

GUAM DEPARTMENT OF EDUCATION

**DISTRICT ACTION PLAN
PROGRESS REPORT**

Fiscal Year 03-04 to First Quarter FY 04-05

Standards and Assessment

Objective: (Page 10) 1) By the end of SY 2008-2009, using SAT 9 2002 scores as the baseline data, at least 50% of students in the grades tested will reach the 50th percentile in a norm-referenced test that measures reading, math, and language arts skills; 2) The percentage of students in all grades achieving basic or proficient levels on standards-based tests in reading, math, and language arts will reach at least 75% over a ten year period, beginning with the first year the tests are administered.

- ◇ *The GDOE began the alignment process in SY 02-03 by convening two cadres of teachers – one for language arts and reading and one for mathematics – representing all grade levels from elementary, middle, and high schools. Their mission was to 1) review the local Content Standards and Performance Indicators, the Stanford Achievement Test series, instructional objectives, the adopted textbook objectives and the standards endorsed by national organizations such as the National Council of Teachers of Mathematics, 2) document the extent of alignment among these components, and 3) fill in gaps where alignment was absent.*
- ◇ *The K-12 standards alignment document and the K-12 curriculum guides that contain supporting content relevant lessons and assessments for all grade levels were completed. The guides were developed by teacher cadres comprising teacher representatives for each subject area from each school who researched, reviewed, revised and finalized the contents. The curriculum guides have samples of: 1) standards-based units of study with supporting lesson plans, 2) suggested assessment tools, 3) teaching strategies, and 4) resource information for extended practice and experience such as field trips and projects.*
- ◇ *The K-12 Language Arts & Reading Curriculum Guide and the K-8 Math Curriculum Guide will be reviewed by a committee of teachers and administrators and approved by the Superintendent. Upon approval, the curriculum guides will be printed and distributed to schools and teachers and uploaded on the DOE website. The guides will also be made available on CD-ROM format for all schools.*
- ◇ *All grades with the exception of kindergarten will be tested with the SAT 10 in 2005, which is an expansion from the current grades tested (i.e., 1, 3, 5, 7, 9, 10, 11). SAT 10 test materials, directions for administering the test, practice tests and answer documents necessary for the Spring 2005 testing were procured. Support instructional materials for teachers have also been purchased and delivered to all the schools. Parents will receive a preview of SAT 10 materials prior to the spring 2005 testing. An orientation on the SAT10 was conducted September 3, 2004 for school teams by Harcourt Assessment senior consultant.*

- ◇ *The plan to develop local standards-based tests was dropped due to the decision to expand the SAT 10 testing program to all grades.*
- ◇ *The Curriculum Director, a criterion-referenced test builder software suite, was procured for the purpose of enabling schools and the department to establish test databases at the school and district level, develop content area tests, and report the results on-site and in a timely manner. Sixteen schools were selected to participate in the pilot program. Training was conducted January 19-23, 2004 for schools participating in the Curriculum Director pilot program. A total of 48 individuals from participating schools attended the training sessions. Hardware and software were procured and installed in participating schools.*

Personnel Quality and Accountability

Objective: (Page 24) To increase the number of fully certified teachers; implement recruitment and retention initiatives; provide continuing and high quality professional development to teachers and administrators.

- ◇ *Projected teacher vacancies for SY 04-05 were in: Elementary Education, Special Education, Guidance and Counseling, Language Arts, Science, Math, Social Studies and Reading. Filling vacancies in these areas will be given the highest priority for recruitment, followed by replacing limited term teachers and special contract retired teachers. Approximately 100 teachers from off-island contacted the Personnel Office regarding teaching on Guam. They hail from various U.S. states and foreign countries such as the Philippines, Thailand, Brazil, and Canada. These teachers' backgrounds matched over 50% of the identified shortage areas. An on-line application process was established by the GDOE in June 2004. Forty-two individuals expressed further interest in teaching on Guam. From June to July 2004, a total of eleven certified teachers were recruited from off-island to fill teacher vacancies in elementary education, language arts, social studies, reading, art, and special education.*
- ◇ *The teacher recruitment and retention plan was completed in March 2004. It delineates the strategies to recruit fully certified, permanent teachers. Recruitment and retention incentives are included in the plan. On July 23, 2004, the Education Policy Board approved a policy that establishes the rules and regulations for the implementation of the Bonuses, Rewards, and Incentives Program (BRIP) that seeks to attract and retain teachers in high needs areas. A program coordinator was hired for the BRIP who will be responsible for implementing recruitment and retention activities.*
- ◇ *Teacher recruitment status report for October 01, 2004 to December 31, 2004 reflects that 92% of 2,100 teaching positions are filled by fully certified permanent teachers. The remaining positions are filled by retired educators and emergency certified teachers to include substitutes.*

Level	Fully Certified	Retired Teachers	Limited Term	Vacancies
Elementary	911	58	51	12
Secondary	806	59	78	10
Special Programs	117	17	3	20
TOTAL	1834	134	132	42

- ◇ *The Department of Education entered into a contract with Teachers-Teachers.com to assist in the recruitment of teachers and Special Education health professionals. The off-island teacher recruitment section of the Personnel Services Division continues to communicate with applicants based on self-referrals, and with Teachers-Teachers.com.*
- ◇ *The total number of teachers and licensed healthcare professionals that the Department has recruited for SY 04-05 is twenty-three.*
- ◇ *A request for proposal was published in the local newspaper to procure the services of external consultants to develop a new and improved teacher evaluation model. However, there were only two organizations that responded. The procurement office was requested to republish the RFP to attract more bidders. However, due to understaffing in that office and pressing local priorities, the RFP was not re-published.*
- ◇ *Principals attended work sessions that focused on improving principal leadership performance and identifying professional development programs to meet each leadership standard. High school administrators and middle school principals attended a professional development workshop on secondary education reform models.*
- ◇ *Efforts are ongoing to develop an evaluation system of principals reflective of the Interstate Consortium for School Leaders standards.*
- ◇ *Ninety-seven school administrators, central office administrators, and potential candidates for school administration completed the Leadership Academy for School Administrators on October 23-28, 2004. The workshop was conducted by Dr. Joseph T. Pascarelli.*

Federal, State, and Local Programs

Objective: (Page 33) Integrate reading, math, and language arts objectives into current or planned federal, state, and local programs.

- ◇ *For SY 03-04, several programs were adapted to include reading, math, and language arts objectives as follows.*
 - *The Department of Education Extended Day (DEED) program curriculum emphasized reading, math, and language arts.*
 - *Summer Program guidelines were revised to establish reading, math, and language arts academic improvement as priorities.*
 - *Special Education professional development courses for teachers included the subject priority areas of reading, math, and language arts.*
 - *Chamorro Language content standards and performance indicators were developed which identifies language skills and integrated instruction aligned with the established English language curriculum that includes listening, speaking, reading, and writing.*
 - *Head Start teachers and aides received training in the Direct Instruction reading program.*

Home-School Connection

Objective: (Page 45) To increase parent involvement at the schools.

- ◇ *Programs such as Special Education, DEED, summer programs, Parent-Family Outreach, Eskuelan Puengi and other local and federal programs conducted their own parent involvement activities. District –wide efforts have yet to occur.*

Education Indicator System

Objective: (Page 48) To produce a yearly School Performance Report Card that reflects the progress of schools and the district in achieving educational goals.

- ◇ *Since the Guam Education Policy Board’s approval of the Education Indicator System, the Department computed and published the grades for each school. The grades are reported in the SY 03-04 School Progress Report Card, which is also posted on the DOE website. Table 1 shows the distribution of schools by composite scores grade classifications.*

<i>Table 1 SY 03-04 Distribution of Schools by Grade Classification</i>						
	<i>Exceptional</i>	<i>Strong</i>	<i>Satisfactory</i>	<i>Low</i>	<i>Unacceptable</i>	<i>Total Schools</i>
<i>Elementary Schools</i>	<i>0</i>	<i>0</i>	<i>13</i>	<i>12</i>	<i>0</i>	<i>25</i>
<i>Middle Schools</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>7</i>	<i>0</i>	<i>7</i>
<i>High Schools</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>4</i>	<i>0</i>	<i>4</i>
<i>Column Total</i>	<i>0</i>	<i>0</i>	<i>13 (36%)</i>	<i>23 (64%)</i>	<i>0</i>	<i>36</i>

Table 1 indicates that 36% of the 36 public schools received a grade of “satisfactory”, while 64% received a “low” grade classification. All schools with satisfactory grades were elementary schools. In contrast, all middle and high schools received “low” grade classification.

System Changes/ Needs

Objective: (page 56) To decrease the percentage of students who drop out of public high school by at least 50% in eight years.

- ◇ *Grant- funded programs implemented since 1996 have enabled secondary students to make-up classes during the summer and after school to get back on track to graduation. Summer high school programs have been implemented since 1996 and have served approximately 5,000 students. Eskuelan Puengi was first implemented in May 2001 and has served a total of approximately 4,000 high school students. As a result, the cumulative effect of these programs is now showing up in the form of an improvement in the 4 year cohort graduation rates, as illustrated in the following table:*

Guam DOE Comparative Cohort Graduation Rates			
SY 2000-2001	SY 2001-2002	SY 2002-2003	SY 03-04
50.7%	56.9%	59.0%	61.9%

Source: DOE Research Planning and Evaluation

Reading First/Direct Instruction

Objective: (Page 65) To ensure that in 10 years at least 75% of student will be able to read at grade level or above when they exit third grade.

SY 03-04

- ◇ *The Direct Instruction reading program was implemented in K-3 classrooms throughout the district and benefited approximately 10,000 students. A DI district team comprising two local certified teacher- trainers and the Guam based NIFDI consultant conducted site visits of all 24 participating schools to observe implementation and provide technical assistance early in the school year. The findings were that students demonstrated progress in reading as measured by the weekly lesson progress charts. Teachers in general put their best effort forward; many were impressed with the progress their students were making in a short amount of time. Most encouraging are the 2004 SAT 9 scores that showed significant progress in first grade reading. Given the breadth and magnitude of the project, and given its newness to teachers, the overall results indicate a strong leap forward for the first year. The challenge is to maintain focus and sustain the momentum. The DI program will be implemented for five years. The long-term academic objective is that in 10 years at least 75% of third grade students will exit third grade reading at or above grade level, i.e., at a minimum, ready for fourth grade work. If implemented properly and with fidelity, that objective can be achieved much sooner.*
- ◇ *Training and planning activities were conducted which revolved around capacity building, training, and technical assistance for schools implementing the Reading First/ Direct Instruction program Those activities included:*
 - *Testing of 21,000 students in grades K-8 to determine their placement levels in reading, math and language arts.*
 - *Continuous after-school follow-up training for teachers, school aides, and substitutes who were not trained during the summer of 2003*
 - *DI administrator training for reading coordinators and principals*
 - *Continuous training for newly hired teachers, school aides, and substitutes*
 - *Planning with middle school principals to prepare for implementing DI Corrective Reading SY 04-05.*
- ◇ *A middle school corrective reading committee was formed to identify tasks that needed to be accomplished for the 2004 summer DI pre-service training, ordering of materials, and*

implementation start-up. The committee developed a Q &A booklet, accompanied by a letter from the Superintendent outlining the need and plan for corrective reading. The booklet was distributed to all principals, who in turn made it available to teachers. Middle school administrators attended training on Managing Corrective Reading in June.

- ◇ *Corrective Reading placement tests were administered to 8,000 5th, 6th and 7th grade students that measured decoding and comprehension skills. This was an effort never before undertaken by the district. Approximately 20 elementary reading coordinators, already experienced in test administration having tested elementary students throughout the year, completed the testing in seven days. The results were compiled by the DI district team and provided to middle school principals. Overall, the results point to a dire need for helping students perform at their expected reading levels.*
 - *Decoding placement test results 5th, 6th and 7th grades SY 03-04*
 - *20% on grade level*
 - *34% at 4th grade level*
 - *39% at 3rd grade level*
 - *5% at 2nd grade level*
 - *2% at 1st grade level*
 - *1% beginning readers*
 - *Comprehension placement test results 5th,6th and 7th grades SY 03-04*
 - *1% on grade level*
 - *11% at 5th grade level*
 - *40% at 3rd to 4th grade levels*
 - *48% at 2nd grade level*
- ◇ *An information packet on the Corrective Reading Program was disseminated to principals and teachers which described the background and details of how the program will be implemented, the training that will be provided, and the human and material resources that will be acquired. After meeting with middle school principals and discussing the advantages and disadvantages of the program, it was concluded that the most educationally sound and most equitable approach to improving the reading skills of the 99% of students who need it was to implement Corrective Reading using the school-wide model in all seven middle schools. In this model, all teachers teach reading for the first two periods of the day and then teach their regular subjects for the rest of the day.*
- ◇ *Ten teachers/reading coordinators attended a one-week July 2004 DI training of trainers in Oregon. They learned presentation and technical skills critical to training other teachers. This training is part of the local capacity- building that is built into the program These teachers applied their acquired skills at the August 2004 DI Pre-Service Institute by training local teachers.*
- ◇ *The DI Pre-Service Institute was held on Guam the first two weeks of August 2004 to prepare teachers and school personnel to implement the programs in the elementary and middle schools SY 04-05. 750 elementary teachers, 430 middle school teachers, 130 school aides and 50 administrators completed the training. Once school started, training continued to be provided after-school to approximately 150 additional new teachers, substitutes, and new administrators. Trainers included those teachers/reading coordinators who attended the training of trainers in Oregon.*

- ◇ *Continuous follow-up training was provided to ensure that the technical skills were being applied correctly in the classroom. This was immensely helpful to teachers and administrators who received on-site support and correction strategies in a timely manner.*
- ◇ *Reading coordinators were hired for all elementary schools. Their immediate accessibility and on-site support to teachers contributed immensely to the success of students. Reading coordinators at the school site are responsible for:*
 - *Overseeing testing, placement, scheduling, grouping, and regrouping of students;*
 - *Conducting classroom observations, in-class coaching, and individual training;*
 - *Conducting in-service training that coordinates with teachers' instructional programs;*
 - *Providing feedback regarding student performance;*
 - *Demonstrating correct Direct Instruction techniques to teachers and aides;*
 - *Analyzing data records to determine mastery and lesson gains;*
 - *Establishing projections of lessons completed by the various instructional groups;*
 - *Working with the principal and school personnel to identify and solve student and teacher problems associated with the program;*
 - *Training teachers to identify and solve student problems;*
 - *Writing summaries of classroom assistance provided;*
 - *Arranging school-site staff development to occur during non-instructional time;*
 - *Attending training and workshops, as required;*
 - *Communicating progress being made to faculty, staff, parents and the public;*
 - *Assists in the selection of peer coaches in each grade level.*
- ◇ *Four district coordinators/trainers were hired to staff the Reading First/DI Center and assist in the implementation of the program. Their responsibilities mirror the school-site reading coordinators' tasks but from the perspective of providing such services and support to 24 elementary and 7 middle schools. These district coordinators/trainers will continue to be responsible for carrying out the district's DI training and implementation plans, monitoring the schools, and collecting and reporting data. They are supervised by a Reading First Administrator who is responsible for administering the DI program.*
- ◇ *DI-Reading Mastery materials, books, and workbooks for all K-3 students were procured and delivered to schools in July well ahead of the opening of the following school year. Teachers reported to their schools over the summer to receive their materials and set up their classrooms to accommodate DI student-teacher interaction. Supplemental materials had to be procured after the first quarter of implementation because students were progressing faster than anticipated. Mid-year D.I. curricular materials orders were delivered to individual schools.*
- ◇ *Orders and requisitions for K-8 Reading Mastery and Corrective Reading were processed in June 2004. The orders started arriving two weeks before the school year began. Most schools were able to begin on their no later than date, after dealing with routine opening of the school year issues. Some schools started much later than anticipated due to water outages and other factors beyond the school's control.*
- ◇ *Elementary principals, reading coordinators, and district coordinators and administrators were provided with the technology—computers, software, internet connection—to enable them*

to collect, analyze, and report on students' reading progress as reflected on lesson progress charts, student test summaries, and other indicators of reading success.

- ◇ *At the district level, an addendum to the report card that describes the student's reading progress was developed. Schools were to attach the DI progress report to the student report cards.*

SY 04-05 First Quarter:

- ◇ *Direct Instruction Reading, Language and Math programs are being implemented in K-3, while Reading and Language are being implemented in 4th and 5th grades. Seven middle schools began first year implementation of Corrective Reading August 2004. Over 20,000 students are participating in the various DI programs.*
- ◇ *Reading Coordinators Training:*
 - *All elementary and district reading coordinators were provided with a six hour review of coaching training that included observational data collection procedures at the various school sites.*
 - *Elementary and middle school coordinators were trained on how to compute and analyze data for reporting how students are progressing. 87% of the coordinators attended the training.*
 - *Elementary and middle school reading coordinators were trained in the use of the XP Operating System and Excel using their laptops. The training focused on inputting and analyzing data. 97% of the reading coordinators attended this training.*
- ◇ *Peer Coaches Training:*
 - *A total of 75 teachers attended peer coaching training. Each session consisted of five instructional hours over a period of two days.*
 - *School site reading coordinators, teachers, and peer coaches were trained at their school sites by the National Institute for Direct Instruction implementation managers. Training focused on fidelity of program implementation in the classroom.*
 - *Reading coordinators and peer coaches provided ongoing Direct Instruction technical assistance and support to teachers, aides, and substitutes.*
- ◇ *Administrator Training:*
 - *Principals and assistant principals attended four training sessions: Managing the Implementation of Direct Instruction, Computer Operations, Lesson Progress Reporting and Weekly Status Reporting. An average of 88% of administrators attended the trainings.*
- ◇ *The Reading First/DI district team visited schools on a daily basis to identify implementation obstacles, offer solutions to the problems, and follow-up on whether recommendations were carried out and effective.*
- ◇ *NIFDI implementation managers(IMs) provided on-site technical assistance to four middle schools and four full immersion elementary schools. While on site, the IMs observed teachers, provided demonstrations and feedback, conducted in-service sessions, reviewed data, attended parent meetings, and engaged the school's leadership team in problem-solving sessions.*

- ◇ *The NIFDI Guam project director visited school sites to assess the overall administrative and instructional aspects of DI implementation. Recommendations were made to district and school administrators.*
- ◇ *Corrective Reading started up this school year. Each middle school carved out two instructional blocks of 45 minutes each at the beginning of the instructional day. All teachers taught Corrective Reading during these two blocks. Middle schools also implemented a third block of reading in the afternoon to address the needs of students that were performing at least two grade levels below in reading. Selected teachers taught the third reading block.*
- ◇ *Follow-up training was held for elementary school principals on November 28th and 29th to ensure that implementation issues were addressed with additional clarifications on the lesson progress reports. School sites followed-up with training for teachers and peer coaches throughout the district after instructional hours.*
- ◇ *The Reading First/DI District team provided training to all schools implementing Direct Instruction on the procedures to collect the DI lesson progress charts and student test summary reports from teachers on a weekly basis. Currently the schools are collecting and reporting data using the EXCEL database program, for which they previously received training. Upon compiling and reviewing the data, the reading coordinator submits it to the principals for final review. It is then emailed to the DI district data coordinator who aggregates the information for district reporting.*

2004 SAT 9 First Grade Reading Results:

- DOE's percentile score increased by 7%; other subjects in the same grade showed little progress.
- 23 schools placed above the scaled score of the national norm group, an increase of 10 schools from 2003 (see graph).
- All elementary schools and all first grade reading scored above the national 50th percentile norm group score, except for one school. DOE's mean scaled score increased by 9.2
- Gap between DOE and national norm group scaled scores narrowed: 2003 – 19.7; 2004 -12.5, a difference of 7.2
- Six schools reached the 50th percentile and above, compared to no schools in 2003.
- Of 24 schools, 17 (70%) increased their percentile score compared to 2003 by 5 percentile points or more (5thile is significant, see graph below).
- 2003 to 2004 Performance levels:
 - Level 4: Beyond grade level, superior performance---16%, increased by 5%, the highest percentage in 5 consecutive years (statistically significant)
 - Level 3: Solid performance----30 %, decreased by 1%
 - Level 2: Partial mastery -- 48%, increased by 4%
 - Level 1: Little/no mastery ----7%, decreased by 9%, the lowest percentage in five consecutive years (statistically significant)

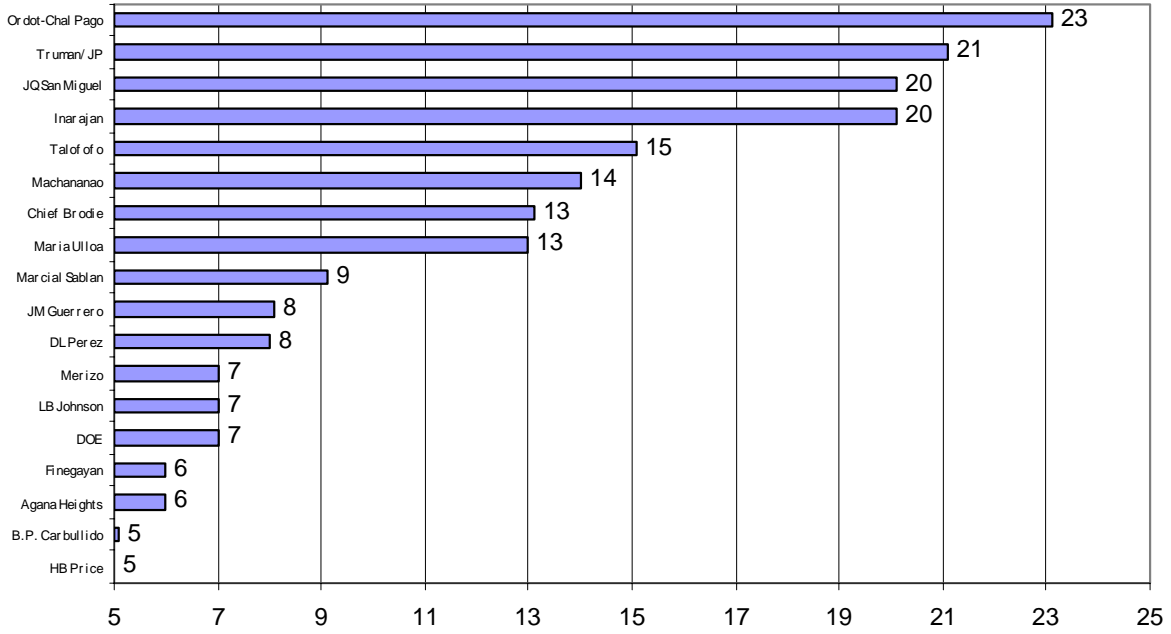
2004 SAT 9 Third Grade Reading Results:

- Not yet impacted district-wide the first year because students were in the system for three years before DI, unlike first graders who were “caught” early.
- Will take app. 2-3 years for significant improvement to occur, but it will happen.
- Reinforces the need for early intervention.
- Elementary Schools with increases in the percentage of students at or above the 50th percentile: Agana Heights, Marcial Sablan, Maria Ulloa, P.C. Lujan, H.B. Price, C.L.Taitano

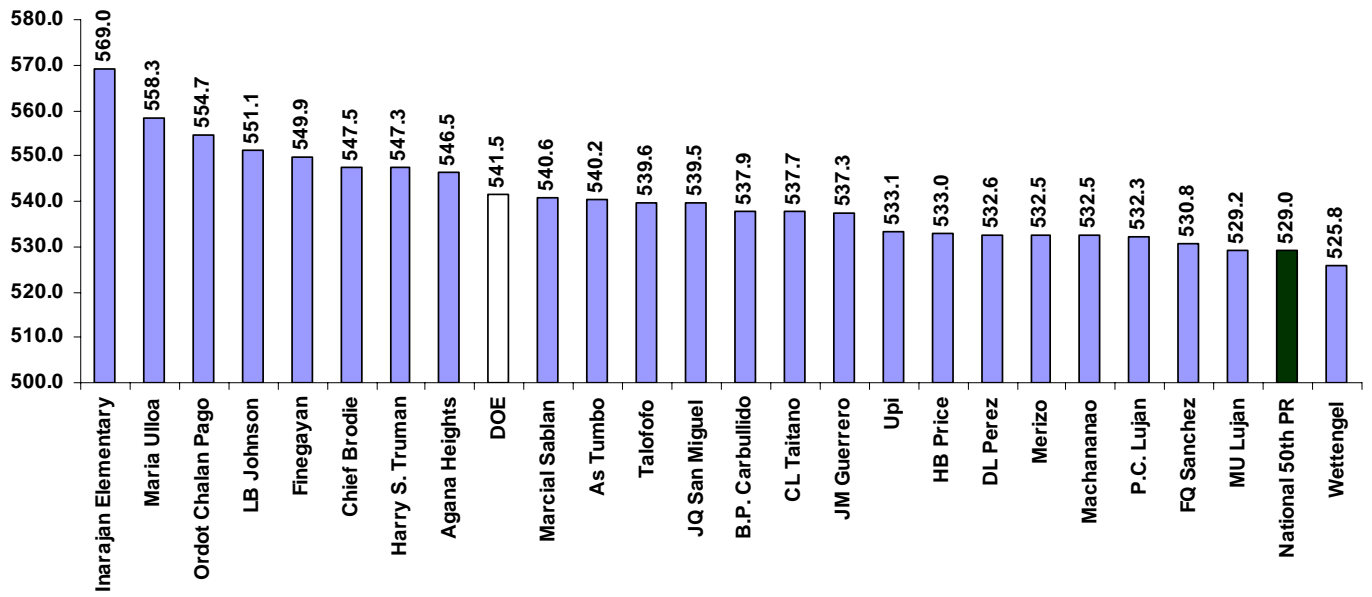
Third Grade Reading (Benchmark Grade)

- Percentage performing at mastery and above- Levels 3 and 4 in SAT 9:
 - 2003: 17%
 - 2004: 17%
- Target Objective: At least 75% in 2013
- 58% remaining (75% minus 17%)
- Adequate yearly progress – minimum of 6.4% per year increase is needed to reach target objective.

**SAT 9 2003 to 2004 Percentile Gain 5% and Above
First Grade Reading**



SAT9 2004 GRADE 1 READING MEAN SCALED SCORES BY SCHOOL



(Additional DI/SAT 9 charts attached)

Other Research-Based Reading Program

Success For All: Agana Heights Elementary School – Fourth Year

- ◇ 39 teachers received a two-day in-service training from a Western Region representative from the SFA Foundation. This training included a refresher course on effectively teaching reading comprehension strategies and techniques on the latest changes in the program based on research.
- ◇ The school wide SFA assessment results show 13% of the total population of students reading below grade level, a decrease of 4%; 13% reading at grade level, a difference of 5% from the initial assessment and 74% above grade level, an increase of 9%. This data is based on a student population of 392 in the first through fifth grade.

Agana Heights Elementary School SY 2003-2004

Success For All Reading

