASIC level.

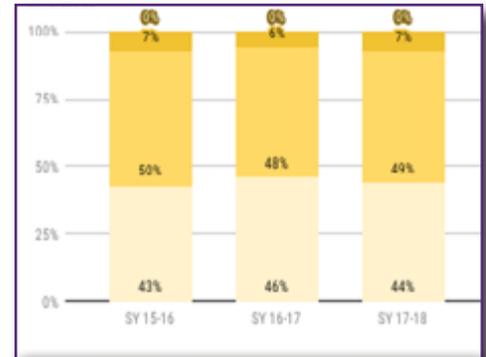
**Figure 56. SBA Assessment Results
7th Grade Social Science**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	21%	35%	30%	14%	100%
16-17	22%	36%	31%	11%	100%
17-18	22%	41%	28%	9%	100%

In **Figure 56**, assessment results for 7th Grade SBA SOCIAL SCIENCE indicate forty-one percent (41%) are at BASIC level, twenty-eight percent (28%) are PROFICIENT, nine percent (9%) are ADVANCED, and twenty-two percent (22%) are at BELOW BASIC level.

**Figure 57. SBA Assessment Results
8th Grade Social Science**

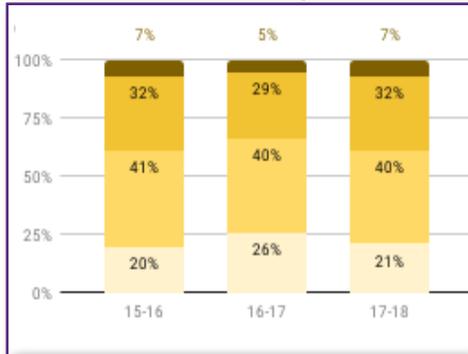


SY	BB	B	Prof.	Adv.	TOTAL
15-16	43%	50%	7%	0%	100%
16-17	46%	48%	6%	0%	100%
17-18	44%	49%	7%	0%	100%

Results for 8th grade SBA SOCIAL SCIENCE, as shown on **Figure 57**, indicate almost half of the students (49%) are at BASIC level, forty-four percent (44%) are at BELOW BASIC level, and seven percent (7%) are PROFICIENT.

SBA RESULTS - Social Studies High School

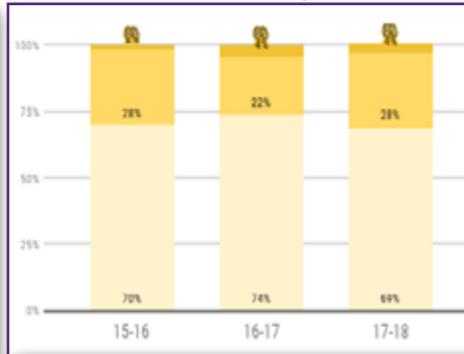
**Figure 58. SBA Assessment Results
Guam History**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	20%	41%	32%	7%	100%
16-17	26%	40%	29%	5%	100%
17-18	21%	40%	32%	7%	100%

In **Figure 58**, the results for SBA GUAM HISTORY indicate forty percent (40%) are at BASIC level, thirty-two (32%) are PROFICIENT, seven percent (7%) are at ADVANCED level, and twenty-one percent (21%) are at BELOW BASIC level.

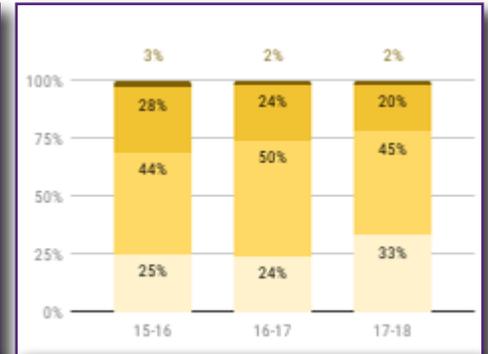
**Figure 59. SBA Assessment Results
World History**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	70%	28%	2%	0%	100%
16-17	74%	22%	4%	0%	100%
17-18	69%	28%	4%	0%	100%

SBA WORLD HISTORY results, as shown on **Figure 59**, indicate four percent (4%) of students are PROFICIENT, twenty-eight (28%) at BASIC level, and sixty-nine (69%) at BELOW BASIC level.

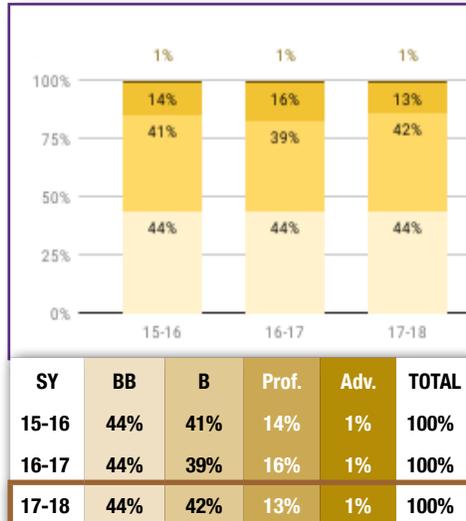
**Figure 60. SBA Assessment Results
US Government**



SY	BB	B	Prof.	Adv.	TOTAL
15-16	25%	44%	28%	3%	100%
16-17	24%	50%	24%	2%	100%
17-18	33%	45%	20%	2%	100%

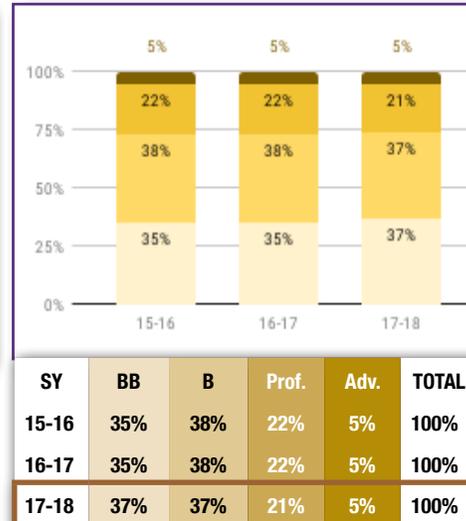
Figure 60 indicates two percent (2%) of students that took the SBA for US GOVERNMENT are at an ADVANCED level, twenty percent (20%) are PROFICIENT, forty-five percent (45%) are at BASIC level, and thirty-three (33%) percent are at BELOW BASIC level.

**Figure 61. SBA Assessment Results
US History**



SBA US HISTORY assessment results, as shown on **Figure 61**, indicate thirteen percent (13%) of students are PROFICIENT, one percent (1%) are at an ADVANCED level, forty-two percent (42%) at BASIC level, and forty-four percent (44%) are at BELOW BASIC level.

**Figure 62. SBA Assessment Results
Word Geography**



In **Figure 62**, assessment results for SBA WORLD GEOGRAPHY indicate thirty-seven percent (37%) are at BASIC level, twenty-one percent (21%) are PROFICIENT, five percent (5%) are at an ADVANCED level, and thirty-seven percent (37%) are at BELOW BASIC level.

DISTRICT WIDE ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Federal and local law requires that all students with disabilities be included in the general state wide and/or district-wide assessment with appropriate accommodations. If students with disabilities are unable to participate in the district-wide assessment, even with appropriate accommodations, these students Federal and local law requires that all students with disabilities be included in the general state wide and/or district-wide assessment with appropriate accommodations. If students with disabilities are unable to participate in the district-wide assessment, even with appropriate accommodations, these students will participate in the district-wide assessment through an alternate assessment. GDOE public school students in Grades 3 through 10 are assessed using the ACT Aspire; thus students with disabilities enrolled in the GDOE public schools whose Individualized Education Program (“IEP”) teams determined they should participate in the same district-wide assessment with or without accommodations are assessed using the ACT Aspire.

On the next page, **Tables 11 through 13** describe the participation results of GDOE’s population of students with disabilities with and without accommodations in Grades 3 through 10 in the ACT Aspire for the subject areas of English, Reading, and Math during SY2017-2018.

Tables 14 through 19 describe the performance levels of students with disabilities as they participated in the ACT Aspire, with or without accommodations, as determined by their IEPs in the subject areas of English, Reading, and Math. The data displayed is for eligible students with disabilities in Grades 3 through 10. The table also describes the number of eligible students with IEPs who performed at ACT Proficiency Levels: Ready, Close, In Need of Support.

Table 11. SY 2017-2018 ACT Aspire Participation Results for Students with Disabilities in ENGLISH WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEPs participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	68	62	6	67
4	114	109	5	113
5	136	127	9	134
6	144	140	4	142
7	140	132	8	132
8	140	130	10	130
9	175	147	28	155
10	87	70	17	78
TOTAL	1004	917	87	951

Table 12. SY 2017-2018 ACT Aspire Participation Results for Students with Disabilities in READING WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEPs participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	68	62	6	68
4	114	109	5	112
5	136	127	9	134
6	144	140	4	141
7	140	132	8	134
8	140	130	10	131
9	175	147	28	154
10	87	70	17	82
TOTAL	1004	917	87	956

Table 13. SY 2017-2018 ACT Aspire Participation Results for Students with Disabilities in MATH WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEPs participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	68	62	6	68
4	114	109	5	112
5	136	127	9	134
6	144	140	4	139
7	140	132	8	135
8	140	130	10	134
9	175	147	28	161
10	87	70	17	81
TOTAL	1004	917	87	964

Table 14. SY 2017-2018 ACT Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	62	61	2	2	27	30
4	109	108	0	6	48	54
5	127	125	0	2	63	60
6	140	138	1	2	60	75
7	132	124	2	14	47	61
8	130	120	0	8	58	54
9	147	129	1	1	19	108
10	70	62	0	0	6	56
TOTAL	917	867	6	35	328	498

Table 15. SY 2017-2018 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	62	62	0	1	2	59
4	109	107	0	0	2	105
5	127	125	0	0	1	124
6	140	137	1	1	1	134
7	132	126	0	0	6	120
8	130	121	0	0	6	115
9	147	129	0	1	10	118
10	70	66	0	0	1	65
TOTAL	917	873	1	3	20	840

Table 16. SY 2017-2018 Aspire Proficiency Levels of Students with Disabilities In MATH WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	62	62	0	0	6	56
4	109	107	0	0	23	84
5	127	125	0	0	23	102
6	140	136	0	1	15	120
7	132	127	0	0	2	125
8	130	124	0	0	2	122
9	147	134	0	0	1	133
10	70	64	0	0	0	64
TOTAL	917	879	0	1	72	806

Table 17. SY 2017-2018 ACT Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	6	6	0	1	1	4
4	5	5	0	0	3	2
5	9	9	1	3	4	1
6	4	4	2	0	2	0
7	8	8	1	6	1	0
8	10	10	0	1	4	5
9	28	26	0	2	7	17
10	17	16	0	2	0	14
TOTAL	87	84	4	15	22	43

Table 18. SY 2017-2018 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	6	6	0	0	0	6
4	5	5	0	0	1	4
5	9	9	1	0	1	7
6	4	4	0	2	0	2
7	8	8	0	0	2	6
8	10	10	0	0	2	8
9	28	25	0	1	1	23
10	17	16	0	0	0	16
TOTAL	87	83	1	3	7	72

Table 19. SY 2017-2018 ACT Aspire Proficiency Levels of Students with Disabilities In MATH WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire			
			Exceeding	Ready	Close	In Need
3	6	6	0	0	1	5
4	5	5	0	0	4	1
5	9	9	0	1	2	6
6	4	3	0	2	0	1
7	8	8	0	1	0	7
8	10	10	0	0	0	10
9	28	27	0	0	0	27
10	17	17	0	0	0	17
TOTAL	87	85	0	4	7	74

Special Education Alternate Assessment

Federal and local law requires that all students with disabilities be included in general statewide and district-wide assessment programs with appropriate accommodations, if necessary. Students with more significant cognitive disabilities who cannot participate in general large-scale assessment programs, even with accommodations, participate in the district-wide assessment through an alternate assessment based on alternate achievement standards.

Section 612(a)(17) of IDEA '97 states:

“As appropriate, the State or local educational agency – (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.”

§200.6 Inclusion of all Students of the No Child Left Behind Act (NCLB Title I) further states that:

“A state’s academic assessment system required under §200.2 must provide for the participation of all students in the grades assessed.

Students Eligible under IDEA and Section 504.

A State’s academic system must provide – (i) For each student with disabilities, as defined under section 602(3) of the IDEA, appropriate accommodations that each student’s IEP team determines are necessary to measure the academic achievement of the student relative to the State’s academic content and achievement standards for the grade in which the student is enrolled, consistent with §200.1(b)(2), (b)(3), and (c);

And ...

(2) Alternate Assessment. (i) The State’s academic assessment system must provide for one or more alternate assessments for a child with a disability as defined under section 602(3) of the IDEA whom the child’s IEP (Individualized Education Program) team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of this section, even with appropriate accommodations. (ii) Alternate assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science.

Additionally, states and districts must:

Report the number of children participating in alternate assessments;
Report the performance of children on alternate assessments after July 1, 2000, if doing so would be statistically sound and not disclose the results of individual children;
Ensure that IEP teams determine how each student will participate in large-scale assessments, and if not participating, describe how the child will be assessed; and
Reflect the performance of all students with disabilities in performance goals and indicators that are used to guide State Improvement Plans.

While all state and district-wide assessment programs are expected to be as inclusive as possible of students with disabilities, the alternate assessment requirement of IDEA '97 applies particularly to Guam’s SAT10, because the SAT10 is Guam’s primary accountability mechanism.

Assessment Accommodations and Alternate Assessments

Some students with disabilities need accommodations to take part in large-scale assessments. The purpose of accommodations is to minimize the influence of disabilities that are not relevant to the purpose of testing. According to the 1999 Standards for Education and Psychological Testing, “accommodation” is a general term that can refer to any departure from standard testing content, format or administration procedures.

Guam allows for accommodations that are justified and described in the IEP of a student with a disability. The test publisher has categorized accommodations as either “standard” or “non-standard,” and the type of accommodations used may affect how the results are included in the reporting of school, district, and state assessment results.

A small number of students with disabilities, particularly those with more significant cognitive disabilities (estimated at 1% - 2% of the entire student population) cannot meaningfully participate in general large-scale assessments even with accommodations. Rather than being excluded from the district-wide assessment program altogether, IDEA requires the performance of these students to be tested via an alternate assessment aligned to the content standards. Including all students in the district’s assessment program will create a more accurate picture of the education system’s performance. It will also lead to greater accountability for the educational outcomes of all students.

Alternate assessment is best understood as a means of including all students in Guam’s district-wide assessment and accountability program. The National Center for Educational Outcomes (Thurlow, Elliot, and Ysseldyke, 1998) refers to alternate assessment as the “ultimate accommodation” because it allows for all students to be counted in the accountability system.

Table 20. Participation Rate of Students with Disabilities Who Were Tested in the District-Wide Assessment through AA-AAS

GRADE	# STUDENTS WHOSE IEP'S DETERMINE PARTICIPATION THROUGH AA-AAS	# TESTED IN MATH	# TESTED INVALID OR DID NOT TEST IN MATH	# TESTED IN ENGLISH LANGUAGE ARTS	# TESTED INVALID OR DID NOT TEST IN ENGLISH LANGUAGE ARTS
1	13	13	0	13	0
2	18	15	3	15	3
3	16	16	0	16	0
4	24	24	1	24	1
5	19	19	0	19	0
6	12	12	3	12	2
7	19	19	0	19	0
8	21	19	2	20	1
9	25	18	7	18	7
10	14	13	1	13	1
11	7	7	0	7	0
12	10	7	3	7	3

Guam fully implemented its newly developed “Guide for the Participation of Students with Disabilities in Guam’s District-Wide Assessment” in SY2004-2005, which resulted in a substantial increase in the “documented” participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment based on alternate achievement standards (AA-AAS) during SY 2016-2017 are described in Table 58. It should be noted that for SY 2016-2017, students with disabilities participating in the alternate assessment based on alternate achievement standards in grades 3-8 and 11 were administered the online assessment through the NCSC Assessment System. Students in grades 1, 2, 9 and 10 were administered the Guam DOE Alternate Assessment based on Alternate Achievement Standards.

Tables 20 depicts the number of students with disabilities who were tested in the district-wide assessment through an alternate assessment based on alternate achievement standards (“AA-AAS”) in Math and English Language Arts during SY 2017-2018.

NOTE: Reasons for students not participating include the following: Absent during testing period or repeating seniors. Repeating seniors do not participate as they have been previously assessed. The focus for these seniors would be the activities described in their IEP Transition Plans. These repeating seniors have not been included in the total count of students participating in the AA-AAS.

Table 21
SY 2017-2018 ENGLISH LANGUAGE ARTS Summary Report for
Alternate Assessment based on Alternate Achievement Standards

Grade	# Eligible Students	# Tested	Invalid	# Not Tested	Performance Level			
					Level 1	Level 2	Level 3	Level 4
1	13	13	0	0	2	5	6	0
2	18	15	0	3	2	6	7	0
3	16	16	0	0	10	4	1	1
4	24	23	0	1	10	8	5	0
5	19	19	0	0	8	6	5	0
6	12	10	0	2	5	4	1	0
7	19	19	0	0	14	2	2	1
8	21	20	0	1	15	3	1	1
9	25	18	0	7	7	9	2	0
10	14	13	0	1	7	6	0	0
11	7	7	0	0	4	0	3	0
12	10	7	0	3	4	3	0	0

TABLES 21 & 22. reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate achievement standards in English Language Arts and Math, respectively, for SY 2017-2018.

Table 22.
SY 2017-2018 MATH Summary Report for
Alternate Assessment based on Alternate Achievement Standards

Grade	# Eligible Students	# Tested	Invalid	# Not Tested	Performance Level			
					Level 1	Level 2	Level 3	Level 4
1	13	13	0	0	3	7	3	0
2	18	15	0	3	2	6	7	0
3	16	16	0	0	7	7	1	1
4	24	23	0	1	4	7	11	1
5	19	19	0	0	2	10	7	0
6	12	9	0	3	5	1	1	2
7	19	19	0	0	11	7	1	0
8	21	19	0	2	10	5	3	1
9	25	18	0	7	8	8	2	0
10	14	13	0	1	3	9	1	0
11	7	7	0	0	2	3	2	0
12	10	7	0	3	6	0	1	0

Pre -K Program



Legislative Mandate for the GDOE Pre-Kindergarten Program Evaluation

Guam Public Law (P.L) 33-29 Section 3(c) states that “The Superintendent of the GDOE shall conduct a formative and summative evaluation of the Early Childhood pilot program over a period of three (3) years. The evaluation results shall be submitted to the Legislature and shall be considered prior to an expansion or continuation of the program.” (Exhibit A)

In compliance with the requirements of PL 33-29, the Guam Department of Education presented and will present to the Legislature evaluation reports for each year of implementation, covering three years, as follows:

- 1) SY15-16 evaluation comprising the first-year formative evaluation, already submitted to the Legislature in July 2017.
- 2) SY16-17 continuing formative evaluation report with initial summative evaluation of the second year implementation (this report).
- 3) SY17-18 summative final evaluation report on the outcomes of the GDOE pilot Pre-K program (to be submitted no later than December 2018).

According to education evaluation expert Michael Scriven, a “ formative evaluation (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are forming (in progress)... to catch deficiencies as soon as possible so that the proper learning interventions can take place that allows the learners to master the required skills and knowledge.” Summative evaluation (sometimes referred to as external) is “a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome.” (Coryn C.L.S. & M. Scriven, 2008 *Reforming the Evaluation of Research: New Directions for Evaluation*).

In light of the foregoing discussions, the first and second year evaluation reports focus on the correct implementation of program components with view to uncovering operational issues (deficiencies) that need adjustments “so that proper learning interventions can take place...”.

The next section provides background information on the first year program evaluation in order to give context to the second year program evaluation which is the focus of this report.

Background Information on the First Year SY15-16 Evaluation and Overview of the Second Year SY16-17 Evaluation

The first year Pre-Kindergarten (Pre-K) formative program evaluation focused on the preparation for and implementation of the program components in the four pilot schools: LBJ Elementary School, Marcial Sablan Elementary School, JQ San Miguel Elementary School, and Finegayan Elementary School. The program evaluation methodology was based on the premise that the evaluation focus was on the fidelity of implementation of program components at the initial stages of the program more than on ultimate program outcomes as each component bear significant impact on whether the program objectives and outcomes are attained. Thus, the focus of the first year evaluation were on the following:

- 1) Collect evidence of program design and implementation of Pre-K Program consistent with the generally accepted components of an early childhood education program;
- 2) Assess the adequacy and value of the collected evidence in light of these generally accepted components;
- 3) Identify program implementation weaknesses that may hinder the attainment of medium-term and long-term program outcomes.

Careful research and planning with appropriate stakeholders, and choosing best practices in early childhood education with consistent implementation of these evidence-based practices for each Pre-K program component were the focus of the first year.

On February 27, 2017, the SY15-16 First Year Pre-K Program Evaluation Report was transmitted to the Deputy Superintendent for Curriculum and Instruction Improvement (Exhibit B, Memorandum from Administrator of RP&E to Deputy C&I) and on July 18, 2017 during its Regular Monthly Meeting, the Guam Education Board (GEB) accepted the SY15-16 Pre-K Program Evaluation Report (Exhibit C, GEB Meeting Minutes). The Report was finally transmitted to the Legislature in July 2017.

The second year of the Pre-K program focused on implementing the corrections based on the lessons learned in the first year, specifically those components of the program that would impact the outcomes directly. The first year evaluation provided recommendations to change some strategies implemented in the first year that were found not effective enough to impact the desired outcome.

Hence, the second year overall theme was a shift from “PREPARE for the implementation” of program components as planned (which was the theme of the first year) to “PROVIDE for the implementation of program improvements”. This evaluation report focuses on how well the Department provided for the needed improvements in the Pre-K program based on lessons learned from the first year. In addition, given that the first cohort of Pre-K students in SY15-16 advanced to Kindergarten in SY16-17, Brigance assessments for this cohort was analyzed in order to determine if the Pre-K students indeed gained advantage over those who did not attend the program.

Overview of the GDOE Pre-Kindergarten Program

The GDOE Pre-K Program aims to support and enhance young children’s development through a high-quality early learning experience. The focus on early childhood education received substantial attention when First Lady Christine Calvo took this on as one of her primary advocacies through the Rigálu Foundation which is a strong partner of Guam’s Early Childhood Development Council and her initiatives focusing on the ‘nenis’ from birth to five.

To achieve the goal of high-quality early learning experience, the Guam Education Board passed GEB Resolution 2014-08 on September 23, 2014 in full support of the pilot Pre-kindergarten program as mandated in P.L. 33-29. The GEB resolution provided guidance and marching order for the Department to implement a full-day pilot pre-K program. Toward this end, the GDOE Division of Curriculum & Instruction convened an Early Childhood Education (ECE) Planning Committee, which consists of representatives from the Head Start Program, Division of Curriculum & Instruction, Special Education, Elementary Schools, and the Business Office. The Committee met monthly since June 2014 to develop and plan the Pre-Kindergarten Program for implementation beginning SY15-16. In addition, the ECE Planning Committee conducted several consultations from key stakeholders such as the parents, community members, school administrators, Head Start Program management and staff, Early Education program experts, and the GEB Committee on Curriculum, Instruction, and Assessment. These consultations provided guidance in developing the program design and infrastructure, establishing the curriculum standards and implementation guide, and recruiting the Pre-K teachers, conducting several professional development trainings, and getting ready the classrooms. One of the first actions of the ECE Planning Committee was to establish the criteria for pilot school selection. Based on guidance from several committee meetings and consultations with various stakeholders, the criteria for pilot school selection were as follows:

- 1) There will be one Pre-K pilot school per region.
- 2) Selection of pilot school site must be on voluntary basis.
- 3) The volunteer school must have an available classroom facility and available preschool program.
- 4) The decision for selecting the final pilot sites must be based on the comments and recommendations from the stakeholders during the Pre-K Initiative Village Meetings held in October 2014.

Given the foregoing criteria, the pilot program began operating on October 15, 2015 with a total of 71 students distributed across the four pilot schools: Finegayan Elementary School, J.Q. San Miguel Elementary School, Lyndon B. Johnson Elementary School, and Marcial A. Sablan Elementary School.

On September 1, 2016, the Guam Department of Education opened its door for the second year to a new group of four-year olds in the four pilot schools. As early as March 2016, announcements in the newspapers were made by GDOE to families from the four school districts to pick up applications at the respective schools, noting that eligible applicants would be children who would be four (4) years old by July 1, 2016. The SY16-17 application was modified to include two questions to the families which gathered information regarding Early Intervention Programs, and Public Assistance Programs. For SY16-17, the distribution of the new Pre-K students by school is shown in table 23.

Table 23. Four Pre-K Pilot Schools

School	Total Number of Students
Finegayan Elementary (Lagu)	18
LBJ Elementary (Luchan)	18
JQ San Miguel Elementary (Kattan)	17
Marcial Sablan (Haya)	18

Inclusion of the GDOE Pilot Pre-K Program in the National Institute for Early Education Research (NIEER) 2016 State of Preschool Yearbook

A very big indicator of program success is the inclusion of the GDOE Pilot Pre-K Program in the National Institute for Early Education Research (NIEER) 2016 State of Preschool Yearbook (Exhibit K).

The NIEER Yearbook is an annual publication of the Graduate School of Education at Rutgers State University of New Jersey under contract with the National Center for Education Statistics (NCES), U.S. Department of Education. The NIEER is geared towards supporting early childhood education policy by providing objective, non-partisan information based on research.

Only state-funded pre-school education programs are eligible to be included in the NIEER Yearbook. The Yearbook utilizes a set of quality standards benchmarks to determine how a state-funded preschool program fares relative to these benchmarks. As indicated in the 2016 Yearbook, when NIEER compiled the first yearbook on state preschool in 2002, “no state met all of the quality standards benchmarks and many met just two”. According to the NIEER yearbook, Guam already met seven out of ten quality standards. (Exhibit G - NIEER Press Release). Guam is also the first and currently the only US territory that has a state funded Pre-K program. Meanwhile, according to the NIEER release, there are still nine states that had programs that met fewer than half of the quality standards and seven states do not have fund preschool at all.

In 2016, the NIEER introduced major revisions to the policy benchmarks for the first time since the Yearbook was launched. These new benchmarks according to the release “raise the bar by focusing on policies that more directly support continuous improvement of classroom quality”.

The NIEER Press Release is shown below indicating that “Guam...meets most quality standards”.



NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

Press Release

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For Immediate Release: Wednesday May 24, 2017

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2016 STATE OF PRESCHOOL YEARBOOK SHOWS GUAM LAUNCHING PUBLIC PRESCHOOL PROGRAM

Guam pilot program enrolls 4-year-olds, meets most quality standards

New Brunswick, NJ — Guam launched a prekindergarten program, investing \$877,330 to serve about 2.5 percent of the territory's 4-year-olds, according to the 2016 State of Preschool Yearbook released today by the National Institute for Early Education Research (NIEER).

The State of Preschool Yearbook is the only national report on state-funded preschool programs with detailed information on enrollment, funding, teacher qualifications, and other policies related to quality. Decades of research shows that early childhood education can prepare children for greater success in elementary school and beyond, with benefits largest for the most disadvantaged — but only if quality is high.

Guam enrolled 72 children, about 2.5 percent of the territory's 4 year olds, during this first year of its Pilot Prekindergarten Program. Nationwide, state-funded preschool program enrollment reached an all-time high, serving nearly 1.5 million children, 32 percent of 4-year-olds and five percent of 3-year-olds. State funding for preschool rose eight percent to about \$7.4 billion, a \$550 million increase. State funding per child increased to \$4,967, exceeding pre-recession levels for the first time. Five states met all 10 current quality standards benchmarks. Nine states had programs that met fewer than half, and seven states do not fund preschool at all.

Evaluation Framework for the GDOE Pre-Kindergarten Education Program

Figure 1 on the next page shows the framework for the three-year Pre-K program evaluation which depicts continuous improvement progression and longitudinal tracking not only of student outcomes but also progressively developing set of strategies and activities for each year of the implementation. As depicted in Figure I, the overall theme for each year of implementation is a progression: PREPARE for the implementation in Year 1, then PROVIDE for the improvements in Year II, and finally to PROMOTE best practices learned in Years I and II as GDOE expands in Year III.

To illustrate this progression, for example, the first component in Year I is “Planning and Collaboration among Key Stakeholders”. The planning and stakeholder collaboration happened prior to and during the implementation in Year 1, and lessons were learned throughout Year I. Based on these lessons learned, the next step is to provide for and implement the improvements. Hence this component progressed to “Providing for Improvement based on Year I Lessons and Implement in Year II.” In the third year of Pre-K implementation, where there is preponderance to expand the program, this component will now have a systematic methodology embedded in the process of expansion, hence this first component progresses to “Promoting the PDSA (Plan-Do-Study-Act) cycle in planning for expansion in Year III.”

Another illustration of this progression is for example, the second component in Year I which is “Review of Pre-K Instructional Standards, Curriculum, and Assessments”. The review was done and selections were made and implemented in Year I. In Year II, this component progressed to “Researching the effectiveness of the implemented curriculum” In Year III, this component now progresses to “Ratifying the effective curriculum and use for program expansion.” The Pre-K expansions will utilize an already proven curriculum that works for the unique Guam student population that promotes excellence in early childhood education.

Each theme of the three-year Pre-K program evaluation framework fit well within the GDOE mission stated as follows “to PREPARE all students for life, to PROVIDE support, and to PROMOTE excellence”.



FRAME WORK FOR GUAM DOE PILOT PRE-K PROGRAM

Developed by Dr. Zeni Natividad, RP&E Administrator (12/07/2017)



Mission of GDOE: To **PREPARE** all students for life, to **PROVIDE** support, and to **PROMOTE** excellence.

1st YEAR (SY 15-16) TO **PREPARE** TO LAUNCH THE FIRST YEAR OF IMPLEMENTATION

- P**lanning and collaboration among key stakeholder; funding support for the program
- R**eview of Pre-K instructional standards, curriculum, & assessments
- E**nvironment of learning that is conducive to Pre-K needs.
- P**rofessional development to prepare pre-K teachers and staff
- A**dministrator involvement and effective support of Pre-K program
- R**each out to and get the support from parents or legal guardians
- E**valuation of program with focus on setting baseline data for longitudinal tracking of pre-K cohorts

2nd YEAR (SY 16-17) TO **PROVIDE** BETTER SUPPORT FROM LESSONS LEARNED IN YEAR I

- P**rovide for improvement based on Year I lessons learned and implement in Year II
- R**esearch the efficacy of the implemented curriculum in Year II
- O**vercome Year I environment of learning challenges
- V**est teachers with even more focused Professional Development.
- I**nvolve administrators only in key significant areas needing support
- D**evelop more meaningful relationships with parents.
- E**valuate 2nd year implementation with focus on evidence for improvements made from Year I

3rd YEAR (SY 17-18) TO **PROMOTE** BEST PRACTICES IN THE EXPANSION OF PRE-K

- P**romote the PDSA (Plan-Do-Study-Act) cycle in planning for expansion.
- R**atify the effective curriculum and use for expansion of the program
- O**utfit the environment of learning using the best configuration
- M**entoring by the Year I teachers of the newly hired pre-K teachers
- O**ptimize administrative support by engaging in proactive planning
- T**rain parents/legal guardians to how to sustain positive gains
- E**valuate 3rd year implementation using longitudinal tracking from pre-K to 3rd grade and onwards

Objectives of the SY 16-17 Second Year Pre-K Program Evaluation

While the main objectives of the first year evaluation were to collect evidence of and assess the adequacy of program design and implementation of the Pre-K Program in light of generally accepted components as well as identify program weaknesses/deficiencies (as enunciated in Scriven's definition of formative evaluation), the second year evaluation is a combination of formative and initial summative evaluation components. The objectives for SY16-17 Pre-K Program Evaluation are as follows:

- 1) Collect evidence of program improvements, specifically those that address concerns or issues raised in the first year program implementation, (formative evaluation);
- 2) Assess the adequacy of the evidence presented in light of generally accepted early childhood education standards and practices, (formative evaluation); and
- 3) Conduct an initial analysis of program outcome using longitudinal data on the first cohort of Pre-K students that started in SY15-16 and progressed to Kindergarten in SY16-17 (preliminary summative evaluation).

Program Evaluation Framework Components and Evidence of Implementation

With the aforementioned evaluation objectives, the Program Evaluation Framework was designed to collect evidence of effective implementation along the following best practice components:

- Providing for Improvement based on Year I Lessons and Implement in Year II
- Researching the Efficacy of the Implemented Instructional Standards and Curriculum in Year II
- Overcoming Year I Environment of Learning Challenges in Year II
- Vesting Pre-K teachers with even more focused Professional Development in Year II
- Intermittent Administrator Involvement Only in Key Decision Areas in Year II
- Developing more Meaningful Parent/Guardian Support in Year II
- Evaluation of the Desired Increase in Student Outcomes from Year I to Year II



An outstanding achievement of the GDOE Pre-K Program is meeting 7 out of 10 quality standards benchmarks set by the National Institute for Early Education Research (NIEER). Inclusion in the 2016 NIEER Yearbook is a bonus, but the fact that in its maiden launch of the program, Guam already met 70% of the quality standards while other states where some have been operating a state-funded Pre-K program for more than 20 years still have met fewer than half (or less than 5 out of 10) quality standards.

Of the quality standards that Guam did not meet, two related with the qualification of the teachers (current Guam Pre-K teachers have no BA degree) and of the assistant teachers (current

Guam teacher assistants have no Community Development Aide or CDA degree or equivalent).

One unmet standard had to do with Guam Pre-K program having no referral to vision, hearing, health and at least one support service.

The NIEER report was released in Spring, 2017. GDOE is seeking to meet these deficiencies in its expansion program.

The evidence collected on the Pre-K Program alignment and the ensuing standard operation procedures (SOP No. 400-003), the teaching and learning curriculum standards framework and the GDOE Early Learning Guidelines based off the National Association of for the Education of Young Children (NAEYC) standards are significantly adequate evidence to demonstrate alignment. As to implementation of the aligned curriculum, successful inclusion in the NIEER Yearbook and meeting 7 out of 10 quality benchmarks is a very important achievement for Guam.

In the area of improving the education environment for Pre-K, the 14-Points Report Compliance is a monthly report mandated by P.L. 28-45 for GDOE to report on the physical conditions of every classroom relative to ventilation, potable water, electricity, sanitation, textbooks, library, instructional days, bussing, and the number of certified school staff such as teachers, administrators, school health counselors, guidance counselors, allied health professionals. Overall, the four pilot schools meet most of the standards. The 14 -pts compliance report was for the entire school for each of the 4 pilot schools but evidence was also available that the four pilot Pre-K classrooms (and not the entire school per se) were compliant with the 14-pts.



While there is evidence of numerous professional development activities carried out in SY16-17, the new and revised NIEER quality standards that used to be “at least 15 hours/year of training” has in 2017 been raised to include “individual Professional Development plans and coaching”. In order for Guam to keep up its number of quality standards met in 2016, this evaluation report recommends that each of the four Pre-K teachers must have individual PD plans and must also be included in the Guam Mentorship program.

Currently, Guam offers 30 hours/year of PD to all four Pre-K teachers. This is double the number of hours required by NIEER (i.e. 15 hours/year). However, the PDs offered by GDOE to its four pilot Pre-K teachers are not custom-designed to meet individual needs. The trainings are often part and parcel of a bigger island wide Early Childhood Education program which includes even the Headstart program teachers and the federally funded GATE pre-school teachers. The 2017 NIEER standard now requires an individual PD plan. This can be easily met by GDOE through (1) individual training needs assessment, and (2) identifying the appropriate training offered district-wide that would meet individual teacher needs, or if not offered district wide, through one on one coaching by an Early Childhood education mentor.

Research shows that after the teacher, the school administrator (principal) has the most profound impact on student learning. In a paper published by the Wallace Foundation, *How Leadership Influences Learning*, authors Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom found that school leaders were responsible for as much as 25 percent of the total school effect on student learning. In *School Leadership That Works*, Dr. Robert J. Marzano's research comparing effectively and ineffectively run schools showed that in the former, the effective pass rate was 72% and in the latter, was only 28%, demonstrating the critical impact of school administrators on student outcome. (Source: Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development, p.4.)

In Year I, the involvement of school administrator was intense dating back several months prior to the first day of the pilot program. There were monthly and sometimes twice a month meetings with the C&I SPC Early Education and with the Pre-K teachers. However, the smooth operation of the first year implementation required lesser involvement from the school administrator. The positive report from the four Pre-K teachers regarding the support of their respective school administrators indicated true and effective leadership which logically leads to the lessening of involvement and supervision of the program. Note that there were only two collaborative meetings of the four pilot schools administrators in SY16-17. Eventually, the goal is for Pre-K to have the same level of supervision as every other grade level in the school, and not be treated as a "special baby" to be given more attention than the other grades. This is an indicator of true program success.

Another key factor in the success of a Pre-K student (or any grade level for that matter) is parent support of the child's education. In SY16-17, as in SY15-16, the GDOE Pre-K Program presented more than adequate evidence of how the program "reached out to parents" and in return, how parents reached back and became active participants in their child's learning. The Pre-K program planned and collaborated family projects every month in the classrooms which provided opportunities for child and parents to work together on thematic units of learning. This particular evaluation component covers both the "reach out to and reach in to" by parents (or guardians). In addition to reaching out to parents/guardians, it was also important that Pre-K parents perceive themselves as truly important and plays a significant role in their child's education.

2016 Family Partnership Conference



The Conference is being held to engage families of young children in health and nutrition to promote the development of healthy habits for life. Young children, 2-5 years, grow and develop in ways that affect behavior in all areas, including eating. This conference is to help parents understand children's developmental and behavioral milestones and provide them information and skills to make age-appropriate food and physical activity selections. Healthy habits developed at this life-cycle stage will promote optimal growth, development, and academic performance.

Brigance Pre- and Post- Assessment in First Year Pre-K (SY15-16)

In the first year implementation evaluation report for SY15-16, the initial “Effectiveness of the Program” consisted of the first year data on the pilot students’ assessment (Brigance and Ages & Stages Questionnaire). Based on the Brigance Pre-test conducted in October 2015 and Brigance Post-test conducted in May 2016, the assessments done in all four pilot schools showed that the Pre-K students significantly improved in the skill areas that would make them ready for Kindergarten. The table below was reported in the first year evaluation report.

Brigance Pre-K To K Cohort Analysis

In SY16-17, we followed this first cohort of students, here defined as the students who were in Pre-K in SY15-16 and moved up to Kindergarten in SY16-17. Most SY15-16 Pre-K students stayed in the same school for Kinder, except in JQ San Miguel where 6 out of 17 students in the original cohort withdrew from GDOE leaving only 11 out of 17 to track for longitudinal analysis. The records of these students though were not removed from the data system in the event that they come back into the GDOE system.

Cohort analysis of the Brigance Post-tests for the two school years was based on the gains made by the students from Pre-K to Kindergarten using Brigance Age-Equivalents for Core Assessments for four-year and five-year olds respectively. The results of the gains analysis are shown in Table 25.

From Table 25, it can be inferred that the greatest gains were observed among the Pre-K cohort in Marcial Sablan (mean gain =27.8). The school also has the highest school retention rate, which means that the students stayed in Marcial Sablan for Kindergarten after completing their Pre-K education. The next highest mean gain was observed in Finegayan Elementary (mean gain =19.4). The lowest gain (mean gain = 12.8) and the lowest retention of Pre-K (N=9) was observed at JQ San Miguel. Examination of data from JQSM revealed after their Pre-K education, there were six (6) students who withdrew from the school, while two students did not have usable post-Brigance results.

The specific skills that the students across four pilot schools showed significant gains were in visual discrimination, reading lowercase letters, printing personal information, writing numerals in sequence, simple addition and subtraction, and solving word problems.

Table 24. Brigance Pre-and Post- Assessment for SY 15-16 Pre-K

Pre-Kindergarten Skill	Finegayan		JQ San Miguel		LBJES		Marcial Sablan	
	Mean Diff	Sig (2-tailed)*	Mean Diff	Sig (2-tailed)*	Mean Diff	Sig (2-tailed)*	Mean Diff	Sig (2-tailed)*
Orally say name and address	2.94	0.00	1.09	0.03	1.53	0.00	1.03	0.01
Color recognition	2.17	0.02	0.25	0.41	0.89	0.10	1.41	0.02
Picture vocabulary	1.05	0.00	0.81	0.06	1.39	0.00	0.88	0.04
Visual Determination	1.67	0.08	1.50	0.01	5.17	0.00	3.29	0.00
Visual Motor Skills	3.56	0.00	3.00	0.00	2.33	0.00	2.82	0.00
Gross Motor Skills	1.61	0.00	0.19	0.19	0.50	0.03	0.03	0.79
Count by rote	0.33	0.08	0.50	0.05	0.92	0.02	6.35	0.00
Identifies body parts	4.44	0.00	2.50	0.00	3.44	0.00	3.18	0.00
Follow Verbal Directions	2.83	0.00	0.25	0.33	0.90	0.10	4.35	0.00
Number concepts	3.17	0.02	1.25	0.24	2.44	0.02	1.47	0.02
Verbal fluency and articulation	2.11	0.03	0.00	1.00	1.39	0.06	1.65	0.00

Comparison Group Design using SY 16-17 Kinder Brigance Assessments

To determine whether the gains made by the first cohort of Pre-K students were worth the investment of state funds, a comparable equivalent group of Kindergarten students in SY16-17 was assembled for each pilot school. The equivalent groups were matched by individual demographic characteristic of each member of the Pre-K cohort group. The matching variables used were age, gender, and ethnicity.

It is important to note that the Brigance score is sensitive to the age of the student; therefore, it was equally important that the comparison student selected for each cohort student in the pilot schools is as close to the age of the cohort student. Hence to select a comparison student, the rule of selection was that the matched pair must have the same gender and ethnicity, and that their ages as close to each other as possible, within only +/- one-month difference. For example, if in the cohort group a student is a male Chamorro, age 5years, 2months old, the comparison student selected from

a host of kindergarten students from the same school who did not have Pre-K education should be a male Chamorro whose age is between 5 years, 1mo and 5yr, 3months. This protocol must be strictly followed so that the Brigance age-equivalent score for the cohort student and the comparison student will be the same, greatly reducing the possible variance between the cohort and the comparison students, except for the Pre-K education experience. A table of age-equivalent Brigance scores was used.

Table 25. Mean Gain from Pre-K (SY15-16) to K (SY16-17) by Pilot School

School	Mean Gain	N	Standard Deviation
Finegayan Elementary (Lagu)	19.4	12	15.6
LBJ Elementary (Luchan)	14.6	14	11.6
JQ San Miguel Elementary (Kattan)	12.8	9	11.3
Marcial Sablan Elementary (Haya)	27.8	17	16

Using the age-equivalent Brigance score, each student whether belonging to the cohort or the comparison group, was classified as either meeting the age-equivalent score or not. "Y" means "Yes" the student met the age equivalent score, or "N" means the student did not attain the age-equivalent score.

Referring to Table 26, a high percentage (77.7%) of the Pre-K cohort students in Marcial Sablan attained age-appropriate Brigance score as compared with their matched pair with no Pre-K education (44.3%). In Finegayan Elementary, slightly higher percentage (58.3%) of the kinder students who had Pre-K education attained age-appropriate Brigance score, compared with their matched pairs (55.5%) who did not have Pre-K education. The same is observed in JQ San Miguel. LBJ Elementary showed equal proportions of students who attained age-appropriate Brigance score in both categories. Overall, there is clear evidence thru the Brigance assessment data that students who are exposed to Pre-K education fared better in Kindergarten than students not exposed to Pre-K education.

Table 26. Percent of Cohort (Kinder) Students with Pre-K Education Who Attained Brigance Age-Appropriate Score versus Percent of Comparison (Kinder) Students with No Pre-K Education

School	SY 16-17 KINDER WITH PRE-K EDUCATION (COHORT GROUP)	SY 16-17 KINDER WITH NO PRE-K EDUCATION (COHORT GROUP)
Finegayan Elementary (Lagu)	58.3%	55.5%
LBJ Elementary School (Luchan)	50%	50%
JQ San Miguel Elementary (Kattan)	41.2%	35.3%
Marcial Sablan (Haya)	77.7%	44.3%

Table 26 depicts the cross tabulation of the proportion of students "Y" who met the age equivalent score versus "N" the proportion of students who did not meet the age equivalent score. Each student was also classified as "P" means the student had Pre-K education or "NP" means the student did not have Pre-K education prior to Kindergarten.

Summary of Findings

The second year implementation of the GDOE Pre-K program provided even stronger evidence that early exposure to structured classroom experience such as Pre-K education is a positive investment.

1) The GDOE Pre-K program continues to be an unfunded mandate. While a total of \$877,330 was expended on Pre-K program in SY15-16, all of that came from existing GDOE monies, and not as funds infused into the Department as envisioned by P.L. 33-29. In other words, other GDOE locally funded programs, services, or personnel were put off to fund the Pre-K program. In SY 16-17, the same situation occurred in which all of the funds totaling \$ 357,700 that paid for the four lead teachers and four school aides in the pilot schools were funded out of existing, not infused, GDOE funds.

2) The GDOE Pre-K program showed very strong start having been recognized by the National Institute for Early Education Research (NIEER) as meeting 7 out of 10 NIEER standards in 2016. Compared with the rest of the nation, to date, only five states met all 10 of the current NIEER quality benchmarks, while nine states had Pre-K programs that met fewer than half of the 10 benchmarks in spite of years of implementation, and seven states still do not have any universal Pre-K program. Guam on the other hand, in its first year and with barely little funding, met 7 out of 10 NIEER standards.

3) But, while there is cause for celebration that Guam met 7 out of 10 NIEER benchmarks, in the words of NIEER Director Dr. W. Steven Barnett, "...more work is needed to increase funding and access to provide high quality Pre-K that helps children get the best possible start in life." The more work are in the areas of: individualized professional development, continuing mentoring of the lead Pre-K teachers and the assistant teachers, and adjustment of the Pre-K curriculum so that it is culturally sensitive, supported, and well- aligned with other state standards.

4) Examination of the work policies and processes of the Pre-K program in SY16-17 showed that GDOE addressed the issues and shortcomings identified in the first year, in spite of lack of funding. Professional development continued to be offered for the lead teachers and their assistants. Monitoring of the quality of the learning environment involved not only the monthly standard 14- points check as required by law but in also the monitoring of learning environment components that are unique to early childhood education. School administrators continued to provide support to the Pre-K program in their school. There was no significant negative report or incident at any pilot school that elicit special attention. The operation of the Pre-K program for SY16-17 was, as it was in SY15-16, overall, a smooth and successful one.

5) Assessment data using Brigance test showed very positive gains for the pilot Pre-K students. Following the cohort of students who started as Pre-K in SY15-16 and who moved up to Kindergarten in SY16-17, assessment data showed significant positive gains in age-appropriate Brigance test. Across four pilot schools significant gains were observed in the following skill areas: n visual discrimination, reading lowercase letters, printing personal information, writing numerals in sequence, simple addition and subtraction, and solving word problems.

6) A quasi-experimental design comparing a matched set of Kindergarten students (called comparison group) who did not have Pre-K education against the pilot Pre-K students who were Kindergarten in SY16-17 (called the cohort group) revealed that significantly greater proportion of the cohort students attained age-appropriate Brigance scores compared with their matched pairs in the comparison group who did not have Pre-K education. Overall, there is clear evidence using the Brigance assessment data that students who are exposed to Pre-K education fared better in Kindergarten than students not exposed to Pre-K education.

Recommendations

Relative to Year II evaluation findings, the following recommendations are offered:

1) GDOE needs to pay attention to the NIEER quality standards benchmarks if it desires to keep or improve its standing in the NIEER directory. The GDOE Pre-K program met 7 out of 10 quality standards benchmark and that is a big achievement. However, GDOE needs to pay attention to the quality components that Guam did not meet, as listed below, including recommendations on how to address those standards:

a) The four pilot lead teachers must have individualized professional development plans to meet the NIEER standard. Instead of group professional development lumped with the rest of the Early Learning staff (Head Start, Pre-K Gate, Kindergarten teachers, etc.) there are only four Pre-K pilot teachers that could easily have individualized professional development plans that meet their unique needs. It is very possible that some of those needs are common to two or three of the pilot teachers. The key is that the PD plan is individualized. How they meet their individual training needs does not require individualized training. Toward this end, GDOE Pre-K program can conduct a training needs assessment for each of the four pilot teachers and develop and individualized PD plan for each. RP&E may be able to assist in this regard.

b) The four pilot lead teachers and school aides must have on-going mentoring training. This can be attached to the already existing GDOE mentoring program. There may be one mentor identified that has advanced skills in early childhood education and who can be the mentor for all four pilot schools. The mentoring part can be incorporated in their individualized PD plan.

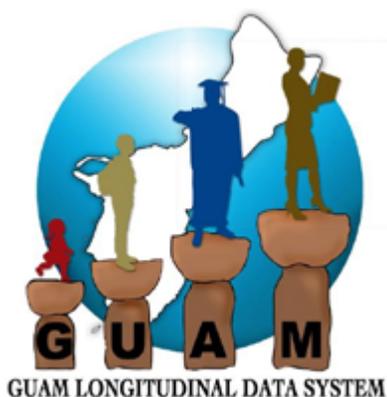
c) It is also highly desirable and recommended that the four pilot lead teachers work towards having four year degree in early childhood education. Again, this can be incorporated in their individualized PD plan.

d) The GDOE Pre-K education program must have early learning standards that are culturally sensitive, supported and aligned with other state standards. This can be easily accomplished with the help of the UOG and by re-examining the alignment between the current Pre-K standards and the DOE state standards.

2) Parent involvement should be sustainable. It is highly recommended that parents be trained to be able to help their young child to retain what they learned in Pre-K through the summer months before entering K. Doing arts and crafts together are good, or other project-based activities, but the more sustainable parent involvement is when these parents themselves learn how to help their child retain the skills that are covered in Brigance, as listed in Table 1, such as identifying colors, identifying pictures by naming, knowing and stating personal information, knowing the use of objects, visual motor skills, understanding number concepts, building tower with blocks, gross motor skills, identifying body parts, repeating sentences correctly, following verbal directions, number concepts, etc. This can be done by creating a review pamphlet of sample practice ideas for each of these foregoing skills and training the parents how to use this review material with the child. This way, the child connects the idea that he is to retain the learning not only when in class, but also outside of class and beyond.

3) Funding continues to be an issue for the Pre-K program. GDOE has put forth much of its resources to implement this program, now going on for three years. Authorities beyond GDOE and the GEB need to pay attention and assert the infusion of funding to continue and even expand this very effective program. Someone mentioned before that it is better to fund Pre-K now than to fund a more expensive state penitentiary, judiciary, public safety program, or public welfare programs.

GDOE, thru the collaborative efforts of the C&I, RP&E and the FSAIS Divisions, plan to follow the cohort of Pre-K students as they move up in their higher grades within the public schools and monitor if indeed the investment in the very early years was well worth it. Through assessments, discipline reports, attendance reports, extra-curricular activities, extra ordinary achievements, indicators of readiness for college or career and other indicators, we seek to follow through these students.



With a State Longitudinal Data System (SLDS) which enables tracking of students from Pre-K to age 20 (either in college or working), Guam can easily have data to show whether such investment in early childhood education was a success or not. A Guam SLDS program is in the works with the University of Guam, the Guam Community College, the Guam Department of Education and the Guam Department of Labor, and has taken on a local name called the “Guam One-Stop Data Village”. The Joint Boards of Education comprising the Guam Education Board, the Guam Community College Board of Trustees, and University of Guam Board of Regents with the Guam Department of Labor fully support the establishment of such the “Guam One Stop Data Village”. For more information about the

“Guam One Stop Data Village, please contact Dr. Zenaida Napa Natividad, RP&E Administrator and Interim Project Director and Data Governance Chairperson of the Guam State Longitudinal Data System. (znnatividad@gdoe.net).

Student Graduation & Dropout Rate



GRADUATION RATES

Of specific interest to educators are the cohort rates because it gives an indication of the proportion of ninth grade students that leave school as graduates. The National Center for Education Statistics (“NCES”) graduation cohort rate answers the question: What proportion of those who leave school leave as graduates? The formula uses data pertaining to graduates and dropouts over four years.

Table 27. Number of GDOE High School Graduates by School and Total District

HIGH SCHOOL	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18
GWHS	497	482	451	377	355	323	334
JFKHS	372	396	481	484	365	368	387
SSHS	356	338	376	353	352	371	352
OHS	269	308	300	304	346	322	351
SHS	274	246	257	302	346	395	318
THS	n/a	n/a	n/a	144	181	220	262
JP TORRES	n/a	n/a	n/a	n/a	n/a	55	n/a
TOTAL	1768	1770	1873	1964	1945	2054	2004



Table 28. represents the high school completion rates from SY11-12 to SY17-18. The table shows an annual completion rate increase from SY16-17 to SY 17-18 by 2.5 percentage points.

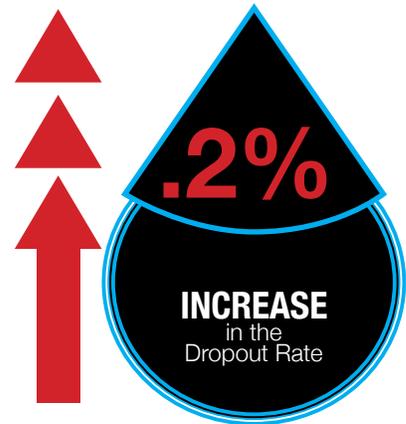
Table 28. DOE Comparative High School Completion Rates SY11-12 to SY17-18

SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
69%	68%	73%	76%	79%	82%	84.5%

DROPOUT RATES

A “dropout” as defined by Board Policy 375 is a student who was enrolled in a DOE high school sometime during a given school year; and after enrollment, stopped attending school without having been:

- transferred to another school or to a high school equivalency educational program recognized by the Department; or
- incapacitated to the extent that enrollment in school or participation in an alternative high school program was not possible; or
- graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade;
- expelled; or removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.



**Table 29 . SY11-12 to SY17-18
DOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)**

HIGH SCHOOL	SY 11-12		SY 12-13		SY 13-14		SY 14-15		SY 15-16		SY 16-17		SY 17-18	
	DN	DR												
GWHS	80	3.1%	128	4.8%	149	5.6%	79	4.1%	56	3.1%	39	2.2%	43	2.6%
JFKHS	105	4.5%	93	3.5%	122	4.6%	124	6.0%	29	1.5%	9	0.4%	31	1.6%
SSHS	102	5.4%	53	2.7%	89	4.6%	83	4.2%	59	3.3%	33	1.6%	46	2.4%
OHS	105	7.7%	45	3.0%	67	4.4%	61	3.4%	33	1.7%	28	1.6%	25	1.5%
SHS	130	8.4%	51	3.3%	93	6.0%	81	5.2%	45	2.9%	69	4.4%	68	4.7%
TIYAN	n/a	n/a	n/a	n/a	n/a	n/a	53	4.1%	61	4.7%	32	2.2%	41	3.1%
JP TORRES	n/a	n/a	33	14.9%	n/a	n/a								
Total	522	5.3%	370	3.8%	520	5.3%	481	4.7%	283	2.8%	243	2.4%	254	2.6%

Table 29. represents the dropout rates by school from SY 11-12 to SY 17-18. The dropout number and rate includes students in grades 9 to 12. The table shows that JFK High School had the greatest increase in the dropout rate from SY 16-17 to SY 17-18 (.4% to 1.6%).

Personnel Quality & Accountability



Guam Department of Education Action Plan addresses the following objectives relative to Personnel Quality and Accountability:

- 1) To increase the number of fully certified teachers;
- 2) To implement recruitment and retention initiatives;
- 3) To provide continuing high quality professional development to teachers and administrators.

The following section reports statistics regarding employee demographic characteristics, and statistics that describe teacher qualifications based on certification levels and degrees completed.

EMPLOYEE DEMOGRAPHICS

As of SY 17-18 there were three thousand, eight hundred and fifty-two (3,852) full and part-time employees who provided instructional and support services during the aforementioned school year.

Table 30 represents the distribution of employees by position category from the various schools and central office/support division sites. Analysis of Table 30 reveals that the largest category of employees within GDOE are teachers who comprise 64% of the total employee population. Instructional Aides comprise the second highest population totaling 662 or 17%. Principals and Assistant Principals account for 2.3% of the employee population, while various support and programmatic services make up the rest of the population.

TABLE 30.
SY17-18 Employee Distribution by Position

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	87	2.26%
Central Administrators	30	.78%
Teachers¹	2,457	63.79%
Professional/Ancillary	264	6.85 %
Health Counselors	40	1.04%
Allied Health Professional²	22	.57%
Central School Support	159	4.13%
Cafeteria	41	1.06%
Custodian/Maintenance	90	2.34%
Instructional Aides³	662	17.19%
TOTAL DOE EMPLOYEES	3,852	100%

¹Includes Substitute Teachers as well as Guidance Counselors and School Librarians who are categorized as Teachers.

²Includes LPNs

³Includes School Aides, Head Start Aides and other special program aides.

TABLE 31. SY17-18 DOE Ethnic Distribution of Employees

ENTHIC CATEGORIES	# of EES
1 M - Marshallese	1
2 C - CHamoru	2,457
3 F- Filipino	917
4 K - Korean	9
5 P -Pohnpeian	9
6 I - American Indian/Alaskan Native	6
7 D - Chinese	7
8 H - Hispanic	11
9 O - Other	53
10 V - Vietnamese	5
11 W - Caucasian	131
12 T - Chuukese	31
13 J - Japanese	23
14 G - Palauan	26
15 A - Asian/Pacific Islander (Not List)	150
16 S - Carolinian	2
17 B - African American	14
GRAND TOTAL:	3,852

Table 31. shows that employees under the CHamoru ethnic category total 2,457 of the total employee population (N= 3,852). Filipinos ranked second highest totaling 917 employees. Employees identified as African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, and other Asian had the lowest number of employees in those ethnic categories.

Figure 63. shows that female employees, who comprise 71% (2,735) of the total population (3,852), far outnumber the male employees at 29% (1,117).

Figure 63.
SY 17-18 DOE Gender Distribution of Employees

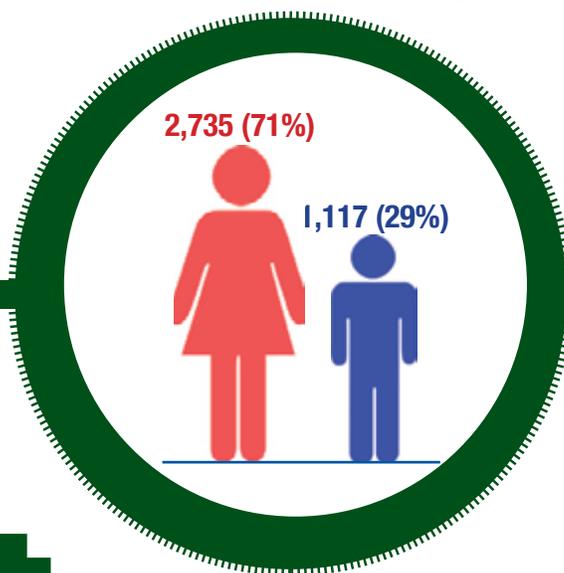


TABLE 32. SY17-18 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	SY 17-18 PERCENT OF TOTAL N = 3,852	SY 17-16 PERCENT OF TOTAL N = 4,020
18-24	241	6.26%	7.0%
25-34	865	22.46%	22.0%
35-44	971	25.20%	26.0%
45-54	1,017	26.40%	26.0%
55-64	591	15.34%	15.0%
65-70	124	3.22%	3.0%
71+	43	1.12%	1.0%
Total Employees	3,852	100%	100%

Table 32 represents the employee distribution by age group. In SY 17-18, the highest percent of the employee population (51.60%) are between the ages of 35-44 & 45-54 years old. Employees who are age 55 or over comprise 19.68% of the population, while 28.72% of employees are below the age of 35.

SCHOOL ADMINISTRATION & STAFF CERTIFICATION

Essential to increasing the number of fully certified school staff, implementing recruitment and retention initiatives and providing high quality professional development to teachers and administrators is the collection of data pertaining to certification obtained by teachers, administrators, and other school professional staff.

TABLE 33 SY17-18 Professional School Administrators Certification

TYPE OF CERTIFICATION	SY17-18 Certification				SY 16-17
	Elementary	Secondary	Expired*	TOTAL	TOTAL
Professional I	0	0	0	0	0
Professional II	0	0	0	0	8
Professional III	1	0	0	1	1
Initial Administrator	2	3	0	5	4
Professional Educator	0	0	0	0	1
Master Educator	0	0	0	0	7
Master Administrator	22	32	0	54	46
Professional Administrator	10	17	0	27	29
TOTAL	35	52	0	87	96

Table 33 represents the distribution of professional school administrator certification for SY 2017-2018.

Examination of Table 33 indicates 100% of DOE school administrators possessed full Professional Certification.

*Expired, represents employees who once held valid Certificates and whose certificates expired in SY 2016-2017

TABLE 34. SY17-18 Classroom Teacher Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Divisions	Expired***	SY 17-18 TOTAL	SY 16-17 TOTAL
Basic Educator	34	19	30	0	83	89
Initial Educator	63	117	0	0	180	216
Master Educator	413	272	27	0	712	619
Master Equivalency	64	57	6	0	127	67
Reading Specialist	0	0	0	0	0	0
Professional I	0	0	0	0	0	0
Professional II	0	0	0	0	0	1
Professional Educator	277	318	8	0	603	724
Level 1A,1B, 1C, 2 & 3	0	0	0	0	0	0
Standard	0	2	0	0	2	3
Temporary**	35	45	0	0	80	91
TOTAL	886	830	71	0	1,787	1,810

Table 34 depicts the distribution of instructional teachers by types of certification for SY 2017-2018.

Category of Positions not included in Table 34 JROTC positions (total 14) who maintain certification by the Department of Defense, Teacher's Assistants and On-Call Substitutes whose positions do not require certification (total 351) and a total of (116) are On-Call Substitute Selective Factor Teachers (degree holder). Teachers who are categorized as Guidance Counselors or School Librarians are reported separately.

Teachers that possessed professional certification comprised about 1,787 while those that had either Standard or Temporary certification comprised about 80 of the total population and about 263 held Initial Educator/Basic Educator Certification.

**Temporary Certification indicates new class of certification as per change in policy (GEC Rule 29-73.10000.21, Adopted 02/17/09) inclusive of Emergency, Provisional, & Conditional Certification.

***Expired represents teachers who once held valid Teacher Certification and whose certificates are expired.

Table 35. SY17-18 School Health Counselor Certification

Table 35 represents the distribution of school health counselor certification in SY 2017-2018. A total of 44 (100%) of the School Health Counselors in the Department of Education held License to Practice on Guam as Registered Nurses (40), Practical Nurses (3), and Community Health and Nursing Services Administrator – DOE Chief Nurse (1).

TYPE OF CERTIFICATION	Elementary	Secondary	Division	SY 17-18 TOTAL	SY 16-17 TOTAL
Registered Nurses	25	14	1	40	43
Community Health & Nursing Administrator	0	0	1	1	n/a
Licensed Practical	2	1	0	3	3
TOTAL	27	15	2	44	46

TABLE 36. SY17-18 School Librarians Certification

Table 36 represents the distribution of School Librarian certification in SY 2017-2018. A total of 33 School Librarians held full Professional School Librarian certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 17-18 TOTAL	SY16-17 TOTAL
Master Educator	9	8	17	17
Master Equivalency	3	1	4	6
Professional Educator	9	3	12	15
Professional I	0	0	0	0
Professional II	0	0	0	1
Temporary	0	0	0	1
TOTAL	21	12	33	40

TABLE 37. SY17-18 Guidance Counselor Certification

Table 37 depicts the distribution of School Guidance Counselor certification in SY 2017-2018. A total 76 School Guidance Counselors held full Professional Certification, while one (1) held a Temporary School Counselor Certification.

TYPE OF CERTIFICATION	Elementary	Secondary	SY 17-18 TOTAL	SY 16-17 TOTAL
Initial Counselor	5	6	11	13
Master Counselor	5	19	24	27
Professional Counselor	12	24	36	41
Master Educator	0	3	3	n/a
Professional I	0	1	1	0
Professional II	0	0	0	0
Temporary	1	0	1	4
TOTAL	23	53	76	85

Table 38. SY17-18 Allied Health Professionals

Table 38 represents the distribution of school allied professional certification in SY 2017-2018. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/ LICENSURE	SY 17-18 TOTAL	SY 16-17 TOTAL
Audiologist	Allied Health License	1	1
Audiometrist	Allied Health License	2	2
Occupational Therapist	Allied Health License	0	0
Physical Therapist	Allied Health License	0	0
Psychologist	Allied Health License	4	4
Speech/Language Clinician	Allied Health License	8	8
Speech/Language Pathologist	Allied Health License	7	7
TOTAL		22	22

Budget and Expenditures

Pursuant to PL 33-185, 34-26, and 34-29 GDOE appropriations in FY17 totaled \$246,515,989, an overall increase of \$5.8 million (M) in comparison to FY16 appropriation levels.

The \$5.8M increase in authorized spending included the following:

1. \$2.285M in appropriations for Guahan Academy (\$1.510M) and iLearn Academy (\$775 thousand (K)) charter schools, from a combined total of \$5,775,000 in FY16 to \$8,060,000 in FY17;
2. \$2.84M in additional funding for the new Tiyan Central Office Building B;
3. \$633,936 in Limited Gaming funding for sports equipment, supplies and facility maintenance and repairs;
4. \$35,685 in additional funding for school libraries under the Public Library Resource fund, from \$871,983 in FY16 to \$907,668 in FY17; and
5. a modest \$57,868 to cover projected organic growth in the cost of GDOE personnel and operations expenditures.

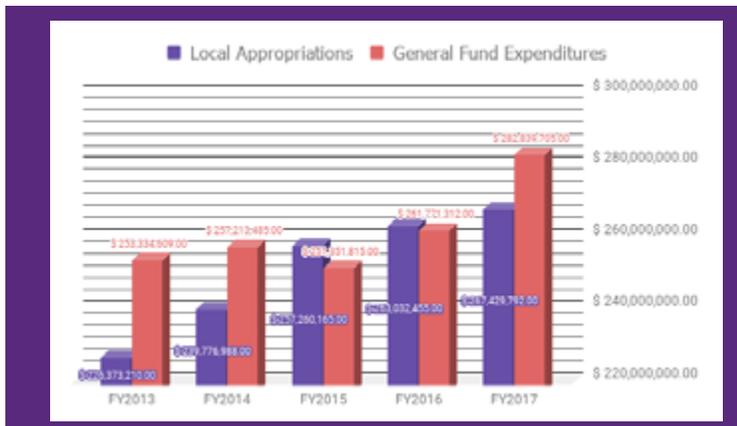
The \$2.4M in special fund appropriations in FY17 were designated for interscholastic sports, health and physical education activities; sports facility maintenance and repairs; and school libraries. The appropriation included an increase of \$36K for the Guam Public School Library Resource Fund and \$634K in a new funding allotment for sports facility maintenance and repairs, as compared to FY16.

Additionally, appropriations provided to benefit GDOE not included in the comparative table above:

- \$15M in payments (\$12.7M in retiree healthcare benefits and \$2.3M in lease payments for the Okkodo High School Expansion);
- \$450K in payments from University of Guam and the Guam Community College to implement the First Generation Trust Initiative;
- \$430K from the Guam Legislature’s Capital District Fund to GDOE under PL 34-26 to fund maintenance and repairs in GDOE schools;
- \$150K from an FY17 General Fund appropriation to the Guam Legislature was de-appropriated under PL 34-29 and re-appropriated to GDOE to fund maintenance and repairs in GDOE schools.

Figure 64.

Department Comparative Appropriations and Expenditures form 2013 -2018



Appropriations and Expenditures data extracted from the Audited Financials by Deloitte and Touche.

Figure 64. shows the department’s comparative appropriations and expenditures from FY 2013 to FY 2017

Legislature approved \$11.2M of local appropriations to fund the National School Lunch and School Breakfast Programs (\$10.3M in Federal reimbursements and \$875K in cash collections). The reimbursements are provided by the U.S. Department of Agriculture (USDA)'s Food and Nutrition Services for eligible meals served to students who attend public schools. The estimated cash collections identified in the appropriation are also much higher than realized as in SY16-17, 36 schools were enrolled in the Community Eligibility Provision (CEP) program, which allowed students to eat at no cost. Cafeteria Sales were \$146,591 in FY17.

Table 39 depicts DOE appropriations by source category for FY13 thru FY17. Appropriations consist of General Fund, Special Funds and Other financing sources such as cafeteria sales, fees and other program receipts. The federal contribution is a special fund to support the schools directly for JROTC program.

Table 39. Appropriations from Various Categories from FY 2013 to FY17

CATEGORIES	FY2013	FY2014	FY2015	FY2016	FY2017
Local Appropriations	\$ 226,373,210	\$ 239,776,988	\$ 257,260,165	\$ 263,032,455	\$ 267,429,792
Federal Contribution *	62,100,353	54,629,762	58,052,789	56,874,788	64,445,317
Contributions from component units			-	450,000	-
Cafeteria Sales	553,763	396,398	231,703	199,734	146,591
Fees and Other Program Receipts	1,380,266	835,928	1,040,777	1,416,498	530,282
Total Revenues	\$ 290,407,592	\$ 295,639,076	\$ 316,585,434	\$ 321,973,475	\$ 332,551,982

*This amount is only for the JROTC program and does not include Consolidated Grants & Special Education grants

On this report and onward, the Department will not report an official per pupil cost until the audited financial reports are available. The department has been historically reporting an official per pupil cost based on the immediately preceding fiscal year data which are not yet complete as of data download and certainly not yet audited. The result was that the per pupil cost has been significantly lower than if official complete audited financial data were utilized.

Table 40. Comparative Expenditures and Per Pupil Cost from SY13-14 to SY17-18

	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18
General Fund	\$ 253,334,609	\$ 257,213,485	\$ 251,351,815	\$ 261,771,312	\$ 282,839,705
Federal Grants	\$ 69,191,975	\$ 61,508,817	\$ 64,901,461	\$ 63,931,493	\$ 59,175,147
TOTAL Expenditure	\$ 322,526,584	\$ 318,722,302	\$ 316,253,276	\$ 325,702,805	\$ 342,014,852
Student ADM	30,507	29,022	29,922	30,017	\$ 29,230
PPC (General Fund only)	\$ 8,304	\$ 8,863	\$ 8,400	\$ 8,721	\$ 9,676
PPC (TOTAL Expenditure)	\$ 10,572	\$ 10,982	\$ 10,569	\$ 10,851	\$ 11,701

Table 40 represents per pupil cost based on audited expenditures of local funds. Per pupil cost is calculated by dividing the total amount of expenditures for the fiscal year by the official student enrollment. The figures above do not include costs for transportation provided by Department of Public Works.

Figure 65.
Combined Statements of Revenue, Expenditures by Account and Changes in Fund Balances

GUAM DEPARTMENT OF EDUCATION						
Combined Statements of Revenues, Expenditures by Account and Changes in Fund Balances (Deficit)						
Governmental Funds						
Year Ended September 30, 2017						
(With Comparative Totals for the Year Ended September 30, 2016)						
	2017			2016		
	General	Federal Grants Assistance	Total	General	Federal Grants Assistance	Total
Revenues:						
Local appropriations	\$ 267,429,792	\$ 0	\$ 267,429,792	\$ 254,441,455	\$ 8,591,000	\$ 263,032,455
Federal grants and contributions	4,458,316	59,987,001	64,445,317	425,584	56,449,204	56,874,788
Contributions from component units	-	-	-	450,000	-	450,000
Cafeteria sales	146,591	-	146,591	199,734	-	199,734
Fees and other program receipts	351,533	178,749	530,282	1,141,118	275,380	1,416,498
Total revenues	772,386,232	60,165,750	832,551,982	756,657,891	65,315,584	821,973,475
Expenditures:						
Salaries and wages	132,224,567	23,669,919	155,894,486	133,712,681	24,728,034	158,440,715
Benefits	46,235,539	8,075,330	54,310,869	47,315,423	8,036,059	55,351,482
Capital lease acquisition	26,995,762	-	26,995,762	4,947,000	-	4,947,000
Capital lease payments	22,100,219	-	22,100,219	20,031,291	7,100,000	27,131,291
Contractual	10,104,420	9,148,731	19,253,151	14,629,895	5,543,994	20,173,889
Food management contract	5,723,094	11,363,822	17,086,916	5,107,303	10,874,195	15,981,498
Retiree healthcare benefits	12,670,871	-	12,670,871	12,356,784	-	12,356,784
Power	11,245,796	-	11,245,796	10,036,742	958,475	10,995,217
Guahan Academy Charter School	4,759,415	-	4,759,415	3,300,000	-	3,300,000
Equipment	930,763	2,792,078	3,722,841	1,646,768	739,520	2,386,288
Water	3,588,774	-	3,588,774	2,616,199	-	2,616,199
Supplies	1,730,435	1,724,586	3,455,021	1,159,847	2,257,391	3,417,238
iLearn Academy Charter School	3,246,147	-	3,246,147	2,475,000	-	2,475,000
Travel	380,367	617,486	997,853	452,544	747,733	1,200,277
Indirect costs	-	912,045	912,045	-	1,223,268	1,223,268
Phone	204,549	-	204,549	328,486	-	328,486
Library books and equipment	193,426	-	193,426	594,311	3,120	597,431
Fuel	149,627	-	149,627	133,223	-	133,223
Capital outlay	-	71,150	71,150	967,973	806,553	1,774,526
Textbooks	36,925	-	36,925	13,152	113,133	126,285
Miscellaneous	291,009	-	291,009	6,682	18	6,700
Total expenditures	282,839,705	59,175,147	342,014,852	261,771,312	63,931,493	325,702,805
Excess (deficiency) of revenues over (under) expenditures	(10,453,473)	990,603	(9,462,870)	(5,113,421)	1,384,091	(3,729,330)
Other financing sources (uses):						
Transfers in	990,603	-	990,603	1,384,091	-	1,384,091
Transfers out	-	(990,603)	(990,603)	-	(1,384,091)	(1,384,091)
Capital lease	26,995,762	-	26,995,762	4,947,008	-	4,947,008
Total other financing sources (uses), net	27,986,365	(990,603)	26,995,762	6,331,099	(1,384,091)	4,947,008
Net change in fund balances (deficit)	17,532,892	-	17,532,892	1,217,678	-	1,217,678
Fund balances (deficit) at beginning of year	(12,662,092)	-	(12,662,092)	(13,879,770)	-	(13,879,770)
Fund balances (deficit) at end of year	\$ 4,870,800	\$ -	\$ 4,870,800	\$ (12,662,092)	\$ -	\$ (12,662,092)

See Accompanying Independent Auditors' Report.

Figure 65 depicts comparative expenditures by budget categories for FY17 and FY16 from GDOE's audited Financials (Deloitte and Touche).

School Exemplary Programs & Achievements



ELEMENTARY



ADACAO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

5th National Elementary Honor Society

Our National Elementary Honor Society (NEHS) chapter inducted outstanding 4th and 5th grade students. Our NEHS student members demonstrated their leadership abilities by taking on leading roles in a majority of our school's ceremonies and assemblies.

Mock Trial Team

Adacao's 4th Mock Trial Team participated in the Unified Courts of Guam Mock Trial: Cinderella vs. Estate of Padre Mia. The mock trial excellently exposed students to a wide variety of law-related careers. Our students gained an insider's perspective on courtroom procedures and the judicial system.

5th grade students utilized the Full Option Science System Program

The Full Option Science System (FOSS) bridges research and practice by providing tools and strategies to engage our students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. The design includes these pedagogies: active investigation, including outdoor experiences, recording in science notebooks to answer focus questions, and assessment to monitor progress and motivate student reflection on learning.

Our students learned important scientific and engineering concepts, and develop the ability to think as well as to actively participate in scientific practices through their own investigations and analyses. The FOSS Program provided our students and teachers with meaningful experiences through engaging with this active participation in scientific practices.

K-5th Grade Writer's Window

Through the Writer's Window school-wide intervention for Tier 1, 63% of our K-5th students scored at the proficiency level in writing. Our K-5th classes, every Monday through Thursday implement a writing block to increase the number of students at the proficiency level. Student work is published and posted in hallways for display. Every week a published paper is selected from each class indicating that a student has met the writing rubric and is the writer of the week.

ACCOMPLISHMENTS

- We completed K-5th AIMS testing which provides student, parents and teachers a universal academic screening for reading and math three times a year. These assessments measure overall performance of key foundational skills at each grade level and the information is utilized to assist teachers in identifying the strengths and the needs of each student and the entire class.
- K Brigance Early Childhood Screen: The screening for kindergarten students was conducted to assist teachers in initiating referrals for further evaluation or special services; monitor and report progress over time by administering the age-appropriate screen mid-year or end-of-year as a post-test; and guide individualized, group instruction, track, report individual and group progress.
- 6th Student Body Association: Our school elected its 6th Student Body Association (SBA) officers and representatives. SBA provides opportunities for intermediate students to develop their full potential in citizenship, leadership, and character.
- Math Olympiad Club: Our school's Math Club for 4th and 5th graders met weekly for an hour to foster mathematical creativity and build skills in problem solving. Math Club members explored in-depth topics using Creative Problem Solving in Mathematics with other sources. Club members participated in the GATE island-wide Math Olympiad.
- Spelling Bee Club: Our Spelling Bee Club met weekly and ran through spelling drills using word list selections that varied in difficulty. Our Spelling Bee champion was Janese Abasta, 2nd place winner Donn Gegato, and 3rd place winner Ein Bamba. These students represented our school in the Annual Island-wide Spelling Bee Competition.
- Adacao's Got Talent: Mini Drama Club: Primary students learned how to act, make props, and present their skits to a large audience. Students showcase their talents, through song, poetry, dance, and comedic or instrumental performances twice a week.
- Mini Bees Club: Our Mini Bee Club was created to help primary students prepare for our school's intermediate Spelling Bee. Students met twice weekly during their lunch recess with a Club Advisor. Advisors assist students by running through the spelling bee competition process. We congratulate our Mini Bee Champion Kaleb Togawa, 2nd place winner Kyara Hernandez, and 3rd place winner Cristiano Mendiola.
- Math Maniacs Club: Our kindergarten students were invited to participate in our Math Maniacs Club. Kindergarten teachers utilized their students' lunch break to provide small-group learning with hands-on and real-life math experiences to improve basic counting, number identification and addition.



AGANA HEIGHTS ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Positive Behavioral Interventions and Supports (PBIS)

PBIS is implemented schoolwide to improve school climate and decrease student discipline. The School Climate Cadre developed School Wide Behavior Expectations and Lesson Plans to teach the identified positive behaviors; students learn to be empathetic and how to deal with conflict. Students have a chance to redeem weekly prizes at the Bee Hive through their Honey Tickets which is rewarded on meeting the three behavior expectations of being safe, respectful, and responsible. Students are also recognized as the Student of the Month for their display of the three Behavior Expectations. Additionally, students who receive no referrals during the month, have the opportunity to win additional prizes such as gift certificates or bicycles. Basketball intramurals at lunch time has also been introduced to teach sportsmanship and deal with aggressive behavior.

Mimasaka University Cultural and Learning Exchange

This marked the 8th year partnership with Mimasaka University in Japan. University students studying to be elementary teachers observe classrooms and interact with our students while cultivating an exchange of culture, friendship, and learning. Yearly, two students and one teacher is invited to Japan to experience a home stay program with them. An approval for a Rhythm Jump Training Study with Mimasaka University is approved and being conducted.

Star Student Award

Every year, students are recognized for their achievement of meeting the benchmark or better on the District-Wide Assessments in the areas of Language Arts, Reading, and Math. Based on the ACT Aspire and SBA results, 115 students were awarded—21 students were recognized at the Platinum Level which means the student scored at the Ready or Exceeding Level for ALL 3 areas, 33 students at the Gold Level – scoring at Ready or Exceeding Level for 2 areas, 50 students at the Silver Level – scoring at Ready or Exceeding for 1 area, and 11 at the Bronze Level which means student has scored close in all three areas.

Special Education / Autism Awareness Week

Every year, students are recognized for their achievement of meeting the benchmark or better on the District-Wide Assessments in the areas of Language Arts, Reading, and Math. Based on the ACT Aspire and SBA results, 115 students were awarded—21 students were recognized at the Platinum Level which means the student scored at the Ready or Exceeding Level for ALL 3 areas, 33 students at the Gold Level – scoring at Ready or Exceeding Level for 2 areas, 50 students at the Silver Level – scoring at Ready or Exceeding for 1 area, and 11 at the Bronze Level which means student has scored close in all three areas.

ACCOMPLISHMENTS

- AHES awarded Initial accreditation by the Western Association of Schools and Colleges in June 2017.
- AHES PTO continues their strong support of the environment through the i-Recycle Program.
- AHES supports Box Top for Education which allows for the purchase of school resources for our students and teachers.
- PBIS Spirit Week, PBIS Student of the Month, and PBIS Student of the Semester to celebrate positive behavior at AHES.
- AHES participated in Red Ribbon Week which is a nationwide campaign that promotes drug awareness and prevention by encouraging the school community to participate in various drug-free activities and discussions.
- Second grade students participated in the Judiciary of Guam Annual Mock Trial where they learn about court proceedings and the 14th Amendment.
- Agana Heights GATE Art Program showcased student work in the Spring of 2018.
- Career Exploration Presentations held for 5th graders who were exposed to various careers in the community and visited by such companies and organizations as Proa, Judiciary of Guam, and Guam Police Department.
- AHES 4th and 5th Graders participated again in the Village (Sinajana) Basketball tournament and awarded the Sportsmanship Award.
- AHES organized a Special Olympics Team for the 2018 Track and Field Events.

ASTUMBO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

After School Program for Instructional Remediation & Enrichment (ASPIRE)

To remediate skills that were not mastered during the regular school day, eligible students participate in various activities that provide reinforcement and enrichment of skills taught in the regular classroom setting. This resulted in a higher level of academic proficiency in the subject areas of Reading, Language Arts and Math, as well as in the acquisition of the necessary skills and knowledge to be better equipped to meet grade level expectations. Homework assistance was also provided.



Students participated in learning activities that addressed cultural diversity, balanced literacy and math instruction, project based learning and inclusion of students with learning and/or behavior challenges. Student progress with regards to the learning objectives was determined through the results of the AIMSWeb Assessments in ELA and Math.

Students had the opportunity to participate in organized sports to develop their cooperative learning skills and increase social interaction to promote a healthy lifestyle.

International Math Kangaroo

Math Kangaroo is an organization that fosters understanding and application of math knowledge by sponsoring an international competition for grades 1 to 12. AsTumbo Elementary had 21 students from 1st to 5th grade participating in the competition this year.

National Association for Women in Construction (NAWIC) Block Kids Competition

NAWIC Block Kids Competition is a national competition for elementary school students for the purpose of promoting interest in the construction industry. AsTumbo Elementary had three students from 2nd, 3rd and 4th grade participating in this year's locally held competition.

Scripps National Spelling Bee Competition

The Scripps National Spelling Bee is an annual competition held nationwide promoting the importance and benefits of spelling, grammar, and vocabulary. AsTumbo Elementary conducted its annual school-wide spelling bee to determine the representatives for the Island-wide Spelling Bee. Two students represented the school at the 2018 Island-wide Spelling Bee competition.

STEAM (Science-Technology-Engineering-Art-Math)

The STEAM Program, a school undertaking that involves a teacher from, every grade level, the GATE Teacher and the instructional coach of the school, focuses on science, technology and engineering, incorporating art and math. The program works to provide training and information to teachers by attending trainings in STEM, presenting in school and district professional development, and spearheading STEAM related school events such as the school-wide science fair and robotics activities. The members led or participated in the following activities:

- Science Fair: The school holds its annual science fair where students of all grade levels compete in a classroom competition in order to qualify for the school event. The school competition is broken into two divisions: Primary - Kinder to 3rd and Intermediate – 4th and 5th grade. The 39th Annual Science Fair is a competition held locally to promote science, engineering, technology and math. Ten students went on to compete at the Island wide Science Fair with one student placing 2nd in her division.
- Full Option Science System (FOSS) training and implementation: Teachers attended the district FOSS training and received kits for grade levels 1st to 5th. Professional development for teachers was provided at the school level on the use of FOSS in the classroom. 1st, 3rd, 4th, and 5th grade has used the kits in the classroom.
- Robotics: Upon receiving a variety of robotics equipment (Ozobots, Lego WeDo 2.0, Lego EV3, Kibo robots) professional development awareness through a series of prepared activities incorporating the robots was provided to the faculty. Demonstrations on how robots could be used in thematic-based units as part of project-based activities was presented during School Based Professional Development Days.
- Participation in the ISTE 18 in Chicago: Teacher members of the AsTumbo Elementary STEAM (Science-Technology-Engineering-Art-Math) committee participated in the ISTE 18 (International Society Technology in Education) as presenters and attendees. Their presentation, Guambotics: Promoting Cultural Awareness Through the Use of Robotics, was featured in the ISTE Playground.

Read-A-Thon

The theme for this year's Read-A-Thon was "Can't stop the Reading. Spearheaded by the ESL Team, Astumbo Elementary School participated and held various activities to promote the importance of reading and to provide a safe and fun school spirit from February 9 – 16, 2018. A kick-off assembly was held on February 9, showcasing students from the English as a Second Language Program and student representatives from the Youth Crime Watch.

ACCOMPLISHMENTS

- Canned Food Drive Donated to Salvation Army
- Coin Drive donated to Guam Cancer Care
- Reading is Fundamental Program (RIF) Sponsored By: Macy's
- Placed 3rd in the Gerran Kaddon Pika Competition
- Placed 1st in all grades in the Island-wide Weaving completion for Kinder-1st- 2nd grade division and in the -3rd4th-5th grade division
- Maintenance of School Website and Monthly Newsletter
- Kids for the Cure participation and awards
- STEAM team presented in the ISTE 18 Playground
- School ESLR's were finalized



BP CARBULLIDO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Home School Connection

The homework monitoring program is an accountability system for teachers to monitor student progress weekly. The program is focused on the area of reading to enhance literacy skills and provide extra reading practice for students grades Kindergarten through Fifth grade. Students are encouraged to read books, magazines, newspapers, and other reading material daily for 15 minutes at home. Emerging readers are read to by their parents. Teachers monitor the amount of days read. The program provides opportunities for students and parents to interact, helps students practice reading, and fosters a positive literacy rich home environment.

Tutoring Program

Designed to assist students in the area of Reading, Language, and Math, the after school tutorial program aims to assist students to achieve at grade level skills. Students are supervised by certified teachers and teacher assistants. Students are selected based on recommendations by their teacher. Progress monitoring data is collected to measure student progress. This program assists students, providing additional instructional and practice time to bring students to grade level.

Positive Behavior Intervention Support (PBIS)

The Positive Behavior Intervention Support is a school-wide evidence based, systematic, proactive approach to student discipline. The program teaches expected student behaviors in the school environment, acknowledging and rewarding positive behavior, and correcting inappropriate student behavior. Student discipline data is monitored regularly. This program ensures school safety and encourages a positive school environment for students.

ACCOMPLISHMENTS

- School completed the accreditation self-study process
- School community developed a comprehensive school improvement plan
- All teachers completed training in all Classroom Instruction that Works strategies
- Teachers completed lesson plans aligned with the DOE adopted non-negotiable standards for all grade levels
- School reduced power consumption by 10%



CHIEF BRODIE ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

State Systemic Improvement Plan

The State Systemic Improvement Project focuses on a framework which provides intentional support at each level of the system to increase effective implementation of evidence-based practices (EBP) and to achieve improved student outcomes in Reading.

Achieve3000 (Smarty Ants and KidBiz)

The purpose of the Achieve 3000 Online Program is to provide students with supplemental support in literacy. Students in kindergarten through second grade accessed the Smarty Ants portion of Achieve 3000 which is an effective, research-driven solution that differentiates instruction in foundational reading skills and accelerates student achievement – all in an engaging, interactive, online learning environment serving to prepare students for the KidBiz portion. Third through fifth grade students access the KidBiz portion of Achieve 3000 in which non-fictional articles are strategically presented to students based on teacher selection with the opportunity to build fluency, vocabulary, comprehension, and writing. The goal is to bring students to the expected literacy lexile levels on the path of being college and career ready.

Continuous Cycle of Improvement

This framework is designed to aid in the improvement and alignment of systems in a school towards the overall improvement of established goals with a clear focus on addressing the greatest areas of need. This is a school-wide implementation with the expectation that each teacher establishes routines and procedures which will allow them to improve within a criteria of three levels. This cycle consists of eight steps with a baseline data established in the beginning of the school year through principal and coaching walkthroughs. Upon the establishment of baseline data, teachers are provided with feedback on the necessary steps needed to improve from level one to level three. Chief Brodie Elementary receives guidance and support from CEDDERS under the School Systemic Improvement Project with additional support provided by various education leaders from the schools districts in Menomonee Falls, Wisconsin.

Reading Workshop Model

The Reading Workshop Model was presented to Chief Brodie Elementary by various education leaders from the schools districts in Menomonee Falls, Wisconsin. The premise behind the model is to ensure that the core instruction is established, the identification of students requiring instructional support or intensive support, and the methods and strategies behind the use of such interventions. Teachers analyze data to determine and address the four essential questions in a Professional Learning Community.

Passport to Community Connection

CBMES is unique in the way that we integrate learning with character education, career awareness and technology use. This unique experience highlights the connection of academic excellence and empathic character to lifelong careers.

ACCOMPLISHMENTS

- Chief Brodie Memorial Elementary School is 1 of 4 SSIP schools. Our focus was to improve best teaching practices to increase the levels of proficiency in reading using the Continuous Cycle of Improvement, PDSA (Plan Do Study Act), the 5 Components of Reading and other appropriate interventions.
- Achieve3000 – SY 2016-2017 saw the implementation of the online reading supplemental program Achieve3000. These include the Smarty Ants program for kindergarten through second grade and KidBiz for third through 5th Grade. In September 2016, the average score students received was 45.3%. The average scores increased to 57% by May 2017. This resulted in an increase in Lexile levels from 229L to 325L with 12 students completing the school year on the path of being College and Career Readiness.

- In SY 2017-2018, our supplemental literacy program of Achieve 3000 was provided to students. The gains made from grades 3 through 5 are as follows; There was an increase in the number of students on the track to be college and career ready from 3% as a baseline in September 2017 to 11% in April of 2018. This group included students performing beyond grade 5 expectations with lexile scores on the path to be as high as grade 9.
- The same can be said for our district-wide Aimsweb screeners in which there is a growth from Fall of 2017 with 38% of students reaching benchmark expectations of the 45th percentile to an increase at 53% by Spring of 2018.



CL TAITANO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Deer Awards (Doing Everything Expected Right)

The DEER Awards Program was developed as a reward incentive program tied into the Positive Behavioral Interventions and Supports Program. The awards program is implemented to promote positive behaviors in the classroom and around the campus which will decrease the number of discipline referrals made to the office.

Students are awarded with DEER Tokens when “Caught Being a Good Role Model” for following the expected behaviors. Students redeem tokens for a prize from the Treasure Chest and then entered into the quarterly awards raffle drawing.

STEM Club

The STEM Club consists of 4th and 5th grade teacher-recommended students who displays excellence in mathematics, leadership, and behavior. The STEM Club participates in weekly hands-on and relevant activities which integrates two or more disciplines of science, technology, engineering, and mathematics. The weekly activities also promote the 21st century skills of teamwork, collaboration, critical thinking, problem solving, creativity, and communication.

A major component of the STEM Club is the use of the LEGO WeDo 2.0 kits. The STEM Club members participated in a month long project to build and program various LEGO robots. The members showcased their skills in engineering (building) and programming (coding) to students and parents in the school’s Parent Workshop.

C.L.T.E.S. Science Fair

Our C.L.T.E.S. Science Fair was held on April 27, 2018. Each primary and intermediate class prepared a Science Fair project where they worked as a class in completing the scientific method. Students were exposed to the various methods including looking at the problem, forming a hypothesis, following procedures, collecting data through observations, and forming conclusions. Each teacher chose 1 representative to represent their class at the school-wide Science Fair where they were judged by a panel of educators and lawyers outside of our school. The judges made their evaluations using a Science Fair rubric that incorporated creativity, presentation, and how effectively the class utilized the scientific method. In doing so, primary and intermediate classes were able to showcase their science project results in the form of a report, display board, and models the students had created.

Additionally, the Science Fair was a great way to motivate the students to one day become scientists, engineers, or innovators. It also contributed to their social developments and increased their skills of presentation. Finally, it gave the students the ability to collaborate as a class and be exposed to the Scientific Method, which will help them as they progress through the years.

ACCOMPLISHMENTS

- School Accreditation Process –The school was awarded accreditation for 2016 -2019. All faculty, staff, parents & student representative are members of one of the Focus Groups and meet at least once a month. The Chairperson and Co-Chairpersons of each Focus Groups meet as needed.
- Spelling Bee - The top two spellers from each 3rd-5th grade classroom are selected to participate in the school-wide spelling competition. The champion speller and alternate will compete in the island-wide Spelling Competition and possibly the regional competition.
- Drill Team - Students participate in marching drills of various patterns and formations. This team allows for students to learn cooperation, expectations, rhythm, and following directions

in a synchronized fashion. The students are recommended by their teachers and must maintain a B average and have no behavior referrals.

- Mes Chamorro - Students participate in this annual event held in March that is hosted by the Chamorro Language and Culture Teachers, to promote the indigenous language and culture of Guam. These events provide opportunities for students to practice and showcase the use of Chamorro Language and Culture.
- Special Olympics - The Special Olympics is an island-wide event in which Special Education athletes compete in numerous sporting competitions. The rationale for Special Olympics is to improve the quality of life for Special Olympic athletes through healthy behaviors and lifestyles, to foster teamwork and healthy competition, to promote friendships, to build community awareness and involvement, and to have fun.
- International Reading Association Read-A-Thon - Students participate in an annual event that encourages students to read daily. Elementary school students raise funds to promote reading in and out of the classroom by gathering pledges. The pledges are submitted to IRA to be eligible for prizes.
- Pacific Daily News (PDN) - The Newspapers in Education Program is a partnership between the PDN, local businesses and schools. A sponsor's donation provides teachers and students the PDN, curriculum guidelines and lesson plans. The PDN helps teachers introduce students to lifelong reading habits while encouraging more meaningful, hands on learning about issues that affect them locally and globally.
- Read & Respond Celebration-Student who turned in Read & Respond logs at 100% for each quarter were rewarded with having lunch with either Police Officers, Firemen and Army soldiers.
- Junior Achievement More than Money-First Hawaiian Bank representatives taught 5th grade students about saving and spending money with the More than Money program.



DL PEREZ ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Positive Behavior Interventions and Supports (PBIS)

PBIS is a program that Daniel L. Perez Elementary School (DLPES) implemented school-wide to address students' behaviors. The PBIS program focuses on interventions that improve social, academic, and behavioral issues in all students. DLPES has identified behavioral expectations for all students, staff, and faculty that follow three basic rules: be safe, be respectful, and be responsible. Expected behaviors are posted throughout the entire school to include the classroom, hallways, restrooms, office, library, and cafeteria. Students who demonstrate the school's expected learning behaviors are acknowledged with "Fanihi Tickets," which they can redeem for prizes at the Fanihi store or for play-time in Game Room. The class with the most "Fanihi Tickets" at the end of the month is awarded a class prize. Students who have demonstrated exemplary behaviors are recognized as Fantastic Fanihis during a grade-level ceremony. The PBIS cadre set goals to keep discipline rates below the rates from SY2016-2017. Goals were continuously met throughout the school year. Additionally, teachers held weekly PBIS sessions to discuss behaviors and expectations. When particular behaviors were becoming a pattern or concern, the Principal would send messages to the grade level in which they occurred and asked teachers to discuss these matters with their students and what could be done to improve these behaviors. These interventions contributed greatly to less discipline and improved positive behaviors and attitudes.

Gifted and Talented Education (GATE)

The Gifted and Talented Education (GATE) program provides selected students who are performing above the norm for their age with enrichment opportunities stimulating their intellectual abilities and generating opportunities to excel and reach their personal best. Students also work with a variety of community organizations that provide academic growth and contributions by students to their community. Students have participated in

the ISLA Art and Math Olympiad competitions and the Island-wide Science Fair moving them beyond their classroom experiences by engaging their social and academic abilities. These opportunities have allowed DLPES students to win prizes and recognition by the community organizations for their contributions and exemplary work.

ClassDojo

ClassDojo is a classroom communication app used school-wide to share information between parents and teachers. Teachers track student behavior and upload photos or videos that allow parents to monitor their child's progress in class. All teachers at DLP use ClassDojo, and our statistics for SY2017-18 reveal that there were 41 teachers, 584 families, and 3,061 events shared on Class Story. There were 55,006 parent views and 12,545 conversations via ClassDojo messaging. DLPES makes it a priority to communicate with parents and guardians and continues to make the home-school connection stronger through the use of ClassDojo. Parents have expressed appreciation with the app and strongly recommends its continued use.

ACCOMPLISHMENTS

- DLP completed the WASC Mid-Cycle report and had its visit in April. The committee helped clarify the accreditation process for the Leadership Team and encouraged the team to continue its progress on the goals set in the school action plan.
- Daniel L. Perez Elementary School won 3rd Place in The Guam Chamber of Commerce 5th Annual Song Festival "Old Time Rock 'n' Roll". The singing competition took place at Agana Shopping Center including Elementary, Middle and High School Divisions.
- DLP started the school year by recognizing our Cafeteria staff for winning the U.S. Department of Education (USDOE) Champion of Breakfast Award for SY2016-17. On August 31, USDOE officials were on campus to witness the fantastic, yummy breakfast prepared by our cafeteria staff. USDOE officials ate breakfast with hundreds of DLP students who shared their reasons for loving the food prepared by the cafeteria staff.
- In October, DLP won 2nd Place for the Red Ribbon Guahan Gate/Wall Contest
- During Chamorro Month competitions, DLP cheered for students who won 3rd place in the Sunidon Chamorro Choir Competition
- Also, DLP won 2nd place in the Geran Kaddon Pika Cooking Contest during Chamorro Month competitions.
- Additionally, DLP Chant Club won 3rd place in the Bailan Taotao Tano' competition.
- 5th grade won \$500 when they took 1st place in the UPCYCLE Mascot Competition.
- Fantastic teachers, Mrs. Janice Evangelista and Dr. Ruby Dorion were Teacher of the Year nominees.



FINEGAYAN ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Prekindergarten Program Initiative

The major goal of the district Pre-Kindergarten Program is to provide a high-quality early learning experience for young children, which will prepare them to enter kindergarten ready to learn and lay the foundation and/or school readiness indicators.

PBIS (Positive Behavior Intervention & Support)

Finegayan Elementary School implements PBIS to improve student discipline. A School Climate Cadre, which consisted of grade level teachers, a counselor, and an administrator, was the school's lead in refining the school's behavior expectations. The district provided training and support to our team. Lesson plans were created to teach students about expectations in all settings and a schedule was created to outline which lessons were taught each week. The school held monthly assemblies to recognize students from each homeroom class who displayed proper behavior, responsibility, demonstration of effort, and maintenance of good grades.

ASPIRE (After-School Program for Instructional Remediation and Enrichment) ASPIRE program at Finegayan Elementary School targeted Reading, Language and Math skills based on AIMSweb assessment data. The teachers provided tutoring, remediation and enrichment lessons incorporating the use of technology (i.e. mobile computer lab and promethean board). Students were provided instructional approaches that addressed cultural diversity of students in the classroom.

ACCOMPLISHMENTS

- ASPIRE-After School Program for Instructional Remediation and Support; provided tutoring opportunities to students in need of additional instructional support.
- Prekindergarten Program Initiative
- The major goal of the district Pre-Kindergarten Program is to provide a high-quality early learning experience for young children, which will prepare them to enter kindergarten ready to learn and lay the foundation and/or school readiness indicators.
- PBIS-Positive Behavior Intervention and Support; provided the guidance to improve overall school climate, specifically; 1. To reduce and eliminate disruptive behaviors. 2. Maintain a safe and positive learning environment for all students. 3. Promote Communication.
- Online Common Formative Assessment Program- CFAs from 2nd to 5th grade were transferred from paper to digital. Scoring and reports of tests are done in real-time. This includes Chamoru CFAs SOM-Student of the Month (student recognition for outstanding character development)
- Scripps Spelling Bee; not only to encourage children to perfect the art of spelling, but also to help enlarge their vocabularies and widen their knowledge of the English language. The contest is open to grades 3rd thru 5th.
- Math Olympiad; goals were focused to stimulate enthusiasm and a love for Mathematics
- IRA Read-A-Thon encourages life-long love of reading.
- STEM Program- STEM activities are integrated into classroom lessons that engages students to use readily available resources and LEGO blocks.
- GATE Choir

HARRY S TRUMAN ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Mock Trial

Harry S. Truman Elementary (HSTES) participated in the Fairy Tale Mock Trial in Woody vs. Buzz (based on the Story book/movie Toy Story). This is the 3rd time they performed in the Judiciary Court of Guam for Law Week in May. The play allowed each student to have at least one line and become exposed to aspects of theater like memorization of lines, cues, costumes, props and non-verbal expression. It gave students a look into the amount of work that it takes actors and actresses to play a role in a movie or play. The students practiced most days out of the week and understood the responsibility and commitment to practice (in and out of school). It also gave students a chance to practice public speaking skills, such as speaking with expression, projection, and articulation. The play is much more than colorful costumes and entertaining dialogue. As the students learn their lines, they also learn about the legal process, the roles of judges and lawyers, and the importance of witnesses testifying truthfully about their actions. Thanks to the following advisers Amber Ritter, Vincent Carbullido, and Rovileen Rios.

ASPIRE

The After School Program for Instructional Remediation & Enrichment (ASPIRE) is an after school Program for Extended Teaching & Learning. The ASPIRE supplements for the regular school day with additional time for instruction and interventions. It helps the students attain the level of rigor required by the Common Core State Standards. This program provides lots of improvement in student learning and achievement also known as Improving Student Learning & Achievement: Ayudante’.



EAGLES OF THE MONTH – Positive Behavior Intervention Support

Eagles of the Month program recognizes students for their modeled behavior and exemplary performance in and out of classroom. On a monthly basis, there is a designated time and day for each student to trade in their coupons by going to the Positive Behavior Interventions and Supports Store. The store HAS a variety of toys, games, school supplies and other items for donated by teachers and staff the students to redeem their prizes.

Super Reader Learning Literacy

Students are expected to read certain number of books within a given month. This will motivate them to enhance their reading skills. The students are given the opportunity to go to the Library during recess and lunch and take home more than one book a day. During our Flag ceremony of the first Friday of each month, a student is recognized in front of the whole school with Super Hero cape of a favorite Disney character, a stuffed toy, and a photo frame of the student, librarian, and admin.

Talent Show

Students showcase talent individually or as a group. It provides students to confidently showcase their talent to a small or large audience. Students from grades Kindergarten to 5th grade are given the opportunity to practice during morning and lunch recesses daily for a month, in front of friends and advisers, until they are firm and ready to show and tell what they can do.

ACCOMPLISHMENT

- GATE Robotics program for grades Third, Fourth, and Fifth
- GATE STEM Projects
- GATE LEGO Projects
- Island Wide Spelling Bee Participation
- Island Wide Math Olympiad Competition Participation
- IRA Read-A-Thon Participation
- Implemented the Aims Webb Assessments
- School-Wide Exercise and Healthy Program throughout the year on a weekly basis
- Awards and Promotional Ceremonies
- ASPIRE Program
- Career Day

INARAJAN ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Kagan Cooperative Learning Professional Development

Teachers trained on 5 courses of Kagan Cooperative Learning during P.D. days starting January to May 2018. Teachers who attended all 5 courses, received a certificate for 40 hours Kagan Cooperative Learning Teacher. Kagan is designed to create full engagement of powerful learning strategies, supported by a large body of scientific research and proven effective in schools and districts. The Kagan series provided Seven Keys to unlock the door to successful cooperative learning. Central to all Kagan trainings are Kagan Structures. These structures are key to the quality of instruction “active engagement”. The goal is to provide a positive difference for Inarajan Elementary School (IES); in addition to improving test scores.

IT’S ALL ABOUT ENGAGEMENT, WE ARE BETTER TOGETHER.

Chief Patrol

IES established the IES Chief Patrol with guidance from Department of Youth Affairs Youth Crime watch. Students dedicate their recess time to help patrol school grounds by following IES Positive Behavioral Interventions and Supports matrix for each common area. It has been used as a preventable approach to help students solve problems and model correct behavior outside of the classroom. The program helped build an atmosphere for a safe environment for all students.

iRecycle Program

The IES community participated in the iRecycle program through collecting aluminum cans and



turning them at the designated school bin. Students and families were encouraged and rewarded for participation in this program to foster a desire to be responsible citizens and to fundraise for student incentives.

International Reading Association

In celebration of the Guam International Reading Association's 2018 Read-a-Thon, IES participated in a Buddy Reading activity. Students in the intermediate grade levels paired with students in the primary grade levels to read to each other.

ACCOMPLISHMENTS

- WASC Accreditation 2017-2023
- PBIS
- Career Day
- International Reading Association/ISLA Art a Thon
- IES Special Education Program
- IRecycle Program
- IES Science Fair
- Chamorro Program Activities
- Christmas Program
- IES GATE Program
- IES English as a Second Language Program
- 3RD Annual Chiefs Day
- Math Olympiad
- Gate Day, Lego Robotics, Moby Max
- PLC Mondays & Wednesdays, 3:00pm-4:00pm
- CLTs Tuesdays, 3:00pm – 4:00pm
- Chief of the Month/Birthday Celebrations
- IES Library Programs (Literary Contest)
- PTO
- Spelling Bee
- Perfect Attendance Awards



JM GUERRERO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

GATE Day where all the GATE classes from around the island get together and showcase all the projects and talent of the GATE students.

JAL Haiku Competition: Every 2 years, JAL hosts a Haiku Competition and the JMGES GATE students always partake in this opportunity to get in touch with nature and learn the proper and traditional way of writing a Japanese Haiku. This competition encourages creativity and critical thinking. For the past 2 Haiku Competitions, 3 of our GATE students have received an award and had their Haikus published in a book.

NAWIC Lego Block Competition: Every year, JMG GATE always competes at the NAWIC Lego Competition held at the Guam Community College. The NAWIC Lego Competition introduces students to the world of engineering where they have to create a structure using 100 Lego blocks, a piece of foil, a rock, and a string. Students compete amongst many students from around the island in grades 1st-5th. This competition encourages creativity, problem solving, critical thinking, and confidence when presenting.

GATE Honor Choir: SY 2017-2018, the music specialist Mr. LaPlante held auditions for the whole 4th-5th grade classes in search of singers to sing in his choir for the year. The GATE Honor Choir performed at the Micronesia Mall, PTO, and held a Christmas Performance for the parents and the whole school.

Library: Technology and Makerspace

The library provides a safe environment that provides supplementary literacy and technology programs.

The library has 25 iPads for its patrons to utilize. Students are able to visit the library to freely explore the learning apps installed by the Librarian, Mrs. Jennifer Woodard. The apps are geared for all grades and for all subject areas. Interactive books are also installed onto the iPads.

A Makerspace is a place where people can come together to use, and learn to use materials as well as develop creative projects. Maker Education has shown to improve student learning because it is authentic and relevant, it is active and engaging, it builds community, it boost meta-cognition, and it supports student choice. The Librarian has developed three Makerspaces in the library to provide such opportunities.

The Makerspaces in the library are:

Lego Challenge- Students are challenged individually or collaboratively to create structures from the many prompts available to them or create their very own imaginative structure.

COJI Challenge- COJI teaches students to program using a language they already know – EMOJIS. Coders will have fun problem-solving using the app on the iPad to control COJI the Robot's actions.

Sphero Challenge- Students go beyond code by incorporating robotics and technology with collaborative STEAM activities, nurturing students' imaginations using the Sphero Mini Bot that is programmable with the Sphero Edu app. The app also allows students to challenge themselves to program the robot using JavaScript.

National Elementary Honor Society

The National Elementary Honor Society was established and chartered in April 2017. The NEHS is governed by the National Association of Elementary School Principals. NEHS recognizes students for their academic achievement and service. NEHS provides opportunities for their members to develop leadership skills as well as community service projects. This organization helps students become academically successful and to be role models for their peers. The NEHS members have service hour in which they must help around the school, assist teachers or events, tutor students who need help, and any other responsibilities deemed necessary. Members become effective communicators by facilitating their monthly meetings with some guidance from the advisors, taking charge of events when needed, and being able to speak on behalf of the organization.

In order to qualify for membership, students must be in 4th or 5th grade with no office referrals and a cumulative grade point average of at least 3.5. Students who have failing grades cannot participate.

For School Year 2017-2018, NEHS increased its members by 17 new members and 4 of those members identified were part of English is a Second Language (ESL).

ACCOMPLISHMENTS

- National Elementary Honor Society
- Readers Workshop Model Framework
- Intervention Block
- Instructional Rounds
- Reading Fair
- Family and Community Engagement Committee
- PBIS and Dynamic Dolphin Awards
- Spirit Squad
- Super Readers and Reading Buddies
- ETT Grant – Mobile Lab Cart



JQ SAN MIGUEL ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Unified Classroom Management Plan

A unified classroom management plan will be implemented at Juan Quintanilla San Miguel Elementary School (JQSMES), using positive rewards and negative consequences. The purpose of a classroom management plan is to hold students accountable for their behavior on the school campus (instructional and non-instructional). Students who are on task and following the school rules will be awarded with positive rewards. Some examples of positive rewards are: verbal praise, stickers, pencils, free time etc. Students who are off task and not following the school rules will receive negative consequences. Some examples of negative consequences are: time out, phone call to parents, lunch detention or suspension.

Each student has a clothespin with his or her name on it. All students start at “Great Day”. The student is given 2/3 verbal warnings before his/her pin is moved accordingly to the color below.

Purple:	Great Day
Green:	Good “Stop and Think”
Yellow:	Warning
Red:	Parent Contacted

Adopt-A-Plot

Beautification efforts for our school is limited due to funding and lack of resources. Our school prides itself with a clean and safe campus. As a result, our campus is maintained on a monthly basis. Volunteers from our Mayor’s office, the Governor’s Office, and our faculty, staff, and parents, maintain the campus cleanliness. In appreciation for the communities’ efforts, the faculty and staff come together to provide pot-luck lunch for the volunteers.

GATE Honor Choir

Students from grades 3-5 participated in the JQSMES Honor Choir. “Disney at the Oscars” songs were performed by our students and directed by Marc LaPlante. Students auditioned and practiced after school for 3 months with final performances for the parents and students of JQSMES. The choir had the privilege of performing in the community, for their parents, family and to the students of JQSMES.

Eagles Soaring Together

The goal of the Parent Involvement Cadre is to bridge the gap between our parents and the school focusing on our multilingual families, school, and community. The intent is to improve the relationship between home and school which empower families to become proactive in their children’s education on a continuous basis. The program provides two parental workshops a year. Workshops included mini lessons on homework, reading and math strategies to be used at home, explanation in truancy, discipline policies, uniform policies, and information concerning health needs and requirements by the school nurse. Interpreters were also provided by our social workers.

Wave Club

Sponsored by Tourism Education Council with partnerships with stakeholders in the community. The Wave Club encourages students to become more knowledgeable about tourism, to provide opportunities to students to be involved in tourism and to reinforce the importance of tourism, on Guam and how it affects them at home. WAVE club has been successful for 7 years with 30 active members.

ACCOMPLISHMENTS

- Math Kangaroo
- Thanksgiving Food Drive
- GATE Honor Choir
- Guam International Reading Association Read-a-thon
- WAVE Club
- Balance Leadership

- Parental Involvement Workshops
- Jump Rope for Heart
- K-3 Learning is Fun, 2nd-3rd Learning is Fun
- Professional Learning Communities



LBJ and TAMUNING ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

LBJES & TAMES Balanced Leadership Approach

LBJES & TAMES strengthened the implementation of the Balanced Leadership Approach by ensuring committees and teams were comprised of faculty from both schools. This assisted in ensuring the faculty assumed leadership roles in coordinating activities or events, for the students, and provided a positive forum for teachers to work collaboratively. The following committees were established to support goal of operating as one school: Student Achievement Committee, Student Activities Committee, Student Recognition Committee, and the School Climate Committee.

LBJES & TAMES Vertical Teams

LBJES & TAMES are taking active roles in functioning as a unified elementary school, servicing Pre-Kindergarten through 5th grade. The following exist for both schools, Horizontal Teams (Grade Level Groups) and Vertical Teams that provide teachers to work in professional development trainings/workshops for the school year. Each Vertical Team is comprised of 1- 2 teachers from each grade level and support program. During Vertical Team discussions, the Common Core State Standards, Curriculum Maps, Grade Level or Program data analysis, and/or student needs are some of the topics of focus. Faculty members from both schools shared how learning occurs in each grade level and support programs allow them to become more effective teachers for their students, as well as providing a better transition for them as they progress from grade to grade.

Grade Levels Project Based Learning Approach

Grade Levels' engaged in Project Based Learning (PBL) for SY2017-2018, which encourages and promotes student-led instruction in all classrooms. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge that include:

Key Knowledge, Understanding and Success Skills,
Challenging Problem or Question,
Sustained Inquiry,
Authenticity,
Student Voice & Choice,
Reflection,
Critique & Revision, and
Public Product.

All grade levels, from GATE & Pilot Pre-Kindergarten through 5th Grade, have incorporated different themes into their learning and had to compose a plan on how to integrate their chosen theme into the reading priority standards set by GDOE. Students were placed into project classrooms based on their interests within the overall theme. A timeline was set for every grade level to put on a showcase of their projects during second semester of the school year. The following were the themes for the Project Based Learning of each grade level :

GATE & Pilot Pre-Kindergarten: The World of Arcade Games

Kindergarten: Gardening. Including: What is a Garden? Parts of a Plant, and Types of Gardens;

First Grade: Trees-When We Learn We Grow

Second Grade: The Importance Health and Wellness

Third Grade: Our Ocean Our Future

Fourth Grade: All About The Heart

Fifth Grade: All About Kindness

The academic GATE classes for LBJES incorporated The Engineering Design Process into their PBL projects and the TAMES GATE students made connections to grade level themes to their PBL projects.

Latte Festival of Peace

LBJ & TAMES worked collaboratively with the Tamuning Mayor's Office and the Soka Gakkai International Organization to participate in the annual Latte Festival of Peace. During an identified week, grade levels showcased what they learned regarding Peace. This was done through door themed decor and bulletin board displays. As a special project, the 5th grade team conducted a Peace Symposium where they engaged in TED Talks on Peace.

ACCOMPLISHMENTS

- LBJES & TAMES Unified Leadership Team: The leadership teams comprised of teacher leaders from both schools. This strengthened the schools' efforts towards operating as one elementary school to better serve all students as they progress from grade to grade.
- LBJES & TAMES continues to strengthen the implementation of the Balanced Leadership Approach during SY17-18 by ensuring committees and teams were comprised of faculty and staff from both schools. This assisted in ensuring the faculty and staff assumed leadership roles in coordinating activities or events for the students, and provided a positive forum for teachers and staff to work collaboratively.
- The four committees to continue to support the goal of operating as one school: Student Awareness Committee, Student Achievement, Student Activities, Student Recognition, and the Positive Behavior Interventions and Supports (PBIS). Currently, the schools are reviewing respective data and summative reports to determine if any revisions regarding committees, committee frameworks or structures, and/or coordinated activities are needed.
- Angels & Whales Students Store: Students were able redeem their Angel or Whale Tickets accumulated throughout the school year for various prizes.
- Participation in the Latte Festival of Peace: In January 2018, the overall theme was #choosepeace, whereby LBJES & TAMES students participated in school-wide lessons on building a culture of peace and developing future peacemakers. For SY 17-18, LBJES & TAMES incorporated their grade level Project Based Learning themes into the peace festival plans. A special event was coordinated by the 5th grade students were a Peace Symposium incorporating TED Talks. One selected student from each class spoke on the "Importance of Peace".
- Reading is the Key to Success: This is a recognition program for students to read. The Librarians from both LBJES & TAMES coordinated this project with the Student Achievement Committee. Students' reading logs were collected each semester and those who met identified criteria were recognized for their accomplishment.
- LBJES & TAMES Mid Term Accreditation visit :
- The Visiting Committee commends:
- The administration, faculty, and staff for creating a collaborative culture that operates as a family supporting each other.
- The Principal and Assistant Principal keep the school focused on students and communicate the importance of the work everyone does to support student achievement and their well-being.
- The school community exerted time and effort to blend as one school to provide a cohesive learning environment for the students.
- The school leaders, teachers, counselors and support staff have developed and utilized school level monitoring forms to inform instruction and support student achievement.
- Both schools involve students in choosing critical issues to research and pursue through PBL projects.

- Vertical and horizontal teams collaborate to support students' transition from grade to grade.
- Schoolwide committees meet regularly to focus on the needs of students and school.



LIGUAN ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Improving Student Learning & Achievement (ISLA) AYUDANTE Summer School Program
 Our Improving Student Learning & Achievement (ISLA) AYUDANTE Summer School Program focused on reading, math, and writing intervention, The STEAM (Science, Technology, Engineering, Arts, and Math) curriculum was utilized to supplement the summer school program. Together with differentiated instruction and multi-sensory activities, our ISLA Summer School Program will meet the individual needs and learning styles of the students and simultaneously meet the goals of the Common Core State Standards (CCSS). The lessons and activities that were planned for the students undoubtedly lead to a summer filled with learning and fun.

Super Sihek Reader Program

The Super Sihek Reader program encourages students to read beyond the school day, to record and to monitor progress through the use of a reading log. Developed by our ESL teacher Mrs. Cecilia Champion, the objective of the Super Sihek Reader program is to promote literacy and encourages parent student involvement beyond the school doors with students reading frequently to their parents. By having the students read beyond the school day it enhances their reading skills. At the end of the school year, students who participated are recognized and celebrated with a ceremony rewarding them with certificates and prizes for their accomplishments.

After School Program for Instructional Remediation and Enrichment (ASPIRE)

The ASPIRE Program of Liguan Elementary School is designed to improve students' reading, language arts, and math skills. Students underwent high quality instruction focusing on the skills needed to address the rigor of the Common Core State Standards (CCSS).

In addition, teachers created lessons focused on differentiated, hands-on, multi-sensory activities adjusted to meet the individual needs and learning styles of the students, as well as promote physical fitness and healthy lifestyle. The program has two components: Remediation (tutorial) and Enrichment. Constant and efficient communication with regular school day teachers and program teachers are a must.

Teacher Assistant (TA) tutor ASPIRE students daily along with assisting teachers. A folder is prepared for each student by the regular classroom teacher in the areas of study that need extra reinforcement. The student is assigned to a TA to be serviced 15-30 minutes, daily.

ACCOMPLISHMENTS

- Volunteers from Anderson Air Force Base facilitated various sports events for students of Liguan Elementary School for the monthly PBIS Fitness Fridays, various events includes Mix fit, Zumba, Relay race, Jump rope, Yoga & Meditation.
- Liguan Elementary students and teachers participated in the "Jump Rope for Heart" Program in Kindergarten thru fifth grade.
- Liguan Elementary School students from Kindergarten thru 5th grade participated in the School Wide Science Fair where volunteers from various agencies such as Anderson Air Force Base and University of Guam came and helped with judging projects.
- 4th & 5th grade students from the Music Club participated in the GATE Theory Course and performed a GATE Musical number coordinated by Nicolas Rice.
- A total of 7 athletes comprised of 4th & 5th grade students participated in Special Olympics held at Okkodo High School.
- Students in all grade levels participated in the Liguan Elementary School Reading Incentive Program, the Sihek Super Reader Program. There were 200 participants, with approximately 30 students reading over 200 books during the school year.



MA ULLOA ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

STUDENT SUPPORT AND INTERVENTIONS

MAUES offers academic programs to ensure that all students have access to grade level curriculum. It also offers other programs to assist students who are behaviorally challenged and to assist students with their health needs. The following are the support programs:

School Guidance Counseling: MAUES has two school guidance counselors - one for primary grades and the other for intermediate grades - who help support students with their academic, social, and emotional development. They organize events that promote career readiness and develop, implement, and monitor academic and behavior intervention plans. The counselors also play a major role when coordinating child study teams and the annual district-wide assessment. If students need counseling services, teachers complete a referral request.

Library Services: The library offers reference materials, literary texts, and informational resources to students. Classes are scheduled to visit the library throughout the day. Students are able to check out books, conduct research, and use available technology. The librarian also teaches students how to become better consumers of information. If teachers need additional printed materials or media for their lessons, the librarian can help locate those resources in our collection or from online sources.

Special Education: Special Education services and related services are provided to students identified with a disability and who have an Individualized Education Plan (IEP). This ensures that all children with disabilities are afforded a free and appropriate public education (FAPE) that is designed to meet their unique needs. If a child demonstrates difficulties (child's development, academics, and/or behavior), a Child Study Team is assembled. This team will review data and other documentation and determine whether a formal referral for Special Education is necessary. If so, qualified personnel will administer a formal assessment to the child. An eligibility meeting is then held with the child's IEP team to discuss the child's present level of academic, achievement, and functional performance (PLAAFP), and review the assessment results to determine if the child is eligible to receive Special Education services and related services. If the child meets the eligibility criteria to receive Special Education services and related services, the IEP team proceeds to the IEP portion of the meeting to determine the child's plan to include: placement in the least restrictive environment (LRE), specialized instruction (goals and objectives), specific services to be provided, accommodations and modifications to support the child's progress in the general education classroom, and participation in the District Wide Assessment (DWA).

Health Services: The school health counselor, or nurse, promotes the health and wellness of all students. The nurse is responsible for conducting annual vision, hearing, and dental screenings; maintaining health records for school requirements; making follow up regarding students' health needs; assessing injuries; treating general illnesses; administering medications; informing teachers and staff of students who have special medical needs; and monitoring staff and faculty for PPD compliance. The school nurse also provides health education related to hygiene, disease prevention, and nutrition. In addition, the nurse also collects body mass index (BMI) data and informs parents of ways to reduce their children's risk of chronic disease. Whenever appropriate, the nurse networks with other healthcare providers to address the health and wellness needs of students and employees.

GATE Program: The Gifted and Talented Education (GATE) program is administered through the Division of Special Education. MAUES has one GATE teacher who provides services to students enrolled in the program. Programs are designed to provide accelerated learning, enrichment, and differentiation according to students learning styles or advanced skills. Fine arts and performing arts classes (such as visual art or honor choir) are scheduled every two or three years under the direction of a qualified specialist. MAUES is also one of two DOE elementary schools to pilot the Lego robotics program, which supports Science, Technology, Engineering, and Mathematics (STEM) concepts and teaches basic computer programming and engineering.

Tutoring: MAUES has Teaching Assistants (TAs) who are federally funded. They are paired up with various teachers to provide instructional support and tutoring under the teachers' supervision. Tutoring is also available in the morning and after school for students needing extra assistance in Reading, Language, and Math.

ASPIRE Program: The After School Program for Instructional Remediation and Enrichment (ASPIRE) offers an extended school day wherein teachers, TAs, and other support staff can provide remedial instruction or enrichment opportunities. Emphasis is placed on the CCSS, STEM, and on helping students to master foundational skills.

Summer School: Students who are at-risk for failure are recommended by their teachers to participate in the federally funded Summer School program. The goal of the program is to help students sharpen their academic skills and get caught up. The program runs for about six weeks in the summer from June to July and focuses on ELA and Math.

ACCOMPLISHMENTS

- Instructional Program. MAUES continue to strive forward with the implementation of the Common Core State Standard Curriculum. The teachers used cutting edge teaching strategies such as CITW, SIOP, and technology to better engage students. The focus this year was on Standard Base Grading. Teachers already developed proficiency scales for each standard for ELA, Reading, and Math for each grade level. They are still working on proficiency scales for Social Studies, and Science. For next school year, the teachers will be developing assessments for each of the core subjects for each grade level based on the proficiency scales for each subject.
- Extra-Curricular Programs. At MAUES, the teachers work hard to ensure that students, regardless of their learning capacity, are given opportunities to succeed as the school mission states. The school focuses on the whole child in that it offers academic activities such as STEM, Robotics, Math Olympiad, Spelling Bee, Science Fair, Reading Fair, Reading Buddies, technology, a comprehensive tutoring program, etc. The school also offers activities for students to become leaders and/or give back to the community through activities such as NEHS (National Elementary Honor Society), STUCO (Student Council), Junior Librarians Club, the WAVE Club, Island Girl Power Club, Safety Patrol, etc. MAUES also takes great pride in showcasing students' talents through the arts such as the Honor Choir, school wide performances, and the Ukelele Club. The school also fosters a healthy lifestyle by incorporating SPARK (Sports Play and Active Recreation for Kids) in their daily activities, participating in nationwide events such as the Jump Rope for the Heart, and island wide activities such as Kids for the Cure. Additionally, students are taught to care for the environment in which they live through the new GREEN (Growing Respect for Earth, Environment, and Nature) Program. Students in the GREEN program learn to plant and recycle natural resources to save the environment.
- Staff Development. Faculty and staff participated in numerous PDs to grow professionally and to be better at what they do to teach and provide support to the students. The trainings that the faculty and staff participated in included: Common Core State Standards (CCSS), Classroom Instructions That Works (CITW), AIMSweb, Big 8 Literacy Strategies, Autism Awareness, Common Formative Assessment (Marzano), Standard Base Grading (SBG, Marzano), Proficiency Scales (Marzano), Science Technology-Engineering-and Math, Power Teacher/Power School, Team Initiated Problem Solving (TIPS), Sheltered Instruction Observation Protocol (SIOP), Balanced Leadership, Promethean Interactive Whiteboard Training, Sports Play and Active Recreation for Kids (SPARK), Positive Behavior Interventions System (PBIS), Lani Kate, Safe Crisis Management Training, Search and Seizure, Emergency Response Training, Customer Service Training.



MACHANAONAO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

POSITIVE BEHAVIOR INTERVENTION and SUPPORTS (PBIS)-- Implementation of PBIS assisted the school in emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring of evident-based behavioral practices and organizing resources and systems to improve durable implementation and fidelity. The School Climate Cadre (SCC) provides a safe environment for all students by analyzing the school's PBIS data and finding solutions to any discipline incidences using the Team Initiated Problem Solving framework. The data is analyzed to determine when (specific times) incidences occur, which students (grade-levels) are involved, where (classroom, cafeteria, playground, etc.) the incidences occur. SCC develops a plan to address the behavioral issues and prevent them from reoccurring. Office Discipline Referrals decreased from the previous SY 2016-2017 84 referrals to 18 for SY 2017-2018.

MARVELOUS MARLINS of the MONTH (MMM)

One student from each class is recognized and awarded during the school's monthly assemblies who have met the criteria for Marvelous Marlins of the Month. The criteria are based on the virtue of the month as scheduled in the school's calendar. Students have to demonstrate the virtues in order for them to receive this award; the virtues are aligned with the school's PBIS. For example, for the month of September, the virtue was "RESPONSIBILITY"; the student should be dependable and accountable for their words and actions. This have to be demonstrated using the 3 Bs (Be Respectful – choose to have a good attitude, be dependable and reliable; Be Responsible – do your best, do work correctly and on time, takes ownership of your actions without excuses and tell the truth; Be Safe – shows self-control and uses good judgment) in PBIS. Office Discipline Referrals decreased from the previous SY 2016-2017 84 referrals to 18 for SY 2017-2018.

NATIONAL ELEMENTARY HONOR SOCIETY (NEHS)

NEHS recognizes students for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student is expected to demonstrate all four pillars as required by the National NEHS, and must be highly recommended by his/her teacher. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership—all of which, our 20 new members have demonstrated extremely well in the previous and current school year, which totals to 31 NEHS members for School Year 2017-2018.

RESPONSE to INTERVENTION (Rtl)

Rtl is a tiered instructional model that supports success for all students through prevention, intervention, and identification. Rtl models offer multiple levels (tiers) of interventions based on children's responsiveness to student-centered instruction and assessment. Tier 1 students are considered on grade level or at benchmark and receive the core curriculum instruction. Tier 2 or strategic are students who receive instruction in small groups where interventions are focused on particular skills that may need further development and reinforcement. Tier 3 or intensive are students considered at high-risk for academic failure, where instruction is provided in either small groups of 3-5 students, or models of one-to-one instruction is used. The process of Rtl begins with universal screening (assessment) of all students' strengths and needs (social, emotional, and academic). Results from multiple formal and informal assessments are synthesized to determine students' baseline status using AIMSweb data. For SY 2017-2018: Literacy for Kindergarten & 1st grades students

progressed from 4% to 43%; Oral Reading for 2nd to 5th grades students progressed from 43% to 53%; MAZE 2nd to 5th grades students progressed from 31% to 35%; Numeracy Kindergarten & 1st grades students progressed from 31% to 35% using the RtI framework and research based interventions as part of the teacher's instructional strategies.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

To maximize instructional time and provide common planning time for teachers, PLC was established. PLC was developed and designed to meet the needs of the Grade. The essence of our PLC is data driven, focused, and committed to student learning. Teachers work together to clarify exactly what each student must learn; monitor each student's learning on a timely basis; provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and enrich learning when students have already mastered the intended outcomes. The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning, by analyzing their AIMSweb, Progress Monitoring, and CFA/Quarterly Assessment data, to determine if individual students, grade level, and the school has met its goals and objectives for specific grade level skills. Additionally, the use of data analysis during PLCs allow for teachers to discuss appropriate interventions, research-based instructional strategies that are targeted to specific skills, and to determine underlying factors that affect student achievement. The collaborative effort of teachers gathering for PLCs provides Machananao Elementary students with a greater chance of success due to teacher consistency in planning, sharing of ideas, and finding solutions to help all students learn and succeed. This school year made major improvements to PLC's by following up with last school years recommendations to create a Chamorro schedule to support PLC's. Being less reliant on support staff coverage and creating a block for grade level meetings help increase our meeting from 4 out of 15 (27%) meeting for SY 2016-2017 to 10 out of 13 (77%) meetings for SY 2017-2018.

ACCOMPLISHMENTS

- School Improvement Plan (SIP) – Action Steps were completed and accomplished.
- Marvelous Marlins of the Month (MMM) – Students were awarded for practicing and displaying Monthly Virtues (Character Education) during monthly school assemblies.
- Academic Intervention Monitoring System web (AIMSWeb) – student data was used immediately after the testing period (BM 1, 2, & 3); therefore teachers were able to address student needs.
- Common Formative Assessments (CFA) - Teachers used CFA's to test students on chosen priority skills and big ideas using the GDOE Curriculum Guide and Map to create their assessments.
- Response to Intervention (RtI) - Analyzed AIMSWeb and CFA data, teachers created Tiered Groups using research-based or proven intervention strategies that focus on identified and specific skills that helped students to accelerate, while still receiving the core instruction.
- Professional Learning Communities (PLC) – Being less reliant on support staff coverage and creating a block for grade level meetings help increase our meeting from 4 out of 15 (27%) meeting for SY 2016-2017 to 10 out of 13 (77%) meetings for SY 2017-2018.
- Professional Development – Teachers island-wide collaborated for district-wide professional development days. Teachers continued to receive ongoing trainings on Accreditation, CITW, Guaranteed Viable & Curriculum, Consensus Maps, Balanced Leadership, STEM, Marzano Formative Assessment, Standard Based Grading/ Proficiency Scales, SIOP, etc..
- PBIS – Thorough implementation of PBIS, Office Discipline Referrals decreased from the previous SY 2016-2017 84 referrals to 18 for SY 2017-2018.
- National Elementary Honor Society (NEHS) – 20 new members have demonstrated extremely well in the previous and current school year, which totals to 31 NEHS members for School Year 2017-2018.
- Emergency Response Plan (ERP) – Conducted Drills on a monthly basis.



MARCIAL SABLAN ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Get Fit -- Stars "GET FIT" Workout Program began in October 2015 and continued in SY2016-2017 for the purpose of educating and promoting a healthier lifestyle for our students by having them participate in a variety of exercises such as running/walking, aerobic exercises, dancing, circuit training (which most SPARK lessons are integrated), yoga classes, intra-mural games (basketball, soccer), etc. The University of Guam SNAP-Ed program painted our courtyard with a large game board to promote physical activities in play with pictures of healthy foods.

Positive Behavioral Interventions and Support (PBIS) -- This is a school wide effort to teach students behavior expectations in school to decrease discipline referrals. Students practice and implement these expectations through various strategies and are rewarded through an incentive program. Students with behavior challenges have developed a Behavior Intervention Plan. Educational Outdoor Activities -- As part of our efforts to increase academic performance and to promote positive behavior, the teacher assistants (TAs) at Marcial A. Sablan Elementary School created academic and physical activities for students during morning and lunch recess. These activities are created collaboratively with teachers to ensure skills covered in class are practiced and mastered. The activities encourage and motivate students to learn skills with automaticity and fluency.

Star of the Month -- The Star of the Month is a special day each month of the school year in which one student is recognized from each classroom for their positive behavior in following our school expectations and having good attendance for the month.

ACCOMPLISHMENTS

- Marcial A. Sablan Elementary School focused on healthy activities and lifestyles by developing Get Fit Tuesdays, participating in the Relay Recess, Kids for the Cure, International Kids Yoga Day, supporting the Mighty Moves initiative, promoting after school physical activities such as afterschool basketball and working with the mayor in supporting the Agat Stars Baseball community leagues, and increasing Physical Education/Health minutes. Through these efforts students increase their physical activities and increase knowledge of the effects of healthy lifestyles.
- Marcial A. Sablan Elementary School focused on improving the availability of technology school-wide. The library was able to obtain the end of the school year 6 N-Computers, Promethean Activ Panel Touch, Promethean Board and Projector, etc. This created the library as a media center for teachers and students.
- Marcial A. Sablan Elementary School focused on improving the reporting and data collection for students with behavior and attendance challenge to better improve the interventions the students need at all Tier levels.



MERIZO MARTYR ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Relay Recess

Over the past five years, the community of MMMS has raised over \$20,000 towards the fight for cancer. We partnered with the American Cancer Society for the 6th year committed to help save the life of those fighting cancer. We gather annually as a school community, determined to remember those who have lost their battle, and do what we can to support those continue to fight reinforcing to students the importance of charity and the spirit of hard work.

CHamoru Language and Culture Program

The CHamoru Program of MMMS under the leadership of Dr. Gregorio Tainatongo and Senora Thelma Soriano promotes and perpetuates the language and culture of Guam and the Marianas by placing great importance and emphasis on the indigenous language. Participation in community events such as the Guam History and Cultural day in Umatac, Malesso Crab Festival, and island-wide CHamoru Month competitions and activities.

Student Council

The MMMS Student Council was created as a student organization made up of students sharing leadership as it applies to everyday school life. Student representatives were chosen from the intermediate student body to serve as members of the Student Council with the goal to do the following:

- Coordinate the activities calendar.
- Sponsor social, academic and special events to promote the mission of MMMS.
- Increase Student morale by helping to solve problems and make decisions.
- Promote school spirit and pride.
- Sponsor awards for outstanding participation in individual and class contests and competition.
- Set a positive school atmosphere.
- Develop leadership skills among students.
- Fun Fit Friday
- Routine tests and physical checks take place throughout the school year. To address the BMI data and contribute a coordinated set of school activities aimed at promoting student health and safety, Fun Fit Fridays were designed to provide opportunities that encourage active lifestyles. The following were a few activities were incorporated into Fun Fit Fridays:
 1. Friday Zumba Sessions- 45 minute sessions for all faculty, staff, and students to incorporate cardiovascular exercise
 2. Red Ribbon Week Drug and Alcohol Prevention Awareness activities
Jump Rope for Hearts aimed at raising funds to benefit the American Heart Association while promoting healthy heart activities

ACCOMPLISHMENTS

- Initial Accreditation
- Holiday food drive (828 cans) and a donation to Kamalen Karidat
- Island-wide Science Fair
- Top 5 School | Recycle
- Student Body Association
- Red Cross- Hotcakes for Harvey Hurricane Harvey coin drive
- 9/11 Tribute to Everyday Heroes
- Scripts Spelling Bee
- American Cancer Society Relay Recess



MU LUJAN ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

State Systemic Improvement Plan (SSIP)

MULES continues to provide professional development under the State Systemic Improvement Plan (SSIP) led by GDOE's Special Education Division with consultation and support from the University of Guam's Center for Excellence in Developmental Disabilities, Education, Research, and Service (Guam CEDDERS). SSIP is focused on improving the infrastructure and implementation of evidence-based practices for meeting Guam's State-Identified Measurable Results (SIMR). Guam's SIMR focuses on increasing the percentage of students who are proficient in reading by 3rd grade as measured by DWAs.

Through monthly planning sessions, the team, composed of principals and instructional coaches from each school, CEDDERS consultants, a SPED division representative, and a representative from C&I, designed professional development topics geared towards refining current practices in reading instruction and assessment practices with the intent to increase student achievement in reading. During professional development, teachers learned how to structure reading through a continuous improvement cycle called Plan-Do-Study-Act (PDSA), and through the implementation of a reader's workshop schedule. This is an ongoing initiative for teachers to develop a deeper understanding of the big 5 literacy components, to include Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension as well as for the ongoing use of student achievement data to drive teaching and learning.

Positive Behavior Interventions and Supports (PBIS)

PBIS is a framework MULES has used to build, maintain, and sustain a safe and positive school climate. Data is reviewed regularly to identify areas of focus and need for additional support. Behavior expectations as well as positive consequences are standard and implemented universally throughout the school. The increase in positive behavior and decrease in ODRs are interconnected with the use of positive rewards for individual students and classes given by the PBIS cadre.

Ina'famaolek Peer Mediators

A group of 25 students in 3rd thru 5th grade, selected by their teachers, completed a 10 hour training, assessment and certification with Ina'famaolek. These individuals provided assistance and support to their peers school-wide by facilitating and modeling conflict resolution strategies.

Junior Police Cadet (JPC)

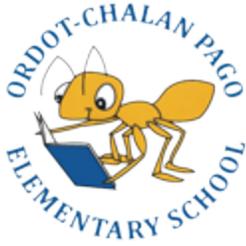
(JPC) allows 5th grade students an opportunity to broaden their perspective as a growing person of our community, as well the privilege of assisting and practicing the responsibilities of a good and upright citizen. The program enhances the respect and acceptance of the general student body to those of authority on campus as well as in the community. Eligible students act as safety monitors in the hallways, playground and cafeteria to ensure orderly and smooth transitions of students during morning and lunch recesses.

Healthy Hearts and Minds Fair

Healthy Hearts and Minds Fair is an annual health fair that promotes mental and physical health. Members of the community, government agencies, and Department of Education (DOE) support groups provide educational awareness and service access to students and their families. The goal of the fair is to stress the importance of physical, nutritional, behavioral, emotional and mental health and its effect on academic achievement.

COMMUNITY PARTNERSHIPS

- AmeriCorps
- Bank of Guam
- Big Brothers Big Sisters
- Child Protective Services
- Department of Public Works – Yona Substation
- Guam Police Department
- Homeland Security & Office of Civil Defense
- Inafamaolek
- Micronesian Resource Center
- University of Guam
- Yona Mayor's Office



ORDOT CHALAN PAGO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Positive Behavioral Interventions and Support

A system designed to encourage a climate of positive behavior based on behavior expectations and teacher implemented lessons. Students are rewarded with Awesome Ant tickets for being safe, respectful, and responsible, and can redeem their prizes from the student store.

Monthly assemblies are held to recognize students and classes that demonstrate exemplary behavior and attendance (i.e. Student and Class of the Month; A primary and intermediate Class of the Month awardee had a specially decorated table in the cafeteria. The teachers had a special parking space and banners were hung on their doors). A daily, on-time attendance contest was also held to address student attendance concerns. Classes were rewarded once they reached five days of on-time daily attendance.

5-2-1 Almost None/Get Fit Fridays

A bi-weekly activity to encourage and promote regular physical activity both in and out of the classroom. The biweekly events raised awareness of the need to incorporate regular healthy habits in alignment with "5-2-1-Almost None," a campaign supported by a partnership between the University of Guam (UOG) College of Natural and Applied Sciences and the Department of Public Health & Social Services (DPHSS) through a program called SNAP-Ed. The 5-2-1-Almost None campaign aims to help children grow up healthy by promoting clear and consistent messages regarding physical activity and healthy eating:

5 Servings of fruits and vegetables per day,
2 Hours or less of screen time per day,
1 Hour of physical activity per day,
Almost None sugared beverages per day.

OCPEs renewed the 5-2-1-Almost None Pledge with the SNAP-Ed Program in November 2017, continuing their commitment as a leader and champion of healthy eating and active living in the Ordot-Chalan Pago community, one of five select 5-2-1-Almost None pilot villages.

Success For All

A research based program to meet the needs of all students in Reading, Math and Language. The program is implemented in alignment with the Common Core State Standards, best practices and strategies. The program provides useful data that assists the intervention team in making decisions on appropriate placement and/or guiding teacher instruction.

ACCOMPLISHMENTS

- Monthly Parent Workshops
- Development & refinement of quarterly Common Formative Assessments
- Peer Mentorship
- CPR/First Aid and Seizure Training for employees
- Enhanced school website
- Social Media Safety training by US Attorney for employees
- Successful completion of Special Education Compliance Monitoring



PC LUJAN ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

STANDARDS BASED GRADING

A cadre of teachers (M. Ramos, E. Quitoriano, A. Trusso, J. Taitague), attended district trainings on Standards Based Grading (SBA) and coordinated work sessions to share information with the school community. Pedro C. Lujan Elementary School (PCLES) teachers (C. Villaverde, M. Ramos) served on the district Professional Development Planning team to coordinate/facilitate work sessions for the district.

All teachers worked together with district teams to prioritize the standards that were to be taught for each quarter of the year. Teachers developed and used proficiency scales and common assessments to assess student progress. Math and Reading proficiency scales were posted on classroom walls throughout the school. Students benefited by having the scales readily available and in sight to gauge their progress on specific standards. Sessions were held to provide parent awareness on SBA practices.

PROFESSIONAL LEARNING COMMUNITIES / COLLABORATIVE LEARNING TEAMS

The school implemented collaborative learning team sessions and Professional Learning Communities (PLC) to provide a framework for teachers to: review data, engage in dialogue, share insight and make decisions involving student academic progress and behavior. The school uses the CIAI model to ensure students are achieving and academic challenges are addressed through an ongoing Cycle of Improvement. Teachers met regularly and completed minutes and logs. Student assessment data was reviewed and used to make curricular decisions. SMART Goals, a vital component of the meetings, were developed to meet specific attainable goals related to student achievement.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

The school implemented Positive Behavioral Interventions & Supports (PBIS) to improve student discipline. A School Climate Cadre (SCC) of teachers, staff, and administrator was created. A district PBIS coach provided ongoing technical assistance to ensure the framework was properly carried out. Teachers developed lesson plans to teach expectations in all settings. SCC monthly meetings were held to address school issues related to student conduct in the bus and playground. The school coordinated Student of the Month ceremonies to recognize one student from each classroom for displaying proper behavior and demonstrating the ESLRs. Students were given certificates and prizes. The school has experienced a significant decrease in discipline referrals since the adoption of PBIS.

RESPONSE TO INTERVENTION (RTI)

PCLES implemented a Response to Intervention (RTI) framework during SY2017-2018. RTI is a research-based approach that has proven to be successful with addressing the weak skills of struggling students. AIMSWeb baseline data assisted with identifying students in need of additional academic support and guided teachers in making decisions in choosing interventions. AIMSWeb tools and teacher-developed common assessments were used to progress monitor student achievement. Data meetings were held by grade level teachers, administrator, instructional coach and teacher assistants to collaboratively review data and make curricular decisions.

MULTICULTURAL FAMILY AND SCHOOL PARTNERSHIP

English as a Second Language family workshops were held to assist and provide resources to support families new to the island. The school successfully worked with Micronesian Resource Center to hold ESL workshops for families. Parent notices were translated into Chuukese.

PCLES implemented a school wide project and held a Multicultural Week to promote cultural awareness and appreciation of the different ethnic groups our students come from. Throughout the week, demonstrations and presentations from island groups and organizations allowed all students at PCLES to have a greater appreciation and respect for their counterparts.

Lessons and presentations on various cultures were carried out in classrooms and bulletin boards depicted greetings of different languages. Chamorro teachers also presented to parents on the Chamorro content standards, activities and curriculum.

ACCOMPLISHMENTS

- To address WASC Critical Area #1 (curriculum mapping and common assessments) – using the COI Model, teachers used collected data to analyze and discuss outcomes in PLCs within grade levels. Students who were on and above benchmark as well as below benchmark were identified. Teachers collaborated during work sessions and prioritized standards to be taught for each quarter of the year. In addition, teachers administered Common Formative Assessments, compiled the results, and prepared item analysis to focus on weak skills.
- To address WASC Critical Area #2 (expanding technology curriculum and teacher training), teachers were trained on: Class Dojo, Using Technology with CITW, STEM 3D, and Printer Training. Teachers taught curriculum and administered teacher-made assessments aligned with GDOE technology standards. Class Dojo, a communication app that helps connects teachers, parents and students throughout the school day was used amongst teachers. Kindergarten teachers taught a year-round curriculum that included various lessons on ethical use of computers and internet safety.
- To address WASC Critical Area #3 (positive, safe, and healthy environment), as a result of PBIS strategies, PCLES experienced a 2% suspension rate. Students also participated in Jump Rope for Heart to promote healthy lifestyle choices and the American Heart Association fundraiser.
- To address WASC Critical Area #4 (parental involvement), Dr. Matilda Rivera held ESL family workshops. Parent notices were translated into Chuukese. The school successfully worked with Micronesian Resource Center to hold ESL workshops for families. The school community participated in a multicultural week project to celebrate and further study the outer island population. Lessons and presentations on various cultures were carried out in classrooms and bulletin boards depicted greetings of different languages.
- Fifth Grade Student Council
- Spring Carnival
- Students presented a dance performance directed by the district GATE Performing Arts teacher, Czer Medina.



PRICE ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Science, Technology, Engineering, and Math (STEM) Program

Teachers received professional development in the areas of science, technology, and math. Knowledge gained from trainings was shared with other faculty and applied during lessons with students.

Positive Behavioral Interventions & Supports (PBIS)

The PBIS is a team-based systematic approach to teaching behavioral expectations throughout the school. The team consists of the school's PBIS coach, selected teachers from every grade level, administrators, the counselor, and some staff members. The team oversees the teaching and implementation of the schoolwide expected behaviors and the development of a reward system as well as other interventions that work to promote a positive learning environment interventions that work to promote a positive learning environment.

Celebrating Learning

CHBPES promotes academic excellence and celebrates students' accomplishments. Celebration comes in many forms including but not limited to verbal praise, certificates of achievement, or other means of recognizing students who do exceptional or above average work. Students who meet or exceed the standards and expectations will be recognized through the various awards described below:

Kindergarten Achievement Award

Given to Kindergarten students that have mastered 90% or more of the skills presented at the end of 2nd quarter and at the end of 4th quarter based on skills tested in the report card.

Principal's List

Principal's List will be awarded to 1st-5th grade students that have met all the requirements as indicated in the criteria. Principal's List will be presented two times during the school year (January and May). Principal's List is the highest award a student may receive and indicates the child has exceeded the requirements for "A" Honor Roll by receiving straight A's in each quarter of the awarding term.

Criteria:

- Student must be AT or ABOVE grade level.
- Student must receive excellent citizenship.
- Student must receive A's (90%-100%) in ALL subject areas for ALL QUARTERS affected by the awarding term.

Honor Roll

A and B Honor Roll will be awarded to 1st-5th grade students that have met all requirements as indicated in the criteria. Honor Roll will be determined by semester cumulative averages and will be presented in January (1st semester) and May (2nd semester).

Criteria for "A" Honor Roll

- Students must be AT or ABOVE grade level
- Students must have excellent or satisfactory behavior
- Student must not have D's or F's in any subject area
- Student must receive a SEMESTER CUMULATIVE GRADE AVERAGE between 90%-100%
- Criteria for "B" Honor Roll
- Student must be AT or ABOVE grade level
- Students must have excellent or satisfactory behavior
- Student must not have D's or F's in any subject area
- Student must receive a SEMESTER CUMULATIVE GRADE AVERAGE between 80%-89%

Perfect Attendance

This award is given to students Kindergarten through 5th grade who have no absences or tardies for the semester of the awarding term.

Most Improved

This award is given to students Kindergarten through 5th grade who have either improved their academic performance or improved their social behavior during the semester of the awarding term. This award is given at the teacher's discretion. Only one to two students per teacher will receive this award during each awarding term.

Citizenship Award

This award is given to students Kindergarten through 5th grade who have demonstrated by their words and actions the qualities of a positive role model both in and out of the classroom by upholding "M" (Kindergarten) or "E" citizenship (1st through 5th grade) for all subject areas during the semester of the awarding term.

Terrific Lanchero Award

This award is given to students Kindergarten through 5th grade who have demonstrated characteristics of positive behavior by following the 3 B's of the school (Be Safe, Be Respectful, and Be Responsible). This award is given monthly to 1 to 2 students per class during assemblies and/or PTO meetings.

ACT ASPIRE Award

This award is given to students 3rd through 5th grade who performed at the "exceeding level" for the district-wide ACT ASPIRE assessment in the area of Reading, Math, or English administered the previous school year. This award may be given at the end of the first semester or during a dedicated award ceremony.

Student-Parent-Community Engagement Program

The Student-Parent-Community Engagement Program is a federally funded program designed to provide assistance/services to students and families of the Freely Associated States of Micronesia and the Marshall Islands as they transition to living on Guam. Nevertheless, services can be extended to other students requiring services that are deemed appropriate by the Outreach team or administrator. This program aims to help parents understand their role and responsibilities in Guam's Education System. The Program consists of a Social Worker and a Community Program Aide who provide social work services and community workshops.

Special Programs – English as a Second Language, Special Education, Gifted and Talented Education

- English as a Second Language (ESL) – The ESL program provides supplementary instruction to students who are non-native or limited English speakers. ESL teachers conduct assessments of students' language proficiency. Depending on the results, eligible students receive sheltered instruction or consultative services. English Language Learners who are pulled out for ESL classes receive additional academic support as teachers use the Sheltered Instruction Protocol (SIOP) and other effective instructional models.
- Special Education – The Department of Education follows the national trend toward a full inclusion model. The expectation is that most students identified with special needs will receive instruction in the general education classroom with the appropriate supports and accommodations. A resource room is available for students who Individualized Education Program (IEP) calls for such placement. Special education teachers may also provide consultative services to students receiving instruction in the general education classrooms. Some students may also be eligible for speech and language therapy, occupation therapy, physical therapy, leisure education, and other related services.
- Gifted and Talented Education (GATE) – Students identified as gifted in Kindergarten through 5th grade attend GATE classes for three hours a week. Identification is based on a nationally normed achievement test score, a rating by the child's teacher, and two intelligence tests.

ACCOMPLISHMENTS

- Students participated in Math Olympiad
- Students participated in Howard Scripps' Spelling Bee
- Students participated in National Geographic Society's
- Geography Bee
- Students participated in Math Kangaroo
- Students participated in Mock Trial at Guam Superior Court
- Hosted GCC Math Carnival
- Hosted Early Fit! Program – 2018 Health Fair – "Take 5 on May 5"



TALOFOFO ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

Tiger Tracks

Starting the day with exercise is essential to a healthy body and mind. Many students choose to walk or run laps for up to 30 minutes on Monday through Thursday. However, the highlight is Fitness Friday, when Nurse Patti sets up the field activities. Each Friday includes a diverse set of activities, including jump rope, hurdles, obstacle course, or another fitness challenge. The morning running culminates with a year-end, school-wide, one mile run at the Talofof baseball field. In addition, about 30 students prepare for the Kids Track and Field competition in May. The early morning workouts were enjoyed by students, reduced disciplinary referrals, and engaged students constructive while waiting before school.

Chamorro Language Program

Being engaged in hands-on learning is at the heart of learning. The Chamorro Language and Culture program at TALES teaches the language by combining physical activity with the language. Students are immersed in the language in Chamorro classes, learning to listen to, speak, read, and write in Chamorro. The program perpetuates and promotes the culture by practicing the Chamorro language, customs, and dances.

Common Core State Standards and Standards Based Grading

Challenging our students to learn at high levels is one of the school's expectations. To strengthen the curriculum, TALES is working on a number of initiatives. The school continues to implement the Common Core State Standards in English, Language Arts, and Math. Classroom Instruction that Works (CITW) instructional strategies are used by teachers to improve student achievement.

TALES is a Cohort 2 school which is working to implement Standards Based Grading (SBG). With SBG, students learn what they are expected to be learn and set personal goals to reach those expectations. This is part of our ongoing school improvement plan. In cooperation with district level support, TALES is developing priority standards, proficiency scales, and common formative assessments in preparation for full implementation of SBG. These will help students succeed at higher levels this year and in the future.

Special Olympics

Among the programs which address individual needs at Talofof Elementary, Special Olympics has shown to be outstanding. By encouraging and having almost all qualified student participate in Special Olympics, the students found they can be successful. This positive involvement translates into improved self-esteem and motivation, which in turn leads to greater effort in other areas.

ACCOMPLISHMENTS

- Kid's Athletics. 2nd Place: Talofof's Tiger Tracks team placed second of 14 teams in the island-wide competition at Okkodo High School field.
- PBIS School-wide Expectation. Implemented school-wide expectation and Lesson plans for all areas on the school and on the bus.
- Math Olympiad Team 5th Place. Math team competed at the island-wide competition finishing fifth among the participating teams.
- Special Olympics Participants. Eight students practiced and participated in the Guam Special Olympics games.
- Standards-Based Curriculum.
- Grade level and Chamorro teams completed
- Priority standards and corresponding proficiency scales for Reading, Language, and Math.
- School Improvement Plan: Revised the school improvement plan to ensure sustainability of school and district initiatives.



UPI ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

2nd & 3rd Grade Garden

The 2nd & 3rd Grade Garden was implemented to teach kids time management, and self-sufficiency, and improve social skills and behavior. Students are also taught the value of nutrition in the fruits and vegetables that were grown in their gardens.

Gifted and Talented Education (GATE)

The Gifted and Talented Education (GATE) Program, spearheaded by Raffy Manejero, consists of open-ended projects, critical thinking, skill development, and simulations that help challenge students in GATE Program. SY 17-18 was a great year as one of Upi elementary School's (UES) very own, 5th grade student Steven Magno, won a spot in the world wide Doodle 4 Google art contest. GATE Students also had the opportunity to participate in The Asia Pacific Stock Market Games, earning them 3rd and 4th place, out of 295 teams ranging from home school, elementary to college students.

Positive Behavior Incentive Support

The Totots Zeroing in on Positive Students or TOPS Program is implemented to reinforce positive behavior through incentives and rewards monthly. The Positive Behavior Incentive Support (PBIS) leadership cadre, chaired by Kaiana Mendiola, met on a monthly basis during SY17-18, to address concerns and provide recommendations for improvement with our TOPS Program.

Upi Dance Squad

The Upi Dance Squad, piloted by Ms. Camille Manzano and Ms. Ferdene Dela Cruz, was created to provide students the opportunity to express themselves through dance for free. Ms. Manzano and Ms. Dela Cruz also saw it as a chance to showcase dance talent from students in the elementary school level, because dance is usually only taken up in high school. Students gained self-confidence, social development, and got healthy throughout the program.

ACCOMPLISHMENTS

- Super Second and Terrific Third successfully grew their vegetable gardens
- GATE Students, Aundrea Perez and Steven Magno, competed in the MAWIC Kids Block Lego Competition
- UES hosted the Red Ribbon Proclamation to kick off the island's Red Ribbon Week.
- UES 5th grade students represented the school at the Guam Chamber of Commerce Rock & Roll Christmas Songfest.
- UES's 3rd to 5th grade students participated in the Kids Athletics Program at Okkodo High School.
- Special Olympics students beat their personal record to earn various medals.



WETTENGEL ELEMENTARY SCHOOL EXEMPLARY PROGRAMS

RAINBOWS FOR ALL CHILDREN PROGRAM -- The program provided needed services for students who deal with emotional issues related to death, divorce, deployment, or incarceration through a referral and follow-up process and serves as liaison between the school and community agencies so that they may collaborate in efforts to help students. School counselor, teachers and agencies assisted students with coping skills through meetings, activities, or monitoring services.

PEER MEDIATION PROGRAM

Students learn conflict resolution, which helped WES provide a safer and healthy learning environment for everyone. An average of 30 student participants were part of the Peer Mediation Program to help students resolve conflicts and manage their behaviors. Students

enjoyed attending weekly meetings with guidance from Mrs. Calata, School Counselor. Students learned activities and strategies to help their peers promote a safe and healthy environment for all.

SCHOOL CLIMATE CADRE

Identified teachers from all grade levels (K-5) and Support Faculty collaborated and dialogued on student related discipline matters and work towards improving students' academic & social behaviors through the Six Pillars of Character Traits – Trustworthiness, Respect, Responsible, Fairness, Caring and Citizenship. The Cadre had merged Positive Behavior Intervention System (PBIS), Olweus Bully Prevention Program – Student of the Month (PBSOM).

The SCC had implemented PBIS Parent Workshop that was held during the school day to obtain input and support from parents towards improving identified student behaviors. The training was led by administrators, school counselor and PBIS Coach where discipline data was shared from each grade level. Other workshops were also planned for parents in developing a Home-School Connection.

ASPIRE PROGRAM -- After-school program that extends curricular activities & skills to improve students' academic performance. Students have demonstrated progress in their academic and social skills through a variety of activities and skills that were taught throughout the program. Pre and Post assessments monitored student progress and communication with homeroom teacher and ASPIRE teacher were established.

Peer mediation program – Existed since 2002-2003 in collaboration with Inafa' maolek and SPCE in training students to help resolve conflict in a peaceful way, help in bullying prevention and allowing students to develop leadership skills and attitudes.

ACCOMPLISHMENTS

- Chamorro Weaving Competition – 1st Place for 4th & 5th Grade Category; 2nd Place for 2nd & 3rd Grade Category, which were led by Sinora Dorebbie F. Lujan.
- Math Olympiad – WES won 4th Place in the School Division out of 25 schools
- Teacher Cadre Teams were established to address curriculum, instruction & assessments that have an effect on classroom instruction and student learning.
- GATE Honor Choir – WES 4th & 5th grade students were provided an opportunity to showcase their talents in music and theatre. GATE Choir Director, Marc LaPlante prepared the students for a Disney Musical Production of songs for the Oscars.
- Monthly Parent Workshops were provided to parents at the end of the school day. Workshops were held around 1:40pm to assist parents with matters pertaining to their children's education – ex., attendance, curriculum & assessments, Standards-based grading, PBIS, Board Policies/Mandates, Health & Fitness.
- Family Health Fair that was coordinated by the School Health Counselor, Alma Rabena. The goal of the fair was to provide community awareness on services that are available to families.
- Jump Rope for Heart Event was held for the fifth year. Students learned how to take care of their hearts by staying healthy through exercise, eating healthy and living tobacco free. The school raised \$1,100 for the American Heart Association.
- WES Parent-Teacher Organization (PTO) Officers sponsored two school carnivals to help raise money for student and teacher materials.
- DOE Volleyball Competition – WES faculty & staff participated in the Department of Education's Volleyball Competition, which promoted good sportsmanship and employee morale.
- National Elementary Honor Society Program – WES was affiliated with National Association of Elementary School Principals in promoting academic and leadership qualities.

MIDDLE SCHOOL



AGUEDA JOHNSTON MIDDLE SCHOOL EXEMPLARY PROGRAMS

Team Pirate Time (TPT): Character Education and Middle School Exploratory Program
Team Pirate Time (TPT) is a framework to provide the middle school concept of character education and middle school exploratory programs that support the development of student's academic and social skills to meet the district goals and objectives. AIJMS TPT nurtures the growth and readiness of a middle school student to empower their ambition to become a productive and contributing member of their community. TPT also provides a safe and conducive environment by having students take responsibility of their own actions that defines their future.

Sustained Silent Reading (SSR)

As part of the Reading Department's initiative, AIJMS students allot themselves 20 minutes of their non-instructional time during TPT to participate in self-enrichment and pleasure reading of the individual interest to promote the love and joy of reading through expanding their knowledge.

Guest presenters and community support also help in facilitating the goals of TPT. Exposure and opportunities to various occupations and professions are also provided.

Multicultural Activities

Parent-Youth-Community Symposium bridges the connection between various cultures in refining the richness and diversity of our student population.

Sharing of role modeling from various cultural and ethnic backgrounds throughout the year are celebrated and recognized.

Clubs and Organizations

SBA, NJHS, PLCC, Close-Up, Athletic Club, Kulu, and Book Club foster camaraderie, team building, and interpersonal growth to support the Clubs and Organizational goals and activities to promote school and community involvement in practicing good citizenship through the spirit of volunteerism and understanding of civic duties.

Interscholastic/Intermural Sports: the program builds sportsmanship, team building and physical fitness. This is complemented with a built in incentive for students to maintain a "C" average and no discipline referrals with good citizenship.

Athletic Club: Approximately 130 students successfully completed and were recognized for their participation in various sporting events.

Community Outreach Programs

- Tutoring Programs to support academic achievement supported by Community Outreach programs. Team Tutoring, Big Brother/Big Sister, AmeriCorps, GCC, and Sanctuary.
- Project Isla-Ta (Westcare Pacific Islands), programs that seeks to increase student's self-esteem and refusal skills for negative behaviors. Group activities are designed to address relevant issues students face daily and throughout their lives.
- Partnership with Public Health and Social Services (DPHSS) for immunization and disease program and Dr. Mariano for early diagnosis and early medical referral on school and childhood diseases.

ACCOMPLISHMENTS

- Team SWAG (Scholars with a Goal) Faculty and Staff in-school mentoring program to support personal and professional growth and success.
- Inducted new members to the AIJMS NJHS student organization to foster the pillars of Leadership, Service, Character, and Scholarship for our school and community.
- Monthly Ahoy general school assemblies to foster camaraderie amongst students, faculty, and staff and PBIS Assembly to recognize student achievement and social skill development based on collected academic and behavior data.

- Implementation of the digital Power Walkthrough tracking mechanism to ensure quality and effective teaching and learning are facilitated in all classrooms.
- On-going Consultation and Monitoring (active monitoring and engagement) program to ensure that all students are given the best opportunities for learning in all discipline. To ensure all adequate and appropriate interventions are provided for all students who are at-risk and/or in need of supplemental support for CST, IEP, FBA-BMP, etc.
- Increased partnership with Outreach programs to support family connectedness for social growth, development, and stability.



ASTUMBO MIDDLE SCHOOL EXEMPLARY PROGRAMS

Positive Behavior Intervention & Support (PBIS) Program

PBIS is a systems support program that builds the capacity to address multi-tiered (Tier I, II, and III) students that focuses on the social, emotional, behavioral, and academic aspects of each student's middle school development. The PBIS program improves upon the outcomes for all students, to include those with special needs or disabilities, as well as those who are from underrepresented groups.

Special Education (SPED) Program

The AMS SPED program offers resources to students and their families and is committed to supporting the educational needs of students with disabilities. The program provides individualized instruction, when needed, along with additional support to ensure each child is successful at AMS.

The Guam Comprehensive School Counseling Program (GCSCP)

The GCSCP is a data-driven, research-based program that addresses each student's academic, social-emotional, and career needs or domains. The American School Counselor Association (ASCA) and the Guam Association of School Counselors (GASC) designed the program to be preventative in nature to integrate a total education program. The GCSCP guides the school counselors to deliver a guidance curriculum, individual student planning, responsive services, and systems support that addresses each of these domains. The program is implemented by certified school counselors who collaborate with AMS stakeholders to monitor student progress and improve upon needed services at the school site.

English as a Second Language (ESL) Program

The ESL program is designed to assist students who are learning English and their second, third, and sometimes fourth language. Teachers are trained to assist all ESL students using research-based instructional strategies to help each student develop their reading, writing, and speaking skills. The goal of the ESL program is to improve each student's English abilities, needs, and interests.

The Interscholastic Sports Program

The Interscholastic Sports Program (ISP) supports team-building skills and camaraderie with all students at AMS, whether they are active players, managers, or cheerleaders supporting one another and the team. The ISP encourages student and parental involvement and builds upon the ideals of sportsmanship and physical fitness.

Team Time Character Education Program

The Team Time Character Education Program uses the Positive Action curriculum and teacher-made lessons to support the academic, social, and emotional development of all AMS students. Team Time, which is also known as Homebase, is a scheduled class time at the end of every other day in which teachers advise and guide students to become responsible, respectful, and contributing citizens of the community, both in and out of school.

ACCOMPLISHMENTS

- The AMS Student Body Association (SBA) & Student Council Members within Core Teams. The SBA is the student government within AMS that gives voice and representation to our student body. Officers are elected by their peers at the beginning of each school year and have the responsibility to speak up for others when they cannot speak up for themselves.
- Student Council members are elected within each team as the voice and representation for their designated core teams. AMS has six core teams this school year, all of which have elected Student Council members. The core teams are 6A, 6/7 Combo, 7A, 7/8 Combo, and 8A. Other teams include Elective A, Elective B, and Team AMS, although students from these teams are integrated into each of the core teams. Student Council is an extra-curricular activity that allows students to engage in leadership and democracy; student council representatives are also elected by their peers each at the beginning of each school year.
- National Junior Honor Society (NJHS). During SY17-18, AMS inducted 20 new members to the NJHS, which is the most students AMS has ever inducted in one school year, adding onto the number of NJHS who were inducted during the previous school year.
- Academic Challenge Bowl (ACB). The ACB is known as a quick-paced program available to middle and high school students, and is organized as a question-and-answer competition. This school year, AMS had one of its best showings for the ACB, our 2nd best season to date. Mr. Arvin Novelo, 8th grade Language Arts teacher, advised the team and represented AMS.
- The 91st Scripps National Spelling Bee . The Scripps National Spelling Bee is an annual event that takes place both in school and at a designated site for the national competition. This year, the Spelling Bee took place at the Sheraton Laguna Hotel, in which AMS recognized Miss Nicole Bumagat, 8th grade student, who represented the school and placed in the Top 20. Each year, AMS strives to recruit more students to participate in the competition. This year, the Scripps National Spelling Bee was led and advised by Mr. Arvin Novelo, 8th grade Language Arts teacher, and Miss Gail Sanchez, 8th grade Science teacher.
- Special Olympics. The Guam Special Olympics takes place annually and is modeled after the Olympic Games, in which children with special needs compete amongst one another and other schools across the island. This event promotes community involvement, sportsmanship, and group cohesiveness amongst the faculty and staff supporting our children. The goal is to promote fitness, nutrition, and healthier lifestyles for everyone involved—from the athletes and their families, teachers, coaches, and volunteers from the school and island communities.
- AMS Career Day. School counselors recognize that each student, regardless of their background possess unique interests, abilities, and goals that can lead to future opportunities (schoolcounselor.org). The annual Career Day invited professionals from around the island to discuss specific careers and the world of work, as well as provided opportunities for our students to consider as they prepare to be college and career ready.
- Career Education Job Shadowing Day . Eighty (80) students participated in the AMS Job Shadowing Day, which takes place twice per year under the guidance of Mrs. Eiscelle Paulino, 7th/8th grade Career Education teacher.
- WAVE Club Monthly Bus Cleanup and Painting. About forty (40) students participated in the WAVE Club this school year, under the advisement of Mrs. Estelle Paulino and Mr. Dennis Favo, 8th grade Math teacher, to help clean up bus stops around the village and within the community every month. Their continued efforts help to keep our island clean and beautiful. Members are encouraged to volunteer their time during scheduled cleanup dates in the area of Santa Ana, AsTumbo, Swamp Road, Fern Terrace, and other areas where our students reside.
- Rainbows for All Children. This school year, Mrs. Eiscelle Paulino, Mrs. Caroline Cardines, 7th grade Social Studies teacher, and Mrs. Ryann Pegarido, 8th grade

Reading teacher, helped to coordinate the Rainbows for All Children program at the school site. Fifteen (15) students participated in the program, which provides peer/facilitator support for those experiencing grief and loss. A total of six (6) students were able to attend the final session and participated in the “Celebrate Me Day” at the Pacific Islands Club, Guam, once they completed the program.



FBLG MIDDLE SCHOOL EXEMPLARY PROGRAMS

Aquaponics

Our 7th grade Aquaponics program is led by Ms. Kate Quiambao. The Aquaponics program began in 2016 under the Green Stem Project with McRel and the Guam Department of Education (GDOE). Integrates the curriculum with sustainable source of food for students. Students are able to grow their own food source. This program continues to build and be offered yearly.

4H Club

Mr. Lali Thundiyl has been instrumental in the promotion of agriculture and environmental consciousness for FBLGMS students. He has partnered with the University of Guam 4H program and are currently building a community garden at the school. His students continue to lead in recycling projects, have maintained the school grounds, planted several trees and developed a composting station. He continues to collaborate with the University of Guam 4H Program.

ROBOTICS CLASS

Our 8th grade robotics program explores the tenets of robotics, while creating figurative and rudimentary models with robotic properties. Mrs. Canos has been through several robotics trainings and is part of the STEM trainers and is instrumental in the success of our Robotics Program.

FINE ARTS PROGRAM

FBLGMS Fine Arts includes Visual Arts, Honor Band, Jazz Band and Choir Program. They have been invited to perform throughout the island to include the Tumon Bay Festival, hotels, schools and various venues. Our Fine Arts students have received several awards throughout the year. Additionally, our Visual Arts class showcased their Artwork at an Art Show held in Agana Shopping Center.

Interscholastic

FBLGMS Interscholastic Program offers an opportunity for our students to take part in sport-designed programs. These sports range from basketball, softball, track, soccer, and volleyball. Students are able to build camaraderie, sportsmanship and physical health.

ACCOMPLISHMENTS

- Awarded a six year accreditation from the Western Association of Secondary Schools and Colleges.
- School-wide Science Fair; Our annual School-wide Science fair challenges our students to deliver science projects from categories such as Chemistry, Biology, Physical Science, & Earth Science. Additionally, FBLGMS's Science teachers work collaboratively with community partners to take part of the Science Fair as Judges.
- Regional Spelling Bee Champion Represented the Region in the Nationals held in Washington D.C.
- FBLG Dance Crew, led by Mrs. Karen Carreon, 7th Grade Social Studies Teacher, is composed of a mix of students in all grade levels. FBLGMS Dance Crew won first place during the Guam Allied Dance Force Competition held on April 28, 2018.
- Saturday SLAMMERS (Sciences, Language, Arts, Mentor, Math, Electives, and Reading for Students) was organized by FBLGMS teachers for students and was held from

September 23 to November 18. It was created to provide students of FBLGMS students extended learning opportunities of high interest content areas outside of the regular school day and to involve the community to help and invest in our island's youths.

- FBLGMS Career Day - FBLGMS strives to provide students with meaningful educational experiences that fortify their learning and motivate them to continue in school. Professionals from various fields were invited to share their educational backgrounds and their professional experiences with our students.
- Language Arts Night - The Language Arts night was organized by FBLGMS Language Arts Teachers to promote positive attitudes about the subject, showcase teaching/learning methods, materials, and resources, and promote family involvement.



INARAJAN MIDDLE SCHOOL EXEMPLARY PROGRAMS

GATE Robotics Program

Program cultivates higher order thinking skills and application of academic learning experiences with life skills centered on science, technology, engineering, and math.

Hurao Agricultural Project

Program-integrated Science, Social Studies, Reading, Language Arts, Math curricula with farming practices, to cultivate student interest, higher order thinking skills, and demonstrate how academics could be applied to real-life experiences and skills.

Achieve 3000

Online reading program that specifically targets each student's unique reading levels and needs then creates interactive reading activities that develop their reading skills via these tailored exercises

ACCOMPLISHMENTS

- Developed and built in tiered instruction practices that enables teachers to apply differentiated instructional strategies to address a wider range of student, learning needs.
- Achieved fundamental paradigm shift that redirected instructional focus to improve student learning outcomes by identifying specific learning needs and using tiered and effective, instruction practices to drive improvement.
- School Personnel have moved from initial Building a Foundation Performance Stage into Developing Expertise and are poised to move into the Supporting Innovation Performance Stage described as an improvement gauge used by McRel in it's What Matters Most Framework



JOSE RIOS MIDDLE SCHOOL EXEMPLARY PROGRAMS

Aquaponics & Learning Garden

JRMS established a partnership with the University of Guam's 4-H Youth Development Program. The program aims to encourage schools to provide a safe and healthy physical and emotional environment through youth-adult partnerships that encourage active involvement and participation with leading role models such as teachers, community leaders, and 4-H mentors and advisors. Workshops were provided to guide JRMS' 4-H Club to achieve this goal. The 4-H Club's horticulture component materialized and extended into an entire Learning Garden consisting of the Hydroponics and Aquaponics systems, several vertical gardens, earth buckets, tire planters, container gardens, and garden mounds of traditional gardening. The building of this Learning Garden engaged all skills involved in STEM learning (Science, Technology, Engineering and Math) and teaches students to be conscientious consumers and skillful farmers. Additionally funding provided by NASBE grant provided opportunities to expand the Learning Garden/Aquaponics with the implementation of NGSS Pilot. The Learning program supports curricular programs in three specific areas in all three grade levels. These programs include Earth Box- 6th grade, Hydroponics- 7th grade, and Aquaponics- 8th grade. The goal is to teach students sustainability, as well as to take on responsibility and participation in the community care and effort for the garden's maintenance.

RTI PROGRAM

The RTI strategy helps students to acquire basic Math and Reading skills by following a class-wide intervention sequence and review of supporting skills identified per Tier 2 student. Students are monitored using baseline data and provided with interventions for Math and Reading. The program is a test data-based program intended to closely monitor student assessment by graphing individual progress.

Interscholastic Sports

Jose Rios Middle School participates in Interscholastic Sports Program. This provides opportunities for students to extend the classroom experience and participate in competitive sports that build character through respect, fair play, camaraderie and good sportsmanship. Various sports are offered to include baseball, basketball, volleyball, rugby, track and field, and soccer.

SOAR PROGRAM

The SOAR program on positive reinforcement deters from the use of out-of-school suspensions to change behavior. SOAR serves students classified as Tier 3 using curriculum, emphasizing improvement of social skills and decision-making to positively impact academic performance.

Results indicate that Tier 3 students exiting SOAR left the program with a more positive self-concept and a greater awareness of factors that influence their decision-making. While in SOAR, the SOAR team was able to help these students improve academic output and performance.

Achieve 3000 in Reading and Science

Achieve 3000

The Reading teachers at JRMS advocated of Achieve 3000, which is a computer-based reading program. The teachers use Team Biz, which is a program intended to improve Lexile scores. The program assist readers who are reading below level so they are able to comprehend content at their grade level. In addition, the Science teachers use the E-Science content of Achieve 3000. This program also helped to raise the Lexile scores of students. Achieve 3000 is assisting in filling achievement gap in reading and language comprehension. Achieve 3000 is a web based program that is aligned to meet state and national standards for science and reading and focuses on science content acquisition which is differentiated to the students reading level. The program reinforces reading comprehension, vocabulary and writing skills.

ACCOMPLISHMENTS

- Response to Intervention; Implementation of a dedicated time for our students to receive intervention for Math and Reading to help provide interventions to Tier 2 students and monitor progress.
- Achieve 3000-Escience & Teen Biz; JRMS continues to implement the computer based program for Science and Reading to help improve reading lexile scores.
- Student Led Conferences and Portfolios: JRMS continues to provide Student-led conferences. They are beneficial because they hold students accountable for their learning, as well as increase parental involvement in their child's education. They enable students to grow awareness of their educational achievement and effort. By having students assess how they are progressing towards the CCSS, students will know how far they've come and how far they have to go to meet the standards. More importantly, through student-led conferences, students will be able to communicate this progress to their parents.
- Career Awareness Fieldtrips in partnership with military, government and community members.

- High School Transition Conference for 8th Graders; This mini-course is led by the Counseling Team. The objective of this conference is to increase awareness of the programs and supportive services available in high school to promote completion of high school requirements. Each 8th-grade team will participate in its conference style event within their core classrooms. These workshops are facilitated by the following agencies/organizations: Guam Community College High School Counselors, Guam Contractors Association Trades Academy, University of Guam TRIO Program, GCC Reach for College, Guam Army National Guard Recruiter, Navy Recruiter, Department of Labor, and American Job Center.
- 4H Aquaponics/Hydroponics and Learning Garden: JRMS continues to partner with UOG 4H program and continues to teach our students science standards and sustainability with the aquaponics and Learning Garden.
- Robotics Lego League Island-wide Champions: JRMS Robotics team participated in the Lego League Island-wide competition and won 1st place. The Robotics program is a component of the STEM curriculum, challenges student innovation by providing opportunities for imaginative thinking and teamwork.



L.P. UNTALAN MIDDLE SCHOOL EXEMPLARY PROGRAMS

Science, Technology, Engineering, & Mathematics (STEM) Program

L.P. Untalan Middle students are engaged in the interdisciplinary and applied approach of Science, Technology, Engineering and Math (STEM) strategies. This provides our students the opportunity to learn new skills and expand their knowledge on STEM opportunities to enter institutions of higher learning and to be prepared for the workforce. In the STEM classrooms, teachers engage students in projects that start with design and end with application, such as a raised vegetable garden, a vertical garden, and an aquaponics system. Our GATE/Robotics class provides an in depth hands on learning experience for our students as well. The school holds a Science fair and STEM Expo for students to showcase their knowledge and application in the real world.

Pre-Advanced Placement Courses

Interested students who wish to academically challenge themselves in a rigorous Language Arts, Reading, Math, Science and Social Studies curriculum to enroll in our Pre Advanced Placement Team (Pre-AP). Pre AP courses are designed to prepare middle school students for high school Advance Program courses.

Advanced Band Program

This year, long course offers students the opportunity to perform repertoire on an instrument in an ensemble setting. Students learn how to tune their respective instruments as well as how to maintain intonation within the ensemble. Proper posture, embouchure, breathing, and tonguing techniques are emphasized along with proper performance and audience etiquette through experience on both sides of the stage. Students will read and respond to written music notation, specifically by identifying notes by their pitch names and rhythmic values and by producing the proper fingering and tone for each instrument. Performance opportunities are varied, and include on-campus and off-campus venues.

Positive Behavior Intervention System (PBIS)

LPUMS School Climate Cadre (SCC) consists of school personnel who meets on a regular basis to review discipline data to provide characteristic strategies and interventions for students in Tier 2 and 3. The SCC reviews behavioral school expectations and holds monthly school assemblies conducted by the Student Body Officers to review the data with the student body. Weekly lunch activities are also offered by the SCC for the Tier 1 students such as Theatre Day. Additionally, the SCC opens the PAWS Store for students to redeem

their PAWS coupons for incentives.

ACCOMPLISHMENTS

- Implementation of the School Action Plan and working toward addressing WASC recommendations.
- Professional Development Training for administrators and teachers in the following areas; STEM, Standard Based Grading, CITW, Aquaponics, Striving Readers, Lani Kate Curriculum, Effective Teacher Observation, Balanced Leadership, PRE AP.
- Faculty engaged in on-going Professional Learning Community to work collaboratively on developing quarterly standards-based Common Formative Assessments; identified quarterly artifacts and labeled proficiency scales based on specific standards.
- Teachers implemented Standards-Based Grading in an identified pilot class.
- Professional Development Training for Support Staff in the following areas; Search and Seizure, Fire Watch, Aid Certification, EEO Rights.
- Partnership with AmeriCorps to providing tutoring services in math.
- Annual STEM EXPO when students showcase their learning
- Special Education Compliance Requirements met
- School consistently conducted timely emergency drills that Homeland Security observed and used LPUMS as an example in their site.
- LPUMS implemented a Transportation Pass Program to ensure the efficiency and accountability of arrival and dismissal of students and information used for such emergency purposes.



OCEANVIEW MIDDLE SCHOOL EXEMPLARY PROGRAMS

Pre-Advanced Placement (Pre-AP) Program

AP courses are on grade level academically advanced classes designed to better prepare and challenge motivated students to understand rigorous content. Students enrolled are expected to exhibit the OMS ESLRs and ESBRs; be hard workers, independent learners, self-motivated, with a strong work ethic; have strong communication skills; actively participate in cooperative learning activities; recognize the importance of a college education; participate in and successfully demonstrate completion of above grade-level readings, projects, and activities; and always be prepared with materials and assignments.

Positive Behavior Intervention and Support (PBIS) School Climate Cadre

OMS implemented the Positive Behavior Intervention and Supports (PBIS) framework to reward positive behavior and reduce the number of discipline referrals. As part of this framework, an Advisor/Advisee period has been part of the daily schedule. Teachers become advisors to a small group of students for the three (3) years they are here at OMS. During this period, lessons from the Positive Action Curriculum are taught. Also, students develop personal plans for progress to work towards individual goals. We have added to this period activities that promote the appreciation of literacy, math, and health through Sustained Silent Reading, Friday Math Facts, and Fitness Fridays. School-wide incentives for positive behavior include dress-up days, movie days, and raffle drawings.

Oceanview Middle School Performing Arts

The Cultural Dance and Choir programs have cultivated appreciation of the performing arts among the school community. The December and April Fine Arts Concerts, featuring cultural dance and choir performances were well attended by students, parents and other members of the community. The Oceanview Middle School Nina'en Acho' Latte Cultural Dance Group participated in the Student Cultural Exchange Program in Osaka, Japan from January 27th to February 8th, 2017. The students visited Takatori Junior High School, Nakano Junior High School, and Ogi Machi Sogo High School. The cultural dancers shared the Chamorro Culture through song, chant, and dance. The students

from Japan were excited to see the Chamorro Culture and expressed an interest in visiting the island. The Cultural dancers were able to conduct and participate in workshops with Japanese students who are from the Guma' Imahen Taotao Latte, a Chamorro dance group in Osaka, Japan. The students also participated in the Taiwanese and Japanese student exchange programs early in the school year and perform on Saturdays at the Guam Premium Outlet and Micronesia Mall.

Johns Hopkins Talent Development Program
 OMS teachers, with the collaboration of the Johns Hopkins Talent Development Secondary consultants, developed a Standardized Instructional Framework (SIF). This framework was to serve as a guide for teachers to teach from bell to bell, maximizing instructional time and is embedded in the school's lesson plan template. The components of the SIF consists of an Opening Activity; Model Thinking (I DO); Direct Instruction & Guided Practice (WE DO); Collaborative Learning (YOU DO); Student Application (YOU DO). With the implementation of the Johns Hopkins Talent Development Program, teachers received support from their coaches in implementing new lessons. The students receive great instruction using a variety of strategies from their teachers with assistance of the coaches.

ACCOMPLISHMENTS

- Special Education compliance achieved/ESL Compliance
- Successful career week with many guest presenters
- Peer mediation training for 6th and 7th grade students conducted by Inafa'Maolek
- Positive mental health presentation to 7th and 8th grade by Guam Behavioral Health ICareGuam
- Raising over \$700 for Hoops for Hearts
- Participation in Special Olympics
- Successful Whole School Activities such as 1st Semester Award Ceremony, 8th Grade Award Ceremony, Gupot Chamorro, Fine Arts Concerts in December and May, Sports Banquet, a Variety of Fieldtrips, valentine's day royal court
- Teams meeting SCC Goals of number of referrals, less referrals received by team
- Introduced K-U-D format of writing objectives
- CLT Cadre implementing SRG grading
- Implementation of Intramurals
- PBIS reward incentives per Team, 6th Grade Knocker Ball, 8th grade movie and snack party
- Student led ceremony for lives lost due to gun violence in school



VSA BENAVENTE MIDDLE SCHOOL EXEMPLARY PROGRAMS

Positive Behavior Intervention and Supports
 Expectations for positive behaviors at different parts of the campus were taught explicitly at the beginning of the school year and reinforced throughout the year. Rewards and consequences were delivered for appropriate behaviors. Schoolwide discipline data was routinely analyzed by the School Climate Cadre, and action plans were developed to address issues that arose. Character education was also integrated into the curriculum and revisited during the Homebase/Advisor-Advisee Program.

Interdisciplinary Teams
 A block schedule was implemented to allow for longer periods of interdisciplinary content teaching, as well as to create a special class period for academic interventions, tutoring, or study hall. Grade-level teams identified students in need of additional support and developed targeted interventions.

Achieve 3000

During SY17-18, we acquired licenses for all our students for Achieve3000, an online program that provides blended, differentiated instruction designed to accelerate reading achievement. Recent Achieve3000 performance report indicated that many of the participating student demonstrated gains in Lexile measures. We hope to expand this program as funding allows.

ACCOMPLISHMENTS

- Schoolwide Discipline – Through a collaborative effort, faculty, staff, and administrators were able to quickly and effectively address the rise of infractions related to substance abuse, violence, and non-compliance with school policies.
- Common Formative Assessments – Teachers continue to work collaboratively across the district to improve assessment practice.
- Instructional Strategies – Teachers continue to implement evidence-based instructional strategies to meet the learning needs of all students.
- Schoolwide Learner Outcomes – Our faculty and staff went through a process to update and clarify our learner outcomes.

HIGH SCHOOL



GEORGE WASHINGTON HIGH SCHOOL EXEMPLARY PROGRAMS

Class Nursing, Carpentry, Automotive,

Positive Behavior Interventions & Supports (PBIS) Program

This is George Washington High School's (GWHS) fourth year of implementation of the Positive Behavior Interventions & Supports (PBIS) program in the Freshman Academy and the third year for the Upperclassmen. Students are engaged with PBIS lessons every Friday in their homeroom classes. The lessons focus on the school's expected school-wide behavioral results and character building. Discipline data is drilled-down, shared, and analyzed frequently with the faculty and staff to monitor progress and address ways for improvements. As a result of the PBIS program, students are more cognizant of their behaviors and that of others, which led to a decrease in the discipline rate and increase in a cleaner campus, camaraderie, ownership of the school, and spirit/pride.

Achieve 3000

GWHS completed its fourth year of implementation of the Achieve 3000 program, offering more licenses to students. Achieve 3000 is an online literacy program that provides daily differentiated instruction and assessment to students using nonfiction text at twelve different reading levels. This makes adjustments based on student performance throughout the year. For SY17-18, GWHS students made significant gains in their Lexile levels with several students scoring higher than other students using this program across the nation.

Guam Department of Education - Guam Community College Cross-Enrolled Program

The Guam Department of Education (GDOE)/Guam Community College (GCC) Cross-Enrolled program has been on-going for more than a decade. This unique program allows GWHS students to attend classes offered by GCC such as Marketing, Lodging Management, Nursing, Carpentry, Automotive, Electronics, Early Childhood, Visual Communication, and Pro Start. Some classes are taught at GWHS while the others are at the GCC campus. By the end of their senior year, students are given Mastery certificates which allows them to be certified with a particular skill and receive 15 credits that can be transferred to the university they will be attending.

Freshman Academy/Johns Hopkins Talent Development (JHTD) Program

GWHS continues to implement the Freshman Academy, which has fully implemented the Johns Hopkins Talent Development Program (JHTD). The JHTD program assists in the acclimation of the freshman population into the high school environment. The vision of this program is to serve the most vulnerable students of our nation, so they have access to an education which develops their unique strengths and talents; builds their academic and socio-emotional competencies; engages them in relevant and exciting learning opportunities; supports them so they can succeed; and prepares them for post-secondary education and the 21st century world of work.

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ACCOMPLISHMENTS

- 1st place National Preparedness Month Video Contest
- 2nd place overall Island-wide Marksmanship Competition
- 2nd place Guam Energy Essay Contest
- 1st place Close Up Binder Competition
- 1st place Chamorro Song Fest
- 7 Gold and 6 Silver Medals 2018 Annual Special Olympics
- 1st place Baila Competition
- 2nd place Boys Baseball
- 2nd place Football
- 1st place Girls Rugby
- 1st place Paddling



JOHN F. KENNEDY HIGH SCHOOL EXEMPLARY PROGRAMS

ACT WorkKeys/Key Train System and National Career Readiness Certificates
JFKHS Business classes have incorporated the ACT WorkKeys/Key Train System into their curriculum. This skills assessment system helps employers select, hire, train, develop, and retain a quality workforce. With the collaboration between the GCC Workforce Development Center and GDOE Curriculum and Instruction Division, our students were enrolled in this online training program. Successful completion of ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning the National Career Readiness Certificate (NCRC). Students receiving their NCRC indicate that these graduates have obtained the foundational work skills needed for success in jobs across industries and occupations. Ninety-five percent of our seniors completed the assessments.

Air Force Junior Reserves Officer Training Corps (AFJROTC)

Our AFJROTC Unit, GU-051, offers a four-year curriculum teaching relevant life skill sets that are aligned with college and career readiness standards. This year, our cadets and instructors earned the Distinguished Unit Award for the 5th year in a row out of 889 units worldwide. This award, received by about 400 units considered to be the best, recognizes personal growth and accomplishments of the cadets, contributions of the instructors as mentors, and the support of the school and local community. Collaboratively, these cadets completed over 8,000+ community service and service learning hours this school year alone. In 2018, twenty-three cadets participated in the U.S. Air Force Golden Bear Competition held in Long Beach California. Four cadets made up Team Islanders who will compete in the National Finals at the Air Force Academy in Colorado Springs after ranking #6 out of the top 10 teams nationally.

Career and Technical Education (CTE) Programs

GCC's CTE Programs are designed to complement GDOE high school requirements. The CTE courses count as elective credits towards students' pursuit of a high school diploma while giving them the opportunity to explore a career field in addition to providing them with technical skills that allow them to grow personally and professionally. JFK's programs are Allied Health, Automotive Technology, Lodging Management Program, Marketing, and ProStart (three-year programs) and Construction Trades (two-year program). GCC expands the educational opportunities of its students by providing them on-the-job training (referred to as work experience) in which students can earn credits towards their high school graduation requirements. Students who earn a Certificate of Mastery in a GCC high school program are eligible for Dual Credit Articulated Program of Study (DCAPS) for postsecondary studies at GCC. GCC's Auxiliary Programs support the academic needs of students - Work Experience (WE) Program, College Access Challenge Grant Program (CACGP), and Dual Enrollment Accelerated Learning (DEAL).

Additionally, GDOE's Business Education Program of Study and GCC's Office Technology Program provide high school students the opportunity to receive a Certificate of Mastery for completing specific high school Business courses. Nine of these credits are then transferable when the student declares a major under GCC's program. This year, we have two seniors successfully complete the DCAPS through an MOA between GCC and GDOE.

Science, Technology, Engineering and Mathematics (STEM) Program

Teachers and students are immersed with STEM across the content areas:

Science: Robotics- Students are provided exciting opportunities to engage in STEM-related learning by participating in a well-established robotics program. Students are

able to engage in both the upper-level course and/or club to experience the fun and excitement of robotics. Team JFK won 1st place in the MATE Guam Regional Competition for the Navigator Class Underwater Robotics. The team then represented Guam at the national competition in Seattle, Washington.

AFJROTC – This year the cadets has continuously formed the Rocket, Multicopter, and Radio-controlled (RC) Airplane Clubs as a result of equipment received from the Air Force. The Rocket Club requires cadets to study lessons in rocketry and complete an assessment; the other two clubs require flying lessons on a simulator software program before the cadets take the devices to the air. One of the primary goals of these clubs is to build career interest in the aerospace industry.

Literacy Project

All teachers across the content areas are actively promoting literacy. The Literacy Project focuses on teachers implementing strategies to strengthen students' prewriting, composing, and language skills. Students recognize common strategies across curricular areas, and a sense of unity exists between faculty and students alike when it comes to enhancing literacy skills. Teachers integrate the school-created writing rubric to gauge student progress.

ACCOMPLISHMENTS

- Class of 2018 produced a total of 378 graduates!
- Thirty-seven graduates received their GCC Certificates of Mastery in their respective programs.
- ACT Work Keys Assessment: Two hundred sixty-five graduates received National Career Readiness Certificates (NCRC) with the breakdown as follows: 122 bronze, 83 silver, and 35 gold, and 25 platinum.
- JFKHS AFJROTC earned Distinguished Unit with Merit Award and won three awards at the 2018 Golden Bear West Coast National Drill Meet: 1st Place Armed Drill Exhibition; 2nd Place Armed Drill Sweepstakes; 4th place Unarmed Drill Exhibition
- JFK Robotics Team (Joshua Cepeda, Jia Yang Chen, Kai Feng Chen, Yvan Chu, and Sophie Ferrer) won 1st place in the MATE Guam Regional Competition for the Navigator Class Underwater Robotics. The students represented JFKHS at national completion held in Seattle, WA.
- GDOE 2016 Fixed Asset Inventory Report - JFK recognized as top performing high school.
- The 5th Annual Islander Pride Day was held in May at Micronesia Mall.
- For the Island-wide Science Fair, Daniel Kang, a junior at JFKHS, won first place in the high school category. Notably, Jerome Ariola received a \$3,000 research scholarship for his project.
- On April 8, 2017, JFK math students swept the competition in UOG Math Day. In the Algebra competition, JFK took 1st and 2nd place; in the Pre-Calculus competition, JFK took 1st, 2nd, and 3rd place.



OKKODO HIGH SCHOOL EXEMPLARY PROGRAMS

Schoolwide Intervention System

Okkodo High School offers a schoolwide intervention system (SIS) that provides the structure needed to assist struggling students. English Language Arts and Mathematics are the focus of SIS. This is a continuous program that has been implemented at Okkodo since school year 2014-2015. Teachers recommend students for tutoring. Students know that if their progress report or quarter grade falls below the identified benchmark

(65%), they are mandated to attend tutoring. Tutoring time is embedded into the school day, once a week. As soon as the student is able to meet the benchmark, he or she will no longer need tutoring and is instead placed in a co-curricular activity.

Co-Curricular activities (CCA) are intended to develop a sense of belonging with their peers, build pride in their work, and boost school spirit. Participation in CCA supports the academic achievement and personal growth of students. Another purpose of CCA is to extend the learning taking place in the classroom and provide opportunities for students to meet the school-wide learner outcomes.

Mu Alpha Theta

Okkodo High School was officially inducted into Mu Alpha Theta, the National High School and Two-Year College Mathematics Honor Society. Schools that are eligible to join must offer two years of algebra and one year of geometry, and a minimum of one year of more advanced mathematics. The school must have a Math Club with students who have completed at least two years of college preparatory math, including algebra and/or geometry, and have completed a third year of college preparatory mathematics with at least a 3.0 math grade point average. Okkodo is the only Guam DOE school with a chapter.

ACCOMPLISHMENTS

- Freshman Academy
- Special Olympics
- Work Keys- Key Train
- Science Fair
- Upward Bound
- School-To-Work Program
- College Fair
- Dual Enrollment



SOUTHERN HIGH SCHOOL EXEMPLARY PROGRAMS

John Hopkins Talented Development 9th Grade Academy

Designed to be a school-within-a-school with interdisciplinary teacher teams designed to provide ninth-graders a smooth transition to high school as well as a caring, respectful, environment in which to begin their high school careers. The program supports student achievement by developing individual talents and strengths while building their academic and socio-emotional competencies. This SY 2017-2018 is the 6th year of implementation. The following is in place in the 9th Grade Academy:

Freshmen Seminar, Strategic Reading, and Transition to Advanced Mathematics are designed to prepare 9th graders for English 9, Algebra I, and World History. Computer and Team-Assisted Mathematical Acceleration (CATAMA) Lab is an innovative pull-out program that combines computer-assisted instruction, cooperative learning, and team tutorial assistance to mathematical procedural fluency.

Interdisciplinary teams make use of PLC (Professional Learning Community) time by focusing on Early Warning Indicator Systems. By reviewing ABCs (Attendance, Behavior, Course Performance) the teachers will provide individual interventions as needed.

Junior Reserve Officer Training Corps (JROTC)

JROTC students continue to excel at Southern High. Participating students have embraced the discipline needed to succeed both academically and physically. During SY 2017-2018, Southern High JROTC students received the following awards at the Golden Bear Competition: First Place in color guard novice team,

first place in unarmed drill team inspection novice, second place in unarmed tap out, third place in sweepstakes unarmed novice, and fourth place in unarmed exhibition novice. The SHS Knights Battalion also received the highest score and was the only school that scored about 90 among the three Army-affiliated high schools from the JPA Accreditation. Additionally, the SHS JROTC students completed a 36-hour JROTC Adventure Training, provided numerous color guard supports for the community, volunteered and participated in countless community services and service learning opportunities, and organized a successful Change of Command Ceremony.

Cultural Dance

Southern High School students continue to, not only take pride in their culture, but perpetuate it in meaningful ways. Participation in Southern High's Inetnon Gef Pago has increased over the years. Our students have participated in cultural dance/folk dance competitions throughout the world, including Russia and Korea. They continue to bring positive attention to our school through the release of music videos and songs that are played on our local radio stations. '

Career-Readiness: Guam Community College Programs

GCC offers eight career and technical education (CTE) programs at Southern High School: Allied Health, Automotive Service Technology, Collision Repair Technology Auto Body, Computer Networking, Lodging Management, ProStart (Culinary Arts), Electronics, and Marketing. Several graduates received GCC Certificates of Mastery (8) and ACT Work Keys Certification (8), including two platinum level.

ACCOMPLISHMENTS

- SHS teachers collaborated with other high school teachers throughout the district during professional development days to agree upon priority standards for their respective subject contents. This was done as part of our efforts to develop a more focused set of learning standards and targets for our students regardless of school or teacher. Our Special Education and ESL teachers were also involved in this process in an effort to ensure that our students receiving services through these programs are granted access to the general education curriculum.
- SHS teachers engaged in professional development and collaborative efforts to develop proficiency scales for each of the established priority standards.
- Teachers continue to make the transition from past omnibus grading practices to standards-based grading practices.
- SHS students continue to build friendships through interactions with Japanese High school visits. Although spearheaded by the Japanese language teacher and club, these visits often attract a diverse group of SHS students who develop an appreciation for the Japanese language and culture.
- The Southern High faculty and staff took initial steps in adopting and implementing the Positive Behavioral Interventions and Supports (PBIS) Framework. It was first introduced via the Freshmen Academy, but will soon be part of our larger school community. One component of PBIS is utilizing School Wide Information System (SWIS) and reporting the data to our stakeholders.



SIMON SANCHEZ HIGH SCHOOL EXEMPLARY PROGRAMS

SSHS New Teacher Mentoring Program

The initial year of the SSHS New Teacher Mentoring Program spearheaded by Dr. Ronald Canos allowed for new teachers to be able to access valuable guidance and feedback from their more seasoned colleagues. Dr. Canos conducted regular meetings, observations, and one-on-one consultations during the school year in order to provide the new teachers with support and assistance that is critical to ensuring their retention and positive development of their skills as a teacher.

SSHS Army JROTC – Shark Battalion

The SSHS Army JROTC Shark Battalion is a consistently exemplary program that allows students to develop the discipline, resilience, and skill that they need to pursue their

post-high school goals in the U.S. armed forces. Cadets in the rifle/marksmanship and drill teams traveled off-island for national competitions and gained recognition for their remarkable skills. This past year, the program gained another three years of accreditation.

SSHS Concert, Honor, and Jazz Band and Honor Choir (La Voce) Programs

The SSHS Band and Choir programs led by Mr. Charles Hardy and Mrs. Yoo Kyung Shin, respectively, consistently display the immense musical talent that the students of SSHS possess. Both programs have gained island wide recognition and awards through participation in events like the annual Tumon Bay Music Festival in addition to their seasonal performances.

Team SOAR (Sharks Operating Awesome Robots) – SSHS Robotics Team

Team SOAR participated in this year's Underwater Robotics competition under the advisement of SSHS science teachers, Mr. Jahlil Fielder and math teacher, Mrs. Mariann Movida. The team, made up entirely of 9th grade students, placed 3rd in the island wide competition and is working towards the international robotics symposium/competition to be held in Mexico City in August of 2018.

ACCOMPLISHMENTS

- 152 students earned a National Career Readiness Certificates:
 - 14 Platinum
 - 23 Gold
 - 44 Silver
 - 71 Bronze
- 51 earned Certificate of Mastery
- SSHS AJROTC obtained a 3-year accreditation
- Advanced Placement
- 3 students earned a 5 in the AP assessments. Two of these students are from the AP Calculus AB and one from AP Studio Art
- 1 student earned a 4 in the AP assessment AP Language and Composition

TIYAN HIGH SCHOOL EXEMPLARY PROGRAMS

THS Career Academies

THS Career Academies were established with teacher input on how to support and provide the curricular progression and resources the students need to be college and career ready in their field of interest. THS College and Career Academies currently have an emphasis in the following fields: AFJROTC, Health and Wellness Academy, Lodging Management Program Academy, Fine Arts Academy, Business Academy, and Automotive/Carpentry Academy. It is the goal of the school to join forces with community partners to ensure our students' successes.

AFROTC

Tiyan High offers an AF JROTC Program which focuses on Leadership and Citizenship training. Students have the option of taking courses under this program for all (4) years in high school. Successful completion of two year in AF JROTC will allow a step up in rank when joining any active duty or part-time duty in any branch of the armed services.

PBIS

THS PBIS cadre members meet bi-weekly to discuss the discipline data and develop and implements plans that will support a safe and positive school environment.



Semester PBIS assemblies are held at the Throne to acknowledge students who were identified by teachers as those who have modeled the PBIS Behavior Expectations. PBIS assemblies are also used to encourage positive behavior as well as inform students on the school's behavior issues and supports.

ACCOMPLISHMENTS

- THS Career Academies
- Work Keys for Career Readiness
- AF ROTC Program
- Titan Bridge Program
- THS T-Factor
- THS Interscholastic Sports
- Power 98 Senior Lip Dub Challenge Small Schools 1st Place Winner
- PBIS Implementation
- STEM Underwater Robotics (1st Place Scout Team)
- SPED Compliance

Appendices

Districtwide Summative Assessment ACT Aspire Assessment Results



JON J.P. FERNANDEZ
Superintendent of Education

Prepared and Presented by
Zenaida Napa Natividad, Ph.D.
Administrator of Research, Planning & Evaluation

100% Federally Funded, U.S. Department of Education

ACT Aspire Assessment

1. Overview of ACT Aspire

- a. Vertically-scaled and benchmarked standards-based assessment
- b. Tracks readiness for college or career

2. Three types of ACT Aspire scores/reports

- a. Scaled Scores – 3 digit numbers, a composite of the raw scores by subject
- b. Proficiency Levels – Exceeding, Ready, Close, In Need
- c. National Percentile Rank – At what nth percentile a student is relative to the nation

3. District and School Level Results for each type of score

4. Five types of analyses

- a. Picket-fence analysis – highest to lowest scoring schools
- b. Benchmark Comparison – comparing students' scores against benchmarks
- c. Cohort analysis – longitudinal scores of students from grade to grade
- d. Cohort Gain and Gap analysis – How much gain from grade to grade; how wide the gap from benchmark **(what matters most to administration & the public)**
- e. Skill proficiency analysis – by domains tested **(what matters to the teacher)**

ACT Aspire: Overview

- ❑ The ACT Aspire, based off the Common Core State Standards, is a vertically-scaled and benchmarked standards-based assessment that can be used to track progress towards the ACT College Readiness Standards.
- ❑ A vertically-scaled test allows the comparison of student proficiency across the grades along the same anchor standards.
- ❑ This is accomplished through the use of progressively difficult and more rigorous test items from grade to grade.

NOTE: For more information about the ACT Aspire results and benchmarks, please contact the GDOE Research, Planning, & Evaluation Division at znnatividad@gdoe.net.

ACT Aspire: Overview

Scores in ACT Aspire are expressed as **scale scores, proficiency levels, and percentile scores**

- ❑ **Scale scores** help answer the question
“How are students progressing toward unlocking their potential and preparing for college and a career?” (e.g. scale score of 413 in 3^d grade English = benchmark of 413 means “Ready”)
- ❑ **Proficiency Levels** help answer the question
“How can decisions be informed based on student proficiency levels by subject area and by grade level?” (e.g. RTI or Response to Intervention)
- ❑ **Percentile scores** help answer the question
“How did GDOE students of a particular grade level perform in comparison to other students of the same grade level in the nation?” (e.g. 3^d graders at 46th percentile in English)

ACT Aspire: Overview

From the classroom test to scoring reporting and scoring:

1. Raw test scores are transmuted into a 3-digit scale score
2. Scale scores enable comparability among grades, across subjects, across students, classrooms, districts and are benchmarked against ACT (college-level) standards
3. Scale scores are organized into ranges and classified according to the following proficiency levels:

IN NEED OF SUPPORT- scored substantially below the ACT Readiness Benchmark

CLOSE – Scored below but near the ACT Readiness Benchmark

READY – Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood for college course success by Grade 11

EXCEEDING – Scored higher or above the ACT Readiness Benchmark

ACT Aspire: Results

- **Scale scores** help answer the question

“How are students progressing toward unlocking their potential and preparing for college and a career?”

(e.g. scale score of 413 in 3rd grade English = benchmark of 413)

SY16-17 ACT Aspire Comparative Results: BENCHMARKS vs. GDOE

	Grade	English	Reading	Math
ACT Aspire Benchmark	3	413	415	413
GDOE	3	413	408	409
GDOE Readiness Level	3	Ready	In Need	Close

ACT Aspire: Results

Scale scores help answer the question *“How are students progressing toward unlocking their potential and preparing for college and a career?”*

(e.g. scale score of 413 in 3^d grade English = benchmark of 413,

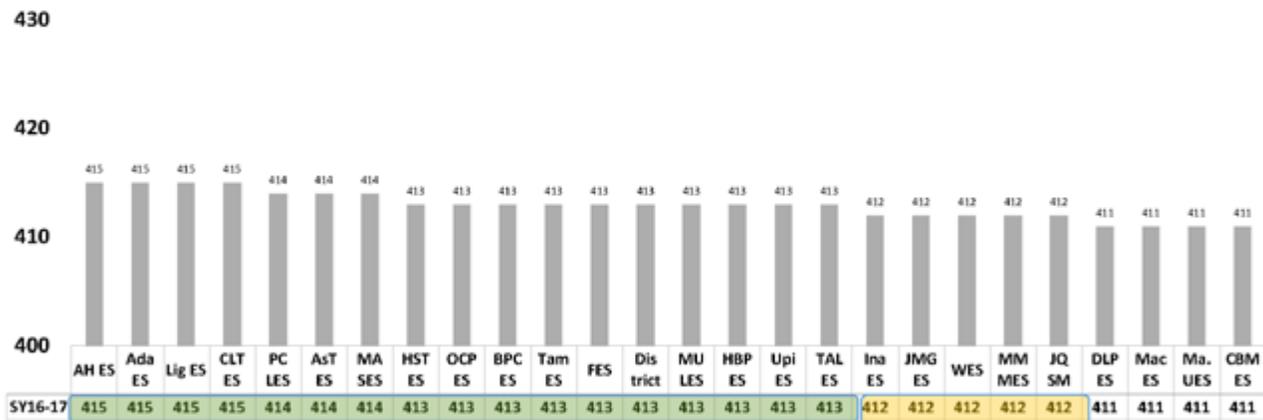
>> means our 3^d graders are on track for the rigorous demands of the next grade level

>> if they consistently meet benchmark up to 10th grade, they have 50% or greater chance of succeeding in college or career)

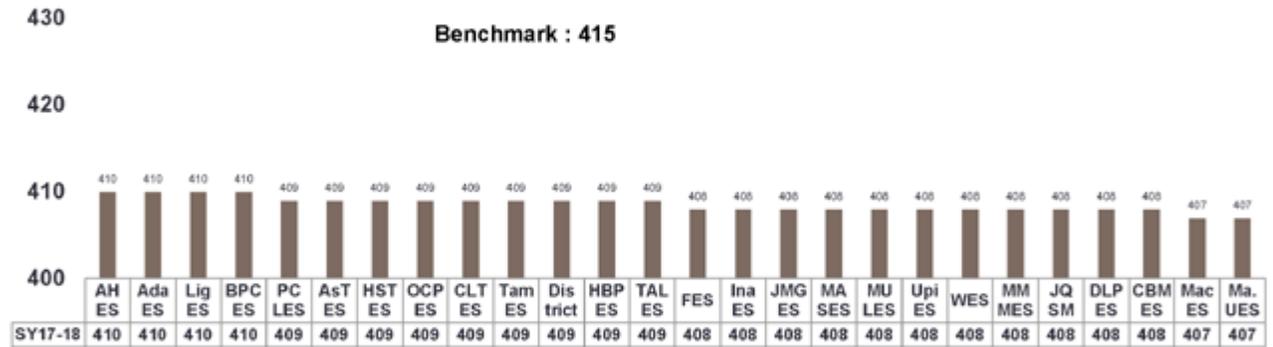
	Grade	English	Reading	Math
ACT Aspire Benchmark	3	413	415	413
GDOE	3	413	408	409
GDOE Readiness Level	3	Ready	In Need	Close
GDOE versus Benchmark	3	0	-7	-4
ACT Aspire Benchmark	4	417	417	416
GDOE	4	416	411	412
GDOE Readiness Level	4	Close	In Need	Close
GDOE versus Benchmark	4	-1	-6	-4
ACT Aspire Benchmark	5	419	420	418
GDOE	5	418	413	414
GDOE Readiness Level	5	Close	In Need	Close
GDOE versus Benchmark	5	-1	-7	-4
ACT Aspire Benchmark	6	420	421	420
GDOE	6	420	414	415
GDOE Readiness Level	6	Ready	In Need	Close
GDOE versus Benchmark	6	0	-5	-5
ACT Aspire Benchmark	7	421	423	422
GDOE	7	422	416	413
GDOE Readiness Level	7	Ready	In Need	In Need
GDOE versus Benchmark	7	+1	-7	-9
ACT Aspire Benchmark	8	422	424	425
GDOE	8	423	419	415
GDOE Readiness Level	8	Ready	Close	In Need
GDOE versus Benchmark	8	+1	-5	-10
ACT Aspire Benchmark	9	426	425	428
GDOE	9	422	417	415
GDOE Readiness Level	9	Close	In Need	In Need
GDOE versus Benchmark	9	-4	-8	-13
ACT Aspire Benchmark	10	428	428	432
GDOE	10	426	419	417
GDOE Readiness Level	10	Close	In Need	In Need
GDOE versus Benchmark	10	-2	-9	-15

ACT Aspire **SCALED SCORE** SY 16-17 **Grade 3: ENGLISH**

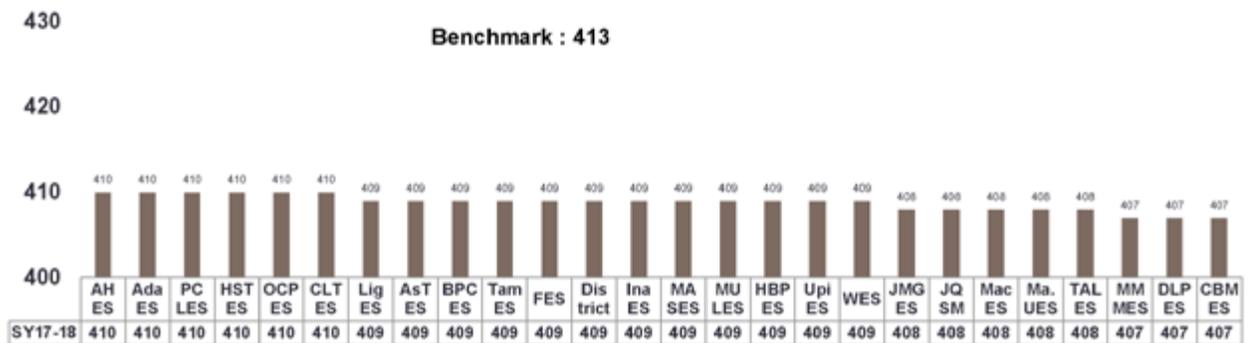
Benchmark = 413



ACT Aspire **SCALED SCORE** SY 17-18 Grade 3: READING



ACT Aspire **SCALED SCORE** SY 17-18 Grade 3: MATH



ACT Aspire: Overview

- ☑ **Scale scores** help answer the question

*“How are students **progressing** toward unlocking their potential and preparing for college and a career?” (e.g. scale score of 413 in 3rd grade English = benchmark of 413 means “Ready”)*

**To further answer this question,
we conduct COHORT ANALYSIS**

Districtwide Summative Assessment ACT Aspire COHORT SCALE SCORE -3A

All Schools SY14-15 thru SY17-18



JON J.P. FERNANDEZ
Superintendent of Education

Prepared by: Research, Planning & Evaluation Division
For inquiries: Dr. Zenaida Napa Natividad, Administrator

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ACT Aspire **SCALED SCORE: ENGLISH**

FIRST COHORT Gr. 3 (SY14-15) to
Gr. 4 (SY15-16) to
Gr. 5 (SY16-17)

Benchmarks:
3rd Grade: 413 4th Grade: 417 5th Grade: 419



SY14-15 Gr 3	412
SY15-16 Gr 4	416
SY16-17 Gr 5	418

FIRST COHORT 3rd grade SY14-15 to 4th grade in SY15-16 to 5th grade in SY16-17

SY14-15
3rd Grade
ENGLISH
scale score:
412

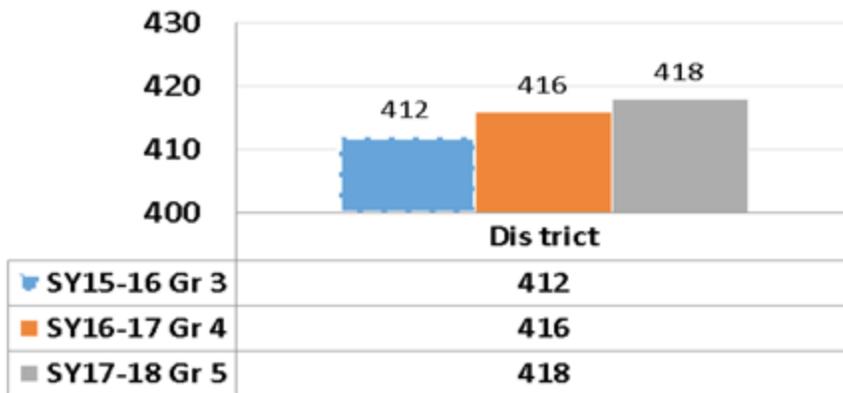
SY15-16
4th Grade
ENGLISH
scale score:
416

SY16-17
5th Grade
ENGLISH
scale score:
418

ACT Aspire SCALED SCORE: ENGLISH

SECOND COHORT Gr. 3 (SY15-16) to
Gr. 4 (SY16-17) to
Gr. 5 (SY17-18)

Benchmarks:
3rd Grade: 413 4th Grade: 417 5th Grade: 419



FIRST COHORT 3rd grade SY14-15 to 4th grade in SY15-16 to 5th grade in SY16-17

SY14-15
3rd Grade
READING
scale score:
408



SY15-16
4th Grade
READING
scale score:
411



SY16-17
5th Grade
READING
scale score:
418



FIRST COHORT 6th grade SY14-15 to 7th grade in SY15-16 to 8th grade in SY16-17

SY14-15
6th Grade
ENGLISH
scale score:
419



SY15-16
7th Grade
ENGLISH
scale score:
421



SY16-17
8th Grade
ENGLISH
scale score:
423



FIRST COHORT 6th grade SY14-15 to 7th grade in SY15-16 to 8th grade in SY16-17

they were 6th graders in SY14-15 as measured by the ACT Aspire **MATH** test Scale Score?
NO

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1415_Gr6_Math and SY1516_Gr7_Math equals 0.	Related-Samples Wilcoxon Signed Rank Test	.026	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Question 2: Did the 8th graders in SY16-17 perform significantly better than they did when they were 7th graders in SY15-16 as measured by the ACT Aspire **MATH** test Scale Score?
YES

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1516_Gr7_Math and SY1617_Gr8_Math equals 0.	Related-Samples Wilcoxon Signed Rank Test	.006	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

- ✓ **Overview of ACT Aspire**
 - ✓ Vertically-scaled and benchmarked standards-based assessment
 - ✓ Tracks readiness for college or career
- ✓ **Three types of ACT Aspire scores/reports**
 - ✓ Scaled Scores – 3 digit numbers, a composite of the raw scores by subject
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 - ✓ Skill proficiency analysis – by domains tested (what matters to the teacher)

COHORT GAIN AND GAP ANALYSIS

• Cohort GAIN Analysis

An analysis of the GAIN (or loss) in scale score of a cohort group as they move up from a lower grade level to a higher grade level

For example

Cohort 1

3rd graders in SY14-15 became 4th graders in SY15-16 became 5th graders in SY17-18, etc.

Cohort 2

3rd graders in SY15-16 became 4th graders in SY16-17 became 5th graders in SY17-18, etc.

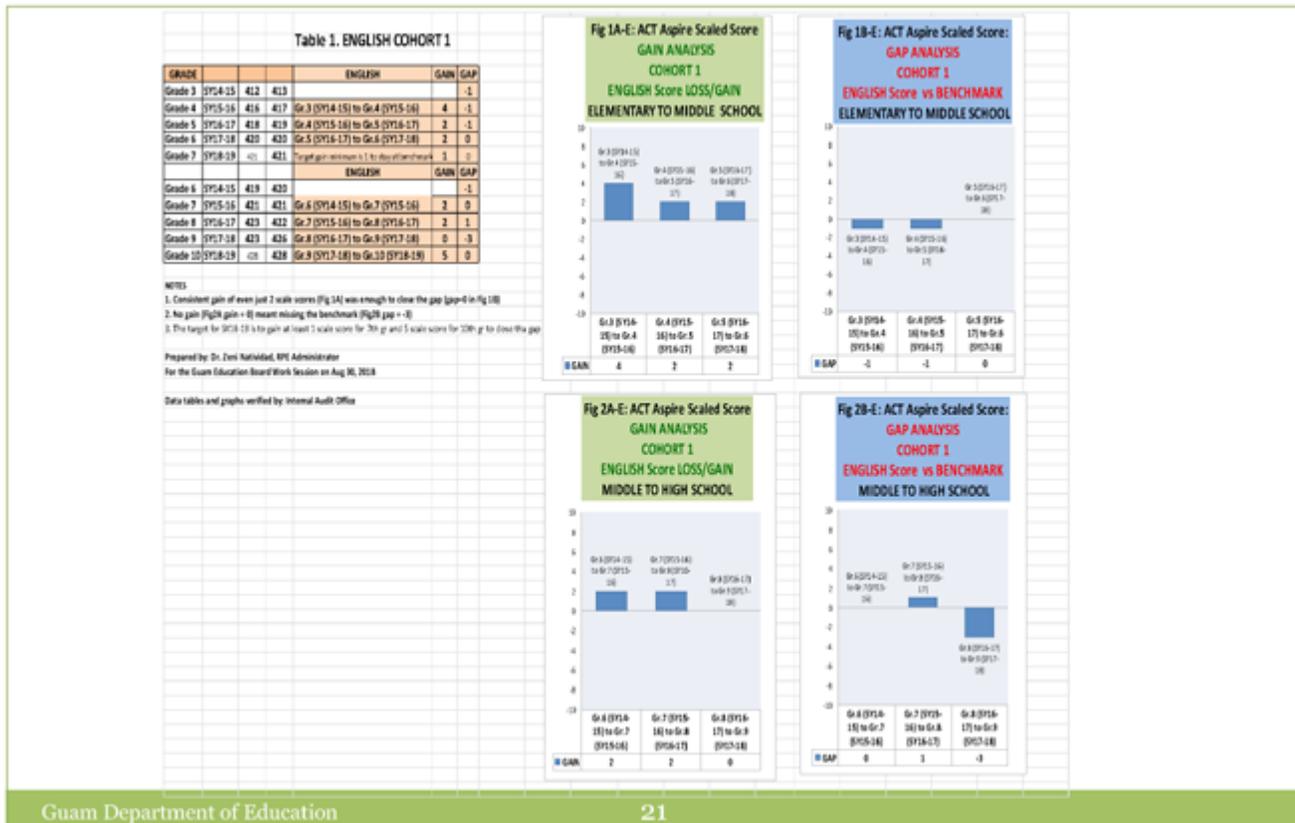
• Cohort GAP Analysis

An analysis of the GAP relative to the benchmark for each grade level and subject of a cohort of students from grade level to grade level.

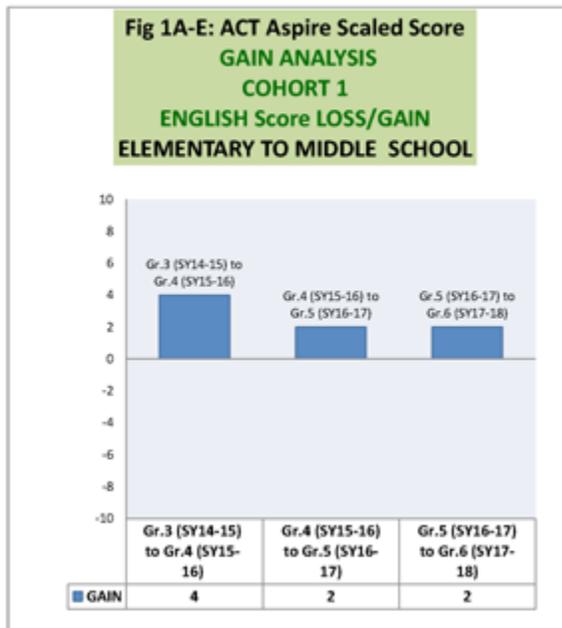
The graph shows

'0' means there is zero difference between the cohort scale score and the benchmark; i.e. the cohort is at benchmark

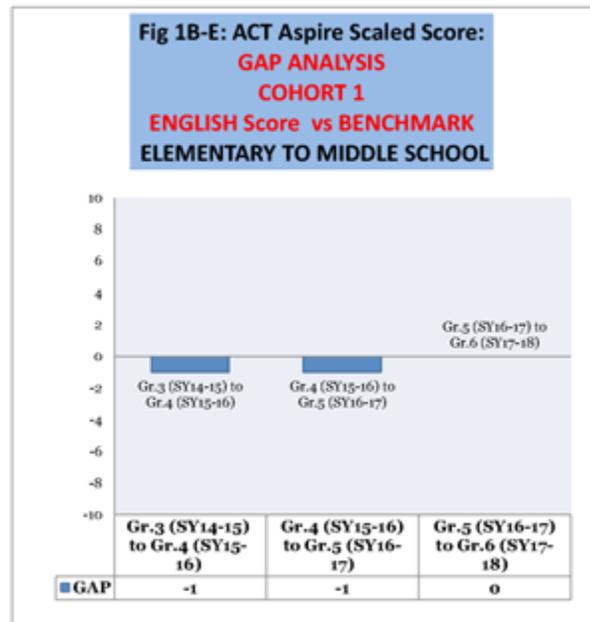
'-1' or '+1' on the graph means 1 scale score below or above benchmark



GAIN ANALYSIS



GAP ANALYSIS



ACT Aspire: Overview

- Scale scores help answer the question

“How are students progressing toward unlocking their potential and preparing for college and a career?” (e.g. scale score of 413 in 3rd grade English = benchmark of 413 means “Ready”)

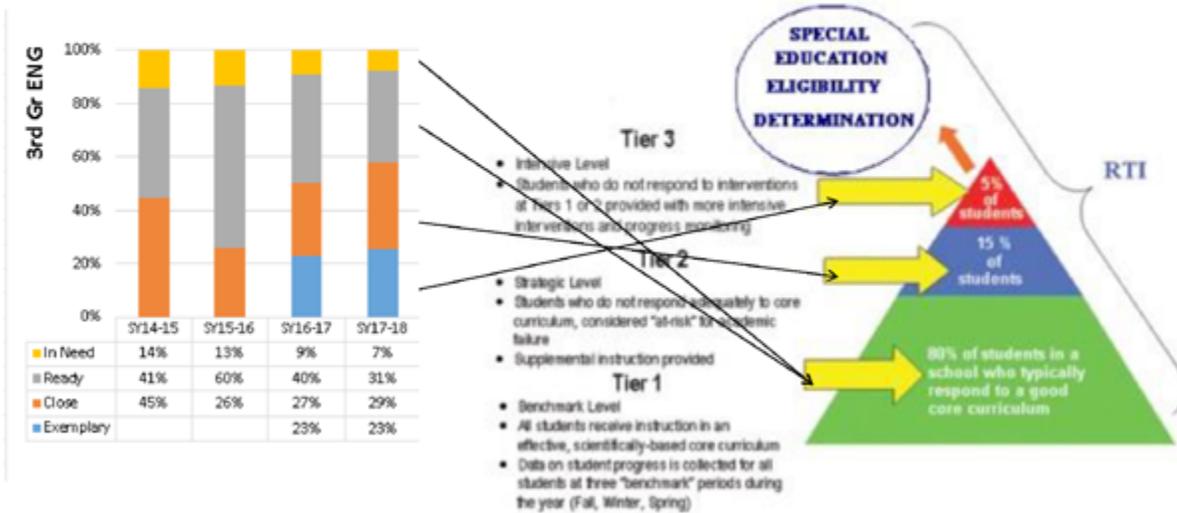
- Proficiency Levels help answer the question

“How can decisions be informed based on student proficiency levels by subject area and by grade level?” (e.g. RTI or Response to Intervention)

NOTE: For more information about the ACT Aspire results and benchmarks, please contact the GDOE Research, Planning, & Evaluation Division at znnatividad@gdoe.net.

ACT Aspire: Results

Proficiency Levels help answer the question "How can decisions be informed based on student proficiency levels by subject area and by grade level?" (e.g. RTI)



ACT Aspire: Results

Proficiency Levels help answer the question "How can decisions be informed based on student proficiency levels by subject area and by grade level?" (e.g. RTI)



Districtwide Summative Assessment

ACT Aspire Proficiency Scales -1A

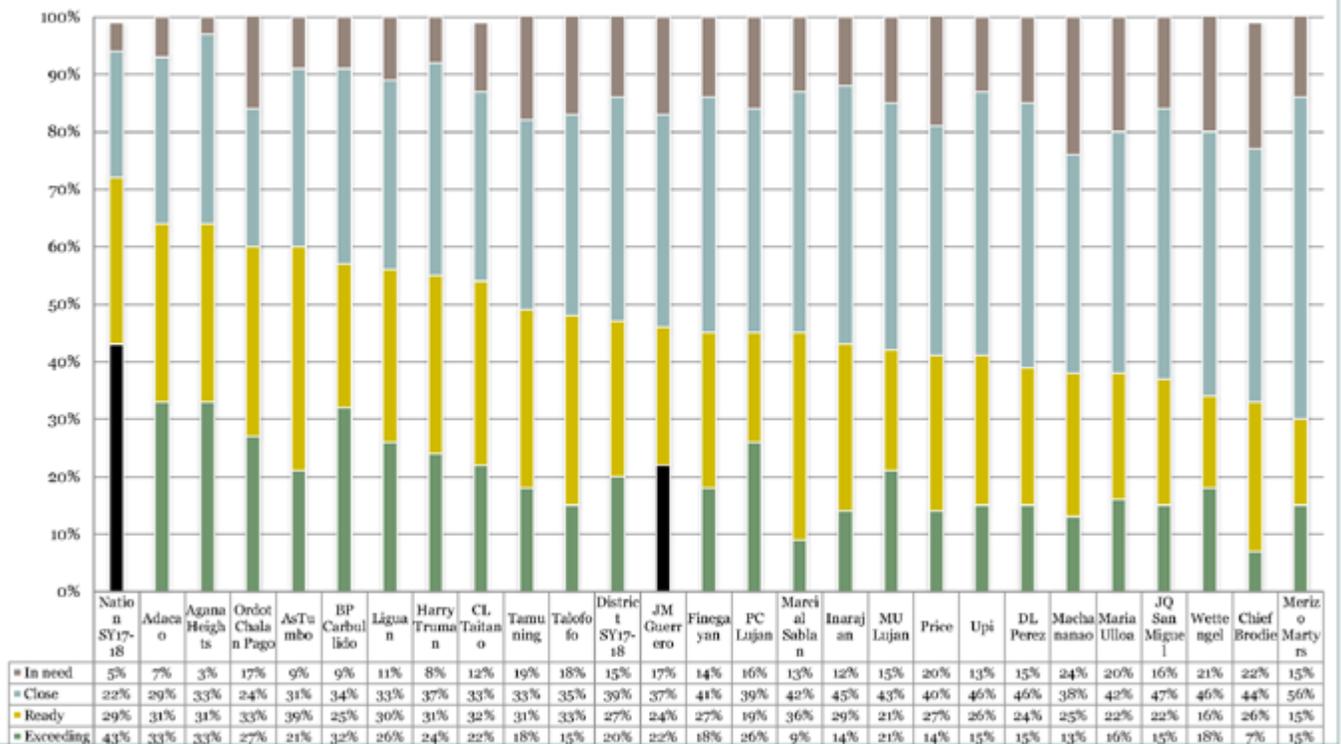
All Elementary Schools SY16-17 & SY17-18



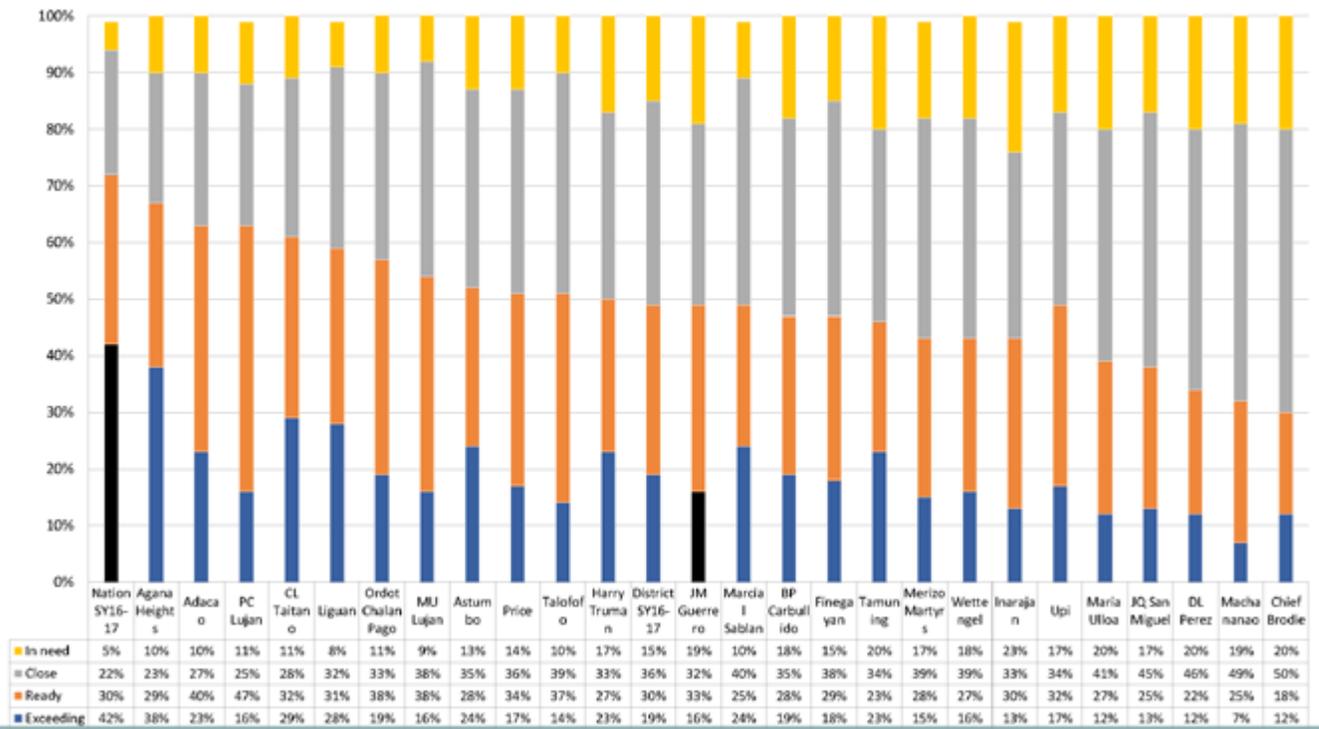
JON J.P. FERNANDEZ
 Superintendent of Education

Prepared by: Research, Planning & Evaluation Division
 For inquiries: Dr. Zenaida Napa Natividad, Administrator
 100% Federally Funded, U.S. Department of Education

ACT Aspire Proficiency Scales
SY17-18 Grade 3: ENGLISH



ACT Aspire Proficiency Scales SY16-17 Grade 3: ENGLISH



ACT Aspire: Overview

So we now know the

- Scale scores
- Proficiency Levels
- Cohort analysis

What do those really mean in the “everyday-ness” of classroom life?

ACT Aspire Assessment

Skill proficiency analysis – by domains tested

(what matters most to the teacher and students)

ACT Aspire Assessment Results SY2016-17 Skills Proficiency - ENGLISH Grades 3-5 Percent of Students at READY Level - WETTENGE				ACT Aspire Assessment Results SY2016-17 Skills Proficiency - READING Grades 3-5 Percent of Students at READY Level - WET			
Grade Level	Production of	Knowledge of	Conventions of	Grade Level	Key Ideas and	Craft and Structure	Integration of
3	43%	NOT TESTED	42%	3	7%	10%	12%
4	47%	47%	37%	4	9%	14%	8%
5	37%	37%	46%	5	14%	16%	21%
Domain Description	Production of Writing	Knowledge of Language	Conventions of Standard	Domain Description	Key Ideas and Details	Craft and Structure (CAS)	Integration of Knowledge
These descriptions are the same from 3rd grade to 10th grade. The differences are in the rigor of the test item as applicable to the grade level tested. In addition, there is gradually increasing proficiency level description	Students apply their understanding of the rhetorical purpose and focus of a piece of writing to develop a topic effectively. They use various strategies to achieve logical organization,	Students demonstrate understanding of language through ensuring precision and concision in word choice and maintaining consistency in style and tone in grade-level appropriate narrative and	Students apply their understandings of the conventions of standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informati	These descriptions are the same from 3rd grade to 10th grade. The differences are in the rigor of the test item as applicable to the grade level tested. In addition, there is gradually increasing proficiency level description	Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and draw	Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources	Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various

ACT Aspire Assessment

Skill proficiency analysis – by domains tested

(what matters most to the teacher and students)

Skills Proficiency - MATH Grades 3-5 Percent of Students at READY Level - WETTENGE								
Grade Level	Number and Operations-	Number and Operations in Base	Operations and Algebraic Thinking	Geometry (GEOM)	Measurement and Data (MAD)	Foundati on, Integrati ng	Justificati on and Explanati on (JAE)	Modeling (MOD)
3	22%	33%	23%	38%	22%	11%	16%	13%
4	22%	34%	33%	35%	34%	12%	19%	16%
5	17%	28%	21%	25%	7%	11%	24%	10%
Domain Description	Number and Operations-	Number and Operations in Base	Operations and Algebraic Thinking	Geometry (GEOM)	Measurement and Data (MAD)	Foundati on, Integrati ng	Justificati on and Explanati on (JAE)	Modeling (MOD)
These descriptions are the same from 3rd grade to 5th grade. The difference is in the rigor of the test item as applicable to the grade level tested. In addition, there is	Focus is on fraction equivalence and on strategies for comparing and adding fractions with unlike denominators. Students multiply fractions by whole	Focus is on multi-digit whole numbers and developing fluency using place-value thinking.	Focus is on developing deeper understanding of operations and thinking about rules that give patterns.	Focus is on the idea that shapes can be categorized by their properties. Symmetry is a property of some shapes.	Focus is on understanding measurement units and equivalent measurements in different units. Angle measure is explored.	Integrate and continue to grow with topics from prior grades.	Giving reasons, explaining "Why?"	Producing, interpreting, understanding, evaluating, and improving mathematical models.

For ACT Aspire Practice Tests

<https://www.lumoslearning.com/>

For questions on this presentation, contact:

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ACKNOWLEDGMENTS:

ASPER 2018 TEAM

The following GDOE administrators and staff are members of the District Data Team organized by the Superintendent of Education. The named individuals confer and collaborate throughout the year in identifying data and information that are useful and relevant for decision-making, policy, and practice and in improving the quality of data in the Department’s student information system.



ASPER Project Lead

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Administrator, GDOE Research, Planning & Evaluation



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Franklin-Cooper Nurse

Chief Auditor, GDOE Internal Audit Office



ASPER Report Audit

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Auditor, GDOE Internal Audit Office



School Progress Report Card (SPRC)

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ASPER Design and Layout

Mariam Kristina Alam, Graphic Artist Tech III,
GDOE CHamoru Studies and Special Projects Division

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All SY 17-18 School Computer Operators

All Members of the District Data Team

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- Tish Sahagon, FSAIS Division
- Antonette M. Santos, Personnel Services Division
- Dolores Faisao, Personnel Services Division

- Terese Crisostomo, Special Education Division
- Dennis Bakker, Special Education Division
- John Quinata, Education Support and Learning
- Joshua C. Blas, C&I Division
- Dr. Carla Aguon, C&I Division
- Anthony Sean Monforte, SSS Division

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FRONT Left to Right: M. Nicole Manforte (PC IV, RP&E), Rufina F. Mendiola (Administrator, CHSSPD), Maria Gutierrez (Vice Chairwoman, GEB), Taling Taitano (Deputy Superintendent FAS), Joy Bulatao (Auditor II Internal Audit,) Dr. Zenaida Napa Natividad (ASPER Project Head),

BACK Left to Right: Franklin Cooper - Nurse (Chief Auditor, Internal Audit), Isa Baza (PIO), Helen Legaspi (Accountant III. Business Office), Mariam Kristina Alam (Graphic Artist TEch III, CHSSPD), Joe Sanchez (Deputy Superintendent C&I)

Other staff members that helped significantly in the ASPER 2018 production were not available when this photo was taken.