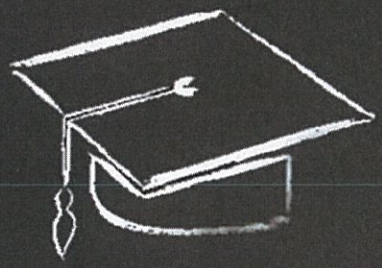
RESPECTFUL, RESPONSIBLE & READY FOR LIFE

RIPOTTEN SÅKKAN I ESTÅO IDUKASION PUPBLEKO

ANNUAL STATE OF PUBLIC EDUCATION REPORT SY 2016-2017



JON J.P. FERNANDEZ
SUPERINTENDENT OF EDUCATION

GUAM DEPARTMENT OF EDUCATION
OCTOBER 2017

DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

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JON J. P. FERNANDEZ
Superintendent of Education

October 30, 2017

GL#34-17-1155
Speaker Benjamin J.F. Cruz

OCT 30 2017
Time: 1156 [ ] AM [✓] PM File No. 34-1100
Received By: Joe S.A

Honorable Benjamin J. F. Cruz
Speaker
Chairperson, Committee on Appropriations and Adjudication
34th Guam Legislature
Guam Congress Building
163 Chalan Santo Papa
Hagatna, Guam 96910

Greetings Speaker Cruz:

With pride and great appreciation for your support of the Guam Department of Education, I have the honor to submit to you the SY2016-17 Annual State of Public Education Report (ASPER) as required by Public Law 26-26. The ASPER is a comprehensive report on student demographics, achievement, special programs, as well as information on the overall budget and expenditures and per pupil costs, including the qualification and characteristics of our teaching, administrative, and professional staff.

This year's ASPER reports a significant increase in our graduation rate (81.6% compared to last year's 79.2%) and a decrease in dropout rate from last year's 2.8% to now 2.4%. In addition, the SY2016-17 marked the third year of the nationally referenced ACT Aspire administered to grades 3-10. The ACT Aspire, based off the Common Core State Standards was put forth by the National Governors' Association and the Chief State School Officers and through your assistance, was adopted by the Guam Education Board in 2012, is the metrics we use to determine if our students are on track for college or career. Though there are pockets of achievement in the elementary schools, and outstanding achievement in the middle schools particularly in English tests, we still have much to do to help our students become ready for college or career.

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An electronic copy of the SY2016-17 ASPER as well as the School Performance Report Card (SPRC) for all public elementary and secondary schools may be viewed in the Department website at www.gdoe.net.

If you have any questions on these reports or need further clarification, please do not hesitate to contact me at 300-1547 or my e-mail address at jonfernandez@gdoe.net. You may also contact Dr. Zeni Napa Natividad, Administrator of Research, Planning and Evaluation, who chaired the production of this report, as well as of the 41 School Performance Report Cards. . She can be reached at 300-1244 or via e-mail at znnatividad@gdoe.net.

Si Yu'os Ma'ase for your unrelenting support of our public schools!

JON J.P. FERNANDEZ
Superintendent of Education

Attachment

Cc: Administrator, Research, Planning and Evaluation

1155

RESPECTFUL, RESPONSIBLE & READY FOR LIFE

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ANNUAL STATE OF PUBLIC EDUCATION REPORT SY 2016-2017



JON J.P. FERNANDEZ
SUPERINTENDENT OF EDUCATION

GUAM DEPARTMENT OF EDUCATION
OCTOBER 2017

Doc. No. 34GL-17-1155.

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Jon J. P. Fernandez
DOE Superintendent

MESSAGE FROM THE

GUAM EDUCATION BOARD CHAIRWOMAN



Buenas yan Saluda!

The Guam Education Board (GEB) experienced significant challenges in SY 2016-17 well-known to the entire Guam community. Nonetheless, the passion and perseverance to provide the best educational opportunities to our public school students were paramount in the mind of every Board member. The challenges may be great, but our deep dedication to serve the students and their parents, as well as the teachers and the education community is greater than any struggle, strife, or problem that could have potentially nullified the good work that we started.

With great sincerity and pride, I commend our teachers who carried on the task of educating our students no matter what the circumstances were, and now we see successes! *Kudos* to our middle schools students who reached and even exceeded the ACT Aspire benchmarks in English! *Kudos,* too, to our third graders last year who also reached benchmark! We are also seeing the steady rise of our graduation rate and just the sheer number of students who actually make it to graduation. The interventions approved by the Board, such as JP Torres Success Academy and other supports to our students, certainly helped with the rising graduation rate and the declining dropout rate.

I commend Superintendent Jon Fernandez, who persevered amidst difficulties and, who in his solid commitment to do what is right and what is best for the students, was instrumental in leading the Department towards reaching more and greater successes.

Finally, I thank my colleagues whose dedication to serve is not only commendable, but truly worthy of emulation. On behalf of the members of the Guam Education Board, including the non-voting members who contribute well in improving the services and programs of the Department, I thank our stakeholders, especially the parents and members of the business community, who donate time and resources to our public schools, to help us meet our goal of preparing each student to be responsible, respectful, and ready for life!

Si Yu'us Ma'ase!

Maria A. Gutierrez

MARIA A. GUTIERREZ
Chairwoman, Guam Education Board

MESSAGE FROM THE SUPERINTENDENT



Buenas yan Hafa Adai!

The School Year 2016-17 marked the third year of the Department's administration of ACT Aspire as the district's summative assessment of student performance, along with the revised version of the locally developed Standards-Based Assessment, now in its second year of administration. The cohort analysis of the ACT Aspire shows significant improvements across grade levels and across the subjects tested. Relative to benchmarks, all the middle schools achieved their goals in English; so did third graders as a whole who reached and even exceeded the ACT Aspire benchmark in English. Considering that more than 50% of the GDOE student population during this school year were identified as English Learners (that is, English is not their first language), this achievement speaks volumes about the capability of our students and of the effectiveness of our teachers.

I am grateful to our teachers who, in spite of limited resources, helped many students reach 'EXCEEDING' and 'READY' levels in the district-wide assessment. These same teachers continue in their diligence to help push upward those that are at 'CLOSE' and 'IN NEED' levels.

In addition to these achievements, the SY2016-17 graduation rate increased to 81.6% (up by 2.2% from last school year), while the dropout rate decreased to 2.4% (down by 0.4% from last year's rate of 2.8%). The upward trend of the graduation rate and the downward trend of the dropout rate show steady improvement over the last four (4) years. J.P. Torres Success Academy contributed 54 graduates, who might not have graduated if we did not receive the support they needed to get to the finish line. Their success certainly helped push our graduating class to over 2,050 students in 2017, the most in quite a while! There are still many students that need extra support and an extra push to finish strong and earn their diploma.

Toward the end of SY2016-17, I commissioned the first ever large-scale district-wide survey of parents, students, teachers, school staff and administrators. Dubbed as the Year-End School ('YES') Survey, the 12,067 respondents had the opportunity to express their thoughts about their school experience. Based off the McREL©. Balanced Leadership framework, the survey aimed to determine the focus of leadership, existence of a purposeful community in every school, how schools manage change, and overall perceptions about school climate and safety. Across all respondents, the two key beliefs stood out: that 'schools establish concrete goals to ensure student learning and student achievement' and that 'teachers and staff can impact student learning and achievement'. With keen direction from the Guam Education Board, and the resolute leadership at the schools and central offices, there is positive hope that indeed we will see more students staying in school, achieving at steadily higher levels, and graduating from our high schools ready for college or career.

Finally, I want to thank the parents for their support of their children; your support is necessary as we work to get our students ready to learn.

JON J.P. FERNANDEZ
Superintendent of Education



(L to R): Taling Taitano, Deputy Superintendent Fiannacial Affairs, Joseph L.M. Sanchez, Deputy Superintendent Curriculum and Instructional Improvement, John J.P. Fernandez, Superintendent of Education, Erika Cruz, Deputy Superintendent, Commuity and Educational Support

Annual State of Public Education Report SY16-17

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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 26-26 that specifically requires the Department to report on the following information in the Annual State of Public Education Report ("ASPER"):

> Demographic information on public school children in the community;
>
> 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;
>
> Information pertaining to special program offerings;
>
> Information pertaining to the characteristics of the schools and schools' staff, including certification and assignment of teachers and staff experience;
>
> Budget information, including source and disposition of school operating funds and salary data;
>
> 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, 17 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!

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District Profile

ENROLLMENT

Student Demographic Information

During School Year ("SY") 2016-2017, there were forty-one (41) public schools that provided educational services for 30, 244 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 13,576 students in Grades K-5 and 514 students in Head Start, eight (8) middle schools totaling 6,675 students in Grades 6-8 and six (6) high schools totaling 10,017 students in Grades 9-12 and one Alternative School .

Table 1. represents the student enrollment comparison between School Years ("SY") 2015-2016 and 2016-2017. Over the last two school years, the student population decreased by 63. Within grade levels, there were noticeable variances in enrollment, with increases in Grades 4, 10, and Success Academy while all the other grades showed decreases in enrollment.

Table 1.
DOE Comparative Student Enrollment Distribution by Grade for SY 15-16 & SY16-17

	SY 15-16	SY 16-17	COMPARATIVE DIFFERENCE
Head Start	514	514	0
Pre-School	0	71	71
Kindergarten	2,055	1,976	-79
Grade 1	2,272	2,174	-98
Grade 2	2,378	2,377	-1
Grade 3	2,350	2,355	5
Grade 4	2,261	2,268	94
Grade 5	2,260	2,187	8
Grade 6	2,252	2,187	-65
Grade 7	2,185	2,273	88
Grade 8	2,238	2,182	-56
Grade 9	3,309	3,113	-196
Grade 10	2,690	2,840	150
Grade 11	2,350	2,400	50
Grade 12	1,668	1,630	-38
Success Academy	39	154	115
TOTAL ENROLLMENT *with Headstart + Pre-school*	30821	30,758	-63
TOTAL ENROLLMENT *w/o HeadStart & Pre-School*	30,307	30,244	-63

(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.)

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Table 2.
Student Enrollment in Special Programs

SPECIAL PROGRAMS	SY 15-16	SY 16-17	+/-
GATE	1,379	1,550	+
SPED	1,941	1,979	+
ELL	14,549	15,259	−
HeadStart	514	514	+
Eskuelan Puengi	915	1,200	−
TOTAL	19,298	20,502	+

**Source: Special Ed Division, GATE Program; 2016-2017 ESL Program; Official SpEd Enrollment as of Oct. 1, 2016; ASPIRE Report from Project Director; Official Student Enrollment SY2016-2017; Eskuelan Puengi Report from Project Director (Note: Numbers reflect students enrolled in more than one special program.)*

Table 2. The slight decrease in the enrollment of students with disabilities eligible for services (-56 students) may be attributed to several factors: students and families relocating off-island and/or eligibility meetings that have not been conducted for students who have the potential to receive special education and related services. Additionally, the official Child Count reported to the Office of Special Education Programs (OSEP) and to USDOE through the EDFacts Reporting System is on December 1 of each school year, which may differ from the number reflected in the above table which takes into account the number of children with disabilities eligible for special education and related services on October 1st for SY16-17.

The enrollment for Eskuelan Puengi increased because in SY 16-17 the program was opened to all students. Prior to that, the program focused on Juniors and Seniors needing credit to graduate or be seniors the following school year.

Figure 1. SY 16-17 DOE Student Population

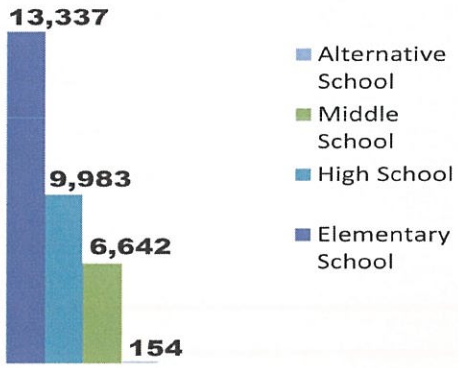


Figure 1. represents the student population distribution of all forty-one (41) schools by grade level. Elementary level students comprised the highest percentage 45% of all students enrolled. Middle school students represented 22% of the total student enrollment and high school students made up 33%.

Figure 2. SY 16-17 Student Enrollment Distribution by Gender

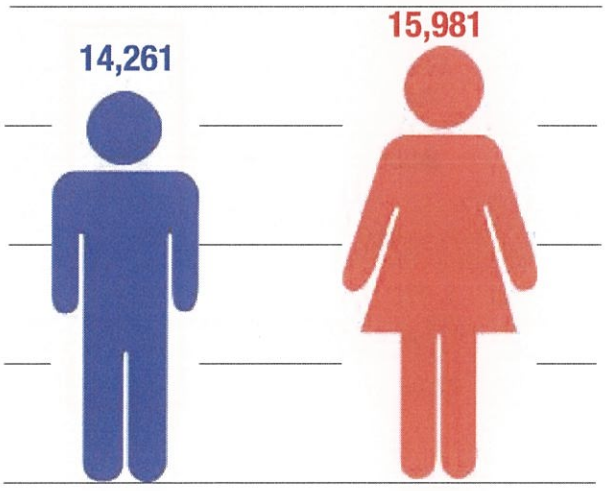


Figure 2. represents the student enrollment by gender, K-12 enrollment, exclusive of the Head Start enrollment. Male students comprise 47% of the total student population with an enrollment of 14,261 while female students comprise 53% of the population with an enrollment of 15,981.

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Table 3. represents the distribution of students by ethnicity. In SY16-17, there were 30,244 locally funded students enrolled in GDOE, representing at least 21 ethnic groups. The Native Hawaiian or Other Pacific Islander include the Hawaiian, Chamorro, Filipino, Freely Associated States (FAS) and Other Pacific students. Asians include the Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic groups. Pacific Islander includes Samoan, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and Fijian. "Other" is comprised of Unknown and Unclassified categories.

Table 3.
SY 16-17 Distribution of Students by Ethnicity (Aligned with EDFacts Categories)

Ethnicity	Female	Male	Total	%
American Indian Alaskan Native	4	9	13	0.0%
Asian - Chinese	48	57	105	0.3%
Asian - Filipino	3,028	3,445	6473	21.4%
Asian - Indonesian	2	5	7	0.0%
Asian - Japanese	68	64	132	0.4%
Asian - Korean	52	72	124	0.4%
Asian - Vietnamese	10	16	26	0.1%
African American	23	16	39	0.1%
Hispanic	16	23	47	0.2%
White, Non-Hispanic	94	102	196	0.6%
NHPI - Chamorro	6,671	7,566	14,237	47.1%
NHPI- Chuukese	2,706	2,956	5,664	18.7%
NHPI- Hawaiian	21	13	34	0.1%
NHPI - Kosraean	104	102	206	0.7%
NHPI - Marshallese	60	59	119	0.4%
NHPI - Palauan	297	316	613	2.0%
NHPI- Pohnpeian	515	539	1,054	3.5%
NHPI - Samoan	13	8	21	0.1%
NHPI - Yapese	212	277	489	1.6%
Other Ethnicity, Mixed	305	322	627	2.1%
TOTAL	14,261	15,981	30,244	100%

**Native Hawaiian/Pacific Islander (NHPI)*

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 that the elementary schools had the highest average daily attendance rate at 94.5% when compared to the middle schools, at 91.5%, and high schools at 85.3%.

Table 4
SY 16-17 Student Average Daily Membership/Attendance/Rate

SCHOOL LEVEL	Average Daily Attendance (ADA)	Average Daily Membership (ADM)	SY16-17 Average Daily Rate (ADR)	SY15-16 Average Daily Rate (ADR)	Change in ADR
Elementary Schools	12,497.5	13,227.9	94.5%	93.5%	1.0%
Middle Schools	6,070.7	6,633.9	91.5%	90.1 %	1.4%
High Schools	8,659.5	10,154.9	85.3%	81.9%	3.4%
TOTAL	27,227.7	30,016.7	90.7%	87.2%	3.5%

Doc. No. 34GL-17-1155.

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 fter 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, the State Strategic Plan, and the Comprehensive Assessment System 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.

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ACT ASPIRE

The ACT Aspire is vertically-scaled and benchmarked system of standards-based assessment that can be used to track progress towards the Common Core State Standards 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 14-15.

ACT Aspire Paricipants

Table 5.
SY 16-17 Distribution of Students Tested in ACT Aspire (English, Reading, and Math) by Grade

GRADE LEVELS	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED	PERCENT OF TOTAL TESTED
Grade 3	2,314	2,355	98%
Grade 4	2,276	2,268	100%
Grade 5	2,219	2,187	101%
Grade 6	2,104	2,187	96%
Grade 7	2,177	2,273	96%
Grade 8	2,095	2,182	96%
Grade 9	2,739	3,113	88%
Grade 10	1,716	2,840	60%

**Some percentages are more than 100% because the denominator used as the Official Enrollment as of September 2016.*

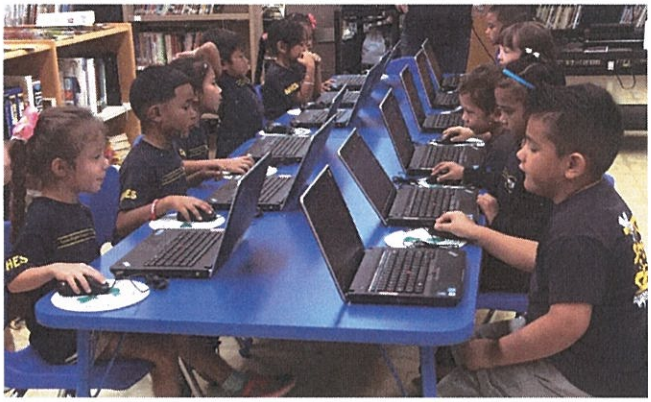


Table 5. depict the number of students in SY 16-17 that took the ACT Aspire test. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.



The following section are test results in ACT Aspire for SY 16-17.
These results are transmuted into scores and categorized according to the following proficiency levels.

PROFICIENCY LEVELS IN ACT ASPIRE

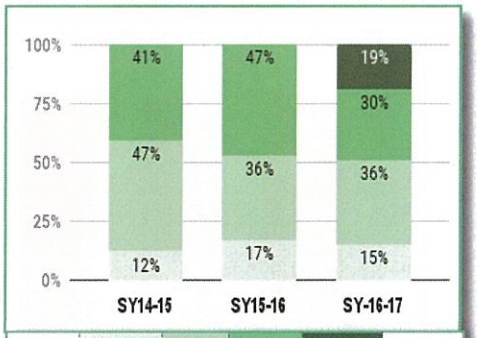
EXCEED:
Indicates student surpassed the ACT Readiness Benchmark and has higher likelihood of college course success

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

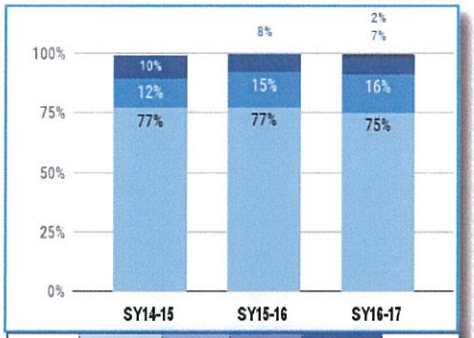
Figure 3. ACT Aspire Assessment Results
3rd Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	12%	47%	41%		100%
15-16	17%	35%	47%		100%
16-17	15%	36%	30%	19%	100%

Figure 3. shows that in SY 16-17,Thirty percent (30%) of 3rd graders are at a READY level of proficiency in ENGLISH, nineteen percent (19%) EXCEEDED the readiness benchmark. IN NEED OF SUPPORT level was down two percent from seventeen percent (17%) SY 15-16 to fifteen percent (15 %) SY 16-17.

Figure 4. ACT Aspire Assessment Results
3rd Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	77%	12%	10%		100%
15-16	77%	15%	8%		100%
16-17	75%	16%	7%	2%	100%

Figure 4. for SY 16-17, 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 & EXCEED level.

Figure 5. ACT Aspire Assessment Results
3rd Grade MATH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	45%	38%	17%		100%
15-16	48%	33%	20%		100%
16-17	46%	32%	19%	3%	100%

The ACT Aspire assessment result for MATH, as shown in **Figure 5.** shows nineteen percent (19%) of 3rd graders are at a READY level and three-percent (3%) ar EXCEED level, while forty-six (46%) percent are still IN NEED OF SUPPORT.

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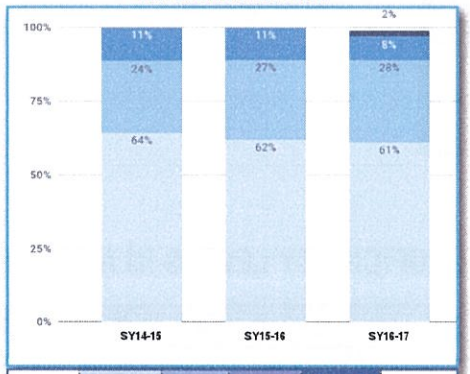
Figure 6. ACT Aspire Assessment Results
4th Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	19%	37%	44%		100%
15-16	16%	40%	44%		100%
16-17	17%	39%	30%	14%	100%

Figure 6. represents the 4th grade ACT Aspire Assessment Result for ENGLISH. It shows that thirty percent (30%) are at READY level and 14% at EXCEEDING level and only seventeen percent (17%) are IN NEED OF SUPPORT.

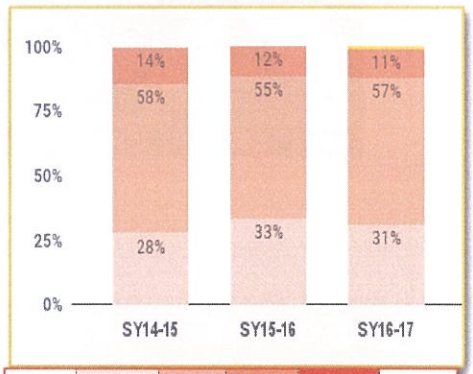
Figure 7. ACT Aspire Assessment Results
4th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	64%	24%	11%		100%
15-16	62%	27%	11%		100%
16-17	61%	28%	8%	2%	100%

As shown on **Figure 7.** SY 16-17, 8% are assessed as READY 2% are at EXCEEDING level in the READING and sixty-one percent (61%), which means nearly 6 out of 10 students of 4th grade students, are IN NEED OF SUPPORT.

Figure 8. ACT Aspire Assessment Results
4th Grade MATH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	28%	58%	14%		100%
15-16	33%	55%	12%		100%
16-17	31%	57%	11%	1%	100%

Figure 8. shows more than half (57%) of 4th grade students are CLOSE to the readiness benchmark in MATH. Eleven percent (11%) are at READY level and one percent (1%) have EXCEEDED the readiness level.

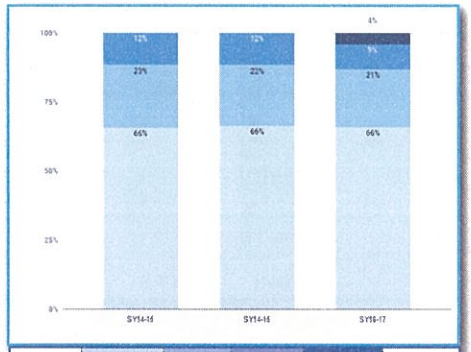
Figure 9. ACT Aspire Assessment Results
5th Grade ENGLISH



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

Figure 9. Thirteen percent (13%) of fifth (5th) graders EXCEEDED the readiness level for ENGLISH. Only fifteen percent (15%) are IN NEED of SUPPORT and 31% are at READY Level.

Figure 10. ACT Aspire Assessment Results
5th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	66%	23%	12%		100%
15-16	66%	22%	12%		100%
16-17	66%	21%	9%	4%	100%

Figure 10. shows that 5th grade READING ACT Aspire results from SY 14-15 , SY 15-16 and SY 16-17 are the same. Nine- percent (9%) at READY level and four percent (4%) EXCEEDED the readiness benchmark SY 16-17.

Figure 11. ACT Aspire Assessment Results
5th Grade MATH

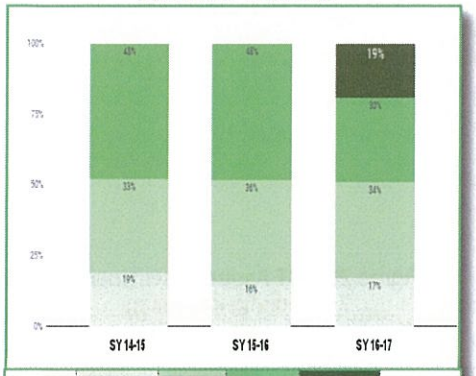


SY	In need	Close	Ready	Exceed	TOTAL
14-15	31%	59%	10%		100%
15-16	35%	54%	11%		100%
16-17	37%	53%	9%	1%	100%

In **Figure 11.** 5th grade MATH results shows nine-percent (9%) of students in SY 16-17 demonstrated READY level and 1% in EXCEED Level in ACT Aspire, while fifty-three percent (53%) of 5th grade students were CLOSE to being ready.

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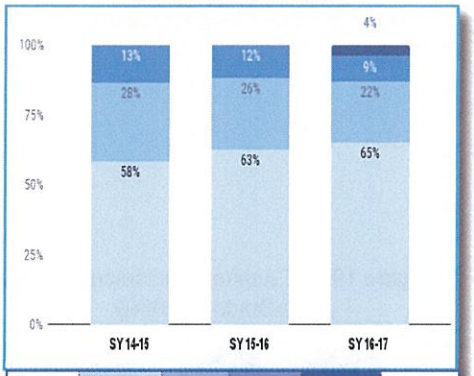
Figure 12. ACT Aspire Assessment Results
6th Grade ENGLISH



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

Figure 12. shows nineteen percent (19%) of 6th grade students have EXCEEDED the readiness benchmark in ACT Aspire ENGLISH.Thirty percent (30%) are at a READY Level.

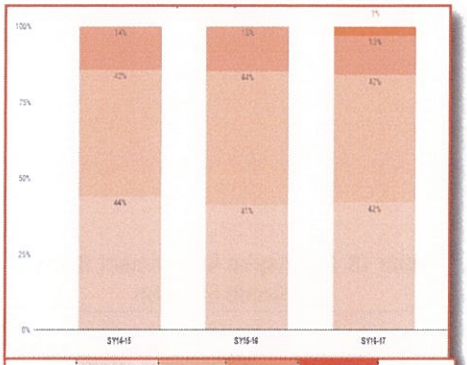
Figure 13. ACT Aspire Assessment Results
6th Grade READING



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

For the 6th grade READING, as shown on **Figure 13.**, sixty-five percent (65%) of students are at IN NEED of SUPPORT levels. Only nine percent (9%) are at READY Level and four percent (4%) are at EXCEED Level.

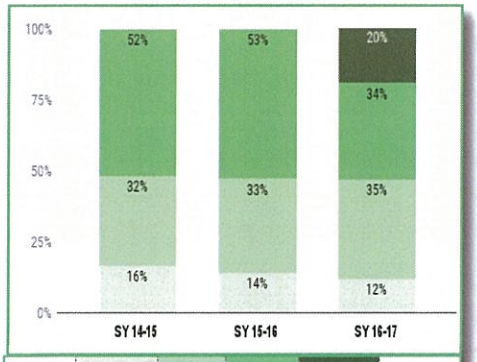
Figure 14. ACT Aspire Assessment Results
6th Grade MATH



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

Figure 14. shows that thirteen percent (13%) of 6th graders demonstrated READY level in ACT Aspire MATH, and 3 percent (3%) have EXCEEDED readiness level.

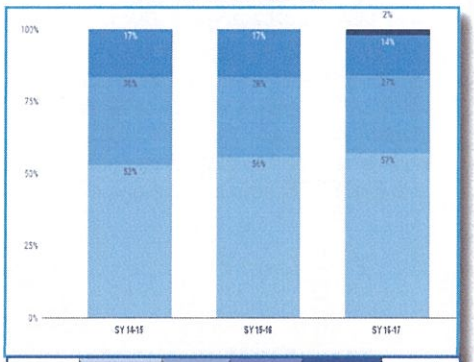
Figure 15. ACT Aspire Assessment Results
7th Grade ENGLISH



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%

In **Figure 15.**, more than half (54%) of the 7th Grade students are at READY Level and EXCEED Level in ACT Aspire ENGLISH. A comparison between SY 15-16 and SY 16-17 shows a two percent (2%) decrease the IN NEED of SUPPORT level.

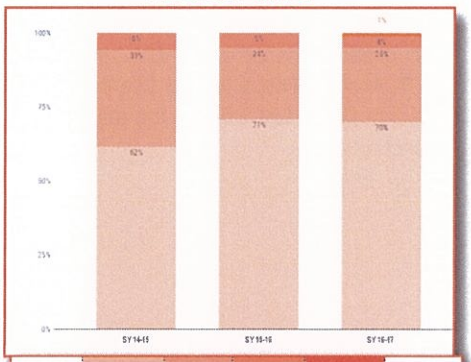
Figure 16. ACT Aspire Assessment Results
7th Grade READING



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%

As shown in **Figure 16.**, fifty -seven percent (57%) of 7th grade students scored substantially below the ACT Readiness benchmark. Fourteen percent (14%) are at READY level and two percent (2%) are EXCEED level for 7th Grade READING.

Figure 17. ACT Aspire Assessment Results
7th Grade MATH



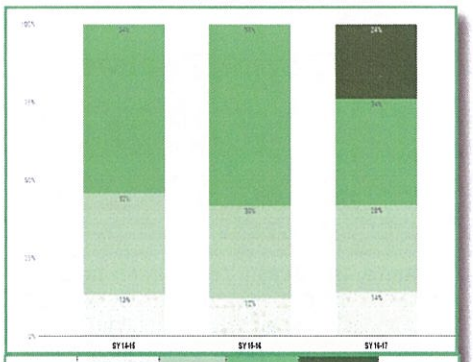
SY	In need	Close	Ready	Exceed	TOTAL
14-15	62%	33%	6%		100%
15-16	71%	24%	5%		100%
16-17	70%	25%	4%	1%	

For **Figure 17**, the 7th grade, only 4% are at READY level and one percent (1%) EXCEED Level in ACT Aspire MATH. Meanwhile, twenty-five percent (25%) are CLOSE in the ACT Readiness benchmark

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Results Middle School Level

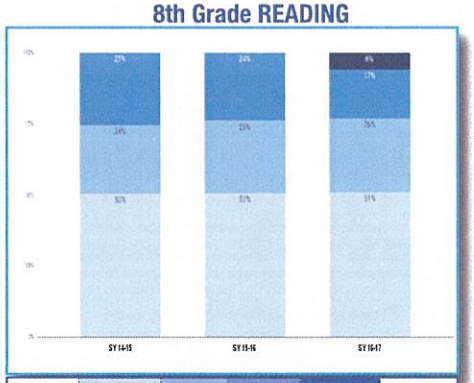
Figure 18. ACT Aspire Assessment Results
8th Grade ENGLISH



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%

Figure 18. Thirty-four percent (34%) of 8th graders are at a READY Level for ACT Aspire ENGLISH and twenty-eight percent (28%) EXCEEDED the readiness benchmark.

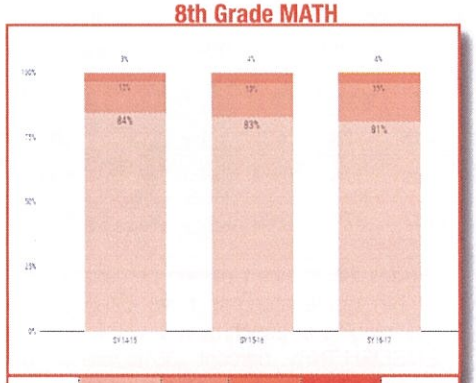
Figure 19. ACT Aspire Assessment Results
8th Grade READING



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%

As shown in **Figure 19.** about 5 out of 10 (51%) GDOE 8th graders in SY 16-17 performed below average - IN NEED OF SUPPORT- level in ACT Aspire READING. Seventeen percent (17%) of GDOE 8th graders are at READY Level, and 6% have EXCEEDED the benchmark.

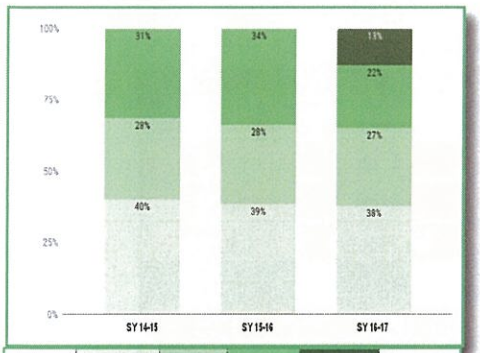
Figure 20. ACT Aspire Assessment Results
8th Grade MATH



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%

Figure 20. shows that four percent (4%) of GDOE 8th graders in SY 16-17 performed at the Ready level in MATH. An estimated eight (8) out of ten (10) students (81%) are below average or IN NEED OF SUPPORT Level.

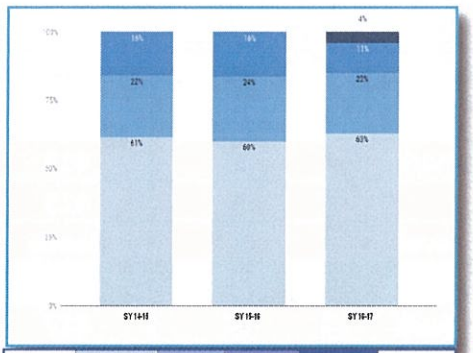
Figure 21. ACT Aspire Assessment Results 9th Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	40%	28%	31%		100%
15-16	39%	28%	34%		100%
16-17	38%	27%	22%	13%	100%

Figure 21., represents the assessment results for SY 16-17 9th Grade ENGLISH. It indicates 22% of student in the 9th graders are at READY Level and 13% of students have EXCEEDED the readiness level.

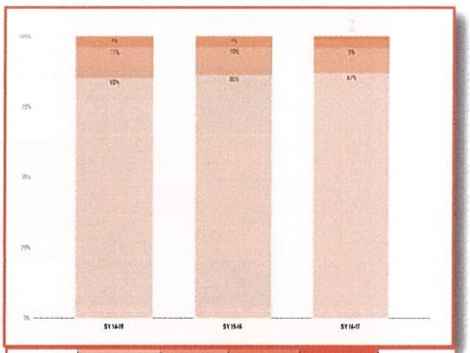
Figure 22. ACT Aspire Assessment Results 9th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	51%	22%	16%		100%
15-16	60%	24%	16%		100%
16-17	63%	22%	11%	4%	100%

Figure 22. Assessment results for 9th Grade READING shows that sixty- three percent (63%) of students are IN NEED OF SUPPORT. Eleven percent (11%) are at READY level and four percent (4%) are at EXCEED level.

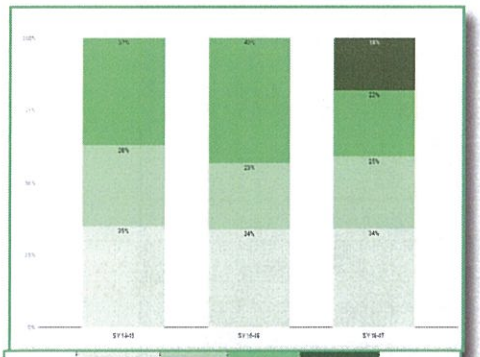
Figure23. ACT Aspire Assessment Results 9th Grade MATH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	85%	11%	4%		100%
15-16	86%	10%	4%		100%
16-17	87%	9%	3%	1%	100%

Figure 23. Assessment results for 9th Grade MATH indicates eighty-seven percent 87% are IN NEED OF SUPPORT, while Three percent (3%) are at READY level and one percent (1%) at EXCEED Level.

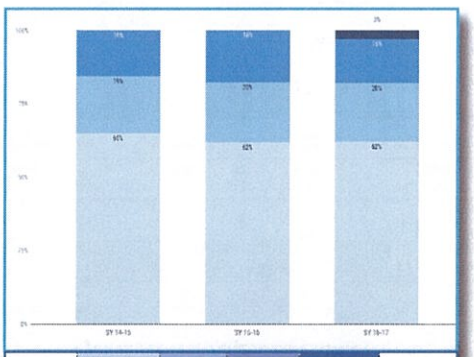
Figure 24. ACT Aspire Assessment Results 10th Grade ENGLISH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	35%	28%	37%		100%
15-16	34%	23%	43%		100%
16-17	34%	25%	23%	18%	100%

Figure 24. The 10th Grade ACT Aspire ENGLISH indicates twenty-three percent (23%) are at READY Level. Eighteen percent 18% of student are at EXCEED Level.

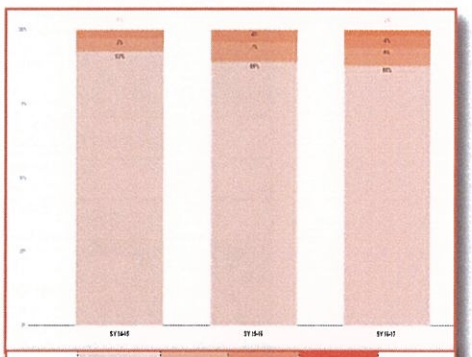
Figure 25. ACT Aspire Assessment Results 10th Grade READING



SY	In need	Close	Ready	Exceed	TOTAL
14-15	65%	19%	16%		100%
15-16	62%	20%	18%		100%
16-17	62%	20%	15%	3%	100%

Figure 25. Assessment results for 10th Grade READING indicates six out of ten students (62%) are IN NEED OF SUPPORT. Fifteen percent (15%) are at READY level and three percent (3%) are at EXCEED level.

Figure 26. ACT Aspire Assessment Results 10th Grade MATH



SY	In need	Close	Ready	Exceed	TOTAL
14-15	93%	5%	3%		100%
15-16	89%	7%	4%		100%
16-17	88%	6%	4%	2%	100%

Figure 26. Assessment results for SY16-17 10th Grade ACT Aspire MATH as indicated on Figure 26., shows four percent (4%) are at READY Level, two percent (2%) are at EXCEED Level and 88% are IN NEED OF SUPPORT.

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Table 6. SY16-17 ACT Aspire Comparative Results: GDOE versus Benchmark

Measure	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				
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

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

SBA Participants

Table 7.
SY 16-17 Distribution of Students Tested in SBA by Grade

GRADE LEVELS	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED	PERCENT OF TOTAL TESTED
Grade 1	2,049	2,174	87%
Grade 2	2,169	2,377	91%
Grade 3	2,302	2,355	98%
Grade4	2,267	2,268	100%
Grade 5	2,221	2,187	101%
Grade 6	2,038	2,187	93%
Grade 7	2,108	2,273	93%
Grade 8	2,004	2,182	92%
Physical Science	1,493	n/a	n/a
Biology	1,814	n/a	n/a
Chemistry	1,080	n/a	n/a
Anatomy & Physiology	477	n/a	n/a

**Some percentages are more than 100% because the denominator used is the Official Enrollment as of September 30, 2016.*



Table 7. depict the number of students in SY 16-17 that took the SBA test. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

Performance Levels in Standards-Based Assessment (SBA):

Advanced: Signifies superior performance, beyond grade-level mastery.

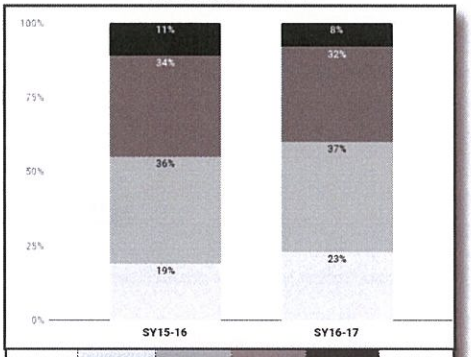
Proficient: Represents solid academic performance, indicating that students are prepared for the next grade.

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.

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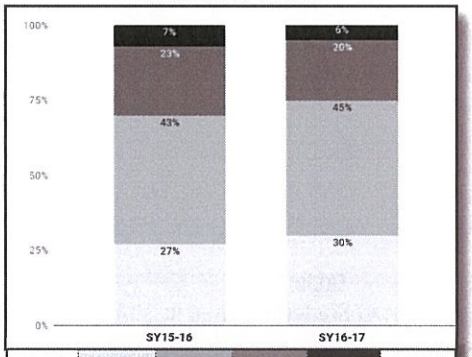
Figure 51. SBA Assessment Results 1st Grade MATH



SY	BB	B	Prof.	Adv.	TOTAL
15-16	19%	36%	34%	11%	100%
16-17	23%	37%	32%	8%	100%

Figure 51. The 1st Grade SBA Math results indicates thirty two percent (32%) are at PROFICIENT Level. Eight percent 8% of student are at ADVANCE Level.

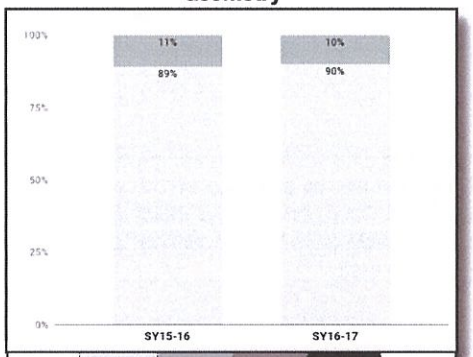
Figure 52. SBA Assessment Results 2nd Grade MATH



SY	BB	B	Prof.	Adv.	TOTAL
15-16	27%	43%	23%	7%	100%
16-17	30%	45%	20%	6%	100%

Figure 52. The 2nd Grade SBA-English indicates twenty percent (20%) are at PROFICIENT Level. Six (6%) percent of student are at ADVANCE Level.

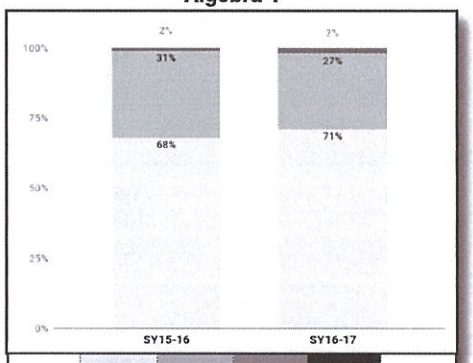
Figure 53. SBA Assessment Results Geometry



SY	BB	B	Prof.	Adv.	TOTAL
15-16	89%	11%	0%	0%	100%
16-17	90%	10%	0%	0%	100%

Figure 53. SBA Geometry indicates ten percent (10%) are at BASIC Level. Ninety percent (90%) of student are at BELOW BASIC Level.

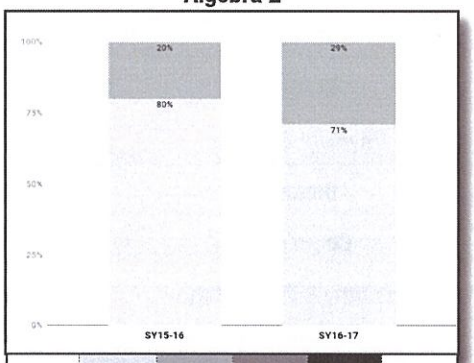
Figure 54. SBA Assessment Results Algebra 1



SY	BB	B	Prof.	Adv.	TOTAL
15-16	68%	31%	2%	0%	100%
16-17	71%	27%	2%	0%	100%

Figure 54. SBA ALGEBRA 1 indicates seventy-one percent (71%) are at BELOW BASIC Level. Twenty-seven percent (27%) of student are at BASIC Level.

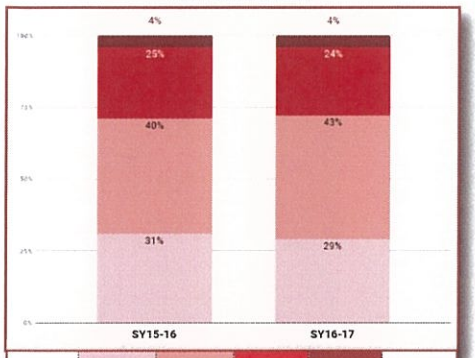
Figure 55. SBA Assessment Results Algebra 2



SY	BB	B	Prof.	Adv.	TOTAL
15-16	80%	20%	0%	0%	100%
16-17	71%	29%	0%	0%	100%

Figure 55. SBA ALGEBRA 1 indicates seventy-one percent (71%) are at BELOW BASIC Level. Twenty-nine percent (29%) of student are at BASIC Level.

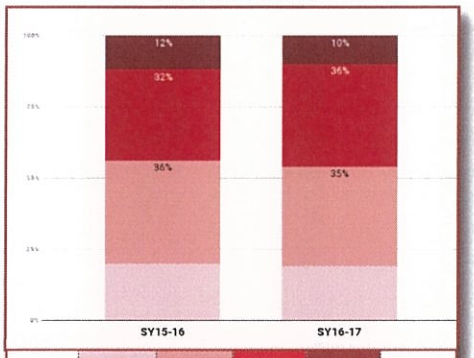
Figure 56. SBA Assessment Results 1st Grade ELA



SY	BB	B	Prof.	Adv.	TOTAL
15-16	31%	40%	25%	4%	100%
16-17	29%	43%	24%	4%	100%

Figure 56. The 1st Grade SBA ELA shows forty-three percent (43%) are at BASIC Level, twenty percent (24%) at PROFICIENT level and four percent (4%) of students are at ADVANCE Level.

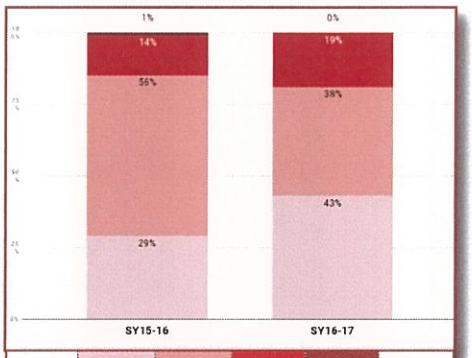
Figure 57. SBAAssessment Results 2nd Grade ELA



SY	BB	B	Prof.	Adv.	TOTAL
15-16	20%	36%	32%	12%	100%
16-17	19%	35%	36%	10%	100%

Figure 57. The 2nd Grade SBA ELA shows thirty-six percent (36%) are at PROFICIENT Level and ten percent (10%) of student are at ADVANCE Level.

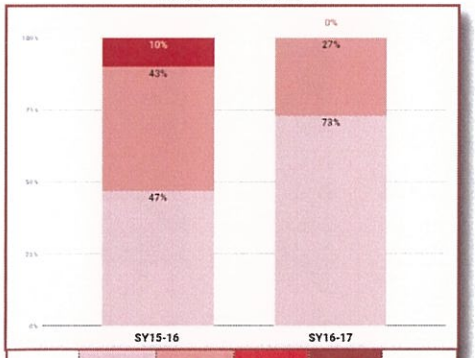
Figure 58. SBAAssessment Results 9th Grade ELA



SY	BB	B	Prof.	Adv.	TOTAL
15-16	29%	56%	14%	1%	100%
16-17	43%	38%	19%	0%	100%

Figure 58. The 3rd Grade SBA ELA shows thirty-eight percent (38%) are at BASIC Level and nineteen percent (19%) of student are at PROFICENT Level.

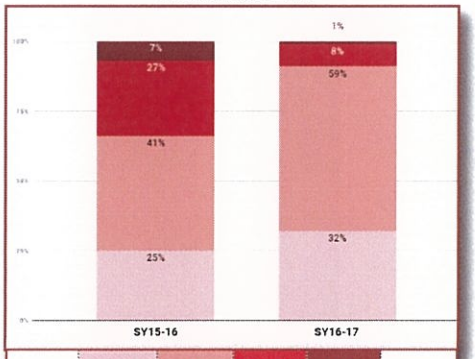
Figure 59. SBA Assessment Results 10th Grade ELA



SY	BB	B	Prof.	Adv.	TOTAL
15-16	47%	43%	10%	0%	100%
16-17	73%	27%	0%	0%	100%

Figure 59. The 10th Grade SBA ELA shows twenty seven percent (27%) are at BASIC Level and seventy-three percent (73%) of student are at BELOW BASIC Level.

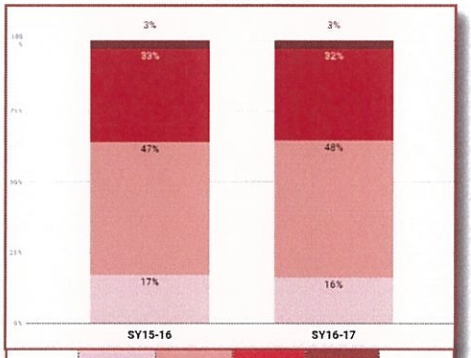
Figure 60. SBAAssessment Results 11th Grade ELA



SY	BB	B	Prof.	Adv.	TOTAL
15-16	25%	41%	27%	7%	100%
16-17	32%	59%	8%	1%	100%

Figure 60. shows more than half (59%) of 11th Grade students are at BASIC Level, eight percent (8%) at PROFICIENT Level, and one (1%) at ADVANCE Level

Figure 61. SBAAssessment Results 12th Grade ELA

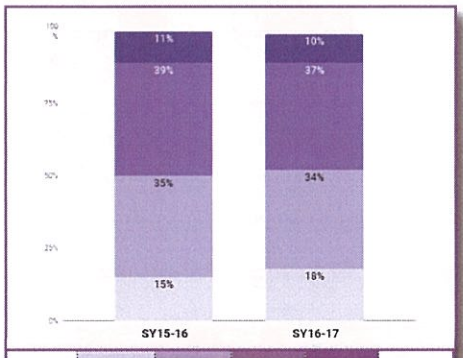


SY	BB	B	Prof.	Adv.	TOTAL
15-16	17%	47%	33%	3%	100%
16-17	16%	48%	32%	3%	100%

Figure 61. shows 10th Grade SBA ELA results at forty-eight percent (48%) BASIC Level and thirty - two percent (32%) of student are at PROFICIENT Level and three percent (3%) at ADVANCE Level

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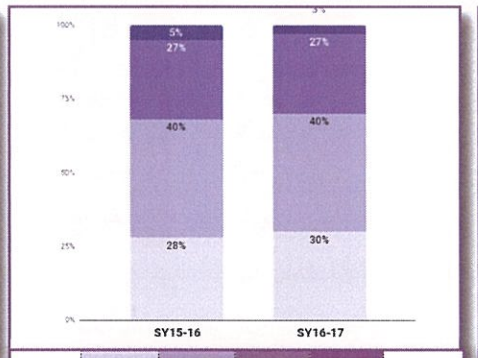
Figure 62. SBA Assessment Results 1st Grade Science



SY	BB	B	Prof.	Adv.	TOTAL
15-16	15%	35%	39%	11%	100%
16-17	18%	34%	37%	10%	100%

Figure 62. Indicates 1st grade SBA Science students are at ten percent (10%) ADVANCE Level and thirty-seven percent (37%) of student are at PROFICENT Level.

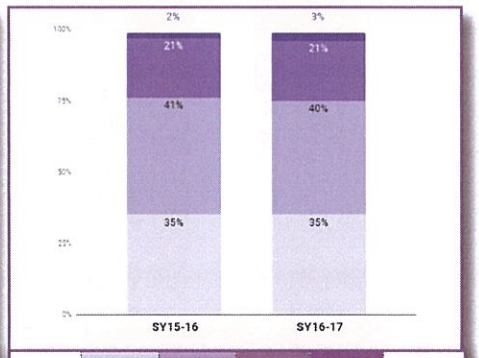
Figure 63. SBA Assessment Results 2nd Grade Science



SY	BB	B	Prof.	Adv.	TOTAL
15-16	28%	40%	27%	5%	100%
16-17	30%	40%	27%	3%	100%

Figure 63. Indicates twenty-seven percent (27%) of 2nd grade SBA Science students are at PROFICIENT Level and three percent (3%) of student are at ADVANCE Level.

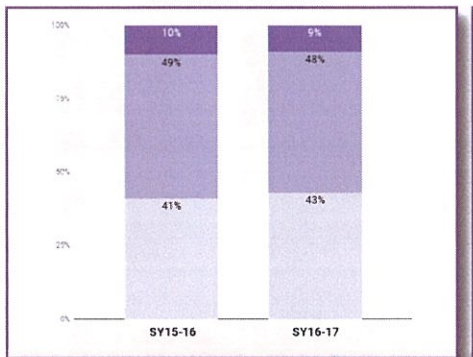
Figure 64. SBA Assessment Results 3rd Grade Science



SY	BB	B	Prof.	Adv.	TOTAL
15-16	35%	41%	21%	2%	100%
16-17	35%	40%	21%	3%	100%

Figure 64. shows twenty-one percent (21%) of 3rd Grade students are at BASIC Level and three percent (3%) of students are at ADVANCE Level.

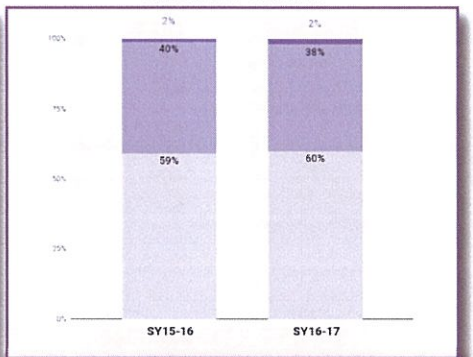
Figure 65. SBA Assessment Results 4th Grade Science



SY	BB	B	Prof.	Adv.	TOTAL
15-16	41%	49%	10%	0%	100%
16-17	43%	48%	9%	0%	100%

Figure 65. shows forty-eight percent (48%) of 4th Graders are at BASIC Level. Nine percent (9%) of student are at PROFICENT Level.

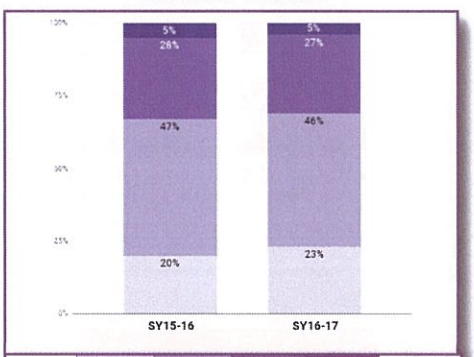
Figure 66. SBA Assessment Results 5th Grade Science



SY	BB	B	Prof.	Adv.	TOTAL
15-16	59%	40%	2%	0%	100%
16-17	60%	38%	2%	0%	100%

Figure 66. More than half (60%) of 5th Graders that took the SBA Science Assessments are BELOW BASIC and two percent (2%) are PROFICENT

Figure67. SBA Assessment Results 6th Grade Science

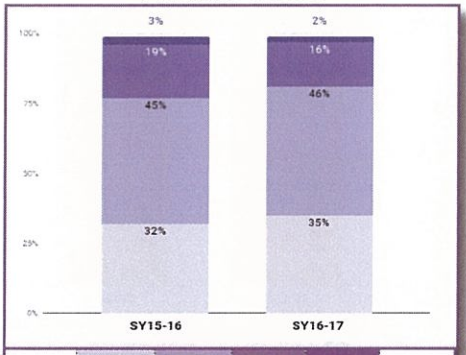


SY	BB	B	Prof.	Adv.	TOTAL
15-16	20%	47%	28%	5%	100%
16-17	23%	46%	27%	5%	100%

Figure 67. shows forty-six percent (46%) of 6th Graders are at BASIC Level. Twenty-seven percent (27%) of student are at PROFICENT Level.

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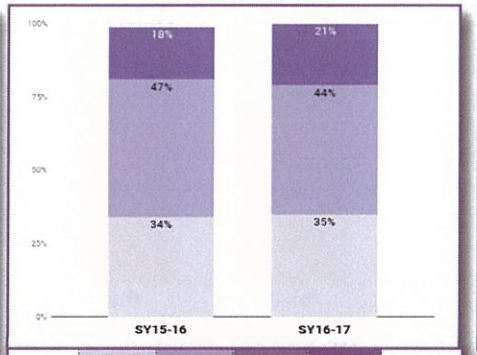
Figure 68. SBA Assessment Results 7th Grade Science



SY	BB	B	Prof.	Adv.	TOTAL
15-16	32%	45%	19%	3%	100%
16-17	35%	46%	16%	2%	100%

Figure 68. shows forty-six percent (46%) of 7th Graders are at BASIC Level, sixteen percent (16%) of student are at PROFICENT Level. and two percent (2%) of students are at ADVANCE Level.

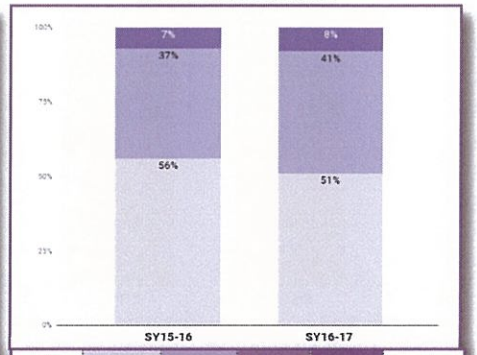
Figure 69. SBA Assessment Results 8th Grade Science



SY	BB	B	Prof.	Adv.	TOTAL
15-16	34%	47%	18%	0%	100%
16-17	35%	44%	21%	0%	100%

Figure 69. The 8th Grade SBA SCIENCE indicates forty-four percent (44%) are at BASIC Level. Twenty-one percent (21%) of student are at PROFICIENT Level.

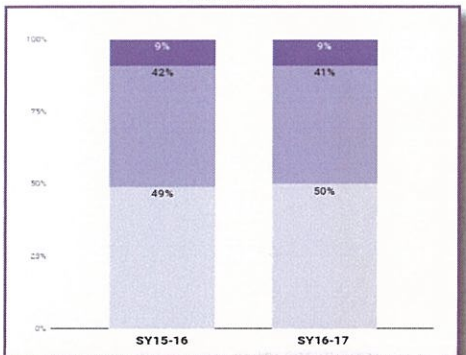
Figure 70. SBA Assessment Results PHYSICAL SCIENCE



SY	BB	B	Prof.	Adv.	TOTAL
15-16	56%	37%	7%	0%	100%
16-17	51%	41%	8%	0%	100%

Figure 70. The SBA PHYSICAL SCIENCE Assessment indicates forty-one percent (41%) are at BASIC Level and eight percent (8%) of student are at PROFICIENT Level.

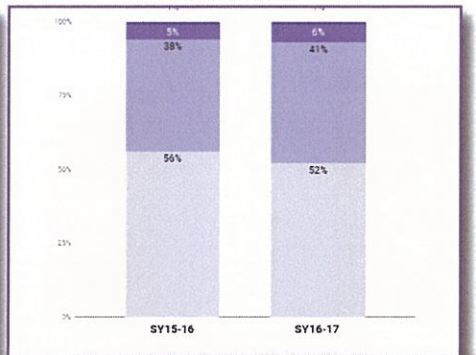
Figure 71. SBA Assessment Results BIOLOGY



SY	BB	B	Prof.	Adv.	TOTAL
15-16	49%	42%	9%	0%	100%
16-17	50%	41%	9%	0%	100%

Figure 71. The SBA BIOLOGY Assessment indicates half (50%) of the students that took the test are are at BELOW BASIC Level, and nine percent (9%) of students are at PROFICIENT Level.

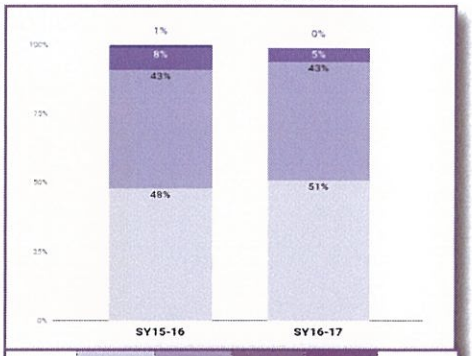
Figure 72. SBA Assessment Results CHEMISTRY



SY	BB	B	Prof.	Adv.	TOTAL
15-16	56%	38%	5%	1%	100%
16-17	52%	41%	6%	1%	100%

Figure 72. indicates 52% of students who took the CHEMISTRY Assessment are at BELOW BASIC Level, and 41% is at BASIC Level. Six percent (6%) at PROFICEINT Level, and one perccent (1%) at ADVANCE Level.

Figure 73. SBA Assessment Results ANATOMY & PHYSIOLOGY



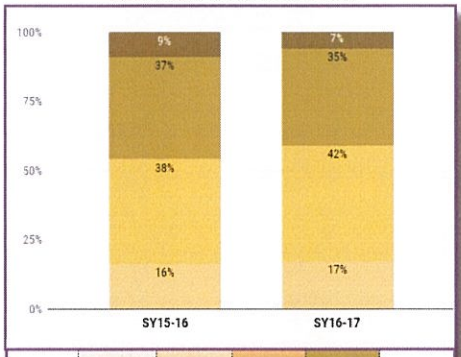
SY	BB	B	Prof.	Adv.	TOTAL
15-16	48%	43%	8%	1%	100%
16-17	51%	43%	5%	0%	100%

Figure 73. shows ore than half (51%) of student that took the SBA ANATOMY & PHYSIOLOGY are BELOW BASIC and five percent (5%) are PROFICENT.

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SBA RESULTS - Social Studies Elementary

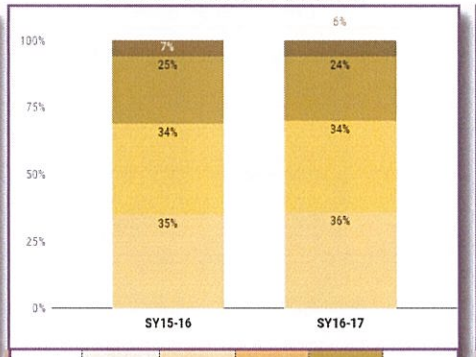
Figure 74. SBA Assessment Results 1st Grade Social Science



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

Figure 74. Indicates 1st grade SBA Social Science students are at seven percent (7%) ADVANCE Level and thirty-five percent (35%) of student are at PROFICENT Level.

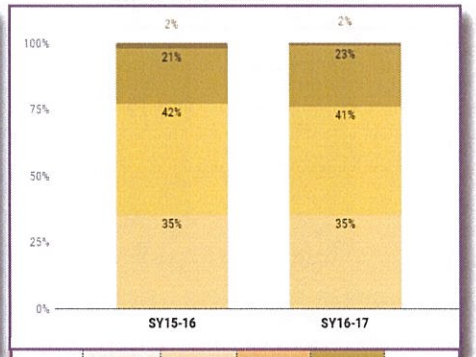
Figure 75. SBA Assessment Results 2nd Grade Social Science



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

Figure 75. Indicates 2nd grade SBA Social Science students are at twenty-four percent (24%) PROFICIENT Level and thirty-four percent (34%), six percent (6%) at ADVANCE and thiirty -four percent (34%) at BASIC Level.

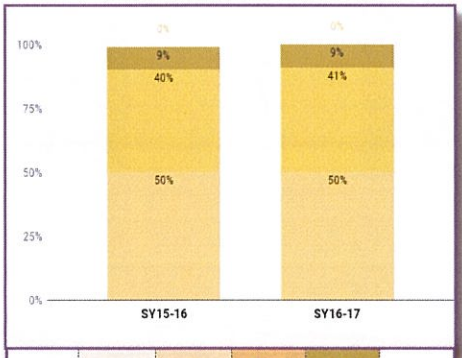
Figure 76. SBA Assessment Results 3rd Grade Social Science



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

In **Figure 76.** 3rd grade SBA Social Science students are at twenty-three percent (23%) PROFICIENT Level, 2% ADVANCE, and thirty-five percent (35%) are at BELOW BASIC Level.

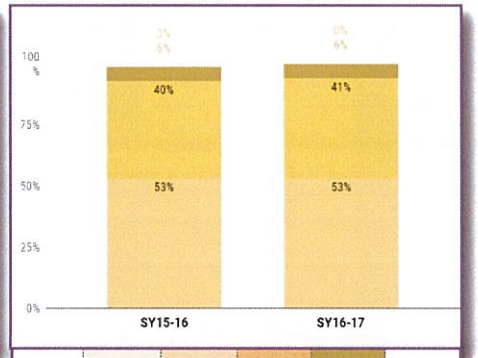
Figure 77. SBA Assessment Results 4th Grade Social Science



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

Figure 77. shows 4th grade SBA Social Science students are at nine percent (9%) PROFICIENT Level, however half (50%) of the students who took the assessment is at BELOW BASIC Level.

Figure 78. SBA Assessment Results 5th Grade Social Science

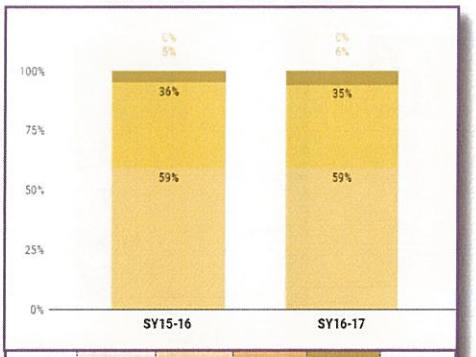


SY	BB	B	Prof.	Adv.	TOTAL
15-16	53%	40%	6%	0%	100%
16-17	53%	41%	6%	0%	100%

Figure 78. Indicates more than half (53%) are BELOW BASIC level and forty percent (41%) are at BASIC Level, and six percent (6%) at PROFICIENT Level.

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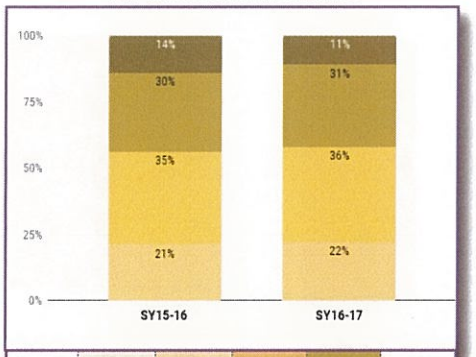
Figure 79. SBA Assessment Results
6th Grade Social Science



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

Figure 79. Indicates more than half (59%) are BELOW BASIC level and thirty-five (35%) are at BASIC Level, while six percent (6%) of students are at PROFICENCY Level.

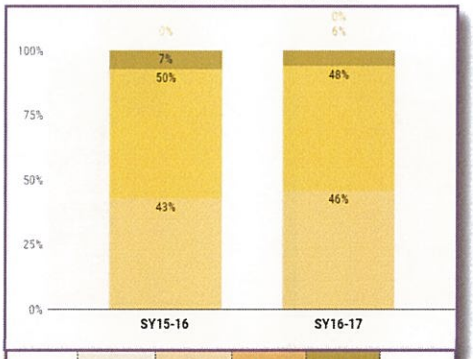
Figure 80. SBA Assessment Results
7th Grade Social Science



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

Figure 80. Indicates thrirty six (36%) are at BASIC level and (31%) are at PROFICIENT Level, and eleven percent (11%) at ADVANCE Level.

Figure 81. SBA Assessment Results
8th Grade Social Science

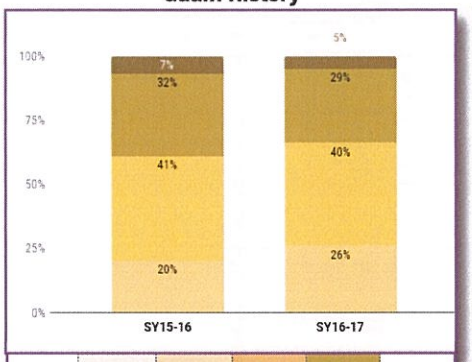


SY	BB	B	Prof.	Adv.	TOTAL
15-16	43%	50%	7%	0%	100%
16-17	46%	48%	6%	0%	100%

Figure 81. Indicates forty six (46%) are BELOW BASIC level and forty eight (48%) are at BASIC Level. Six Percent (6%) of students are at PROFICENCY Level.

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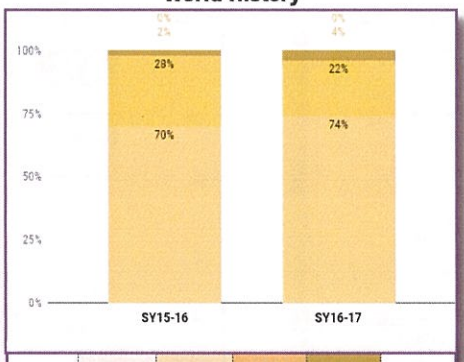
Figure 82. SBA Assessment Results Guam History



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

Figure 82. indicates twenty nine percent (29%) of 4th grade students are PROFICIENT in GUAM HISTORY, and five percent (5%) of the students who took the assessment is at ADVANCE Level.

Figure 83. 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%

Figure 83. indicates almost three-quarters (74%) of students are at BELOW BASIC in WORLD HISTORY. However, 22% of the students who took the assessment is at BASIC Level, and four percent (4%) PROCIENT Level.

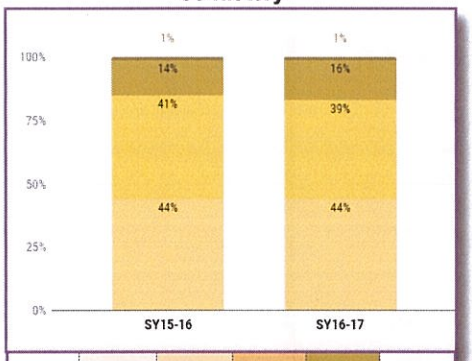
Figure 84. SBA Assessment Results US Government



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

In Figure 84. shows 50% of US GOVERNMENT Students are at BASIC Level, twenty four (24%) are PROFICIENT and two percent (2%) are at ADVANCE Level.

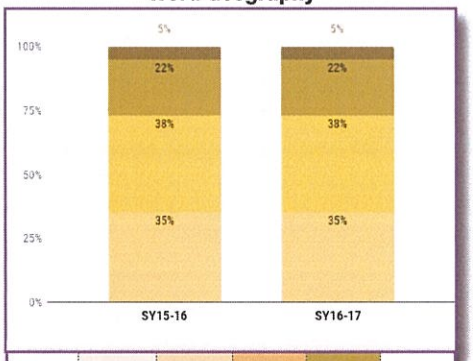
Figure 85. SBA Assessment Results US History



SY	BB	B	Prof.	Adv.	TOTAL
15-16	44%	41%	14%	1%	100%
16-17	44%	39%	16%	1%	100%

Figure 85. shows results from the SBA US HISTORY where sixteen percent (16%) of students are at PROFICIENT Level and one percent (1%) are at ADVANCE Level. However, thirty nine percent (39%) of the students who took the assessment is at BASIC Level.

Figure 86. SBA Assessment Results Word Geography



SY	BB	B	Prof.	Adv.	TOTAL
15-16	35%	38%	22%	5%	100%
16-17	35%	38%	22%	5%	100%

Figure 86. shows thirty five percent (35%) of WORLD GEOGRAPHY Students are at BELOW BASIC Level, twenty-two (22%) are PROFICIENT and five percent (5%) are at ADVANCE Level.

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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 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.

Tables 8 through 10 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 SY16-17.

Table 8. SY16-17 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	107	99	8	97
4	109	98	11	107
5	139	130	9	132
6	131	124	7	109
7	137	130	7	122
8	170	157	13	160
9	174	145	29	169
10	109	91	18	108
TOTAL	1076	974	102	1004

Table 9. SY SY16-17 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	107	99	8	97
4	109	98	11	107
5	139	130	9	131
6	131	124	7	126
7	137	130	7	128
8	170	157	13	167
9	174	145	29	172
10	109	91	18	108
TOTAL	1076	974	102	1036

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Table 10. SY16-17 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 inACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	107	99	8	101
4	109	98	11	106
5	139	130	9	134
6	131	124	7	119
7	137	130	7	126
8	170	157	13	163
9	174	145	29	173
10	109	91	18	109
TOTAL	1076	974	102	1031

Below and on the next page, **Tables 11 through 16** 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 3rd through 10th grade. The table also describes the number of eligible students with IEPs who performed at ACT Proficiency Levels: Exceed, Ready, Close, In Need of Support.

Table 11. SY16-17 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			
			Exceed	Ready	Close	In Need
3	99	89	16	20	20	33
4	98	97	20	41	16	20
5	130	123	20	33	36	34
6	124	102	15	21	29	37
7	130	115	11	19	29	56
8	157	147	17	32	40	58
9	145	141	32	44	49	16
10	91	90	14	34	28	14
TOTAL	974	904	145	244	247	268

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Table 12. SY16-17 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			
			Exceed	Ready	Close	In Need
3	99	89	6	6	20	57
4	98	97	3	15	25	54
5	130	122	2	7	41	72
6	124	119	5	9	27	78
7	130	121	2	12	31	76
8	157	154	5	12	30	107
9	145	143	6	17	25	95
10	91	90	2	7	24	57
TOTAL	**974**	**935**	**31**	**85**	**223**	**596**

Table 13. SY16-17 ACT 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			
			Exceed	Ready	Close	In Need
3	99	94	2	3	4	85
4	98	95	2	9	46	38
5	130	125	1	10	47	67
6	124	112	1	4	9	98
7	130	119	1	1	13	104
8	157	150	1	5	21	123
9	145	144	9	30	42	63
10	91	91	2	13	47	29
TOTAL	**974**	**930**	**19**	**75**	**229**	**607**

Doc. No. 34GL-17-1155.

Table 14. SY16-17 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			
			Exceed	Ready	Close	In Need
3	8	8	0	0	3	5
4	11	10	2	4	2	2
5	9	9	2	1	3	3
6	7	7	3	0	2	2
7	7	7	1	2	1	3
8	13	13	2	3	4	4
9	29	28	5	10	11	2
10	18	18	6	3	6	3
TOTAL	102	100	21	23	32	24

Table 15. SY16-17 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			
			Exceed	Ready	Close	In Need
3	8	8	0	0	1	7
4	11	10	0	2	1	7
5	9	9	0	0	3	6
6	7	7	0	1	3	3
7	7	7	0	1	3	3
8	13	13	0	1	4	8
9	29	29	0	4	8	17
10	18	18	2	1	6	9
TOTAL	102	101	2	10	29	60

Table 16. SY16-17 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			
			Exceed	Ready	Close	In Need
3	8	7	0	0	0	7
4	11	11	0	0	5	6
5	9	9	0	0	3	6
6	7	7	0	1	2	4
7	7	7	0	1	0	6
8	13	13	0	0	3	10
9	29	29	1	6	6	16
10	18	18	2	4	2	10
TOTAL	102	101	3	12	21	65

Doc. No. 34GL-17-1155.

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.

Doc. No. 34GL-17-1155.

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.

Guam fully implemented its newly developed "Guide for the Participation of Students with Disabilities in Guam's District-Wide Assessment" in SY 04-05, 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 16-17 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.

Table 17. 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 SY16-17.

Table 17. Participation Rate of Students with Disabilities Who Were Tested in the District-Wide Assessment through AA-AAS

GRADE	# STUDENTS WHOSE IEPS 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	11	2	11	2
2	13	10	3	10	3
3	24	24	0	24	0
4	23	23	0	23	0
5	13	12	1	13	1
6	17	17	0	17	0
7	21	21	0	21	0
8	22	21	1	21	1
9	21	19	2	19	2
10	7	3	0	3	0
11	19	19	0	19	0
12	18	0	0	0	0

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.

Doc. No. 34GL-17-1155.

Table 18.
SY16-17 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	11	0	2	0	5	6	0
2	13	10	0	3	0	5	5	0
3	24	24	0	0	10	6	6	2
4	23	23	0	0	10	6	7	0
5	13	12	0	1	6	2	4	0
6	17	17	0	0	9	6	2	0
7	21	21	0	0	18	1	0	2
8	22	21	0	1	10	5	6	0
9	21	19	0	2	9	3	7	0
10	7	3	0	4	0	2	1	0
11	19	19	0	0	15	3	1	0
12	18	0	0	0	0	0	0	0

Table 19.
SY16-17 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	11	0	2	0	4	6	1
2	13	10	0	3	0	6	4	0
3	24	24	0	0	7	7	10	0
4	23	23	0	0	4	9	7	3
5	13	12	0	1	2	5	5	0
6	17	17	0	0	11	5	1	0
7	21	21	0	0	2	12	5	2
8	22	21	0	1	12	4	4	1
9	21	19	0	2	4	6	9	0
10	7	3	0	4	0	2	1	0
11	19	19	0	0	10	6	3	0
12	18	0	0	0	0	0	0	0

Tables 18 and 19. 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 SY16-17.

Doc. No. 34GL-17-1155.

Pre-K Program

Background and Overview of the GDOE Pre-Kindergarten (Pre-K) 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 Rigålu 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 on 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 pil 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

Doc. No. 34GL-17-1155.

Logic Model of the Pre-K Education Program

A key guide in the operation and implementation of the Pre-K program is the program logic model. A logic model provides a graphic representation of the resources, activities, immediate outputs, intermediate outcomes, and long-term impact of a program, generally on a single page, and shows how resources and activities connect towards producing expected program goals and objectives.

The logic model for the Pre-K Education Program, is shown on the next page and consists of the following parts: What we invest, What we do, Immediate Outputs, Intermediate Outcomes, and Long-Term Outcome/Impact.

"What we invest" consist of (a) Public laws such as P.L. 33-29 (b) polices of the GEB on early childhood learning, (c) people who operate and support the program, (d) partners and patrons who provide support and (e) "plantilla" which consist of the facilities and infrastructure for implementation.

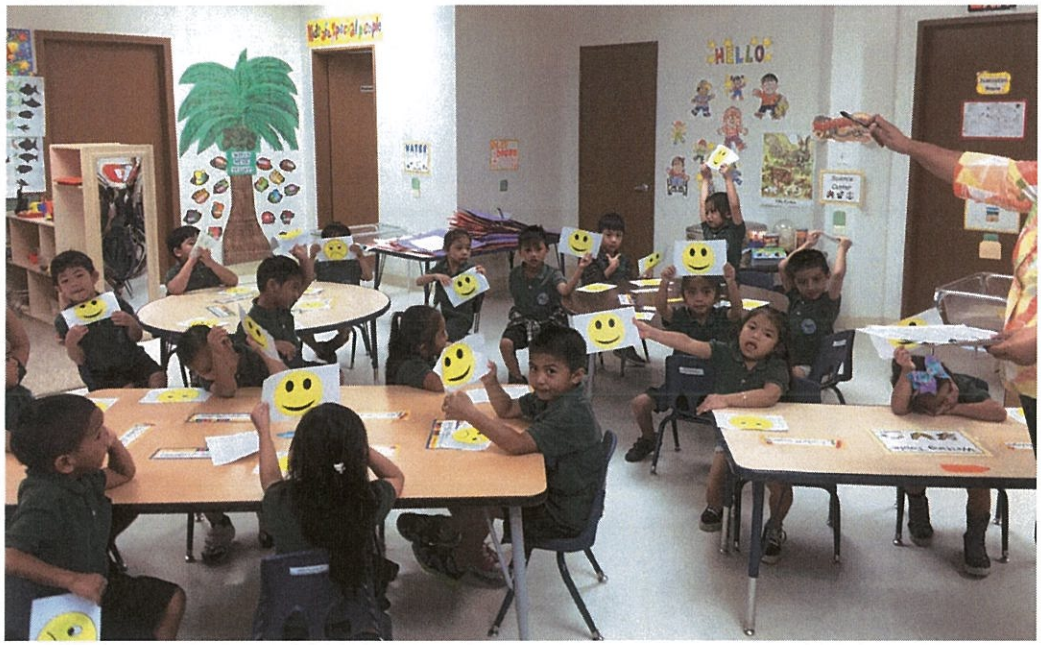
"What we do" column consists of Pre-K program activities using the resources cited in "What we Invest" – activities such as planning and collaborating, reviewing and adopting standards, preparing an environment of learning, professional development of pre-K teachers, etc.

"Immediate Outputs" are the immediate results of Pre-K activities, such as program curriculum, lessons plans, procedural guidelines, etc.

"Intermediate Outcomes" are the initial observable indicators of change or progress in students, staff, parents, which can be observed as result of the implementation of the activities "Long-term Impact" are the end goals and outcomes of the Pre-K program

Table 20. Four Pre-K Pilot Schools

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



Doc. No. 34GL-17-1155.

LOGIC MODEL for the GDOE Pre-Kindergarten Program (Aligned with GDOE State Strategic Plan)

Prepared by Dr. Zeni Napa Natividad, Administrator of GDOE Research, Planning & Evaluation (2/4/2017)

What we Invest

Public Laws:
P.L. 33-29
P.L. 28-45,
5 GCA§3107,
P.L. 26-26

Policies
Board Resolution No. 2014-08
B.P.330
BP380
BP430

People:
DOE Supt.
Deputy Supt
C&I Pre-K Proj. Director
Pre-K pilot School Administrators
Pilot Pre-K Teachers & their Aides
Facilities & Maintenance
RP&E Administrator (as Evaluator)

Partnerships and Patrons:
GEB
Guam Legislature
Office of the Governor
UOG
CEDDERS

Plantilla:
4 pilot elementary schools: JQ San Miguel, LBJ, Finegayan, and Marcial Sablan

What We Do

Pre-K Program strategies/activities:

Planning and collaboration among key stakeholders; funding support

Review of Pre-K instructional standards, curriculum, and assessments

Environment of Learning that is conducive to pre-K needs

Professional development of Pre-K teachers and staff and guaranteed curriculum for all schools at all grade levels

Administrator involvement and effective support of Pre-K program

Reach out to and support from parents or legal guardians

Evaluation of program effectiveness via longitudinal student tracking from Pre-K to 3rd and onwards till 12th grade.

As a Department, we do these to support all education programs, including Pre-K:

Plan and implement programs for struggling students, migrant , ELL, SPED, etc.

Review and administer teacher (PTEP) and principal (SLEP) performance evaluation programs

On-going program implementation of Positive Behavior and Intervention Supports and school safety

Management oversight of district programs , policies, and procedures through internal controls

On-going accountability of GDOE staff for all assigned tasks responsibilities

Training of all administrators, faculty and staff on human relations, effective communications, multi-cultures, social issues, support systems, and customer service

Engagement of families in the education of their children through collaborative projects

Immediate Outputs

Proof of immediate results from implementing these strategies and activities evidenced by:

Program monitoring data collected via classroom observations that evidence fidelity of implementation of teaching strategies learned in professional development training (PD)

Records of PD's, training, performance evaluations of teachers, administrators, staff, and of stakeholder satisfaction surveys

Outcomes of Childhood assessment results from Brigance Testing and Ages and Stages Questionnaire

Validated curriculum standards, policies and program SOPs developed such as ECE Program Guideline

Interactive and active participation of parents in Thanksgiving Turkey, Christmas exchange, 58 days of pre-K, Valentine delivery, etc.

Desirable and positive perception results from student and parent surveys as initial assessment of Pre-K experience

Executed contracts on Pre-K (1) curriculum development, (2) professional development training, and (3) family engagement conference

Medium-term Outcomes

Proof desired student and staff outcomes indicated by:

Rate of Pre-K student development is indicated by increased scores in the Ages and Stages Questionnaire

Evidence of positive behavior such as obedience, following rules and instructions, integrity, honesty, enthusiasm to learn, minimal discipline issues

Advanced readiness for Kindergarten in the areas of reading, math, writing, and self-expression

Developed social and interaction skills as evidenced by participation in collaborative work with peers

Yearly progress from grade level to grade level as evidenced data on

1) Marks analysis in English, Reading and Math (cohort Gr.2)
2) Test results in the ACT Aspire (from Gr.3)
3) At least attendance rate of 90% each grade level (from Gr 3)
4) No more than 15% discipline issues (from Gr 3, adjudicated)

Other records of exceptional noteworthiness (from Gr. 3 onwards),

Long-term Impact

As we commit implement with fidelity and vigor the evidenced based Pre-K best practices and the strategies of the State Strategic Plan, we will produce college and career-ready individuals who are:

Fervent in their diligence, and discipline, having acquired the necessary attitudes, behaviors, and worldview from their learning in the social sciences, science, math

Observant of the law, deferential to authority and tolerant of other cultures

Responsible, Respectful, and Ready for Life!

Life-long learners

Independent thinkers, yet capable of collaborative team work

Future leaders, mature in their outlook, preferences, goals in life, and plans to tackle what lies ahead of them beyond their Pre-K and K-12 educational experience

Empowered to do right, to be right, and to make right choices in life

In summary: We, the GDOE Pre-Kindergarten administrators, teachers, and staff, along with the parents, the Guam Education Board, and the GDOE Management commit to **PREPARE** all students, **PROMOTE** excellence, and **PROVIDE** support so that all Pre-K (as well as all students) in the GDOE schools will become college and career-ready individuals who are Respectful, Responsible, and **READY FOR LIFE**.

Doc. No. 34GL-17-1155.

Student Graduation & Dropout Rates

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.

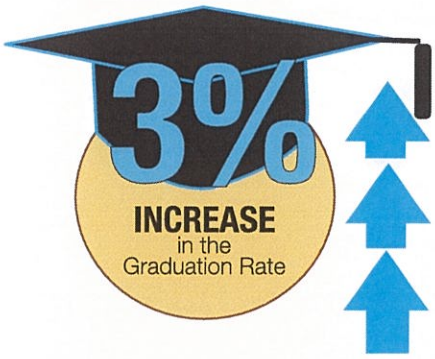


Table 21 . DOE High School Number of High School Graduates by School and Total District

HIGH SCHOOL	SY10-11 Number of Graduates	SY11-12 Number of Graduates	SY12-13 Number of Graduates	SY13-14 Number of Graduates	SY14-15 Number of Graduates	SY15-16 Number of Graduates	SY16-17 Number of Graduates
GWHS	424	497	482	451	377	355	323
JFKHS	333	372	396	481	484	365	368
SSHS	315	356	338	376	353	352	371
OHS	296	269	308	300	304	346	322
SHS	273	274	246	257	302	346	395
TIYAN	n/a	n/a	n/a	n/a	144	181	220
JP TORRES	n/a	n/a	n/a	n/a	n/a	n/a	55
TOTAL	1,641	1768	1770	1873	1964	1945	2054

Table 22. represents the high school completion rates from SY10-11 to SY16-17. The table alsd shows an annual graduation rate increase of 3% from SY 15-16 to SY 16-17.

Table 22. DOE High School Graduation Rates SY10-11 to SY16-17

SY 10-11	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17
69%	69%	68%	73%	76%	79%	82%

Doc. No. 34GL-17-1155.

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

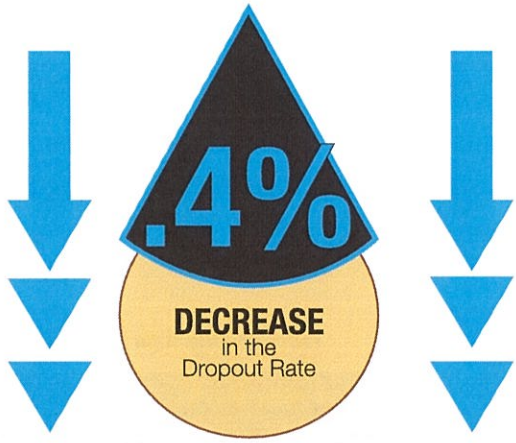
graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade;

expelled; or removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

Table 23 . SY10-11 to SY16-17
DOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)

HIGH SCHOOL	SY 10-11		SY 11-12		SY 12-13		SY 13-14		SY 14-15		SY 15-16		SY 16-17	
	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR
GWHS	85	3.2%	80	3.1%	128	4.8%	149	5.6%	79	4.1%	56	3.1%	39	2.2%
JFKHS	126	6%	105	4.5%	93	3.5%	122	4.6%	124	6.0%	29	1.5%	9	0.4%
SSHS	92	5%	102	5.4%	53	2.7%	89	4.6%	83	4.2%	59	3.3%	33	1.6%
OHS	127	9.1%	105	7.7%	45	3.0%	67	4.4%	61	3.4%	33	1.7%	28	1.6%
SHS	211	14%	130	8.4%	51	3.3%	93	6.0%	81	5.2%	45	2.9%	69	4.4%
TIYAN	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	4.1%	61	4.7%	32	2.2%
JP TORRES	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	14.9%
Total	641	6.8%	522	5.3%	370	3.8%	520	5.3%	481	4.7%	283	2.8%	243	2.4%

Table 23. represents the dropout rates by school from SY10-11 to SY 16-17. The dropout number and rate includes students in grades 9 to 12. The district dropout rate decreased from 2.8% in SY15-16 to 2.4% in SY16-17, a decrease of 0.4%.



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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 16-17 there were three thousand nine hundred and fifty four (3,954) full and part-time employees who provided instructional and support services during the aforementioned schoolyear.

TABLE 24.
SY16-17 Employee Distribution by Position

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	96	2.4%
Central Administrators	31	.8%
Teachers	2,559	64.7%
Professional/Ancillary	262	6.6%
Health Counselors	42	1.1%
Allied Health Professional	22	.6%
Central School Support	176	4.4%
Cafeteria	41	1.0%
Custodian/Maintenance	91	2.3%
Instructional Aides	634	16.0%
TOTAL DOE EMPLOYEES	3,954	100%

[1]Includes Substitute Teachers as well as Guidance Counselors and School Librarians who are categorized as Teachers.
[2]Includes LPNs
[3]Includes School Aides, Head Start Aides and other special program aides.

Table 24. represents the distribution of employees by position category from the various schools and central office/support division sites. Analysis of Table 24 reveals that the largest category of employees within the Department of Education are teachers who comprise 64.7% of the total employee population. Instructional Aides comprise the second highest population totaling 634 or 16%. Principals and Assistant Principals at the Department of Education account for 2.4% of the employee population, while the remaining population who provide various support and programmatic services make up the rest of the population.

Doc. No. 34GL-17-1155.



Figure 27. shows that employees under the Chamorro ethnic category total 2,548 of the total employee population (N=3,954). Filipinos ranked second highest totaling 922 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 25. SY 16-17 DOE Ethnic Distribution of Employees

	ETHNIC CATEGORIES	# of EES
1	M - Marshallese	2
2	C - Chamorro	2,548
3	F- Filipino	922
4	K - Korean	10
5	P -Pohnpeian	8
6	I - American Indian/Alaskan Native	6
7	D - Chinese	5
8	H - Hispanic	10
9	O - Other	51
10	V - Vietnamese	5
11	W - Caucasian	141
12	T - Chuukese	27
13	J - Japanese	26
14	G - Palauan	22
15	A - Asian/Pacific Islander Not List	156
16	S - Carolinian	1
17	B - African American	14
	GRAND TOTAL:	3,954

Figure26.
SY 16-17 DOE Gender Distribution of Employees

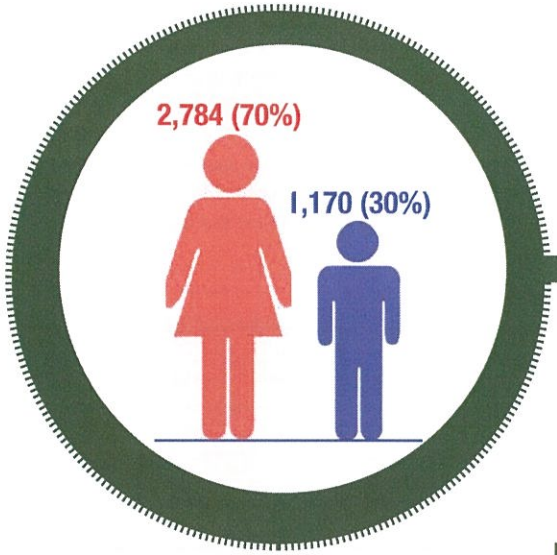


Figure 26. shows that female employees, who comprise 70% (2,784) of the total population (3,954), far outnumber the male employees at 30% (1,170).

TABLE 27. SY16-17 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	SY 16-17 PERCENT OF TOTAL N = 3,954	SY 15-16 PERCENT OF TOTAL N = 4,020
18-24	280	7.0%	6.0%
25-34	885	22.0%	22.0%
35-44	1,028	26.0%	26.0%
45-54	1,020	26.0%	26.0%
55-64	576	15.0%	15.0%
65-70	122	3.0%	4.0%
71+	43	1.0%	1.0%
Total Employees	3,954	100%	100%

Table 27. represents the employee distribution by age group. In SY 16-17, the highest percent of the employee population (26.0%) are between the ages of 35-44 & 45-54 years old. Employees who are age 55 or over comprise 15.0% of the population, while 7.0% of employees are below the age of 25.

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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 30. represents the distribution of professional school administrator certification for SY16-17.

Examination of Table 30 indicates 100% of DOE school administrators possessed full Professional Certification.

TABLE 30 SY 16-17 Professional School Administrators Certification

TYPE OF CERTIFICATION	SY 16-17 Certification				SY 15-16
	Elementary	Secondary	Expired*	TOTAL	TOTAL
Professional I	0	0	0	**0**	2
Professional II	5	2	1	**8**	11
Professional III	1	0	0	**1**	1
Initial Administrator	2	2	0	**4**	9
Professional Educator	1	0	0	**1**	n/a
Master Educator	0	7	0	**7**	0
Master Administrator	19	27	0	**46**	44
Professional Administrator	8	19	2	**29**	29
TOTAL	**36**	**57**	**3**	**96**	**96**

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

Table 31. depicts the distribution of instructional teachers by types of certification for SY 16-17.
Category of Positions not included in Table 71 below are JROTC positions (total 13) who maintain certification by the Department of Defense, and Teacher's Assistants and On-Call Substitutes whose positions do not require certification (total 412) as well as a total of (118) 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 1,810, while those that had either Standard or Temporary certification comprised about 91 of the total population and about 305 held Initial Educator/Basic Educator Certification. Teachers whose certificates expired about 11 of the total teacher population in SY 16-17.

TABLE 31.SY 16-17 Classroom Teacher Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Divisions	Expired***	SY 16-17 TOTAL	SY 15-16 TOTAL
Basic Educator	46	19	24	0	**89**	90
Initial Educator	81	123	3	9	**216**	231
Master Educator	284	289	46	0	**619**	620
Master Equivalency	8	53	6	0	**67**	142
Reading Specialist	0	0	0	0	**0**	0
Professional I	0	0	0	0	**0**	0
Professional II	1	0	0	0	**1**	2
Professional Educator	65	642	15	2	**724**	718
Level 1A,1B, 1C, 2 & 3	0	0	0	0	**0**	0
Standard	0	3	0	0	**3**	3
Temporary**	23	67	1	0	**91**	125
TOTAL	**508**	**1,196**	**95**	**11**	**1,810**	**1,931**

***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 32. represents the distribution of school health counselor certification in SY 16-17. A total of 46 (100%) of the School Health Counselors in the Department of Education held License to Practice on Guam as Registered (42), Practical Nurses (3), and Community Health and Nursing Services Administrator–DOE Chief Nurse (1).

Table 32. SY 16-17 School Health Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Division	SY 16-17 TOTAL	SY 15-16 TOTAL
RegisteredNurses	26	14	3	**43**	44
Licensed Practical	2	1	0	**3**	3
TOTAL	**28**	**115**	**3**	**46**	**47**

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TABLE 33. SY 16-17 School Librarians Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 16-17 TOTAL	SY 15-16 TOTAL
Master Educator	8	9	**17**	17
Master Equivalency	5	1	**6**	6
Professional Educator	11	4	**15**	14
Professional I	0	0	**0**	0
Professional II	1	0	**1**	1
Temporary	1	0	**1**	0
TOTAL	**26**	**14**	**40**	**38**

Table 33. represents the distribution of School Librarian certification in SY 16-17. A total of 39 School Librarians held full Professional School Librarian certification, while 1 held a Temporary School Librarian certification

TABLE 34. SY 16-17 Guidance Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 16-17 TOTAL	SY 15-16 TOTAL
Initial Counselor	5	8	**13**	14
Master Counselor	9	18	**27**	26
Professional Counselor	11	30	**41**	41
Professional I	0	0	**0**	0
Professional II	0	0	**0**	0
Temporary	2	2	**4**	2
TOTAL	**27**	**56**	**85**	**83**

Table 34. depicts the distribution of School Guidance Counselor certification in SY 16-17. A total 85 School Guidance Counselors held full Professional Certification, while the 4 (LTFT) holds a Temporary School Counselor Certification

Table 35. Sy 16-17 Allied Health Professionals

ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/ LICENSURE	SY 16-17 TOTAL	SY 15-16 TOTAL
Audiologist	Allied Health License	**1**	1
Audiometrist	Allied Health License	**2**	n/a
Hospital Occupational Therapist Assistant	Allied Health License	**n/a**	1
Occupational Therapist	Allied Health License	**0**	2
Physical Therapist	Allied Health License	**0**	0
Psychologist	Allied Health License	**4**	3
Speech/Language Clinician	Allied Health License	**8**	8
Speech/Language Pathologist	Allied Health License	**7**	6
TOTAL		**22**	**21**

Table 35. represents the distribution of school allied professional certification in SY16-17. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

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Budget and Expenditures

Pursuant to Public Law (PL) 33-66 and 33-162, GDOE appropriations in FY16 totaled $240,659,759,an overall increase of $3.9 million (M) in comparison to FY15 appropriation levels. The $4M increase in authorized spending included the following:

1. $506 thousand (K) in appropriations for I'Learn Academy Charter School, from $2M in FY15 to $2.5M in FY16;

2. $100K in new start-up funding to implement the First Generation Trust Initiative (PL 33-007) to provide scholarships to GDOE graduates attending the University of Guam or Guam Community College;

3. an additional $32K in funding for school libraries under the Public Library Resource Fund, from $839K in FY15 to $872K in FY16; and

4. $3.4M to cover organic growth in the cost of GDOE personnel and operations expenditures.

The $1.7M in special fund appropriations in FY16 were designated for interscholastic sports, health and physical education activities, and school libraries; the appropriation included an increase of $32K in funding for the Guam Public School Library Resource Fund as compared to FY15.
Additionally, funding provided to benefit GDOE not included in the comparative table above:

$14.6M in payments ($12.3M 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;
$11.2M in additional appropriations ($10.3M in Federal reimbursements and $875K in cash collections) related to the National School Lunch and School Breakfast Programs. 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.

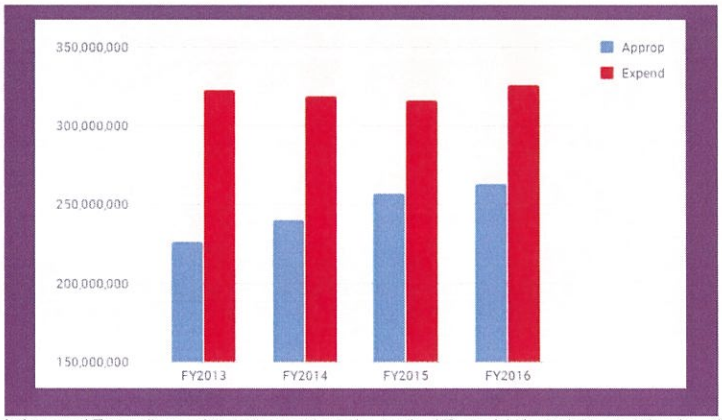
In May 2016, PL 33-162 mandated any and all collections from the Territorial Education Facilities Fund (TEFF), in excess of $29,255,710, in additional appropriations to GDOE. However, this did not come to fruition.

Deloitte and Touche .2016.Guam Department Of Education Basic Financial Statements,Additional Information and Independent Auditors' Report Year Ended september 30, 2016, Management's Discussion and Analysis Year Ended September 30, 2016.

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Figure 29. shows the department's comparative appropriations and expenditures from FY13 to FY16.

Figure 29.
Department Comparative Appropriations and Expeditures form FY13 - FY16



Appropriations and Expenditures data extracted from the Audited Financials by Deloitte and Touche. Please note the appropriation in the table does not include the CNP reimbursement and the Additional Rent, Maintenance & Insurance for JFK & Okkodo High Schools.. JFK, Okkodo and GACS are payments made through the Department of Administration. (TEFF: Territorial Education Facilities Fund)

Table 36. depicts DOE appropriations by source category for FY13 thru FY16. 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 36. Appropriations from Various Categories from FY13 to FY16

CATEGORIES	FY2013	FY2014	FY2015	FY2016
Local Appropriations	226,373,210	239,776,988	250,260,165	263,032,455
Federal Contribution *	62,100,353	54,629,762	58,052,789	56,874,788
Contributions from component units	-	-	-	450,000
Cafeteria Sales	553,763	396,398	231,703	199,734
Fees and Other Program Receipts	1,380,266	835,928	1,040,777	1,416,498
Total Revenues	**290,407,592**	**295,639,076**	**316,585,434**	**321,973,475**

**This amount is only for the JROTC program and does include Consolidated Grants & Special Education grants*

NOTE: The Department does 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 37. 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.

Table 37. Comparative Expenditures and Per Pupil Cost from SY13-14 to SY16-17

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

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Figure 30.
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, 2016
(With Comparative Totals for the Year Ended September 30, 2015)

	2016			2015		
	General	Federal Grants Assistance	Total	General	Federal Grants Assistance	Total
Revenues:						
Local appropriations	$ 254,441,455	$ 8,591,000	$ 263,032,455	$ 250,160,165	$ 7,100,000	$ 257,260,165
Federal grants and contributions	425,584	56,449,204	56,874,788	554,293	57,498,496	58,052,789
Contributions from component units	450,000	-	450,000	-	-	-
Cafeteria sales	199,734	-	199,734	231,703	-	231,703
Fees and other program receipts	1,141,118	275,380	1,416,498	737,812	302,965	1,040,777
Total revenues	256,657,891	65,315,584	321,973,475	251,683,973	64,901,461	316,585,434
Expenditures:						
Salaries and wages	133,712,681	24,728,034	158,440,715	131,651,314	24,916,493	156,567,807
Benefits	47,315,423	8,836,059	56,151,482	48,668,658	9,752,984	58,421,642
Contractual	14,629,895	5,543,994	20,173,889	12,906,493	5,818,169	18,724,662
Capital lease payments	20,031,291	7,100,000	27,131,291	17,725,162	7,100,000	24,825,162
Food management contract	5,107,303	10,874,195	15,981,498	4,338,028	11,261,867	15,599,895
Retiree healthcare benefits	12,356,784	-	12,356,784	11,182,542	-	11,182,542
Power	10,036,742	958,475	10,995,217	12,386,102	-	12,386,102
Capital lease acquisition	4,947,008	-	4,947,008	-	-	-
Supplies	1,159,847	2,257,391	3,417,238	1,012,054	1,245,485	2,257,539
Guahan Academy Charter School	3,300,000	-	3,300,000	3,335,910	-	3,335,910
Water	2,616,199	-	2,616,199	2,807,902	-	2,807,902
iLearn Academy Charter School	2,475,000	-	2,475,000	1,459,638	-	1,459,638
Equipment	1,646,768	739,520	2,386,288	922,478	2,581,393	3,503,871
Capital outlay	967,973	806,553	1,774,526	1,155,133	108,235	1,263,368
Indirect costs	-	1,223,268	1,223,268	-	732,733	732,733
Travel	452,544	747,733	1,200,277	566,135	689,037	1,255,172
Library books and equipment	534,311	3,120	537,431	138,303	-	138,303
Phone	328,486	-	328,486	385,560	-	385,560
Fuel	133,223	-	133,223	186,458	-	186,458
Textbooks	13,152	113,133	126,285	163,242	695,047	858,289
Interest and penalties	-	-	-	247,042	-	247,042
Miscellaneous	6,682	18	6,700	113,661	18	113,679
Total expenditures	261,771,312	63,931,493	325,702,805	251,351,815	64,901,461	316,253,276
Excess (deficiency) of revenues over (under) expenditures	(5,113,421)	1,384,091	(3,729,330)	332,158	-	332,158
Other financing sources (uses):						
Transfer in	1,384,091	-	1,384,091	-	-	-
Transfer out	-	(1,384,091)	(1,384,091)	-	-	-
Capital lease	4,947,008	-	4,947,008	-	-	-
Total other financing sources (uses), net	6,331,099	(1,384,091)	4,947,008	-	-	-
Net change in fund balances (deficit)	1,217,678	-	1,217,678	332,158	-	332,158
Fund balances (deficit) at beginning of year	(13,879,770)	-	(13,879,770)	(14,211,928)	-	(14,211,928)
Fund balances (deficit) at end of year	$ (12,662,092)	$ -	$ (12,662,092)	$ (13,879,770)	$ -	$ (13,879,770)

See Accompanying Independent Auditors' Report.

Figure 30. depicts comparative expenditures by budget categories for FY 15 and FY16 from the Audited Financials (Deloitte and Touche)

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School Exemplary Programs & Achievements

ELEMENTARY

Adacao Elementary School

Special/Exemplary Programs:
K-5th Grade Writer's Window, 5th grade students utilized the Full Option Science System (FOSS) Program, National Elementary Honor Society (NEHS), Adacao's Unified Courts of Guam: Mock Trial Program.

Accomplishments:
- We completed K-5th AIMS testing that provides student, parents and teachers a universal academic screening for reading and math three times a year. These assessments measures overall performance of key foundational skills at each grade level and the information is utilized to assists teachers in identifying the strengths and the needs of each student and the entire class.

-The K Brigance Early Childhood Screen for kindergarten students was conducted to assists teachers initiate 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; guide individualized, group instruction, track, report individual and group progress.

- Elementary Student Organizations & Clubs Offered for SY2016-2017:As a school accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges, Adacao is making progress in its goal to increase our students' proficiency in Reading, Math and Language standards. Based on our accreditation goals and School Improvement Plan (SIP), we provided opportunities for K-5th students to be involved in academic and social student clubs in tangent with their learning standards.

-Kindergarten Math Maniacs Club: Our kindergarten students were invited to participate in our 1st Kindergarten Math Maniacs Club from January 18 – March 15, 2017. The Kindergarten Teachers utilized the students' lunch break to provide small-group learning with hands-on and real-life math experiences to improve basic counting, number identification and addition.

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Agana Heights Elementary School

Special/Exemplary Programs:
Star Student Award, Positive Behavioral Interventions and Supports (PBIS), Successin Reading.

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 Honor Choir and Drama Club organized and performed at the SHS auditorium after a 10 year absence.
Career Exploration Presentations held for 3rd, 4th, and 5th graders who were exposed to various careers in the community and visited by such companies and organizations as Guam Power Authority, Jamaican Grill, Pacific Islands, and Department of Youth Affairs.
AHES 3rd, 4th, and 5th Graders were undefeated in the OCPES Spring Break 2017 Friendship Hoop Tournament.
AHES organized a Special Olympics Team for the 2017 Track and Field Events.

Astumbo Elementary School

Special/Exemplary Programs:
Positive Behavior Inervention and Support (PBIS), School-wide Math Acadmic Intervention, Student Body Association (SBA), National Junior Honor Society (NJHS), University of Guam Educational Talent Search.

Accomplishments:

Canned Food Drive donated to Salvation Army
Coin Drive donated to Guam Cancer
Reading is Fundamental Program (RIF) sponsored by Macy's
Maintenance of School Website and Monthly Newsletter
1st grade scoring highest scores in the district all subtests of the SBA

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B.P. Carbullido Elementary School

Special/Exemplary Programs:
Home School Connection Program, After School Program, Positivie Behavior Intervention Support (PBIS),

Accomplishments:

Third through Fifth grade students completed the Kids for the Cure program, a cancer prevention and education program which provides cancer prevention education and a physical education component.
Implemented school programs such as Special Education, English as a Second Language, Chamoru Language Program, Gifted and Talented Education (GATE) K-5, Gifted and Talented Education for Pre-School, After School Program for Instructional Remediation and Enrichment (ASIRE),
Offered student clubs such as Ko'Ko Art Club, Library Aides, Ko'Kobots
Participated in academic competitions such as Math Kangaroo, Math Olympiad, Spelling Be, Science Fair, and Lego Robotics competition

C.L. Taitano Elementary School

Special/Exemplary Programs:
Success For All Program (SFA) - Reading Program, Student Behavior – The CLTES "Deer Awards" (Doing Everything Expected Right), G.A.T.E. Program, SPARK – Sports Physical Activity Recreation (DPHSS)

Accomplishments:

School Accreditation Process – This school year 2015-2016, ALL faculty, staff, parents & student representative are members of one of the Focus Teams and meet at least once a month. The Chairperson and Co-Chairpersons of each Focus group meet as needed. SUCCESSFULLY RECEIVING ACCREDITATION FOR THE NEXT 3 YEARS.
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 Studies Programs and the Chamorro Language and Culture Teachers, to promote the indigenous language and culture of Guam. Kids For The Cure - Students in grades 3-5 participate in a special program in partnership with Guam Cancer Care to educate the students on healthy living and cancer awareness and prevention.

Finegayan Elementary School

Special/Exemplary Programs:
PBIS (Positive Behavior Intervention & Support), ASPIRE (After-School Program for Instructional Remediation and Enrichment), Families and Schools Together (FAST), Prekindergarten Program Initiative

Accomplishments:

ASPIRE-After School Program for Instructional Remediation and Support; provided tutoring opportunities to students in need of additional instructional support.
NEHS-National Elementary Honor Society; provides an outstanding means to prepare and shape students for their middle level and high school experiences. The four pillars of

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membership are Scholarship, Responsibility, Leadership and Service.
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.
Promote communication.
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.
STOCK MARKET GAME program has provided teachers with an engaging real world tool for teaching basic academic skills while imparting knowledge about the importance of sound saving and investing. Students in the Stock Market Game program apply their reading, writing, and math skills to the creation and management of a stock portfolio. As students track their portfolios, they learn to apply the skills they learn in school while gaining an understanding of the need to save and invest.

Chief Brodie Elementary School

Special/Exemplary Programs:
State Systemic Improvement Plan, Response to Intervention (RTI), Buddy Bench, Standards-Based Grading,

Accomplishments:

Achieve 3000 (Reading)/Moby Max (Math) computer programs set up and implemented.
GATE students painted and created five Habitat Murals with GATE Visual Art Specialist, Gisela Guile.
Special Olympics
Students wrote and published hardcover books with Studentreasures Book Publishing.
End of the Year Awards ($3,000 raised and spent on awards)
Student of the Quarter
Mock Trial
ESL Book Fair
Spring Carnival
Read from the Heart

D.L. Perez Elementary School

Special/Exemplary Programs:
Positive Behavorial Interventions and Support (PBIS), GATE Program, Famagu'on I Lalai (Children of the Chant), 5-2-1 Almost None

Accomplishments:

Western Association of Schools and Colleges Accreditation
Community Projects: Sugar Plum Tree, Simat Coin Drive, Canned Food Drive, and community presentations
Career Day
Winter and Spring Festival
Newsletters
Famagu'on I Lalai (Children of Chant)
MES Chamorro: Lunar Calendar Activities, Second Annual Maga'haga and Maga'lahi
School-wide and Island-wide Science Fair, Spelling Bee, and Geography Bee
Chambers of Commerce Annual Christmas Choir Competition
Flipped Classroom Videos

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H.S. Truman Elementary School

Special/Exemplary Programs:
ASPIRE, Eagles of the Month, Mock Trial, Talent Show, Super Reader Learninig Literacy

Accomplishments:

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

Special/Exemplary Programs:
Gate Robotics, Hurao Agriculture Project, Peer Mediation, Warriors in Need.

Accomplishments:

Condensing WrAP
Building in regularly occurring Collaborative Learning Teams (CLTs) with systemic practices to drive Professional Learning and improve student learning
Nurturing regularly occurring Professional Learning Teams (PLCs) to focus energies on actual and current student needs and affect improvement on learning outcomes
Reinforcing school wide levels-of-implementation of CCSS
Integrating Literacy across the curriculum through Consensus Maps, Snapshots, CFAs, PLCs, PDs, and CLTs

Develop Tiered Intervention systems and strategies

J.M. Guerrero Elementary School

Special/Exemplary Programs:
State Systemic Improvement Plan (SSIP), Robotics, Choice Boards, G.A.T.E. Program, I-Code, W.A.V.E. Club, High School Partnership-Simon Sanchez Biology Students(Guardian of the Reef), Marketspace,

Accomplishments:

Juan M. Guerrero placed 1st place Island-wide in the 2016 PBS Family Read-a-thon.
Juan M. Guerrero placed 5th as one of the top schools entered into the Sylvan's 2016 My Favorite Teacher contest.

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J. Q. San Miguel Elementary School

Special/Exemplary Programs:
Reading Is Fundamental Program (Rif), Positive Behavior Intervention And Support (Pbis), Parent Outreach Program, Easy Tech Computer Curriculum

Accomplishments:

Bullying Prevention Program
Reading is Fundamental (RIF), a Free Book Program
Manaotao Agila, Cultural Performing Group
Girl's Scouts Troop
WAVE Club
Parent Workshops/Family Engagement Leadership Team
Career Day
On-going Professional Development in Curriculum and Behavior Management
PBIS

Liguan Elementary School

Special/Exemplary Programs:
Improving Student Learning & Achievement (ISLA) AYUDANTE Summer School Program, Positive Behavior Intervention Supports (PBIS), Super Sihek Reader Program, Science Fair, After School Program for Instructional Remediation and Enrichment (ASPIRE)

Accomplishments:

Ms. Camela Mendiola GATE Instructor Coordinator for the Isla Art-a-Thon won a computer for being one of the top schools to raise most funds for being the Isla Art-a-Thon Advisor
Participated in the GDOE Mes Chamorro Kadon Pika Competition
Students participated in the Healing Hearts
Presentation – Good Touch vs. Bad Touch
Participated in the annual PBS and IRA Read a Thon
Participated and won categories in the Annual Japan Airlines JAL Haiku poetry contest
Participation and won categories in the Annual ISLA Art a Thon
Participated in the annual Kids Athletics 2016
Participated in the School Wide Science Fair
Teachers participated in the Lani-Kate Task Force Presentation
Participated in the Guam Energy Office Alternative Energy Consumption and Development

M.A. Ulloa Elementary School

Special/Exemplary Programs:
ASPIRE (After School Program for Instructional Remediation and Enrichment), Health Fair, PBIS (Positive Behavior Intervention Supports Program) Spotlights & Shout-Outs, Carabaos Promoting Literacy, Carabuck Program

Accomplishments:

Initial Accreditation – Granted to Machananao Elementary School (MES) expiring on June 2020.
School Improvement Plan (SIP) – Action Steps were completed and accomplished.
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.

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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) – Teachers met twice a month and worked 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.
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 has decreased the number of minor and major offenses by 85%.
Science Fair – The school had over 20 participants and had the opportunity to compete in the 39th Annual Island –wide Science Fair.
The After School Program for Instructional Remediation & Enrichment (ASPIRE) - is an after-school program that works to increase student academic awareness in K-5 through supplemental educational services with additional time for instruction and interventions. Although not all students moved up to tier 2 or 1, they did progress within the tier they started at.

M.U. Lujan Elementary School

Special/Exemplary Programs:
State Systemic Improvement, Haya Moving Foward Together, Big brother Biig Sister Club, Ina;famaolek Peer Mediators, Junior Police Cadet

Accomplishments:
Full implementation of CCSS with the use of Marzano Lesson Planning
Common Formative Assessments
Proficiency Scales
Plan Do Study Act (PDSA)
Established Parent Teacher Organization (PTO)
Health Hearts Healthy Minds Fair
Jump Rope For Hearts
Parent Education Fairs
Movie Night : A Parent Connection

Machananao Elementary School

Special/Exemplary Programs:
Positive Behavior Intervention and Supports (PBIS), National Elementary honor Society (NEHS), Families and Schools Together (FAST), Structured Learning Computer Education,

Accomplishments:
Initial Accreditation – Granted to Machananao Elementary School (MES) expiring on June 2020.
School Improvement Plan (SIP) – Action Steps were completed and accomplished.
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) – Teachers met twice a month and worked 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.

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M. A. Sablan Elementary School

Special/Exemplary Programs:
Get Fit Program, Positive Behavioral Interventions and Support (PBIS), Star of 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 t 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 or students with behavior and attendance challenge to better improve the interventions the students need at all Tier levels.

Merizo Elementary School

Special/Exemplary Programs:
Fun Fit Fridays, I Recycle/Youth Crime Watch Student Clubs, Relay Recess, CHamoru Language and Culture Program, Haya Moving Forward, Student Council

Accomplishments:

Special Olympics
Island-wide Science Fair
Box Tops for Education
2016 Career Week
3rd place Foundation for Public Education 5K
Law Day Art Contest
Literacy Harvest Festival
9/11 Tribute to Everyday Heroes
Scripts Spelling Bee

Ordot Chalan Pago Elementary School

Special/Exemplary Programs:
PBIS (Positive Behavior Intervention System) , Success For All,

Accomplishments:

Development of quarterly Common Formative Assessments for Math
Development of Math groups
Development of Admin Intervention Team
Monthly Parent Workshops

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P.C. Lujan Elementary School

Special/Exemplary Programs:
Response to Intervention (RTI) Math, Striving Readers Comprehensive Literacy Program (SRCL), ASPIRE, Standards Based Grading, Multicultural Week Project (Outer Island Students)

Accomplishments:

To address WASC Critical Area #1 (curriculum mapping and common assessments), teachers collaborated during work sessions with grade level colleagues, to create district wide grade level curriculum maps for Reading, Language Arts, Math, Science, and Social Studies. In addition, teachers administered Common Formative Assessments, compiled the results and prepared item analysis to focus on weak skills.

In line with WASC Critical Area #2 (expanding technology curriculum and teacher training), teachers were trained on: Accelerated Reader, KIBO, Lego robotics, Coding (STEM), and IPad apps. Striving Readers teachers (5th grade) received a set of IPads. Students used these tech tools on a daily basis. A computer lab was set up to provide computer usage to all homeroom and support program classrooms. Teacher, Kristal Flores served on the district technology planning committee. Teachers taught curriculum and administered teacher-made assessments aligned with GDOE technology standards.

In line with WASC Critical Area #3 (positive, safe, and healthy environment) the school implemented PBIS strategies which resulted in a minimal 2% student suspension rate. Students also participated in Jump Rope for Heart to promote healthy lifestyle choices and raised funds for American Heart Association.

In line with WASC Critical Area #4 (parental involvement), ESL coordinator, Dr. Matilda Rivera held ESL family workshops. Parent notices were translated into Chuukese language. To address further WASC recommendations, there was need to investigate and utilize additional strategies to address the unique cultural and academic needs of students from outer islands. 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 throughout the school depicted greetings of different languages.

PCLES adopted the Junior Achievement program. Volunteers from Bank of Hawaii came and educated 5th grade students about entrepreneurship, work readiness and financial literacy. Students were provided with practical, real world information about the free market system, innovative thinking, support skills and competencies identified by partnership for 21st Century Skills. As a result, students have internalized the concepts of how to generate wealth and effectively manage it.

Selected PCLES teacher leaders facilitated a Technology Institute PD for their colleagues providing 21st Century strategies and tools/apps.

Teacher, Kimberly Torres organized a Fifth Grade Student Council to teach students about democracy and leadership.

Teacher, Edana Reyes coordinated with all grade levels to hold a Spring Carnival with games, food and entertainment.

Teacher Francine Leon Guerrero organized the Fifth Grade Talent Show in which student groups displayed their talent and competed with song and dance performances.

Students presented a musical performance directed by GATE Music Specialist, Marc LaPlante.

H.B. Price Elementary School

Special/Exemplary Programs:
STAR Program, Science, Technology, Engineering, and Math (Stem Program), Big Brothers Big Sisters, Girl Scouts,

Accomplishments:

Big Brothers Big Sisters – 4th and 5th grade students were mentored by students from Father Duenas Memorial School. Students met with their mentor on a weekly basis during lunch to share and work together.

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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.

Girl Scouts -- For the past six years, Price Elementary has supported a Girl Scout troop. Students eagerly meet every other Wednesday after school with volunteers who lead them in activities, games, and leadership exercises. Girl Scouting helps girls develop their full individual potential, relate to others with increasing understanding, skills and respect. They develop values to guide their actions and provide the foundation for sound decision-making.

Talofofo Elementary School

Special/Exemplary Programs:
Tiger Tracks, PBIS (Positive Behavior Intervention and Supports), STEM (Science, Technology, Engineering, and Math), Student Support Programs - Special Olympics, Standards-based Curriculum

Accomplishments:

Kid's Athletics 2nd Place: Talofofo's Tiger Tracks team placed second of 14 teams in the island-wide competition at Okkodo High School field.

PBIS School-wide Expectation: Completed school-wide expectation and lesson plans for all areas on the school and on the bus.

Math Olympiad Team 8th Place: Math team competed at the island-wide competition finishing eighth among the 26 participating team.

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.

L.B. Johnson Elementary School & Tamuning Elementary School

Special/Exemplary Programs:
Tamuning & LBJ Elementary Schools' Balanced Leadership Approach, Tamuning & LBJ Elementary School Vertical Teams, Grade Level Production, Season of Giving Service Learning Project,

Accomplishments:

LBJ and Tamuning Elementary Schools' Unified Leadership Team: The leadership teams from both LBJ and Tamuning Elementary Schools 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.

Continued implementation of the Balanced Leadership Approach and Restructuring of Committees: SY16-17 the committees from both LBJ and Tamuning Elementary Schools. Rather than planning and coordinating activities or events as two separate schools, members from both schools and from each grade level or support program participated in one of four committees. The four committees were Student Achievement Committee, Student Activities Committee, Student Recognition Committee, and the School Climate

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Committee. 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 that were accumulated throughout the school year for various prizes. Participation in the Latte Festival of Peace: In January 2017, our students participated in school-wide lessons on building a culture of peace and developing future peacemakers through the arts. A special event coordinated by the 5th grade students was a Peace Symposium entitled "A Piece of Peace". One part of the symposium is 5th grade's own rendition of TED Talks. One selected student from each class spoke on "A Piece of Peace": Peace in the Community; Peace within our School; Peace Among Cultures and Grade Levels; Peace in our families; Peace in our Island; and Peace in Our World.

Reading is the Key to Success: Is a recognition program for students to read. The Librarians from both LBJ & Tamuning Elementary Schools 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.

Upi Elementary School

Special/Exemplary Programs:
Positive Behavior Incentive Support (PBIS) , Gifted and Talented Education (GATE), Parent Teacher Organization

Accomplishments:

UES's Fabulous 5th grade students won 1st place in the Red Ribbon Gate/Wall "YOLO" Contest.

UES won 1st place in the DFS 4th Annual Festive of Trees Contest as well as 1st place for the Most Spirited.

UES's 3rd to 5th grade students participated in the Kids Athletics Program at Okkodo High School winning 6th place.

Special Olympics students beat their personal record to earn various medals.

UES celebrated its 2nd Annual Christmas Fun gift giving for every student.

UES's 2nd and 5th grade students started a gardening project.

Gifted and Talented Education (GATE) students sponsored an Art Exhibit to showcase their talent.

Wettengel Elementary School

Special/Exemplary Programs:
Wettengel Elementary Honor Society, Rainbows For Children Program, Aspire Program, Caranadu Summer School Program – Maues & Wes, School Climate Cadre

Accomplishments:

National Elementary Honor Society
Chamorro Spelling Bee Competition
WES Career Day
On-Going Professional Development
WES Annual Family Health Fair
Jump Rope for Heart Event
Kids for Cure
Festival of Pacific Arts participation
CPR Training
Annual Science Fair
Festival of Pacific Participation
SCPR Training – Seventy
Annual Science Fair

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MIDDLE SCHOOL

Agueda I. Johnston Middle School

Special/Exemplary Programs:
Team Pirate Time (TPT), Multicultural Activities, Clubs and Organizations, Community Outreach Program, Community Service Activities,

Accomplishments:

On-going Assessments: Diagnostic assessments for students to assist teachers in the planning of lessons and activities to improve instruction and student learning. School safety review and assessments of school plant and related facilities to ensure a healthy and viable learning environment is maintained and conducive to learning.

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 also ensure that 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.

Team SWAG Faculty and Staff mentoring in-school program to support personal and professional growth and success.

Increase partnership with Outreach programs to support family connectedness for social growth, development, and stability.

Hosted and facilitated the Middle School PD Cadre to foster collaboration and promote Guaranteed and Viable Curriculum and Common and Formative Assessments amongst their academic disciplines.

Inducted new members to the AIJMS NJHS student organization to foster the pillars of Leadership, Service, Character, and Scholarship for our school and community.

Held monthly Ahoy general school assembly to foster comrade amongst students, faculty and staff and PBIS Assembly to recognize student achievement and social skill development based on collected data.

Implemented the PowerWalk Through digital tracking to ensure quality and effective teaching and learning are facilitated in all classrooms.

Provided overview training of Standards Based Grading (SBG) to the faculty and staff in recognition of the different modes of learning and measurements of knowledge for further implementation and improvement.

Completion of the in-school Substance Abuse program to encourage a healthy lifestyle and deter substance use and unhealthy habits.

Astumbo Middle School

Special/Exemplary Programs:
Positive Behavioral Interventions and Support (PBIS), Academic Interventions, Student Body Association (SBA), National Junior Honor Society (NJHS)

Accomplishments:

Six-Year Accreditation Status achieved
College, Career, and Service Learning Awareness Event
Sports: Boys' Volleyball A-Team awarded 2nd place; Boys' Volleyball B-Team awarded 1st place (undefeated) Champions; Girls' Volleyball A-Team awarded 3rd place; Boys' Volleyball B-team awarded 2nd place; Boys' Soccer awarded 1st place Champions; Boys' Basketball B-Team awarded 1st place Champions; Girls' Basketball A-Team awarded 1st place Co-Champions with BMS; and Girls' B-Team awarded 2nd place.
100% Compliance in Special Education

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F.B. Leon Guerrero Middle School

Special/Exemplary Programs: Positive Behavior Interventions And Supports Cadre, Robotics Class, 4H Club, .B. Leon Guerrero Fine Arts Program, F.B. Leon Guerrero Fine Arts Program

Accomplishments:

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, FBLG's Science teachers work collaboratively with community partners to take part of the Science Fair as Judges.

eCyber Mission; Our Robotics students lead by Aileen Canos, have competed nationally and garnered 1st & 2nd place in the Middle School Division.

Band; Our Honor Band & Jazz band lead by Mrs. Carroll Flores, throughout the SY have been invited to perform in numerous community events. Additionally, took 1st place in the Island Music Festival.

Choir; Our Honor Choir lead by Mrs. Irene Cabral, throughout the SY have been invited to perform in numerous community events. Additionally, took 2nd place in the Island Music Festival.

Collaborative Learning Team; Piloted School for Standards Based Grading (Marzano).

Inarajan Middle School

Special/Exemplary Programs:
GATE Robotics, Hurao Agricultural Project, Peer Mediation, Warriors In Need, (WIN)

Accomplishments:

Condensing WrAP;

Building in regularly occurring Collaborative Learning Teams (CLTs) with systemic practices to drive Professional Learning and improve student learning;

Nurturing regularly occurring Professional Learning Teams (PLCs) to focus energies on actual and current student needs and affect improvement on learning outcomes;

Reinforcing school wide levels-of-implementation of CCSS;

Integrating Literacy across the curriculum through Consensus Maps, Snapshots, CFAs, PLCs, PDs, and CLTs;

Develop Tiered Intervention systems and strategies.

Jose Rios Middle School

Special/Exemplary Programs:
S.O.A.R.- Behavior Intervention Program, Response to Intervention- Reading,

Accomplishments:

Response to Intervention- Reading

Student-led Conferences/Portfolios

Career Awareness Fieldtrips in partnership with U.S. Military, Government Agencies, and Private Businesses

Chamorro Month Spring Concert

War in the Pacific National Park- Fully Funded Field Trip in partnership with the Ticket to Ride grant, which funded transportation.

Island-wide Basketball Champions (Boys)

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L.P. Untalan Middle School

Special/Exemplary Programs:
Science, Technology, Engineering, & Mathematics (Stem) Program, Striving Readers Comprehensive Literacy Program, 10 Steps To The Head Of The Class

Accomplishments:

- WASC recognition of the school's progress in addressing goals
- School-wide implementation of the Winning Formula-10 Steps to the Head of the Class
- Foundation Grant Approval
- Special Education Compliance Requirement of Offsite Data Review
- Professional Development Training for administrators and teachers in the following areas; STEM, Standard Based Grading, Aquaponics, Striving Readers, Lani Kate Curriculum, Effective Teacher Observation, Balanced Leadership, PRE AP
- 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
- Partnership with Junior Achievement and Docomo in offering a financial literacy curriculum
- Annual STEM EXPO Striving Readers Training

Oceanview Middle School

Special/Exemplary Programs:
Pre-Advanced Placement Program , Positive Behavior Interventions and Supports (PBIS), Oceanview Middle School Performing Arts,

Accomplishments:

- The Consolidated Grant FY 2015 application has been approved by the United States Education Department allowing for the John Hopkins Talent Development Program to continue until SY 2016-2017.
- A Special Commendation from the 33rd Guam Legislature was given to Mrs. Silvina Taumoma for her 54 years of service as an educator. Mrs. Taumomoa taught 7th grade Language Arts at OMS for 19 years in addition to her many years of teaching public and private school.
- The 2016 Pacific Islands Bilingual Bicultural Association Teacher for Guam is Siñot Joseph Leon Guerrero. Siñot Leon Guerrero teaches Chamorro language to 6th grade students.

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Oceanview Middle School Chamorro Language students participated and won third place for the Lålai/Chant Competition during the annual UOG Chamorro Studies Program Inacha'igen Fino' Chamorro or Chamorro Language Competition held on March 8 and 9, 2016.

Participation in the Community Eligibility Program (CEP) provides 100% Free Meal Program to all students.

OMS Cultural Dancers participated in and won first place in the Bailan Taotao Tåno' Chamorro Dance Competition held at Gef På'go Inaråjan, held on April 10, 2016.

Louise Genovana, 7th grade, place 4th in the 2016 Scripps Island-wide Spelling Bee.

Jeffrey Edubalad, 7th grade, broke the island wide middle school record in the 100 meter dash in the 2016 Track & Field Events.

V.B. Benavente Middle School

Special/Exemplary Programs:

Learning School Alliance Alumni member, Positive Behavior Intervention Supports, Personalization and Inter-disciplinary teams,

Accomplishments:

BMS can ensure there is a guaranteed and viable curriculum.

All grade level content teams develop Common Formative Assessments with great success.

Several teams have piloted Pyramid of Interventions with mixed success.

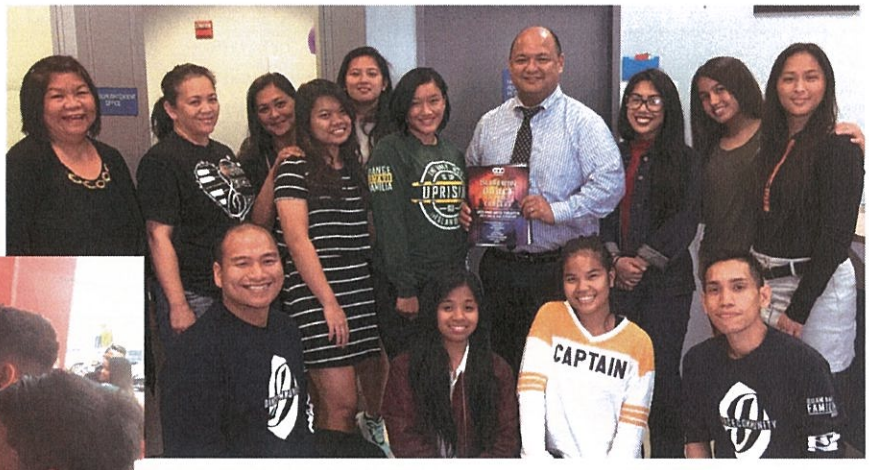
The majority of walkthroughs (over 80%) indicate higher levels of Blooms taxonomy targeted in the classroom.

Most interdisciplinary teams had a decline in their referrals, some by over 50%.

School culture, as measured in the Standards Assessment Inventory, showed an increase in the following standards: Leadership, Resources, Data, Learning Design, Outcomes, and Implementation.

Over 85% of teachers are proficient in setting objectives & providing feedback as measured in the walkthroughs.

WASC reaffirmed 3 years of Accreditation during mid term visit.





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HIGH SCHOOL

George Washington High School

Special/Exemplary Programs:
Achieve3000, S.T.E.M., Freshman Academy, Guam Trades Academy, Positive Behavioral Interventions & Supports (P.B.I.S.), Science, Technology, Engineering, and Math (STEM),

Accomplishments:

1st place National Preparedness Month video contest
2nd place overall Island Wide JROTC drill competition
1st place Gold Medal UOG Kanta Baila
11 Gold, 14 Silver, 1 Bronze, 1 Honorable Mention 2017 Special Olympics
2nd place Underwater Robotics Competition
1st place Junior Varsity Girls Volleyball
2nd place Varsity Girls Volleyball
2nd place Boys Football
1st place Boys Baseball
2nd place Boys Rugby
1st place Girls Rugby

John F. Kennedy High School

Special/Exemplary Programs:
Literacy Project; Science, Technology, Engineering and Mathematics (STEM) Program, Air Force Junior Reserves Officer Training Corps (AFJROTC), WorkKeys Assessment and National Career Readiness Certificates, Career and Technical Education (CTE) Programs,

Accomplishments:

JFKHS were IIAAG Champions in eight sports: Girls' cross country team- champions three years in a row; Boys' soccer; Boys' basketball; Girls' softball; Boys' paddling; Mixed paddling; and finally, Girls' track and field – three years in a row.
Three seniors were recipients of the Core Tech Scholarship: Rocel Ann Molina, Jeralyn San Nicolas, and Megan Diego.
Nine graduates of the Class of 2015 received the University of Guam Merit Scholarship.
JFKHS iRecycle Club received $1,000 from ITE for the phonebook roundup project.
JFKHS Open House was held on Sept. 26, 2014 Close-up Club from JFK garnered the highest number of slot to travel to Washington, D.C.
The Third Annual Islander Pride Day was held on April 18, 2015 at the Micronesian Mall center court.
Presidential Scholarship.
Seven graduates of the Class of 2016 receive the UOG Merit Scholarship.

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Okkodo High School

Special/Exemplary Programs:
Okkodo High GCC Marketing Career Technical Education Program, GCC Work Experience Program, Pro Start Program, Lodging Management Program (LMP), Freshman Academy

Accomplishments:

Freshman Academy
OHS Electives Fair
Special Olympics
Work Keys- Key Train
Science Fair
Upward Bound
School To Work Program
Career Day
College Fair/Military Fair
Pre-Engineering Class (Pilot)

Simon Sanchez High School

Special/Exemplary Programs:
SSHS JROTC Program "Shark Battalion", SHS Fine Arts Program, GCC Vocational-Technical Education Programs, Junior ROTC, AJROTC,

Accomplishments:

162 Seniors earned National Career Readiness Certificates
58 Certificates of Mastery for Guam Community College
SSHS AJROTC won 1st Place overall in the Multi-School Unit Guam Army JROTC Drill Competition
Mock Trial team won 2nd Place in the Islandwide Mock Trial Competition
- 1st Place – Girls' Wrestling
- 2nd Place – Boys' Wrestling
- 3rd Place – Girls' Softball, Andrea Ibardolasa/Crishka Caballero

Islandwide Tennis Tourney in Doubles Division, Boys' Rugby, Girls' 4x400m Relay, Boys' Basketball, Girls' Soccer
Junior Achievement, Company of the Year – SOL (SSHS Marketing)
Sanctuary Youth for Youth Festival - $500 for most students attending festival

Southern High School

Special/Exemplary Programs:
John Hopkins Talented Development 9th Grade Academy, Interscholastic Program, Safe School Ambassadors Program, GCC Programs, JROTC Program,

Accomplishments:
Southern High School Faculty attended training on Standards Referenced Grading and Proficiency Scales and began the practitioner work toward implementation of these curricular goals into their instruction.

GAVRT held a 4-day training in Guam during which 16 elementary, middle, and high school teachers were trained on how to utilize the GAVRT program in their classrooms. Mrs. Geralyn Balbastro was the first teacher from the Guam training to successfully complete a GAVRT antenna session with seventy of her students. The students and their teacher completed this STEM-based activity despite the 18-hour time difference.

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SHS Teachers continue to participate in District Professional Development with their high school counterparts to provide input on the curriculum maps and proficiency scales for each of their respective contents.
Southern High School students worked with administration and teachers on the successful implementation of several school-wide activities, such as pep-rallies and the Southern Gupot
Southern High School teachers and students produced the Annual Southern's Got Talent event, this year bringing in folk groups from Korea, Russia, and Singapore. The event drew in our island community, sending positive messages of collaboration and respect of culture through the art of dance.

Tiyan High School

Special/Exemplary Programs:
THS Career Academies, PBIS, School to Work

Accomplishments:

- THS Career Academies
- THS School Marquee Ribbon Cutting
- THS T-Factor
- THS FestPac
- THS Mes Chamorro
- THS Throne Ribbon Cutting
- THS Interscholastic Sports
- Power 98 Senior Lip Dub Challenge Small Schools 1st Place Winner
- PBIS Implementation
- Japanese Student Exchange



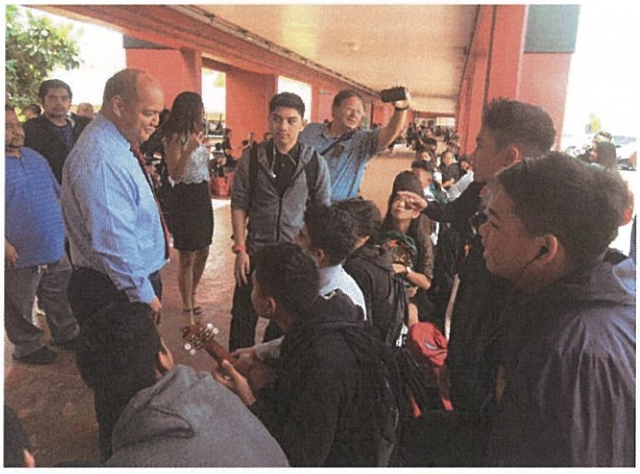
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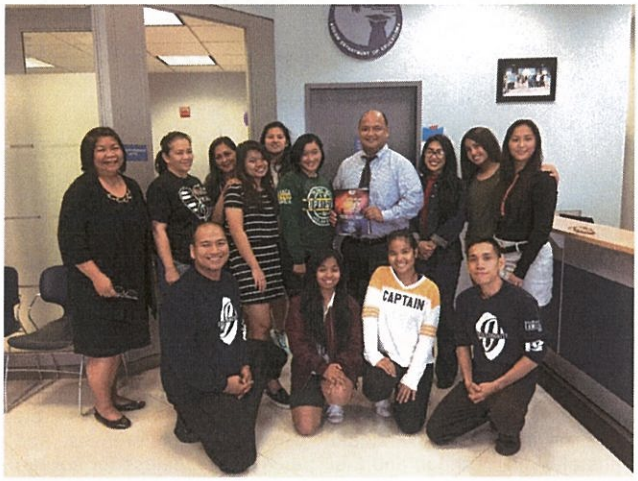
Appendices

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GUAM DEPARTMENT OF EDUCATION
Jon J.P. Fernandez, Superintendent
Prepared by Dr. Zeni Napa Natividad
Administrator of Research, Planning, and Evaluation Division

Highlights of the 2017 Year End School ('YES') Survey





Year End School ('YES') Survey

The Year End School ('YES') Survey was piloted towards the end of SY16-17 for the purpose of providing an opportunity for key school stakeholders (teachers, students, school staff, school administrators, and parents) to express their thoughts about their school experience. The survey was administered online, with hard copies made available to parents who may not have internet access. Most of the items in the YES Survey were patterned from the McREL©. Balanced Leadership (BL) framework which has the following key components:

Focus of Leadership (FL) –leading school community in establishing rigorous and concrete goals to ensure student learning, recognizing accomplishments, establishing systems that minimize class interruptions, establishing order, advocating for the school
Purposeful Community (PC) – open communication, development of unified purpose and shared vision, seeks input from stakeholders, quality interactions among students, teachers, management, and staff
Managing Change (MC) – use of data to create new and improved systems, atmosphere of openness of expressing opinions, monitoring of the effectiveness of change or interventions, and others

Survey items pulled from nationally developed **School Climate and Safety (SC)** surveys were included covering such topics as a sense of belongingness, safety, security within the school, a sense of knowing what is going on in the school, high quality relationships, and others.

Highlights of the 2017 'YES' Survey

Overall, there were a total of 12,067 completed surveys by teachers, school staff, school administrators, parents, and students. *Table 1* displays the distribution of these respondent categories. More than half of the respondents were students (54.3%), while about one third comprised parent respondents.

Type of Respondent	Count	Percent
Student	6,551	54.3%
Parent	3,402	28.2%
Teacher	1,521	12.6%
School staff	515	4.3%
School administrator	78	0.6%
Total	12,067	100.0%

Table 2 is the respondent participation rate by elementary, middle, and high school. Elementary schools comprised more than half of the respondents (53.2%).

Table 2. Respondent Participation Rate by Grade Level

Level	Count	Enrollment Count	% of Enrollment
Elementary	7,168	13,465	53.2%
Middle	2,485	6,642	37.4%
High	2,414	10,137	23.8%
TOTAL	12,067	30,244	39.9%

Table 3 depicts the ***top five*** (green highlight) and ***bottom five*** (yellow highlight) school experiences that have the highest and lowest mean ratings, calculated by using a weighted scale* 1 through 5 on each item rated by all 12,067 respondents. The column **'Focus'** correspond to the three components of Balanced Leadership: Focus of Leadership **(FL),** Purposeful Community **(PC),** Managing Change **(MC),** and School Climate & Safety **(SC).**

Table 3. OVERALL "Top Five, Bottom Five" Perceptions

Focus	YES Survey Item	Count	Mean
PC	5. We have the belief that teachers and staff can impact student learning and achievement.	11648	4.27
FL	17. Our school establishes concrete goals to ensure student learning and student achievement.	11509	4.12
FL	18. Teachers participate in professional development to reflect upon their practices, engage in peer-to-peer learning and design instructional and curricular activities.	11073	4.09
FL	22. Teachers have the professional development necessary to do their job.	11270	4.09
FL	16. Our school makes maximum use of instructional time.	11437	4.08
PC	4. All stakeholder groups can easily access the school leadership.	10329	3.76
SC	34. The school environment is clean and in good condition.	11658	3.73
SC	40. Parents know what is going on in this school.	11446	3.65
FL	26. In our school, the principal and/or assistant principal always visit classrooms.	10725	3.54
SC	32. The students in this school are well-behaved.	11476	3.46

For more information, please contact Dr. Zeni Natividad, Research, Planning, & Evaluation Division at (671) 300-1244 or at znnatividad@gdoe.net.

Doc. No. 34GL-17-1155.

GUAM DEPARTMENT OF EDUCATION

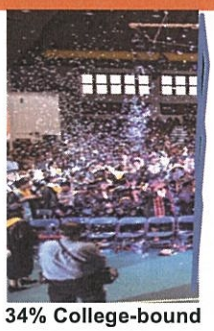
Jon J.P. Fernandez, Superintendent

Prepared by Dr. Zeni Napa Natividad, RP&E Administrator

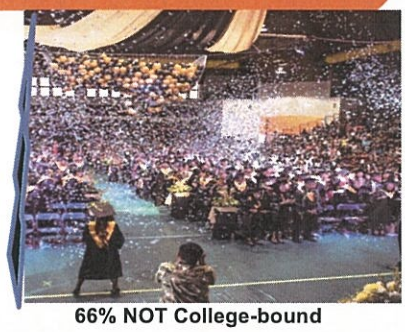
Highlights of the 2017 Junior and Senior High School Survey



66



34% College-bound



66% NOT College-bound

The GDOE 2017 High School Survey

The 2017 High School Survey was administered online among Guam public junior and senior high school students during the period of May 10-Jun 7, 2017. The aim of the survey was to draw some insights about the student perceptions, preferences, and plans after high school, and their perceived readiness for college or career. The respondents were asked to rate their experiences, their school, and their teachers and what they plan to do within one year after high school graduation.

Highlights of the 2017 High School Survey

A total of **2,708 senior and junior high school students** (Class of 2017 and 2018) completed the online survey. The distribution by high school among those that completed the survey is shown in ***Table 1***: (Percentages are based on the number of respondents by grade level, and not based on the grade level enrollment).

Table 1. **Respondent Distribution by Grade Level by School**

Name of School	Count 11th Grade	% 11th Grade	Count 12th Grade	% 12th Grade
G. Washington High	3	0.4%	280	14.6%
J.P. Torres High	7	0.9%	50	2.6%
JFK High	95	12.1%	497	25.8%
Okkodo High	201	25.6%	387	20.1%
Simon Sanchez High	301	38.3%	244	12.7%
Southern High	28	3.6%	275	14.3%
Tiyan High	150	19.1%	190	9.9%
Total	785	100%	1923	100%

Table 2 shows that the top three ethnic categories consisted of Chamorro, Filipino, and Chuukese students.

Table 2. **Top Three Ethnic Representation by Grade Level by School**

Name of School	Count 11th Grade	% 11th Grade	Count 12th Grade	% 12th Grade
Chamorro	258	32.9%	865	45.0%
Filipino	281	35.8%	588	30.6%
Chuukese	114	14.5%	161	8.4%

Table 3 shows that only 1 in every 3 student planned to go to college within one year of graduation from high school. Among the 12th graders, 33.8% (or 34%) indicated that they would go to college, while 66.2% (or 66%) would look for a job.

Table 3. What do you plan to do after high school?

College or Career Path?	Count 11th Grade	% 11th Grade	Count 12th Grade	% 12th Grade
Career Path	477	60.8%	1269	66.2%
College Path	308	39.2%	654	33.8%

Table 4 shows that the top four plans of the Class of 2017 and the Class of 2018 within one year of graduation from high school were: (1) attend University of Guam, (2) join the military, and attend the Guam Community College.

Table 4. **Most Frequently Selected Plans after High School**

Within one year of graduation, what are your plans after High School?	Count 11th Grade	% 11th Grade	Count 12th Grade	% 12th Grade
Attend UOG	128	16.3%	383	19.9%
Join military	125	16.2%	317	16.5%
Attend GCC	70	8.9%	226	11.8%
Attend off-island 4-yr college	82	10.4%	110	5.7%

From Table 4, it can be inferred that a total of 719 (383 + 226 + 110) 12th Grade respondents had college plans, approximating the same percentages in Table 3 among 11th and 12th graders who indicated they would go to college within one year after high school.

Table 5 on the next page shows the reasons why the graduates did not plan to go to college. One in three indicated they cannot afford the cost of going to college with or without loans or financial assistance. One in every four of the Class of 2017 did not know the reason nor were sure why they are not going to college. The same pattern of response was true among the Class of 2018.

For inquiries, please contact Dr. Zeni Napa Natividad, Research, Planning, & Evaluation Division at (671) 300-1241/1244 or at znnatividad@gdoe.net.

Doc. No. 34GL-17-1155.

GUAM DEPARTMENT OF EDUCATION

Early Childhood Education (ECE) Program

Curriculum and Instruction Division – Program Implementation
Research, Planning, and Evaluation Division – Program Evaluation

SY 2015-16 Pilot Pre-Kindergarten Education Program Evaluation





The GDOE Pilot Pre-Kindergarten (Pre-K) Program

The GDOE Pre-K Program aims to support and enhance young children's development through a high-quality early learning experience, which will prepare them to enter kindergarten ready to learn. Toward this goal, the Early Childhood Education (ECE) Planning Committee prepared and presented a plan to the Guam Education Board (GEB) which passed Resolution No. 2014-08 in September 23, 2014 that gave GDOE the marching order to implement a pilot full-day program in four public elementary schools in SY2015-16. In May 2015, the 33rd Guam Legislature passed P.L. 33-29 that specified the funding amount and funding source for the Pre-K Program pilot implementation.

The pilot program began operating on October 15, 2015 with a total of 71 students distributed across the four elementary pilot schools: Finegayan, LB Johnson, JQ San Miguel and Marcial Sablan Elementary Schools

Pre-Kindergarten Program Evaluation Framework

The Pre-K Program Logic Model (see back page) and the Program Evaluation Framework were designed by the RP&E Administrator to collect evidence/artifacts on effective early childhood education program implementation along the following components:

Planning, Collaboration among Key Stakeholders, Funding
Review of Curriculum Standards, Instructions, & Assessment
Environment of Learning Design and Construction
Professional Development and Teacher Effectiveness
Administrator Involvement and Support for Pre-K program
Reach out to and Support from Parents and Guardians
Effectiveness of Pre-K via Cohort Longitudinal Tracking

The evidence collected on the first year of the GDOE Pre-Kindergarten program depicts a successful well-planned, well-managed program that is worthy to be replicated in other public elementary schools. Furthermore, the pre- and post-test Brigance test results (Table 1) and the independent survey of students (Table 2) using the tool *Measures of Effective Teaching (MET) for Non-Readers* developed from a grant by Bill and Melinda Gates Foundation verify the success of the first year PreK program.

Table 1. Increase in Pre-Kindergarten learning measured using Brigance test at the beginning and at the end of SY2015-16

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 addres	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 articulatic	2.11	0.03	0.00	1.00	1.39	0.06	1.65	0.00

**Two-tailed significance at 95% confidence level and +/-05 margin of error*

Table 2. Pre-Kindergarten students' perceptions of their learning experience collected towards the end of SY2015-16

Measures of Effective Teaching (MET) Statement*	Percent of students who chose "Happy Face"			
	Finegayan	JQ San Miguel	LB Johnson	M. Sablan
1. My teacher teaches me to do new things.	100%	100%	100%	95%
2. My class is a good place for learning.	95%	95%	95%	100%
3. I like to come to my class.	100%	100%	100%	100%
4. My teacher is a good teacher.	100%	100%	100%	100%
5. I know what I am supposed to do in class.	95%	90%	90%	95%
6. The rules of my teacher are fair.	40%	45%	40%	55%
7. My teacher is nice to me.	100%	95%	100%	95%

**Developed and adapted through a grant from Bill and Melinda Gates Foundation*

For more information, please contact Eloise Sanchez at 300-1635 (esanchez@gdoe.net) or Dr. Zeni Natividad at 300-1241 (znatividad@gdoe.net)

Doc. No. 34GL-17-1155.

Districtwide Summative Assessment
ACT Aspire Cohort Analysis

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

Doc. No. 34GL-17-1155.

SY16-17 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
   b. Proficiency Levels
   c. National Percentile Rank
3. **District and School Level Results for each type of score**
4. **Four types of analyses**
   a. Picket-fence analysis – highest to lowest scoring schools
   b. Gap analysis – comparing students' average scores against benchmarks
   c. Cohort analysis – longitudinal scores of students from grade to grade
   d. 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.

Doc. No. 34GL-17-1155.

ACT Aspire: Overview

- Scores in ACT Aspire are expressed as percentile scores, scale scores, and proficiency levels.
- Scale scores are organized into ranges based on the grade level and subject tested, 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

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

- 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)

- 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. 3rd graders at 46th percentile in English)

Doc. No. 34GL-17-1155.

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 3rd grade English = benchmark of 413,

>> means our 3rd 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)

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
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

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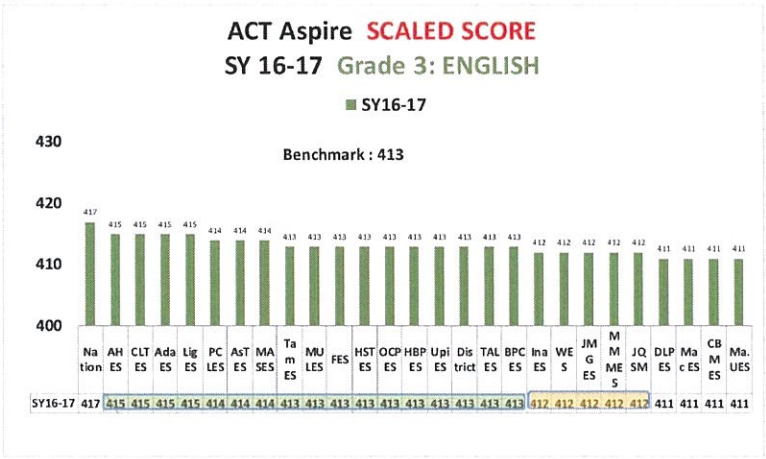
ACT Aspire: Results

- **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)*

ACT Aspire Assessment Results
SCALED SCORE
3th Grade:

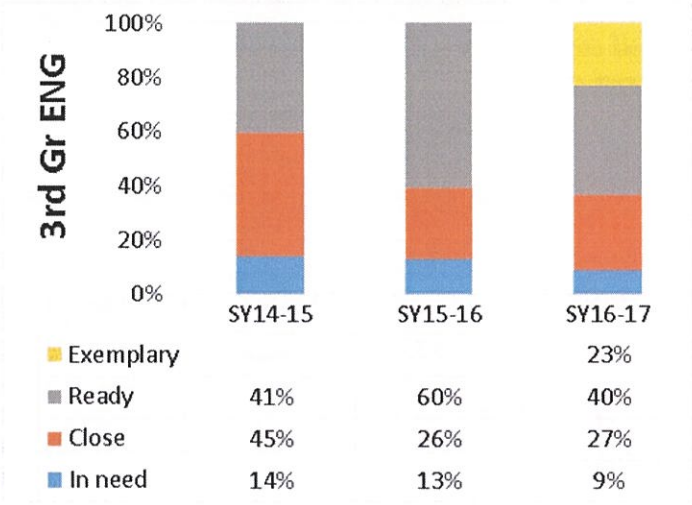
	ENGLISH
School	SY16-17
Na tion	417
AH ES	415
CLT ES	415
Ada ES	415
Lig ES	415
PC LES	414
AsT ES	414
MA SES	414
Tam ES	413
MU LES	413
FES	413
HST ES	413
OCP ES	413
HBP ES	413
Upi ES	413
Dis trict	413
TAL ES	413
BPC ES	413
Ina ES	412
WES	412
JMG ES	412
MM MES	412
JQ SM	412
DLP ES	411
Mac ES	411
CBM ES	411
Ma. UES	411



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)*

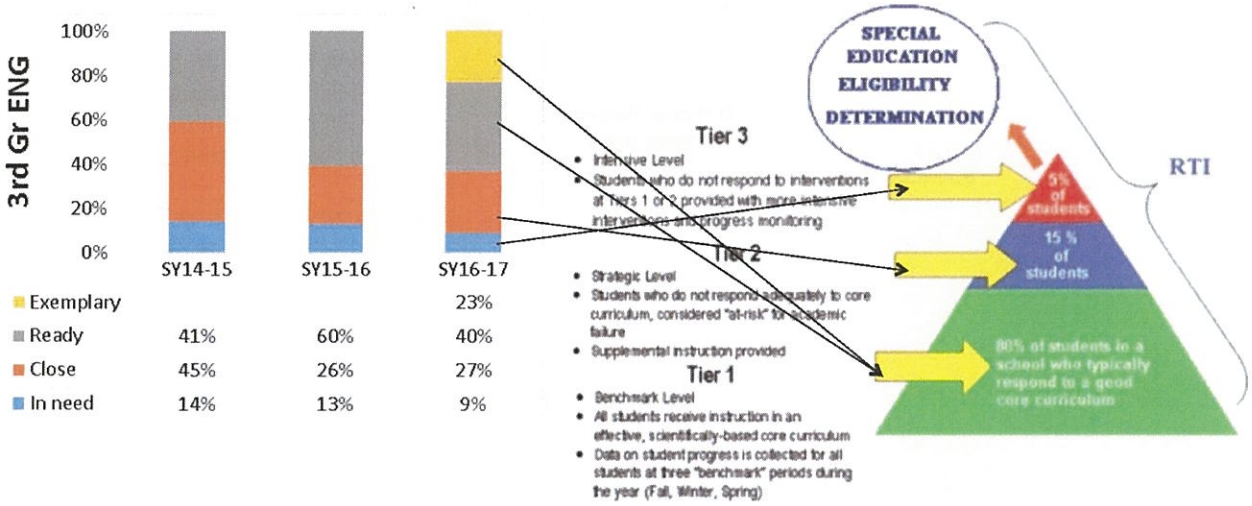


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ACT Aspire: Results

- **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)*



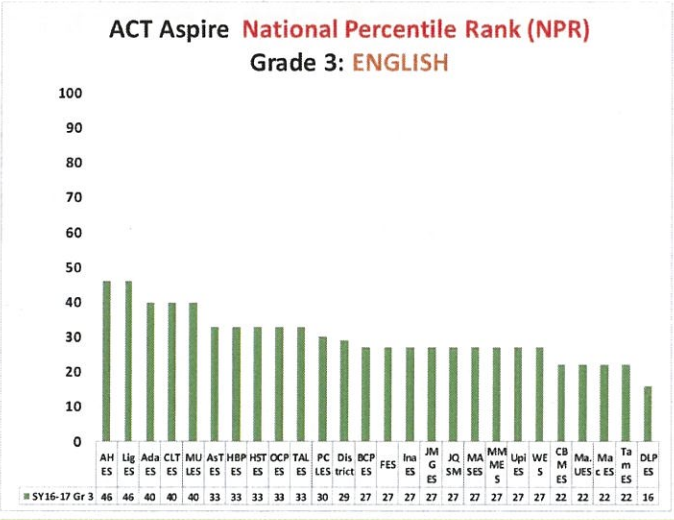
ACT Aspire: Results

- **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. 3rd graders at 46th percentile in English)*

ACT Aspire Assessment Results Gr 3 SY2016-17
National Percentile Rank
Grade 3

School	ENGLISH SY16-17 Gr 3
AH ES	46
Lig ES	46
Ada ES	40
CLT ES	40
MU LES	40
AsT ES	33
HBP ES	33
HST ES	33
OCP ES	33
TAL ES	33
PC LES	30
Dis trict	29
BCP ES	27
FES	27
Ina ES	27
JMG ES	27
JQ SM	27
MA SES	27
MM MES	27
Upi ES	27
WES	27
CBM ES	22
Ma. UES	22
Mac ES	22
Tam ES	22
DLP ES	16



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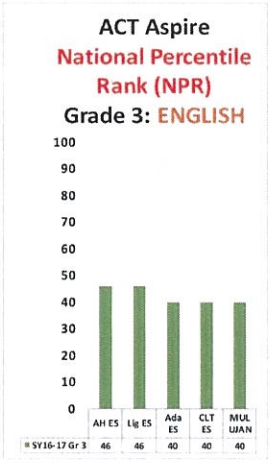
ACT Aspire: Results

- **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. 3rd graders at 46th percentile in English)*

ACT Aspire Assessment Results Gr 3 SY2016-17
National Percentile Rank
Grade 3

School	ENGLISH SY16-17 Gr 3
AH ES	46
Lig ES	46
Ada ES	40
CLT ES	40
MULUJAN	40



In layman's terms…

1) Agana Heights 3rd graders in SY16-17 were better than 46% of the 3rd graders in the nation who took the same test.

2) Liguan Elementary 3rd graders in SY16-17 were better than 46% of the 3rd graders in the nation who took the same test.

3) Adacao, CLTaitano, and MU Lujan 3rd graders in SY16-17 were better than 40% of the 3rd graders in the nation who took the same test

ACT Aspire: Overview

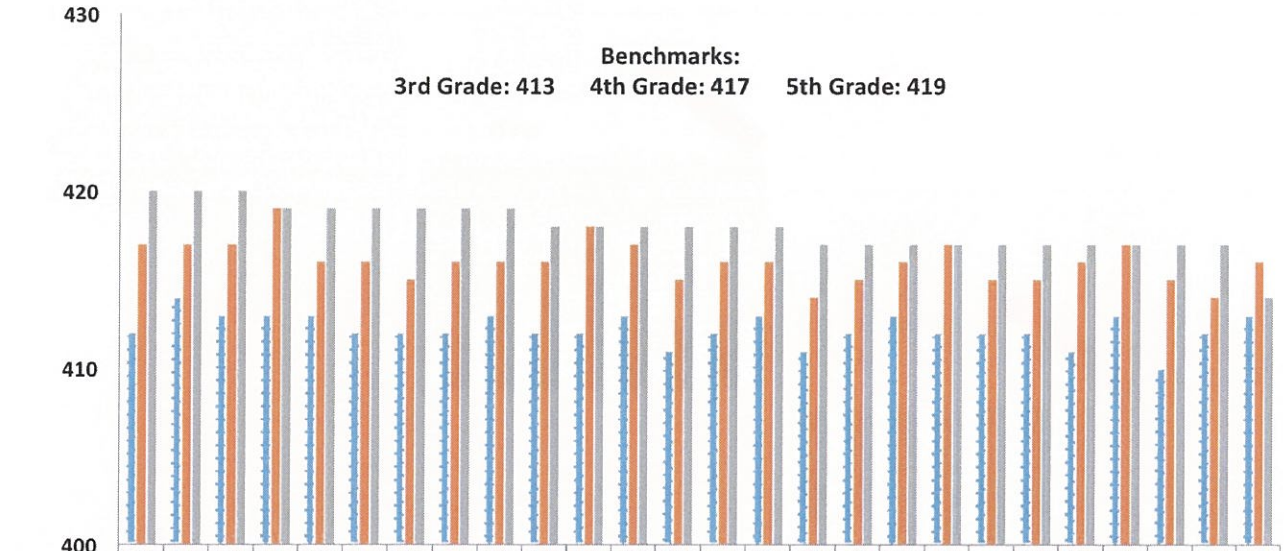
- ☑ **Scale scores** help answer the question

"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

ACT Aspire SCALED SCORE: ENGLISH

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



	Ada ES	BCP ES	OCP ES	AH ES	AsT ES	FES	MM MES	TAL ES	Tam ES	Dis trict	CLT ES	HST ES	JMG ES	Lig ES	Ma. UES	CBM ES	DLP ES	HBP ES	Ina ES	JQ SM	MA SES	Mac ES	MU LES	Upi ES	WES	PC LES
SY14-15 Gr 3	412	414	413	413	413	412	412	412	413	412	412	413	411	412	413	411	412	413	412	412	412	411	413	410	412	413
SY15-16 Gr 4	417	417	417	419	416	416	415	416	416	416	418	417	415	416	416	414	415	416	417	415	415	416	417	415	414	416
SY16-17 Gr 5	420	420	420	419	419	419	419	419	419	418	418	418	418	418	418	417	417	417	417	417	417	417	417	417	417	414

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

Question 1: Did the 4th graders in SY15-16 perform significantly better than they did when they were 3rd graders in SY14-15 as measured by the ACT Aspire ENGLISH test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1415_Gr3_Eng and SY1516_Gr4_Eng equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

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

Question 2: Did the 5th graders in SY16-17 perform significantly better than they did when they were 4th graders in SY15-16 as measured by the ACT Aspire ENGLISH test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1516_Gr 4_English and SY16_17_Gr 5_English equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

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

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

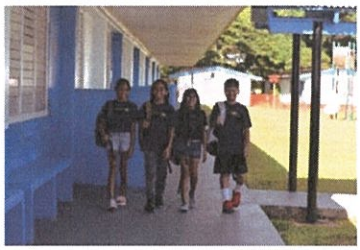
SY14-15
3rd Grade
ENGLISH
scale score:
412



SY15-16
4th Grade
ENGLISH
scale score:
416

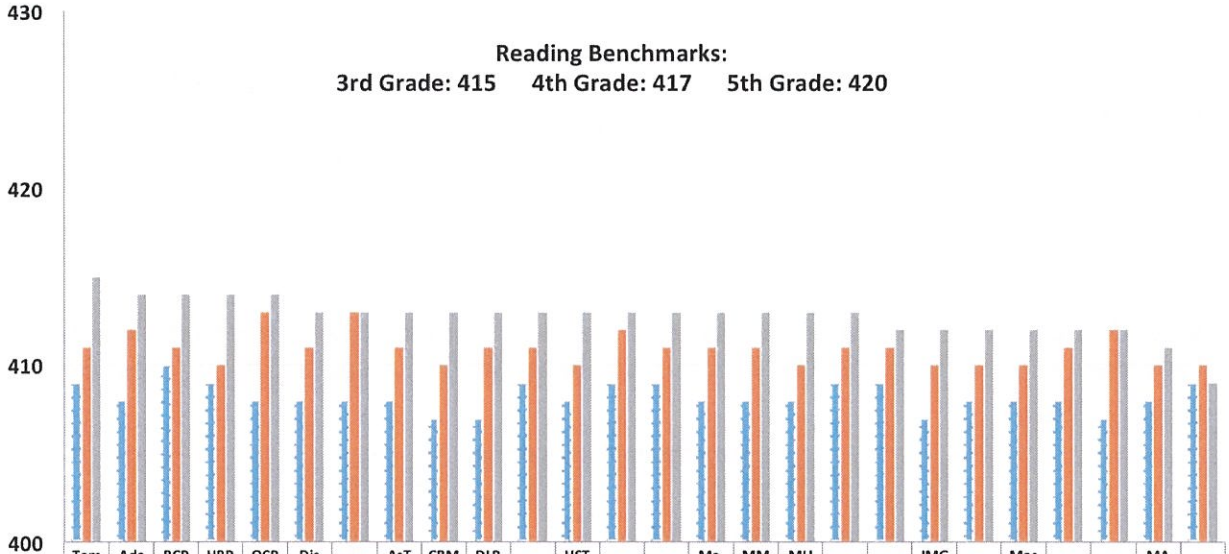


SY16-17
5th Grade
ENGLISH
scale score:
418



ACT Aspire SCALED SCORE: READING

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



	Tam ES	Ada ES	BCP ES	HBP ES	OCP ES	Dis trict	AH ES	AsT ES	CBM ES	DLP ES	FES	HST ES	Ina ES	Lig ES	Ma. UES	MM MES	MU LES	TAL ES	CLT ES	JMG ES	JQ SM	Mac ES	Upi ES	WES	MA SES	PC LES
SY14-15 Gr 3	409	408	410	409	408	408	408	408	407	407	409	408	409	409	408	408	408	409	409	407	408	408	408	407	408	409
SY15-16 Gr 4	411	412	411	410	413	411	413	411	410	411	411	410	412	411	411	411	410	411	411	410	410	410	411	412	410	410
SY16-17 Gr 5	415	414	414	414	414	413	413	413	413	413	413	413	413	413	413	413	413	413	412	412	412	412	412	412	411	409

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

Question 1: Did the 4th graders in SY15-16 perform significantly better than they did when they were 3rd graders in SY14-15 as measured by the ACT Aspire READING test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1415_Gr3_Rdg and SY1516_Gr4_Rdg equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

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

Question 2: Did the 5th graders in SY16-17 perform significantly better than they did when they were 4th graders in SY15-16 as measured by the ACT Aspire READING test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1516_Gr 4_Reading and SY16_17_Gr 5_Reading equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

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

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

SY16-17
5th Grade
READING
scale score:
418



SY15-16
4th Grade
READING
scale score:
411

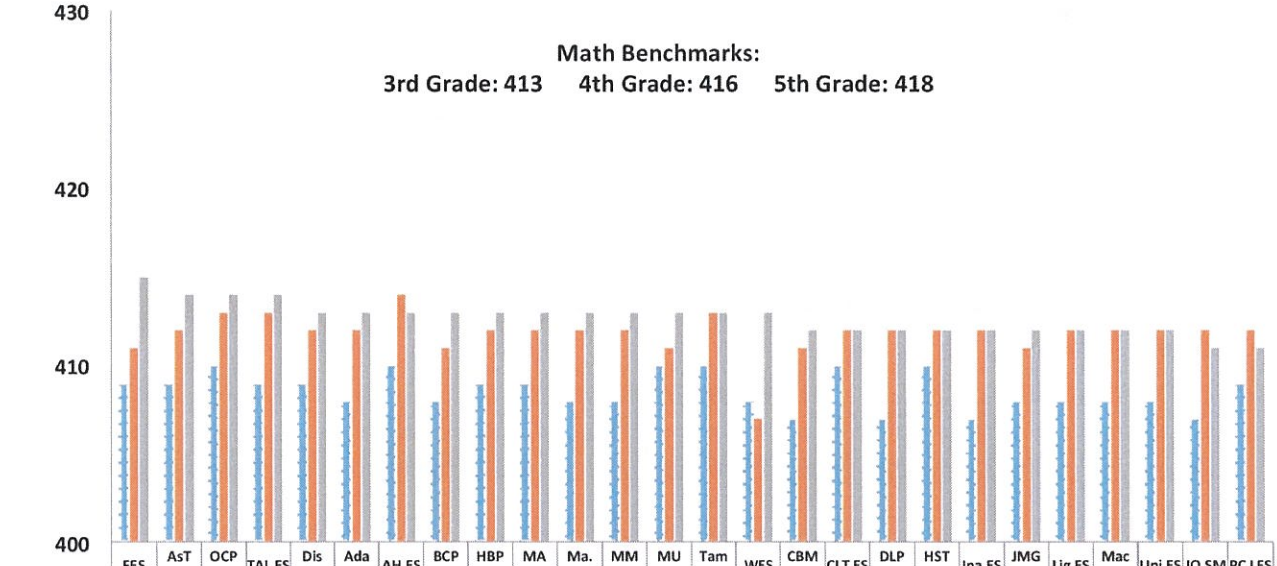


SY14-15
3rd Grade
READING
scale score:
408



ACT Aspire SCALED SCORE: MATH

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



	FES	AsT ES	OCP ES	TAL ES	Dis trict	Ada ES	AH ES	BCP ES	HBP ES	MA SES	Ma. UES	MM MES	MU LES	Tam ES	WES	CBM ES	CLT ES	DLP ES	HST ES	Ina ES	JMG ES	Lig ES	Mac ES	Upi ES	JQ SM	PC LES
SY14-15 Gr 3	409	409	410	409	409	408	410	408	409	409	408	408	410	410	408	407	410	407	410	407	408	408	408	408	407	409
SY15-16 Gr 4	411	412	413	413	412	412	414	411	412	412	412	412	411	413	407	411	412	412	412	412	411	412	412	412	412	412
SY16-17 Gr 5	415	414	414	414	413	413	413	413	413	413	413	413	413	413	413	412	412	412	412	412	412	412	412	412	411	411

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

Question 1: Did the 4th graders in SY15-16 perform significantly better than they did when they were 3rd graders in SY14-15 as measured by the ACT Aspire MATH test Scale Score?

YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1415_Gr3_Math and SY1516_Gr4_Math equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

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

Question 2: Did the 5th graders in SY16-17 perform significantly better than they did when they were 4th graders in SY15-16 as measured by the ACT Aspire MATH test Scale Score?

YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1516_Gr 4_Math and SY16_17_Gr 5_Math equals 0.	Related-Samples Wilcoxon Signed Rank Test	.003	Reject the null hypothesis.

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

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

SY14-15
3rd Grade
MATH
scale score:
409



SY15-16
4th Grade
MATH
scale score:
412



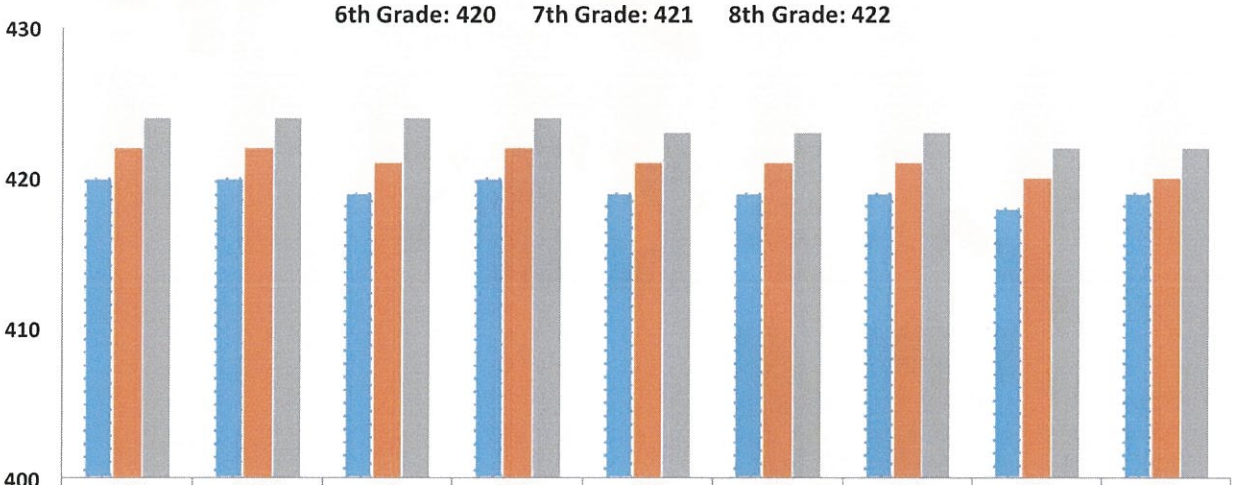
SY16-17
5th Grade
MATH
scale score:
413



ACT Aspire SCALED SCORE: ENGLISH

COHORT Gr.6 (SY14-15) to Gr. 7 (SY15-16) to Gr. 8 (SY16-17)

ENGLISH Benchmarks:
6th Grade: 420 7th Grade: 421 8th Grade: 422



	JRMS	LP UMS	OMS	VBMS	AJMS	AMS	Dis trict	FBLG	IMS
SY14-15 Gr 6	420	420	419	420	419	419	419	418	419
SY15-16 Gr 7	422	422	421	422	421	421	421	420	420
SY16-17 Gr 8	424	424	424	424	423	423	423	422	422

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

Question 1: Did the 7th graders in SY15-16 perform significantly better than they did when they were 6th graders in SY14-15 as measured by the ACT Aspire ENGLISH test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1415_Gr6_Eng and SY1516_Gr7_Eng equals 0.	Related-Samples Wilcoxon Signed Rank Test	.003	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 ENGLISH test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1516_Gr 7_English and SY1617_Gr 8_English equals 0.	Related-Samples Wilcoxon Signed Rank Test	.007	Reject the null hypothesis.

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

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

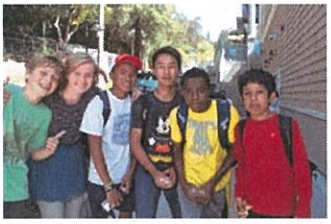
SY16-17 8th Grade ENGLISH scale score: **423**



SY15-16 7th Grade ENGLISH scale score: **421**



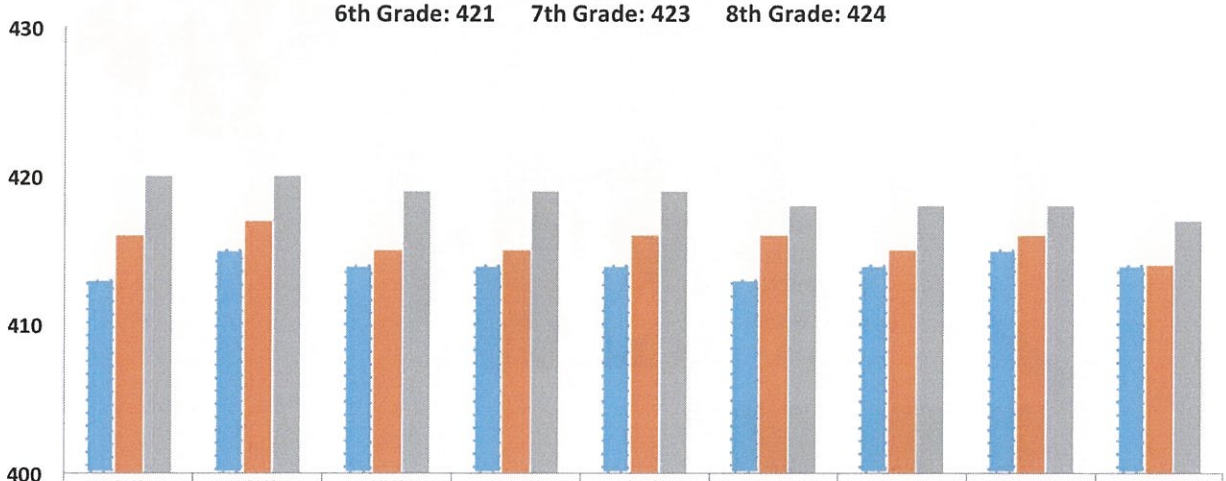
SY14-15 6th Grade ENGLISH scale score: **419**



ACT Aspire SCALED SCORE: READING

COHORT Gr.6 (SY14-15) to Gr. 7 (SY15-16) to Gr. 8 (SY16-17)

READING Benchmarks:
6th Grade: 421 7th Grade: 423 8th Grade: 424



	OMS	VBMS	AJMS	LP UMS	Dis trict	AMS	FBLG	JRMS	IMS
SY14-15 Gr 6	413	415	414	414	414	413	414	415	414
SY15-16 Gr 7	416	417	415	415	416	416	415	416	414
SY16-17 Gr 8	420	420	419	419	419	418	418	418	417

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

Question 1: Did the 7th graders in SY15-16 perform significantly better than they did when they were 6th graders in SY14-15 as measured by the ACT Aspire READING test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1415_Gr6_Rdg and SY1516_Gr7_Rdg equals 0.	Related-Samples Wilcoxon Signed Rank Test	.007	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 READING test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1516_Gr7_Reading and SY1617_Gr8_Reading equals 0.	Related-Samples Wilcoxon Signed Rank Test	.014	Reject the null hypothesis.

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

Doc. No. 34GL-17-1155.

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

SY14-15
6th Grade
READING
scale score:
414



SY15-16
7th Grade
READING
scale score:
416



SY16-17
8th Grade
READING
scale score:
419

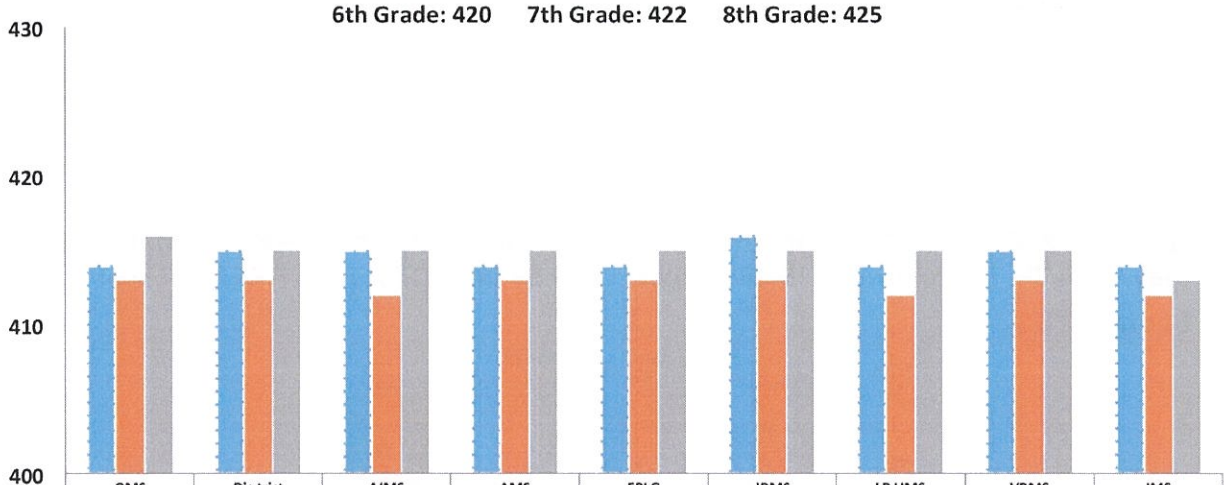


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ACT Aspire SCALED SCORE: MATH

COHORT Gr.6 (SY14-15) to Gr. 7 (SY15-16) to Gr. 8 (SY16-17)

MATH Benchmarks:
6th Grade: 420 7th Grade: 422 8th Grade: 425



	OMS	Dis trict	AJMS	AMS	FBLG	JRMS	LP UMS	VBMS	IMS
SY14-15 Gr 6	414	415	415	414	414	416	414	415	414
SY15-16 Gr 7	413	413	412	413	413	413	412	413	412
SY16-17 Gr 8	416	415	415	415	415	415	415	415	413

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

Question 1: Did the 7th graders in SY15-16 perform significantly better than they did when they were 6th graders in SY14-15 as measured by the ACT Aspire MATH test Scale Score?

NO

Hypothesis Test Summary

	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

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1516_Gr 7_Math and SY1617_Gr 8_Math equals 0.	Related-Samples Wilcoxon Signed Rank Test	.006	Reject the null hypothesis.

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

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

SY16-17 8th Grade READING scale score: **415**



SY15-16 7th Grade READING scale score: **413**



SY14-15 6th Grade READING scale score: **415**



Doc. No. 34GL-17-1155.

Did the 7th graders in SY15-16 perform significantly better than they did when they were 6th graders in SY14-15 as measured by the ACT Aspire READING test Scale Score? YES

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between SY1415_Gr6_Rdg and SY1516_Gr7_Rdg equals 0.	Related-Samples Wilcoxon Signed Rank Test	.007	Reject the null hypothesis.

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

Middle Schools that are at or above benchmark (SS=423) are: NONE
The Nation is NOT at benchmark(SS=421)

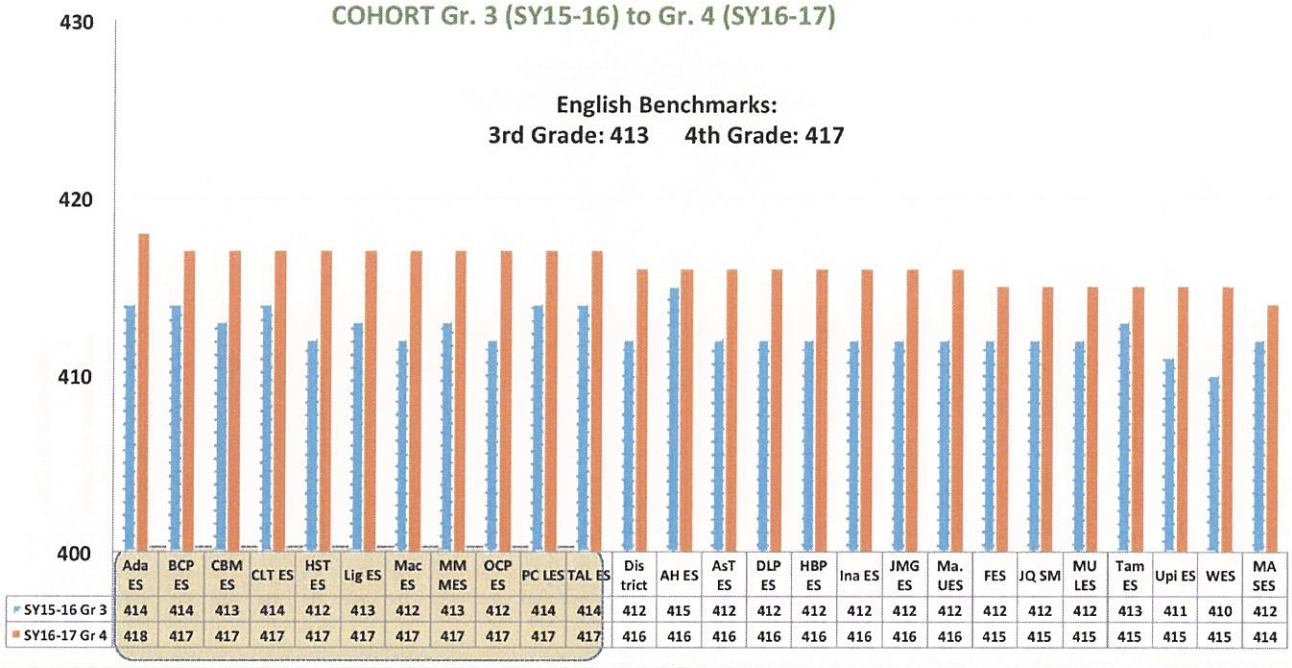
NEW COHORTS TO WATCH OUT FOR!

What about the 3rd Graders who took the ACT Aspire for the first time in SY15-16? How did they fare in SY16-17 as 4th Graders?

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: ENGLISH

COHORT Gr. 3 (SY15-16) to Gr. 4 (SY16-17)

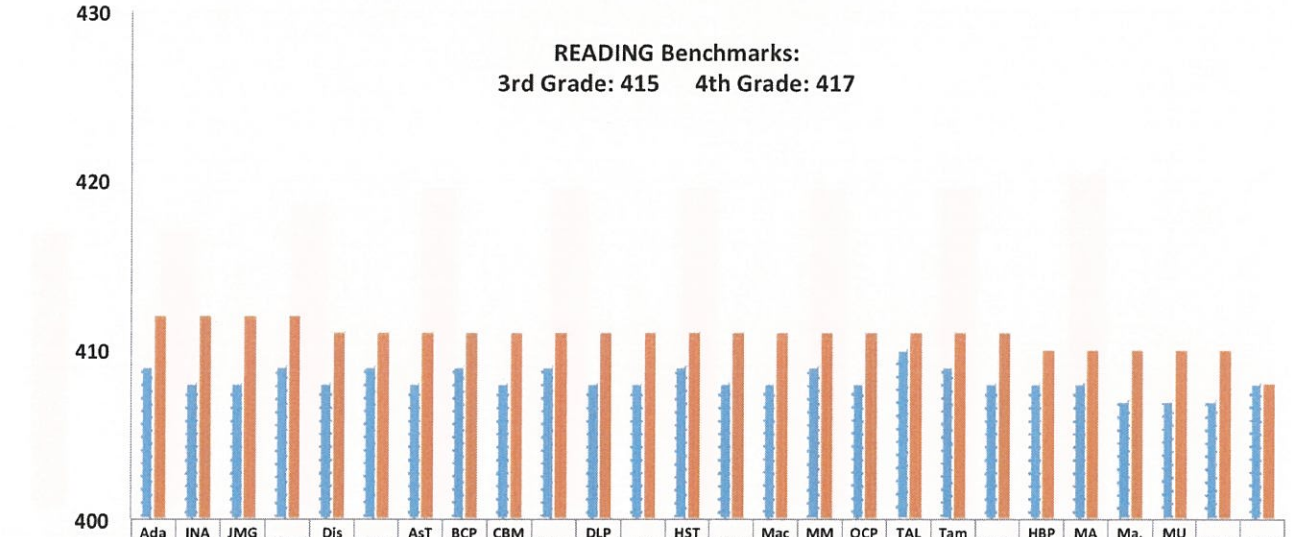


	Ada ES	BCP ES	CBM ES	CLT ES	HST ES	Lig ES	Mac ES	MM MES	OCP ES	PC LES	TAL ES	District	AH ES	AsT ES	DLP ES	HBP ES	Ina ES	JMG ES	Ma. UES	FES	JQ SM	MU LES	Tam ES	Upi ES	WES	MA SES
SY15-16 Gr 3	414	414	413	414	412	413	412	413	412	414	414	412	415	412	412	412	412	412	412	412	412	412	413	411	410	412
SY16-17 Gr 4	418	417	417	417	417	417	417	417	417	417	417	416	416	416	416	416	416	416	416	415	415	415	415	415	415	414

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: READING

COHORT Gr. 3 (SY15-16) to Gr. 4 (SY16-17)



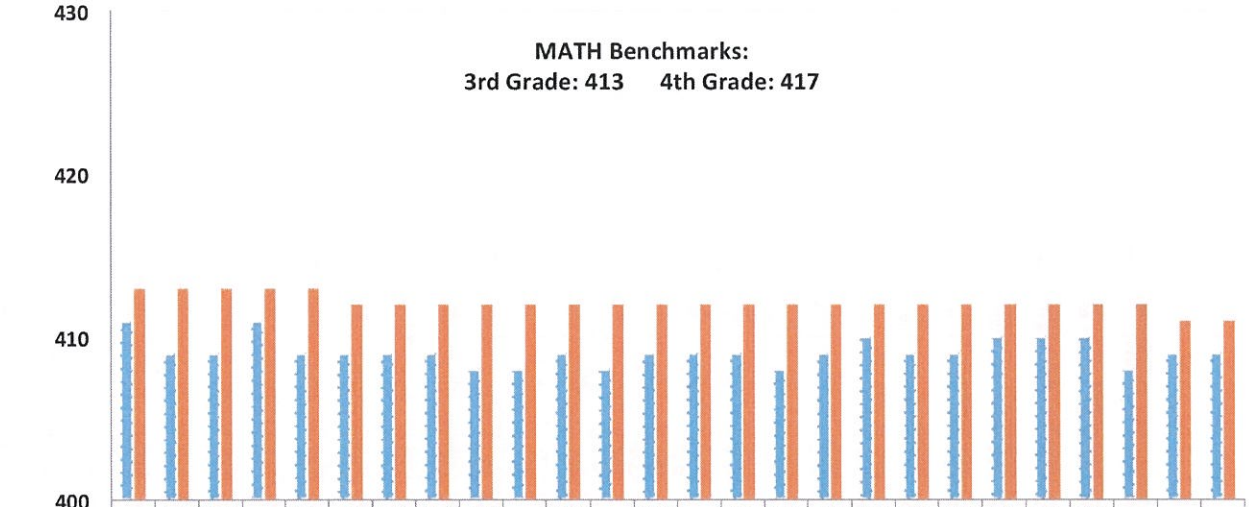
	Ada ES	INA ES	JMG ES	PC LES	District	AH ES	AsT ES	BCP ES	CBM ES	CLT ES	DLP ES	FES	HST ES	Lig ES	Mac ES	MM MES	OCP ES	TAL ES	Tam ES	Upi ES	HBP ES	MA SES	Ma. UES	MU LES	WES	JQ SM
SY15-16 Gr 3	409	408	408	409	408	409	408	409	408	409	408	408	409	408	408	409	408	410	409	408	408	408	407	407	407	408
SY16-17 Gr 4	412	412	412	412	411	411	411	411	411	411	411	411	411	411	411	411	411	411	411	411	410	410	410	410	410	408

Doc. No. 34GL-17-1155.

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: MATH

COHORT Gr. 3 (SY15-16) to Gr. 4 (SY16-17)

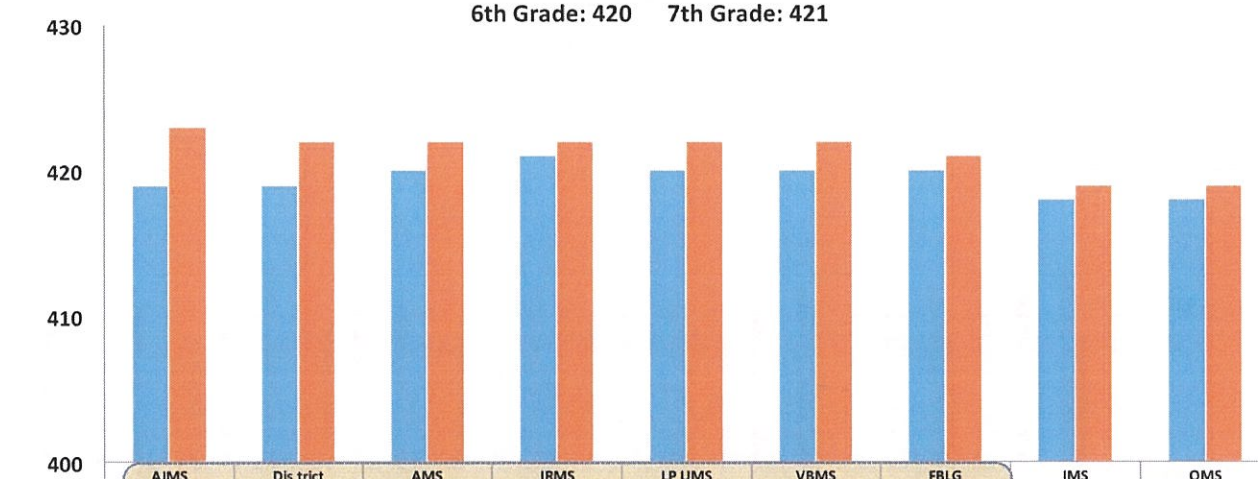


	AH ES	AsT ES	CBM ES	CLT ES	HST ES	Dis trict	Ada ES	BCP ES	DLP ES	FES	HBP ES	Ina ES	JMG ES	Lig ES	MA SES	Ma. UES	Mac ES	MM MES	MU LES	OCP ES	PC LES	TAL ES	Tam ES	WES	JQ SM	Upi ES
SY15-16 Gr 3	411	409	409	411	409	409	409	409	408	408	409	408	409	409	409	408	409	410	409	409	410	410	410	408	409	409
SY16-17 Gr 4	413	413	413	413	413	412	412	412	412	412	412	412	412	412	412	412	412	412	412	412	412	412	412	412	411	411

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: ENGLISH

COHORT Gr.6 (SY15-16) to Gr. 7 (SY16-17)



	AJMS	Dis trict	AMS	JRMS	LP UMS	VBMS	FBLG	IMS	OMS
SY15-16 Gr 6	419	419	420	421	420	420	420	418	418
SY16-17 Gr 7	423	422	422	422	422	422	421	419	419

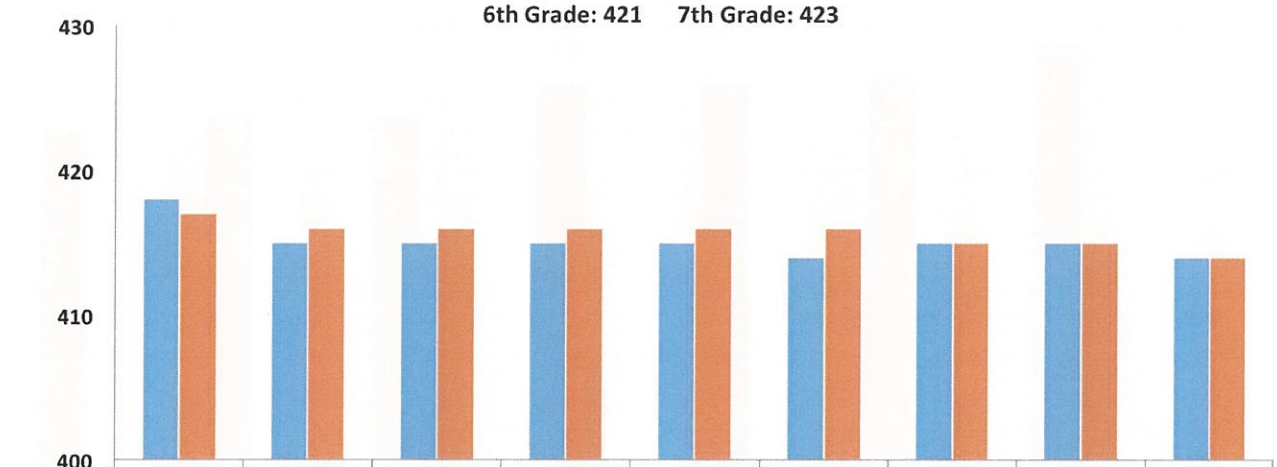
Doc. No. 34GL-17-1155.

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: READING

COHORT Gr.6 (SY15-16) to Gr. 7 (SY16-17)

READING Benchmarks:
6th Grade: 421 7th Grade: 423



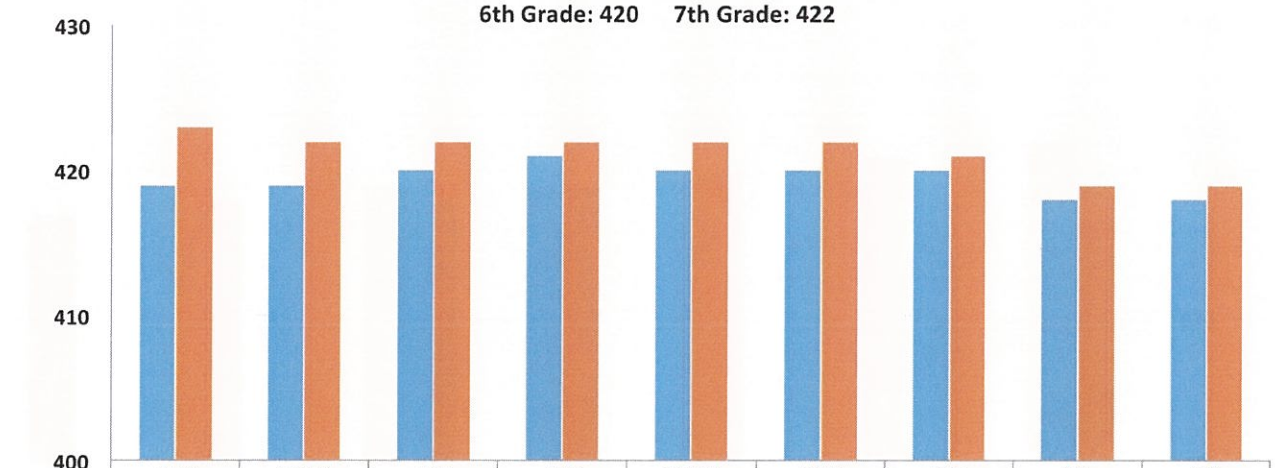
	VBMS	Dis trict	AJMS	AMS	JRMS	LP UMS	FBLG	IMS	OMS
SY15-16 Gr 6	418	415	415	415	415	414	415	415	414
SY16-17 Gr 7	417	416	416	416	416	416	415	415	414

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: MATH

COHORT Gr.6 (SY15-16) to Gr. 7 (SY16-17)

MATH Benchmarks:
6th Grade: 420 7th Grade: 422



	AJMS	Dis trict	AMS	JRMS	LP UMS	VBMS	FBLG	IMS	OMS
SY15-16 Gr 6	419	419	420	421	420	420	420	418	418
SY16-17 Gr 7	423	422	422	422	422	422	421	419	419

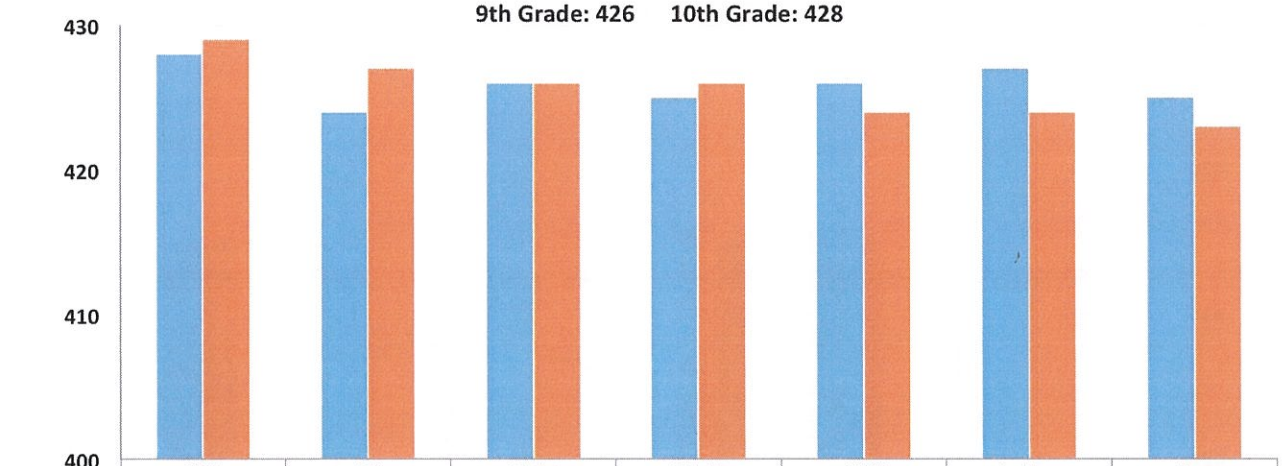
Doc. No. 34GL-17-1155.

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: ENGLISH

COHORT Gr.9 (SY15-16) to Gr. 10 (SY16-17)

ENGLISH Benchmarks:
9th Grade: 426 10th Grade: 428



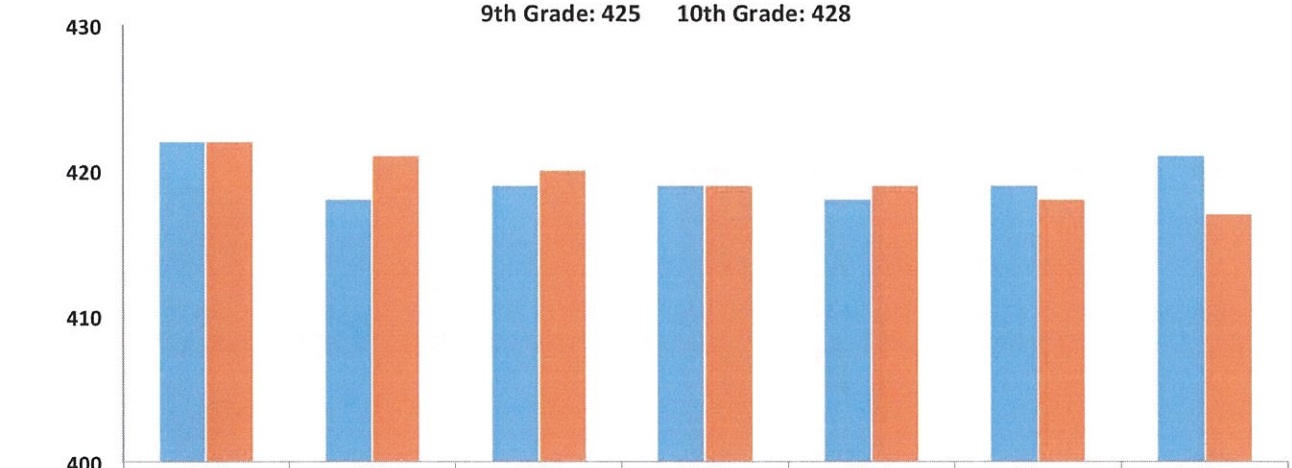
	JFKHS	SSHS	District	Okkodo	GWHS	Southern	Tiyan
SY15-16 Gr 9	428	424	426	425	426	427	425
SY15-16 Gr 10	429	427	426	426	424	424	423

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: READING

COHORT Gr.9 (SY15-16) to Gr. 10 (SY16-17)

READING Benchmarks:
9th Grade: 425 10th Grade: 428



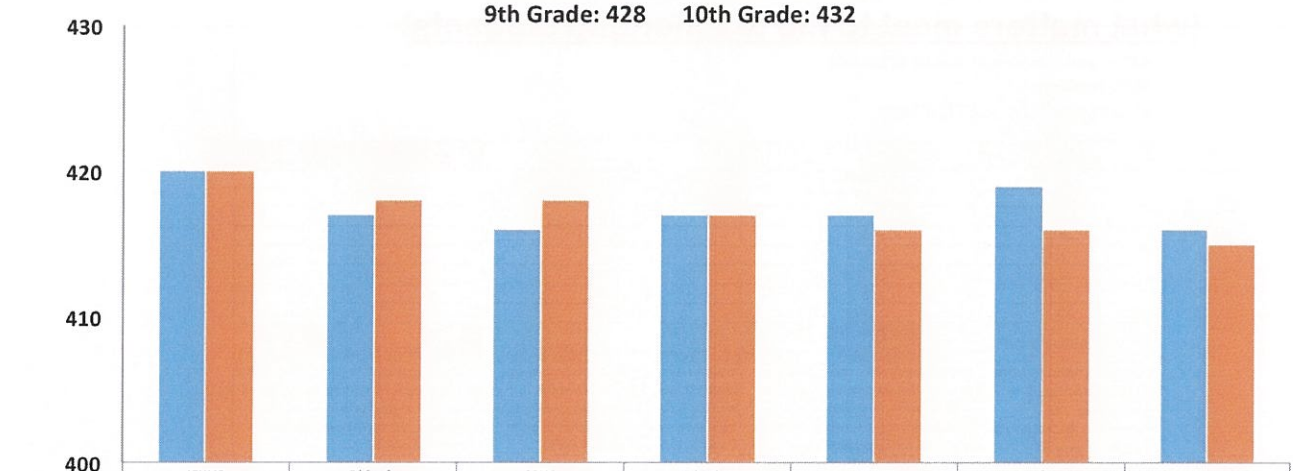
	JFKHS	SSHS	GWHS	District	Okkodo	Tiyan	Southern
SY15-16 Gr 9	422	418	419	419	418	419	421
SY15-16 Gr 10	422	421	420	419	419	418	417

- New cohorts to watch out for!

ACT Aspire SCALED SCORE: MATH

COHORT Gr.9 (SY15-16) to Gr. 10 (SY16-17)

MATH Benchmarks:
9th Grade: 428 10th Grade: 432



	JFKHS	Okkodo	SSHS	District	GWHS	Southern	Tiyan
SY15-16 Gr 9	420	417	416	417	417	419	416
SY15-16 Gr 10	420	418	418	417	416	416	415

ACT Aspire: Overview

So we now know the

- ☑ Scale scores
- ☑ Proficiency Levels
- ☑ Percentile scores
- ☑ Cohort analysis

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

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SY16-17 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
Percent of Students at READY Level

Grade Level	Production of Writing	Knowledge of Language	Conventions of English
3	46%	not tested	47%
4	44%	51%	45%
5	37%	47%	50%
6	49%	51%	50%
7	50%	55%	55%
8	51%	57%	61%
9	31%	36%	34%
10	36%	45%	42%
Domain Description	**Production of Writing (POW)**	**Knowledge of Language (KLA)**	**Conventions of Standard English (CSE)**
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 for each of the four level: Exceeding, Ready, Close, In Need.	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, topical unity, and general cohesion in grade-level appropriate narrative and informational texts.	Students demonstrate effective language through ensuring precision and concision in word choice and maintaining consistency in style and tone in grade-level appropriate narrative and informational texts.	Students apply their understandings of the conventions of standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informational texts.

SY16-17 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 - READING
Percent of Students at READY Level

Grade Level	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
3	13%	15%	14%
4	16%	14%	16%
5	17%	15%	22%
6	23%	20%	16%
7	17%	23%	18%
8	25%	27%	23%
9	15%	18%	19%
10	18%	21%	19%
Domain Description	**Key Ideas and Details (KIAD)**	**Craft and Structure (CAS)**	**Integration of Knowledge and Ideas (IOKAI)**
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 for each of the four level: Exceeding, Ready, Close, In Need.	Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.	Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.	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 sources.

SY16-17 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 - MATH Grades 3-5
Percent of Students at READY Level

Grade Level	Number and Operations-Fractions	Number and Operations in Base Ten	Operations and Algebraic Thinking (OAAT)	Geometry (GEOM)	Measurement and Data (MAD)	Foundation, Integrating Essential Skills	Justification and Explanation (JAE)	Modeling (MOD)
3	25%	38%	21%	36%	31%	16%	23%	16%
4	10%	34%	30%	29%	34%	10%	19%	15%
5	16%	24%	20%	23%	15%	13%	24%	11%
Domain Description	**Number and Operations-Fractions (NAOF)**	**Number and Operations in Base Ten (NAOIBT)**	**Operations and Algebraic Thinking (OAAT)**	**Geometry (GEOM)**	**Measurement and Data (MAD)**	**Foundation, Integrating Essential Skills**	**Justification and Explanation (JAE)**	**Modeling (MOD)**
These descriptions are the same from 3rd grade to 5th 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 for each of the four level: Exceeding, Ready, Close, In Need.	Focus is on fraction equivalence and on strategies for comparing and adding fractions with unlike denominators. Students multiply fractions by whole numbers, and decimals are introduced.	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.

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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.

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Graphic Artist Tech III, Chamorro Studies and Special Projects Division



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All Members of the District Data Team
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Administrator, Chamorro Studies and Special Projects Division



FRONT Left to Right:
Nicole Manforte (RP&E), Dr. Zenaida Napa Natividad (ASPER Project Head), Dolores Faisao(Personnel), Mariam Kristina Alam (CSSPD),

BACK Left to Right:
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Other staff members that helped significantly in the ASPER 2017 production were not available when this photo was taken.

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