# DEPARTMENT OF EDUCATION
## OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 300-1547/1536•Fax: (671)472-5003
Email: jonfernandez@gdoe.net

**JON J. P. FERNANDEZ**
Superintendent of Education


October 28, 2019

35GL-19-1153
Speaker Tina Rose Muña Barnes

OCT 2 8 2019
Time 2:31 ( )AM (X)PM
Received By:

Honorable Senator Tina Rose Muña Barnes
Speaker of the 35th Guam Legislature
Chairperson of the Legislative Committee
on Public Accountability, Human Resources, and the Guam Buildup
*I Mina'trentai Singko Na Liheslaturan Guåhan*
Guam Congress Building
163 Chalan Santo Papa
Hagatna, Guam 96910

2019 OCT 28 PM 2:35

*Buenas yan Saluda* Madam Speaker:

I have the pleasure to transmit to your office the SY2018-19 Annual State of Public Education Report ("ASPER") as required by P.L. 26-26. The ASPER is a comprehensive report on the demographic characteristics and achievement of students, a profile of the qualifications and certifications of various administrative and ancillary positions that help support school operations, and budget and expenditures and sources of revenue for the Department, both local and federal. A summary of the exemplary programs and achievements of each of the forty (40) public schools in Guam is also included in the report. The Year End of School ("YES") Survey report completed by a total sixteen thousand seventy six (16,076) parents, teachers, students, school administrators and school staff is shown in the Appendix. The YES Survey is the Department's largest and most comprehensive survey conducted with the purpose of collecting opinions that may provide guidance in improving school experience and climate. This year's YES Survey included items about central office customer service experience. Also included in the Appendix is the Annual High School Survey which reports the opinions of 9th-12 grade students about their high school experience and their future plans after high school.

This year's ASPER again shows very good progress as we completed the fifth year of the districtwide standards-based summative assessment using the nationally referenced ACT Aspire test administered to all 3rd thru 10th grade students. I am very pleased to note that our students are reaching and even exceeding national benchmarks in English considering that 18,690 representing 63% of the official enrollment was identified with English as a second language. We still have work to do, however, in Reading and Math to help improve test results.

If you have any questions on these reports, please contact me at telephone number 300-1547 or at my e-mail address at jonfernandez@gdoe.net. You may also contact Dr. Zenaida Napa Natividad, GDOE Administrator of Research, Planning and Evaluation, who chaired the production of these reports. She can be reached at telephone number 300-1244 or via e-mail at znnatividad@gdoe.net.

*Si Yu'us Ma'åse* for your kind support of public education!

*Senseramente,*

**JON J.P. FERNANDEZ**
Superintendent of Education

1153




RESPECTFUL. RESPONSIBLE. READY FOR LIFE.

# ASPER SY 18-19

## ANNUAL STATE OF PUBLIC EDUCATION REPORT

Ripotten Såkkan i Eståo Idukasion Pupbleko

**Jon J.P. Fernandez**
Superintendent of Education

October 2019

# Guam Education Board (GEB)

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Vice Chair

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Yigo Mayor, Rudy M. Matanane
**Mayors Council of Guam Representative**

Jon J. P. Fernandez
**Superintendent of Education and Executive Secretary to the Board**



# Message from the Guam Education Board Chairman

***Buenas yan Håfa Adai!***

The Guam Education Board (GEB) is pleased to acknowledge the Department's SY18-19 Annual State of Public Education Report ("ASPER"). The ASPER, required by P.L. 26-26, contains information about student demographics and outcomes, teacher and administrator demographics and certifications, budget and expenditure, and school exemplary programs. The ASPER is accompanied by individual School Performance Report Card ("SPRC") for each of Guam's 41 public schools. Both the ASPER and SPRC are published online on or before Oct 30 each year in the Department website.

The Board played a key role in ensuring that the Department is on target with the goals and objectives of the State Strategic Plan which the Board adopted in six years ago. As Chairperson of the GEB, I commend the Superintendent and his leadership team, as well as the school administrators and teachers along with central office administrators and staff who contributed to the achievements contained in this report. Above all, school parents and students deserve our accolades for job well done!

The Board is very pleased with the upward trend of the high school graduation rate and of the results of the cohort analysis of the ACT Aspire that the Board adopted in SY14-15. The Department's dedicated implementation of the Comprehensive Student Assessment System that aligned student assessment with curricular standards certainly shows in the students' steadily improving test scores.

The dropout rate, even though it increased a little bit this school year, is on a downward trajectory as well. The interventions that the Department presented to the Board complemented existing efforts to keep students in school. Other programs that help prepare students such as Career and technical Education (CTE) courses, dual enrollment, college fairs, Service Learning, etc. as reported by schools in the Exemplary Programs and Achievements section all demonstrated the Department's intention to do the best and give the best opportunities for all students. My kudos to the school administrators and teachers who conscientiously implemented these interventions

On the operations side, I congratulate Superintendent Jon Fernandez and former Deputy Superintendent for Finance and Administrative Services Taling Taitano and her team for clean financial audit for the last six years.

My colleagues in the Guam Education Board conducted many work sessions with Department management and staff on several topics needing guidance or clarification on existing Board Policies or the creation of new ones. These work sessions sometimes lasted late into the night and even during weekends. I thank my fellow Board members for their great support for the students and staff of DOE.

On behalf of the members of the Board, including the non-voting members, I thank our stakeholders who help our students to be respectful, responsible, and ready for life!

***Si Yu'os Ma'ase!***

**MARK MENDIOLA**
**Chairperson of the Board**



# Message from the Superintendent of Education

***Buenas yan Saluda!***

In the SY18-19, the Guam Education Board (GEB) and the Department leadership began the review of the State Strategic Plan (SSP) Vision 2020. The SSP has been in place for about five years upon adoption by the GEB in 2014. The SSP goals and objectives determined the data framework for monitoring the progress in achieving the objectives. Currently, the benchmarks and targets adopted were based on best estimates in consultation with school leaders, the community, and staff. Data were collected through the past five years on SSP objectives that had to do with student achievement and progress towards college and career, as well as some management indicators.

This year's Annual State of Public Education Report (ASPER) sets the tone and direction for the measurable objectives that will guide the benchmarks for the updated State Strategic Plan in the near future as the GEB and the Department continues the review process in consultation with the education stakeholders. The indicators from the past five years show a steady progress toward helping students prepare for college and career.

The graduation rate has steadily risen from 76.0% in SY14-15 to 87.3% in SY18-19. The results of the district wide assessment also show a steady improvement in student proficiency following the cohort of students who took the test for the first time in SY14-15. All middle schools and almost all elementary schools already reached or exceeded the ACT Benchmarks in English. Most high schools are close to benchmark. There is work to do to help students perform better in Math and Reading. The target in the next coming years is to improve reading comprehension, which skill involves more than proficiency in the conventions of Standard English. Poor math skills, such as understanding, interpreting, producing mathematical models to solve a problem and evaluating and justifying a mathematical process, are correlated with poor Reading skills as measured in the ACT Aspire, such as integrating knowledge and ideas and evaluating relationships and drawing logical inferences and conclusions.

One of the highlights of this year's ASPER is the WorkKeys™ Assessment, the assessment used to gauge student ability to enter the workforce, is composed of questions based on everyday situations in the world of work. Nationwide, the WorkKeys™ National Career Readiness Certificate® (NCRC®) is widely used by employers to help them hire, train, and promote the most qualified candidates. The Department partners with Guam Community College (GCC) and the Guam Trades Academy to provide Career and Technical Education (CTE) courses and construction trades courses to its high school population. In SY18-19, a total of 903 students or 48% of the graduating class achieved bronze, silver, gold, and platinum levels.

The students' achievements and successes are complemented by great improvements on the Department's operational side. For six years in a row, the Department received clean audit on its financial statements and compliance with federal program requirements. FY18-19, also marked the fourth year that Department audit has shown no material weaknesses.

Furthermore, this school year, the Department administered for the second time the Year End of School ('YES') Survey and received a total of 16,076 completed responses from public school parents, students, teachers, administrators, and staff. The YES Survey is the largest and most comprehensive survey conducted for the purpose of seeking the perceptions about various aspects of school and central office experience, with the end goal of improving our practices. The full result of the YES Survey is reported in the Appendix. I want to commend central office administration and staff for the very positive perception on central office services by the stakeholders.

The indications for the future are bright. Thanks to a Board that diligently seeks to create or revise policies that help improve the work of the Department. Thanks to the administrators at the schools and at central office who continue to work with the Deputies in moving the Department towards reaching greater achievements in all aspects. But more importantly, multitude of thanks to the teachers, students and their parents who on a daily basis strive to make things work in spite of limited resources.

Senseramente,

**Jon J.P. Fernandez**
**Superintendent of Education**

# ASPER 2019 TEAM

The following GDOE personnel are members of the production team
of the Annual State of Public Education Report for 2018-2019 organized by the Superintendent of Education.



**ZENAIDA NAPA NATIVIDAD, PH.D.**
**ASPER Project Lead**
Administrator,
GDOE Research, Planning & Evaluation



**M. NICOLE MONFORTE ,**
**School Performance Report Card (SPRC)**
Program Coordinator IV,
Research Planning & Evaluation



**MARIAM KRISTINA ALAM**
**ASPER Layout and Design**
Program Coordinator III
CHamoru Studies and Special Projects Division



**FRANKLIN COOPER- NURSE**
**ASPER and SPRC Report Audit**
Acting Deputy Superintendent,
Financial and Administrative Services



**JOY BULATAO**
**ASPER and SPRC Report Audit**
Acting Chief Auditor
Internal Audit Office



**CARMELA VI**
**ASPER and SPRC Report Audit**
Auditor,
Internal Audit Office



Doc. No. 35GL-19-1153.

## ASPER & SPRC DATA TEAM:

All SY 18-19 School Principals
All SY 18-19 School Computer Operators
All Members of the District Data Team
Maria Roberto, Office of the Superintendent
Alice F. Bonto, FSAIS Division
Tish Sahagon, FSAIS Division
Antonette M. Santos, Personnel Services Division
Dolores Faisao, Personnel Services Division
Terese Crisostomo, Special Education Division
Dennis Bakker, Special Education Division
Enrico Pegarido, Head Start Division
John Quinata, Education Support and Learning
Joshua C. Blas, C&I Division

**Special acknowledgment to:** Joseph L.M. Sanchez, Deputy Superintendent, Curriculum and Instructional Improvement, Taling Taitano, Deputy Superintendent, Financial and Administrative Services, Stacey Coletta, Deputy Superintendent, Assessment and Accountability, Dr. Kelly Sukola,Deputy Superintendent, Education Support and Community Learning, Rufina Mendiola,Administrator, CHamoru Studies and Special Projects Division, Isa Baza, Public Information Officer



*2019 ASPER &SPRC DATA TEAM and PRODUCTION TEAM:*
*FRONT Left to Right: Dennis Bakker (Special Education Division), Dr. Zenaida N. Natividad (ASPER Project Head and Administrator of GDOE Research Planning and Evaluation), Dolores Faisao (Personnel Specialist IV, Personnel Services Divsion), M Nicole Monforte ( Program Coordinato IV, Research, Planning and Evaluation)*

*BACK Left to Right: Mariam Kristina Alam (Program Coordinator III, CHamoru Studies Division), Joy Bulatao, (Acting Chief Auditor, GDOE Internal Audit Office) Enrico Pegarido (Program Coordinator III Headstart Division), Carmela Vi (Auditor II, Internal Audit Office)*

*Other staff members that helped significantly in the ASPER 2019 production were not available when this photo was taken.*



Doc. No. 35GL-19-1153.

Annual State of Public Education Report SY18-19

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Acknowledgments

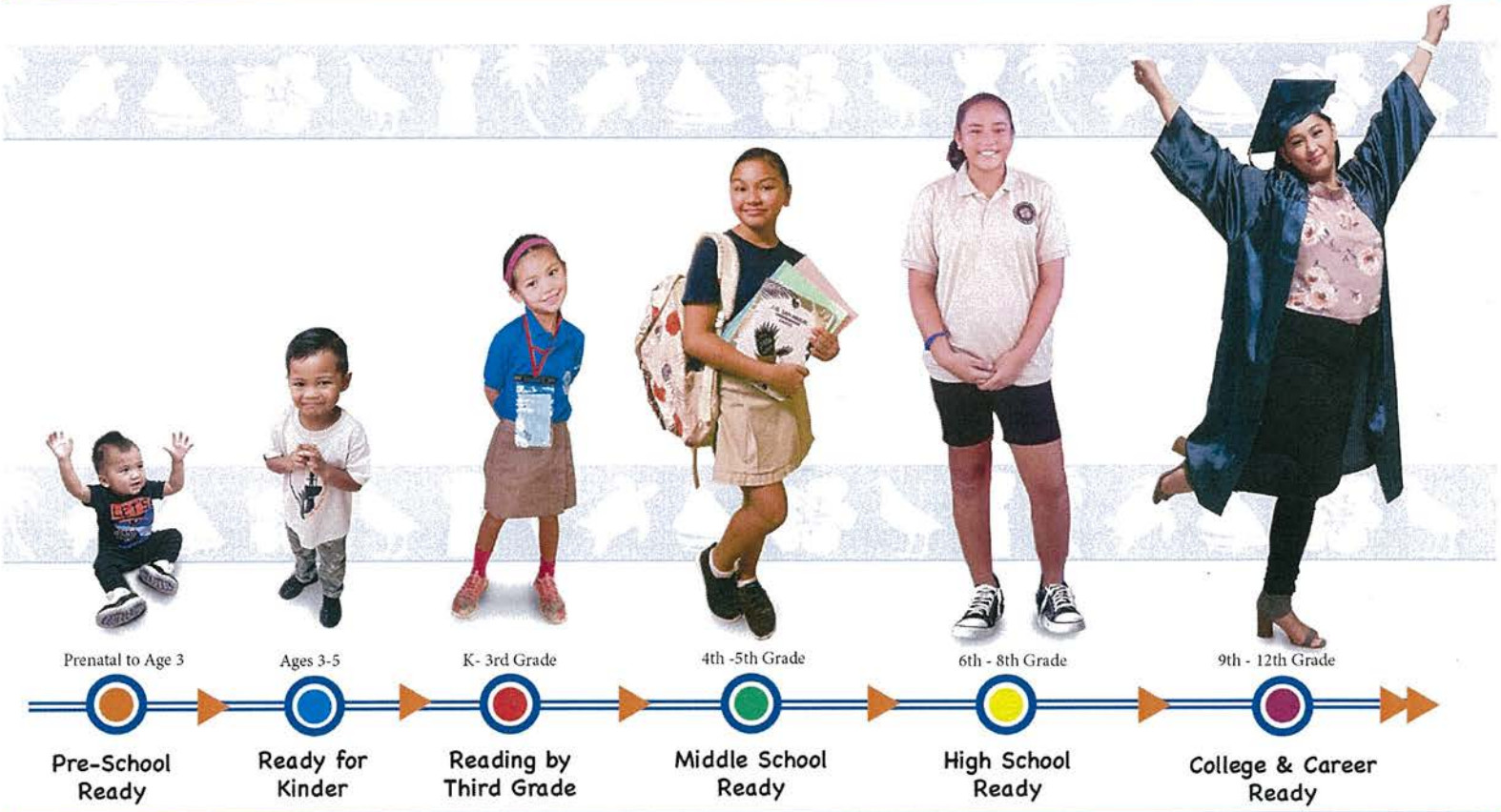


**For More Information:**
Office of the Superintendent
Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913
Tel: (671) 300-1547
Email: superintendent@gdoe.net



Doc. No. 35GL-19-1153.

The mission statement of the Guam Department of Education holds firm to its goal, that is, to
**PREPARE ALL STUDENTS FOR LIFE,**
**PROMOTE EXCELLENCE, AND**
**PROVIDE SUPPORT.**




The vision statement is to educate ALL students to be
**RESPONSIBLE,**
**RESPECTFUL,**
**AND READY FOR LIFE.**

# Introduction

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

A. Demographic information on public school children in the community;

B. Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Guam Education Board (GEB);

C. Information pertaining to special program offerings;

D. Information pertaining to the characteristics of the schools and school staff, including certification and assignment of teachers and staff experience;

E. Budget information, including source and disposition of school operating funds and salary data; and

F. Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning.

Additionally, Title 17 of the Guam Code Annotated (GCA) Section 3106 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

## Student Demographic

During School Year ("SY") 2018-2019, 41 public schools provided educational services for 29,710 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 13,725 students in Grades K-5 including Head Start and Pre-K, eight (8) middle schools totaling 6,458 students in Grades 6-8, and six (6) high schools totaling 9,528 students in Grades 9-12 inclusive of an Alternative School.

**Table 1** represents the student enrollment comparison between SY 17-18 and SY 18-19. Over the last two school years, the student population decreased significantly by -393. Within grade levels, there were noticeable variances in enrollment, with increases in Pre-school, and Grades 2, 5 6, 9, and 11; grade levels K. 1,3, 4,7,8,10 and 12 showed decreases in enrollment.

**Table 1.**
**GDOE Comparative Student Enrollment Distribution by Grade for SY17-18 & SY18-19**

| | SY 17-18 | SY 18-19 | COMPARATIVE DIFFERENCE |
|---|---|---|---|
| **Head Start** | 530 | 534 | 4 |
| **Pre-School** | 72 | 276 | 204 |
| **Kindergarten** | 1,953 | 1,926 | -27 |
| **Grade 1** | 2,153 | 2,143 | -10 |
| **Grade 2** | 2,164 | 2,182 | 18 |
| **Grade 3** | 2,181 | 2,175 | -6 |
| **Grade 4** | 2,327 | 2,161 | -166 |
| **Grade 5** | 2,315 | 2,328 | 13 |
| **Grade 6** | 2,139 | 2,200 | 61 |
| **Grade 7** | 2,159 | 2,136 | -23 |
| **Grade 8** | 2,234 | 2,122 | -112 |
| **Grade 9** | 2,875 | 2,967 | 101 |
| **Grade 10** | 2,789 | 2,462 | -327 |
| **Grade 11** | 2,279 | 2,325 | 46 |
| **Grade 12** | 1,771 | 1,644 | -127 |
| **Alternative** | 171 | 129 | -42 |
| TOTAL ENROLLMENT *with Head Start + Pre-school* | 30,112 | 29,719 | -393 |

*(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**

| SPEICAL PROGRAMS | SY 17-18 | SY 18-19 | +/- |
|---|---|---|---|
| GATE | 1,414 | 1,424 | + |
| SPED | 1,983 | 1,838 | - |
| ELL | 14,287 | 18,690 | + |
| HEAD START | 530 | 534 | + |
| ESKUELAN PUENGI | 1,669 | 1,768 | + |
| TOTAL | 19,883 | 24,244 | + |

**Table 2.** There is an increase on student enrollment in Special Programs. The most significant is on the ELL program with an additional 4,403 students enrolled in SY 18-19.

The enrollment for SPED decrease (-145) for SY 18-19.

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

**Figure 1** represents the student population distribution of all 41 schools by grade level. Elementary level students comprised the highest percentage at 46.2%% of all students enrolled. Middle school students represented 21.7% of the total student enrollment and high and alternative school students made up 32%.

**Figure 1. SY 18-19 DOE Student Population**

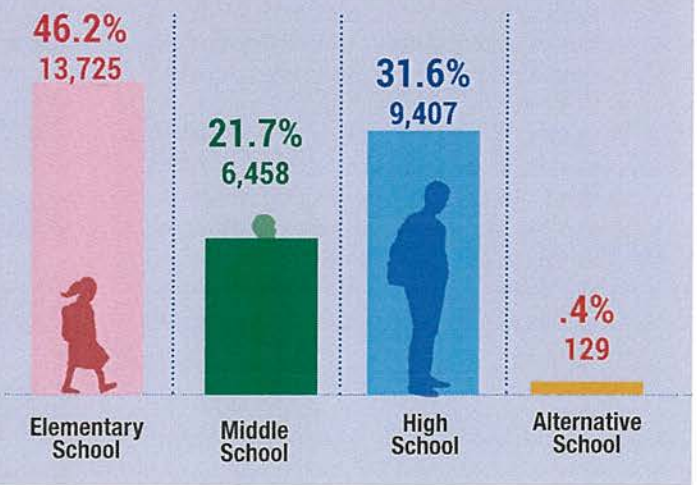



**Figure 2. SY 18-19 Student Enrollment Distribution by Gender**

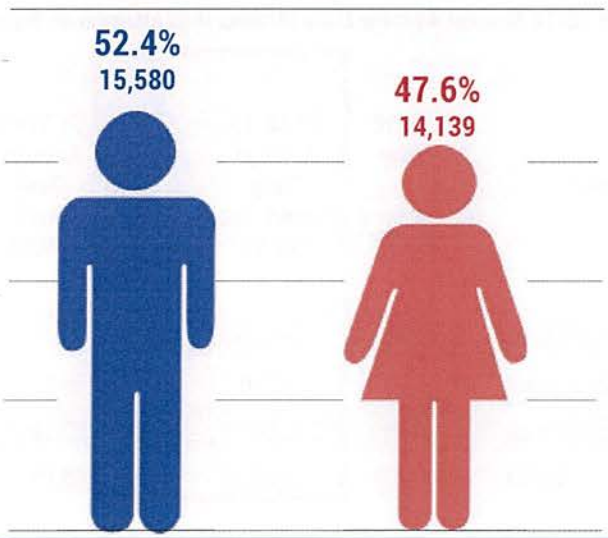



**Figure 2** represents the student enrollment by gender, Pre K-12 enrollment, exclusive of the Head Start enrollment. Male students comprised 52.4% of the total student population with an enrollment of 15,580 while female students comprised 47.6% of the population with an enrollment of 14,139.



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**Table 3.**
**SY 18-19 Distribution of Students by Ethnicity (Aligned with EDFacts Categories)**

| Ethnicity | Total | % |
|---|---|---|
| NHPI- Chamorro | 13,325 | 44.84% |
| Asian- Filipno | 6154 | 20.71% |
| NHPI - Chuukese | 5,724 | 19.26% |
| Other Mixed Ethnicity | 1,397 | 4.70% |
| NHPI - Phonpeian | 1,022 | 3.44% |
| NHPI - Palauan | 564 | 1.90% |
| NHPI - Yapese | 494 | 1.66% |
| NHPI - Kosraean | 228 | 0.77% |
| White Non-Hispanic | 181 | 0.61% |
| Asian- Japanese | 129 | 0.43% |
| Asian - Korean | 113 | 0.38% |
| Asian - Chinese | 105 | 0.35% |
| NHPI - Marshallese | 103 | 0.35% |
| African/American | 42 | 0.14% |
| Hispanic/Latino | 42 | 0.14% |
| NHPI- Hawaiian | 32 | 0.11% |
| Asian - Vietnamese | 25 | 0.08% |
| American Indian Alaskan Native | 16 | 0.05% |
| NHPI - Samoan | 11 | 0.04% |
| Asian-Russian | 9 | 0.03% |
| Asian -Indonesian | 3 | 0.01% |
| TOTAL | 29,719 | 100.00% |

*Native Hawaiian/Pacific Islander (NHPI)

**Table 3** represents the distribution of students by ethnicity. In SY 18-19, there were 29,710 locally funded students enrolled in GDOE, representing at least 21 ethnic groups -The Native Hawaiian or Other Pacific Islander include the Hawaiian, Chamorro, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and other Pacific Islanders (Samoan and Fijian). Asians include the Filipino, Japanese, Chinese, Korean, Indonesian and Vietnamese. Also included are Hispanics/ Latino and American Indian/Alaskan natives. "Other" is comprised of Unknown and Unclassified categories.

**Table 4.**
**SY 18-19 Student Average Daily Membership/Attendance/Rate**

| Level | SY 17-18 Average Daily Attendance (ADA) | SY 18-19 Average Daily Attendance (ADA) | SY 18-19 Average Daily Rate (ADR) | SY 17-18 Average Daily Rate (ADR) | Change in ADR |
|---|---|---|---|---|---|
| Elementary Schools | 12,252.2 | 12,982.2 | 94.4% | 94.1% | 0.3% |
| Middle Schools | 5,911.0 | 6,420.0 | 92.1% | 95.2% | -3.1% |
| High Schools | 7,994.0 | 9,242.0 | 86.5% | 87.1% | -0.6% |
| TOTAL | 26,157.2 | 28,644.2 | 91.3% | 92.0% | -0.7% |

**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 elementary schools had the highest average daily attendance rate at 94.4% when compared to the middle schools at 92.1%, and high schools, at 86.5.1%.



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# Student Graduation & Dropout Rate

## GRADUATION RATES

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



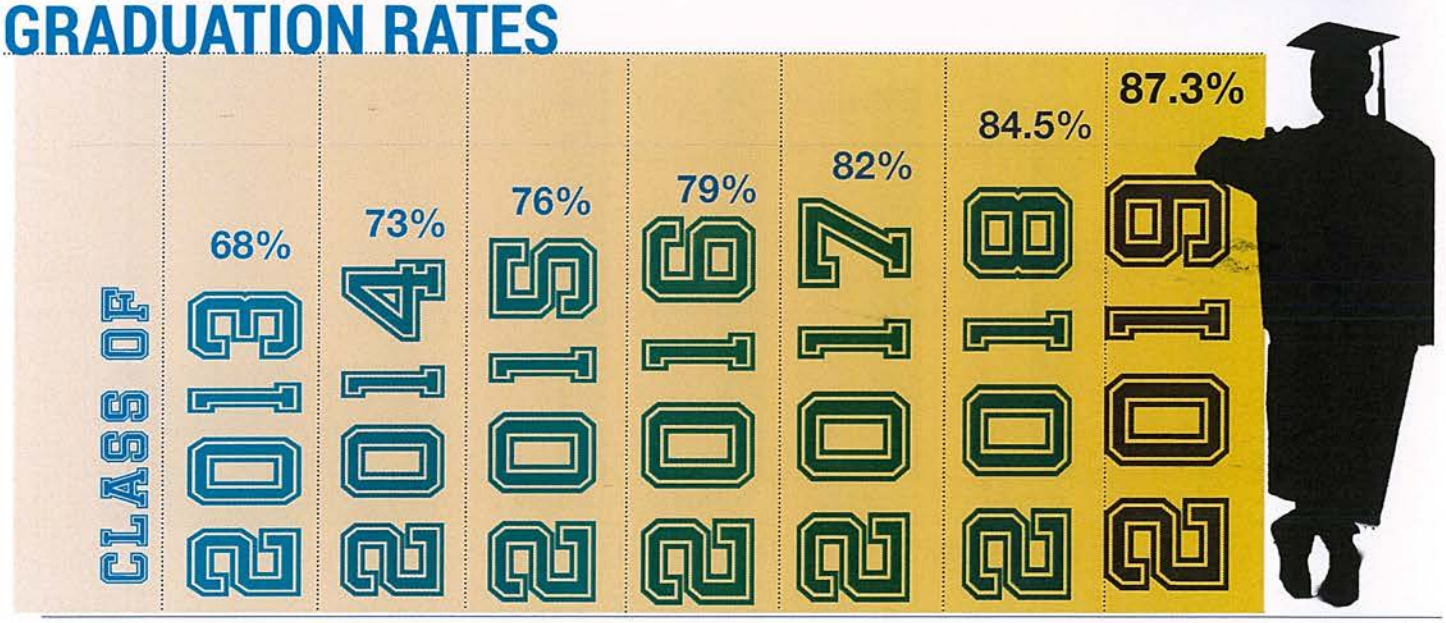

**Table 5. Number of GDOE High School Graduates by School and Total District**

| HIGH SCHOOL | SY11-12 | SY12-13 | SY13-14 | SY14-15 | SY15-16 | SY16-17 | SY17-18 | SY 18-19 |
|---|---|---|---|---|---|---|---|---|
| GWHS | 497 | 482 | 451 | 377 | 355 | 323 | 334 | 324 |
| JFKHS | 372 | 396 | 481 | 484 | 365 | 368 | 387 | 353 |
| SSHS | 356 | 338 | 376 | 353 | 352 | 371 | 352 | 344 |
| OHS | 269 | 308 | 300 | 304 | 346 | 322 | 351 | 332 |
| SHS | 274 | 246 | 257 | 302 | 346 | 395 | 318 | 274 |
| THS | n/a | n/a | n/a | 144 | 181 | 220 | 262 | 244 |
| JP TORRES | n/a | n/a | n/a | n/a | n/a | 55 | n/a | n/a |
| TOTAL | 1768 | 1770 | 1873 | 1964 | 1945 | 2054 | 2004 | 1871 |

**Table 6. DOE Comparative High School Completion Rates SY11-12 to SY18-19**

| SY 11-12 | SY 12-13 | SY 13-14 | SY 14-15 | SY 15-16 | SY 16-17 | SY 17-18 | SY 18-19 |
|---|---|---|---|---|---|---|---|
| 69% | 68% | 73% | 76% | 79% | 82% | 84.5% | 87.3% |

**Table 5 & 6.** represent the high school graduation rates from SY 11-12 to SY 18-19. The table shows an annual completion rate increase from SY 17-18 to SY 18-19 by 2.8% points.






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# 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 alter 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 7.** represents the dropout rates by school from SY 11-12 to SY 17-18. The dropout number and rate includes students from grades 9 to 12. The table shows that JFK High School had the greatest increase in the dropout rate from SY 16-17 to SY 17-18 (1.6% to 5.8%), Simon Sanchez had the lowest drop out rate at 0.2%.

**Table 7 . SY 11-12 to SY 17-18**
**GDOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)**

| HIGH SCHOOL | SY 11-12 | | SY 12-13 | | SY 13-14 | | SY 14-15 | | SY 15-16 | | SY 16-17 | | SY 17-18 | | SY 18-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DN | DR | DN | DR | DN | DR | DN | DR | DN | DR | DN | DR | DN | DR | DN | DR |
| GWHS | 80 | 3.1% | 128 | 4.8% | 149 | 5.6% | 79 | 4.1% | 56 | 3.1% | 39 | 2.2% | 43 | 2.6% | 50 | 3.2% |
| JFKHS | 105 | 4.5% | 93 | 3.5% | 122 | 4.6% | 124 | 6.0% | 29 | 1.5% | 9 | 0.4% | 31 | 1.6% | 111 | 5.8% |
| SSHS | 102 | 5.4% | 53 | 2.7% | 89 | 4.6% | 83 | 4.2% | 59 | 3.3% | 33 | 1.6% | 46 | 2.4% | 57 | 0.2% |
| OHS | 105 | 7.7% | 45 | 3.0% | 67 | 4.4% | 61 | 3.4% | 33 | 1.7% | 28 | 1.6% | 25 | 1.5% | 3 | 3.2% |
| SHS | 130 | 8.4% | 51 | 3.3% | 93 | 6.0% | 81 | 5.2% | 45 | 2.9% | 69 | 4.4% | 68 | 4.7% | 20 | 1.5% |
| TIYAN | n/a | n/a | n/a | n/a | n/a | n/a | 53 | 4.1% | 61 | 4.7% | 32 | 2.2% | 41 | 3.1% | 61 | 4.7% |
| JP TORRES | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 33 | 14.9% | n/a | n/a | n/a | n/a |
| Total | 522 | 5.3% | 370 | 3.8% | 520 | 5.3% | 481 | 4.7% | 283 | 2.8% | 243 | 2.4% | 254 | 2.6% | 302 | 3.2% |

**SY11-12 to SY17-18**
**DOE Comparative High School Graduation vs Dropout Rate**

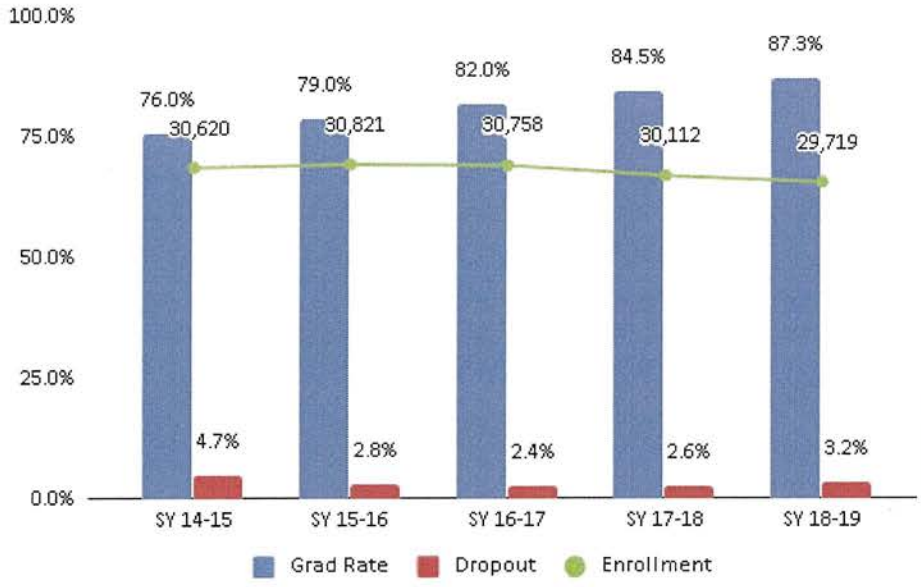
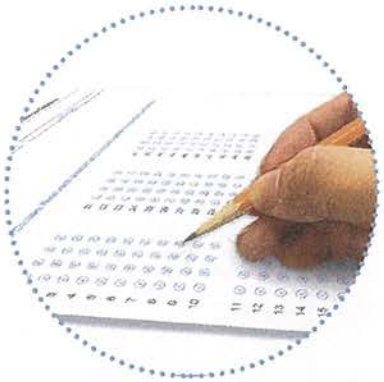



**Figure 3.** shows the comparison of the High School graduation rate vs. the Drop out rate from SY 14-15 up to SY 18-19.



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# Assessments & Outcomes

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

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

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

## ACT ASPIRE

The ACT Aspire is a vertically-scaled and benchmarked system of standards-based assessment that can be used to track progress towards the CCSS and the ACT College Readiness Standards. It is designed to measure students' progress in english, reading, math, science, and writing from grades 3 to 10 toward readiness for college and career, allowing comparisons of one grade level to another and of one cohort to another. The student's raw score is transmuted into a three-digit scale score that provides a common language for discussing student achievement over time. The 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 Standards Based Assesment (SBA) since SY 15-16.



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# ACT ASPIRE PARICIPANTS

**Table 8.**
**SY 18-19 Distribution of Students Tested in ACT Aspire (English, Reading, and Math) by Grade**

| Grade Level | ENGLISH | | | READING | | | MATH | | |
|---|---|---|---|---|---|---|---|---|---|
| | Count Tested | Enrollment at test time | Percent Tested | Count Tested | Enrollment at test time | Percent Tested | Count Tested | Enrollment at test time | Percent Tested |
| 3 | 2,096 | 2,189 | 96% | 2,102 | 2,189 | 96% | 2,104 | 2,189 | 96% |
| 4 | 2,086 | 2,152 | 97% | 2,083 | 2,152 | 97% | 2,083 | 2,152 | 97% |
| 5 | 2,249 | 2,344 | 96% | 2,255 | 2,344 | 96% | 2,252 | 2,344 | 96% |
| 6 | 2,068 | 2,206 | 94% | 2,058 | 2,206 | 93% | 2,050 | 2,206 | 93% |
| 7 | 1,987 | 2,139 | 93% | 1,998 | 2,139 | 93% | 1,985 | 2,139 | 93% |
| 8 | 1,960 | 2,128 | 92% | 1,970 | 2,128 | 93% | 1,957 | 2,128 | 92% |
| 9 | 2,224 | 2,960 | 75% | 2,228 | 2,960 | 75% | 2,246 | 2,960 | 76% |
| 10 | 1,545 | 2,351 | 66% | 1,541 | 2,351 | 66% | 1,526 | 2,351 | 65% |
| **TOTAL** | **16,215** | **18,469** | **88%** | **16,235** | **18,469** | **88%** | **16,203** | **18,469** | **88%** |

**Table 5** shows the number of students in SY 18-19 that took the ACT Aspire test. Percentages indicate the participation rates by grade level in comparison to the total number of students tested.

## Proficiency Levels in ACT Aspire



**English | Reading | Math**

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

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

CLOSE:
Indicates student scored below but near the ACT Readiness Benchmark.

IN NEED OF SUPPORT:
Scored substantially below the ACT Readiness Benchmark.



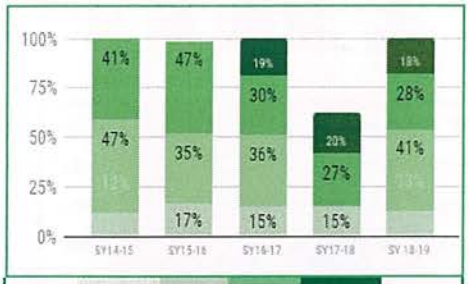
Doc. No. 35GL-19-1153.

# ACT ASPIRE RESULTS

The following section are test results in ACT Aspire for SY 18-19.
These results are transmuted into scores and categorized according to the following proficiency levels.

## ACT Aspire Results Elementary

**Figure 4. 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% |
| 17-18 | 15% | 39 % | 27% | 20% | 100% |
| 18-19 | 13% | 41% | 28% | 18% | 100% |

**Figure 4** shows that in SY 18-19, 28% of third graders are at a READY level of proficiency in ENGLISH, 18% EXCEEDED the readiness benchmark. CLOSE level went up from 39% in SY 17-18 to 41 % in SY 17-18.

**Figure 5. 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% |
| 17-18 | 75% | 16% | 7% | 2% | 100% |
| 18-19 | 78% | 15% | 6% | 2% | 100% |

**Figure 5** for SY 18-19, 84% of third grade students are IN NEED OF SUPPORT based on the ACT Aspire Assessment Results in READING, and a total of 8% are at a READY & EXCEEDING level.

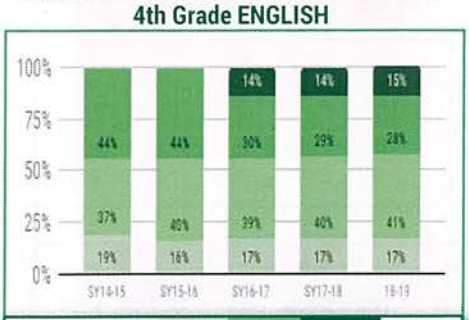
**Figure 6. ACT Aspire Assessment Results 3rd Grade MATH**




| 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% |
| 17-18 | 48% | 33% | 16% | 2% | 100% |
| 18-19 | 46% | 36% | 15% | 3% | 100% |

The ACT Aspire assessment result for MATH, in **Figure 6**, shows 15% of 3rd graders are at a READY level, while 46% are still IN NEED OF SUPPORT.

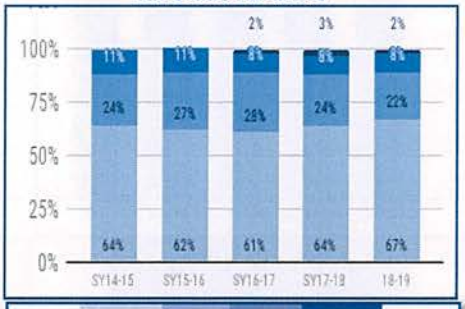
**Figure 7. ACT Aspire Assessment Results 4th Grade ENGLISH**




| 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% |
| 17-18 | 17% | 40% | 29% | 14% | 100% |
| 18-19 | 17% | 41% | 28% | 15% | 100% |

**Figure 7** represents the FY 18-19 4th grade ACT Aspire Assessment Results for ENGLISH. It shows that 28% are at READY level, and 17% are IN NEED OF SUPPORT.

**Figure 8. 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% |
| 17-18 | 64% | 24% | 8% | 3% | 100% |
| 18-19 | 67% | 22% | 8% | 2% | 100% |

As shown on **Figure 8** for SY 18-19, 10% are assessed at a READY and EXCEEDING Level for READING, 22% are CLOSE to the readiness benchmark, and 67% 4th grade students are IN NEED OF SUPPORT.

**Figure 9. 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% |
| 17-18 | 33% | 53% | 13% | 1% | 100% |
| 18-19 | 35% | 49% | 15% | 1% | 100% |

**Figure 9** shows 15% of 4th graders are at READY level, and 1% have EXCEEDED the readiness level. Forty-nine percent (49%) of students are CLOSE to the readiness benchmark in MATH.



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**Figure 10. 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% |
| 17-18 | 14% | 45% | 29% | 12% | 100% |
| 18-19 | 12% | 41% | 31% | 16% | 100% |

**Figure 10** shows 16% of 5th graders in SY 18 -19 EXCEEDED the readiness level for ENGLISH. Only 12% are IN NEED of SUPPORT and 41% are CLOSE to the readiness level benchmark.

**Figure 11. 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% |
| 17-18 | 65% | 24% | 8% | 4% | 100% |
| 18-19 | 63% | 25% | 7% | 4% | 100% |

**Figure 11** shows 63% of 5th grade are IN NEED of support for READING. Four percent (4%) EXCEEDED the readiness benchmark in SY 16-17 through SY 18-19.

**Figure 12. ACT Aspire Assessment Results**
**5th Grade MATH**

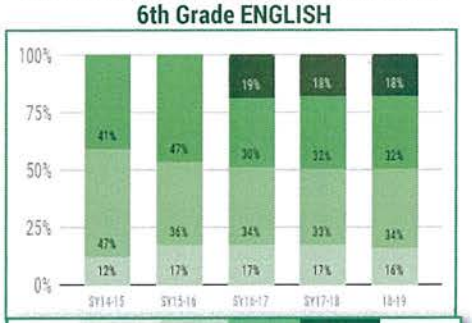



| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 31% | 59% | 10% | | 100% |
| 15-16 | 35% | 54% | 11% | | 100% |
| 16-17 | 37% | 53% | 9% | 1% | 100% |
| 17-18 | 38% | 55% | 6% | 1% | 100% |
| 18-19 | 39% | 54% | 6% | 1% | 100% |

In **Figure 12**, 5th grade MATH results show 8% of students in SY 18-19 demonstrated READY level in ACT Aspire, while 54% of 5th grade students were CLOSE to being ready. One percent (1%) of the 5th graders EXCEEDED the readiness level.

# ACT Aspire Results Middle School

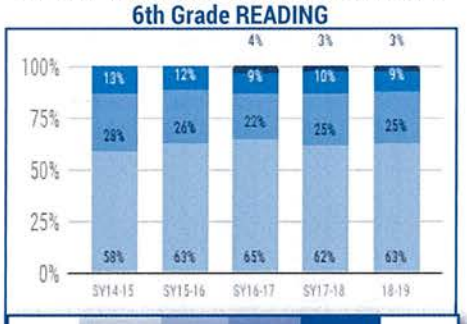
**Figure 13. ACT Aspire Assessment Results**
**6th Grade ENGLISH**




| 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% |
| 17-18 | 17% | 33% | 32% | 18% | 100% |
| 18-19 | 16% | 34% | 32% | 18% | 100% |

**Figure 13** shows 18% of 6th graders have EXCEEDED the readiness benchmark in ACT Aspire ENGLISH, and 32% are at a READY level.

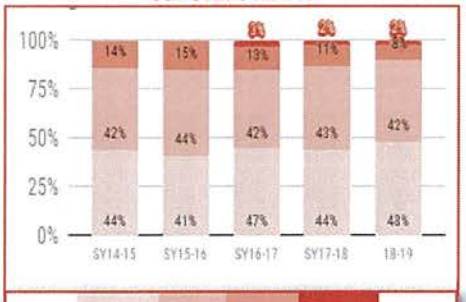
**Figure 14. ACT Aspire Assessment Results**
**6th Grade READING**




| 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% |
| 17-18 | 62% | 25% | 10% | 3% | 100% |
| 18-19 | 63% | 25% | 9% | 3% | 100% |

The 6th grade READING, as shown on **Figure 14**, 63% of students are at IN NEED of SUPPORT. Nine percent (9%) are at READY level, and 3% are at EXCEEDING level.

**Figure 15. ACT Aspire Assessment Results**
**6th Grade MATH**



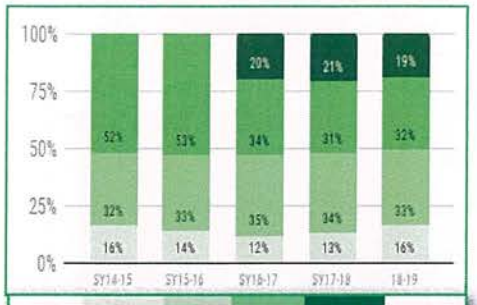

| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 44% | 42% | 14% | | 100% |
| 15-16 | 41% | 44% | 15% | | 100% |
| 16-17 | 47% | 42% | 13% | 3% | 100% |
| 17-18 | 44% | 43% | 11% | 2% | 100% |
| 18-19 | 48% | 42% | 8% | 2% | 100% |

**Figure 15** shows that 8% of 6th graders demonstrated READY level in ACT Aspire MATH, and 2% have EXCEEDED readiness level.



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




| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 16% | 32% | 52% | | 100% |
| 15-16 | 14% | 33% | 53% | | 100% |
| 16-17 | 12% | 35% | 34% | 20% | 100% |
| 17-18 | 13% | 34% | 31% | 21% | 99% |
| 18-19 | 16% | 33% | 32% | 19% | 100% |

In **Figure 16**, 51% of the 7th Grade students IN SY 18-19 are at READY Level and EXCEED Level in ACT Aspire ENGLISH. A comparison between SY 16-17 and SY 17-18 shows a 3% increase at IN NEED of SUPPORT level from 13% to 16%.

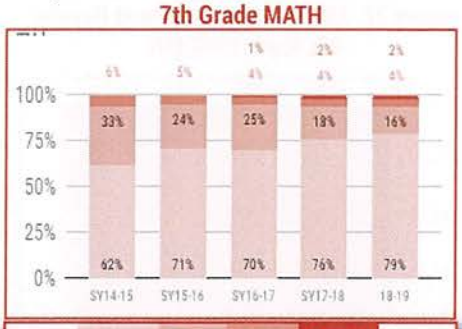
**Figure 17. ACT Aspire Assessment Results**
**7th Grade READING**




| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 53% | 30% | 17% | | 100% |
| 15-16 | 56% | 28% | 17% | | 100% |
| 16-17 | 57% | 27% | 14% | 2% | 100% |
| 17-18 | 55% | 26% | 17% | 2% | 100% |
| 18-19 | 53% | 26% | 19% | 1% | 99% |

As shown in **Figure 17**, 55% of 7th grade students scored substantially below the ACT Readiness benchmark. Only 19% are READY.

**Figure 18. ACT Aspire Assessment Results**
**7th Grade MATH**




| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 62% | 33% | 6% | | 100% |
| 15-16 | 71% | 24% | 5% | | 100% |
| 16-17 | 70% | 25% | 4% | 1% | 100% |
| 17-18 | 76% | 18% | 4% | 2% | 100% |
| 18-19 | 79% | 16% | 4% | 2% | 101% |

For **Figure 18**, only four percent (4%) are at READY level in ACT Aspire MATH. Meanwhile, 79% are at IN NEED of SUPPORT level in the ACT Readiness benchmark.

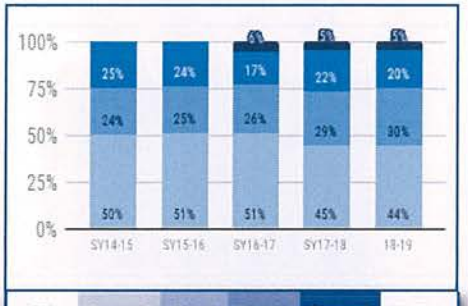
**Figure 19. ACT Aspire Assessment Results**
**8th Grade ENGLISH**




| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 13% | 32% | 54% | | 100% |
| 15-16 | 12% | 30% | 58% | | 100% |
| 16-17 | 14% | 28% | 34% | 28% | 100% |
| 17-18 | 11% | 33% | 33% | 24% | 100% |
| 18-19 | 11% | 31% | 35% | 24% | 100% |

**Figure 19** 35% of 8th graders are at a READY Level for ACT Aspire ENGLISH and 24% EXCEEDED the readiness benchmark. Only 11% are at IN NEED level.

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




| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 50% | 24% | 25% | | 100% |
| 15-16 | 51% | 25% | 24% | | 100% |
| 16-17 | 51% | 26% | 17% | 6% | 100% |
| 17-18 | 45% | 29% | 22% | 5% | 101% |
| 18-19 | 44% | 30% | 20% | 5% | 99% |

As shown in **Figure 20**, 44% GDOE 8th graders in SY 18-19 performed below average - IN NEED OF SUPPORT- level in ACT Aspire READING. Twenty percent (20%) of GDOE 8th graders are at READY level.

**Figure21. ACT Aspire Assessment Results**
**8th Grade MATH**




| SY | In need | Close | Ready | Exceed | TOTAL |
|---|---|---|---|---|---|
| 14-15 | 84% | 12% | 3% | | 100% |
| 15-16 | 83% | 13% | 2% | | 100% |
| 16-17 | 81% | 13% | 4% | 0% | 100% |
| 17-18 | 79% | 16% | 4% | 1% | 100% |
| 18-19 | 80% | 15% | 4% | 2% | 101% |

**Figure 21** shows that 4% of GDOE 8th graders in SY 18-19 are at READY Level for MATH. Fiftteen percent (15%) at CLOSE level and 2% EXCEEDS the benchmark.



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# ACT Aspire Results High School

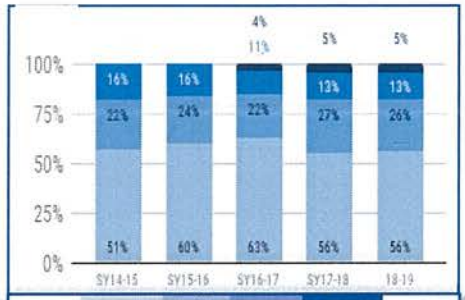
**Figure 22. ACT Aspire Assessment Results 9th Grade ENGLISH**




| 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% |
| 17-18 | 34% | 29% | 20% | 16% | 99% |
| 18-19 | 33% | 29% | 21% | 17% | 100% |

**Figure 22** represents the assessment results for SY 18-19 for 9th Grade ENGLISH. It indicates 21% of students are at READY level and 17% have EXCEEDED the readiness level.

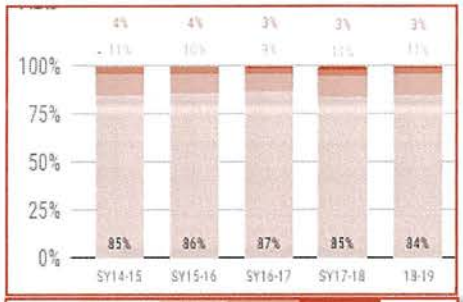
**Figure23. ACT Aspire Assessment Results 9th Grade READING**




| 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% |
| 17-18 | 56% | 27% | 13% | 5% | 101% |
| 18-19 | 56% | 26% | 13% | 5% | 100% |

**Figure 23** Assessment results for 9th Grade READING shows 56% of students are IN NEED OF SUPPORT. Only 13% are at READY level, and 5% are at EXCEEDING level.

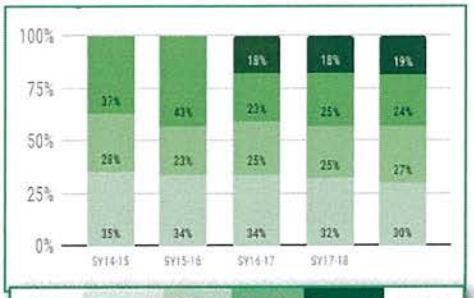
**Figure 24. ACT Aspire Assessment Results 9th Grade MATH**




| 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% |
| 17-18 | 85% | 11% | 3% | 2% | 101% |
| 18-19 | 84% | 11% | 3% | 1% | 99% |

**Figure 24** Assessment results for 9th Grade MATH indicates 84% are IN NEED OF SUPPORT, while only 3% are at READY level. One percent (1%) are at EXCEEDING level.

**Figure 25. 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% |
| 17-18 | 32% | 25% | 25% | 18% | 100% |
| 18-19 | 30% | 27% | 24% | 19% | 100% |

**Figure 25.** The 10th Grade ACT Aspire ENGLISH indicates 24% are at READY level. Nineteen percent (19%) of students are at EXCEEDING level.

**Figure 26. 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% |
| 17-18 | 60% | 23% | 14% | 3% | 100% |
| 18-19 | 58% | 25% | 15% | 2% | 100% |

**Figure 26**. Assessment results for 10th Grade READING 58% are IN NEED OF SUPPORT, 15% are at READY level, and 2% are at EXCEEDING level.

**Figure 27. 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% |
| 17-18 | 88% | 8% | 3% | 2% | 101% |
| 18-19 | 89% | 6% | 4% | 2% | 101% |

Assessment results for SY 18-19 10th Grade ACT Aspire MATH, as indicated on **Figure 27**, shows only 4% are at READY level, 2% is at EXCEEDING level, and 89% are IN NEED OF SUPPORT.



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# ACT Aspire Cohort Analysis

Cohort analysis uses ACT Aspire three-digit scaled scores. This analysis involves following a group of students of the same grade level as they move to higher grade levels.

For example, 3rd graders in SY14-15 who took the ACT Aspire test in English in the Spring 2015 became 4th graders in SY 15-16 who took the ACT Aspire English in the Spring 2016 and then moved up to 5th grade in SY16-17 and took the English test in Spring 2016. This is called the first cohort and the analysis involves comparing the scale score of the grade level against the ACT Benchmark for the specific grade level and subject. The following charts depict the performance of the different cohorts of students in the three subject areas tested. Note that in SY 18-19 GDOE students reached and some exceeded the ACT Benchmarks in SY18-19.

**Figure 28**
**ACT Aspire English 3rd - 5th Grade**

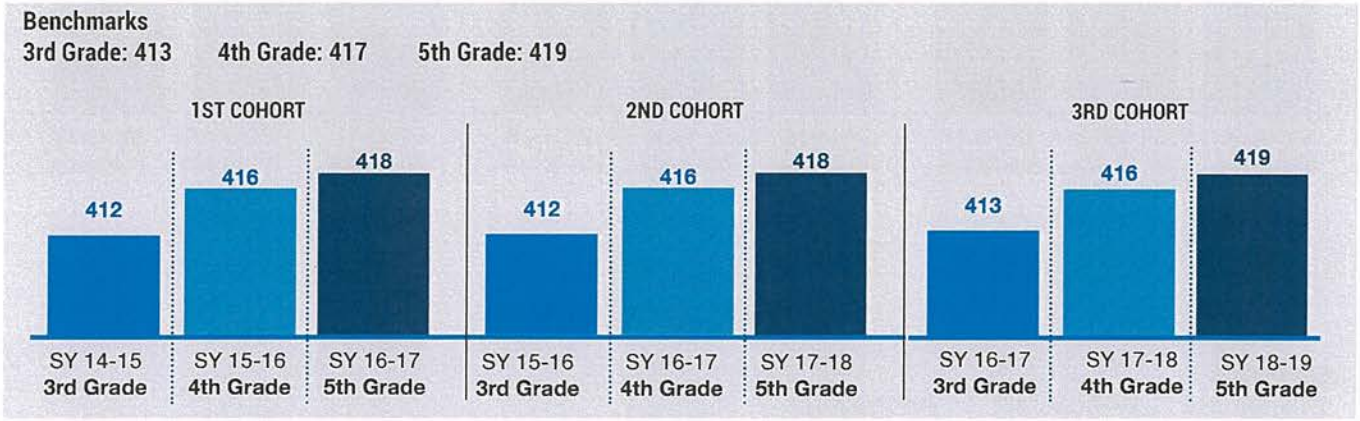



**Figure 29**
**ACT Aspire Reading 3rd - 5th Grade**

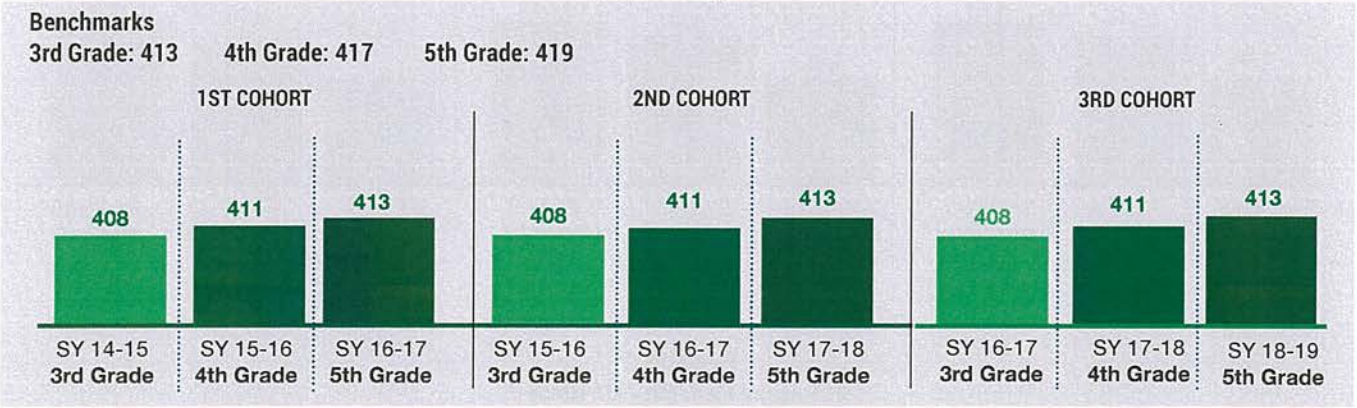
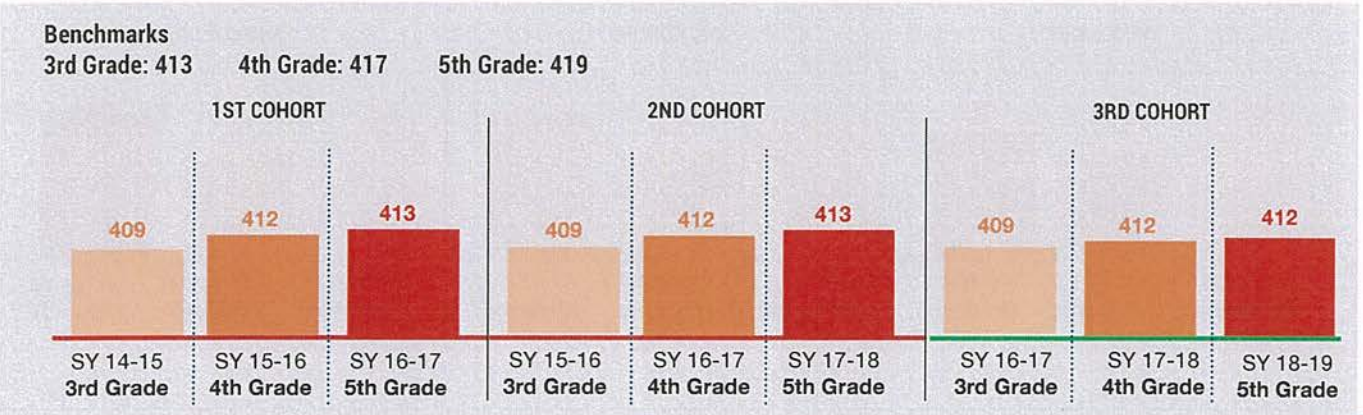



**Figure 30**
**ACT Aspire Math 3rd - 5th Grade**






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# ACT Aspire Cohort Analysis - Middle Shool

Figure 31
ACT Aspire English 6th - 8th Grade

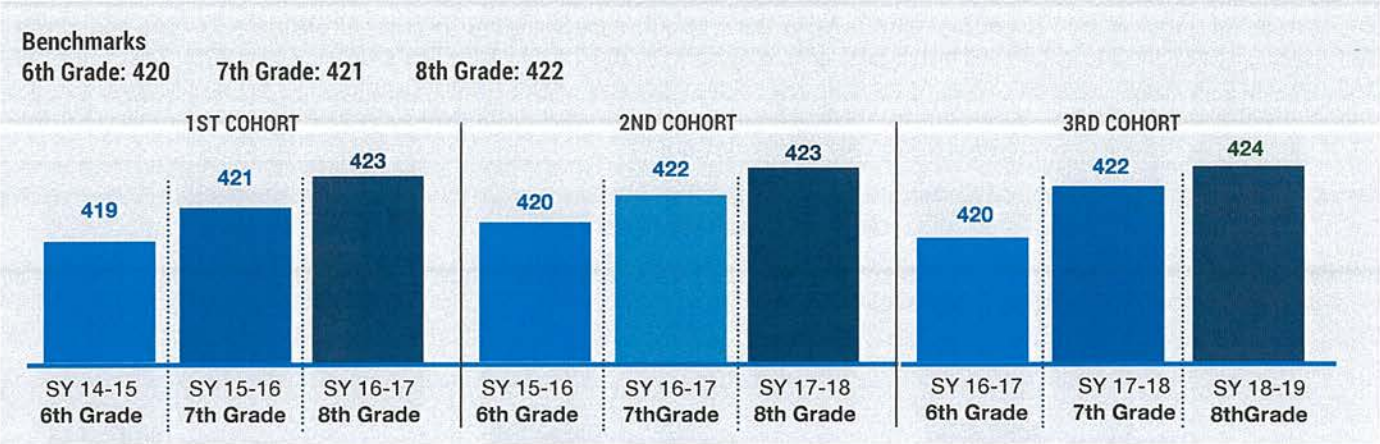



Figure 32
ACT AspireReading 6th - 8th Grade

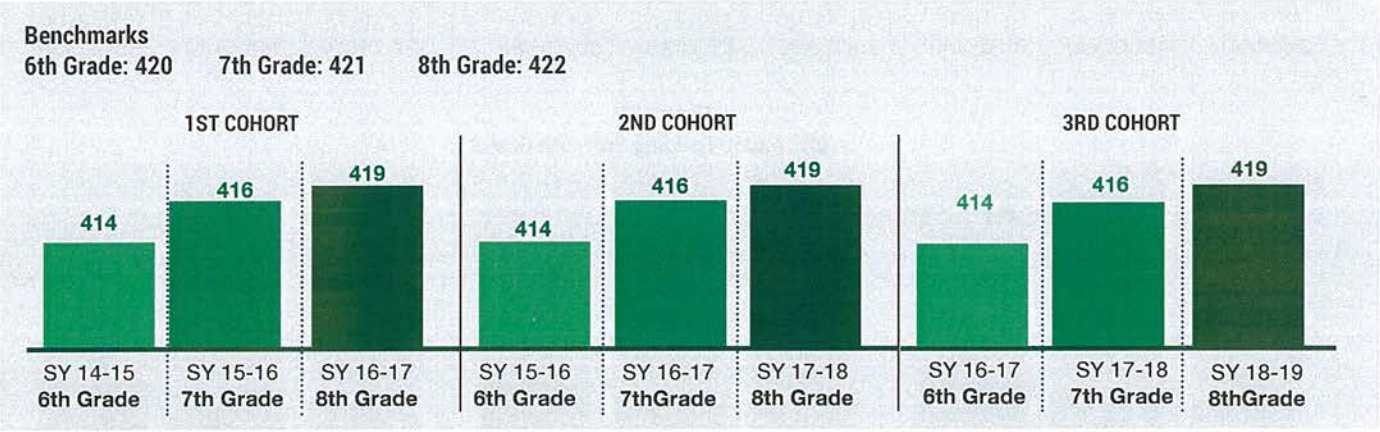
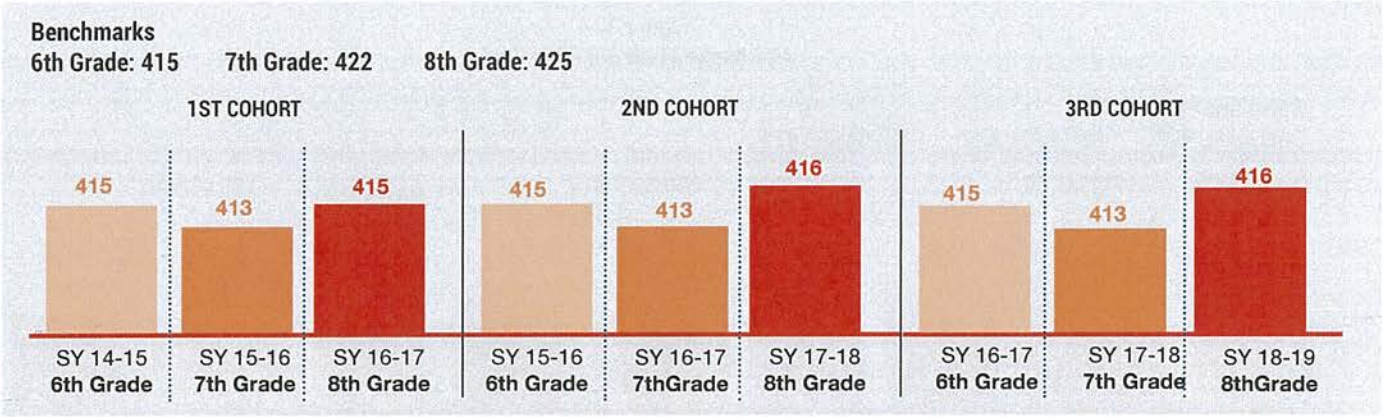



Figure 33
ACT Aspire Math 6th - 8th Grade






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Figure 34
ACT Aspire English 9th - 10th Grade

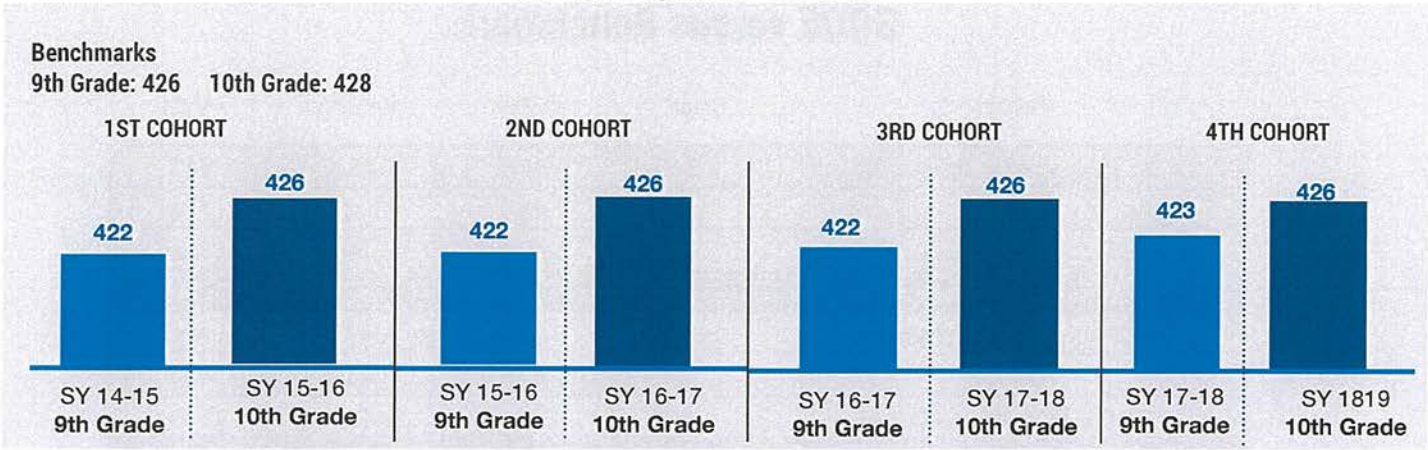



Figure 35
ACT Aspire Reading 9th - 10th Grade

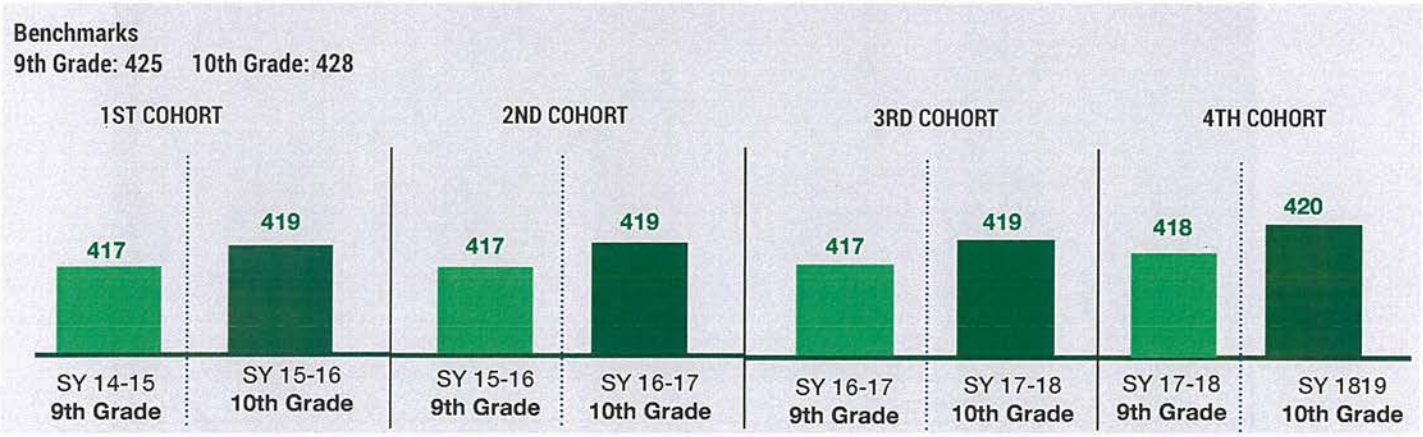
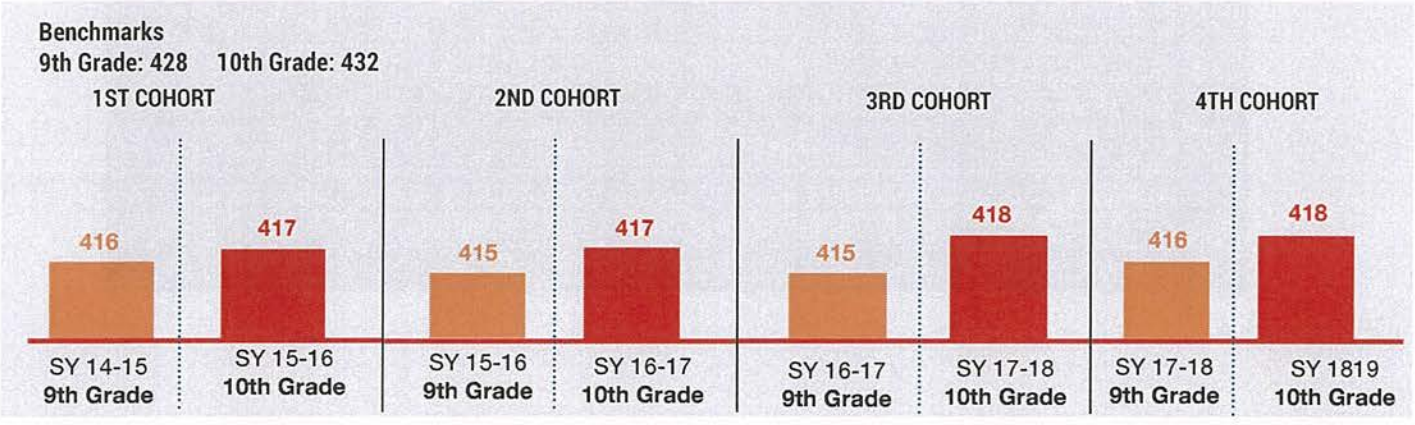



Figure 36
ACT Aspire Math 9th - 10th Grade






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Figure 37

# SY 18-19 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 | 410 | 412 |
| GDOE Readiness Level | 4 | Close | In Need | Close |
| GDOE versus Benchmark | 4 | -1 | -7 | -4 |
| ACT Aspire Benchmark | 5 | 419 | 420 | 418 |
| GDOE | 5 | 419 | 413 | 412 |
| GDOE Readiness Level | 5 | Ready | In Need | Close |
| GDOE versus Benchmark | 5 | 0 | -7 | -6 |
| ACT Aspire Benchmark | 6 | 420 | 421 | 420 |
| GDOE | 6 | 420 | 414 | 414 |
| GDOE Readiness Level | 6 | Ready | In Need | Close |
| GDOE versus Benchmark | 6 | 0 | -5 | -6 |
| ACT Aspire Benchmark | 7 | 421 | 423 | 422 |
| GDOE | 7 | 421 | 416 | 412 |
| GDOE Readiness Level | 7 | Ready | In Need | In Need |
| GDOE versus Benchmark | 7 | 0 | -7 | 10 |
| ACT Aspire Benchmark | 8 | 422 | 424 | 425 |
| GDOE | 8 | 424 | 419 | 416 |
| GDOE Readiness Level | 8 | Ready | Close | In Need |
| GDOE versus Benchmark | 8 | +2 | -5 | -9 |
| ACT Aspire Benchmark | 9 | 426 | 425 | 428 |
| GDOE | 9 | 424 | 418 | 416 |
| GDOE Readiness Level | 9 | Close | In Need | In Need |
| GDOE versus Benchmark | 9 | -2 | -7 | -12 |
| ACT Aspire Benchmark | 10 | 428 | 428 | 432 |
| GDOE | 10 | 426 | 420 | 418 |
| GDOE Readiness Level | 10 | Close | In Need | In Need |
| GDOE versus Benchmark | 10 | -2 | -8 | -14 |



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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.

**Table 9. SY 2018-2019 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 that Participated in the ACT Aspire |
|---|---|---|---|---|
| 3 | 80 | 75 | 5 | 80 |
| 4 | 85 | 81 | 4 | 84 |
| 5 | 132 | 128 | 4 | 129 |
| 6 | 151 | 147 | 4 | 146 |
| 7 | 151 | 144 | 7 | 144 |
| 8 | 137 | 128 | 9 | 129 |
| 9 | 143 | 127 | 16 | 129 |
| 10 | 118 | 102 | 16 | 100 |
| TOTAL | 997 | 932 | 65 | 941 |



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**Table 10. SY 2018-2019 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 that Participated in the ACT Aspire |
|---|---|---|---|---|
| 3 | 80 | 75 | 5 | 80 |
| 4 | 85 | 81 | 4 | 82 |
| 5 | 132 | 128 | 4 | 129 |
| 6 | 151 | 147 | 4 | 142 |
| 7 | 151 | 144 | 7 | 146 |
| 8 | 137 | 128 | 9 | 133 |
| 9 | 143 | 127 | 16 | 120 |
| 10 | 118 | 102 | 16 | 87 |
| **TOTAL** | **997** | **932** | **65** | **919** |

**Table 11. SY 2018-2019 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 that Participated in the ACT Aspire |
|---|---|---|---|---|
| 3 | 80 | 75 | 5 | 79 |
| 4 | 85 | 81 | 4 | 84 |
| 5 | 132 | 128 | 4 | 131 |
| 6 | 151 | 147 | 4 | 143 |
| 7 | 151 | 144 | 7 | 145 |
| 8 | 137 | 128 | 9 | 134 |
| 9 | 143 | 127 | 16 | 127 |
| 10 | 118 | 102 | 16 | 99 |
| TOTAL | 997 | 932 | 65 | 942 |

Tables 9 through 11 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 SY 18 - 19.

On the next pages, Tables 12 through 17 describe the performance levels of students with disabilities as they participated in the ACT Aspire, with or without accommodations, as determined by their IEPs in the subject areas of English, Reading, and Math. The data displayed is for eligible students with disabilities in Grades 3 through 10. The table also describes the number of eligible students with IEPs who performed at ACT Proficiency Levels: Ready, Close, In Need of Support.



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Table 12. SY 2018-2019 ACT Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITH ACCOMMODATIONS

| GRADE | Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS | Number of Students with IEPs tested with Measurable Results | Performance Level for Number of Students with IEPs who Participated in ACT Aspire | | | |
|---|---|---|---|---|---|---|
| | | | Exceeding | Ready | Close | In Need |
| 3 | 75 | 75 | 0 | 5 | 48 | 22 |
| 4 | 81 | 80 | 0 | 4 | 32 | 44 |
| 5 | 128 | 125 | 1 | 4 | 58 | 62 |
| 6 | 147 | 142 | 0 | 8 | 54 | 80 |
| 7 | 144 | 137 | 0 | 6 | 65 | 66 |
| 8 | 128 | 121 | 3 | 10 | 66 | 42 |
| 9 | 127 | 115 | 0 | 1 | 18 | 96 |
| 10 | 102 | 87 | 0 | 1 | 7 | 79 |
| **TOTAL** | **932** | **882** | **4** | **39** | **348** | **491** |

Table 13. SY 2018-2019 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITH ACCOMMODATIONS

| GRADE | Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS | Number of Students with IEPs tested with Measurable Results | Performance Level for Number of Students with IEPs who Participated in ACT Aspire | | | |
|---|---|---|---|---|---|---|
| | | | Exceeding | Ready | Close | In Need |
| 3 | 75 | 75 | 0 | 0 | 1 | 74 |
| 4 | 81 | 79 | 0 | 0 | 1 | 78 |
| 5 | 128 | 125 | 0 | 0 | 5 | 120 |
| 6 | 147 | 138 | 0 | 0 | 3 | 135 |
| 7 | 144 | 140 | 0 | 0 | 2 | 138 |
| 8 | 128 | 124 | 0 | 6 | 12 | 106 |
| 9 | 127 | 107 | 0 | 0 | 2 | 105 |
| 10 | 102 | 75 | 0 | 0 | 0 | 75 |
| **TOTAL** | **932** | **863** | **0** | **6** | **26** | **831** |

Table 14. SY 2018-2019 Aspire Proficiency Levels of Students with Disabilities In MATH WITH ACCOMMODATIONS

| GRADE | Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS | Number of Students with IEPs tested with Measurable Results | Performance Level for Number of Students with IEPs who Participated in ACT Aspire | | | |
|---|---|---|---|---|---|---|
| | | | Exceeding | Ready | Close | In Need |
| 3 | 75 | 74 | 0 | 2 | 12 | 60 |
| 4 | 81 | 80 | 0 | 1 | 11 | 68 |
| 5 | 128 | 128 | 0 | 0 | 25 | 103 |
| 6 | 147 | 139 | 0 | 0 | 14 | 125 |
| 7 | 144 | 139 | 0 | 0 | 1 | 138 |
| 8 | 128 | 126 | 0 | 0 | 1 | 125 |
| 9 | 127 | 112 | 0 | 0 | 0 | 112 |
| 10 | 102 | 86 | 0 | 0 | 0 | 86 |
| **TOTAL** | **932** | **884** | **0** | **3** | **64** | **817** |



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Table 15. SY 2018-2019 ACT Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITHOUT ACCOMMODATIONS

| GRADE | Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS | Number of Students with IEPs tested with Measurable Results | Performance Level for Number of Students with IEPs who Participated in ACT Aspire | | | |
|---|---|---|---|---|---|---|
| | | | Exceeding | Ready | Close | In Need |
| 3 | 5 | 5 | 0 | 1 | 3 | 1 |
| 4 | 4 | 4 | 0 | 0 | 2 | 2 |
| 5 | 4 | 4 | 0 | 0 | 2 | 2 |
| 6 | 4 | 4 | 0 | 2 | 1 | 1 |
| 7 | 7 | 7 | 1 | 1 | 4 | 1 |
| 8 | 9 | 8 | 0 | 1 | 5 | 2 |
| 9 | 16 | 14 | 1 | 0 | 3 | 10 |
| 10 | 16 | 13 | 0 | 1 | 2 | 10 |
| **TOTAL** | **65** | **59** | **2** | **6** | **22** | **29** |

Table 16. SY 2018-2019 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITHOUT ACCOMMODATIONS

| GRADE | Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS | Number of Students with IEPs tested with Measurable Results | Performance Level for Number of Students with IEPs who Participated in ACT Aspire | | | |
|---|---|---|---|---|---|---|
| | | | Exceeding | Ready | Close | In Need |
| 3 | 5 | 5 | 0 | 0 | 0 | 5 |
| 4 | 4 | 3 | 0 | 0 | 1 | 2 |
| 5 | 4 | 4 | 0 | 0 | 1 | 3 |
| 6 | 4 | 4 | 0 | 1 | 0 | 3 |
| 7 | 7 | 6 | 0 | 1 | 1 | 4 |
| 8 | 9 | 9 | 0 | 0 | 0 | 9 |
| 9 | 16 | 13 | 1 | 0 | 0 | 12 |
| 10 | 16 | 12 | 0 | 0 | 0 | 12 |
| **TOTAL** | **65** | **56** | **1** | **2** | **3** | **50** |

Table 17. SY 2018-2019 ACT Aspire Proficiency Levels of Students with Disabilities In MATH WITHOUT ACCOMMODATIONS

| GRADE | Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS | Number of Students with IEPs tested with Measurable Results | Performance Level for Number of Students with IEPs who Participated in ACT Aspire | | | |
|---|---|---|---|---|---|---|
| | | | Exceeding | Ready | Close | In Need |
| 3 | 5 | 5 | 0 | 0 | 2 | 3 |
| 4 | 4 | 4 | 0 | 0 | 2 | 2 |
| 5 | 4 | 3 | 0 | 0 | 1 | 2 |
| 6 | 4 | 4 | 0 | 0 | 2 | 2 |
| 7 | 7 | 6 | 1 | 1 | 1 | 3 |
| 8 | 9 | 8 | 0 | 0 | 1 | 7 |
| 9 | 16 | 15 | 0 | 0 | 0 | 15 |
| 10 | 16 | 13 | 0 | 0 | 0 | 13 |
| **TOTAL** | **65** | **58** | **1** | **1** | **9** | **47** |



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# 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 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.



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# 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 18 - 19 are described in Table 58. It should be noted that for SY 18-19, 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 MSAA Assessment System. Students in grades 1, 2, 9 and 10 were administered the GDOE AA-AAS

**Tables 18** depicts the number of students with disabilities who were tested in the district-wide assessment through an alternate assessment based on AA-AAS in Math and English Language Arts during SY2018-2019.

**Table 18. 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 | 21 | 21 | 21 | 21 | 0 |
| 2 | 11 | 11 | 11 | 11 | 0 |
| 3 | 21 | 21 | 21 | 21 | 0 |
| 4 | 18 | 18 | 18 | 18 | 0 |
| 5 | 23 | 22 | 22 | 22 | 1 |
| 6 | 19 | 16 | 16 | 16 | 3 |
| 7 | 12 | 11 | 11 | 11 | 1 |
| 8 | 20 | 19 | 19 | 19 | 1 |
| 9 | 19 | 19 | 19 | 19 | 0 |
| 10 | 19 | 19 | 19 | 19 | 0 |
| 11 | 14 | 14 | 14 | 14 | 0 |
| 12 | 10 | 10 | 10 | 10 | 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.*



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Table 19.
SY 18 - 19 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 | 21 | 21 | 0 | 0 | 5 | 6 | 10 | 0 |
| 2 | 11 | 11 | 0 | 0 | 2 | 3 | 6 | 0 |
| 3 | 21 | 21 | 0 | 0 | 13 | 4 | 4 | 0 |
| 4 | 18 | 18 | 0 | 0 | 13 | 3 | 2 | 0 |
| 5 | 23 | 22 | 0 | 1 | 12 | 4 | 6 | 0 |
| 6 | 19 | 16 | 0 | 3 | 5 | 9 | 2 | 0 |
| 7 | 12 | 11 | 0 | 1 | 9 | 1 | 1 | 0 |
| 8 | 20 | 19 | 0 | 1 | 13 | 6 | 0 | 0 |
| 9 | 19 | 19 | 0 | 0 | 1 | 14 | 4 | 0 |
| 10 | 19 | 19 | 0 | 0 | 3 | 13 | 3 | 0 |
| 11 | 14 | 14 | 0 | 0 | 6 | 2 | 6 | 0 |
| 12 | 10 | 10 | 0 | 0 | 1 | 9 | 0 | 0 |

Table 20.
SY 18 - 19 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 | 21 | 21 | 0 | 0 | 5 | 6 | 10 | 0 |
| 2 | 11 | 11 | 0 | 0 | 2 | 3 | 6 | 0 |
| 3 | 21 | 21 | 0 | 0 | 7 | 8 | 6 | 0 |
| 4 | 18 | 18 | 0 | 0 | 5 | 7 | 6 | 0 |
| 5 | 23 | 21 | 0 | 2 | 6 | 6 | 7 | 2 |
| 6 | 19 | 17 | 0 | 2 | 12 | 4 | 1 | 0 |
| 7 | 12 | 9 | 0 | 3 | 3 | 2 | 4 | 0 |
| 8 | 20 | 19 | 0 | 1 | 9 | 7 | 3 | 0 |
| 9 | 19 | 19 | 0 | 0 | 3 | 14 | 2 | 0 |
| 10 | 19 | 19 | 0 | 0 | 3 | 13 | 6 | 0 |
| 11 | 14 | 14 | 0 | 0 | 4 | 2 | 5 | 3 |
| 12 | 10 | 10 | 0 | 0 | 1 | 9 | 0 | 0 |

**Tables 19 & 20** Reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate achievement standards in English Language Arts and Math, respectively, for SY 18 - 19.



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# WorkKeys™

GDOE partners with Guam Community College (GCC) to provide Career and Technical Education (CTE) courses to its high school population. The CTE training further extended to the Guam Trades Academy for Construction Trades.

CTE courses and career guidance can help to prepare all students for college and career opportunities. GDOE provides several locally-funded CTE courses, such as Business Education, Consumer Family Sciences, Agriculture, and Industrial Arts. With support from the Consolidated Grants, resources needed to run these programs as well as training of CTE teachers receive up-to-date training opportunities that enable them to provide instruction that meets the demands of today's job market. Project staff and consultants work with teachers to develop the knowledge and skills to implement a high-quality curriculum in CTE courses. The federal funds enabled increased participation in CTE course offerings, update skills of CTE teachers, and increase CTE enrollment in support of the Guam District Goals.

ACT WorkKeys™ assessments is the assessment used to gauge students' ability to enter the workforce, and the WorkKeys™ Curriculum (formerlyKeyTrain) helped in the areas of reading, mathematics, and locating information. A career assessment system, such as Choices360™ career planning software, was utilized to help students build meaningful plans in which to connect interests and skills with occupations, college majors, and school information.

ACT WorkKeys™ assessment questions are based on situations in the everyday work world. That's why employers nationwide require these tests or ask applicants for the ACT WorkKeys™ National Career Readiness Certificate® (NCRC®) to help them hire, train, and promote the most qualified candidates. The ACT WorkKeys™ NCRC is awarded on the basis of individuals' ACT WorkKeys™ test scores and is the most widely used employability credential in the country.

ACT WorkKeys Assessments include both hard and soft skills tests that enable the student to:

- Determine the skill levels achieved,
- Identify skills that needs improvement,
- Match skill levels to specific job requirements, and
- Show employers that the person has the skills needed for workplace success

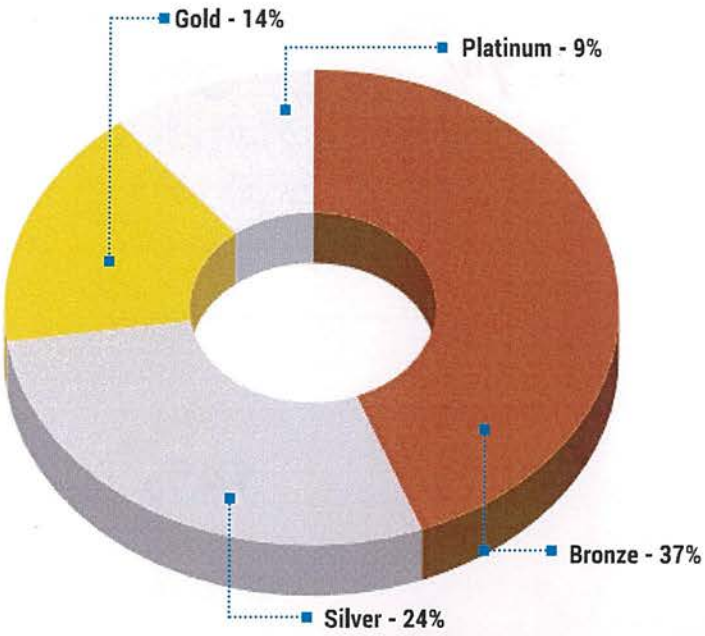
The ACT Work Keys NCRC is awarded at four levels of achievement – Bronze, Silver, Gold, and Platinum – based on performance on three of ACT's WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information. Each level is an objective validation to employers anywhere in the U.S. that an individual has met or exceeded the necessary foundational skills for a percentage of the 16,000 occupations in the WorkKeys database.

- **Bronze Level** signifies an individual has scored at least a Level 3 on each of the three assessments.
- **Silver Level** signifies an individual has scored at least a Level 4 on each of the three assessments.
- **Gold Level** signifies an individual has scored at least a Level 5 on each of the three assessments and has the necessary skills for 93% of the jobs in the WorkKeys™ Job Pro database.
- **Platinum Level** signifies an individual has scored at least a Level 6 on each of the three assessments and has the necessary skills for 99% of the jobs in the WorkKeys™ Job Pro database.



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Figure 38.
SY 18 - 19 WorkKeys™




For the purpose of awarding college credit, achievement of the Gold or Platinum NCRC represents a rigorous standard.

In SY16-17, middle school students were included in the WorkKeys Assessment. The shift in focus resulted in lesser number high school students assessed. The Board declared that the focus of the Assessment should be in high school; hence the WorkKeys Assessment results picked up in the succeeding years..

**Table 21** below shows the number of students who earned bronze, silver, gold, and platinum certificates for the SY 13-14 through SY 18-19 (see also the charts on the next page). The percentages are based on the total number of those who tested which comprised of students who did not earn any certificate, plus those who earned any of bronze, silver, gold or platinum levels. Notice that the number and percentages of students who earned gold and platinum levels have significantly increased through the years. In SY18-19, ninety-eight (98) students achieved platinum certificate.

TABLE 21. SY 13-14 up to SY 18-19 Work Keys

| | Bronze | Silver | Gold | Platinum | TOTAL received certificate |
|---|---|---|---|---|---|
| SY 13-14 | 116 | 170 | 95 | 0 | 381 |
| Total tested | 395 | 395 | 395 | 395 | 395 |
| | 29% | 43% | 24% | 0% | 96% |
| SY 14-15 | 277 | 313 | 40 | 1 | 631 |
| Total tested | 1088 | 1088 | 1088 | 1088 | 1088 |
| | 25% | 29% | 4% | 0% | 58% |
| SY 15-16 | 193 | 223 | 54 | 0 | 470 |
| Total tested | 591 | 591 | 591 | 591 | 591 |
| | 33% | 38% | 9% | 0% | 80% |
| SY 16-17 | 122 | 165 | 19 | 0 | 306 |
| Total tested | 411 | 411 | 411 | 411 | 411 |
| | 30% | 40% | 5% | 0% | 74% |
| SY 17-18 | 317 | 291 | 92 | 68 | 768 |
| Total tested | 910 | 910 | 910 | 910 | 910 |
| | 35% | 32% | 10% | 7% | 84% |
| SY 18-19 | 399 | 257 | 149 | 98 | 903 |
| Total tested | 1089 | 1089 | 1089 | 1089 | 1089 |
| | 37% | 24% | 14% | 9% | 83% |

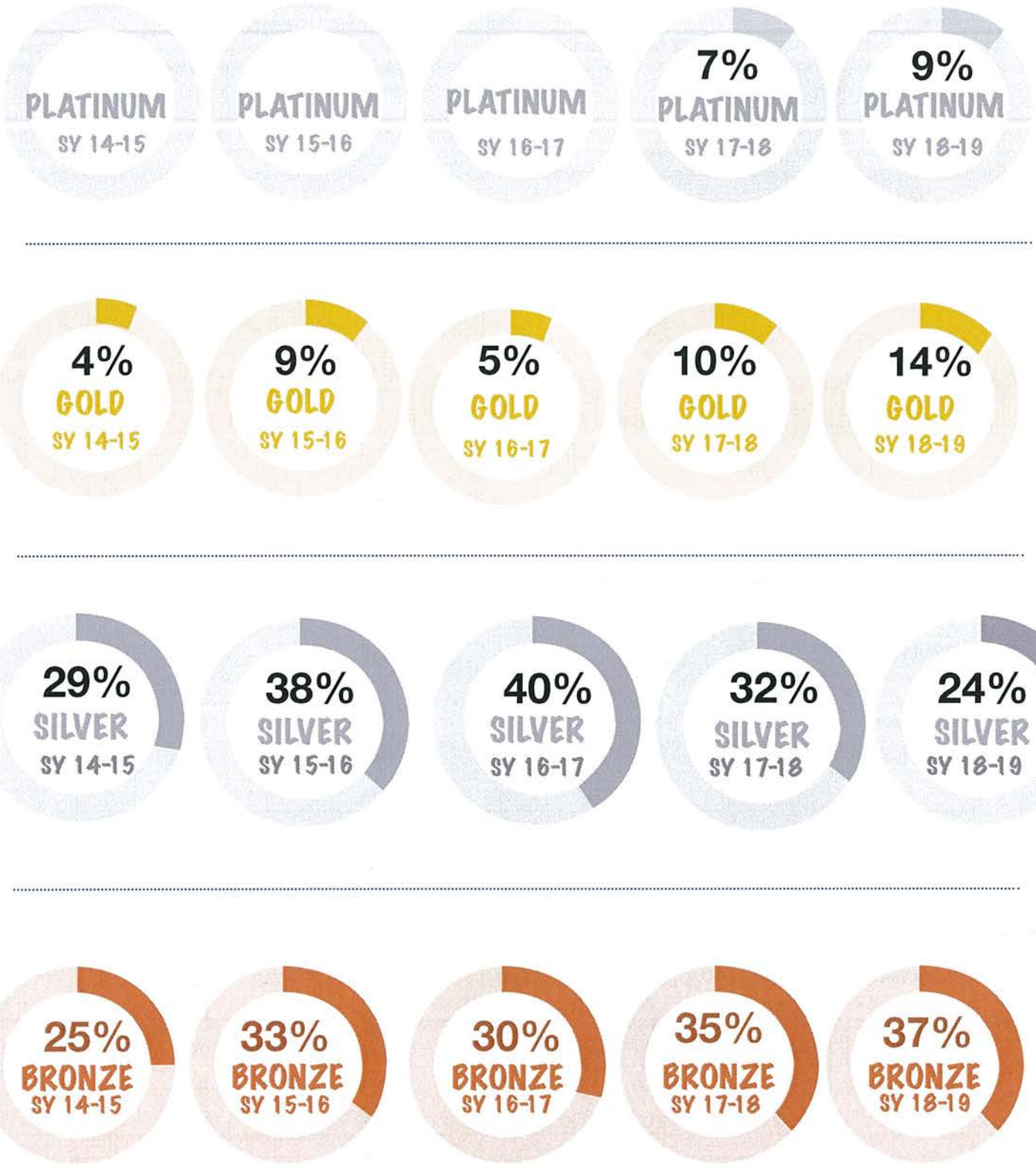
*DOE focused on middle schools; hence less high school students were tested.*



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WorkKeys™

FIGURE 39. ACT WORKKEYS ASSESSMENT 5 - YEAR COMPARISON SY 14-15 TO SY 18-19






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# Personnel Quality & Accountability

GDOE 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; and
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 18-19 there were 3,852 full and part-time employees who provided instructional and support services during the school year.

**Table 22** represents the distribution of employees by position category from the various schools and central office/support division. The largest category of employees within GDOE are teachers who comprise 64% of the total employee population. Instructional Aides comprise the second highest population totaling 662 or 17%. Principals and Assistant Principals account for 2% of the employee population, while various support and programmatic services make up the rest.

**TABLE 23.**
**SY 18 - 19 GDOE Distribution of Employees by Positions**

| POSITIONS | NUMBER OF EMPLOYEES | PERCENT OF TOTAL POPULATION |
|---|---|---|
| Principals and Assistants | 93 | 2.47% |
| Central Administrators | 27 | .72% |
| Teachers[1] | 2396 | 63.50% |
| Professional/Ancillary | 257 | 6.81% |
| Health Counselors | 43 | 1.14% |
| Allied Health Professional[2] | 20 | .53% |
| Central School Support | 156 | 4.13% |
| Cafeteria | 44 | 1.17% |
| Custodian/Maintenance | 82 | 2.17% |
| Instructional Aides[3] | 655 | 17.36% |
| **TOTAL DOE EMPLOYEES** | **3,773** | **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.*



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**TABLE 23. SY 2018 - 2019 DOE Ethnic Distribution of Employees**

| | ENTHIC CATEGORIES | # of EES |
|---|---|---|
| 1 | M - Marshallese | 2 |
| 2 | C - CHamoru | 2,360 |
| 3 | F- Filipino | 947 |
| 4 | K - Korean | 10 |
| 5 | P -Pohnpeian | 5 |
| 6 | I - American Indian/Alaskan Native | 6 |
| 7 | D - Chinese | 4 |
| 8 | H - Hispanic | 10 |
| 9 | O - Other | 54 |
| 10 | V - Vietnamese | 5 |
| 11 | W - Caucasian | 113 |
| 12 | T - Chuukese | 32 |
| 13 | J - Japanese | 23 |
| 14 | G - Palauan | 26 |
| 15 | A - Asian/Pacific Islander (Not List) | 159 |
| 16 | S - Carolinian | 2 |
| 17 | B - African American | 15 |
| | GRAND TOTAL: | 3773 |

**Table 23.** shows that employees under the CHamoru ethnic category total 2,360 of the total employee population (N= 3,773). Filipinos ranked second highest totaling 947 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 40.**
**SY 2018 - 2019 DOE Gender Distribution of Employees**

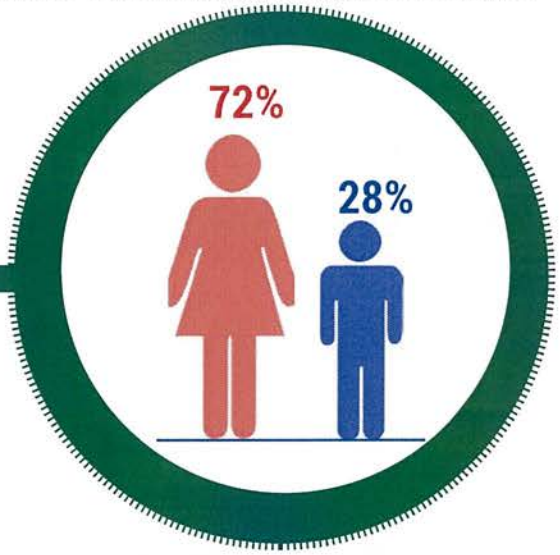



**Figure 40.** shows that female employees, who comprise 72% (2,699) of the total population (3,773), far outnumber the male employees at 28% (1,074).

**TABLE 24.SY 18 - 19 Employee Distribution By Age Group**

| AGE GROUP | NUMBER OF EMPLOYEES | SY18-19 PERCENT OF TOTAL N =3,773 | SY 17-18 PERCENT OF TOTAL N = 3,852 |
|---|---|---|---|
| 18-24 | 214 | 5.67% | 6.26% |
| 25-34 | 868 | 23.01% | 22.46% |
| 35-44 | 933 | 24.73% | 25.20% |
| 45-54 | 1,024 | 27.14% | 26.40% |
| 55-64 | 570 | 15.11% | 15.34% |
| 65-70 | 121 | 3.2% | 3.22% |
| 71+ | 43 | 1.14% | 1.12% |
| Total Employees | 3,773 | 100% | 100% |

**Table 24** represents the employee distribution by age group. In SY18-19, the highest percent of the employee population (51.87%) are between the ages of 35-44 & 45-54 years old. Employees who are age 55 or over comprise 19.45% of the population, while 28.68% of employees are below the age of 35.



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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 25** represents the distribution of professional school administrator certification for SY 18-19. All GDOE school administrators possessed full Professional Certification.

**TABLE 25. SY 18-19 Professional School Administrators Certification**

| TYPE OF CERTIFICATION | SY 18-19 Certification | | | | SY 17-18 |
|---|---|---|---|---|---|
| | Elementary | Secondary | Expired* | TOTAL | TOTAL |
| Professional I | 0 | 0 | 0 | **0** | 0 |
| Professional II | 0 | 0 | 0 | **0** | 8 |
| Professional III | 1 | 0 | 0 | **1** | 1 |
| Initial Administrator | 1 | 4 | 0 | **5** | 5 |
| Professional Educator | 0 | 0 | 0 | **0** | 0 |
| Master Educator | 28 | 30 | 0 | **0** | 0 |
| Master Administrator | 0 | 0 | 0 | **54** | 54 |
| Professional Administrator | 8 | 17 | 0 | **27** | 27 |
| Teacher's detailed as Acting Assistant School Principal (No Admin. & Sup. Certification required) | 0 | 4 | 0 | **4** | n/a |
| **TOTAL** | **38** | **55** | **0** | **87** | **96** |

**Expired, represents employees who once held valid Certificates and whose certificates expired in SY 18-19*

**Table 26** below depicts the distribution of instructional teachers by types of certification for SY 18-19.

Category of Positions not included are JROTC positions (total 15) who maintain certification by the Department of Defense, and Teacher's Assistants and On-Call Substitutes whose positions do not require certification (total 320) and (125) 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 1,682 of the total population of which 267 held Initial Educator/Basic Educator Certification.

**TABLE 26. SY 18-19 Classroom Teacher Certification**

| TYPE OF CERTIFICATION | Elementary | Secondary | Divisions | Expired*** | SY 18-19 TOTAL | SY 17-18 TOTAL |
|---|---|---|---|---|---|---|
| Basic Educator | 42 | 19 | 28 | 0 | **89** | 89 |
| Initial Educator | 74 | 104 | 0 | 0 | **178** | 180 |
| Master Educator | 304 | 280 | 2 | 0 | **586** | 712 |
| Master Equivalency | 51 | 49 | 6 | 0 | **106** | 127 |
| Reading Specialist | 0 | 2 | 0 | 0 | **2** | 0 |
| Professional I | 0 | 0 | 0 | 0 | **0** | 0 |
| Professional II | 0 | 0 | 0 | 0 | **0** | 0 |
| Professional Educator | 321 | 385 | 13 | 0 | **719** | 603 |
| Level 1A,1B, 1C, 2 & 3 | 0 | 0 | 0 | 0 | **0** | 0 |
| Standard | 0 | 2 | 0 | 0 | **2** | 2 |
| Temporary** | 0 | 0 | 0 | 0 | **0** | 80 |
| **TOTAL** | **792** | **841** | **49** | **0** | **1,682** | **1,787** |

***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.*



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**Table 27** represents the distribution of school health counselor certification in SY 18-19. A total of 44 of the School Health Counselors in the Department of Education held License to Practice on Guam as Registered Nurses (40), Practical Nurses (3), and Community Health and Nursing Services Administrator – DOE Chief Nurse (1).

**Table 27. SY 18-19 School Health Counselor Certification**

| TYPE OF CERTIFICATION | Elementary | Secondary | Division | SY 18-19 TOTAL | SY17-18 TOTAL |
|---|---|---|---|---|---|
| Registered Nurses | 25 | 14 | 1 | **40** | 40 |
| Community Health & Nursing Administrator | 0 | 0 | 1 | **1** | 1 |
| Licensed Practical | 2 | 1 | 0 | **3** | 3 |
| **TOTAL** | **27** | **15** | **2** | **44** | **44** |

**Table 28** represents the distribution of School Librarian certification in SY 18-19. A total of 33 School Librarians held full Professional School Librarian certification, while 1 holds a Temporary Endorsement School Library Certification.

**TABLE 28. SY 18-19 School Librarians Certification**

| TYPE OF CERTIFICATION | Elementary | Secondary | SY 18-19 TOTAL | SY17-18 TOTAL |
|---|---|---|---|---|
| Master Educator | 8 | 11 | **19** | 17 |
| Master Equivalency | 3 | 0 | **3** | 4 |
| Professional Educator | 8 | 3 | **11** | 12 |
| Temporary | 1 | 0 | **1** | 0 |
| **TOTAL** | **20** | **14** | **34** | **33** |

**Table 29** epicts the distribution of School Guidance Counselor certification in SY 18-19. A total 78 School Guidance Counselors held full Professional Certification, while the 2 hold a Temporary School Counselor Certification.

**TABLE 29. SY 18-19 Guidance Counselor Certification**

| TYPE OF CERTIFICATION | Elementary | Secondary | SY 18-19 TOTAL | SY17-18 TOTAL |
|---|---|---|---|---|
| Initial Counselor | 5 | 4 | **9** | 11 |
| Master Counselor | 7 | 19 | **26** | 24 |
| Professional Counselor | 13 | 26 | **39** | 36 |
| Master Educator | 0 | 2 | **2** | 3 |
| Temporary | 0 | 2 | **2** | 1 |
| **TOTAL** | **25** | **53** | **78** | **76** |

**Table 30** represents the distribution of school allied professional certification in SY 18-19. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

**Table 30. SY 18-19 Allied Health Professionals**

| ALLIED HEALTH PROFESSION | TYPE OF CERTIFICATION/ LICENSURE | SY 18-19 TOTAL | SY17-18 TOTAL |
|---|---|---|---|
| Audiologist | Allied Health License | **1** | 1 |
| Audiometrist | Allied Health License | **2** | 2 |
| Occupational Therapist | Allied Health License | **0** | 0 |
| Physical Therapist | Allied Health License | **0** | 0 |
| Psychologist | Allied Health License | **5** | 4 |
| Speech/Language Clinician | Allied Health License | **6** | 8 |
| Speech/Language Pathologist | Allied Health License | **6** | 7 |
| **TOTAL** | | **20** | **22** |



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# Budget and Expenditures

Pursuant to Fiscal Year 2018 Budget Act or PL 34-42, GDOE appropriations in FY 18 had initially totaled $249.6M with no increases in the $8M appropriation for charter schools and an overall increase of $3M in comparison to FY 17appropriation levels.

The $3M increase in authorized GDOE spending included:

1. $1M in additional funding to expand the Early Childhood Education program, adding four additional classrooms (72 students) with requisite staff, equipment, and instructional materials;
2. $500 thousand (k) targeted for school maintenance and repairs;
3. $89K in additional funding for school libraries under the Public Library Resource Fund, from $908K in FY 17 to $997K IN FY18; ND
4. $1,4M to cover projected organic growth in the cost of GDOE personnel and operations expenditures.

The $2.6M in special fund appropriations in FY 18 was designated for interscholastic sports, health and physical education activities, school libraries, GDOE sports facilities and equipment, and GDOE funding for the First Generation Trust Initiative investment.

Following the enactment of the Federal Tax Cut and Jobs Act (TCJA) of 2017 (PL 115-97) in December 2017, GDOE's FY 18 Budget was reduced by $12.3M under a Fiscal Year Realignment Plan mandated under PL 34-87 and adopted by the Governor. The reduction was prorated between GDOE ($11.6M) and Charter Schools ($698K).

Additional appropriations provided to benefit GDOE, not included in the comparative table, include $15.1M in payments ($1.7M in retiree healthcare benefits and $2.9M in lease payments for Okkodo High School Expansion) and $450K from the University of Guam and GCC to implement the First Generation Trust Initiative.

The Legislature approved $12.5M in additional appropriations ($12.3M in Federal reimbursements and $119K cash collections) related to the National School Lunch and School Breakfast Programs. The reimbursements are provided by the USDA's Food and Nutrition Services for meals served to students and children who attended public schools. In F Y18, cafeteria sales were $31K; the estimated cash collections identified in the appropriations are much higher than what was realized. Cash collections were impacted by the expansion of schools enrolled in the Community Eligibility Provision Program, which enables high poverty districts to offer school breakfast and lunch at no cost to students. In SY 17-18, 36 schools were enrolled, 9 more than the previous school year, and in August 2018 or the 4th quarter of the fiscal year, all 41 GDOE schools were enrolled in the program,

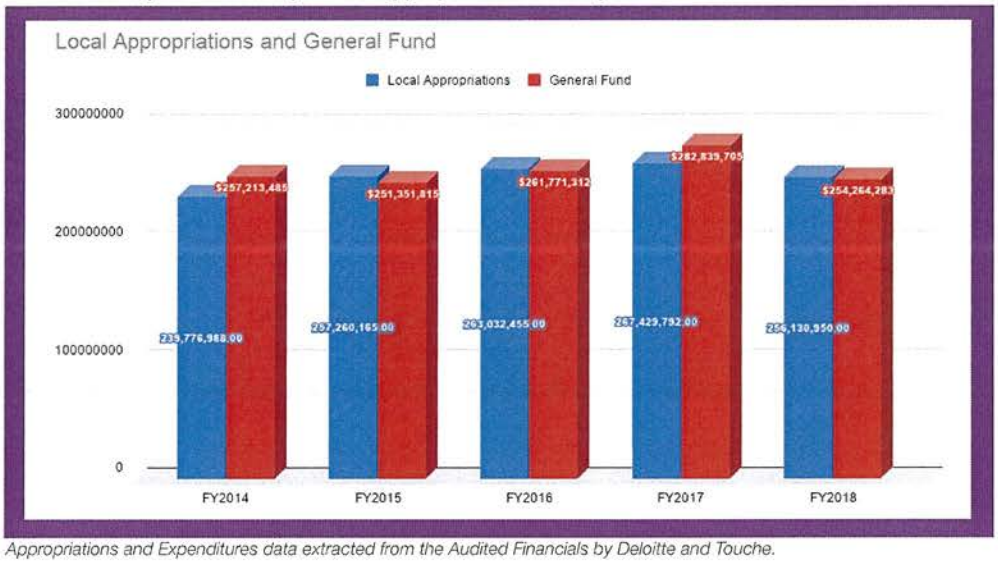
PL 34-117 appropriated an additional $1.5M in continuing appropriations, for the SSHS Renovation project from FY 18 proceeds of the Tax Amnesty program. However, the Department of Administration noted there is no cash available to fund the appropriation.

**Deloitte and Touche, LLP (2018 June 25). Basic Financial Statements, Additional Information and Independent Auditors' Report Year Ended September 30, 2018*



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**Figure 41.**
**Department Comparative Appropriations and Expeditures from 2014 -2019**




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

**Figure 41.** shows the department's comparative appropriations and expenditures from FY 13 to FY 19

**Table 31. Appropriations from Various Categories from FY 2013 to FY2018**

| CATEGORIES | FY2013 | FY2014 | FY2015 | FY2016 | FY2017 | FY2018 |
|---|---|---|---|---|---|---|
| **Local Appropriations** | 226,373,210.00 | 239,776,988 | 257,260,165 | 263,032,455 | 267,429,792 | **256,130,950** |
| **Federal Contribution *** | 62,100,353.00 | 54,629,762 | 58,052,789 | 56,874,788 | 64,445,317 | **61,172,198** |
| **Contributions from component units** | | | - | 450,000 | - | **-** |
| **Cafeteria Sales** | 553,763.00 | 396,398 | 231,703 | 199,734 | 146,591 | **31,213** |
| **Fees and Other Program Receipts** | 1,380,266.00 | 835,928 | 1,040,777 | 1,416,498 | 530,282 | **1,827,690** |
| **Total Revenues** | 290,407,592 | 295,639,076 | 316,585,434 | 321,973,475 | 332,551,982 | 319,162,051 |

**Table 31.** depicts DOE appropriations by source category from FY 13 to FY 18. 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 32. Comparative Expenditures and Per Pupil Cost from SY14-15 to SY18-19**

| School Year | SY16-17 | SY17-18 | SY18-19 |
|---|---|---|---|
| Total local expenditure | $ 261,771,312 | $ 282,839,705 | $ 254,264,283 |
| Less non-operating exp. | $ 44,078,056 | $ 69,780,414 | $ 38,775,119 |
| **Local operating expenditure** | $ 217,693,256 | $ 213,059,291 | $ 215,489,164 |
| Official enrolment | 30,758 | 30,112 | 29,719 |
| **Per Pupil Operating Cost** | **$ 7,078** | **$ 7,076** | **$ 7,251** |

**Table 32.** represents per pupil cost based on audited expenditures of local funds. Per pupil cost is calculated by dividing the total amount of expenditures less non-operating cost for the fiscal year by the official student enrollment. The figures above also do not include costs for transportation provided by Department of Public Works.



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**Figure 42.**
**Combined Statements of Revenue, Expenditures by Account and Changes in Fund Balances**

**GUAM DEPARTMENT OF EDUCATION**

Statements of Revenues, Expenditures and Changes in Fund Balances (Deficit)
Governmental Funds
Year Ended September 30, 2018
(With Comparative Totals for the Year Ended September 30, 2017)

| | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | General | Federal Grants Assistance | Total | General | Federal Grants Assistance | Total |
| Revenues: | | | | | | |
| Appropriations | $ 248,469,400 | $ 7,661,550 | $ 256,130,950 | $ 267,429,792 | $ - | $ 267,429,792 |
| Federal grants and contributions | 1,475,370 | 59,696,828 | 61,172,198 | 4,458,316 | 59,987,001 | 64,445,317 |
| Cafeteria sales | 31,213 | - | 31,213 | 146,591 | - | 146,591 |
| Fees and other program receipts | 1,649,552 | 178,138 | 1,827,690 | 351,533 | 178,749 | 530,282 |
| Total revenues | 251,625,535 | 67,536,516 | 319,162,051 | 272,386,232 | 60,165,750 | 332,551,982 |
| Expenditures: | | | | | | |
| Current: | | | | | | |
| Elementary Education | 74,978,384 | - | 74,978,384 | 74,640,441 | 4,122 | 74,644,563 |
| Secondary Education | 88,066,239 | 992,958 | 89,059,197 | 87,386,744 | 801,094 | 88,187,838 |
| Direct Student Support | 15,991,909 | 57,477,449 | 73,469,358 | 15,974,242 | 54,836,301 | 70,810,543 |
| General Administration | 36,452,632 | 1,440,209 | 37,892,841 | 35,057,864 | 3,533,630 | 38,591,494 |
| Retiree healthcare benefits | 11,732,727 | - | 11,732,727 | 12,670,871 | - | 12,670,871 |
| Guahan Academy Charter School | 4,458,474 | - | 4,458,474 | 4,759,415 | - | 4,759,415 |
| iLearn Academy Charter School | 2,968,433 | - | 2,968,433 | 3,246,147 | - | 3,246,147 |
| Debt service: | | | | | | - |
| Lease payments | 19,615,485 | 7,625,900 | 27,241,385 | 22,108,219 | - | 22,108,219 |
| Capital projects: | | | | | | - |
| Capital lease acquisition | - | - | - | 26,995,762 | - | 26,995,762 |
| Total expenditures | 254,264,283 | 67,536,516 | 321,800,799 | 282,839,705 | 59,175,147 | 342,014,852 |
| Excess (deficiency) of revenues over (under) expenditures | (2,638,748) | - | (2,638,748) | (10,453,473) | 990,603 | (9,462,870) |
| Other financing sources (uses): | | | | | | |
| Transfers in | - | - | - | 990,603 | - | 990,603 |
| Transfers out | - | - | - | - | (990,603) | (990,603) |
| Capital lease | - | - | - | 26,995,762 | - | 26,995,762 |
| Total other financing sources (uses), net | - | - | - | 27,986,365 | (990,603) | 26,995,762 |
| Net change in fund balances | (2,638,748) | - | (2,638,748) | 17,532,892 | - | 17,532,892 |
| Fund balances (deficit) at beginning of year | 4,870,800 | - | 4,870,800 | (12,662,092) | - | (12,662,092) |
| Fund balances at end of year | $ 2,232,052 | $ - | $ 2,232,052 | $ 4,870,800 | $ - | $ 4,870,800 |

See Accompanying Independent Auditors' Report.

**Figure 42** depicts comparative expenditures by budget categories for FY18 and FY17 from GDOE's audited Financials (Deloitte and Touche). On this report and onward, the Department will not report an official per pupil cost until the audited financial reports are available. The department has been historically reporting an official per pupil cost based on the immediately preceding fiscal year data which are not yet complete as of data download and certainly not yet audited. The result was that the per pupil cost has been significantly lower than if official complete audited financial data were utilized.

*Statement of Revenues, Expenditures and Changes in Fund Balances* ***Deloitte and Touche, LLP (2018 June 25). Basic Financial Statements, Additional Information and Independent Auditors' Report Year Ended September 30, 2018 (p.73)***



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# School Exemplary Programs & Achievements

## ELEMENTARY

### ADACAO ELEMENTARY

**EXEMPLARY PROGRAMS**

5th National Elementary Honor Society (NEHS)
7th National Elementary Honor Society Our National Elementary Honor Society (NEHS) chapter inducted outstanding 4th and 5th grade students. Our NEHS student members demonstrated their leadership abilities by taking on leading roles in a majority of our school's ceremonies and assemblies.

**Mock Trial Team**

Mock Trial Team Adacao's 5th Mock Trial Team participated in the Unified Courts of Guam Mock Trial: Cinderella vs. Estate of Padre Mia. The mock trial excellently exposes students to a wide variety of law-related careers. Our students gained an insider's perspective on courtroom procedures and the judicial system.

**5th grade students utilized the Full Option Science System (FOSS) Program**

5th grade students utilized the Full Option Science System Program The Full Option Science System (FOSS) bridges research and practice by providing tools and strategies to engage our students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. The design includes these pedagogies: active investigation, including outdoor experiences, recording in science notebooks to answer focus questions, and assessment to monitor progress and motivate student reflection on learning. Our students learned important scientific and engineering concepts, and develop the ability to think as well as to actively participate in scientific practices through their own investigations and analyses. The FOSS Program provided



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our students and teachers with meaningful experiences through engaging with this active participation in scientific practices.

**ACCOMPLISHMENTS**

- Math Maniacs Club: Our kindergarten students were invited to participate in our Math Maniacs Club. Kindergarten teachers utilized their students' lunch break to provide small-group learning with hands-on and real-life math experiences to improve basic counting, number identification and addition.
- Mini Bees Club: Our Mini Bee Club was created to help primary students prepare for our school's intermediate Spelling Bee. Students met twice weekly during their lunch recess with a Club Advisor. Advisors assist students by running through the spelling bee competition process. We congratulate our SY2018-2019 Mini Bee Champion Kassandra Isip, 2nd place winner Urijah DeVera and 3rd place winner Cristiano Mendiola.
- Adacao's Got Talent: Mini Drama Club: Primary students learned how to act, make props, and present their skits to a large audience. Students showcase their talents, through song, poetry, dance, and comedic or instrumental performances twice a week.
- Spelling Bee Club: Our Spelling Bee Club met weekly and ran through spelling drills using word list selections that varied in difficulty. Our SY2018-2019 Spelling Bee champion was Isabella Olivario, 2nd place winner Tristian Alvarez and 3rd place winner Christian Apuron. These students represented our school in the Annual Islandwide Spelling Bee Competition.
- Math Olympiad Club: Our school's Math Club for 4th and 5th graders met weekly for an hour to foster mathematical creativity and build skills in problem solving. Math Club members explored in-depth topics using Creative Problem Solving in Mathematics with other sources. Club members participated in the GATE island-wide Math Olympiad.

## AGANA HEIGHTS ELEMENTARY SCHOOL

**EXEMPLARY PROGRAMS**

**Positive Behavioral Interventions and Supports (PBIS)**

PBIS is implemented schoolwide to improve school climate and decrease student discipline. The School Climate Cadre developed School Wide Behavior Expectations and Lesson Plans to teach the identified positive behaviors; students learn to be empathetic and how to deal with conflict. Students have a chance to redeem weekly prizes at the Bee Hive through their Honey Tickets which is rewarded on meeting the three behavior expectations of being safe, respectful, and responsible. Students are also recognized as the Student of the Month for their display of the three Behavior Expectations in the classroom with their fellow Bumblebees. Additionally, students who receive no referrals during the month, have the opportunity to win additional prizes through the Bee Worthy Raffles. The Buzz Club was also formed to help students deal with issues in and outside of school.

**Mimasaka University Cultural and Learning Exchange**

This marked the 9th year partnership with Mimasaka University in Japan. University students studying to be elementary teachers observe classrooms and interact with our students while cultivating an exchange of culture, friendship, and learning. Yearly, two



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students and one teacher is invited to Japan to experience a home stay program with families affiliated with Mimaska University. Our students study about Japan's culture as well as perform and showcase our CHamoru Culture and Heritage while visiting Japan.

**Bumblebee Star Student Award**
Every year, students are recognized for their achievement of meeting the benchmark or better on the District-Wide Assessments in the areas of Language Arts, Reading, and Math. Based on the ACT Aspire and SBA results, 146 students were awarded the Bumblebee Star Student Recognition—4 students were recognized at the Platinum Level which means the student scored at the Advanced or Exceeding Levels for ALL areas, 24 students at the Gold Level, 44 students at the Silver Level and 74 at the Bronze Level.

**ACCOMPLISHMENTS**

- AHES continues its strong community recycling efforts by placing winning the Pay-Less Re-Cycle Bag Contest and placing in the top 5 active schools in the I-recycle Aluminum Can Program.
- Annual AHES Career Exploration Day for all students to be exposed to various careers in the community in fields such as sales, medical, safety, law enforcement, and engineering.
- AHES Annual Autism/Special Education Awareness Week "I Roar with Nic" held in April. Students learned about being different and helped raise funds as well as awareness for those with Autism.
- Bumblebees participated in the Judiciary Law Week Mock Trail participating in the Cinderella v. Estate of Padre Mia Tremaine trial.
- AHES Bumblebees participated in the GATE Dance Program with representatives from our 4th and 5th grades.

## AsTUMBO ELEMENTARY SCHOOL

**EXEMPLARY PROGRAMS**
**Early Bird Intervention Program**
The "Early Bird Intervention Program," held daily from 7:30 to 8:30 am provides Tier 2 students the support to attain grade level benchmarks. Assisted by TA's, homeroom teachers volunteer to facilitate & monitor students during the early morning program. This school year, the program was extended to include a second group of 2nd graders, as well as groups from the Kinder, 1st, 3rd, 4th & 5th grades.

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



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**STEAM Christmas**
2 day In-School Science Camp
Robotics
Science Fair

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

**ACCOMPLISHMENTS**
- The Initial WASC Accreditation Report was completed and submitted to the WASC Accrediting Committee.
- Participated in the TCEA Lego Contest
- Two teachers were selected to attend off-island conferences (NSTA and ISTE 19) 4. STEAM Team was selected to present at the ISTE 19 conference in Philadelphia.
- Only school to continue to avail of Custodial Funding.

## B.P. CARBULLIDO ELEMENTARY SCHOOL

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

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

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

**ACCOMPLISHMENTS**
- School community continues to work toward addressing the WASC recommendations
- School community continues to implement and revisit the school improvement plan
- All teachers were trained in Math Practice strategies and Singapore math concepts.



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## CHIEF BRODIE MEMORIAL ELEMENTARY

### EXEMPLARY PROGRAMS

**Guaranteed and Viable Curriculum**

Every student is provided the opportunity to learn the core curriculum which provides them with the probability of success in school. The necessary time is available and protected for all students to have equal opportunity to learn the guaranteed curriculum.

**State Systemic Improvement Project**

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

### ASPIRE

The After School Program for Instructional Remediation & Enrichment (ASPIRE) program was held to provide additional instruction for students during after school hours. Specific skills aligned with Common Core State Standards were identified according to the needs of enrolled students. Teachers used these standards and skills as a starting point for lesson planning and teaching.
During the regular school year, teachers concentrated on grade level skills and content standards. Focus in the after school program is primarily on targeted skills in reading, mathematics, and language arts. Lesson progress is monitored using AIMSWEB assessments. The program provides opportunities for students to master skills through collaborative learning, promethean board instruction, drill and practice, hands-on activities, and integrated lessons.

### ACCOMPLISHMENTS

- Chief Brodie Memorial Elementary School is 1 of 4 SSIP schools. Our focus was to improve best teaching practices to increase the levels of proficiency in reading using the Continuous Cycle of Improvement, PDSA (Plan Do Study Act), the 5 Components of Reading and other appropriate interventions.
- A Reading Workshop Model developed and shared by administrators from Menomonee Falls, Wisconsin had been fully implemented across all classrooms to include support programs such as Chamoru Studies, Gifted & Talented Education, English Language Literacy, and Special Education with a school wide effort to ensure deliberate instruction in Literacy. This resulted in no interruptions during the reading block with the support teachers focusing on providing assistance to regular classroom teachers.
- Responding to Interventions: Teachers were able to screen and analyze areas of improvement from Kindergarten through grade 5 and act intentionally with adjusting literacy instruction to suit the needs of individual learners. Teacher collaborated and shared best practices with supporting various student needs and continued monitoring for progress.

## CAPTAIN H.B. PRICE ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

Science, Technology, Engineering, and Math (STEM) Program
Teachers received professional development in the areas of science, technology, and math. Knowledge gained from trainings was shared with other faculty and applied during lessons with students.



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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.

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

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

**Principal's List**
Principal's List will be awarded to 1st-5th grade students that have met all the requirements as indicated in the criteria. Principal's List will be presented two times during the school year (January and May). Principal's List is the highest award a student may receive and indicates the child has exceeded the requirements for "A" Honor Roll by receiving straight A's in each quarter of the awarding term.
Criteria:
Student must be AT or ABOVE grade level.
Student must receive excellent citizenship.
Student must receive A's (90%-100%) in ALL subject areas for ALL QUARTERS affected by the awarding term.

**Honor Roll**
A and B Honor Roll will be awarded to 1st-5th grade students that have met all requirements as indicated in the criteria. Honor Roll will be determined by semester cumulative averages and will be presented in January (1st semester) and May (2nd semester).
Criteria for "A" Honor Roll
Students must be AT or ABOVE grade level
Students must have excellent or satisfactory behavior
Student must not have D's or F's in any subject area
Student must receive a SEMESTER CUMULATIVE GRADE AVERAGE between 90%-100%
Criteria for "B" Honor Roll
Student must be AT or ABOVE grade level
Students must have excellent or satisfactory behavior
Student must not have D's or F's in any subject area
Student must receive a SEMESTER CUMULATIVE GRADE AVERAGE between 80%-89%

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



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

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

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

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

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

**Special Programs – English as a Second Language, Special Education, Gifted and Talented Education**
English as a Second Language (ESL) – The ESL program provides supplementary instruction to students who are non-native or limited English speakers. ESL teachers conduct assessments of students' language proficiency. Depending on the results, eligible students receive sheltered instruction or consultative services. English Language Learners who are pulled out for ESL classes receive additional academic support as teachers use the Sheltered Instruction Protocol (SIOP) and other effective instructional models.

**Special Education –** The Department of Education follows the national trend toward a full inclusion model. The expectation is that most students identified with special needs will receive instruction in the general education classroom with the appropriate supports and accommodations. A resource room is available for students who Individualized Education Program (IEP) calls for such placement. Special education teachers may also provide consultative services to students receiving instruction in the general education classrooms. Some students may also be eligible for speech and language therapy, occupation therapy, physical therapy, leisure education, and other related services.



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**Gifted and Talented Education (GATE)** – Students identified as gifted in Kindergarten through 5th grade attend GATE classes for three hours a week. Identification is based on a nationally normed achievement test score, a rating by the child's teacher, and two intelligence tests.

**ACCOMPLISHMENTS**

At Captain H.B. Price Elementary School, curricular programs are offered along with extracurricular activities such as competitions and clubs/organizations. Students can compete in Math Counts, Math Kangaroo, Mock Trial, Spelling Bee, and Geography Bee as well as become members of clubs such as Ukelele Club and I-Recycle. Students' academic accomplishments and positive behaviors are celebrated and reinforced through school recognition awards

- Jump Rope For Hearts/ March 2019
- Chamolympics Chamorro Event Sports Day March 2019
- 4 Squares Competition Sept 2018- May 2019
- Early Fit Program - Sept 2018- May 2019
- Farm To School - Sept 2018- May 2019
- Parent Teacher Organization Parent/Students Movie Night
- I Recycle club with Peggye Denny
- Math Kangaroo
- Sihek And Koko AZA Zoo Mr. Castro/ Mr. Dan Alig
- Monthly Lanchero Awards

## CARLOS L. TAITANO ELEMENTARY SCHOOL

**EXEMPLARY PROGRAMS**

Deer Awards (Doing Everything Expected Right)

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

Students are awarded with DEER Tokens when "Caught Being a Good Role Model" for following the expected behaviors. Students redeem tokens for a small prize (eg: pencils) from the office Treasure Chest.

**Drill Team**

Students in grades 3rd -5th have an opportunity to be a part of the school Drill Team. Students are selected based on interest, citizenship attributes and/or leadership qualities. The Drill Team participates during large assemblies such as the Chamoru month opening and closing ceremonies.

**Perfect Attendance CELEBRATE RACE**

Homerooms that have perfect attendance for the day, get a letter to spell the word CELEBRATE. When the homeroom has all students present for 9 days, the word CELEBRATE is completed. The homeroom with the most "CELEBRATES" receives a class reward at the end of the year.



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## ACCOMPLISHMENTS

- School Accreditation –The school was awarded accreditation for 2019 -2025 by the Western Association of Schools and Colleges (WASC). WASC sent a team to validate what the school said it was doing in April 2019. All faculty and staff are members of one of the Focus Groups and met at least once a month. Parent & student representatives also greatly contributed to this process.
- 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.
- International Reading Association Read-A-Thon - Students participate in an annual event that encourages students to read daily. Elementary school students raise funds to promote reading in and out of the classroom by gathering pledges. The pledges are submitted to IRA to be eligible for prizes.
- Read & Respond Celebration-Student who turned in Read & Respond logs at 100% for each quarter were rewarded with having lunch with either Police Officers, Firemen and Army soldiers.
- Math Olympiad- Students who have been identified to have a passion for math participate in the Math Olympiad island wide competition. Coaches and students will practice and prepare during their personal break times.

## DANIEL L. PEREZ ELEMENTARY

### EXEMPLARY PROGRAMS

**Positive Behavior Interventions and Supports (PBIS)**

PBIS is a program that we continue to implement and maintain at Daniel L. Perez Elementary School to assist with the students' behaviors. The interventions help foster positive behaviors and creates uniformity at a school wide level. DLPES expectations are: 1) to be safe; 2) to be respectful; and 3) to be responsible. Those expected behaviors are posted throughout the campus: classrooms, hallways, restrooms, office, library, and cafeteria. When students are seen following the expected positive behaviors, they are recognized with the "Fanihi Tickets". These tickets can be redeemed for prizes that are determined by the teachers representing all the grade levels, and students are recognized as Fantastic Fanihis during their grade-level ceremonies. The PBIS cadre sets goals throughout the school year and aim to keep discipline rates below the rates from the previous school year.

**ClassDojo and Other Social Media Apps for Parental Communication**

ClassDojo is a classroom communication app that teachers and parents use as a tool to share information and communicate with each other. This is used school-wide and teachers are able to track student behavior and share photos or videos that enable parents to also check their child's progress. Communication with parents and guardians is important to DLPES and conversations via ClassDojo messaging is crucial in maintaining and strengthening the home-school connection. Parents appreciate the usage of the app and expressed their desire to continue using ClassDojo.

DLPES utilizes three other social media sites to promote communication with the parents and guardians of our students. On Facebook, our site is Daniel Perez Elementary School and to date there are 361 followers. On Instagram and Twitter, our accounts are both @



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mrfanihi. School photos of school activities are posted on Instagram and tweets about school happenings are done on Twitter.

**Gifted and Talented Education (GATE)**

The Gifted and Talented Education (GATE) program provides guided instruction by specialized fine arts instructors on a five-year rotational basis between the elementary schools in the various arts, like singing, dancing and art. In the 2018-2019 school year, DLPES 4th and 5th grade students were fortunate to have the GATE Choir and GATE Art instructors work with them in developing their talents, which culminated in a choir competition and art show respectively. Participation in these events have afforded them a broader exposure to the community and permitted them to win prizes and get recognition for their contributions and outstanding work.

**ACCOMPLISHMENTS**

- The 5th grade team won first place in the Kadon Pika Guera. They cooked the winning recipe for Kadon Pika.
- DLPES participated in the Island Wide Kickball Tournament and made it to the Quarter Finals. This was through their dedication and practice after school.
- The DLPES GATE Honor Choir performed and competed at the Agana Shopping Center Island-wide Choir Competition. They were committed to doing their best.
- DLPES Kindergarten students had a successful Promotional Ceremony at the cafeteria with a total of 126 students promoted to 1st grade.
- DLPES and GATE Art Teacher, Gisela Guile, selected 4th and 5th grade students to work on art pieces after school. The students spent hours preparing for the school's Art Show during the 2nd semester. Portions of the students' artwork was used for the GATE Awards Ceremony in the program and certificates awarded.

## FINEGAYAN ELEMENTARY SCHOOL

**EXEMPLARY PROGRAMS**

**Prekindergarten Program Initiative**

Pre-Kindergarten Programs goal is to prepare students to enter kindergarten ready to learn and lay the foundation and/or school readiness indicators by providing a high-quality early learning experience for young children.

**ASPIRE (After-School Program for Instructional Remediation and Enrichment)**

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

**School Wide Online Common Formative Assessments**

Students from 2nd grade through 5th grades take online common formative assessments. This includes Chamoru language tests. This saves time and increases report accuracy which results in teachers being able to access the data to drive instructions. Furthermore, paper use for tests is eliminated making it more environmentally friendly.

**ACCOMPLISHMENTS**

Online Digital Library at Finegayan Elementary. Students can read books on-line in the library and other areas on campus. Also, they can borrow books by downloading their



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digital version to their personal devices off-campus.

Touchscreen Laptops for Kindergarten Students. Kindergarten students have their own personal touchscreen laptops in their classroom. This gives them personal access to technology.

Reassignment of students (redistricting.) Integration of 200 new students and seven new teacher positions into the Finegayan Campus due to new district boundaries for elementary schools.

## HARRY S. TRUMAN

### EXEMPLARY PROGRAMS

### ASPIRE

The After School Program for Instructional Remediation & Enrichment (ASPIRE) is an after school Program for Extended Teaching & Learning (PETAL). The ASPIRE supplements for the regular school day with additional time for instruction and interventions. It helps the students attain the level of rigor required by the Common Core State Standards.

This after school program provides lots of improvement in student learning and achievement also known as Improving Student Learning & Achievement (ISLA): Ayudante'.

### EAGLES OF THE MONTH – Positive Behavior Intervention Support PBIS

Eagles of the Month program recognizes students for their modeled behavior and exemplary performance in and out of classroom. On a monthly basis, there is a designated time and day for each grade level to trade in their coupons by going to the PBIS Store. Each students is provided the opportunity to trade in their coupons at the store. In the store are a variety of toys, games, school supplies and other donated items for the students to redeem their prizes. These items are donated from teachers and staff that provides the rewards.

### Super Reader Learning Literacy

Students are expected to read certain amount of books within a given month. This will motivate them to enhance their reading skills in literacy. The goal is learning to read and the best way to motivate is to provide them the ability to go during recess and lunch recess to the Library as well as take home more than 1 book a day. On the following month during our Flag ceremony of the first Friday of each month, a student is recognize and called out in front of the whole school to be awarded a Super Hero cape of a favorite Disney character and a stuffed toy. Along with this award and recognition is a photo frame of the student, librarian and admin.

### 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 Web Assessments
- School-Wide Exercise and Healthy Program throughout the year on a weekly basis



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- Awards and Promotional Ceremonies
- ASPIRE Program
- Career Day

## INARAJAN ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

**Robotics**

Inarajan Elementary School team, Flamin' Robotics, placed 3rd in the regional Texas Computer Educator Association Intermediate Robotics competition in January 2019. Students used the engineering design process paired with programming skills to create and program a robot to perform required tasks. The dedicated team members worked together during school hours, after-school, and even during Christmas break.

**Science Fair**

Inarajan Elementary School has an annual Science Fair, which qualifies the winners to participate in the University of Guam (UOG) Science Fair. In Spring 2019, a third grade student from Inarajan Elementary School won first place in Division I, Chemistry in the UOG Science Fair.

**Kagan Cooperative Learning**

Inarajan Elementary School fully implemented Kagan Cooperative learning school-wide. Kagan is designed to create full engagement of powerful learning strategies, supported by a large body of scientific research and proven effective in schools and districts. The Kagan series provided Seven Keys to unlock the door to successful cooperative learning. Central to a Kagan trainings are Kagan Structures. These structures are key to the quality of instruction "active engagement". The goal is to provide a positive difference for Inarajan Elementary School (IES).

### ACCOMPLISHMENTS

- WASC Accreditation 2017-2023
- Positive Behavior Interventions and Support (PBIS)
- Career Day
- International Reading Association and PBS Read-a-Thon
- iRecycle Program

## J.Q SAN MIGUEL ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

**Unified Classroom Management Plan**

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



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

### Eagles Soaring Together

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

### GATE Visual Arts

Twenty four students from grades 4-5 participated in the JQSMES GATE Visual Arts Program. The GATE Visual Arts Specialist, Ms. Gisela Guile, has been teaching an after-school program along with the collaboration of JQSMES's GATE teacher, Mrs. Antoinette Nadeau and her students during their respective GATE class time began on November 21, 2018. An Art Show took place on January 29, 2019 at the school cafeteria.

### ACCOMPLISHMENTS

- Accreditation Report Submitted; Initial Accreditation from WASC granted
- Parent Student Initiative Program
- Parental Involvement Workshops
- Manaotao Agila Dance Group
- Kickball Tournament

## JM GUERRERO ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

### State Systemic Improvement Plan (SSIP)

As part of our efforts to increase reading achievements for students, including students with disabilities , Juan M. Guerrero along with three (3) other schools have come together to improve the school infrastructure for enhancing reading achievement. In order to meet that goal the goal of SSIP, Juan M. Guerrero has implemented the following activities:

Measuring Student Outcomes by tracking Aimsweb data and determining the Rate of Improvement (ROI) for each student. Data is analyzed and graphed individually by students, individual classes and grade levels to determine if each category has met their goals to work towards and/or be at the 45th percentile during the Spring Benchmark screener.Eagles

Soaring Together

The goal of the Parent Involvement Cadre is to bridge the gap between our parents and the school focusing on our multilingual families, school and community. The intent is to improve the relationship between home and school that empower families to become proactive in their children's education on a continuous basis. The program provides two parental workshops a year. Workshops included mini lessons on homework, reading and math strategies to be



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used at home, explanation in truancy, discipline policies, uniform policies and information concerning health needs and requirements by the school nurse. Interpreters were also provided by our social workers.

**Family and Community Engagement**

The Family and Community and Engagement Committee was created to build genuine relationships with families. The vision of our school was to engage and foster positive and collaborative relationships. The committee assist parents with what families need to do at home and in the community to support their children's learning and development. It also encompasses the shared partnership and responsibility between home and school. Establishing this partnership is with families is essential for school improvement. The activities are as follows: Back to School Bash & Open House, Parent Teacher Conference Fair ,Spring Carnival and Summer Kick off.

**G.A.T.E & Maker Space**

The Gifted and Talented Program enriches, explores, and prepares for life experiences through various lessons and activities:

- STEAM (Science, Technology, Engineering, Art, and Mathematics).

- Choice Boards: Choice boards teach my students about decision-making and responsibility. It also provides them the feeling of ownership when it comes to their education.

- Class Dojo: Students learn about real life experiences of how to earn money and spend money wisely through dojo points where learn how to be responsible, work hard, and complete tasks in order to earn credit to go shopping at our class Dojo store.

Makerspaces challenge students to think critically, creatively, and to improve student learning.

**ACCOMPLISHMENTS**

- Positive Impact of PBIS
- 5 Star Legacy & American Samoa U18 boys baseball league partnership
- Super Readers Program
- Reading & Science Fair
- Intervention Program and Charting our data analysis on Students Rate of Improvement (ROI)

**LIGUAN ELEMENTARY SCHOOL**

**EXEMPLARY PROGRAMS**

**After School Program for Instructional Remediation and Enrichment (ASPIRE)**

The ASPIRE Program of Liguan Elementary School is designed to improve students' in Tier 2 and 3 in the areas of reading, language arts, and math skills. Students underwent high quality instruction focusing on the skills needed to address the rigor of the Common Core State Standards (CCSS).

In addition, teachers created lessons focused on differentiated, hands-on, multi-sensory activities adjusted to meet the individual needs and learning styles of the students, as well as



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promote physical fitness and healthy lifestyle. They also utilize technology using Moby Max to help them track their learning. Constant daily and efficient communication with regular school day teachers and program teachers are a must.

Teacher Assistant (TA) tutor ASPIRE students daily along with assisting teachers with progress monitoring. Once students have mastered and moved to the next level, they are recognized and given incentives.

Improving Student Learning & Achievement (ISLA) AYUDANTE Summer School Program
Our Improving Student Learning & Achievement (ISLA) AYUDANTE Summer School Program focused on reading, math, and writing intervention, The STEAM (Science, Technology, Engineering, Arts, and Math) curriculum was utilized to supplement the summer school program. The Summer School program contains four (4) other schools: Liguan ES, Wettengel ES, Maria Ulloa ES and Juan M Guerrero ES whom worked together to help struggling learners in Tier 2 and 3 succeed. With differentiated instruction and multi-sensory activities, the ISLA Summer School Program will meet the individual needs and learning styles of the students and simultaneously meet the goals of the Common Core State Standards (CCSS). The lessons and activities that were planned for the students undoubtedly lead to a summer filled with learning and fun.

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

**ACCOMPLISHMENTS**
- Volunteers from Anderson Air Force Base facilitated various activities for students at Liguan Elementary School for the quarterly Fitness Fridays.
- Liguan Elementary School students from Kindergarten thru 5th grade participated in the Schoolwide Science Fair where volunteers from various agencies such as Anderson Air Force Base and University of Guam came to and helped with judging projects.
- Liguan Elementary School went through a WASC Full Self Study in April 2019 where the school community participated and collaborated throughout the school year. Our school celebrated our strengths and focused on outcomes that matter to all. It helped us better draw out a clear map for the next three years for all to follow.
- 4th and 5th grade students from the GATE program participated in the GATE Dance number performed in May 2019 which was coordinated by Ceaser Medina. It helped students discover themselves as they express their talents through dance.



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## MARCIAL A. SABLAN ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

### GET FIT

Stars "GET FIT" Workout Program began in October 2015 and continued through SY2018-2019 for the purpose of educating and promoting a healthier lifestyle for our students by having them participate in a variety of exercises such as running/walking, aerobic exercises, dancing, circuit training (which most SPARK lessons are integrated), jump rope, etc. To improve the quality of our students' participation in the exercise, the GET FIT team worked with PTO and other community partners to obtain a stage for the cafeteria so the GET FIT crew may be seen to model the exercise.

### PBIS

This is a school wide effort to teach students behavior expectations in school to decrease discipline referrals. Students practice and implement these expectations through various strategies and are rewarded through our Caught Being a Super Star incentive program. Students with behavior challenges have developed a Behavior Intervention Plan. The school improved the use of the TIPS as another element to improve data analysis of discipline in the school

### ACCOMPLISHMENTS

- Marcial A. Sablan E.S. held its 3rd Annual Senior Walkthrough on May 14, 2019 in partnership with Southern High School. The purpose is to remind graduating seniors of where their educational foundation began as they complete their 13th year of formal education. For our students, it was an opportunity to visualize that their educational goal is to graduate ready for the world.
- Marcial A. Sablan E.S. worked with the Parent Teacher Organization, Guam Running Club, Agat Mayor's Office, etc. to promote our GET Fit Program. In addition, many community partners assisted in our Family 2k/5K Run/Walk
- Marcial A. Sablan Elementary School is part of the GDOE Pilot Pre-K Program. As part of the program success, the GDOE Pilot Pre-K Program was featured in the National Institute for Early Childhood Education Research where Guam met 7 out of 10 quality Standards.

## MARIA A. ULLOA ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

### STUDENT SUPPORT AND INTERVENTIONS

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

**School Guidance Counseling:** MAUES has two school guidance counselors - one for primary grades and the other for intermediate grades - who help support students with their academic, social, and emotional development. They organize events that promote career readiness and develop, implement, and monitor academic and behavior intervention plans. The counselors also play a major role when coordinating child study teams and the annual district-wide assessment. If students need counseling services, teachers complete a referral request. MAUES offers academic programs to ensure that all students have access to grade level curriculum. It also offer other programs to assist students who are behaviorally challenged and to assist students with their health needs. The following are the support programs:

**Library Services:** The library provides technology skills instruction in concert with guidelines from the American Association of School Libraries Standards for the 21st Century Learner and



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the Common Core State Standards. The Librarian promotes, celebrates and markets library activities and resources. A Junior Librarians Club and train students to assist in the library. The librarian foster connections with other libraries (GPL and other GDOE Libraries). A Coding Club engages students in computer coding and STEM Activities.

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

**Instructional Programs**

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

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

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

**Extra-Curricular Programs**

At MAUES, the teachers work hard to ensure that students, regardless of their learning capacity, are given opportunities to succeed as the school mission states. The school focuses on the whole child in that it offers academic activities such as STEM, Robotics, Math Olympiad, Spelling Bee, Science Fair, Reading Fair, Reading Buddies, technology, a comprehensive tutoring program, etc.. The school also offers activities for students to become leaders and/or give back to the community through activities such as NEHS (National Elementary Honor Society, STUCO (Student Council), Junior Librarians Club, the WAVE Club, Island Girl Power Club, Safety Patrol, Coding, and Chess Club. MAUES also takes great pride in showcasing students' talents through the arts such as the Honor and CHamoru Choir, school wide performances, and the Ukulele Club. The school also fosters a healthy lifestyle by incorporating SPARK (Sports Play and Active Recreation for Kids) in their daily activities, participating in nationwide events such as the Jump Rope for the



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Heart, and island wide activities such as Kids for the Cure. Additionally, students are taught to care for the environment in which they live through the new GREEN (Growing Respect for Earth, Environment, and Nature) Program. Students in the GREEN program learn to plant and recycle natural resources to save the environment.

**ACCOMPLISHMENTS**

- Instructional Program MAUES continue to strive forward with the implementation of the Common Core State Standard Curriculum. The teachers used innovative teaching strategies such as CITW, SIOP, and technology to better engage students. The focus this year was on Standard Base Grading. Teachers already developed proficiency scales for each standard for ELA, Reading, and Math for each grade level. They are still working on proficiency scales for Social Studies, and Science. For next school year, the teachers will be developing assessments for each of the core subjects for each grade level based on the proficiency scales for each subject.
- At MAUES, the teachers work hard to ensure that students, regardless of their learning capacity, are given opportunities to succeed as the school mission states. The school focuses on the whole child in that it offers academic activities such as STEM, Robotics, Math Olympiad, Spelling Bee, Science Fair, Reading Fair, Reading Buddies, technology, a comprehensive tutoring program, etc.. The school also offers activities for students to become leaders and/or give back to the community through activities such as NEHS (National Elementary Honor Society, STUCO (Student Council), Junior Librarians Club, the WAVE Club, Island Girl Power Club, Safety Patrol, Coding and Chess Clubs. MAUES also takes great pride in showcasing students' talents through the arts such as the Honor Choir, school wide performances, and the Ukulele Club. The school also fosters a healthy lifestyle by incorporating SPARK (Sports Play and Active Recreation for Kids) in their daily activities, participating in nationwide events such as the Jump Rope for the Heart, and island wide activities such as Kids for the Cure. Additionally, students are taught to care for the environment in which they live through the new GREEN (Growing Respect for Earth, Environment, and Nature) Program. Students in the GREEN program learn to plant and recycle natural resources to save the environment
- Families and Stakeholders Involvement: MAUES is committed to involving the families in the success of their children. Among the many innovative programs at MAUES, the grade levels host Saturday Workshops (Books & Breakfast, Snacks & Stories, Chips & Chapters, etc.) for families to spend time learning with their child. These workshops involve parents in reading, math, and STEM activities. During Parent Teacher Conferences, the school reaches out to the community to participate in the school's Parent/Community Fair in the cafeteria. A variety of community resources are showcased in the cafeteria for parents and families to avail of to assist in the success of their child(ren). MAUES has a vibrant and active PTO. In addition to fundraising to support school programs, the PTO completed several projects including the awning for the staging area for walkers and bus riders, playground swing sets, playground and out-door stage shelters, benches, and minor maintenance work
- All Teachers are actively engaged in using Best Practices of Curriculum Instruction That Works (CITW) by conducting Classroom Walkthroughs within their respective grade levels.
- All Teachers video recorded their delivery of classroom instruction using best practices of effective teaching and learning as a reflective tool for improving student achievement.



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## MACHANANAO ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

### POSITIVE BEHAVIOR INTERVENTION and SUPPORTS (PBIS)

Implementation of PBIS assisted the school in emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring of evident-based behavioral practices and organizing resources and systems to improve durable implementation and fidelity. The School Climate Cadre (SCC) provides a safe environment for all students by analyzing the school's PBIS data and finding solutions to any discipline incidences using the Team Initiated Problem Solving framework. The data is analyzed to determine when (specific times) incidences occur, which students (grade-levels) are involved, where (classroom, cafeteria, playground, etc.) the incidences occur. SCC develops a plan to address the behavioral issues and prevent them from reoccurring. Office Discipline Referrals decreased from the previous SY2017-2018 18 referrals to 10 referrals for SY2018-2019.

### COMPUTER EDUCATION: STRUCTURED LEARNING

Structured Learning Computer Education is a K-5th Curriculum that was provided as a resource to implement and aligned with GDOE Computer Education Standards. Teachers were provided a schedule of when mobile labs are available for their grade level to sign-out, therefore students were able to use the technology consistently. On these days, Structured Learning was taught. Individual laptops were utilized by students independently under the guidance of the classroom teacher. Focus Group A Organization monitored the implementation of Structured Learning. Monitoring the use of technology in the classroom impacts student learning as it should be integrated in classroom instruction. In comparison with SY2017-2018, there was an increase of use of technology in the classroom through structured learning by 83%.

### NATIONAL ELEMENTARY HONOR SOCIETY (NEHS)

The National Elementary Honor Society (NEHS) was established in 2008 by the National Association of Secondary School Principals (NASSP) in cooperation with the National Association of Elementary School Principals (NAESP) to recognize elementary students in both public and non-public elementary schools for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools. Machananao's National Elementary Honor Society has been established since school year 2011-2012 and due to its continued success at our school, for SY2018-2019 was the 8th induction ceremony for Machananao Elementary. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student is expected to demonstrate all four pillars as required by the National NEHS, and must be highly recommended by his/her teacher. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership. 16 students were inducted to NEHS for SY2018-2019, to include current members, the school has a total of 25 NEHS members.

### ACCOMPLISHMENTS

- School Improvement Plan (SIP) – Teachers implemented SIP throughout SY2018-2019. Action Steps were completed and accomplished.
- Marvelous Marlins of the Month (MMM) – Students were awarded for practicing and displaying Monthly Virtues (Character Education) during monthly school assemblies. Office Discipline Referrals decreased from the previous SY2017-2018 18 referrals to 10 referrals for SY2018-2019.



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- Academic Intervention Monitoring System web (AIMSWeb) – Student data was used immediately after the testing period (BM 1, 2, & 3). Teachers were able to address student needs. There was overall progress/growth from BM1 to BM3 throughout the grade levels.
- Common Formative Assessments (CFA) - Teachers created these assessments aligned with Standards Based Grading (Proficiency Scales). Teachers used CFAs to test students on chosen priority skills and big ideas using the GDOE Curriculum Guide and Map to create their assessments. T
- Response to Intervention (RtI) – Teachers 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.

## MERIZO MARTYRS' MEMORIAL SCHOOL

### EXEMPLARY PROGRAMS

#### Fun Fit Dolphins

The Fun Fit Dolphins is a program spearheaded by the school health counselor designed to foster physical health and overall well-being among our students. A coordinated set of health-related activities that include routine tests and physical checks take place throughout the school year. Fun Fit Fridays, which consist of weekly forty-five minute Zumba sessions for faculty, staff, and students, incorporate cardiovascular exercise and also address the BMI data. Other Fun Fit Dolphin activities include Red Ribbon Week Drug, Alcohol Prevention Awareness, and the American Heart Association's Hoops for Heart event. The school health counselor also conducts "hands-only" CPR training annually to the fifth grade students.

#### Schools Vs Cancer Program - Relay Recess

Schools Vs Cancer, formerly branded as Relay Recess, is a program initiated in partnership with the American Cancer Society that provides our students, faculty, staff, and community to take part in the national campaign of the fight against cancer. MMMS participation in the Schools Vs Cancer Program is a vessel to engage our learning community in healthy living, cancer prevention, and a charitable cause. In the eight years since the start of this partnership, MMMS has raised a cumulative total of close to $30,000 towards the fight against cancer.

#### CHamoru Language and Culture Program

The CHamoru Program of MMMS under the leadership of Siñora Thelma Soriano and Siñora Elizabeth Quinene promotes and perpetuates the language and culture of Guam and the Marianas. The CHamoru program provides meaningful cultural learning activities that place great importance and emphasis on the indigenous language throughout the school year. Additionally, participation in community events such as the Malesso Crab Festival as well as island-wide CHamoru Month activities allow opportunities for MMMS students to showcase the skills learned from the program.

### ACCOMPLISHMENTS

- Student Council – The MMMS Student Council is a student organization which serves as an outlet for students to develop leadership skills through empowerment. The Student Council election also allows the student body to participate in the democratic process.
- Dolphin Safety Patrol –Dolphin Safety Patrol functions as student safety patrol to



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monitor and promote the PBIS framework during lunch recess.

- Hoops for Heart – Annual activity to promote awareness and raise money for the American Heart Association.
- School vs. Cancer – Promoted physical fitness and raised funds for the awareness on cancer prevention.
- Island wide Science Fair – Participated and placed in the island wide Science Fair which focused on the science inquiry and scientific method.

## M. U. LUJAN ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

#### Cultural Arts Program

The students of M.U. Lujan Elementary School continue to perpetuate the CHamoru cultural values of respect and Ina'fa'maolek with all members of the community, as they showcased and shared their talents throughout the island participating in numerous events. As a school, we continue to sustain our commitment to the Håfa Adai pledge through a variety of activities incorporating as much as possible language, song and dance in all aspects of our school life.

#### Positive Student Support System (PS3)

Our school wide student support system, comprised of teams of faculty and staff members, was aimed at improving student achievement through focus and collaboration in a number of areas. These teams include Attendance, Behavior, Family, Interventions, and Stakeholders. Each team established their goal and activities for the year aimed at recognizing and rewarding outstanding behavior and practices, addressing issues and concerns that affect student achievement, and proactively communicating and establishing positive relationships with all stakeholders.

#### PBIS

Sustaining a safe and posi tive school environment where all students, staff and stakeholders are valued and respected continues to be a priority at our school. Every first day of the week we start as one dragon family by coming together to do our flag ceremony, highlighting achievements, and reminding all of our expectations and goals. Through this framework, we strive to ensure that every student feels cared for, and that they know, understand, and are able to model our school wide expectations in all areas throughout our school.

### ACCOMPLISHMENTS

- Continuous Improvement – All teachers have developed their PDSA (Plan, Do, Study, Act) cycle using data to monitor student growth. A greater sense of ownership by teachers and students have been established as goals were set, strategies selected, and progress monitored closely.
- Readers Workshop – Schoolwide, all grade levels had developed and outlined their reading block focusing on improving reading fluency and comprehension.
- Science Fair – A school wide science fair was held sparking interests from students in all grade levels. Utilizing the scientific method, students were able to conduct experiments in their areas of interest and competed in the island wide science fair.
- Professional Learning Communities (PLCs) – PLCs were used to foster collaboration among teachers in all grade levels. Planning and implementation of lessons continue to be results driven, focusing on student learning.



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ORDOT-CHALAN PAGO ELEMENTARY SCHOOL

EXEMPLARY PROGRAMS

PBIS (Positive Behavior Intervention & Supports)

A system designed to encourage a climate of positive behavior based on behavior expectations and teacher implemented lessons. Students are rewarded with Awesome Ant tickets for being safe, respectful and responsible, and can redeem their prizes from the student store. Monthly assemblies are held to recognize students and classes that demonstrate exemplary behavior and attendance ie. Student and Class of the Month. Primary and intermediate classes of the month had a specially decorated table in the cafeteria and sports equipment; the teachers had a special parking space and banners were hung on their doors.

**5-2-1 Almost None/Get Fit & Thirsty Thursdays**

A biweekly activity to encourage and promote regular physical activity both in and out of the classroom.

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

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

OCPES renewed the 5-2-1-Almost None Pledge with the SNAP-Ed Program in November 2017, continuing their commitment as a leader and champion of healthy eating and active living in the Ordot-Chalan Pago community, one of five select 5-2-1-Almost None pilot villages. Additionally, we encouraged students to rethink their drink and drink only water on Thursdays.

**Gifted and Talented Education Program**

**Gifted and Talented Education (GATE)**

The Gifted and Talented Education (GATE) program provides selected students who are performing above the norm for their age with enrichment opportunities stimulating their intellectual abilities and generating opportunities to excel and reach their personal best. Students also work with a variety of community organizations that provide academic growth and contributions by students to their community. Students have participated in the ISLA Art, Math Olympiad, WAVE Club, Math Kangaroo, and the Island-wide Science Fair moving them beyond their classroom experiences by engaging their social and academic opportunities.

**ACCOMPLISHMENTS**

- Monthly Parent Workshops - Aimed at providing awareness and training to parents on the use of Parent Portal, Internet Safety, learning strategies, homework helpers and more.
- Student Body Association - The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and



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service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.

- School Safety Patrol - The main goal of Safety Patrol is to be a part of the team that keeps our school safe. Most of the time that means reminding students to walk in the halls and keep walkways clear for student traffic, but sometimes students help younger students find classrooms or other resources in our school.
- PBIS (Positive Behavior Intervention Systems) - Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior. With PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math. The focus of PBIS is prevention, not punishment.
- Pacific Daily News (PDN) - Newspapers in EducationProgram is a partnership between the PDN, local businesses and schools. A sponsor's donation provides teachers and students the PDN, curriculum guidelines and lesson plans. The PDN helps teachers introduce students to lifelong reading habits while encouraging more meaningful, hands on learning about issues that affect them locally and globally.

## PC LUJAN ELEM

### EXEMPLARY PROGRAMS
### STANDARDS BASED GRADING

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

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

### PROFESSIONAL LEARNING COMMUNITIES (PLCs)/ COLLABORATIVE LEARNING TEAMS (CLTs)

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

### POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

The school implemented PBIS to improve student discipline. A School Climate Cadre (SCC) which consists of teachers, staff, and administrator was created. A district PBIS coach provided ongoing technical assistance to ensure the framework was properly carried out. Teachers developed lesson plans to teach expectations in all settings. SCC monthly meetings were held to address school issues related to student conduct in the bus and playground.



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The school coordinated Student of the Month ceremonies to recognize one student from each classroom for displaying proper behavior and demonstrating the ESLRs. Students were given certificates and prizes. The school has experienced a significant decrease in discipline referrals since the adoption of PBIS.

**RESPONSE TO INTERVENTION (RTI)**

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

**MULTICULTURAL FAMILY AND SCHOOL PARTNERSHIP**

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

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

Lessons and presentations on various cultures were carried out in classrooms and bulletin boards depicted greetings of different languages.

CHamoru teachers presented to parents on the Chamorro content standards, activities and curriculum.

**ACCOMPLISHMENTS**

- To address WASC Critical Area #1 (curriculum mapping and common assessments) - Using the Cycle of Improvement (COI) Model, teachers used collected data to analyze and discuss outcomes in Professional Learning Communities (PLC) within grade levels. Students who were on and above benchmark as well as below benchmark were identified. Teachers collaborated during work sessions and prioritized standards to be taught for each quarter of the year. In addition, teachers administered Common Formative Assessments, compiled the results, and prepared item analysis to focus on weak skills.
- To address WASC Critical Area #2 (expanding technology curriculum and teacher training), teachers were trained on: Class Dojo, Using Technology with CITW, STEM 3D and Printer Training. Teachers taught curriculum and administered teacher-made assessments aligned with GDOE technology standards. Class Dojo, a communication app that helps connects teachers, parents and students throughout the school day was used amongst teachers. Kindergarten teachers taught a year round curriculum that included various lessons on ethical use of computers and internet safety.
- To address WASC Critical Area #3 (positive, safe, and healthy environment) As a result of PBIS strategies, PCLES experienced a 2% suspension rate. Students also participated in Jump Rope for Heart to promote healthy lifestyle choices and the American Heart Association fundraiser.



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- To address WASC Critical Area #4 (parental involvement), Dr. Matilda Rivera held ESL family workshops. Parent notices were translated into Chuukese. The school successfully worked with Micronesian Resource Center to hold ESL workshops for families. The school community participated in a multicultural week project to celebrate and further study the outer island population. Lessons and presentations on various cultures were carried out in classrooms and bulletin boards depicted greetings of different languages.
- Fifth Grade Student Council
- Spring Carnival
- Students presented a dance performance directed by the district GATE Performing Arts teacher, Czer Medina.

## TALOFOFO ELEMENTARY

### EXEMPLARY PROGRAMS

#### Tiger Tracks

Modeling the ASCD Whole Child framework, ensuring that each student is Healthy, before getting a nutritious breakfast, students were encouraged to stretch, run and/or walk for 20 minutes. Each morning students were encouraged to walk or run two-tenths to one mile, some choosing to run up to three miles. In May, the school, with community support, sponsored a one-mile run event for all students. On Fridays, students participated in Kids Athletics events, such as obstacle course, hurdles, and sprints. The early morning workouts were enjoyed by students, reduced disciplinary referrals, and engaged students constructive while waiting before school.

#### Standards-based Curriculum

To ensure that students were Challenged to achieve at their full potential, Talofofo Elementary continued to implement the Common Core State Standards and GDOE Content Standards. The school, in cooperation with the district, has developed priority standards to address critical skills in Language Arts and Math. Proficiency scales have been developed to clearly define what is to be taught and learned. This curriculum work helped to prepare each student for next grade level and will help raise the academic standards in the years to come.

#### Special Olympics

The ASCD Whole Child model states that each child shall be Supported to meet the individual needs of students. Among the programs which address individual needs at Talofofo Elementary, Special Olympics has shown to be outstanding. By encouraging and having almost all qualified student participate in Special Olympics, the students found they can be successful. In addition to great student support, community volunteers ensure that this is a successful annual event. This positive involvement translates into improved self-esteem and motivation, which in turn leads to greater effort in other areas.

### ACCOMPLISHMENTS

- WASC Initial Accreditation: Over the course of the past two years, Talofofo Elementary revised the school mission and school-wide learner outcomes as part of the process of applying for and receive Initial Accreditation from the Western Association of Schools and Colleges. Through the efforts of the faculty, staff, and other stakeholders, the school defined the work done at the school. The review of the school profile and site visit convinced the accrediting committee that the school is worthy of accreditation for three years.



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- Standards-Based Grading: Grade level and Chamorro teams revised priority standards and corresponding proficiency scales for Reading, Language, and Math and began implementing standards-based grading in the classroom.
- School Improvement Plan: Revised the school improvement plan to align it with school and district initiatives and incorporate WASC accreditation recommendations.
- Farm2Table Gardens: Three grade levels participated in the Farm2Table grant, planting and harvesting vegetables and learning able sustainable home gardening.
- War in the Pacific National Park Coin Ceremony Participants: Talofofo Elementary fifth and fourth grade students performed cultural dances at the unveiling ceremony for the War in the Pacific National Park, America the Beautiful coin.

## LBJ and TAMUNING ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

#### LBJ & Tamuning Elementary Schools' Balanced Leadership Approach

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

#### LBJ & Tamuning Elementary Schools' Vertical Teams

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

#### Grade Levels Project Based Learning Approach (PBL)

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

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



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

- GATE & Pilot Pre-Kindergarten: The World of Arcade Games
- Kindergarten: Gardening. Including: What is a Garden? Parts of a Plant, and Types of Gardens;
- First Grade: Trees-When We Learn We Grow
- Second Grade: The Importance Health and Wellness
- Third Grade: Our Ocean Our Future
- Fourth Grade: All About The Heart
- Fifth Grade: All About Kindness

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

**Latte Festival of Peace**

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

**ACCOMPLISHMENTS**

- 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.
- LBJ & TamES continues to strengthen the implementation of the Balanced Leadership Approach during SY17-18 by ensuring committees and teams were comprised of faculty and staff from both schools. This assisted in ensuring the faculty and staff assumed leadership roles in coordinating activities or events, for the students and provided a positive forum for teachers and staff to work collaboratively.
- The four committees to continue to support the goal of operating as one school: Student Awareness Committee, Student Achievement Committee, Student Activities Committee, Student Recognition Committee, and the Positive Behavior Interventions and Supports (PBIS) 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 2018, the overall theme was #choosepeace whereby LBJ & Tamuning Elementary school students participated in



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school-wide lessons on building a culture of peace and developing future peacemakers. For SY 17-18, LBJ & Tamuning Elementary school incorporated their grade level Project Based Learning themes into the peace festival plans. A special event was coordinated by the 5th grade students were a Peace Symposium incorporating TED Talks. One selected student from each class spoke on the "Importance of Peace".

- 
- Reading is the Key to Success: This is a recognition program for students to read. The Librarians from both 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.

**LBJ & Tamuning Elementary Schools' Mid Term Accreditation visit :**

The Visiting Committee commends:

- The administration, faculty and staff at LBJ-TamES create a collaborative culture that operates as a family, supporting each other.
- The Principal and Assistant Principal keep the school focused on students and communicate the importance of the work everyone does to support student achievement and their well-being.
- The school community at LBJ and TamES have exerted time and effort to blend as one school to provide a cohesive learning environment for the students.
- The school leaders, teachers, counselors and support staff have developed and utilize school level monitoring forms to inform instruction and support student achievement.
- LBJ-TamES involve students in choosing critical issues to research and pursue through Problem-based Learning projects.
- Vertical and horizontal teams collaborate to support students' transition from grade to grade.
- Schoolwide committees meet regularly to focus on the needs of students and school.

## UPI ELEMENTARY SCHOOL

### EXEMPLARY PROGRAMS

**Fitness Fridays**

Once a month, the entire school assembled to get faculty, staff, and students moving to put a fun, as well as positive emphasis on physical activities. With the leadership of Mr. Billy Navarrete, students were reminded to focus on the importance of staying active and healthy.

**Dance Club**

With the leadership of Ms. Ferdene Dela Cruz and Ms. Camille Manzano, UES formed a dance club. Through this program, students were given the opportunity to further their performance outlets, educational opportunities and social gatherings inside and outside the school setting.

**Vegetable Garden**

UES second grade students extended their classroom environment to their school yard. Students were able to reconnect with the nature and the true source of their everyday food. Teachers and students focused on gardening and agricultural skills that integrated Science, Health, Math and Physical Education. The classes were able to harvest eggplants and tomatoes.



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## ACCOMPLISHMENTS

- Upi Elementary School was named the second-place winner at the DFS Festival of Trees Competition.
- The fourth and fifth grade students placed 3rd, 4th, 5th, 9th, 14th and 18th places out of 294 teams on island. UES is the only elementary school who made it to the top 10.
- UES Special Needs' students beat their personal record to earn various medals at the Special Olympics.
- Japanese students from Tandai Fuzuki High School and Osaka Seikei University spent their time with the UES students. Both schools provided gifts and conducted activities in the classrooms.

## WETTENGEL ELEMENTARY SCHOOL

## EXEMPLARY PROGRAMS

### RAINBOWS FOR ALL CHILDREN PROGRAM

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

### PEER MEDIATION PROGRAM

Students learn conflict resolution, which helped WES provide a safer and healthy learning environment for everyone. An average of 30 student participants were part of the Peer Mediation Program to help students resolve conflicts and manage their behaviors. Students enjoyed attending weekly meetings with guidance from Mrs. Calata, School Counselor. Students learned activities and strategies to help their peers promote a safe and healthy environment for all.

## NATIONAL ELEMENTARY HONOR SOCIETY (NEHS)

WES is affiliated with the National Association of Elementary School Principals in promoting academic and leadership qualities. Students in 4th and 5th grades were nominated by their teachers based on exemplary performances in their academics and leadership abilities. Thirty students were selected and inducted into NEHS.

## ACCOMPLISHMENTS

- CHamoru Weaving Competition – Students from Kindergarten through 5th grade participated in the weaving competition that was held in the Agana Shopping Center to promote Chamorro cultural arts and team work. Second/Third Grade Team won First Place and Kinder/First Grade Team won Second Place in their overall categories.
- Great Kindness Challenge – WES was the first school on Guam to initiate the Great Kindness Challenge, according to Great Kindness Challenge Executive Director, Jill McManigal. Students, Faculty and Staff performed various acts of kindness from January 22 through February 1st to promote a positive and proactive bullying prevention initiative that improves school climate and increases student engagement.
- Monthly Parent Workshops – Planned workshops promoted a variety of topics that provided parents and guardians with information that developed their knowledge or skills towards helping improve their children's academic or behavioral skills.



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Presenters from GDOE Divisions, DPHSS, UOG and Wettengel were presenters for the school year.

- Robotics Competition – WES promoted STEM by providing students opportunities to participate in a variety of lessons and activities that challenge their learning. This school year the students placed 4th & 5th in their first ever Robotics Competition. Bots members included Dominic Diaz, Mason Duenas, Ciara Galvez, Giavonni Leon, Timson Santos, and Lee Tanghal.
- Jump Rope for Heart – The school nurse promoted "Jump Rope for Heart" as an annual event to raise funds for the American Heart Association's lifesaving scientific research and education that supports the fight against heart disease or stroke. Students received pledges and performed jump rope and other physical activities.





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# MIDDLE SCHOOL

## AGUEDA I. JOHNSTON MIDDLE SCHOOL

### EXEMPLARY PROGRAMS

Team Pirate Time (TPT): Character Education and Middle School Exploratory Program
Team Pirate Time (TPT) is a framework to provide the middle school concept of character education and middle school exploratory programs that support the development of student's academic and social skills to meet the district goals and objectives. AIJMS TPT nurtures the growth and readiness of a middle school student to empower their ambition to become a productive and contributing member of their community.

**Sustained Silent Reading (SSR)**
Guest presenters and community support also help in facilitating the goals of TPT. Exposure and opportunities to various occupations and professions are also provided.

**Multicultural Activities**
Parent-Youth-Community Symposium bridges the connection between various cultures in refining the richness and diversity of our student population.
Sharing of role modeling from various cultural and ethnic backgrounds throughout the year are celebrated and recognized.

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

**Interscholastic/Intermural Sports**
Athletic Club: Approximately 130 students successfully completed and were recognized for their participation in various sporting events.

### ACCOMPLISHMENTS

- Team SWAG (Scholars With A Goal) Faculty and Staff in-school mentoring program to support personal and professional growth and success.
- Inducted new members to the AIJMS NJHS student organization to foster the pillars of Leadership, Service, Character, and Scholarship for our school and community.
- Monthly Ahoy general school assemblies to foster camaraderie amongst students, faculty, and staff and PBIS Assembly to recognize student achievement and social skill development based on collected academic and behavior data.
- Implementation of the digital Power Walkthrough tracking mechanism to ensure quality and effective teaching and learning are facilitated in all classrooms
- On-going Consultation and Monitoring (active monitoring and engagement) program to ensure that all students are given the best opportunities for learning in all discipline.



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## AsTUMBO MIDDLE SCHOOL

### EXEMPLARY PROGRAMS

**National Junior Honor Society**

The National Junior Honor Society (NJHS) is a prestigious national student organization that seeks to educate and empower students who go above and beyond for their school and community by providing various opportunities to develop and maintain leadership, community involvement and service learning skills. This year, our NJHS inducted 10 new members, bringing our total membership to 25, the most our school has received in years

**Positive Behavior Intervention & Support (PBIS) Program**

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

Recognized at the monthly Positive Behavior Interventions and Support monthly assembly is the Master Dragon of the month which is a recognition system that allows teachers to be nominated monthly by their colleagues.

**Team Time Character Education Program**

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

### ACCOMPLISHMENTS

- 2019 First Lego League Champion
- 1st Place Stock Market
- 2019 Texas Computer Education Association (TCEA) Robotics Champion
- Career Day
- Monthly Bus Cleanup and Painting

## FBLG Middle School

### EXEMPLARY PROGRAMS

**8th GRADE PRE-AP (Advanced Placement) /ROBOTICS PROGRAM**

FBLGMS 8th grade students were placed in a team of Pre-AP trained content area teachers (language arts, reading, math, social studies, and science) who implemented challenging activities and lessons that promote critical thinking skills and inquiry-based learning. 7th grade students who received college readiness score of Ready and/or Exceeding in English, Reading, and Math during previous year's ACT Aspire results were considered and placed in an eligibility list. The list was then given to teachers for their recommendations and feedback regarding placement of student in the Pre-AP 8th grade team.



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Part of the Pre-AP team's plans is to continue the integration of the 8th grade Robotics Program, which explores the tenets of robotics and creates figurative and rudimentary models with robotic properties. Mrs. Aileen Canos, an influential educator in the success of the ongoing school's Robotics Program, has attended and participated in several robotics training opportunities and is part of the district's STEM trainers cadre

**Aquaponics**

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

**4-H CLUB**

Mr. Lali Thundiyil (7th grade science teacher) continues to be instrumental in the promotion of agriculture and environmental consciousness for F.B. Leon Guerrero Middle School students. He has partnered and continues to collaborate with the University of Guam's 4-H Program to build and maintain a community garden at the school. His students also continue to lead in recycling projects, maintain the school grounds, plant several trees, and develop a composting station.

**SCHOOL-BASED MENTORSHIP PROGRAM**

The School Support System (SSS) was established for 1st – 3rd year teachers to create a school-site mentorship program, which also allows for 2nd and 3rd year teachers to share their experiences with beginning teachers. Teachers involved in SSS also work with the Response to Intervention (RTI) Instructor each month to discuss academic, behavioral, and personal issues/concerns faced by beginning teachers. The RTI Instructor also builds leadership capacity in new teachers by working with them to facilitate Icebreaker activities during Professional Development days and discover emerging leaders for other school committees.

**FINE ARTS PROGRAM**

F.B. Leon Guerrero Middle School's Fine Arts includes Visual Arts, Honor Band, Jazz Band and Choir Program. They have performed throughout the island to include the Tumon Bay Festival, hotels, schools and various venues. Our Fine Arts students have received several awards throughout the year. Additionally, our Visual Arts class showcased their Artwork at an Art Show held in Agana Shopping Center.

**INTERSCHOLASTIC**

F.B. Leon Guerrero Middle School's Interscholastic Program offers opportunities for our students to participate in sports designed programs. These sports range from basketball, softball, track, soccer, and volleyball. Students are able to build camaraderie, sportsmanship, and physical health.

**ACCOMPLISHMENTS**

- Schoolwide STEM Expo – The Saturday STEM Expo, organized by all science teachers (led by Raisa Kakigi), challenged our students to deliver STEM-based (Science, Technology, Engineering, and Math) projects demonstrated and presented to parents and students. Additionally, FBLG's science teachers worked collaboratively with community partners, business organizations, science-related agencies, Sea Grant, University of Guam, 4-H Program, St. Luke's Hospital representatives, and other field leaders to participate and



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contribute by taking part as presenters for community awareness.

- Schoolwide Spelling Bee – Our annual schoolwide Spelling Bee, organized by language arts teachers, helps promote basic foundation in reading and writing. It also helps stimulate students' vocabulary skills and builds confidence in converting thoughts into written form.
- FBLG Career Day "Pathway to Success" – School counselors organized the Career Day to provide students with meaningful educational experiences that fortify their learning and motivate them to continue in school. Professionals from various fields were invited to share their educational backgrounds and professional experiences with our students.
- Language Arts Night - The Language Arts Night was organized by FBLG language arts teachers to promote positive attitudes about the subject, showcase teaching/learning methods, display materials and resources, exhibit student learning evidence, and promote family/community involvement.
- HAWKS Day at ASC – The Fine Arts teachers plan and organize a day's event at Agana Shopping Center to showcase students' talents (singing, dancing, speech making), display clubs'/organizations' activities, present team students' learning evidence, and exhibit students' art work.
- Opportunity Room - FBLG started an Opportunity Room to provide additional support for students who needed behavioral or academic intervention. Depending on the level on infraction, a student was placed in the Opportunity Room on school campus to support student learning and character building for the duration of the in-school suspension. This in-school suspension gives students the opportunity to learn how to make responsible choices and receive services that respond to their unique behavioral and academic needs. The Opportunity Room is supported by a full-time OR teacher, Teacher Assistants, school counselors, School Climate Cadre, and RTI Instructor.
- Choices360 – Our school's Practical Arts department and school counselors began to work with Guam Community College to implement the Choices360 that creates a career interest inventory system for all our 8th grade students moving to high school.
- Combo Band – A school pop contemporary band, led by Mr. Ramon Marucut (6th grade language arts teacher), allows students and teachers to collaborate on playing instruments together and performing during school events on campus or outside community events. Band members practice during lunch hours and after school to sing and play cover tunes selected by students. Mr. Marucut provided the main musical instruments, and the group was able to raise funds to purchase supplementary materials and supplies that support students' abilities and skills.
- Explorers Club – Fourteen (14) students with a few teachers and administrator chaperones were able to prepare and travel to South Korea during the summer to experience the culture through its tourist sites, historical landmarks, and school visits for student networking.
- Full Classroom Implementation of Standards-Based Grading – All FBLG classroom teachers were trained during Professional Development days and Teacher Learning Community meetings. The school began full implementation of Standards-Based Grading that has shifted instructional grading and focus from student work to student proficiency skills. Curriculum, instruction, assessments, and intervention were based on Proficiency Scales (along with "I Can...Statements") and Power Standards collaboratively selected by district content area teachers.



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## INARAJAN MIDDLE

### EXEMPLARY PROGRAMS

**GATE Robotics Program**

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

**Hurao Agricultural Project**

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

**Achieve 3000**

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

### ACCOMPLISHMENTS

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

## JOSE RIOS MIDDLE SCHOOL

### EXEMPLARY PROGRAMS

**Aquaponics & Learning Garden**

JRMS established a partnership with the University of Guam's 4-H Youth Development Program. The program aims to encourage schools to provide a safe and healthy physical and emotional environment through youth-adult partnerships that encourage active involvement and participation with leading role models such as teachers, community leaders, and 4-H mentors and advisors. The 4-H Club's horticulture component materialized and extended into an entire Learning Garden consisting of the Hydroponics and Aquaponics systems, several vertical gardens, earth buckets, tire planters, container gardens, and garden mounds of traditional gardening. The building of this Learning Garden engaged all skills involved in STEM learning (Science, Technology, Engineering and Math) and teaches students to be conscientious consumers and skillful farmers. The goal is to teach students sustainability, as well as to take on responsibility and participation in the community care and effort for the garden's maintenance. The expansion of the learning garden includes the approval through the Joint Board of Curriculum Textbook Committee for a Permaculture class. This program will be piloted in SY 2018-2020.



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## SOAR & POSITIVE BEHAVIOR INTERVENTION PROGRAM

The SOAR program on positive reinforcement deters from the use of out-of-school suspensions to change behavior. SOAR serves students classified as Tier 3 using curriculum, emphasizing improvement of social skills and decision-making to positively impact academic performance. Results indicate that Tier 3 students exiting SOAR left the program with a more positive self-concept and a greater awareness of factors that influence their decision-making. While in SOAR, the SOAR team was able to help these students improve academic output and performance.
JRMS continues to provide Positive Behavior Interventions and Supports. Each month data is provided to teachers during our Faculty Learning and data is also provided to students during grade level assemblies. Students who exemplify the school mission, SLOs and behavior expectations are awarded the Voyager Star and Voy Students and Teachers target behaviors and provide more intense interventions to students who are in need. A WAVE store is provided for students to utilize tickets they receive for demonstrating the schools behavior expectations. At the end of the school year a raffle is completed for a free career fieldtrip for 50 students. The students participated in a career fieldtrip to Atkin Kroll Toyota.

### Just Raise My Scores Program (RTI)

The RTI strategy helps students to acquire basic Math and Reading skills by following a class-wide intervention sequence and review of supporting skills identified per Tier 2 student. Students are monitored using baseline data and provided with interventions for Math and Reading. This school year based on recommendation from our accreditation visit, the expansion of reading and math interventions are provided to all students through lessons provided through JRMS time. More intense support is provided to Tier 2 students who are below the grade level.

## ACCOMPLISHMENTS

- Student Led Conferences and Portfolios
- Career Awareness Fieldtrips in partnership with military, government and community members.
- High School Transition Conference for 8th Graders
- Robotics Lego League

## LP UNTALAN MIDDLE

## EXEMPLARY PROGRAMS

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

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

### Pre Advanced Placement Courses

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



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

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

## ACCOMPLISHMENTS

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

## OCEANVIEW MIDDLE SCHOOL

## EXEMPLARY PROGRAMS

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



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Fridays. School-wide incentives for positive behavior include dress-up days, movie days, and raffle drawings

**PERFORMING ARTS PROGRAM**

The Cultural Dance and Choir programs have cultivated appreciation of the performing arts among the school community. The December and April Fine Arts Concerts, featuring cultural dance and choir performances were well attended by students, parents and other members of the community. The Oceanview Middle School Nina'en Acho' Latte Cultural Dance Group participated in the Student Cultural Exchange Program in Benguet, Philippines from August 27, 2018 to September 10, 2018 and in Tokyo and Osaka, Japan from April 8, 2019 to April 18, 2019. The students shared the Chamorro Culture through song, chant, and dance. The students from Japan were excited to see the Chamorro Culture and expressed an interest in visiting the island. The Cultural dancers were able to conduct and participate in workshops with Japanese students who are from the Guma' Imahen Taotao Latte, a Chamorro dance group in Osaka, Japan.

**PRE-AP**

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

**ACCOMPLISHMENTS**

- Oceanview Middle School students did very well within our school and in representing our school in academics, sports, various contests and conferences held island wide, fundraising and outreach activities.The students are: Sharlie Cervantes, Jadelyn Halm, and Roseline Puana were recognized for their contribution and efforts in collecting data and photos during the summer of 2018 for the GCC Sustainable Technologies and Environmental Education Program. Gian Dema-Ala, 6th Grade, was the 1st place winner for the IRA Essay Contest; Genae Villaluna, 6th grade, Brielle Naputi, 7th grade and Arem Salanatin, 8th grade were the Essay contest winners for the War in the Pacific National Historical Park Service Essay contest. Elinora Melgarejo, 7th grade placed 5th for the 47th Guam Regional Scripps Spelling Bee Island Wide Competition; two teams entered the GDOE: Texas Computer Education Association (TCEA) Arena STEM Lego Robotics Contest and placed 8th and 10th place out of 19 schools that participated. Yosner Sailas, 7th grade placed 7th out of the top 10 for Cross Country. During the School-wide Science Fair held in April we had over 30 student participants and the top three science project winners were Annicia Cruz & Mari'ella Saloma, 6th grade, Thomas Calugay, 6th grade and Jenna Aguon, 7th grade.
- Our students participated in monthly PBIS Assemblies and Dress-ups/Knights Awards and movie month incentives; Red Ribbon Week Activities;1st semester awards ceremony; NJHS Induction Ceremony; 8th grade awards ceremony, Annual Sports Banquet; Spring and Winter Fine Arts Concerts; Career Week; Mini-Courses; Veteran's Day Celebration; Gupot Chamorro; the Academic Challenge Bowl; Guam Contractor's Association Field Trip; International Reading Association Essay contest and Book Swap; 26th PBS Read-a-Thon; the 24th Annual Guam International Coastal Clean-up; Na' Bonita Hagat (Agat) Village Clean Up; the 4th Annual Student Empowerment Conference sponsored by the Island wide Board of Governing Students; the 7th Annual Service Learning Summit; the



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Bendision for the Yo' Amte Center in Agat and the1st Annual Island wide GATE Dance Concert "Dance Life" that was held in May at the Micronesia Mall Center Court. In September the USS Ronald Reagan members ate lunch and shared the day with the students answering questions and enjoying their presentations.

- In September, the OMS Cultural Dance Rasan Acho' Latte students went off-island to Benguet, Philippines for a cultural exchange program as part of the Agat Mayor's Delegation. A total of thirty (30) students and their chaperones went off-island in April for the OMS Pacific Islands Club Field Trip to Tokyo and Osaka Japan where they visited a middle school and university where they shared each other's traditional dance and culture exchange.
- The school community raised funds through coin drives and donation of non-perishable food items for Typhoon relief efforts for our Sister City in Sablan, Benguet, Philippines, Supertyphoon Yutu in Saipan and Tinian, the annual GDOE 2K/5K Run and Fair and Relay for Life and the students enjoyed School-wide Field Trips in December to watch the movie Bumble Bee at the Micronesia Mall as a PBIS Incentive Field Trip.
- In April we watched the Mama Mia Broadway Musical at the FD Phoenix Center as a part of the reading standards. The Social Studies teachers took advantage of the War in the Pacific National Historical Park Service Outreach program were classroom strategies were used in the real world and students put their skills to the test.

## VICENTE S. A. BENAVENTE MIDDLE SCHOOL

### EXEMPLARY PROGRAMS

#### Positive Behavioral Interventions and Supports (PBIS)

The primary objective of VSABMS is to ensure that all our students develop their potential for learning and to interact positively with other students in a safe environment. All students will follow our "Roadrunner Three" (three school-wide behavioral expectations) while at school. These expectations are:

- Be RESPECTFUL
- Be RESPONSIBLE
- Be SAFE

BMS also adopted a Behavior Matrix, listing specific behavioral expectations in the classrooms, hallways, restrooms, offices, and all areas of our school. All students are taught these expectations in the beginning of the school year and reinforced throughout the year. Rewards and consequences are delivered for appropriate behaviors. The Parent-Teacher Organization (PTO) has worked actively to incentivize the program. The School Climate Cadre and interdisciplinary teams routinely review discipline data to address and improve upon student behaviors through strategic interventions. Character Education is also taught during XL Period, covering topics such as community engagement, character development, and goal setting.

#### Robotics Program

Benavente Middle School's Robotics continues to be one of our school's strongest academic programs. Under the guidance of Mr. Francisco Lazaga, Robotics was pioneered at the middle school level in SY2014-2015, and continues to offer students to apply critical thinking and problem-solving skills with Lego robots and underwater ROVs. In SY2016-2017, BMS' teams Roborunners and Digirunners earned 2nd and 3rd place respectively island-wide, and Roborunners representing our school at the First Lego League North American Open Championship in San Diego, California. With



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Ms. Alicia Whitaker and Ms. Agnes Manosa on board, the underwater Robotics team Neptunebots won first place in the MATE Underwater ROV Competition and represented VSABMS in Kingsport, Tennessee in SY2018-2019. Moving forward, BMS envisions its Robotics program to transcend cultures by including more students and committing to community partnerships in order to further enrich the program.

**XL/Intervention Period**

The seventy-minute XL/Intervention period allows our students to receive Character Ed lessons and academic intervention. In regards to academic intervention, grade-level teams identify students in need of additional support during their PLC meetings by reviewing common formative assessment data. Based on these data analyses, teachers then develop targeted interventions, such as by re-teaching and one-to-one and small group tutoring during the XL period.

**ACCOMPLISHMENTS**

- Six Year Accreditation with a two-day Mid-Term Visit rgranted by ACS WASC on June 2019 till June 2025.
- 1-2% School-wide gains on the ACT/Aspire and SBA assessments.
- Implementation of Advanced Math courses for every grade-level team.
- Increasing community partnerships by at least 200%.
- Our faculty and staff's commitment to our school's vision, mission, School-wide Learner Outcomes (SLOs), and Roadrunner Action Plan, also known as the RAP resulted in a safer learning environment and higher academic achievements for our students.

**GEORGE WASHINGTON HIGH**



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# HIGH SCHOOL

## EXEMPLARY PROGRAMS

### Positive Behavior Interventions & Supports (PBIS) Program

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

### Achieve 3000

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

### Guam Department of Education (GDOE) - Guam Community College Cross-Enrolled Program

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

### Freshman Academy/Johns Hopkins Talent Development (JHTD) Program

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

## ACCOMPLISHMENTS

- 1st place National Preparedness Month Video Contest
- 2nd place overall Island-wide Marksmanship Competition
- 2nd place Guam Energy Essay Contest
- 1st place Close Up Binder Competition
- 1st place Chamorro Song Fest



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- 7 Gold and 6 Silver Medals 2018 Annual Special Olympics
- 1st place Baila Competition
- 2nd place Boys Baseball
- 2nd place Football
- 1st place Girls Rugby
- 1st place Paddling

## JOHN F. KENNEDY HIGH SCHOOL

### EXEMPLARY PROGRAMS

**Robotics and Pre-Engineering (STEM) Program**

JFKHS students, alongside their teacher and adviser, Colette Beausoleil represented Guam in the Real World Design Challenge in Washington D.C. on April 13, 2019. The annual competition provides an opportunity for high school students to work on real-world engineering challenges. JFKHS's Team Y.E.T.I. composed of innovative and talented students Yvan Chu, Nyah-Kimani Chamberlain, Jean Clemente, Vincent Fanathin, Owen Kamtinay, Chris Morikami, and Kai Ortega designed an unmanned aircraft system, a flying-wing UAV, whose name was inspired by the galaide. The team was tasked to create a theory of operation, develop a business plan for the commercial operation of the system and present their design to judges. With tremendous hours of hard work and effort, Team Y.E.T.I. became RWDC's 2019 U.S. national and international champions. Each student on the international champion team received a $50,000 scholarship from Embry-Riddle Aeronautical University.

**ACT WorkKeys/Key Train System and National Career Readiness Certificates**

JFKHS Business classes have incorporated the ACT WorkKeys/Key Train System into their curriculum. This skills assessment system helps employers select, hire, train, develop, and retain a quality workforce. With the collaboration between the GCC Workforce Development Center, GDOE Curriculum and Instruction Division, and JFK teachers, our students were enrolled in this online training program. Successful completion of ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning the National Career Readiness Certificate (NCRC). Students receiving their NCRC indicate that these graduates have obtained the foundational work skills needed for success in jobs across industries and occupations. Ninety percent of our seniors completed the assessments; NCRC results were as follows: 39 platinum, 53 gold, 83 silver, and 118 bronze.

**Air Force Junior Reserves Officer Training Corps (AFJROTC)**

Our AFJROTC Unit, GU-051, offers a four-year curriculum teaching relevant life skill sets that are aligned with college and career readiness standards. This year, our cadets and instructors earned the Distinguished Unit Award for the 6th year in a row out of 889 units worldwide. This award, received by about 400 units considered to be the best, recognizes personal growth and accomplishments of the cadets, contributions of the instructors as mentors, and the support of the school and local community. Collaboratively, these cadets completed over 8,000+ community service and service learning hours this school year alone. In April, twenty-six cadets participated in the U.S. Air Force Golden Bear Competition held in Long Beach California. Results were as follows: Color Guard Pad 1 – 5th place; Armed Exhibition – 5th place; Armed Individual Exhibition – 3rd place; and Dual Competition Armed Pad 1 – 2nd place

### ACCOMPLISHMENTS



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- The JFKHS Boys' Soccer Team were the IIAAG High School Soccer League Champions! The Islanders celebrated an undefeated season and Eddie Cho named the championship Game MVP.
- The Class of 2019 produced a total of 347 graduates!
- Twenty-two graduates received GCC Certificates of Mastery in their respective programs.
- In the UOG Math Quiz held on Apr. 13, 2019, JFK placed 3rd in the category 1 competition.
- In the 41st Annual Guam Islandwide Science Fair, junior Daniel Kang placed first in the physical science category. Jerome Ariola, also a junior, received special recognition for his entry.

## OKKODO HIGH

## EXEMPLARY PROGRAMS

### Schoolwide Intervention System

Okkodo High School offers a schoolwide intervention system (SIS) that provides the structure needed to assist struggling students. English Language Arts and Mathematics are the focus of SIS. This is a continuous program that has been implemented at Okkodo since school year 2014-2015. Teachers recommend students for tutoring. Students know that if their progress report or quarter grade falls below the identified benchmark (65%), they are mandated to attend tutoring. Tutoring time is embedded into the school day, once a week. As soon as the student is able to meet the benchmark, he or she will no longer need tutoring and is instead placed in a co-curricular activity.

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

### Mu Alpha Theta

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

## ACCOMPLISHMENTS

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



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- College Fair
- Dual Enrollment

## SOUTHERN HIGH SCHOOL

### EXEMPLARY PROGRAMS

### FRESHMAN ACADEMY

The Freshman Academy provided the infrastructure and opportunities that resulted in 75% of the cohort (Class of 2023) earning 8 credits towards graduation.

### JROTC

The JROTC program recruits higher than the nation's average and have won numerous accolades and competitions.

### INETNON GEF PAGO

Students participating in the program experienced global exchanges, traveling to international locations in Europe and Asia. The program's School to Work component has a 100% placement rate in our local hotels.

### ACCOMPLISHMENTS

- School earned a 6-year WASC Accreditation Term 2019-2025
- The Early Warning System of the Freshman Academy has mitigated Attendance, Behavior, and Course Performance
- The GCC programs resulted in 40 students earning Certificates of Mastery

## SIMON A. SANCHEZ HIGH SCHOOL

### EXEMPLARY PROGRAMS

### SSHS Fine Arts Program

Each year, the Fine Arts Program at SSHS has proven to be a shining example of the immense talent that our students have. From winning awards at the Tumon Bay Music Festival to displaying artwork at the Guam Congressional Art Display in the mainland, our band, choir, and studio art classes have given our students the opportunities to compete and receive recognition for their creativity.

### SSHS Teacher Mentoring

In SY 2017-2018, SSHS teacher Dr. Ronald Canos started a teacher mentoring program to assist the new teachers who had been assigned to the school. The goal was to help the teachers familiarize these individuals with the tools and strategies that teachers need in order to create successful learning experiences. The mentoring program included peer observations, one-on-one feedback, and reflection. In SY 2018-2019, Dr. Canos included a team of teacher mentors to join him in the program, which allowed for a broader knowledge base and the ability to extend the mentoring program to more novice teachers.

### Sharkchella

In its second year of institution, the SSHS annual Sharkchella event has become a major activity to showcase the unity of the freshman, sophomore, junior, and senior classes through song, dance, and theatrical performances. Sharkchella takes inspiration from the annual "songfest" productions by the Guam private schools and has become one of



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the major events hosted by the SSHS Student Body Association to encourage school and class pride. In SY 2018-2019, Sharkchella was held at the Hilton Guam Resort with Disney-themed performances by each class with island personalities serving as judges—Mr. C'zer Medina (owner of Danzjazz Dance Company), Mr. Jon Fernandez (GDOE Superintendent), and Jewels (Power 98 Radio personality). The performances have become more elaborate and complex in creativity, making the event a truly remarkable experience for our school community.

**ACCOMPLISHMENTS**

- 2019 Career Day
- Gupot Chamorro
- Sharks Ride the WAVE – PBIS Initiative
- Career and College Academies

## TIYAN HIGH SCHOOL

**EXEMPLARY PROGRAMS**

**Career Academies**

Through numerous collaborative discussions among teachers and staff, THS has implemented the College and Career Academies during school year 2015-2016. It is through this concept that THS will support DOE's Goal #1 where "students will graduate from high school prepared to pursue post-secondary education on or off island or to assume gainful employment within the public or private sector" as well as Goal #2 where "students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school." Since its inception, there have been a few iterations of the THS College and Career Academies. Upon consulting with Jay Steele, President for the National Career Academy Coalition, THS has since reviewed and collaborated with the THS Leadership Team to develop a wall to wall career academy at THS. The Career Academies and pathways at THS are: Education and Leadership (Art and JROTC track), Health and Wellness (Human Services and Fitness track), and Business and Tourism (Accounting, Lodging Management Program, Marketing, and Visual Communication, Telecommunication track). Students during their freshman year will attend sessions held by the THS College and Career Counseling Office to learn more about the Career Academy options as well as attend a fair where Career Academy representatives will share what their academy is about. At the end of their ninth grade year, students select an academy of their interest and progress until graduation. The goal is to have students consider early in their high school years a field of career interest and network with community partners, gain soft skills and background knowledge to successfully pursue college or the workforce.

**Project Based Learning**

To support the Career Academies and include rigor and content relevance, THS has adopted the Project Based Learning framework. This framework allows for teachers to collaborate with each other as a team with their students and work on interdisciplinary lessons to solve real world problems. According to pblworks.org, "Project Based Learning (PBL) prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit." Project Based Learning is centered on eight essential design elements which are: Key Knowledge, Understanding, and Success Skills; Challenging Problem or Question; Sustained Inquiry; Authenticity; Student Voice and Choice; Reflection; Critique and Revision; and Public Product. At the end of the school year, Career Academy Teams present their Project



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Based Learning activities and outcomes to school administration.

**Student Led Professional Learning Communities**

THS believes in the leadership of its students to drive and affect change which helps to support positive student relationships. School year 2018-2019 saw the inception of student led professional learning communities by grade levels. Each grade level is led by student leaders to work with the Counseling Office and School Administration to review data and discuss challenges, issues and solutions. Students discussed and shared their ideas and resolutions with student leads or a teacher facilitator for topics such as test taking skills, positive school culture, cultural awareness, and a student's promise passport for their resolve on what they can do to create a positive classroom environment acknowledged and signed by all of one's teachers.

**ACCOMPLISHMENTS**

- THS Career Academies: AFJROTC, Art, Business, Health and Wellness, and Lodging Management Program
- Student Led Professional Learning Communities
- GCC WorkKeys: 10 Platinum, 13 Gold, 22 Silver, 41 Bronze
- Titan Bridge Program
- Special Education Compliance



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# Appendices



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GUAM DEPARTMENT OF EDUCATION
Research, Planning, and Evaluation Division

# Highlights of the 2019 High School Survey

## The GDOE 2019 High School Survey

The 2019 High School Survey was administered online among all the Guam public high schools in May, 2019 with the aim of soliciting the perceptions of the students about their high school experience their plans after high school. The respondents were asked to rate themselves, their school, and their teachers about how well they perceive themselves as ready for college or career and what would they do within one year after graduation from high school.

## Highlights of the 2019 High School Survey

A total of 1,416 high school students from grades 9-12 completed the online survey. The distribution by high school is shown in Table 1: (Note the percentages represented in all the tables are based on the number of respondents by grade level, and not based on the enrolment).

**Table 1. Respondent by School**

| Name of School | Count | Percent* |
|---|---|---|
| Okkodo H. S. | 513 | 36.2% |
| Southern H.S. | 339 | 23.9% |
| Tiyan H.S. | 186 | 13.1% |
| J.F. Kennedy H. S. | 183 | 12.9% |
| Simon Sanchez H.S. | 120 | 8.5% |
| G. Washington H.S. | 73 | 5.2% |
| J.P. Torres S. Academy | 2 | 0.1% |
| Total | 1,416 | 100.0% |

*Based on total number of respondents

**Table2. Respondent Ethnic Categories**

The table below shows that the top three ethnic categories students that completed the survey consisted of Chamorro, Filipino, and Chuukese students.

| Ethnicity | Count | Percent |
|---|---|---|
| Chamorro | 597 | 42.2% |
| Filipino | 474 | 33.5% |
| Chuukese | 114 | 7.8% |
| Other/mixed | 231 | 16.5% |
| TOTAL | 1,416 | 100.0% |

**Table 3. Most Frequently Selected Plan after High School**

Table 3 shows the most frequently selected plans within one year of graduation from high school. University of Guam, joining the military, and Guam Community College were the top selections by respondents across the grade levels.

| Plans after High School | Count | Percent |
|---|---|---|
| Join military | 275 | 19.4% |
| Attend UOG | 249 | 17.6% |
| Attend GCC | 229 | 16.2% |
| Attend off-island 4-yr college | 157 | 11.1% |
| Attend off-island community college | 30 | 2.1% |
| Work (full-time or part-time) | 209 | 14.8% |
| Other plans | 133 | 9.4% |
| No plans/ Not sure | 134 | 9.5% |
| TOTAL | 1,416 | 100.0% |

**Table 4. Reason for not going to college**

Though students indicated they wanted to go to UOG, GCC, or other college institutions, financial challenges, feeling unprepared for college, and the need to support self/others were some of the reasons they would not pursue this plan. Half of the respondents were not sure or did not know why they would not go to college after high school.

| Reason for not going to college | Count | Percent |
|---|---|---|
| Want some time off school to do other things, but plan to enroll in college after a year | 181 | 12.8% |
| Cannot afford to attend college and not willing to take out a loan/financial assistance | 177 | 12.5% |
| Need to earn an income to support myself/others | 158 | 11.2% |
| Don't feel academically prepared for further education after high school | 96 | 6.8% |
| Grades/test scores not high enough | 77 | 5.4% |
| I don't know/not sure | 727 | 51.3% |
| TOTAL | 1,416 | 100.0% |

*For more information, please contact Dr. Zeni Napa Natividad, RPE Administrator at (671) 300-1244 or at znnatividad@gdoe.net.*



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**Table 5. Plans To Pay for College**

Scholarships, grants, family or personal savings or a combination were the most frequently chosen as means for paying for college.

| How do you plan to pay for college? | Count | Percent |
|---|---|---|
| Scholarships and grants | 311 | 22.0% |
| Working during the school year or summer | 259 | 18.3% |
| Family or personal savings | 159 | 11.2% |
| Loans | 64 | 4.5% |
| Combination of the above | 316 | 22.3% |
| I don't know/Other | 307 | 21.7% |
| TOTAL | 1,416 | 100.0% |

**Table 6. Top Selected Fields of Study after High School**

Health sciences, health care, medicine, and STEM were the top choices selected by the students followed by business, marketing, information technology and social sciences.

| What field of study do you plan to enroll in? | Count | Percent. |
|---|---|---|
| Health sciences, health care, medicine | 232 | 16.4% |
| Science, technology, engineering, math | 136 | 9.6% |
| Business, marketing, information technology | 134 | 9.5% |
| Social science, education, psychology | 115 | 8.1% |
| Automotive, motor works | 93 | 6.6% |
| Creative, visual, performing arts | 72 | 5.1% |
| I do not plan on attending post-secondary institution. | 70 | 4.9% |
| Cooking, chef school, food preparation | 65 | 4.6% |
| Cosmetology, hair science | 55 | 3.9% |
| Construction, mechanical, heating/cooling | 54 | 3.8% |
| Computers, networking | 53 | 3.7% |
| Hotel and hospitality industry | 51 | 3.6% |
| Communications, public policy, media | 27 | 1.9% |
| Natural resources, environment planning | 7 | 0.5% |
| Transportation, transport operation | 6 | 0.4% |
| Undecided | 246 | 17.4% |
| Total | 1,416 | 100.0% |

**Table 7. Career Interest Assessment**

About 34.3% of the students indicated that they had a career interest assessment, while the rest did not have or did not know what career assessment was.

| Have you ever had a career interest assessment? | Count | Percent |
|---|---|---|
| I do not know what a career interest assessment is | 528 | 37.3% |
| Yes | 486 | 34.3% |
| No | 402 | 29.4% |
| TOTAL | 1,416 | 100.0% |

**Table 8. Participation in a College or Career Fair**

More than half of the respondents have been to a college or career fair, but about 40% have not participated in either one while the rest were not sure if they ever did.

| Have you ever been to a college or career fair? | Count | Percent |
|---|---|---|
| Yes | 733 | 51.8% |
| No | 546 | 39.7% |
| Not sure | 137 | 9.6% |
| TOTAL | 1,416 | 100.0% |

**Table 9. Participation in a Work Experience Program**

Two in every three (or 72.9%) respondent indicated that they never were in a Work Experience Program, while only 23.9% indicated they were in such a program or some form of job internship.

| Have you participated in a Work Experience program or intern in a job situation? | Count | Percent |
|---|---|---|
| No | 1,032 | 72.9% |
| Yes | 339 | 23.9% |
| No response | 45 | 3.2% |
| TOTAL | 1,416 | 100.0% |

*The High School Survey is administered online annually by the GDOE Research, Planning, and Evaluation (RP&E) Division in collaboration with the University of Guam (UOG) and the Guam Community College (GCC). Summary data are shared with the UOG and GCC. Survey questions were developed by the following:*

1. *Dr. Zenaida Napa Natividad, RP&E Administrator, GDOE*
2. *Deborah Leon Guerrero, Assistant Vice President for Institutional Effectiveness, UOG*
3. *Marlena Montague, Director of Assessment, Institutional Effectiveness, and Research, GCC*

*For more information, please contact the GDOE Research, Planning, & Evaluation Division at (671) 300-1241/1244 or at znatividad@gdoe.net.*



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# GDOE 2019 Year End of School 'YES' Survey

The Year End School ("YES") Survey is an initiative of Superintendent Jon Fernandez with the assistance of the GDOE Research, Planning, and Evaluation (RPE) Division.

The YES Survey is the largest and most comprehensive survey conducted by GDOE with the purpose of strengthening and improving school experience and climate. Through this survey, public school parents, students, teachers, administrators, and staff have the opportunity to express their thoughts about various aspects of school.

The Likert-type survey items are based off the concept of Balanced Leadership$^{R}$ which GDOE implement in 2015 focusing on school improvement areas such as establishing rigorous and concrete goals to ensure student learning, recognizing accomplishments, establishing systems that minimize class interruptions, open communication, unified purpose and shared vision, purposeful community, and managing change.

The survey also contains a section on the respondent's overall perception of school climate and safety and a section on overall central office customer service experience.

In May 2019, the total number of respondents that completed the survey was 16,076. The table below shows the results of the 2019 YES Survey.

| Respondent Category | Count | Percent |
|---|---|---|
| Student | 10,095 | 62.8 |
| Parent | 4,318 | 26.9 |
| Teacher | 1,161 | 7.2 |
| School staff | 394 | 2.5 |
| School administrator | 108 | 0.7 |
| Total | 16,076 | 100.0 |

| Grade Level | Count | % |
|---|---|---|
| Grade 1 | 619 | 3.9 |
| Grade 2 | 549 | 3.4 |
| Grade 3 | 611 | 3.8 |
| Grade 4 | 1,536 | 9.6 |
| Grade 5 | 1,881 | 11.7 |
| Grade 6 | 1,721 | 10.7 |
| Grade 7 | 1,419 | 8.8 |
| Grade 8 | 1,558 | 9.7 |
| Grade 9 | 1,148 | 7.1 |
| Grade 10 | 1,159 | 7.2 |
| Grade 11 | 891 | 5.5 |
| Grade 12 | 1,652 | 10.3 |
| No assigned grade lev. | 667 | 4.1 |
| PreK,HeadStart,Kinder | 665 | 4.1 |
| Total | 16,076 | 100.0 |

# GDOE 2019 Year End of School 'YES' Survey

| Gender | Count | % |
|---|---|---|
| Female | 8,808 | 54.8 |
| Male | 7,153 | 44.5 |
| Other | 115 | 0.7 |
| Total | 16,076 | 100.0 |

| Ethnicity | Count | % |
|---|---|---|
| Chamorro | 6,933 | 43.1 |
| Filipino | 4,092 | 25.5 |
| Chuukese | 2,126 | 13.2 |
| Mixed/Other | 1,143 | 7.1 |
| Pohnpeian | 408 | 2.5 |
| Palauan | 312 | 1.9 |
| Yapese | 263 | 1.6 |
| Kosraean | 142 | 0.9 |
| Japanese | 141 | 0.9 |
| White Caucasian | 122 | 0.8 |
| Korean | 82 | 0.5 |
| Chinese | 75 | 0.5 |
| African American | 73 | 0.5 |
| Marshallese | 68 | 0.4 |
| Hispanic | 66 | 0.4 |
| Vietnamese | 30 | 0.2 |
| Total | 16,076 | 100.0 |

**1. What is the name of your (your child's) school?**

| to lowest respondent count) | Count | % |
|---|---|---|
| Okkodo HS | 1,073 | *6.7* |
| L.P. Untalan | 1,059 | *6.6* |
| Tiyan HS | 1,043 | *6.5* |
| FBLG MS | 1,036 | *6.4* |
| GWHS | 886 | *5.5* |
| JFKHS | 818 | *5.1* |
| Vicente Benavente | 708 | *4.4* |
| Simon Sanchez | 671 | *4.2* |
| Machananao | 581 | *3.6* |
| Agueda MS | 579 | *3.6* |
| Astumbo MS | 574 | *3.6* |
| Tamuning | 550 | *3.4* |
| Southern HS | 526 | *3.3* |
| Oceanview MS | 486 | *3.0* |
| Adacao ES | 481 | *3.0* |
| J.M. Guerrero | 413 | *2.6* |
| Jose Rios | 397 | *2.5* |
| Wettengel | 360 | *2.2* |
| Price ES | 349 | *2.2* |

## GDOE 2019 Year End of School 'YES' Survey

| | | |
|---|---|---|
| Ordot CP | 323 | *2.0* |
| M.U. Lujan | 316 | *2.0* |
| J.Q. San Miguel | 289 | *1.8* |
| P.C. Lujan | 280 | *1.7* |
| Liguan ES | 269 | *1.7* |
| C.L Taitano | 266 | *1.7* |
| DL Perez | 253 | *1.6* |
| Agana Heights | 249 | *1.5* |
| Talofofo | 208 | *1.3* |
| Chief Brodie | 200 | *1.2* |
| Marcial Sablan | 176 | *1.1* |
| L.B. Johnson | 149 | *0.9* |
| Finegayan | 95 | *0.6* |
| Merizo | 91 | *0.6* |
| Inarajan ES | 73 | *0.5* |
| Astumbo ES | 66 | *0.4* |
| JP Torres | 57 | *0.4* |
| M.A. Ulloa | 48 | *0.3* |
| B.P. Carbullido | 45 | *0.3* |
| Upi | 19 | *0.1* |
| HS Truman | 7 | *0.0* |
| Inarajan MS | 7 | *0.0* |
| Total | 16,076 | *100.0* |

**1. In this school, teachers know how to teach, how to test, and how to grade students fairly.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 4028 | *39.9* | 2,061 | *48* | 530 | *46* | 61 | *56* | 131 | *33* |
| Agree | 3798 | *37.6* | 1,885 | *44* | 461 | *40* | 35 | *32* | 175 | *44* |
| Neutral | 1624 | *16.1* | 222 | *5* | 90 | *8* | 5 | *5* | 51 | *13* |
| Strongly disagree | 204 | *2.0* | 29 | *1* | 23 | *2* | 1 | *1* | 13 | *3* |
| Disagree | 304 | *3.0* | 66 | *2* | 45 | *4* | 5 | *5* | 10 | *3* |
| Not appl./Don't know | 137 | *1.4* | 55 | *1* | 12 | *1* | 1 | *1* | 14 | *4* |
| Total | 10,095 | *100* | 4,318 | *100* | 1,161 | *100* | 108 | *100* | 394 | *100* |

**2. The school leadership and the teachers know how to find out what students need to succeed in school.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,957 | 29 | 1,873 | *43* | 489 | *42* | 57 | *53* | 118 | *30* |
| Agree | 4,212 | 42 | 1,972 | *46* | 496 | *43* | 36 | *33* | 192 | *49* |
| Neutral | 2,089 | 21 | 281 | *7* | 108 | *9* | 3 | *3* | 54 | *14* |
| Disagree | 333 | 3 | 45 | *1* | 33 | *3* | 5 | *5* | 13 | *3* |
| Strongly disagree | 271 | 3 | 59 | *1* | 28 | *2* | 5 | *5* | 7 | *2* |
| Not appl//Don't know | 233 | 2 | 88 | *2* | 7 | *1* | 2 | *2* | 10 | *3* |
| Total | 10,095 | 100 | 4,318 | *100* | 1,161 | *100* | 108 | *100* | 394 | *100* |

# GDOE 2019 Year End of School 'YES' Survey

**3.Students, staff, or teachers that do their best in this school and succeed receive a reward or appreciation in a public program such as school program.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,943 | 29 | 1,870 | 43 | 325 | 28 | 44 | 41 | 105 | 27 |
| Agree | 3,880 | 38 | 1,882 | 44 | 430 | 37 | 43 | 40 | 151 | 38 |
| Neutral | 1,948 | 19 | 292 | 7 | 183 | 16 | 8 | 7 | 74 | 19 |
| Disagree | 441 | 4 | 65 | 2 | 121 | 10 | 5 | 5 | 22 | 6 |
| Strongly disagree | 282 | 3 | 56 | 1 | 65 | 6 | 5 | 5 | 17 | 4 |
| Not appl//Don't know | 601 | 6 | 153 | 4 | 37 | 3 | 3 | 3 | 25 | 6 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**4. I believe that teachers do not waste time in the classroom.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 3,408 | 34 | 1,967 | 46 | 430 | 37 | 43 | 40 | 99 | 25 |
| Agree | 3,545 | 35 | 1,842 | 43 | 481 | 41 | 40 | 37 | 150 | 38 |
| Neutral | 2,129 | 21 | 292 | 7 | 148 | 13 | 12 | 11 | 93 | 24 |
| Disagree | 509 | 5 | 53 | 1 | 64 | 6 | 9 | 8 | 28 | 7 |
| Strongly disagree | 304 | 3 | 62 | 1 | 31 | 3 | 3 | 3 | 8 | 2 |
| Not appl./Don't know | 200 | 2 | 102 | 2 | 7 | 1 | 1 | 1 | 16 | 4 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**5. In our school we have School Wide Learning Expectations (SLRS) and we know what they are.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 4,384 | 43 | 2,013 | 47 | 736 | 63 | 65 | 60 | 138 | 35 |
| Agree | 3,437 | 34 | 1,812 | 42 | 334 | 29 | 27 | 25 | 183 | 46 |
| Neutral | 1,388 | 14 | 206 | 5 | 39 | 3 | 8 | 7 | 42 | 11 |
| Disagree | 282 | 3 | 29 | 1 | 13 | 1 | 2 | 2 | 12 | 3 |
| Strongly disagree | 278 | 3 | 49 | 1 | 32 | 3 | 2 | 2 | 8 | 2 |
| Not appl./Don't know | 326 | 3 | 209 | 5 | 7 | 1 | 4 | 4 | 11 | 3 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**6. Teachers in this school go to training to learn from off-island consultants or to learn from fellow teachers about best classroom practices.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 3,249 | 32 | 1,615 | 37 | 498 | 43 | 55 | 51 | 132 | 34 |
| Agree | 3,649 | 36 | 1,802 | 42 | 427 | 37 | 31 | 29 | 143 | 36 |
| Neutral | 1,518 | 15 | 360 | 8 | 123 | 11 | 8 | 7 | 58 | 15 |
| Disagree | 241 | 2 | 71 | 2 | 47 | 4 | 3 | 3 | 10 | 3 |
| Strongly disagree | 225 | 2 | 55 | 1 | 43 | 4 | 3 | 3 | 9 | 2 |
| Not appl//Don't know | 1,213 | 12 | 415 | 10 | 23 | 2 | 8 | 7 | 42 | 11 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

# GDOE 2019 Year End of School 'YES' Survey

**7. Teachers have the materials they need to do their job. I do not need to buy materials.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,179 | 22 | 1,242 | 29 | 55 | 5 | 37 | 34 | 34 | 9 |
| Agree | 3,106 | 31 | 1,690 | 39 | 146 | 13 | 24 | 22 | 104 | 26 |
| Neutral | 2,688 | 27 | 701 | 16 | 197 | 17 | 13 | 12 | 112 | 28 |
| Disagree | 1,179 | 12 | 370 | 9 | 366 | 32 | 16 | 15 | 79 | 20 |
| Strongly disagree | 623 | 6 | 174 | 4 | 390 | 34 | 14 | 13 | 42 | 11 |
| Not appl//Don't know | 320 | 3 | 141 | 3 | 7 | 1 | 4 | 4 | 23 | 6 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**8. I believe that everybody in this school follows the Standard Operating Procedures or SOPs, school routines and rules, and also classroom rules.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,403 | 24 | 1,552 | 36 | 299 | 26 | 41 | 38 | 81 | 21 |
| Agree | 3,769 | 37 | 1,891 | 44 | 490 | 42 | 33 | 31 | 160 | 41 |
| Neutral | 2,217 | 22 | 441 | 10 | 182 | 16 | 17 | 16 | 83 | 21 |
| Disagree | 574 | 6 | 151 | 3 | 114 | 10 | 6 | 6 | 37 | 9 |
| Strongly disagree | 436 | 4 | 82 | 2 | 54 | 5 | 5 | 5 | 22 | 6 |
| Not appl//Don't know | 696 | 7 | 162 | 4 | 16 | 1 | 5 | 5 | 9 | 2 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**9. The administration thinks of ways to change and improve school practices and policies.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 1,669 | 17 | 1,589 | 37 | 319 | 27 | 53 | 49 | 115 | 29 |
| Agree | 2,793 | 28 | 1,931 | 45 | 498 | 43 | 36 | 33 | 175 | 44 |
| Neutral | 2,874 | 28 | 431 | 10 | 200 | 17 | 6 | 6 | 68 | 17 |
| Disagree | 1,386 | 14 | 92 | 2 | 69 | 6 | 4 | 4 | 15 | 4 |
| Strongly disagree | 908 | 9 | 84 | 2 | 57 | 5 | 5 | 5 | 14 | 4 |
| Not appl//Don't know | 414 | 4 | 191 | 4 | 18 | 2 | 4 | 4 | 7 | 2 |
| Total | 10,044 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**10. This school has a clear procedure so that I can speak openly even if I disagree with leaders.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 1,878 | 19 | 1,533 | 36 | 213 | 18 | 56 | 52 | 72 | 18 |
| Agree | 3,241 | 32 | 1,982 | 46 | 473 | 41 | 28 | 26 | 162 | 41 |
| Neutral | 2,545 | 25 | 415 | 10 | 265 | 23 | 12 | 11 | 94 | 24 |
| Disagree | 949 | 9 | 78 | 2 | 117 | 10 | 5 | 5 | 30 | 8 |
| Strongly disagree | 632 | 6 | 79 | 2 | 64 | 6 | 4 | 4 | 21 | 5 |
| Not appl//Don't know | 781 | 8 | 201 | 5 | 25 | 2 | 3 | 3 | 14 | 4 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

# GDOE 2019 Year End of School 'YES' Survey

**11. I feel motivated to help this school accomplish the school goals.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,812 | 28 | 1,795 | 42 | 478 | 41 | 66 | 61 | 140 | 36 |
| Agree | 3,577 | 35 | 1,950 | 45 | 487 | 42 | 23 | 21 | 173 | 44 |
| Neutral | 2,376 | 24 | 329 | 8 | 112 | 10 | 8 | 7 | 61 | 15 |
| Disagree | 486 | 5 | 52 | 1 | 35 | 3 | 4 | 4 | 6 | 2 |
| Strongly disagree | 424 | 4 | 64 | 1 | 37 | 3 | 2 | 2 | 7 | 2 |
| Not appl//Don't know | 344 | 3 | 89 | 2 | 5 | 0 | 4 | 4 | 5 | 1 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**12. I can easily talk to the administration and teachers (or fellow teachers) to know what's going on in this school.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,674 | 26 | 1,859 | 43 | 455 | 39 | 59 | 55 | 142 | 36 |
| Agree | 3,482 | 34 | 1,849 | 43 | 497 | 43 | 30 | 28 | 158 | 40 |
| Neutral | 2,271 | 22 | 355 | 8 | 116 | 10 | 8 | 7 | 58 | 15 |
| Disagree | 717 | 7 | 78 | 2 | 42 | 4 | 5 | 5 | 14 | 4 |
| Strongly disagree | 499 | 5 | 73 | 2 | 44 | 4 | 4 | 4 | 14 | 4 |
| Not appl//Don't know | 357 | 4 | 83 | 2 | 4 | 0 | 2 | 2 | 5 | 1 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**13. It is easy to make an appointment with or to find the school administration.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 1,930 | 19 | 1,564 | 36 | 434 | 37 | 59 | 55 | 118 | 30 |
| Agree | 3,239 | 32 | 1,981 | 46 | 493 | 42 | 29 | 27 | 169 | 43 |
| Neutral | 2,635 | 26 | 415 | 10 | 135 | 12 | 10 | 9 | 63 | 16 |
| Disagree | 805 | 8 | 103 | 2 | 48 | 4 | 2 | 2 | 19 | 5 |
| Strongly disagree | 468 | 5 | 66 | 2 | 45 | 4 | 4 | 4 | 13 | 3 |
| Not appl//Don't know | 1,018 | 10 | 189 | 4 | 6 | 1 | 4 | 4 | 12 | 3 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**14. I have a good understanding of this school's vision and mission.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 3,367 | 33 | 1,721 | 40 | 608 | 52 | 70 | 65 | 152 | 39 |
| Agree | 3,952 | 39 | 2,087 | 48 | 452 | 39 | 24 | 22 | 182 | 46 |
| Neutral | 1,911 | 19 | 305 | 7 | 48 | 4 | 6 | 6 | 41 | 10 |
| Disagree | 335 | 3 | 56 | 1 | 22 | 2 | 1 | 1 | 6 | 2 |
| Strongly disagree | 286 | 3 | 54 | 1 | 24 | 2 | 6 | 6 | 9 | 2 |
| Not appl//Don't know | 244 | 2 | 95 | 2 | 7 | 1 | 1 | 1 | 4 | 1 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**15. I believe that teachers and school staff can make a difference in students' learning.**



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# GDOE 2019 Year End of School 'YES' Survey

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 3,618 | 36 | 2,109 | 49 | 860 | 74 | 68 | 63 | 213 | 54 |
| Agree | 4,044 | 40 | 1,863 | 43 | 248 | 21 | 23 | 21 | 133 | 34 |
| Neutral | 1,664 | 16 | 196 | 5 | 13 | 1 | 9 | 8 | 30 | 8 |
| Disagree | 247 | 2 | 34 | 1 | 9 | 1 | 1 | 1 | 3 | 1 |
| Strongly disagree | 258 | 3 | 62 | 1 | 27 | 2 | 4 | 4 | 11 | 3 |
| Not appl//Don't know | 264 | 3 | 54 | 1 | 4 | 0 | 3 | 3 | 4 | 1 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**16. Teachers seem to have a say in planning and carrying out important decisions in this school.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,763 | 27 | 1,763 | 41 | 345 | 30 | 54 | 50 | 101 | 26 |
| Agree | 4,056 | 40 | 1,980 | 46 | 477 | 41 | 36 | 33 | 183 | 46 |
| Neutral | 1,954 | 19 | 302 | 7 | 208 | 18 | 7 | 6 | 67 | 17 |
| Disagree | 317 | 3 | 49 | 1 | 67 | 6 | 3 | 3 | 12 | 3 |
| Strongly disagree | 270 | 3 | 54 | 1 | 52 | 4 | 3 | 3 | 7 | 2 |
| Not appl//Don't know | 735 | 7 | 170 | 4 | 12 | 1 | 5 | 5 | 24 | 6 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**17. The administrators and teachers know what to do when things go wrong in this school.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 3,304 | 33 | 1,772 | 41 | 355 | 31 | 56 | 52 | 117 | 30 |
| Agree | 3,660 | 36 | 1,939 | 45 | 547 | 47 | 35 | 32 | 178 | 45 |
| Neutral | 1,966 | 19 | 325 | 8 | 163 | 14 | 6 | 6 | 64 | 16 |
| Disagree | 436 | 4 | 65 | 2 | 52 | 4 | 5 | 5 | 19 | 5 |
| Strongly disagree | 356 | 4 | 69 | 2 | 40 | 3 | 4 | 4 | 7 | 2 |
| Not appl//Don't know | 373 | 4 | 148 | 3 | 4 | 0 | 2 | 2 | 9 | 2 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**18 The principal or assistant principal always goes around and visits classrooms.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,327 | 23 | 1,444 | 33 | 291 | 25 | 46 | 43 | 115 | 29 |
| Agree | 2,953 | 29 | 1,730 | 40 | 457 | 39 | 32 | 30 | 146 | 37 |
| Neutral | 2,630 | 26 | 423 | 10 | 209 | 18 | 11 | 10 | 70 | 18 |
| Disagree | 978 | 10 | 98 | 2 | 100 | 9 | 10 | 9 | 23 | 6 |
| Strongly disagree | 672 | 7 | 82 | 2 | 85 | 7 | 5 | 5 | 18 | 5 |
| Not appl//Don't know | 535 | 5 | 541 | 13 | 19 | 2 | 4 | 4 | 22 | 6 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**19. I feel welcome when I walk into my classroom.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 3,190 | 32 | 1,980 | 46 | 614 | 53 | 55 | 51 | 136 | 35 |
| Agree | 3,509 | 35 | 1,726 | 40 | 426 | 37 | 34 | 31 | 148 | 38 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Neutral | 2,263 | 22 | 278 | 6 | 52 | 4 | 8 | 7 | 55 | 14 |
| Disagree | 437 | 4 | 48 | 1 | 15 | 1 | 2 | 2 | 8 | 2 |
| Strongly disagree | 416 | 4 | 61 | 1 | 25 | 2 | 2 | 2 | 9 | 2 |
| Not appl//Don't know | 280 | 3 | 225 | 5 | 29 | 2 | 7 | 6 | 38 | 10 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**20. Students are treated fairly no matter what background or where they came from.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 2,890 | 29 | 1,808 | 42 | 589 | 51 | 64 | 59 | 162 | 41 |
| Agree | 3,093 | 31 | 1,802 | 42 | 412 | 35 | 27 | 25 | 151 | 38 |
| Neutral | 2,208 | 22 | 318 | 7 | 75 | 6 | 4 | 4 | 49 | 12 |
| Disagree | 855 | 8 | 109 | 3 | 44 | 4 | 4 | 4 | 10 | 3 |
| Strongly disagree | 713 | 7 | 92 | 2 | 37 | 3 | 7 | 6 | 17 | 4 |
| Not appl//Don't know | 336 | 3 | 189 | 4 | 4 | 0 | 2 | 2 | 5 | 1 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**21. The students in this school are well-behaved.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 887 | 9 | 1,222 | 28 | 84 | 7 | 38 | 35 | 39 | 10 |
| Agree | 1,660 | 16 | 1,882 | 44 | 459 | 40 | 38 | 35 | 111 | 28 |
| Neutral | 3,684 | 36 | 721 | 17 | 388 | 33 | 21 | 19 | 162 | 41 |
| Disagree | 1,829 | 18 | 199 | 5 | 169 | 15 | 6 | 6 | 52 | 13 |
| Strongly disagree | 1,649 | 16 | 111 | 3 | 57 | 5 | 4 | 4 | 25 | 6 |
| Not appl//Don't know | 386 | 4 | 183 | 4 | 4 | 0 | 1 | 1 | 5 | 1 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**22. The students in this school are safe.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 1,622 | 16 | 1,588 | 37 | 295 | 25 | 51 | 47 | 121 | 31 |
| Agree | 2,780 | 28 | 1,961 | 45 | 584 | 50 | 35 | 32 | 167 | 42 |
| Neutral | 3,279 | 32 | 448 | 10 | 173 | 15 | 13 | 12 | 67 | 17 |
| Disagree | 1,186 | 12 | 110 | 3 | 61 | 5 | 3 | 3 | 21 | 5 |
| Strongly disagree | 829 | 8 | 91 | 2 | 45 | 4 | 3 | 3 | 11 | 3 |
| Not appl//Don't know | 399 | 4 | 120 | 3 | 3 | 0 | 3 | 3 | 7 | 2 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

**23. The students in this school care about learning.**

| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | 1,258 | 12 | 1,555 | 36 | 138 | 12 | 41 | 38 | 57 | 14 |
| Agree | 2,464 | 24 | 2,029 | 47 | 643 | 55 | 40 | 37 | 172 | 44 |
| Neutral | 4,107 | 41 | 433 | 10 | 269 | 23 | 14 | 13 | 118 | 30 |
| Disagree | 1,015 | 10 | 75 | 2 | 65 | 6 | 7 | 6 | 31 | 8 |
| Strongly disagree | 746 | 7 | 80 | 2 | 42 | 4 | 3 | 3 | 9 | 2 |
| Not appl//Don't know | 505 | 5 | 146 | 3 | 4 | 0 | 3 | 3 | 7 | 2 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

# GDOE 2019 Year End of School 'YES' Survey

| 24. The students in this school respect their teachers. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,275 | 13 | 1,557 | 36 | 149 | 13 | 48 | 44 | 54 | 14 |
| Agree | 2,454 | 24 | 1,937 | 45 | 619 | 53 | 34 | 31 | 165 | 42 |
| Neutral | 4,095 | 41 | 467 | 11 | 262 | 23 | 17 | 16 | 119 | 30 |
| Disagree | 1,158 | 11 | 122 | 3 | 92 | 8 | 1 | 1 | 32 | 8 |
| Strongly disagree | 693 | 7 | 80 | 2 | 35 | 3 | 6 | 6 | 13 | 3 |
| Not appl//Don't know | 420 | 4 | 155 | 4 | 4 | 0 | 2 | 2 | 11 | 3 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

| 25. I look forward to coming to this school every day. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 2,702 | 27 | 1,974 | 46 | 380 | 33 | 59 | 55 | 138 | 35 |
| Agree | 2,894 | 29 | 1,745 | 40 | 510 | 44 | 31 | 29 | 170 | 43 |
| Neutral | 2,718 | 27 | 341 | 8 | 180 | 16 | 8 | 7 | 59 | 15 |
| Disagree | 721 | 7 | 84 | 2 | 49 | 4 | 8 | 7 | 9 | 2 |
| Strongly disagree | 808 | 8 | 86 | 2 | 39 | 3 | - | - | 11 | 3 |
| Not appl//Don't know | 252 | 2 | 88 | 2 | 3 | 0 | 2 | 2 | 7 | 2 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

| 26. The school facility is clean and in good condition. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,812 | 18 | 1,555 | 36 | 259 | 22 | 43 | 40 | 102 | 26 |
| Agree | 2,661 | 26 | 1,838 | 43 | 434 | 37 | 40 | 37 | 130 | 33 |
| Neutral | 2,689 | 27 | 487 | 11 | 226 | 19 | 12 | 11 | 103 | 26 |
| Disagree | 1,275 | 13 | 170 | 4 | 155 | 13 | 5 | 5 | 41 | 10 |
| Strongly disagree | 1,313 | 13 | 120 | 3 | 83 | 7 | 7 | 6 | 11 | 3 |
| Not appl//Don't know | 345 | 3 | 148 | 3 | 4 | 0 | 1 | 1 | 7 | 2 |
| Total | 10,095 | 100 | 4,318 | 100 | 1,161 | 100 | 108 | 100 | 394 | 100 |

For Tables 27-33, the percentages are based only on those who interacted with Central Office.

| 27. When I came to Central Office, I was greeted in a courteous and respectful manner. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,456 | 23% | 1,117 | 37% | 212 | 19% | 34 | 34% | 91 | 24% |
| Agree | 2,459 | 38% | 1,459 | 49% | 602 | 55% | 45 | 45% | 176 | 46% |
| Neutral | 1,785 | 28% | 300 | 10% | 191 | 17% | 8 | 8% | 78 | 20% |
| Disagree | 383 | 6% | 63 | 2% | 59 | 5% | 5 | 5% | 32 | 8% |
| Strongly disagree | 348 | 5% | 54 | 2% | 37 | 3% | 7 | 7% | 7 | 2% |
| Subtotal (interacted) | 6,431 | 100% | 2,993 | 100% | 1,101 | 100% | 99 | 100% | 384 | 100% |
| Not appl//Don't know | 3,664 | | 1,325 | | 60 | | 9 | | 10 | |
| Total | 10,095 | | 4,318 | | 1,161 | | 108 | | 394 | |

# GDOE 2019 Year End of School 'YES' Survey

| 28. The Central Office management or staff that assisted me was attentive and responsive to my questions. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,326 | 21% | 1,101 | 37% | 248 | 23% | 37 | 37% | 90 | 24% |
| Agree | 2,689 | 42% | 1,521 | 51% | 626 | 57% | 45 | 45% | 174 | 46% |
| Neutral | 1,827 | 28% | 262 | 9% | 156 | 14% | 8 | 8% | 90 | 24% |
| Disagree | 277 | 4% | 48 | 2% | 37 | 3% | 5 | 5% | 16 | 4% |
| Strongly disagree | 268 | 4% | 42 | 1% | 32 | 3% | 6 | 6% | 7 | 2% |
| Subtotal (interacted) | 6,387 | 100% | 2,974 | 100% | 1,099 | 100% | 101 | 100% | 377 | 100% |
| Not appl//Don't know | 3,708 | | 1,344 | | 62 | | 7 | | 17 | |
| Total | 10,095 | | 4,318 | | 1,161 | | 108 | | 394 | |

| 29. I was referred to the appropriate division/ office/person that eventually helped me. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,403 | 22% | 1,094 | 37% | 262 | 24% | 36 | 36% | 94 | 25% |
| Agree | 2,724 | 43% | 1,536 | 52% | 642 | 59% | 46 | 46% | 203 | 55% |
| Neutral | 1,734 | 27% | 231 | 8% | 127 | 12% | 9 | 9% | 57 | 15% |
| Disagree | 269 | 4% | 46 | 2% | 15 | 1% | 1 | 1% | 7 | 2% |
| Strongly disagree | 257 | 4% | 37 | 1% | 34 | 3% | 8 | 8% | 9 | 2% |
| Subtotal (interacted) | 6,387 | 100% | 2,944 | 100% | 1,080 | 100% | 100 | 100% | 370 | 100% |
| Not appl//Don't know | 3,708 | | 1,374 | | 81 | | 8 | | 24 | |
| Total | 10,095 | | 4,318 | | 1,161 | | 108 | | 394 | |

| 30. The information provided to me by the central office division or office was helpful. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,399 | 22% | 1,096 | 37% | 242 | 22% | 36 | 35% | 90 | 24% |
| Agree | 2,744 | 43% | 1,535 | 52% | 656 | 60% | 48 | 47% | 202 | 54% |
| Neutral | 1,812 | 28% | 252 | 9% | 137 | 13% | 11 | 11% | 67 | 18% |
| Disagree | 220 | 3% | 45 | 2% | 21 | 2% | 1 | 1% | 10 | 3% |
| Strongly disagree | 220 | 3% | 33 | 1% | 29 | 3% | 7 | 7% | 5 | 1% |
| Subtotal (interacted) | 6,395 | 100% | 2,961 | 100% | 1,085 | 100% | 103 | 100% | 374 | 100% |
| Not appl//Don't know | 3,700 | | 1,357 | | 76 | | 5 | | 20 | |
| Total | 10,095 | | 4,318 | | 1,161 | | 108 | | 394 | |

| 31. The central office management or staff helped me in a timely manner. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,303 | 20% | 1,083 | 37% | 242 | 22% | 41 | 40% | 84 | 22% |
| Agree | 2,602 | 41% | 1,505 | 51% | 651 | 60% | 44 | 43% | 184 | 49% |
| Neutral | 1,922 | 30% | 276 | 9% | 138 | 13% | 12 | 12% | 84 | 22% |
| Disagree | 319 | 5% | 56 | 2% | 28 | 3% | 1 | 1% | 18 | 5% |
| Strongly disagree | 243 | 4% | 38 | 1% | 33 | 3% | 4 | 4% | 7 | 2% |
| Subtotal (interacted) | 6,389 | 100% | 2,958 | 100% | 1,092 | 100% | 102 | 100% | 377 | 100% |
| Not appl//Don't know | 3,706 | | 1,360 | | 69 | | 6 | | 17 | |
| Total | 10,095 | | 4,318 | | 1,161 | | 108 | | 394 | |



Doc. No. 35GL-19-1153.

## GDOE 2019 Year End of School 'YES' Survey

| 32. The central office management or staff provided sufficient guidance about what to do or where to go so I could get the right service that I need or the right person that can address my concern. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,360 | 21% | 1,089 | 37% | 226 | 21% | 38 | 38% | 85 | 23% |
| Agree | 2,733 | 43% | 1,495 | 51% | 642 | 60% | 38 | 38% | 185 | 49% |
| Neutral | 1,780 | 28% | 272 | 9% | 150 | 14% | 8 | 8% | 76 | 20% |
| Disagree | 249 | 4% | 48 | 2% | 33 | 3% | 7 | 7% | 19 | 5% |
| Strongly disagree | 229 | 4% | 40 | 1% | 27 | 3% | 8 | 8% | 9 | 2% |
| Subtotal (interacted) | 6,351 | 100% | 2,944 | 100% | 1,078 | 100% | 99 | 100% | 374 | 100% |
| Not appl//Don't know | 3,744 | | 1,374 | | 83 | | 9 | | 20 | |
| Total | 10,095 | | 4,318 | | 1,161 | | 108 | | 394 | |

| 33. Overall, I was satisfied with the service/ guidance/help that I received from central office. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Response | Students | % | Parents | % | Teachers | % | School admin | % | School staff | % |
| Strongly agree | 1,468 | 23% | 1,143 | 39% | 260 | 24% | 40 | 39% | 91 | 24% |
| Agree | 2,664 | 41% | 1,489 | 50% | 624 | 57% | 45 | 44% | 186 | 49% |
| Neutral | 1,809 | 28% | 242 | 8% | 155 | 14% | 10 | 10% | 84 | 22% |
| Disagree | 249 | 4% | 45 | 2% | 31 | 3% | 1 | 1% | 10 | 3% |
| Strongly disagree | 246 | 4% | 42 | 1% | 27 | 2% | 6 | 6% | 10 | 3% |
| Subtotal (interacted) | 6,436 | 100% | 2,961 | 100% | 1,097 | 100% | 102 | 100% | 381 | 100% |
| Not appl//Don't know | 3,659 | | 1,357 | | 64 | | 6 | | 13 | |
| Total | 10,095 | | 4,318 | | 1,161 | | 108 | | 394 | |