Guam Department of Education

DISTRICT ACTION PLAN

2003-2008

IMPROVING ACADEMIC ACHIEVEMENT IN READING, MATH AND LANGUAGE ARTS

No Child
LEFT BEHIND

No Child
LEFT BEHIND

ENDORSEMENT & SUPPORT

*A*t a meeting held on May 2, 2003, the Guam Education Policy Board adopted the Guam Department of Education's *District Action Plan to improve Reading, Math and Language Arts.*

Guam Education Policy Board

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A Message

*The District Action Plan articulates the efforts of the Department of Education to **prepare students for life, promote excellence, and provide support.** I encourage all teachers, administrators, staff members, and community stakeholders to participate in supporting the plan and working towards making a difference in the teaching and learning activities in all our schools. This supports our belief that there is a **"DO"** in DOE! Si Yu'os Ma'ase to all those who were instrumental in writing the District Action Plan.*

**Juan P. Flores,
Superintendent of Education**

Thanks to the former Superintendents who supported the District Action Plan through their words and action:

Rosie R. Tainatongo
and
Dr. Nerissa Bretania-Shafer

Guam Department of Education
District Action Plan
to Improve Reading, Math and Language Arts

C O N T E N T S

INTRODUCTION

T he results of the SAT 9 tests administered to students in grades 1, 3, 5, 7, 9, 10, and ll, have consistently indicated below average academic performance in the subjects of reading, math and language arts over the past decade of testing. (Refer to appendix for district SAT 2002 test results). Superintendent Rosie Tainatongo decided to tackle the immense challenge of ensuring that students attain the necessary skills and knowledge in the three critical subjects. For this reason, Superintendent Tainatongo formed the Student Focus Committee and assigned the following tasks:

•Establish the direction that the district and schools will take to improve academic achievement in reading, math, and language arts;

•Facilitate the development of district and school action plans;

•Monitor the implementation of the plans;

•Report the progress of the plans in achieving the goals.

Planning Process

The Student Focus Committee thoroughly analyzed the problem of chronic low academic achievement by reviewing past studies, reports, and test results. The collective knowledge and experience of district and school administrators were also heavily drawn upon. A multitude of issues were identified that could possibly contribute to the persistent low academic achievement. However, it was not possible to pick a single issue to focus planning efforts on because they were invariably interconnected. For example, the issue of getting students to master standards was connected to teacher quality, which was connected to the quality of teacher preparation programs. Consequently, the issues were categorized into groups of issues that had similarities. The groups were then given descriptive labels. This process evolved into the creation of a framework that would serve as a guiding template for the development of the district and school action plans.

A district action plan was drafted that included measurable objectives to raise student performance in reading, math, and language arts. System wide activities were identified that would help schools and teachers raise student achievement in reading, math, and language arts. At a meeting with principals and assistant principals, the committee presented the educational framework and the draft district action plan. Principals were then asked to develop their school action plans using the same framework and detailing the steps to be taken to improve the academic performance of students in their school. It was emphasized that teachers must be involved in the process. Many working sessions were held with school administrators in which extensive guidance was provided. School action plans were finalized and linked with the district action plan, eventually resulting in the *District Action Plan (DAP) to Improve Reading, Math, and Language Arts.*

The process of having individual schools prepare their action plans has accountability built into it because it asks all those involved in the

teaching and learning process, "How will *you* help your students and your school improve student academic performance in reading, math, and language arts?" The approach also considers that: (1) the improvement process will take a coordinated effort at all levels; (2) resources are limited and should be targeted to high priority needs; and (3) resources should be used to do things in a better way, and in a smarter way.

Setting Priorities
Upon final review of the district action plan and school action plans, priorities were identified, based on the following factors:
- What are the common needs that arise persistently in the school action plans?
- What district responsibilities have to be fulfilled on a system-wide basis?
- Will the activity have direct impact on students?
- Will the activity have direct impact on teachers?
- Is the activity directly related to the priority subjects of reading, math, language arts?
- How many students will directly benefit?
- How many teachers will directly benefit?
- Will immediate, short-term, or long term funding be available for the activity?
- What federal and local mandates or grant requirements must be taken into account?

The above factors were weighed together when deciding which issues merited priority attention and action.

Educational Framework
The school action plans and the district action plan have as their common planning base the District Educational Framework, which consists of components that address instructional and non-instructional issues that affect student achievement. By having a common base for developing their plans, the district and schools will be "on the same page, playing the same tune", as they carry out the activities. The components of the Educational Framework and their accompanying set of activities are:

❑ **Standards and Assessment**
- Identifying the overall strengths and weaknesses of students in reading, math, and language arts;
- Identifying diagnostic instruments and assessment tools;
- Providing a support structure to schools to improve instruction;
- Aligning standards, curriculum, instruction, materials, and testing;
- Providing resources needed by students to master the standards;
- Implementing research-based programs to raise academic performance.

❑ **Personnel Quality and Accountability**
- Increasing the number of fully certified teachers;
- Developing an efficient personnel tracking system that accurately reports on a quarterly basis, the status of certification levels of certificated personnel, i.e., teachers and administrators, so that gaps can be filled immediately, and projection of shortages made in a timely manner;
- Developing a long-term recruitment plan;
- Establishing strategies to retain teachers;
- Providing professional training and development to teachers;
- Ensuring that all teachers and administrators are evaluated according to professional standards;
- Engaging in a partnership with the University of Guam regarding preparation of new teachers.

❑ **Federal, State, and Local Programs**
This component reflects how reading, math, and language arts objectives will be integrated into current or planned federal, state or local programs such as summer school, after-school programs, and Special Education.

- **Home-School Connection**

  This component addresses the needs of parents to become involved in their children's education by establishing a parent involvement policy, supporting school-level activities that focus on effective home-school communication and parent involvement models. The information needs of parents will also be addressed through an island-wide education campaign and media messages about the importance and value of: reading and math, good parenting, and education in general.

- **Education Indicator System**

  This section is concerned with the sets of indicators that provide information about the progress being made in achieving educational outcomes and the state of education in general. A high quality indicator system provides useful information to parents, students, teachers, and policy makers and considers multiple factors, such as test scores, the number of fully certified teachers, student diversity, school size, and building condition.

- **System-Wide Needs/Changes**

  This part deals with district policies, programs, practices, and procedures that need to be changed or introduced that will facilitate student academic achievement.

Monitoring the Plans

The Student Focus Committee, chaired by the Superintendent, will serve as the steering committee for the District Action Plan and will be responsible for tracking and monitoring the progress of programs and projects from a district-wide perspective. District administrators will implement their assigned activities in the District Action Plan, monitored by the Superintendent of Education. The principals will implement their school action plans, monitored by their respective Associate Superintendents. Site visits by the Student Focus Committee will be conducted for the purpose of interviewing teachers, gathering data, and reporting on the progress the school is making in carrying out the activities related to their school action plans. Written quarterly and end of the year reports will be required of district and school administrators detailing accomplishments and recommended solutions to problems encountered that impede the attainment of objectives.

Continued Teacher Involvement

Teachers will continue to have the opportunity to be involved in school-level and district level planning by participating in the following:

- School Action Plan (SAP) Teams. SAP teams are teacher teams at the school who have been identified to implement and monitor the different components of their School Action Plan to improve student academic achievement in language arts, reading, and math. The lead person on this team is the principal.

- School LARM Team. The school Language Arts, Reading, and Math (LARM) team, led by the principal, is the team assigned to implement and monitor the "Standards and Assessment" part of the school action plan. At the elementary level, these normally would be grade level chairs, while at the secondary, they would be department chairs or teacher leaders of specific courses taught, e.g. Algebra. The school, however, may form this team in a manner that befits the skills and expertise of its teachers. School LARM tasks include:

  - Reviewing the SAT 9 item analysis reports to determine priority areas for improvement;
  - Setting improvement goals and measurable objectives based on data;
  - Identifying teachers with strengths in the identified areas for improvement;
  - Coordinating instructional adjustments with teachers;
  - Creating or selecting assessments that will be used on a quarterly basis;
  - Reporting assessment results, and reviewing progress toward

reaching goals;

- Sharing successful teaching methods; creating lesson banks aligned to problem areas.

❑ District LARM Cadre. The District LARM Cadre is made up of teachers from the schools representing language arts, reading, and math who have been identified by the principals to participate in projects initiated by the district related to standards and assessment. Representation may be rotated in order to increase teacher participation. The number of representatives called for will be dependent on the nature of the district project. Participation in district LARM cadre projects is voluntary, though compensation will be provided to teachers for their services. Projects that a district LARM cadre may undertake include:

- Alignment of standards, assessment, curriculum;
- Development or revisions of curriculum guides;
- Development of standard end -of -course assessments;
- Creation of classroom assessments and standard quarterly assessments;
- Coordinating textbook-based assessments;
- Training for and by district LARMs;
- Compiling standard lesson banks;
- Organizing LARM conferences/workshops, e.g. Lesson Fairs.

❑ Other District Projects. Teachers will be called upon to serve on committees that will be responsible for developing guidelines and criteria for the various activities and programs in the District Action Plan, such as mentoring, teacher evaluation, and teacher rewards and incentives.

Potential for Plan's Success

There have been many plans developed to change or improve the Department of Education. Though well intentioned, the plans were not able to be translated into action. The reasons for their dusty demise is that they were created by external entities such as an appointed task force, or ad hoc committee, and did not provide a systematic and meaningful consultative process for those directly affected by the change. In contrast, the school action plans were developed and will be implemented by those who have direct influence on teaching and learning, namely, principals and teachers. The district action plan was produced and will be implemented by experienced administrators who have a broad and deep understanding of the school system. In essence, the people who invested the time and energy into making the plans will ensure that the goals and activities they helped design are accomplished. Another reason for the likelihood that the plan will be successful is that funds have been identified, allocated, and secured to implement the planned activities.

LARM CADRES

DISTRICT ACTION PLAN
EDUCATIONAL FRAMEWORK

The District Action Plan is constructed around the following educational issues that impact student achievement.

A. STANDARDS AND ASSESSMENT *This section should reflect a process of:* □ *Identifying the overall strengths and weaknesses of students in reading, math, and language arts, based on the SAT 9 item analysis reports.* □ *Identifying diagnostic instruments and classroom assessment tools.* □ *Providing a support structure to schools to improve instruction.* □ *Aligning standards, curriculum, instruction, materials, and testing.* □ *Identifying basic resources needed by students to master the standards.* □ *Developing district-wide assessments for all grades that measure whether students have mastered the standards.*	**B. PERSONNEL QUALITY AND ACCOUNTABILITY** *Issues that need to be addressed in this section include:* □ *Increasing the number of fully certified teachers.* □ *Developing an efficient personnel tracking system that accurately reports on a quarterly basis, the status of certification levels of certificated personnel, i.e, teachers and administrators, so that gaps can be filled immediately, and projection of shortages made.* □ *Developing a long-term recruitment plan.* □ *Establishing strategies to retain teachers.* □ *Providing professional training and development to teachers.* □ *Ensuring that all teachers and administrators are evaluated according to professional standards.* □ *Engaging in a partnership with UOG regarding preparation of new teachers.*
C. FEDERAL, STATE, AND LOCAL PROGRAMS *This component should relate how reading, math, and language arts objectives will be integrated into current or planned federal, state or local programs such as summer school, after-school program and Special Education.*	**D. HOME-SCHOOL CONNECTION** *This component will address the information needs of parents by conducting an education campaign and developing media messages about the importance and value of: reading and math, good parenting, and education in general.*
E. EDUCATION INDICATOR SYSTEM *This section is concerned with the sets of indicators that provide information about the progress being made in achieving educational outcomes and the state of education in general. A high quality indicator system provides useful information to parents, students, teachers, and policy makers and considers multiple factors, such as test scores, the number of fully certified teachers, student diversity, school size, and building condition.*	**F. SYSTEM-WIDE NEEDS/CHANGES** *This part deals with district policies, programs, practices, and procedures that need to be changed or introduced that will facilitate students academic achievement.*

SCHOOL ACTION PLAN
EDUCATIONAL FRAMEWORK

School action plans should be constructed around the following educational issues that impact student achievement.

A. STANDARDS AND ASSESSMENT *This section should reflect a process of:* □ *Identifying strengths and weaknesses of students in reading, math, and language arts, based on the SAT 9 item analysis reports.* □ *Identifying diagnostic instruments and classroom assessment tools that will be used or needed.* □ *Determining what instructional adjustments need to be made.* □ *Aligning standards, curriculum, instruction, materials, and testing.*	**B. PERSONNEL QUALITY AND ACCOUNTABILITY** *This part should indicate a process of:* □ *Determining the number of fully certified teachers in the school and maintaining it at high levels.* □ *Providing appropriate professional training and development to teachers.* □ *Evaluating all teachers and holding them accountable to student learning.* □ *Providing in-school incentives and rewards to teachers.*
C. FEDERAL, STATE, AND LOCAL PROGRAMS *This component should express efforts the school will take to infuse reading, math, and language arts objectives into current or planned federal and local programs such as summer school, after-school programs, Special Education, etc.*	**D. HOME-SCHOOL CONNECTION** *This component should reflect a process of establishing a 2-way communication and feedback system with parents of students who are failing or who are at-risk of failing reading, math, and language arts and providing them with some assistance to meet their children's learning needs.*
E. SCHOOL-WIDE INDICATOR SYSTEM *(not Education Indicator System, as in district action plan)* *This section should contain activities that deal with reporting on at least a quarterly basis the progress that students are making grade-wide and school-wide in reaching improvement goals in reading, math and language arts.*	**F. SCHOOL-WIDE CHANGES** *(not System-Wide Changes, as in district action plan)* *This component deals with school policies, practices, and procedures that need to be changed or introduced that will facilitate student achievement.*

G. RECOMMENDATIONS TO THE DISTRICT *(new section)* *Include recommendations in policy, practices, or procedures that the district should consider that will facilitate the teaching and learning process.*

SAP Framework

Guam Department of Education
District Action Plan
to Improve Reading, Math, and Language Arts

STANDARDS and ASSESSMENT

The Guam school district began its efforts to institute standards based education in 1996 with the development of draft K-12 Content Standards and Performance Indicators that represented research-based practices and the collaborative efforts of many educators from the Guam Department of Education. In February 1999, the K-12 Content Standards and Performance Indicators were adopted by the Board of Education for: Mathematics, Science, Social Studies, Language Arts, Visual and Performing Arts, World Languages, Health, Physical Education, Business/Marketing, and Computer Education. The Content Standards specify what students should know and the Performance Indicators identify the skills they should be able to demonstrate in relation to the Content Standards. The standards are designed to guide the development and implementation of a curriculum for each of the content areas at each of the grade levels.

Staff Development

Teachers have participated in a series of professional development sessions since the adoption of the K-12 Content Standards and Performance Indicators. In addition, a trainer of trainers series has been provided to approximately thirty educators in "Classroom Assessment" over the last two years. Professional development in assessing students in the classroom according to the district standards will begin school year 2002-2003.

Teacher Survey

Teachers were surveyed in May, 2000 about the standards. The purpose of the survey was to collect information about: (1) the extent to which the adopted standards are being used, (2) staff development needs related to the standards, and (3) how the standards can be improved. Fifty-five percent (1,102) of 2,009 teachers completed the survey. Results indicated the following:

- K-12 Content Standards & Performance Indicators. Eighty-two percent of teachers possess a copy of the standards, while 14% do not.

- Professional Development. At least 44% of teachers have received some type of training on the adopted standards. The top three training needs indicated as being greatly needed to effectively implement the standards are: (1) connecting standards to the SAT 9 and criterion referenced tests, (2) review of successful classroom practices in which standards are being used, and (3) implementing standards in the grade or subject they teach.

- Professional Resources. Teachers use the following sources to guide their everyday teaching: (a) grade level expectations/course outlines, (b) reference books and materials, (c) teacher's edition of textbook, (d) self-made curriculum and resources and (e) skills on report cards. The adopted standards ranked sixth in its use as a daily source of teaching.

- Implementation of Standards. Seventy- five percent strongly agreed that standards should come with curriculum guides, instructional models and assessment tools; 71% strongly agreed to aligning

standards, instruction and the SAT9 test; 52% strongly agreed that standards should be developed for every grade, not just grade levels; and 93% agreed to some extent that the standards are an important factor in the conduct of their teaching.

❑ Teacher Evaluation. Forty-seven percent of teachers indicated that the adopted standards were used as a criterion in evaluating their teaching, 26% were not sure and 14% were evaluated without the standards. Eighty-six percent agreed to some extent that the standards are an important factor in the conduct of their teaching.

Alignment Planning

The results of the teachers' survey described above pointed to the need for the district to review whether the essential elements that comprise a standards-based education system are in place, of high quality, and fully aligned. Those aspects being reviewed and aligned are:

❑ Standards. These must be clear, specific, challenging, and up to date. Standards developed by professional organizations such as the National Council of Teachers of Mathematics should guide the creation of high-quality standards.

❑ Curriculum. A curriculum that is aligned with the standards should:

- Detail the learning sequence of knowledge and skills for each grade and subject, and from grade to grade in each subject;

- List the instructional materials and other resources that teachers can use in designing their standards-based lessons;

- Offer excellent models of instructional strategies or techniques;

- Provide classroom assessment tools and rubric guides that will help teachers judge student performance against the expected standards.

- Contain examples of high quality standards-based lesson plans that depict expected student products and results;

- Provide diagnostic tools that will help teachers identify struggling students early.

- Professional Development. Teachers must be provided standards-based professional development that emphasizes mastery of content, instructional strategies, and assessment tools to measure the progress students are making toward achieving the standards. They also must be provided with adequate resources and tools to teach the standards.

- System-Wide Standards-Based Tests. This is a vital component that has not been addressed in the creation of standards-based education. Standards-based tests are specifically designed or selected to reflect the adopted standards that teachers are expected to teach via the curriculum guides. Student scores are compared to an expected level of performance as set by the district, and indicate the extent to which students are meeting defined content standards based on performance levels such as: advanced, proficient, basic, below basic, and far below basic. To date, the SAT 9 norm referenced tests continue to be taken by students without having determined the extent of its alignment to the adopted standards, curricula, textbooks, and course requirements. Because of this, there is a high probability that the SAT 9 tests may not reflect what is actually being taught in the classroom. This disconnectedness, may cause students to fail items on the test that their teachers did not introduce or emphasize. Consequently, the student failures become magnified during the reporting of SAT 9 scores to the public, thereby frustrating students and teachers and disappointing the community in general. Efforts are currently underway to identify the specific standards being tested on the SAT 9 and the percentage of SAT 9 test items that are aligned to the standards. Schools are examining the SAT 9 item analysis reports to identify gaps in instruction and devise lessons to eliminate or reduce those

gaps. However, the district must proceed immediately to create or select high quality standards-based tests if we are to truly measure whether students have attained the necessary knowledge and skills to succeed in the next grade, as stipulated in the standards.

Teacher Involvement at the District Level

Teachers will have opportunities to become involved in the development and implementation of standards-based education by participating in the district LARM (Language Arts, Reading, and Math) cadre activities. The district LARM cadre is made up of teachers from the schools representing language arts, reading, and math who have been identified by the principals to participate in projects initiated by the district that are related to standards and assessment.

The number of representatives needed will depend on the nature of the district project. To encourage teachers to participate in district LARM cadre activities, compensation for their services will be offered as an incentive. The make-up of the district LARM cadre may differ from project to project, which may include:

- Alignment of standards, assessment, curriculum;
- Development or revisions of curriculum guides;
- Development of standard end-of-course assessments;
- Creation of classroom assessments and standard quarterly assessments;
- Training for and by district LARMs;
- Compiling standard lesson banks;
- Organizing LARM conferences/workshops, e.g. Lesson Fairs.

The first district LARM cadre, comprising fifty-one teachers, is currently involved in the district's alignment project. The expected products of their efforts are curriculum guides and standards toolkits that will be provided to all teachers who teach reading, math, or language arts. The cadre teachers are currently:

- Reviewing and updating reading, math, and language arts standards;
- Ascertaining the degree of alignment among the standards, textbooks, and the SAT 9 tests;
- Developing curriculum guides, sample lesson plans, and classroom assessment tools aligned to the standards.

STANDARDS AND ASSESSMENT

ACTION PLAN

Objectives: 1) By the end of school year 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.

Activities	Status	Responsibility	Resources	Timeline	Documentation
1. Conduct standards survey of teachers; compile and report results to schools.	Completed	Student Focus Committee	Existing	Completed Oct. 2000	Survey results disseminated to principals.
2. Identify SAT 9 priority skills by district and by school; distribute SAT 9 priority skills and item analysis reports to schools, provide technical assistance in interpretation and alignment.	Ongoing	Assoc. Supt., C&I; Administrator, RPE	Existing	Aug. 2002 to Mar. 2003	Priority skills and item analysis reports disseminated to schools; List of schools provided technical assistance.
3. Facilitate the development of: a) standards-based tests for all grades in reading, math, language arts (first priority) and other core subject areas. b) English Language proficiency tests. c) Course specific tests, e.g. Algebra	Planned	Administrator, RPE, Assoc. Supt., C&I, Student Focus Comm.	Federal: cost to contract developer; pilot testing; teacher compensation; training; printing and other related expenses.	Aug. 2003 to June 2004	Standards-based tests developed in reading, math, language arts, and other core subjects.

Activities	Status	Responsibility	Resources	Timeline	Documentation
4. Evaluate extent of alignment among standards, curriculum, instruction, materials, and testing. a) Establish teams to address the alignment evaluation process. b) Design alignment evaluation tool. c) Facilitate and conduct the evaluation process (compare local standards to national standards, SAT9 instructional objectives, textbooks). d) Identify skills to be taught on a quarterly basis. e) Summarize alignment evaluation. f) Submit alignment evaluation report with recommendations to Student Focus Committee.	Ongoing	Assoc. Supt., C&I, School Program Consultants (SPCs), district LARM cadre, Test Developer	Federal: teacher compensation, supplies, materials, training costs	Dec. 2001-Dec 2002	Cadre formed; Quarterly skills identified and listed; Alignment tools developed; alignment process completed; alignment evaluation report submitted to Student Focus Committee.
5. Review and update reading, math, and language arts standards. a) Establish cadre to review and upgrade local district reading, math and language arts standards. b) Evaluate the comprehensiveness of standards (clarity, alignment, challenging, meaningful, etc.). c) Prepare draft revisions and updates. d) Provide working draft of updated standards to schools for teachers' input; receive input and adjust where necessary. e) Prepare final draft of updated standards, submit to Student Focus Committee. f) Submit final draft to Education Policy Board for review.	Ongoing	Superintendent, Associate Supt. C&I, Principals, SPCs; district LARM cadre, i.e, teacher represen-tatives from grade levels and content areas in language arts, reading and math; Student Focus Committee	Federal: teacher compensation, supplies, materials, printing costs	Mar. 2003 - Dec. 2003	LARM cadre formed; Draft revisions and updates of standards completed and submitted to Student Focus Committee; Final draft submitted to Education Policy Board.

Activities	Status	Responsibility	Resources	Timeline	Documentation
6. Develop curriculum guides, instructional models, and assessment tools and provide to teachers. a) Use the results of the standards alignment and the SAT 9 item analysis reports to determine district priority needs and quarterly skills to be taught. b) Develop standards-based units that address priority skills and assessments for each lesson. c) Include in curriculum guides a list of various instructional models that can be used in lessons. d) Send out working drafts to school for teachers' input. e) Send curriculum guides to Student Focus Committee for review. f) Contract a printing company to print copies of new curriculum guides. g) Disseminate copies of new curriculum guides to teachers.	Ongoing	Assoc. Supt., C&I, School Program Consultants, LARM cadre.	Federal: teacher compensation, supplies, materials, printing costs.	Feb 2002 - Feb. 2003	District priority need and quarterly skills identified; Standards-based units developed; Curriculum guides developed; Drafts sent to schools for review; Curriculum guides finalized; Curriculum guides printed and disseminated to teachers.

Activities	Status	Responsibility	Resources	Timeline	Documentation
7. Develop uniform assessments aligned to the standards for every grade. a) Work with school assessment teams to identify classroom assessments appropriate for lessons. b) Develop criteria to evaluate assessment tools. c) Conduct pilot of assessment tools in selected classrooms to test for practicality, appropriateness. d) Assemble assessment toolkit that provides information about appropriateness and application to lessons. e) Contract printing company to assemble and publish documents. f) Disseminate toolkit to teachers.	Ongoing	SPCs, assessment teams, Assoc. Supt., C&I	Federal: teacher compensation, supplies, materials, training, printing costs.	January 2002 to April 2003	Collection of various assessment tools; Criteria developed; Pilot completed and evaluation reports submitted; Toolkit completed and disseminated.

Activities	Status	Responsibility	Resources	Timeline	Documentation
8. Provide instructional resources to students in reading, math, and language arts that will enable them to master the standards. a) Conduct a survey to determine current available resources in schools. b) Establish list of current adopted texts/ resources that have not been procured. c) Establish a list of resource materials needed for standards-based instruction. d) Establish a well-defined budget for resources inclusive of shipping and handling costs, inflation, losses and other costs.	Ongoing	Superintendent, Division heads, Principals	Local funding for textbooks and related materials; Federal funding for supplemental resources	Aug. 2002 to Aug. 2003	Survey completed; list completed; Local and federal funding allocated.
9. Facilitate the creation of standards-based tests reflective of district standards; develop annual testing plan; conduct pilot test.	Planned	Administrator, RPE, Student Focus Comm.	Federal: contract with test developer; training for teachers and principals, supplies, materials, printing costs.	Aug. 2003 to June 2004	Standards-based test developed; Annual testing plan completed; Pilot test conducted; results reported, adjustments made.

PERSONNEL QUALITY & ACCOUNTABILITY

This section of the plan discusses efforts that will be directed toward improving the quality of teachers and principals, two very important groups of educators who have significant and direct influence in empowering students to succeed at high levels. Accountability for job performance that is linked to professional standards and student learning outcomes is also presented here.

Teacher Certification Levels

Over the past ten years, an average of 300 teaching positions were vacated at the end of every school year. As of September 2002, of 2,051 teaching positions, 1,823 or 89% are filled by fully certified, permanent teachers, while 228 or 11% of teaching positions are occupied by special contract, emergency certified teachers, or substitutes in the cases of the 33 vacancies that remain unfilled. Ninety one are special contract teachers who are permitted by the local government to earn a teaching salary while drawing their retirement pensions. These retirees, or "double dippers", must be fully certified to teach. Their employment status, however, is temporary, meaning that they will be replaced immediately when fully certified teachers are hired on a permanent basis. At the elementary level, of 991 teaching positions, 937 or 96% are filled by fully certified and permanent teachers. At the secondary level, of 993 teaching positions, 829 or 83% are occupied by fully certified, permanent teachers. Eighty seven secondary teachers are emergency certified, while substitutes are filling in for 29 positions that remain vacant. These underprepared teachers have an impact on approximately 16,000 students in various subject areas. This situation may be a contributing factor for the poor academic performance of secondary students in the SAT 9 tests.

Teacher Supply and Demand

Based on student enrollment projections from DOE Research, Planning and Evaluation, approximately 100 new teachers will be needed by 2010. Historically, shortage areas have been in language arts, science, math, and special education. Librarians, guidance counselors, health counselors, and Chamorro teachers have also been in short supply.

The University of Guam (UOG), the sole local teaching institution, produces approximately 180 new teachers a year, a majority of whom are elementary teachers. As a result, the College of Education and the UOG Yamashita Educator Corps program have been successful in producing an adequate supply of elementary school teachers. As of September 2002, 96% of elementary teaching positions were filled with fully certified permanent teachers, a very desirable condition for our elementary students. Viewed in the long term, however, the pace of production of teachers needs to remain steady in order to fulfill the demand for fully qualified new teachers in the right areas and specialties over the next several years.

At the secondary level, the supply of teachers is currently inadequate to staff middle and high schools with fully qualified teachers. Compounding the problem is the fact that in the early 1980's, the school system was reorganized from K-6, 7-9, 10-12 levels to a K-5, 6-8, 9-12 system. The local teaching institution did not, however,

establish a middle school curricular program for teacher candidates wishing to teach in the middle schools in response to the reorganization. Thus, the school district could not develop the criteria for issuing middle school certificates due to the lack of middle school-specific courses at UOG. As a result elementary certified teachers who were not trained in specific content areas such as math and science were allowed to teach and continue to teach middle school students. Plans are underway to have middle school certification for teachers in grades 6-8 to better meet the academic needs of pre-adolescents. Intensive efforts will be made to increase the number of fully certified and knowledgeable middle and high school teachers.

Teacher Entry Requirements

Coupled with the daunting challenge of recruiting, training, and retaining teachers and principals is the responsibility to ensure that they are fully qualified upon entry into practice. Recent studies and public opinion surveys reinforce the fact that the single most important factor influencing student learning is teacher expertise. Teachers who are fully prepared and certified in both their discipline and in education are more highly rated and successful with a wide range of students than are teachers without formal preparation.

As of August 15, 2002, the Guam school district officially adopted the Praxis I: Pre-Professional Skills Tests for reading, writing and mathematics for initial teacher certification. Praxis I is used as an entrance requirement into university teacher education programs and a testing requirement for state teacher certification in over 30 states. The test features multiple-choice questions in the selected content areas and an essay. Praxis I will take the place of the Guam Educators Test of English Proficiency (GETEP) which the Department had been administering since 1990. Teachers who have already passed the GETEP are not required to complete the Praxis I.

The Praxis I test is required for new applicants seeking teaching certification after August 15, 2002. Applicants who have not successfully passed the GETEP must contact Sylvan Learning Center to take the Praxis I. Off-island applicants and local applicants who have already completed the Praxis I must provide a notarized copy of their Praxis scores when applying for a Guam certificate. All applicants for a professional teaching certificate must meet the minimum Praxis cut-off scores established for Guam, which was determined by the Educational Testing Service in cooperation with local educators. However, a non-renewable, one year emergency teaching certificate may be issued to applicants who did not succeed in their first attempt provided they meet the minimum certification standards for an emergency license. Effective September, 2002, initial teaching applicants must have completed the Praxis I test.

The Praxis is administered on Guam at the Sylvan Learning Center in Maina and a fee is charged for the service. Test scores are sent to the DOE Certification Office directly from the Educational Testing Service.

Teacher Recruitment

Recruitment of certified teachers will be stepped up to bring down the number of non-credentialed teachers. Recruitment activities may involve going off-island, or recruiting via the Internet. The groups that will be targeted for recruitment are: (1) College of Education undergraduates at UOG; (2) undergraduates or graduates majoring in priority subject areas who have not indicated an interest in teaching; and, (3) off-island certified teachers desiring to teach on Guam. Incentives to teach would have to be highly attractive and could include bonuses or subsidizing the costs of meeting education requirements. For off-island teachers, it may be necessary to offer paid one-way air fares to come to Guam. Short term and long term recruitment initiatives are described below.

❑ To attract the best and the brightest, bonuses will be awarded to teachers new to the profession who graduate with a grade point average of 3.5 - 4.0, upon becoming fully certified to teach in the public schools. A time period limitation that requires the applicant

to have graduated within the past three years at the time of application could be imposed. Many college graduates sometimes delay seeking employment immediately after graduation due to family responsibilities, the need to take a break, or other personal reasons.

❑ To encourage prospective teachers to major in the shortage areas declared by the district, bonuses will be awarded to teachers new to the profession who graduate with majors in the identified shortage areas and who meet full certification requirements. Bonuses for teachers who have double majors in core content areas, as in math and science for example, will also be awarded.

❑ Develop an on-line application process for prospective teachers that is user-friendly.

❑ Upgrade the personnel management information system to enable it to accurately report on a quarterly basis, the status of certification of all persons hired to teach so that gaps can be filled immediately and projection of shortages made in time to meet recruitment timetables.

❑ Send recruitment teams to job fairs or, as an alternative, contract recruitment agencies off-island that specialize in teacher recruitment to assist the department in its teacher recruitment effort.

❑ Provide incentives to attract off-island teachers to Guam such as one-way paid airfare and payment for shipment of household effects.

❑ Allow fully certified teachers, including retired teachers, to teach on a part-time basis and compensate them based on the pay scale of teachers, instead of paying them substitute rates. Part-time teaching will appeal to mothers who want to teach part time, but who also want stay at home with their children for part of the day. High schools that offer a limited number of classes of a particular course would benefit from teachers employed through this mechanism.

❑ Increase the number of reciprocity agreements between state licensing agencies and the Guam Department of Education to make state certification transferable to Guam.

❑ Join national and international recruiting groups and other related professional organizations.

❑ To meet long-term needs, the development of future teachers must figure into the recruitment design. Programs to encourage students to seriously consider teaching as a profession can begin as early as middle school. Early recruitment, or "grow your own" programs are being implemented with success in middle and high schools and have contributed to alleviating teacher shortages. The following programs are proposed to be emulated or adapted to cope with teacher supply and demand in the long-term.

❑ ProTeam Program. This program includes a challenging course and accompanying club designed to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. Aimed at seventh and eighth graders in the top 40% of their class who receive recommendations from three teachers, students must exhibit the potential for successful completion of high school and college. The course has a written curriculum, program materials, and training for teachers.

❑ Teacher Cadet Program. This is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to teaching offered as a high school course. Some of the participants also receive college credit. The program seeks to provide academically able high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools. An important secondary goal is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education. The course provides a written curriculum, program

materials, and training for teachers.

❑ Teaching Assistant Program. This program offers an expanded academic program to secondary students in a variety of subject areas, especially those that have a critical shortage of teachers. Students are introduced to the many facets of the teaching profession and are provided practical experience in instruction at the secondary level. The Teacher Cadet Program and the Teaching Assistant Program complement each other, but they are separate programs. The Teaching Assistant Program operates as an individualized course matching Teaching Assistants who excel in a particular content area with supervising teachers in the subject. The Assistant is scheduled to work with the teacher during a period in which an introductory level of the content is taught. Teaching Assistants sufficiently advanced in achievement in the subject matter may also serve with higher level classes if they have completed these levels. The Assistant helps the teacher through a variety of duties and activities; the teacher guides the student in a broader understanding of the chosen subject area and of teaching in that area. Curriculum materials and training accompany the program.

In order to provide a continuing incentive to pursue teaching after graduation, it is recommended that students who complete the pre-collegiate teacher education programs be given "preference points" when applying for the Yamashita Educator Corps Scholarship. (More information on these pre-collegiate teacher education programs can be found at www.scctr.org).

Teacher Retention

A National Center for Education Statistics report found that 20% of all new hires leave teaching within three years, and 9% of all new teachers won't make it past the end of their first year. The top four reasons for quitting teaching are: pregnancy or child rearing; dissatisfaction with the teaching profession; the desire for a better

salary or benefits; and, the desire to pursue another career.

Clearly, addressing teacher supply and demand issues does not stop with efforts to attract new teachers. Retention activities are also important in keeping the recruited teachers in the system after having invested money up front. A mentoring program for new teachers is proposed. In developing its mentoring program, the district will apply standards that have been developed as a result of successful mentoring programs. At a minimum, the district will:

❑ Establish goals for the mentoring program that:
- Makes new teachers feel more comfortable in their teaching,
- Helps new teachers become more familiar with the culture of the school,
- Offers curricular support,
- Orients new teachers to the realities of teaching,
- Supports new teachers as professionals.

❑ Develop an application process for selecting exemplary mentor teachers;

❑ Delineate the responsibilities of the mentor teacher; provide mentor training;

❑ Compensate mentors for time spent guiding new teachers;

❑ Monitor and evaluate the effectiveness of the program.

For incumbent teachers, activities to enhance their satisfaction so that they will stay in the teaching profession include:

❑ Rewarding incumbent teachers in critical shortage areas to be paid an annual bonus as an incentive to remain in their area.
❑ Rewarding teaching excellence by providing rewards and incentives, including financial incentives, to teachers whose

students, especially low-achieving students, demonstrate improved academic achievement as assessed by external and objective tests, which may include standardized tests;
- Providing mini-grants to teachers to try new methods;
- Implementing teacher recognition programs;
- Offering financial assistance to teachers to attain National Board of Professional Teaching Standards certification.

Teacher Professional Development

Teacher satisfaction can also be enhanced through better opportunities for training and professional development. Studies have shown that the top reason teachers remain in teaching is the satisfaction they get from seeing their students learn and grow. High quality professional development programs will provide teachers with the knowledge, skills, and tools they need to become better teachers, so that they can make a positive impact on their students' academic achievement. When teachers feel that they are making an important difference in the lives of their students, they are more likely to remain in the profession.

High quality professional development for teachers must have as its outcome improved achievement of all students. The formulation of professional development programs and activities will be guided by the three standards developed by the National Staff Development Council:

- Context Standards
  - Organizes adults into learning communities whose goals are aligned with those of the school and district.
  - Requires skillful school and district leaders who guide continuous instructional improvement.
  - Requires resources to support adult learning and collaboration.
- Process Standards
  - Uses disaggregated student data to determine adult learning priorities, monitor progress. and help sustain continuous improvement.
  - Uses multiple sources of information to guide improvement and demonstrate its impact.
  - Prepares educators to apply research to decision making.
  - Uses learning strategies appropriate to the intended goal.
  - Applies knowledge about human learning and change.
  - Provides educators with the knowledge and skills to collaborate.
- Content Standards
  - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
  - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
  - Provides educators with knowledge and skills to integrate technology into curricula, instruction, and assessment.

Professional development programs will be developed and reviewed to ensure that they:
- Address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.
- Equip teachers with the tools to improve student behavior in the classroom and identify early and appropriate interventions.
- Provides examples on how to involve parents in their child's education, especially parents of students who are at-risk of failure.
- Teach how to use data and assessments to improve classroom practice and student learning.
- Upgrade teaching skills as it relates to the standards for model teaching developed by Interstate New Teacher Assessment and Support Consortium (INTASC).

- Offer financial compensation to teachers for professional development that occurs outside of their working hours.
- Support the addition of extra hours into a teacher's workday for common planning time, thus eliminating the need to sacrifice instructional time for professional development days.
- Assess professional development programs to ensure they are assisting in helping students improve their learning.

Pitfalls that must be avoided in designing professional development programs include:

- Hiring substitutes or placing school aides in the classroom so that teachers may be released for planning and professional growth activities. This has its own set of problems, the most glaring being the delegation of teaching to persons whose qualification to become a substitute is a high school diploma. Another concern is the preparation and follow-up by the regular classroom teacher. Good teachers will always be concerned about what's going on with their kids when they are absent. Other teachers do not like the disruption caused by having to give up their instructional time to substitutes. Granted there may be, on a case by case basis, justification for the use of substitutes. However, the district should avoid the use of substitutes to the greatest extent possible in its plan for teacher development.
- Using time options such as early-release days or late starts that rob students of instructional time. These options also affect parents' practical concerns regarding their work schedules, transportation, and child care.

Teacher Evaluation and Accountability

A new and improved teacher evaluation model that reflects standards-based teaching is needed to replace the Professional Teacher Evaluation Program (PTEP) that is ten years old. The district adopted a standards-based curriculum with specific content standards and performance indicators; however, the current teacher evaluation does not require teachers to demonstrate their knowledge of the standards or their ability to effectively implement them in their classroom instruction. Additionally, the current teacher evaluation does not address the core elements that provide evidence of overall teacher effectiveness and professionalism. The core elements that should be incorporated into a teacher evaluation system include:

- Linkage to student achievement.

- Professional Development: The evaluation should record the additional courses a teacher is pursuing to enhance his/her teaching and professionalism. These courses may be for continuing education, reclassification, or recertification, but must be for the purpose of improving classroom instruction.

- Common Planning Time: Common planning time within grade levels is an effective tool in standardizing classroom instruction. Although some principals encourage teachers to attend common planning sessions, there is no set vehicle to document this. Placing common planning time as part of the evaluation criteria will ensure more teacher participation.

- Committee Work: Committee work is an integral part of teacher effectiveness. The evaluation should include the type of committees a teacher is actively involved in, or, it should be noted if the teacher does not participate in school or district committee work.

The teacher evaluation system must recognize the varying degrees of teacher competence. It should offer:

- Intensive guidance for new teachers that promotes growth, mentoring, frequent observations, and feedback.

- Ongoing support for tenured teachers that promotes professional learning experiences through self assessment, goal setting, data collection, formative evaluation, study groups, action planning, and evaluation in which teachers have an active role.

- Special support for tenured teachers experiencing continuing difficulties that focuses on a plan for improvement and timelines for meeting goals.

An effective teacher evaluation system must contain three essential elements:

- A coherent definition of the domain of teaching, such as preparation, instructional skills, classroom environment that constitute the "what" of teaching. The standard for acceptable teaching performance also needs to be spelled out.

- Techniques and procedures for assessing all aspects of teaching, or the "how."

- Trained evaluators who can make consistent judgments about performance, based on evidence of the teaching.

The planning process will include teachers, administrators, and other education personnel. The National Board for Professional Teaching Standards will be referred to in the development or selection of a new teacher evaluation model.

Teacher Professional Education

The education of teachers, pre-service and in-service, must be brought into closer alignment with contemporary demands and conditions in our schools, and responsive to the changing profiles of students. This means prospective teachers must be firmly committed to the belief that all students can be successful learners and be prepared to meet the diverse needs of students in a multicultural and ever changing society. Teachers must learn to apply new technology and instructional techniques adopted by schools. Future teachers must have a solid liberal arts background and be highly knowledgeable in their content or specialty areas. At the same time, their professional education must be more clinical and less theoretical in focus. In-service education needs

to be directed at educating teachers in ways that enlarge their views of themselves, their profession, the content they teach, and the pedagogy they employ. By doing this, teachers become learners, shapers of curriculum, and leaders.

Improving the working relationship and communication between the district, schools, and the UOG professional teacher preparation program is occurring through ongoing partnership meetings between the Department and the College of Education. The District Action Plan will offer clear guidance for cooperative planning about how teacher candidates can be better prepared to meet the challenges of teaching in the "front lines."

Principal Quality and Professional Development

High quality professional development for principals must enhance and measure their ability to meet the standards of leadership developed by the Interstate School Leaders Licensure Consortium (ISLLC). Effective principals should be able to:

- Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth;
- Manage the organization to promote an effective learning environment;
- Promote collaboration with families and community members and mobilize community resources;
- Act with integrity and fairness to influence the school's larger social and cultural context.

To ensure high quality professional development, activities will be reviewed to ensure that it:
- Positions teaching and learning as the central activities of the school;
- Engages school leaders to plan learning around improving academic

achievement;
- Promotes collaboration while meeting individual needs;
- Models effective learning processes;
- Incorporates accountability into practice that measures learning outcomes.

Professional development programs for principals must be as good as or better than teacher development programs. To be effective, staff development for principals must be long-term, focused on student achievement, and integrated into their daily work life. Opportunities to share and solve problems with peers, form study groups to address specific instructional challenges such as reading and math, must be available regularly. Training for principals must also include:
- Interpersonal skills;
- Working with teachers to improve their instruction;
- Reviewing student work;
- Collecting and analyzing student performance data;
- Reporting performance results on a school-wide basis;
- Using technology to manage curriculum, instruction, and assessment.

The above ingredients, when mixed into the professional development recipe, will greatly increase the likelihood of transforming principals into skilled educational managers and leaders whom teachers will find credible and knowledgeable.

Principal Evaluation and Accountability

Currently, the instrument used to evaluate principals is the same instrument used to evaluate all district employees. In light of the demand for skillful principal leadership, an evaluation system will be created specifically for principals that seeks to measure the knowledge, dispositions, and performances as defined for by ISLLC standards. The evaluation system will incorporate a review of the progress the school has made under the principal's leadership in raising academic

achievement as documented by standardized test scores, and other related student achievement data. In addition, a portfolio will be required of principals that will contain evidence of having met the standards such as: documented action that the principal has taken to improve student achievement, the types of workshops either attended or conducted by the principal, and involvement in committees that pertain to school improvement. Specific activities to improve principal quality and provide high quality professional development include:

- Establishing principals' academies to assist upcoming and incumbent principals and assistant principals in becoming highly skilled instructional leaders and educational program managers.

- Organizing principals' specialized institutes that focus on specific instructional programs and practices such as teacher evaluation, block scheduling and looping.

- Developing and implementing a principal's evaluation instrument reflective of the ISLLC standards.

- Establishing a support network for principals that focuses on sharing problems and solutions as it relates to instructional and school improvement and that provides time and resources for visiting schools to witness leadership practices that enhance teacher collaboration and student achievement.

- Providing incentives, including financial incentives, to principals who have been successful, as documented by objective data, in improving the academic achievement of students in schools where they served as a principal for at least five years, especially in schools with high percentages of students eligible for free and reduced lunches, immigrant students, and students with disabilities.

- Awarding incentives to teachers for assuming administrative responsibilities outside the regularly scheduled program of instruction, e.g., coordinating summer and after-school programs.

- Offering teachers incentives to pursue a degree in school administration.

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

Activities	Status	Responsibility	Resources	Timeline	Documentation
Recruitment 1. Implement recruitment strategies. a) Determine shortage areas. b) Develop recruitment guidelines. c) Advertise bonus incentives at UOG and in media reward bonuses. d) Offer incentives to attract off-island teachers; send recruitment team to off- island job fairs. e) Upgrade personnel information system. f) Join national recruiting associations. g) Explore alternative certification routes. h) Provide support to teacher education student organizations in schools. i) Develop Guam based teacher recruitment model. j) Continue DOE-COE collaboration monthly meetings.	Planned	Recruitment and Retention Committee	Existing; federal: bonus, incentives, hardware, software, printing, consultant, membership fees, travel and off-island recruitment expenses.	SY 02-03 to SY 07-08	Quarterly certification summary of all teachers; recruitment; Recruitment guidelines developed; List of teachers awarded bonuses; list of teachers recruited locally and from off-island; Personnel information system enhancements tested and documented; End of year recruitment report; Alternative certification recommendations; School reports.

Activities	Status	Responsibility	Resources	Timeline	Documentation
Retention 2. Provide strategies that will enhance incumbent teachers' satisfaction. a) Provide rewards and incentives to teachers whose students demonstrate improved academic achievement. b) Provide rewards and incentives to teachers who demonstrate excellence in teaching their content area. a) Offer financial assistance to teachers who wish to seek national certification.	Planned	Rewards and Incentives Committee	Federal: costs for rewards and incentives.	SY 03-04 to SY 07-08	List of teachers receiving rewards, incentives, and financial assistance; Program reports.

Activities	Status	Responsibility	Resources	Timeline	Documentation
Professional Development 3. Provide high quality professional development programs for teachers that are aligned to student achievement goals. a) Design professional development programs that embody NSDC (National Staff Development Council) standards. b) Develop guidelines for participation that includes compensation method. c) Establish training schedules. d) Facilitate arrangement with trainers; coordinate delivery of training. e) Offer opportunities to participate in local, regional, and national conferences and institutes either as participants or presenters.	Planned	Professional Development Committee	Federal: materials, training costs, travel expenses	SY 02-03; every school year, including breaks.	List of participants, survey of effectiveness of training.

Activities	Status	Responsibility	Resources	Timeline	Documentation
4. Provide high quality professional development programs for principals and assistant principals that are aligned to student achievement goals. a) Conduct principals' academies and specialized institutes. b) Establish support network. c) Provide incentives to successful principals as determined by student performance data. d) Create evaluation system reflective of ISCSL (Inter-State Consortium for School Leaders) standards. e) Offer opportunities to participate in local, regional, and national conferences and institutes either as participants or presenters.	Planned	Principals' Professional Development Committee	Federal: materials, training costs, travel expenses.	SY 02-03; every school year, including breaks.	List of participants by type of training; survey results of effectiveness of training.

Personnel Quality and Accountability

Activities	Status	Responsibility	Resources	Timeline	Documentation
Evaluation 5. Develop new and improved evaluation instruments for teachers and principals. a) Review evaluation models in alignment with professional learning standards developed by INTASC and ISCSL. b) Review and select best model. c) Conduct orientation and training. d) Implement evaluation model. e) Assess effectiveness; make adjustments.	Planned	Administrator, RPE Teacher Evaluation Committee	Federal: materials, consultant fees, printing, training expenses.	Sept., 2003 to Jan. 2004	Evaluation instrument developed and implemented; Progress and evaluation reports.
6. Provide training in standards development, implementation, monitoring, and assessment to teachers and principals. a) Create calendar of training sessions for administrators that includes follow-up training. b) Establish list of facilitators for training. c) Facilitate training. d) Compile evaluation of effectiveness of each training session. e) Revisit, revise training sessions per feedback. f) Survey administrators on impact of training. g) Plan for next series of follow-up training.	Planned	SPCs, Division Heads, Trainers	Federal: training costs, supplies, materials.	Jan. 2003 to Nov. 2003	Calendar created; Training completed; Evaluation completed; Training program revised; Survey results compiled and analyzed; Follow-up training plan completed.

FEDERAL, STATE, AND LOCAL PROGRAMS

Several programs within the Department are already in alignment with the District Action Plan. Others have been adjusted to integrate DAP activities into their current or planned activities. The purpose of bringing federal, state, and local programs under the umbrella of the District Action Plan is to avoid duplication of efforts and to better coordinate the energy and resources needed to reach a common goal. A description of those programs follow.

Department of Education Extended Day (DEED) Program

The DEED program is designed to provide high quality supervision after school to elementary school-age children whose parents work or are full time students, and to provide educational enrichment through activities in four categories:

- Academically related education,
- Physically active activities,
- Hands-on activities,
- Quiet time and play activities.

DEED teachers' salaries are supported by federal funds while other program needs such as supplies, materials, equipment, snacks, and field trips are supported by the $75 quarterly fee. Beginning SY 2002-2003, students failing or at risk of failing reading, math, or language arts became eligible for the program through a "scholarship" arrangement. The scholarship student's fee and other costs to participate are subsidized with federal funds. Of the eighteen current DEED schools, eight schools were chosen to participate in the DEED scholarship program based on the number of students eligible for free and reduced meals and on the school's SAT 9 performance in reading and math. The Learning Improvement Profile was developed to assist teachers in making referrals for DEED scholarships.

School-Based Summer Programs

For students who need more than the normal nine-month school year to learn and master their academic skills, the school-based summer program is an opportunity for them to attend high-quality academic programs. This program began in the summer of 1993 with only five schools and 326 students. Over the past five years, approximately 6,000 students have attended summer school each year. On average, 80 percent of the 37 public schools participate in the district-wide program each summer. The summer program has been redesigned to meet the goal and objectives of the District Action Plan. Schools must now enroll at least 80% of participating students based on their academic performance in reading, math, and language arts in the SAT 9 norm referenced tests, teacher-made tests, or other assessment or diagnostic instruments. Enrollment priority is as follows:

- Students who are two or more grade levels below their grade in reading, math, or language arts;
- Students who scored at levels 1 and 2 in SAT 9 reading, math or language arts;
- Students who scored below the 30th percentile in the SAT 9 reading, math, or language arts;
- Students who are averaging a D or lower in reading, math, or language arts.

Thus, individual summer school programs must be designed to improve academic skills in reading, math, or language arts, and they must be highly responsive to the needs of the at-risk students who have failed in these areas.

Success For All (SFA)

The SFA program is a research based and highly structured whole school reading, writing, and language arts reform model program for students in pre-kindergarten through grade six. Agana Heights Elementary School is the pilot SFA school and is in its second year of implementation. The features of Success for All are:

- Daily ninety minute reading period, that regroups students by reading levels across age lines,
- Certified teachers who tutor students who are struggling to keep pace with their classmates,
- On-site facilitators who assist in the implementation of the SFA program,
- Eight week assessments to determine whether students are making adequate progress in reading, and
- A family support team that works with parents to increase student attendance.

In August 2000, initial reading assessments of 423 students found that 51% were reading below grade level, 16% on grade level and 33% above grade level. The students were reassessed in May, 2001. The results revealed the following:

- 46% of the students were reading above grade level, an increase of 13% from the initial assessment,
- 20% of the students reading on grade level, an increase of 4% from the initial assessment, and
- 34% of the students were reading below grade level, a decrease of 17% from the initial assessment

Language Other Than English (LOTE)

The LOTE program is designed to address the needs of students who enter school lacking effective communication skills in English: listening, speaking, reading, and writing. The program also gives attention to promoting the higher thinking skills and makes every effort to integrate these students into the regular classroom and curriculum after properly assessing their English language proficiency to ensure that they will succeed in and out of the classroom.

The Department of Education's Language Arts Standards includes standards for reading. The LOTE program incorporates and implements the use of these standards to develop the students' ability to reach a level of English language proficiency. The standards are the same but the instructional strategies are modified to meet the learning needs of second language speakers. Because the focus of the LOTE program is on developing communication skills, Language Arts and Reading are highly emphasized. To help English language learners grasp the curriculum, schools may adopt sheltered content programs at the secondary level, or pullout or self-contained programs at the elementary level. These programs are structured around academic content, cultivating English fluency and mastery of core subjects using English as the medium of instruction. The emphasis is on the four communication skills of reading, writing, listening, and speaking which are also the four core standards of Language Arts.

Based on the Home Language Survey results, 12,358 or 39% of the total student enrollment were identified to receive LOTE services. A total of 3,717, or 30% of the students waived rights to receive services or passed the reading/writing and oral tests in the Language Assessment Survey and exited from the program. During SY 2000-2001, 2,913 students were provided with self-contained, sheltered, or pull-out instructional services. Site visits were conducted to monitor compliance of LOTE program goals and objectives and the individual school's program action plan.

Special Education

The Special Education division will continue providing professional development support to teachers by sponsoring the Saturday Workshop Series. Courses are offered at reduced costs to teachers, and include the subject priority areas of reading, math, and language arts, in addition to science courses. Teacher workshops focus on implementing best

practices for the inclusion of students with disabilities in the general education curriculum, and practical application in a classroom setting.

Direct support to schools will continue model schools projects such such as:
- Reading Mastery Program
  - Continued technical support to teachers at M. A. Ulloa Elementary and Inarajan Elementary
  - Continued staff training for direct instruction techniques/ strategies as requested
  - By individual school sites

- Positive Behavioral Supports System
  - On-going technical assistance and support to two schools that are implementing this program: Benavente Middle School and Untalan Middle School.

- Connecting Math Concepts Program
  - Review of research/program components
  - Selection of model school site; initial staff training

- Inclusionary Practices Model
  - On-going technical assistance and support to school
  - Teachers and Staff at George Washington High School

Other school-level training and support activities for elementary and secondary schools include:
- Training for Consulting Resource Teachers at school sites;
- Staff development training as requested by school sites on such topics as: Individualized Education Plan, behavior management, autism, and the roles and responsibilities of new teachers in regards to special needs students.

For parents, training is being provided on accessing the world wide web. Also, an informational resource bank for parents on various educational issues is being maintained.

School aide training is just as important as teacher training. Staff

development for this important group of care-givers is ongoing. Many workshops designed for school aides have included such topics as: autism, alternative therapies, learning disabilities, behavior management, social skills training, and effective utilization of school aides. Opportunities for educational advancement are continuously offered to school aides. Approximately forty school aides have completed developmental courses necessary for admission to the University of Guams' Educational Assistant Program. Their fees were funded by the Special Education division. Financial support has also been provided for school aides to complete the Programman Gua'ot certificate program at the Guam Community College.

For other Special Education personnel, financial support is being provided for:
- Two professional staff to obtain their Master's degree in Physical Therapy;
- Three school psychologists to complete courses at UOG;
- One participant to pursue a teaching degree in Special Education.

The development of an Educational Specialist in School Psychology certificated program is being considered. Initial inquiries have been made to nine possible approved Universities. Two have indicated interest in collaboration on program development.

Chamorro Studies & Special Projects

The Chamorro Studies & Special Projects Division provides Chamorro Language and Culture instruction to all students from grades K-12th. Its main mission is to ensure the provision of effective language and culture instruction that will revive, maintain, and perpetuate the language as well as to protect, promote, and to practice its usage. Chamorro Language Content Standards and Performance Indicators were developed for all grade levels which focus and identifies language skills and integrated instruction aligned with that of the established English curriculum language skill through listening, speaking, reading and writing. Grade level syllabuses along with unit lessons, activities, and assessments have been developed and aligned with the Content Standards and Performance Indicators. Student,

teacher, and parental training are other activities of the program.

Head Start Program

The Guam Head Start Program is based on the belief that all children share certain needs and that children of income-eligible families, in particular, can benefit from a comprehensive child development program geared to meet the individual needs of each child and his/her family. The Guam Head Start Program serves preschool age children of income-eligible families and children with special needs. It is administered locally by the Department of Education and is funded federally by the Office of Administration for Children, Youth and Families (ACYF) of the United States Department of Health and Human Services, located in San Francisco, California. The Government of Guam also provides local funding to the program. In cooperation with local agencies and in compliance with federal guidelines, the Head Start Program assists the Head Start child and his/her family in obtaining health, dental, nutritional, psychological, social, and educational services.

The Head Start Program strives to bring about a greater degree of social competence in children and families. Social competence, the child's everyday success in dealing with both the present environment and later responsibilities in school and in life, takes into account the relationship of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that help a child achieve success.

As required by Head Start Performance Standards, each child registered for the Head Start Program is given a developmental assessment with the use of the DIAL-3 Instrument. This instrument serves a two-fold purpose: first, it is the initial assessment of each child in the skill areas of motor, cognitive, language, self-help, social development and behavior. Secondly, it helps determine if a child needs additional evaluation from the Division of Special Education. This is the beginning process of on-going assessment in which program staff individualize lessons and write goals and objectives for each child and family. This process is related to the current Head Start curriculum

and proposed adoption of the Creative Curriculum.

The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The framework is composed of 8 general domains, 27 domain elements, and 10 examples of more specific indicators of children's skills, abilities, knowledge, and behaviors. Child Performance Outcomes list the following domains: language development, literacy, mathematics, science, creative arts, social/emotional development, approaches to learning and physical health & development. Although each domain has several indicators, there are thirteen required tracking indicators which must be documented and analyzed at the end of each program year. This information is used to address specific strengths and weaknesses of the program.

All Head Start teachers are certified with the minimum of an early childhood certificate. Although continuing education has been supported by Head Start for many years, in the past five years, Head Start has provided financial support to encourage staff to obtain higher degrees. At this time, 50% of Head Start staff have an associate degree and several are working towards a bachelor's degree in early childhood education. Program staff are provided with a minimum of 40 hours of training each year. Training focuses on individualization and curriculum, however, other topics are provided as requested by staff. When possible, Program staff are sent to off-island training in literacy to act as a trainer/mentor to their peers.

In the area of literacy, the Head Start Program has been collaborating with the KGTF Ready To Learn Program and the Motheread/Fatheread Program.

Head Start parents are directly involved in policy and decision-making for the program, both in the classroom and island-wide. Parents meet monthly to discuss program issues and concerns, to include the budget, grant application, and program planning.

Objective: To align federal, state, and local programs to the District Action Plan.

Activities	Status	Responsibility	Resources	Timeline	Documentation
DEED 1. Disaggregate SAT 9 DEED and non-DEED student scores to compare reading and math performance.	Completed	Federal Programs Division	Existing	May 2002	SY 00/01 SAT 9 statistical analysis from RP&E.
2. Establish a DEED Committee that will establish procedures regarding how to include students failing or at risk of failing reading, math, and language arts.	Completed	Federal Programs Division	Existing	Establish Committee May 2002	Summaries of meetings.
3. Implement the DEED program to include the participation of students identified by their teachers who are at-risk of failing or failing reading, math, and language arts.	Ongoing	Federal Programs Division	Additional funding for teachers, supplies, and materials, one to one aides.	Beginning SY02/03 and continuously thereafter.	Teacher DE1's, stipend payment requests, quarterly statistical analysis, site visits. Updated DEED guidelines and forms to include the scholarship students.

Activities	Status	Responsibility	Resources	Timeline	Documentation
Summer Programs:					
1. Review existing summer program guidelines to determine changes that need to be made in order to align the program with the goal and objectives of the District Action Plan.	Completed	Federal Programs Division	Existing	Sept. 01 - Jan. 02	Revised summer program guidelines.
2. Implement revised summer program guidelines.	Completed	Federal Programs Division	Existing	January 2002	Revised summer program guidelines sent to schools.
3. Revise existing data collection report format to align with revised summer school guidelines.	Completed	Federal Programs Division	Existing	April - May 2002	Revised data collection format sent to schools.
4. Collect data, prepare end-of-year report on reading and math achievement levels.	Ongoing	Federal Programs Division	Existing	June 2002	Revised data collection format sent to schools.
Success For All (SFA)					
1. Administer SFA pre/post test to determine reading levels for all students.	Ongoing	Principal, SFA School Facilitators	Existing SFA pre/ post test.	Aug. 02 - May 03	End-of-Year SFA Progress Report.
2. Conduct daily ninety minute reading period.	Ongoing	Principal, SFA School Facilitators	Existing SFA instructional materials.	Aug. 02 - May 03	SFA instructional log and monitoring materials.

Activities	Status	Responsibility	Resources	Timeline	Documentation
3. Provide staff development training program from national SFA trainers.	Ongoing	Principal, SFA School Facilitators	National SFA Program Trainers.	Aug. 02 - May 03	End-of-Year progress report.
4. Conduct periodic assessments, report progress quarterly and at end of year.	Ongoing	Principal, SFA School Facilitators	Existing	Aug. 01 - May 02	End-of-Year progress report.
5. Conduct site visits to assist school in effective program implementation activities.	Ongoing	Federal Programs Division	Existing	SY02/03	Site visit summary report to the school.
LOTE					
1. Follow-up on the UOG graduate level LOTE classes that are being offered to LOTE teachers and other teachers interested in obtaining an endorsement in LOTE.	Ongoing	SPC LOTE	Existing	June 10-July 26 July 1-July 19, 2002	Progress reports/class listing of LOTE and regular classroom teachers that complete appropriate course work.
2. Plan and schedule equity presentations for at least 5 schools.	Ongoing	SPC LOTE	Existing	August 2002	5 Equity presentation by December, 2002.
3. Consult with Northwest Regional Educational Laboratories (NWREL) to plan for a series of LOTE related trainings for instructional and non-instructional personnel including administrators.	Ongoing	SPC LOTE, NWREL	Additional: Access to internet; Access to long distance telephone account.	August 2002	Commitment by NWREL to conduct training.

Activities	Status	Responsibility	Resources	Timeline	Documentation
4. Review the End-of-Year Summary Reports with LOTE Cadre to identify areas of weakness the program services. Focus on instructional strategies and school level goal objectives.	Ongoing	SPC LOTE, LOTE Cadre Members	Existing	Aug. 2002 to Dec. 2002	Cadre will identify the major areas of weakness in the program services provide and make recommendations for improvement.
5. Review national recommendations for program services to ensure the Guam's programs is in line with national program standards.	Ongoing	SPC LOTE, LOTE Cadre Members	Existing	Aug. 2002 to Dec. 2002	Minutes of cadre meeting.
6. Submit to the Superintendent the findings of the Cadre members with recommendations for improvements.	Ongoing	SPC LOTE, LOTE Cadre Members	Existing	Dec. 2002	Memorandum of recommendations to Superintendent.
7. Complete the site visit reports to school.	Completed	SPC LOTE	Existing	June 30, 2002	Reports completed and sent to identified schools. Reports to district office regarding findings of SPC relative to the site visits.
8. Consult with NWREL regarding external evaluation of the LOTE Programs.	Ongoing	SPC LOTE, NWREL	Existing	Sept. 2002 to Dec. 2002	Agreement with NWREL to provide technical assistance in preparing for an external evaluation.

Activities	Status	Responsibility	Resources	Timeline	Documentation
Special Education					
1. Coordinate and Facilitate Saturday Workshop Series. Courses offered for teacher professional development, graduate credits available via UOG/ CCEOP at a reduced cost. Course offerings focus on teaching strategies, in the areas of Math, Reading, Language Arts, and Science, for the inclusion of students with disabilities in the general curriculum and provide opportunity for practical application of those strategies in the teacher's classroom as part of the overall course requirements.	Ongoing	Assoc. Supt., Sp. Ed., UOG/CEDDERS UOG/CCEOP CSPD Workshop Planning Committee	Existing	One workshop series each semester	Teacher registration forms, public notices of course offerings (PDN, printed flyers), course evaluation forms, payment documents.
2. Reading Mastery Programs at M.A. Ulloa Elementary (K-2) and Inarajan Elementary (K-2). The Division provides ongoing support in the form of technical	Ongoing	Assoc. Supt., Sp. Ed., UOG/CEDDERS Program Coordinator School Site Administrator School Level Coordinating Teams	Existing	SY 2002 - 2003	School test scores, staff development evaluation, technical assistance reports.

Activities	Status	Responsibility	Resources	Timeline	Documentation
3. Continued support for the Positive Behavioral Supports - Second Steps Program. In collaboration with WRR/ UOG/CEDDERS, the Division provides technical assistance and limited support for materials for two (2) selected Middle schools (Benavente Middle School and Untalan Middle School). A proposed expansion of this project for SY02-03 to an additional school site (Inarajan Middle School) is planned.	Ongoing	Assoc. Supt., Sp. Ed., UOG/CEDDERS School Site Administrator Program Coordinator School Level Coordinating Team	Existing	SY 2002 - 2003	School discipline referral reports, school attendance data, survey data from teachers, staff, students, and parents.

Activities	Status	Responsibility	Resources	Timeline	Documentation
4. Continued support of the Inclusionary Practices Model (GWHS). The Special Education Division provided support for the initial off-island consultant to conduct training (Aug., 2000) and supported subsequent visits by the consultant in Feb. 2001 and Oct. 2001. Credit through University of Guam was facilitated for each of the consultant trainings provided. The Special Education Division additionally provides support in the form of technical assistance to the school for ongoing staff development activities. Also support was provided for school level team members to make off-island site visits to California.	Ongoing	Assoc. Supt., Sp. Ed., School Site Administrator UOG/CEDDERS Program Coordinator School Level Planning Team	Existing	SY 2002 - 2003	Special Education referral and placement data, consultant reports, technical assistance report data, various survey data.
5. Development of Model Project for math. Connecting Math Concepts Program is in the research and review stage. Initial program components, materials needed, and ongoing technical supports required are being researched. Possible school sites will be considered and initial staff training will be established during the 2002-2003 SY.	Proposed	Associate Superintendent, Program Coordinator School Site Administrator UOG/CEDDERS School Level Planning Team	Additional	SY 2002-2003	Initial school site survey data, initial program start-up cost analysis, school testing data.

Activities	Status	Responsibility	Resources	Timeline	Documentation
6. Elementary /Secondary Programs coordinate and facilitate training for CRTs focussing on Special Education process, IDEA and legal mandates as applied to the IEP process. Also training in paperwork needed to facilitate individual IEP meeting, changes being made to that process, and skills necessary for effective management of resources, both personal and site based, which will allow for the most efficient exercise of assigned duties and responsibilities.	Ongoing	Assoc. Supt., Sp. Ed., Program Coordinators, School Site Administrators	Existing	Initial training at the opening of SY 02-03; monthly/bi-monthly meetings; scheduled meetings as necessary for up-date of skills and information.	Agenda and attendance data, evaluation forms, individual staffing info on school print-outs.
Chamorro Studies and Special Projects					
1. Develop syllabi and unit lessons and assessments based on Content Standards & Performance Indicators per grade level.	Ongoing	Chamorro Studies & Special Projects Division & Chamorro Language Teachers	Existing; Federal: supplies and materials	SY 2002 - 2003	Syllabi, lessons and assessments developed.
2. Develop grade level wordlist and definitions.	Ongoing	Chamorro Studies & Special Projects Division	Existing; Federal: supplies and materials	SY 2002-2003	Wordlists and definitions compiled.
3. Develop audio tapes -CD Roms of legends.	Forth-coming	Chamorro Studies & Special Projects Division	Existing; Federal: supplies, materials and equipment.	SY 2002 - 2003	Cassette tapes/CD rom of legends recorded.

Activities	Status	Responsibility	Resources	Timeline	Documentation
4. Develop Pre-test and Post-test for all grade levels.	Forth-coming	Chamorro Studies & Special Projects Division	Existing; Federal: supplies and materials	SY 2002 - 2003	Tests distributed & piloted at the schools.
5. Develop language (grammar) books and activities.	Ongoing	Chamorro Studies & Special Projects Division	Existing; Federal: supplies and materials	SY 2002 - 2003	Books published and piloted at the schools.
6. Develop science books with activities.	Forth-coming	Chamorro Studies & Special Projects Division	Existing; Federal: supplies and materials	SY 2002 - 2003	Books published and piloted at the schools.
7. Develop posters regarding health, safety, and cultural activities.	Ongoing	Chamorro Studies & Special Projects Division	Existing Federal: supplies and materials	SY 2002 - 2003	Posters printed.
8. Develop math activities with the use of the ancient counting system	Forth-coming	Chamorro Studies & Special Projects Division	Existing; Federal: supplies and materials	SY 2002 - 2003	Activity books produced and piloted at the schools.

HOME-SCHOOL CONNECTION

Parents play a pivotal role in the ensuring that their children succeed in school. Research studies on parent involvement conducted over the past two decades have reached the same conclusion: parent involvement increases student achievement and self-esteem. Significant findings conclude that:

- Regardless of income, ethnic/racial background, or the parents' education level, student achievement goes up when parents are involved and the more involved the parent, the higher the student achievement.

- Students whose parents are involved receive good grades, perform well on tests, have higher graduation rates and better chances of going on to college.

- Parents of disadvantaged children can help their children reach high standards by becoming involved in all aspects of their education.

- Improving student achievement is not dependent on income or social status, but the extent to which that student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and (3) become involved in their children's education at school and in the community.

Parents will spend more time with their children over the course of their lifetime than teachers will. They are their children's first teachers and can play a positive role in the education of their children. By working together with the schools, parents can have an even greater influence. They can encourage their children to do their best, help them build their confidence and self-esteem, and reinforce skills being taught in the classroom.

In designing parent involvement programs, the district will be guided by national standards in the same way that it has advocated the emulation of national standards in regards to curriculum, teacher and principal quality, and professional development. The National Standards for Parent/Family Involvement Programs were developed by the National Parent Teachers Association. The six standards are:

- Communicating. Communication between home and school is regular, two-way, and meaningful.

- Parenting. Parenting skills are promoted and supported.

- Student Learning. Parents play an integral role in assisting student learning.

- Volunteering. Parents are welcome in the school, and their support and assistance are sought.

- School Decision Making and Advocacy. Parents are full partners in the decisions that affect children and families.

- Collaborating with Community. Community resources are used to

strengthen schools, families, and student learning.

Home~School Communication

The focus of the Home-School Connection component is on the first standard. Frequent and meaningful communication is the basis of a solid home-school partnership. Not every parent has the time nor the confidence to volunteer in the classroom, go on field trips or become members of parent organizations. A majority of parents will never actually set foot in the school building, nor will they attend workshops. Parents who have inadequate literacy skills are extremely hesitant to express their feelings to teachers and principals who are very educated, and are leery of institutions in general. Parents whose children are failing or on the verge of failing are the least likely to attend conferences or visit the school. Schools must deal with this reality by reaching out to these parents, instead of waiting for them to make initial contact. These parents are reachable via less time consuming and friendlier means of communication such as the telephone, fax, e-mails, or regular mail. What is important is consistent two-way contact, though not necessarily face to face.

The district will encourage schools to promote effective and frequent two-way communication with parents by providing the means needed to create the environment that will facilitate that interaction. This may include:

- Installing telephone lines in areas easily accessible to teachers;

- Establishing home-school communication centers equipped with a variety of communication tools--phone, fax, and computers;

- Providing rewards to teachers for reaching the most number of parents;

- Employing paid parent volunteers to assist in two-way communication efforts.

Schools assume that once information is sent home with students, communication has taken place. To dispel that notion, schools must put in place a policy that defines two-way communication and follow it up with action steps. Effective two-way communication paves the way to meaningful parent involvement. It requires that teachers, principals, and parents share ideas, give input, and solve educational problems together. Mutual benefit is derived from such a positive relationship.

Education Is Important! Campaign

The goal of the "Education is Important!" campaign is to provide parents or care-givers of the 32,000 students enrolled in our schools with information about how they can help their children be successful in school. An island-wide media and outreach campaign will be conducted to educate parents about the factors under their control that influence their children's chances of succeeding in school and the importance of: 1) good parenting skills, 2) reading and math to academic achievement, and 3) education in general. The assumption is that not all parents are provided with up to date research and information that will help them understand how they can help their children do well in school. Dissemination methods may include: TV and radio spots, print ads, website postings, notices posted in neighborhood stores, businesses and government offices, and mass mailings.

Comprehensive Parent/Family Involvement Program

By including home-school connection as part of its improvement efforts and focusing on two-way communication, the district has reflected its belief in the importance of parent involvement. However, a comprehensive parent involvement program and policy remains to be fully developed. The National Standards for Parent/ Family Involvement Programs standards will serve as a basis for planning high quality programs and activities. The following steps will be taken to initiate the process:

- Establish a parent involvement committee to include parent and community representatives;

- Review existing parent/family involvement policies, procedures, and programs, identify successful practices;

- Review planned parent involvement programs in school action plans;

- Research parent involvement models and practices that have been documented as successful in improving student achievement;

- Develop a comprehensive parent/family involvement plan;

- Draft a parent/family involvement policy;

- Assign coordination of parent/family involvement program to a district office or administrator;

- Identify immediate and potential financial resources;

- Facilitate training for teachers and other staff;

- Monitor effectiveness of plan; adjust accordingly.

HOME-SCHOOL CONNECTION

ACTION PLAN

Objective: To increase parent involvement at the schools.					
Activities	**Status**	**Responsibility**	**Resources**	**Timeline**	**Documentation**
1. Develop media and outreach campaign to educate parents about how they can help their students succeed in school. Translate into various languages.	Planned	Parent Involvement Committee	Media expenses; printing costs.	Aug. 2003 - Aug. 2004	Media messages produced and broadcasted; campaign print materials created and disseminated.
2. Assist schools in establishing a home-school two way communication system by: a) installing telephone lines in areas easily accessible to teachers. b) establishing home-school communication centers equipped with a variety of communication tools--phone, fax, and computers. c) providing rewards to teachers reaching the most number of parents. b) employing paid parent volunteers to assist in two-way communication efforts.	Planned	District Administration	Federal: telephone lines, equipment, compensation for parent volunteers, rewards.	Aug. 2003 - Aug. 2004	System in place: telephone lines installed, centers equipped, rewards granted to teachers; volunteers hired and compensated.
3. Develop comprehensive parent/family involvement plan.	Planned	Parent Involvement Committee	Federal: supplies and materials.	Apr. 2003 - Aug. 2003	Parent/family involvement plan developed.

EDUCATION INDICATOR SYSTEM

S tates, school districts, and schools are creating or exploring sets of indicators that can be useful in communicating to parents, students, teachers, the public, and policy make about the course of educational progress. These indicators include test scores, demography, reports of absences, mobility, course taking patterns, numbers of credentialed teachers, school size, and other summaries of the day-to-day life and accomplishments of a school.

Some indicators, such as attendance and achievement test results, are expected to be directly under the control of schools or at least are intended to be outcomes for which schools are held accountable. Other indicators, such as the proportion of teachers with certification in the subjects they are teaching, are only marginally under the control of schools because they depend on larger system policies or financial considerations not controlled by the school. Still others, such as student demographics or student mobility, are clearly outside the control of schools.

The basic idea is that information is most useful when something can be done about it. Treating indicators that schools can change and ones that they can't on the same footing undermines the usefulness of the collection of indicators. To be useful, an indicator system needs to make clearer distinctions among types of indicators. A categorization of indicators into (a) ones that schools are expected to change and for which they are to be held accountable, (b) ones that are influenced only indirectly by schools, and (c) ones that are clearly outside the control of the school would enhance the usefulness of the indicator system.

School Performance Reports
Public Law 26-26 describes the steps that must be taken to produce school performance report cards that contain information on student performance, student behavior and school characteristics. The applicable sections are:

Section 3105. Collection of Data and Production of School Performance Reports by Superintendent; Criteria for Grading Schools.
Public Law 26-26 states that:

(a) The Superintendent shall collect data and produce annual school performance reports containing information on student performance, student behavior and school characteristics.

(b) (1) In consultation with representatives of parents, teachers and school administrators, the Board shall adopt, by rule, criteria for grading schools. Such criteria shall take into account both overall performance and improvement in performance. A five member evaluation team shall be appointed by the Board to assess every school. The Board shall appoint one member from each of the four school board election districts, and the fifth member shall be appointed from the Island-wide Parent Teacher Organization. The grades shall include classifications for exceptional performance, strong performance, satisfactory performance, low performance and unacceptable performance.
(2) The grades received by a school shall be included in the Annual State of Public Education Report.

(3) *If* a school is within the low performance or unacceptable performance classification in any category, the school shall file a school improvement plan with the Superintendent and with the Board.

(c) The Superintendent shall notify the public and the media, and post on the Department of Education's website, *no later than* thirty (30) days following the end of the fiscal year. The school performance reports shall be available at schools and the Department's offices. The Superintendent shall also include notice that copies of school improvement plans can be obtained from the schools and the Department.

Section 3106.   School Performance Report Card.

(a) No later than thirty (30) days following at the end of each fiscal year, the Superintendent shall issue a School Performance Report Card on the state of the public schools and progress toward achieving their goals and mission.

(b) The purpose of the School Performance Report Card is to monitor trends among schools and progress toward achieving the goals stated in the mission statement. The report on the state of the public schools shall be designed to:

(1) allow educators and the community to determine and share successful and unsuccessful school programs;

(2) allow educators to sustain support for reforms demonstrated to be successful;

(3) recognize schools for their progress and achievements; *and*

(4) facilitate the use of educational resources and   innovations in the most effective manner.

(5) The report shall contain, but need *not* be limited to:

    (i) demographic information on public school children in the community;

    (ii) information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board;

    (iii) information pertaining to special program offerings;

    (iv) information pertaining to the characteristics of the school and school staff, including certification and assignment of teachers and the experience of the staff;

    (v) budget information, including source and disposition of school operating funds and salary data;

    (vi) 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; *and*

    (vii) such other information as the Superintendent and the Board deems necessary.

In the second and subsequent years that the report is issued, the report shall include a comparison between the current and previous data, and an analysis of trends in public education.

Objective: To produce a yearly School Performance Report Card that reflects the progress of schools ad the district in achieving educational goals.

Activities	Status	Responsibility	Resources	Timeline	Documentation
1. Conduct review of literature related to models of state indicators and accountability systems.	Ongoing	Administrator, RPE		Nov. 2002 to Feb. 2003	Annotated Bibliography and Summary of Review of Literature.
2. Formulate committee that will develop indicator system for adoption by Board of Education.	Planned	Superintendent		Jan. 2003 to Feb. 2003	
3. Appoint evaluators of school progress.	Planned	Education Policy Board		June 2003	

Activities	Status	Responsibility	Resources	Timeline	Documentation
4. Present Draft Guam DOE indicator system to stakeholders.	Planned	RPE, Indicators System Committee		October 2003	Draft Indicator System.
5. Adopt DOE Indicator System.	Planned	Education Policy Board		Dec. 2003 to Jan. 2004	Final Indicator System.

SYSTEM-WIDE NEEDS/CHANGES
(Drop-Out Prevention)

In this section, system-wide needs that must be addressed or system changes that have to be made or introduced in order to facilitate academic achievement in general were considered, such as reducing class sizes, creating catch-up plans for all struggling students, and extending the school day or school year. However, due to time and funding constraints, it was decided to address the most pressing concerns that have a broad impact, those being the need for a reading instruction program, which is described in a separate section, and the creation of programs to prevent students from dropping out, which is the subject of this section.

A cohort analysis performed by Research, Planning and Evaluation reveals that 52% of ninth graders leave the public high schools they entered as ninth graders without earning a diploma. Though the data do not take into account how many may have obtained a GED, the numbers still warrant immediate attention. The following strategies are recommended to prevent students from dropping out.

- Middle school transition programs that prepare students mentally and academically for high school level work;
- Developing non-traditional schedules to provide more time for learning;
- Reorganizing high schools into smaller learning communities;
- Providing extra time and assistance to struggling students;
- Creating a self-contained academy for ninth graders that is devoted to increasing their chances of graduating in four years;
- Expanding the Planned Alternative Center for Education Center (PACE) to address the needs of students who are candidates for suspension or expulsion.

Transition Programs

The passage of students from the middle grades to high school is the most difficult transition point for young adolescents. Their chances of failing in grade nine is three to five times higher than that of any other grade. Transition initiatives involve cooperation and understanding between middle school and high school administrators about the importance of preparing middle school students for high-school level learning. It also involves increased communication between middle school and high school teachers about what middle school students need to know and be able to do in reading, math, and language arts, in preparation for challenging high school courses. The face to face interaction between the two groups of teachers will bridge the communication gap of what students actually know and are able to do, versus what they are expected to know and do. Parents must also be educated about the level of work and demands required of their children to succeed in high school today.

To begin the development of a district-wide transition program a secondary improvement committee will be formed and assigned the following tasks:

❑ Collect data and report on:

The number and percentage of students who are failing in grade nine, which courses they are failing and which level (honors, regular or basic) has the highest failure rate,

- The number and percentage of incoming ninth graders who are unprepared for college-preparatory-level courses — Algebra I, honors English and Science,

- Current practices or policies of middle schools that inform students and parents about the demanding high school requirements,

- How ninth grade students are assigned to higher level or lower-level academic courses,

- How teachers are assigned to teach low-achieving students in the middle grades and the ninth grade,

- Current programs or practices in our local schools that help students make the transition from middle to high school,

- Current programs or practices in local schools that provide extra assistance low-achieving students outside the regular class schedules.

- Develop a plan, based on strategies that have been found to be outstanding and effective, such as adopting a flexible schedule, or providing time for middle and high school teachers to meet. Identify funding for extra time and assistance that may be needed for struggling students. For example, funding may be needed to pay teachers to provide special tutoring to low-achieving students before or after school hours.

- Implement the plan and ensure that high quality teachers are involved, i.e, teachers who possess excellent content knowledge, demonstrate effective teaching techniques, and who believe that all students can learn at high levels; provide professional development.

- Provide continuous oversight; meet regularly to review progress.

- Review and evaluate the transition program based on comparison data. Make adjustments for the second year where appropriate.

Summer Programs

Summer sessions prevent further loss of learning for at-risk students and give them a head start on the coming school year. The district's federally funded summer programs encourage the design of bridge programs for low-achieving incoming ninth graders on the high school campus. The goal of the bridge program is to acquaint students with the high school environment and narrow the academic gap in core subject areas. It is recommended that these summer programs:

- Require a team of middle school and high school teachers to identify students' subject-area weaknesses and design a summer curriculum focused on academics and adaptation to high school.

- Provide a special orientation on high school procedures, requirements, and expectations to students and their parents before the first day of summer classes.

- Add to the curriculum a class on study skills, teaming, time management, and career awareness.

- Administer uniform summer school pre- and post tests across all middle and high schools to incoming ninth graders that are linked to the standards.

Ninth-Grade Academy

The concept of the ninth grade academy has its roots in the groundbreaking study, *Breaking Ranks*, which recommends the establishment of smaller learning communities within high schools so that students can receive a personalized and meaningful education experience. Success in adjusting to high school is critical to all students, not just at-risk students.

It is clear from test scores that ninth-graders enter high schools with academic deficits that need to be dealt with as early as possible.

Otherwise, they will continue to fail and fall farther and farther behind, becoming frustrated and angry and eventually dropping out. A ninth-grade academy aims to provide an environment where freshmen can succeed academically, personally, and socially. A program that provides just such an environment is the Ninth Grade Success Academy, which is being considered for district-wide implementation. The central features of the Success Academy are:

❑ School-within-a-School: A Success Academy is self-contained. with its own administrative and teaching staff, its own entrance, and walls and doors that physically separate it from the rest of the school building. This structure enables adults and students to know each other well and fosters collaboration among staff.

❑ Interdisciplinary teams: A Success Academy is organized around several interdisciplinary teams made up of at least four teachers -- a Math, an English, a Science, and a Social Studies teacher--who share the same group of 150-200 students. These teachers share a common planning period which they use to address individual student problems, coordinate instruction, and plan other team activities.

❑ Flexible block schedule with extended periods: Teachers on the same team teach the same groups of students during the same block of time each school day. This allows students to be regrouped according to instructional needs and provides flexibility in the day for longer lessons or special activities. Extended periods of 80-90 minutes also allow for a greater variety of "student-centered" instructional approaches such as cooperative learning, projects, and simulations.

❑ Double-dose curriculum in English and Math: An effective ninth grade curriculum must address the fact that many students enter ninth grade with very poor prior preparation in Math and English. Ninth Grade Success Academies implement the research-based Transition to Advanced Mathematics and Strategic Reading courses

to supplement regular Algebra and English courses, providing students with a double dose of instruction in Math and English. Ninth grade English courses are further strengthened by the integration of Student Team Literature and Talent Development Writing. A triple dose in literacy will be offered in a literacy lab, an elective replacement course that uses technology and small group instruction to help students who are far behind in reading.

❑ Career and college awareness through Freshman-Seminar: A special ninth grade course, Freshman Seminar gives students the information they need to succeed in high school. Students learn the importance of credits, effective social and study skills, and keyboarding and basic computer literacy. They also develop a strong awareness of college and post-secondary options and explore the world of careers.

❑ School, family, and community partnerships: A high school that involves family and community partners starting in students' first year sends a strong message to students that all adults believe that education is valuable. Ninth Grade Success Academies establish an Action Team for Partnerships to write a One-Year Action Plan and to implement partnership activities to ensure that families become involved in students' success in high school.

High Schools That Work

The second program attracting the district's interest is High Schools That Work (HSTW), a collection of outstanding practices that have been found to be effective in improving academic achievement and graduation rates. School districts must first ensure that conditions are in place before implementing HSTW goals and key practices. The program description, it goals, key practices, and conditions for successful implementation follow.

The Southern Regional Education Board's (SREB) High Schools That Work program is the nation's first large-scale effort to engage state, district, and school leaders and teachers in partnerships with

students, parents and the community to improve the way all high school students are prepared for work and higher education. HSTW's program of study emphasizes both academic courses and modern career and technical studies to prepare students for a broad career field and higher education. Its vision requires education stakeholders (administrators, faculty and staff, parents, leaders of community/civic organizations, representatives of business/ industry, and post-secondary education) to reframe the delivery of high school instruction. The initiative targets high school students who seldom are challenged to meet higher academic standards, but who can learn complex academic and technical concepts when provided the right environment.

HSTW is guided by a framework of goals, key practices, and key conditions to improve school practices, instruction, and student achievement. It recommends actions that provide direction to schools as they work to improve academic and vocational-technical instruction at school and the work site. The HSTW initiative is a comprehensive approach to school improvement that is based on research and evidence of effectiveness.

SREB provides member states and sites with staff development, technical assistance, communications, publications and assessment services. The annual High Schools That Work Summer Staff Development Conference is a focal point for year-round professional development. High Schools That Work has grown from 28 pilot sites in 13 states to its current size of over 1,200 sites in 26 states. The states include Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia and West Virginia.

The goals of High Schools That Work are:
- To increase the mathematics, science, communication, problem-solving and technical achievement and the application of learning for career-bound students to the national average of all students.

- To blend the essential content of traditional college-preparatory studies - mathematics, science and language arts - with quality vocational and technical studies, by creating conditions that support school leaders and teachers in carrying out the key practices.

- To advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort.

The key practices of HSTW are:

1. Higher Expectations. Setting higher standards; getting more students to meet them.

2. Career/Technical Studies. Increasing access to intellectually challenging technical studies, with a major emphasis on using high level math, science, language arts and problem solving skills in the modern workplace and in preparation for continued learning.

3. Academic Studies. Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.

4. Program of Study. Having students complete a challenging program of study with an upgraded academic core and a major.

5. Work-Based Learning. Giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and post-secondary studies and should be planned by educators, employers and employees.

6. Teachers Working Together. Having an organization, structure and schedule giving academic and technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.

7. Students Actively Engaged. Having every student involved in

rigorous and challenging learning.

8. Guidance. Involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major.

9. Extra Help. Providing a structured system of extra help and extra time to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.

10. Keeping Score. Using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.

Five key conditions must be in place before a district can successfully implement HSTW. Those are:

❑ An organizational structure and process ensuring continuous involvement of faculty and school administrators in planning strategies to achieve the key practices.

❑ Strong and effective principals who support, encourage, and actively participate with the faculty in implementing the key practices.

❑ A system superintendent and school board members who support the school administrators and teachers in carrying out the key practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together, and six to eight days per year of staff development on using the key practices to improve student learning.

❑ Leadership from the superintendent and school board to involve

employers and post-secondary institutions in the design and implementation of a school-based and work-based program to prepare students for employment and post-secondary education.

❑ A commitment from the school board to replace the general track with a more demanding academic core and either an academic or vocational-technical major.

(More information about HSTW may be obtained at www.sreb.org).

Alternative School

The Guam Department of Education is scheduled to begin an Alternative School program in September, 2002. Formerly known as the Planned Alternative Center for Education (PACE) program, the Alternative School will be comprised of middle and high school students from 6th through 12th grades who have been identified and placed through referrals from the home school Discipline Advisory Council (DAC) for expulsion or adjudication by the courts. There must be documented evidence from the home school that all school-based intervention measures have been pursued for each student referred.

Improving students' outlook on life, academics and relationships is the primary goal of this program. Depending on the circumstances of placement, students enrolled in the Alternative School are expected to participate and complete a three week "redirection camp" and/or a year long program. All eligible students will receive instruction in five core academic subjects: Math, Language Arts, Reading and Social Studies, an electives program comprised of exploratory courses and a community based education component primarily for high school students. High school students will receive one credit each semester for all core subjects completed that align with a work-study community based program.

The long term program transition process commences approximately one month before each student's completion date. A student individualized monitoring plan is developed by counselors,

teachers, social workers and administrators from the home school and Alternative School. The short term program or Re-Direction Camp transition process begins one week before each student's completion date. Similar to the long term transition process, appropriate instructional and professional staff from both the home school and the Alternative School will develop and individualized monitoring plan to document student's academic, emotional and social progress upon return to the home school environment. Initially, the monitoring process will be conducted weekly. Over time, as the student improves, the visits will gradually decrease.

Upon return to the home school, the student will be monitored monthly through documented meetings, observations and interviews conducted by both guidance counselor and school social worker from both schools. Input will be provided by all subject area teachers documenting data concerning teacher and student interactions and parent support activities. Evaluation for student success and readiness to return to the home school will be measured through demonstrated significant improvement and monitoring the individual student's social, academic progress. A transition process or mechanism will be in place to assist all successful students to return to their home schools after completion of the program.

Objective: To decrease the percentage of students who drop out of public high schools by at least 50% in eight years.

Activities	Status	Responsibility	Resources	Timeline	Documentation
1. Create overall Secondary Improvement Committee (SIC) to plan and coordinate all plans and programs intended to improve secondary education such as transition programs, smaller learning communities, summer programs, and after-school programs.	Planned	Superintendent	Existing; federal: materials, supplies.	June 2003	List of SIC members; minutes of meetings.
2. Collect data and report on ninth grade achievement, suspensions, absenteeism, and drop-out rates.	Planned	Secondary Improvement Committee (SIC)	Existing	June 2003 to Aug. 2003	Reports completed.
3. Develop transition program for middle school students.	Planned	SIC- transition subcommittee	Existing	Sept. 2003 to Nov. 2003	Plan developed.
4. Implement transition program.	Planned	Principals	Federal: teacher compensation, supplies, materials.	Jan. 2004 to June 2004	Program records, files and reports.
5. Evaluate transition program, make appropriate adjustments.	Planned	Secondary Improvement Committee	Existing	July 2004 to Aug. 2004	Plan evaluated.

Activities	Status	Responsibility	Resources	Timeline	Documentation
6. Develop implementation plan for Ninth Grade Academy (NGA).	Planned	SIC- NGA subcommittee	Existing; federal: supplies and materials.	March 2003 to June 2003	Plan developed.
7. Implement Ninth Grade Academy.	Planned	Principals	Federal: teacher compensation, supplies, materials, training, and other associated costs.	SY 03-04	Program records, files and reports.
8. Evaluate Ninth Grade Academy program, make appropriate adjustments.	Planned	SIC- NGA subcommittee	Existing	Dec. 2003 and June 2004	Progress and evaluation reports completed.
9. Prepare a feasibility study of adopting High Schools That Work district-wide.	Planned	Secondary Improvement Committee	Existing; federal: planning and other associated costs.	June 2003 to Aug. 2003	Feasibility study completed.

Guam Department of Education
District Action Plan
to Improve Reading, Math, and Language Arts

READING FIRST/DIRECT INSTRUCTION

The reading performance of students who have been tested in SAT 9 reading historically has been at the 20th percentile range. In other words, reading scores have been virtually flat over the past 15 years. In terms of SAT performance levels in reading, over the last three years, the average percentage of 1st grade students performing at level three mastery was 26%. In third grade, the average percentage of students reaching level three was 14%, and in 5th grade, the average percentage was 11%. These dismal results warrant a dramatic change in the way reading is taught. The goal of the Reading First/Direct Instruction program is to increase reading achievement through systematic, carefully focused, and explicit reading instruction. The objective of the program is to ensure that in ten years, at least 80% of 3rd grade students will be able to read at their grade level or above.

Description of Program

Direct Instruction is the program chosen by the district to achieve its reading goals and objectives. The Direct Instruction approach teaches children increasingly complex skills and strategies by breaking them down into small component skills that are taught one by one. The skill is taught so that students fully understand it. Each skill is then practiced until it is completely mastered. In this way, students learn to generalize and apply strategies that have been taught. The result for students is not only the ability to apply their information, skills, and strategies in real-life situations, but greater confidence in their own ability to learn. Direct Instruction is highly focused, and provides efficient lessons that will bring all children--even the lowest

performing--to the level of mastering reading skills. The program has been widely used among low-performing schools in high-poverty areas. The main characteristics of the Direct Instruction program are:

- Field-tested reading, spelling, language arts, and math programs,
- Tightly-scripted lesson plans leave no guesswork for teachers,
- Interactive lessons require frequent verbal responses from students,
- Teachers monitor and correct errors immediately,
- Frequent assessment of student progress means no child fails,
- Presentation books provide for maximum effectiveness and efficiency during instruction,
- Totally integrated skill books, textbooks, and authentic literature support the skills and strategies presented in the Direct Instruction programs.

Direct Instruction in Guam's Schools

In the Guam school district, the Direct Instruction program, used with Reading Mastery series, has been taught since SY 93-94 at J.Q. San Miguel Elementary School. The school's student population of 600 students comprises a large percentage of students whose native language is not English (60%), and a high percentage of students eligible for free and reduced lunches (80%). In school year 95-96, the percentage of students reading below grade level decreased from 65% to 19%. While the percentage below grade level has increased minimally since then, at least 75% of students continue to read at or above grade level when measured with tests included in the Reading

Mastery series. As a result, from the time the school commenced the reading program to SY 00-01, the school moved from being on the bottom half of the district's SAT 9 reading average to the top half. Another low-performing school just adopted the program school-wide. Though assessment results at this time are not available on a school-wide level, teachers are reporting noticeable and documented improvement in their students' reading abilities. Direct Instruction/ Reading Mastery is also being used by many teachers in their classes on their own or by suggestion of their principals. A Direct Instruction resource 2002 survey revealed that 280 elementary school teachers have been trained in DI or have used the program in their classes.

Instructional Strategies

Direct Instruction seeks to produce the essential learning outcomes described that have been demonstrated by research to ensure that a child becomes an efficient and effective reader. To achieve the stated outcomes, instructional strategies require that:

- Skills are taught in an explicit, systematic, and carefully sequenced manner;
- Students constantly apply and practice what they learn;
- Systematic, classroom-based assessments are used to inform instruction;
- Teachers provide clear modeling and guided practice to students, showing exactly what students must know;
- Students are provided with materials to read that are aligned to the reading instruction.

Essential Learning Outcomes

The essential learning outcomes of Direct Instruction are:

□ **Oral Language**. Students will learn to:

- Identify the alphabet and letter sounds;
- Express their experiences by using teacher directed questioning;
- Develop an appreciation for stories and books;

- Name objects around them;
- Hear repeated readings of a story and answer questions about the stories;
- Understand key language concepts, such as colors, sizes, shapes, before/after, over/under;
- Discriminate between questions that start with who, what, where, and when;
- Express creative ideas with prompting from the teacher.

Research has shown that early reading ability is based largely on good oral language skills. Oral language gives children in the early grades the prerequisite skills necessary to understand what is spoken, written, and read in the classroom. Researchers have also noted that having such skills as expressive vocabulary, naming skills, and letter identification formed the foundation for success in reading in the later grades. Reading instruction in Pre-Kindergarten and Kindergarten must be combined with language instruction.

□ **Phonemic Awareness.** Students will learn in the early grades that:

- Spoken words consist of individual sounds or phonemes;
- Words can be divided up into sounds, and that these sounds can be blended in different ways;
- Phonemes can be blended to make sounds and to read words;
- Segment sounds in words to spell them.

Research finds that having good phonemic awareness skills is the most successful predictor of successful reading performance. Children who do not demonstrate phonemic awareness are unable to decode words with accuracy and fluency, and therefore are likely to become poor readers. Students with reading difficulties and English language learners also benefit from phonemic awareness instruction.

□ **Phonics and Word Study (Decoding Strategies)**. Students will learn:

- Accurate and rapid identification of the letters of the alphabet;
- That the sequence of sounds or phonemes in a spoken word is

represented by letters in the written word;

- Letter-sound correspondences, spelling patterns, syllables, and meaningful word parts;
- How to apply phonics elements as they read and write.

Research provides evidence that phonics instruction results in growth in both reading and spelling when combined with applying that knowledge in daily reading and writing activities. It also produces gains in reading, not only in early grades, but in the later grades and among children having difficulties learning to read.

□ **Spelling and Writing.** Students will learn how to:
- Remember and reproduce exact letter patterns such as spelling patterns, syllables and word parts;
- Segment sounds in words to spell them;
- Recognize reliable spelling patterns and generalizations;
- Form letters rapidly and accurately;
- Write for different purposes and audiences.

Spelling words as they sound enhances phonemic awareness and letter knowledge and accelerates the acquisition of conventional spelling. The practice of writing with spelling instruction enhances reading and writing growth.

□ **Accuracy and Fluency.** Students will learn how to:
- Decode words in isolation and in connected text;
- Recognize words correctly and quickly with little effort;
- Increase speed of reading while maintaining accuracy.

Accuracy is the ability to identify sounds and words correctly while reading. Fluency is the ability to read text with ease, efficiency, and expression. The importance of development and achievement of fluency has been emphasized in reading research. Accuracy and fluency

are achieved through the use of daily practice in oral reading, repeated readings, and partner reading. When students are able to read automatically, more effort can be directed to reading for meaning.

□ **Comprehension.** Students will learn how to:
- Read narrative and explanatory text;
- Understand and remember what they read;
- Relate their knowledge or experience to what they read;
- Use comprehension strategies;
- Communicate the meaning of what they read to others.

The ability to gain meaning from text is the ultimate goal of learning to read. As students become accurate and fluent decoders, reading comprehension, i.e., reading to learn, becomes the major focus of instruction. Students need to be able to make sense of written text, particularly in expository materials such as content area textbooks and reference books designed to convey factual information. Comprehension strategies are presented in the context of vocabulary, literal comprehension, interpretive comprehension, and reasoning. Examples of text found in academic content areas, such as science, are used for comprehension instruction.

□ **Vocabulary**. Students will learn:
- The meanings for most of the words in a text so they understand what they read;
- How to apply a variety of strategies to learn word meanings;
- How to make connections between words and concepts;
- How to accurately use new words in oral and written language.

Knowledge of word meaning is critical to reading comprehension. Repeated exposure to vocabulary in a variety of contexts, including other reading materials improves children's vocabulary.

Professional Development & Training

In Direct Instruction, teachers will be provided extended time for initial and follow-up training. Future coaches, mentors, and experts will be cultivated so that no teacher is left behind. Principals will be provided their own specific training regarding management issues that relate to Direct Instruction's implementation school-wide such as increasing faculty morale and collaboration. All teachers who will be teaching reading must commit to the shared vision of having efficient and effective readers who will be reading at grade level. Student outcomes in reading performance will be the driving force for professional development.

The environment in which professional development takes place will include:

- Involving everyone, together and separately, such as:
  – Classroom teachers by grade level,
  – Administrators,
  – Special service providers,
  – English language specialists,
  – School aides and substitutes,
  – Parents.

- Providing sufficient time and resources for teachers to:
  – learn each concept and routine,
  – develop expertise in each component,
  – develop a deeper understanding of the reading instruction program.

- Providing time for reading coaches to mentor teachers, demonstrate lessons, learn consultation skills, and hone their expertise.

- Building the capacity of the school's expertise by:
  – engaging the knowledge of peers, coaches and mentors on a regular basis,

  – providing a forum for sharing and mutual support,
  – accessing outside expertise through courses, conferences, and consultation with the goal of self-sufficiency in mind.

The content of Direct Instruction training for teachers and reading coaches will encompass:

- Techniques that stimulate the development of children's oral language through dialogue, reading aloud, asking questions that promote discussion and modeling how ideas can be expressed;
- Explicit strategies in teaching all the essential components of Direct Instruction previously described, and assessing and reporting student progress in each;
- Learning and practicing the skills that they will be teaching such as pronouncing phonemes in isolation, blending them, phonics, correction, and decoding;
- Managing diverse learners through grouping strategies, positive behavior management, daily routines and schedules, and the use of space to support the reading instruction.

The Direct Instruction professional development program will offer training experiences in such formats as:
- Intensive institutes during school year breaks and the summer,
- Grade-level team meetings at least once a month,
- Courses for credit,
- Whole day or half-day in-service to include Saturdays,
- In-class coaching,
- Team teaching,
- Visitations to exemplary schools and classrooms.

Monitoring Student Progress and Performance

A placement test is used for initial assignment of students by performance level. The pace of instruction is set according to the performance level of each group. Since Direct Instruction relies heavily on grouping students by achievement levels, frequent

assessment of student progress is essential. Teachers monitor student performance every five to ten days, using such methods as calculating reading rates and error ratios. These data, as well as weekly grades, are used to regroup students according to level. Schools also continue to use state and locally mandated achievement tests.

Family Involvement

Schools are required to address parent involvement in their school action plans. Elementary schools will be strongly encouraged to design specific parent activities that will facilitate the success of their children who are receiving Direct Instruction.

Curricular Materials

Curricular materials needed to successfully implement Direct Instruction are embodied in the Reading Mastery series developed by Siegfried (Zig) Engelmann, creator of Direct Instruction, and published by Science Research Associates. Prior to publication, program materials undergo extensive research and field testing to work out problems encountered by teachers and students. Teachers use "presentation books," spiral-bound lesson plans that enable highly scripted, rapid-paced instruction. Within the presentation books are instructions for monitoring and assessing student progress, and for providing immediate feedback to students. The Reading Mastery series also offers materials designed specifically for struggling readers, students with disabilities, English language learners and older students who have not mastered basic skills.

Initial Resistance

According to the research, initial resistance to Direct Instruction can be high. Teachers may dislike the highly structured approach of Direct Instruction and unplanned visits and "correction" given by reading coaches or principals. However, based on local experiences, teachers came around after seeing the benefits of reduced discipline problems and improved reading skills in their students. It is to be expected that because the adoption of Direct Instruction requires change in the way things are currently being done, opposition is a natural reaction. To help in overcoming initial resistance, support groups will be established at each participating school to offer guidance and boost morale for teachers struggling with implementation issues.

School Implementation

Because the Direct Instruction program will be implemented school-wide, principals, teachers, and staff will need to:

- Review all curriculum materials and strategies for compatibility with Direct Instruction, beginning in Kindergarten. The Direct Instruction curricula and materials will be used throughout the school. Reading and language will be taught together in the first year of implementation.

- Stick to the Direct Instruction teaching schedules regarding the recommended times for teaching reading. Students should receive reading instruction in the morning and afternoon.

- Follow guidelines for initial grouping and placement, and for regrouping and replacing if student performance data indicate the need.

- Work with on-site reading coach who will be responsible for providing assistance to teachers in areas such as training, service, monitoring, coaching, availability and use of materials, and student placement and scheduling.

- Monitor student progress with daily and weekly written records and submit copies to the reading coach on a weekly basis.

- Create a teacher support group in which success, problem-solving, and moral support in general are offered.

- Arrange for teachers to participate in training sessions.

- Report often on the progress being made by students to the district and school community; celebrate student achievement.

Principals are expected to exhibit model leadership by understanding and carrying out their roles as lead implementors of the program, such as participating in meetings, visiting classrooms, and placing academic achievement as the number one priority.

District Implementation
At the district level, district administration will lend vigilant support that will ensure that:

- A high-level staff person at the district office is assigned as the program administrator and facilitator for the program and that a district management team monitors and supports the schools and teachers as the program is being implemented.

- Procedures are in place to collect documentation of students' reading performance. Current performance data will serve as the baseline. Achievement tests already in use will be continued, and an additional outside evaluation component may be added.

- Full-time on-site reading coaches who will facilitate the implementation will be available in each participating school.

- A district reading coordinator is hired and available to all participating schools.

- Only Direct Instruction is used as the reading instruction program in participating schools.

- Adequate amounts of time are scheduled for reading instruction, and that other academic subjects are still covered.

- Students are placed by skill level in groups in which they are likely to succeed and then regrouped as needed.

- Training is provided to teachers, principals, assistant principals, reading coaches, school aides, substitutes and district coordinators and administrators.

- Data analysis and progress reports are provided to teachers in a timely manner.

- Compensation or release time for Direct Instruction training is provided to teachers.

- Obstacles to implementing Direct Instruction at the school and district levels are immediately dealt with and resolved.

- Available material and human resources are channeled to the successful implementation of the program.

- Progress is reported to the community and that student success is celebrated.

Research Base
A report produced by the American Institutes for Research for the American Association for School Administrators, American Federation of Teachers, National Association of Elementary School Principals, National Association of Secondary School Principals, and the National Education Association of all the school-wide reform models entitled "Educator's Guide to School Wide Reform," awarded Direct

Instruction a "strong" rating for evidence of positive effects on student achievement. To qualify for a strong rating, a program had to have four or more rigorous studies that showed some positive effects on student achievement, with at least three of such studies showing effects that are statistically significant. Further, only 20 percent of studies could have negative or no effects on students, and at least one study had to provide information on implementation as well as on effects.

   In a meta-analysis study, thirty-two of the 34 studies that qualified for inclusion demonstrated that Direct Instruction has a positive effect on student achievement. The study also found that Direct Instruction is effective in improving overall achievement, as well as achievement in language, reading, mathematics, spelling, health, and science. Several other studies, moreover, confirm and reinforce these findings. Seven studies support Direct Instruction's positive effect on reading, eleven on mathematics, nine on language, and four on affective behavior and social skills. Direct Instruction also appears to improve chances for later success (e.g., graduation rates, application and acceptance to college rates). Research also suggests that students who begin Direct Instruction with low IQs seem to progress at the same rate as students who begin Direct Instruction with higher IQs (i.e., the approach is effective for both high and low achieving students).

   Two studies investigated the relationship between the level of implementation of Direct Instruction and student performance on standardized tests. Using the Direct Instruction Supervision Code, these studies found a positive relationship between teacher ratings (i.e., level of implementation in a classroom) and student performance on standardized achievement measures (e.g., the Comprehensive Test of Basic Skills reading assessment). It was found that the relationship varied depending on the component of the Direct Instruction approach being measured (e.g., pacing, format, correcting students).

Objective: To ensure that in 10 years at least 75% of students will be able to read at grade level or above when they exit 3rd grade.

Activities	Status	Responsibility	Resources	Timeline	Documentation

1. Conduct initial awareness sessions with principals and grade level chairs.
 	
  (a) Set up meetings for each group.
  (b) Disseminate information.
  (c) Answer questions and concerns.
	Completed	Reading First Committee; region leaders (Principals)	Existing	Aug. 2002 to Oct. 2002	Meeting schedule; attendance sheets; meeting notes.

2. Establish committee that will have oversight responsibility for implementation of Direct Instruction.	Completed	Superintendent	Existing	June 2002 - July 2002	Reading First Committee members' list; minutes of meetings.
3. Develop implementation timeline for Direct Instruction and monitoring and reporting schedule**.**	Ongoing	Reading First Committee	Existing	Oct. 2002 to Nov. 2002	Timeline developed, monitoring reports filed.

Activities	Status	Responsibility	Resources	Timeline	Documentation
4. Develop and implement training plan for: principals, reading coaches, teachers, and other school and district personnel. a) Review types of training needed by each group. b) Establish training schedules for each group. c) Contact trainers, presenters, and speakers to determine availability. d) Conduct training for each group during the year, breaks and summer. e) Provide release time or compensation. f) Assess effectiveness of training.	Ongoing	Reading First Committee	Federal: – presenter and trainer fees; – supplies, materials in-school staff dev. compensation – venue costs, e.g. hotels, UOG, etc.	Nov. 2002 to July 2003	Training schedules developed; Training provided; Training evaluated.
5. Hire full-time school site reading coordinators and district reading coordinator. g) Specify job functions of reading coaches and reading coordinator. h) Announce openings. i) Accept qualified candidates. j) Hire best qualified applicants. k) Assign reading coordinators to schools. l) Evaluate school-site reading coordinators based on performance of expected functions, including district coordinators.	Ongoing	Reading First Committee, Personnel Office, Elementary Principals	Existing	May 2003 to June 2003; after school year ends	Personnel actions of school-site and reading coordinators on file; evaluations completed and documented.

Activities	Status	Responsibility	Resources	Timeline	Documentation
6. Procure curricular materials for teachers and students aligned to Direct Instruction. a) Review recommended Direct Instruction books and other teacher and student materials. b) Determine quantities needed. c) Obtain price quotations, prepare requisitions; submit purchase orders to vendor. d) Receive materials, distribute to schools; ensure that materials are disseminated to teachers.	Planned	Reading First Subcommittee; Principals, Teachers, Procurement Administrator	Federal: books, supplies, materials	Jan. 2003 to June 2003	Delivery list of book orders; list of supplies and materials procured.
7. Develop data collection and reporting system for Direct Instruction student assessments at school and district levels. a) Provide schools with the technology, training, and other resources to collect data and report assessment results. b) Establish student data management system to collect and report district-wide reading performance; contract with research consultants, if necessary. c) Set up schedule for regular collection and reporting of school data and district data.	Planned	Reading First Committee, RP&E & FSAIS	Federal: software, hardware, supplies, material costs; consultant fees.	June 2003 to Sept. 2003	Assessment data reports broken down by school and by district.

Activities	Status	Responsibility	Resources	Timeline	Documentation
8. Implement first-year training schedule as outlined in attachment A. Identify possible training sources; make informal inquiries. Coordinate contracting of trainers with procurement office. Prepare request for proposals. Review proposals; select training provider. Implement training.	Ongoing	Reading First Committee; Procurement Office	Federal: Training costs.	Nov. 2002 to Feb. 2003	
9. Conduct training for reading coordinators, principals, teachers, school aides and substitutes.	Planned	Selected training providers	Federal: venue costs, stipends for teachers, materials and supplies.	June 2003 to July 2003	List of participants; Evaluation by participants.
10. Oversee the implementation of Direct Instruction in all elementary schools. a) Provide technical assistance to schools; b) Identify additional training needed; c) Collect data, report progress.	Planned	Reading First Committee	Existing: federal: supplies, materials, venue costs.	SY 03-04 to SY 07-08	

Guam Department of Education
DISTRICT ACTION PLAN
BUDGET PRIORITIES
(DECEMBER, 2002)

PROGRAM/ACTIVITY	ESTIMATED COST
1. District-wide Reading and Math programs: P **K-3 reading and math** ÷ ÷ ÷ ÷ ÷ ÷ ÷	*a)* **$1,066,000 for 26 school reading coordinators ($41,000 x26)** *b)* **$130,000 for computer equipment for 26 reading coordinators to collect data, assess and report ($5,000 ea.)** *c)* **$2,100,000 for materials (10,500 students x$200)** *d)* **$944,400 for training (1 hr a week x 36 weeks x 15.96 p.h = $574, plus $1,000 per teacher for 1 week summer training : total per teacher is $1,574 x 600 K-3 teachers =$944,400)** *e)* **$100,000 for training fees -$5,000 per consultant x 20 training sessions** *f)* **$90,000 for district reading and math coordinators ($45,000 x2 = $90,000)** *Sub-total K-3: $ 4,430,400*
P **6th grade corrective reading and math**÷ ÷ ÷ ÷	**$200,000 for materials and training (1000 students x $200)**
P **9th grade developmental reading and math** ÷ ÷ ÷	**$200,000 for materials and training (1000 students x $200)**
P **Supplemental Library Reading Materials** ÷ ÷	**$120,000 (12,000 students x $10.00)** *Total Reading and Math: $4,950,400*

2.	Teacher Training and Professional Development K-12: 1st Priority: Reading, math, language arts; 2nd priority: other subject areas	$300,000 (training, teacher compensation, materials costs)
3.	Alignment and other standards and assessment projects; teacher cadre services; development of curriculum guides, assessment tools, diagnostic tests, teacher training.	$300,000 (development and materials costs)
4.	Teacher Recruitment K-12	$320,000: 　$100,000　($5,000 bonus x 20 new teachers with majors in shortage areas) 　$40,000　($2,000 bonuses x 20 new teachers with 3.5-3.9 GPAs) 　$20,000　($4,000 bonus x 5 new teachers with 4.0 GPA) 　$40,000　($10,000 x 4 high schools for teacher/student prep academies) 　$30,000 for upgrade of personnel information system, development of on-line application process 　$60,000　(2 teams of 5 recruiters x $3,000 per trip x 2 trips) 　$30,000　(one-way airfare, and payment for household shipping costs $3,000 x 10 off-island recruited teachers)
5.	Teacher Retention –K-12	$100,000: 　$50,000 ($1,000 mentor compensation x 50 new teachers) 　$50,000 (teacher rewards and incentives)
6.	Teacher Testing & Evaluation K-12	$50,000 (development, training and materials costs)
7.	Principals' Training & Evaluation K-12	$80,000 (based on principal academy costs $20,000 x 4 quarters)
8.	Middle Schools At-Risk program-6-8	$210,000 ($30,000 per school, estimate based on middle school at-risk programs that have been implemented.)
9.	Drop-Out Prevention	$500,000 (Transition programs, Ninth Grade Academy, High Schools That Work)
10.	Home-School Connection	$300,000 (to support schools' two~way communication system, paid parent volunteers, media consultant fee, media ads, advertisement, printing costs)
	Total	$7,110,400 (Will be supported with Title V~No Child Left Behind grant).

APPENDIX

References
Glossary
Student Focus Committee Members
Reading First Committee Members
District SAT9 Test Scores

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Glossary of Acronyms

ACT/SAT	Aptitude for College Test/Standard Achievement Test
ACYF	Administration for Children, Youth & Families
CCEOP	Center for Continuing Education & Outreach Programs
C&I	Curriculum & Instruction
CEDDERS	Center for Excellence In Development Disabilities Education, Research, & Services
CRT	Consulting Resource Teacher
CSPD	Comprehensive Systems of Professional Development
DAC	Discipline Advisory Council
DAP	District Action Plan
DE-1	Department of Education Request for Personnel Action Form
DEED	Department of Education Extended Day Program
DIAL-3	Development Indicator for the Assessment of Learning, 3rd Edition
GED	Graduate Equivalency Diploma
GETEP	Guam Educators' Test of English Proficiency
GWHS	George Washington High School
HSTW	High Schools That Work
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
INTASC	Interstate New Teacher Assessment & Support Consortium
IQ	Intelligence Quotient
ISLLC	Interstate School Leaders Licensure Consortium
LARM	Language Arts, Reading & Math Team
LOTE	Language Other Than English Program
NCLB	No Child Left Behind
NGA	Ninth Grade Academy
NBPTS	National Board of Professional Teaching Standards
NSDC	National Staff Development Council
NWREL	Northwest Regional Educational Laboratories
PACE	Planned Alternative Center for Education

PDN	Pacific Daily News
PTEP	Professional Teacher Evaluation Program
SAP	School Action Plan
SAT 9	Stanford Achievement Test 9th Edition
SIC	Secondary Improvement Committee
SES	Socio-Economic-Status
SFA	Success For All
SPC	School Program Consultant
SRA	Science Research Associates
SREB	Southern Regional Education Board
SY	School Year
UOG	University of Guam
WRR	Western Regional Resource Center

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Guam Department of Education SAT9 2002 Results
Percentile Scores

September 4, 2002

Research, Planning and Evaluation

What is a Percentile Score?

100

50 Average

0
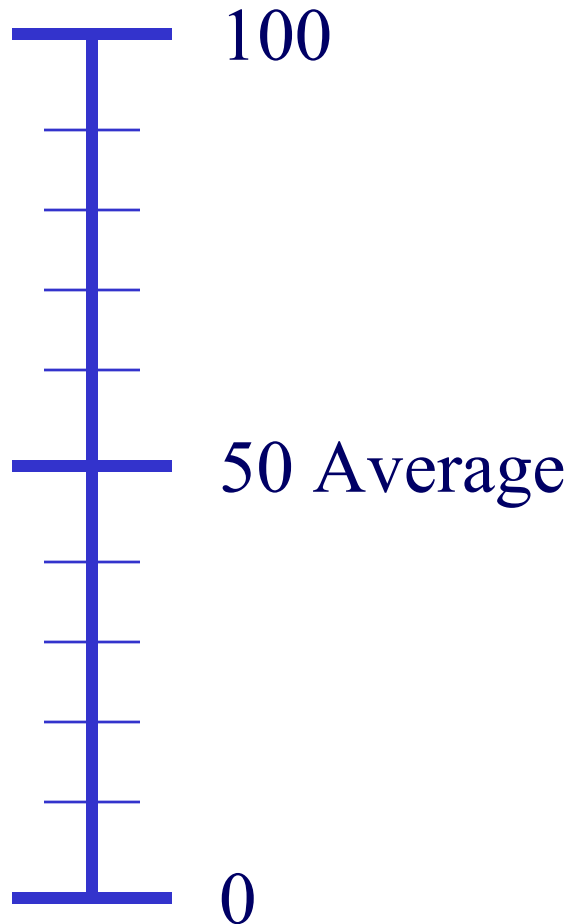
A percentile score indicates the percentage of students likely to score below a certain point on a score distribution.

Research, Planning and Evaluation

District SAT9 Percentile Scores: Grade 1

	1996	1997	1998	1999	2000	2001	2002
Read	33	41	39	47	54	43	44
Math	27	34	33	41	48	35	36
Lang.	26	25	23	30	36	23	24
Envir.	24	31	30	37	44	21	27
Listen	20	27	25	33	39	26	26
Battery	**23**	**37**	**35**	**42**	**49**	**35**	**37**

Research, Planning and Evaluation

District SAT9 Percentile Scores: Grade 3

	1999	2000	2001	2002
Reading	27	28	22	27
Math	26	27	26	30
Language	31	33	32	38
Science	29	30	25	33
Social Science	23	27	21	25
Battery	**28**	**30**	**25**	**30**

District SAT9 Percentile Scores: Grade 5

	1996	1997	1998	1999	2000	2001	2002
Reading	17	26	25	25	27	24	27
Math	33	30	26	27	27	28	31
Language	28	28	27	25	27	23	26
Science	24	28	26	26	27	22	28
Soc. Sci.	24	26	25	25	29	27	28
Battery	**22**	**28**	**27**	**26**	**28**	**25**	**27**

Research, Planning and Evaluation

District SAT9 Percentile Scores: Grade 7

	1999	2000	2001	2002
Reading	24	27	26	26
Math	26	27	26	28
Language	25	29	31	34
Science	30	32	39	43
Social Science	30	32	31	34
Battery	**28**	**29**	**30**	**32**

Research, Planning and Evaluation

District SAT9 Percentile Scores: Grade 9

	1996	1997	1998	1999	2000	2001	2002
Reading	21	24	23	22	21	22	23
Math	24	24	24	25	25	24	26
Language	27	22	21	17	17	17	18
Science	32	25	24	23	23	24	30
Soc. Sci.	26	21	21	21	21	22	31
Battery	**25**	**25**	**25**	**24**	**24**	**24**	**27**

Research, Planning and Evaluation

District SAT9 Percentile Scores: Grade 10

	1999	2000	2001	2002
Reading	27	28	25	19
Math	28	28	27	30
Language	23	23	21	23
Science	33	34	32	34
Social Science	29	33	29	28
Battery	**30**	**30**	**28**	**28**

Research, Planning and Evaluation

District SAT9 Percentile Scores: Grade 11

	1996	1997	1998	1999	2000	2001	2002
Reading	28	35	35	32	33	32	25
Math	34	31	31	30	31	30	35
Language	26	34	34	27	27	26	30
Science	34	33	32	32	33	34	35
Soc. Sci.	35	33	33	29	33	32	42
Battery	**31**	**35**	**35**	**32**	**33**	**32**	**34**

Research, Planning and Evaluation

District SAT9 Percentile Scores: 2002

	Gr 1	Gr 3	Gr 5	Gr 7	Gr 9	Gr 10	Gr 11
Reading	44	27	27	26	23	19	25
Math	36	30	31	28	26	30	35
Language	24	38	26	34	18	23	30
Science	27	33	28	43	30	34	35
Soc. Sci.	-	25	28	34	31	28	42
Battery	**37**	**30**	**27**	**32**	**27**	**28**	**34**

District SAT9 Scores: Grade 1 (2000 - 2002)

Research, Planning and Evaluation
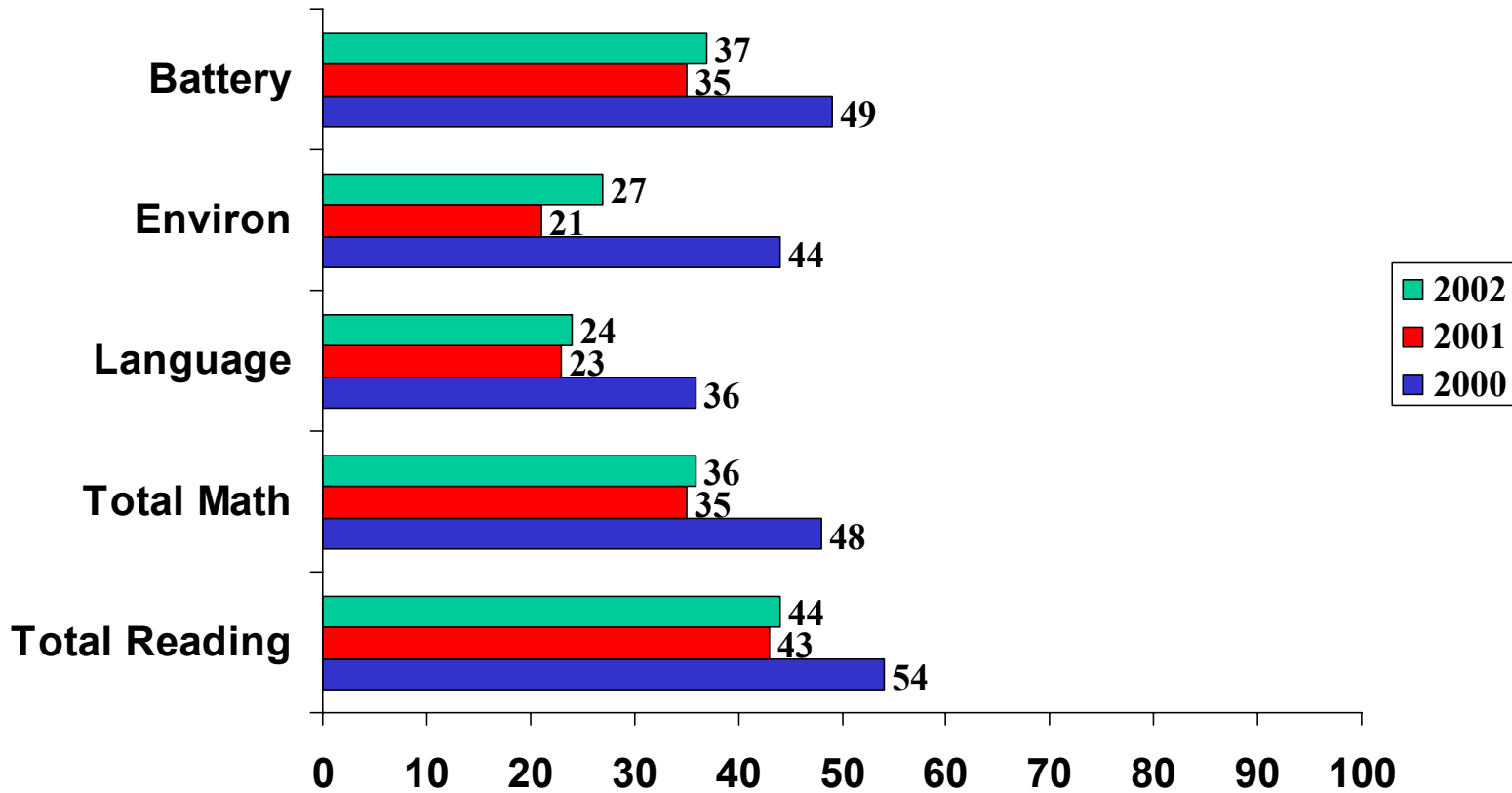
District SAT9 Scores: Grade 3 (2000 - 2002)

Battery
- 2002: 30
- 2001: 25
- 2000: 30

Social Science
- 2002: 25
- 2001: 21
- 2000: 27

Science
- 2002: 33
- 2001: 25
- 2000: 30

Language
- 2002: 38
- 2001: 32
- 2000: 33

Total Math
- 2002: 30
- 2001: 26
- 2000: 27

Total Reading
- 2002: 27
- 2001: 22
- 2000: 28

Legend: 2002, 2001, 2000

Research, Planning and Evaluation
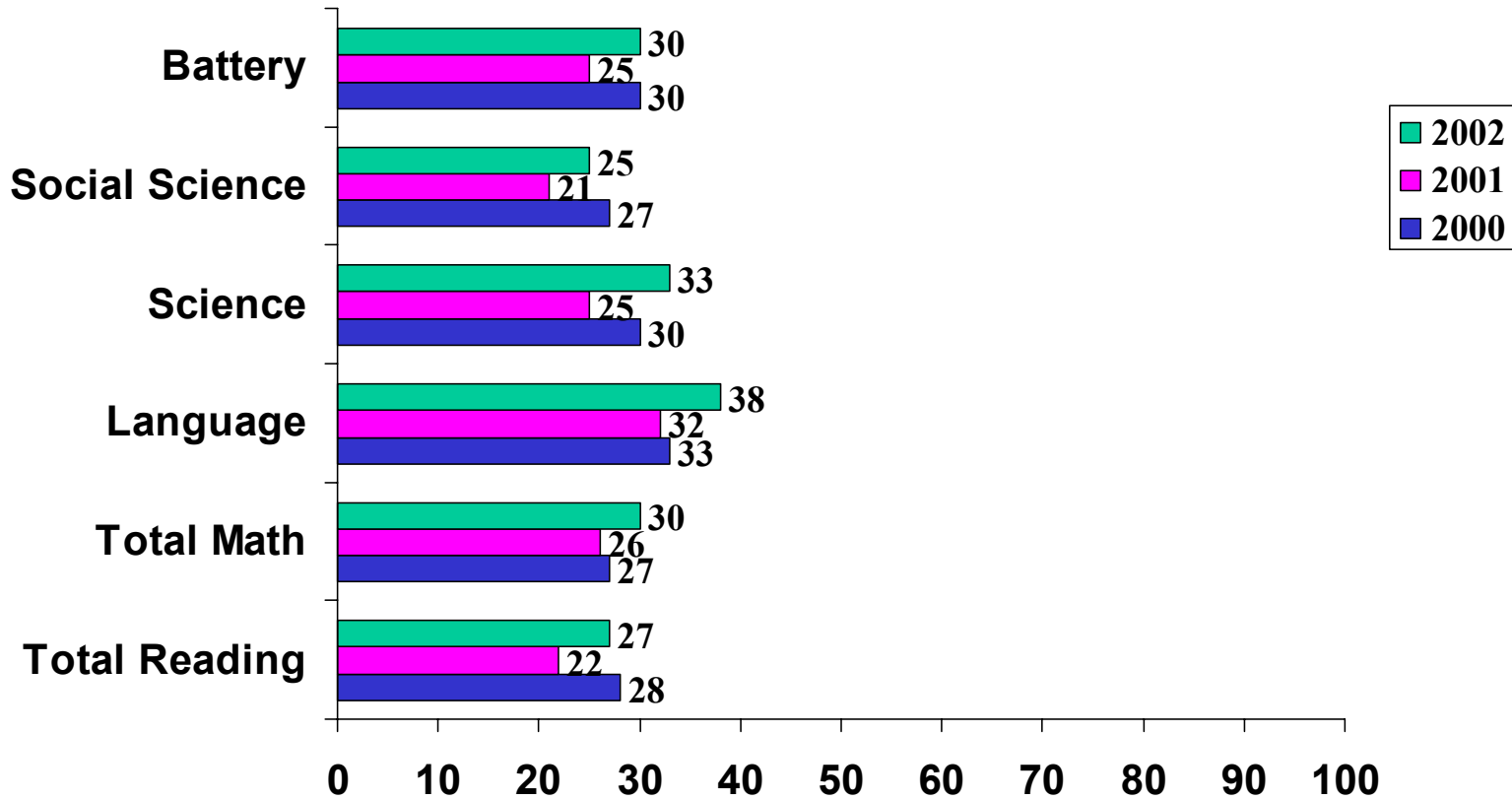
District SAT9 Scores: Grade 5 (2000 - 2002)

Research, Planning and Evaluation
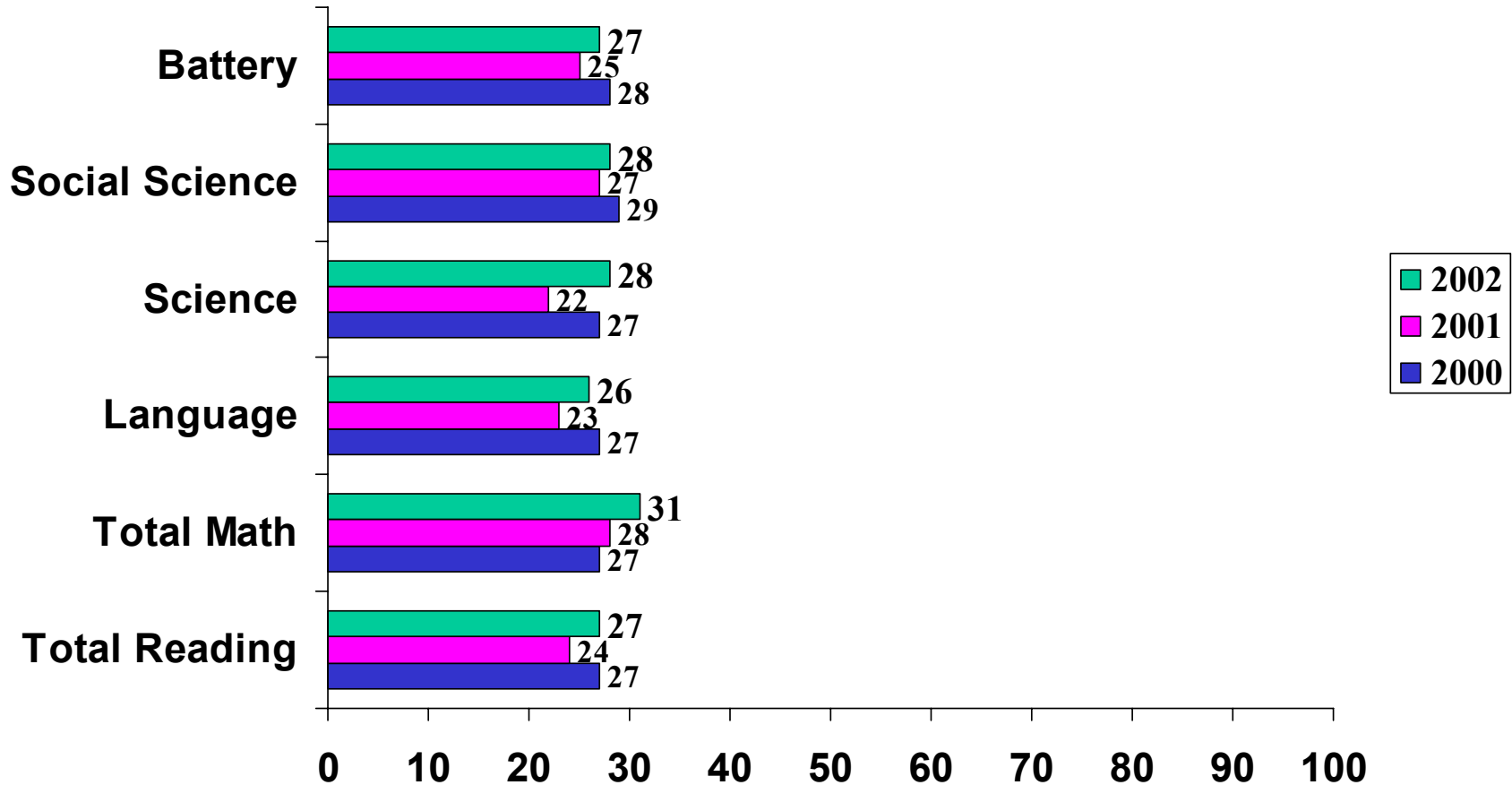
District SAT9 Scores: Grade 7 (2000 - 2002)

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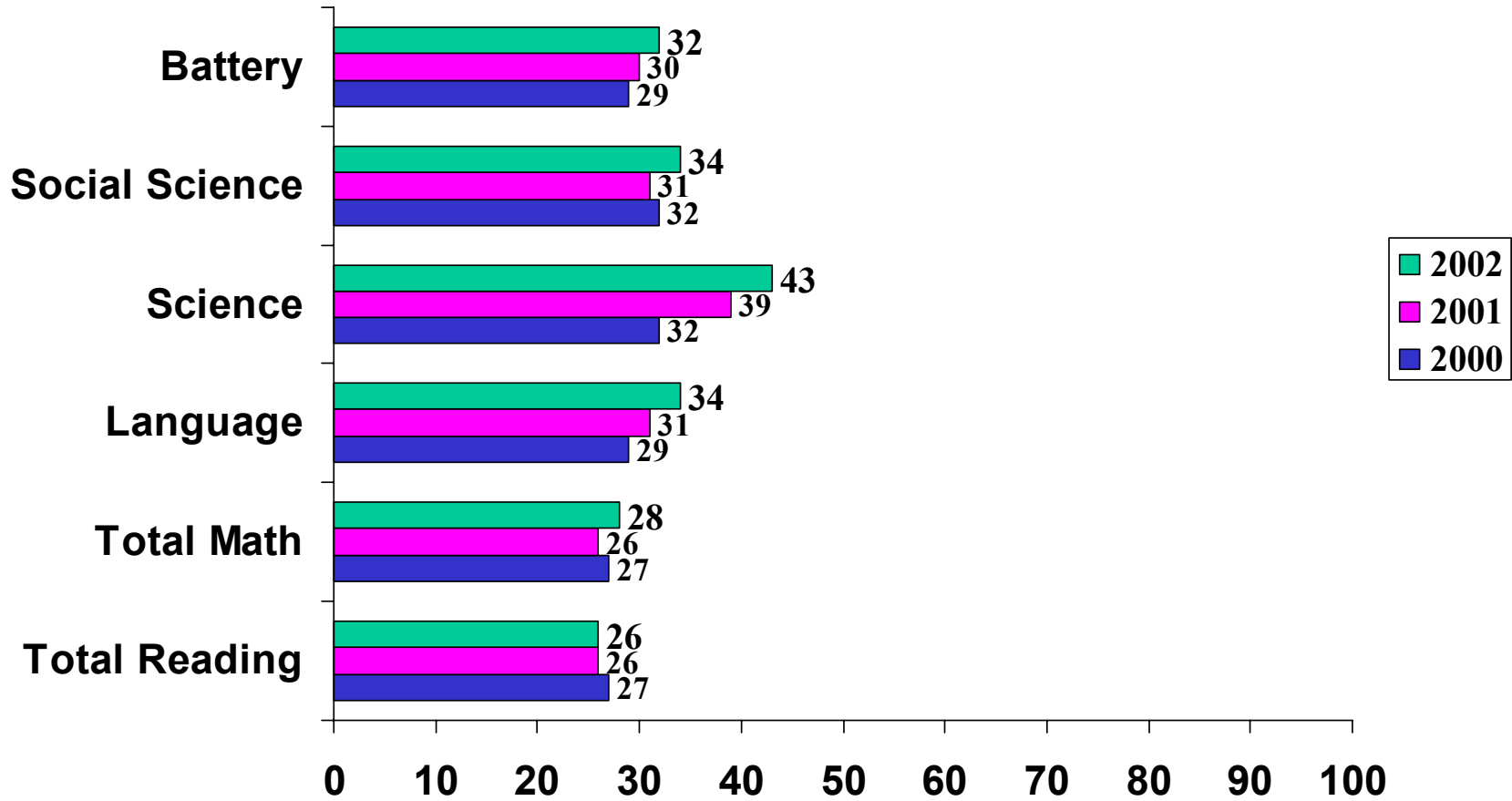
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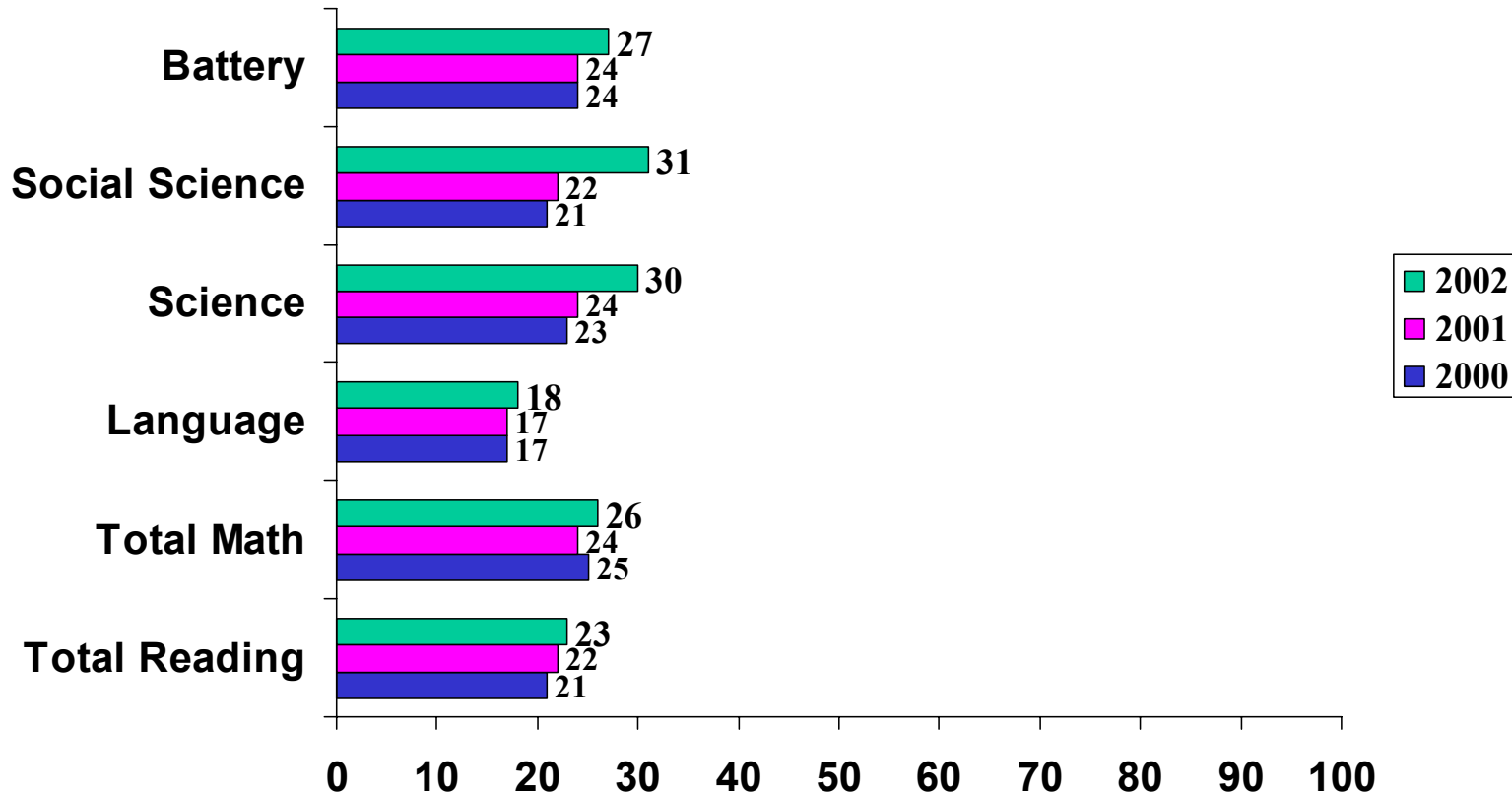
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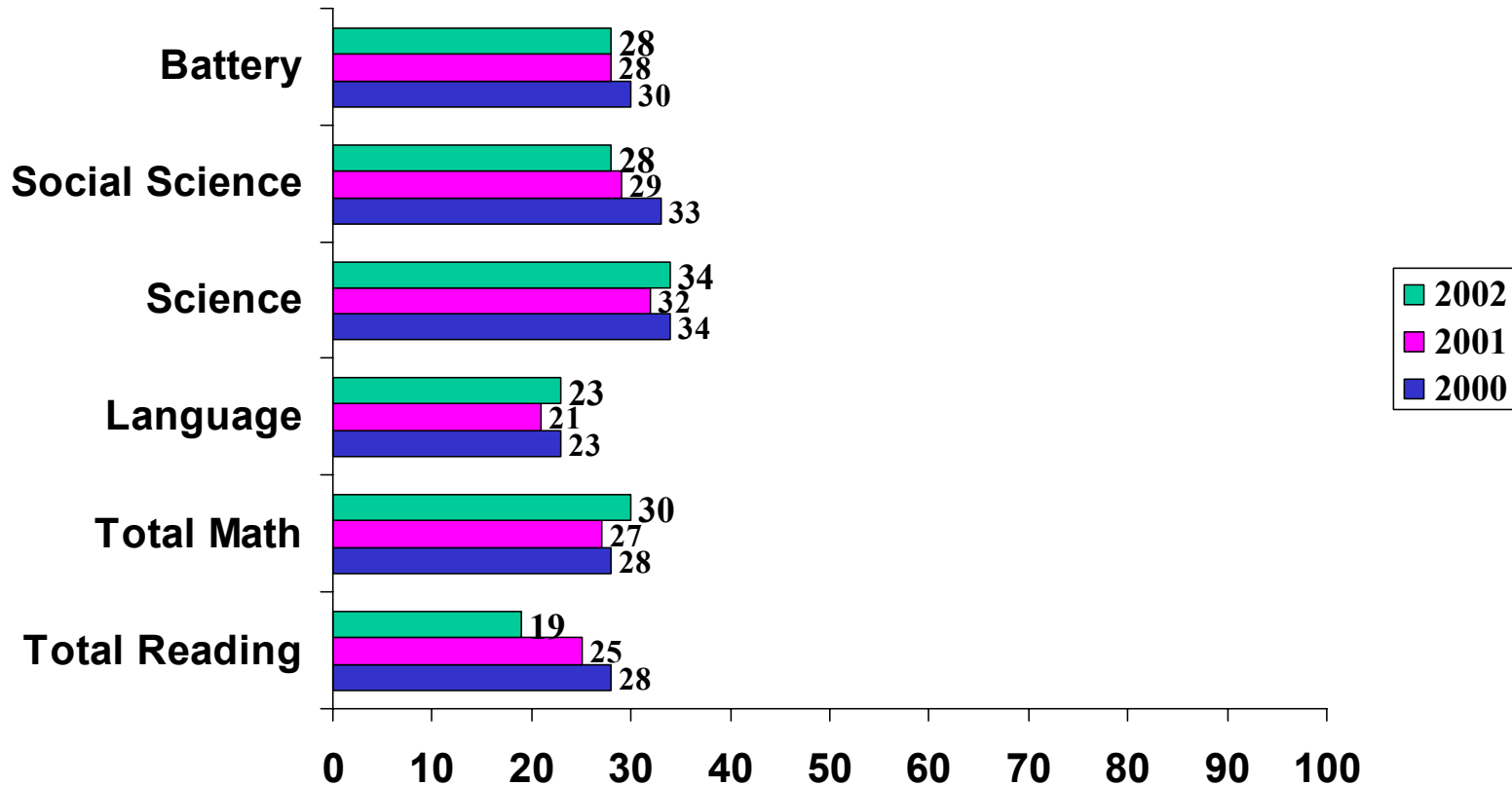
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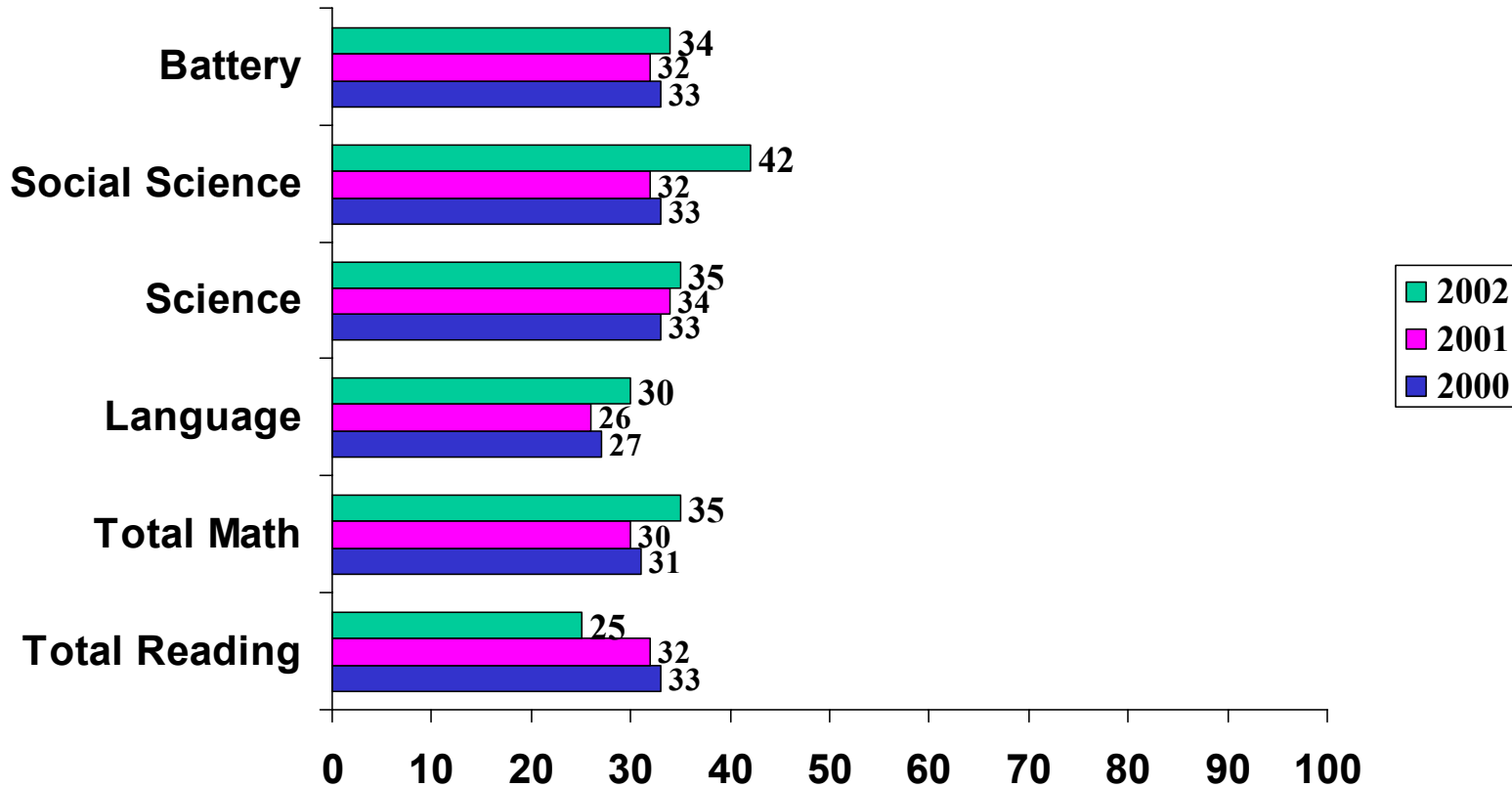
Guam Department of Education SAT9 2002 Results
Performance Levels

September 4, 2002

Research, Planning and Evaluation

SAT9 Performance Standards

☞Performance Standards are content-referenced scores that reflect what students know and should be able to do in given subject areas.

☞The Standards were determined by expert panels of educators who judged each test question on the basis on what students at different levels of achievement should perform.

SAT9 Performance Standards

☞**Level 1**--indicates **little or no mastery** of fundamental knowledge and skills.

☞**Level 2**--indicates **partial mastery** of the knowledge and skills that are fundamental for satisfactory work. At the high school level, this is higher than minimum competency skills.

SAT9 Performance Standards

☞**Level 3**--represents **solid academic performance**, indicating that students are prepared for the next grade.

☞**Level 4**--signifies **superior performance** beyond grade-level mastery.

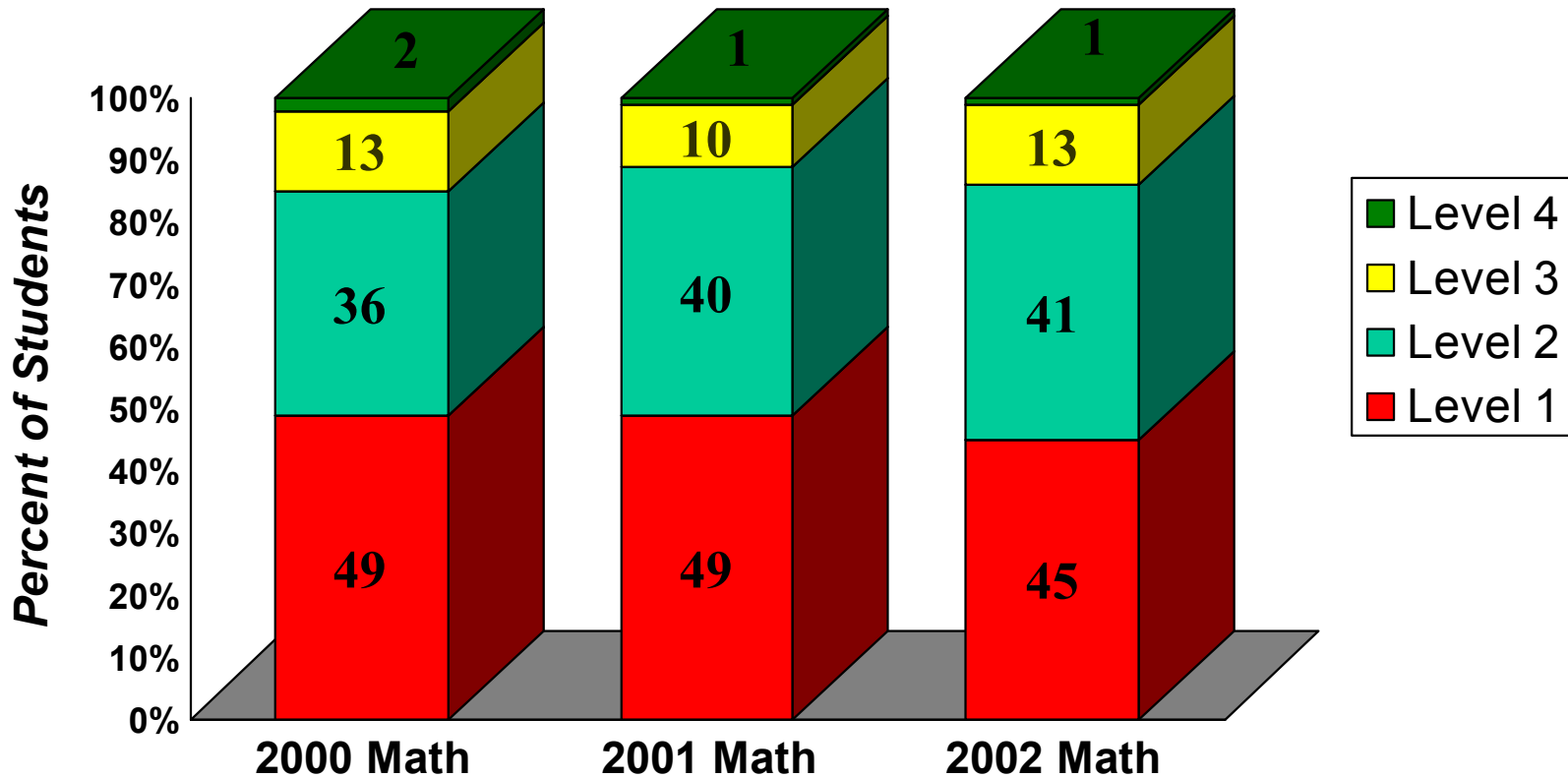# District SAT9 Performance Levels Grade 1 Reading (2000 - 2002)

Percent of Students

Year	Level 1	Level 2	Level 3	Level 4
2000	9	45	33	12
2001	18	49	26	7
2002	18	47	28	8

Legend:
- Level 4
- Level 3
- Level 2
- Level 1

Research, Planning and Evaluation
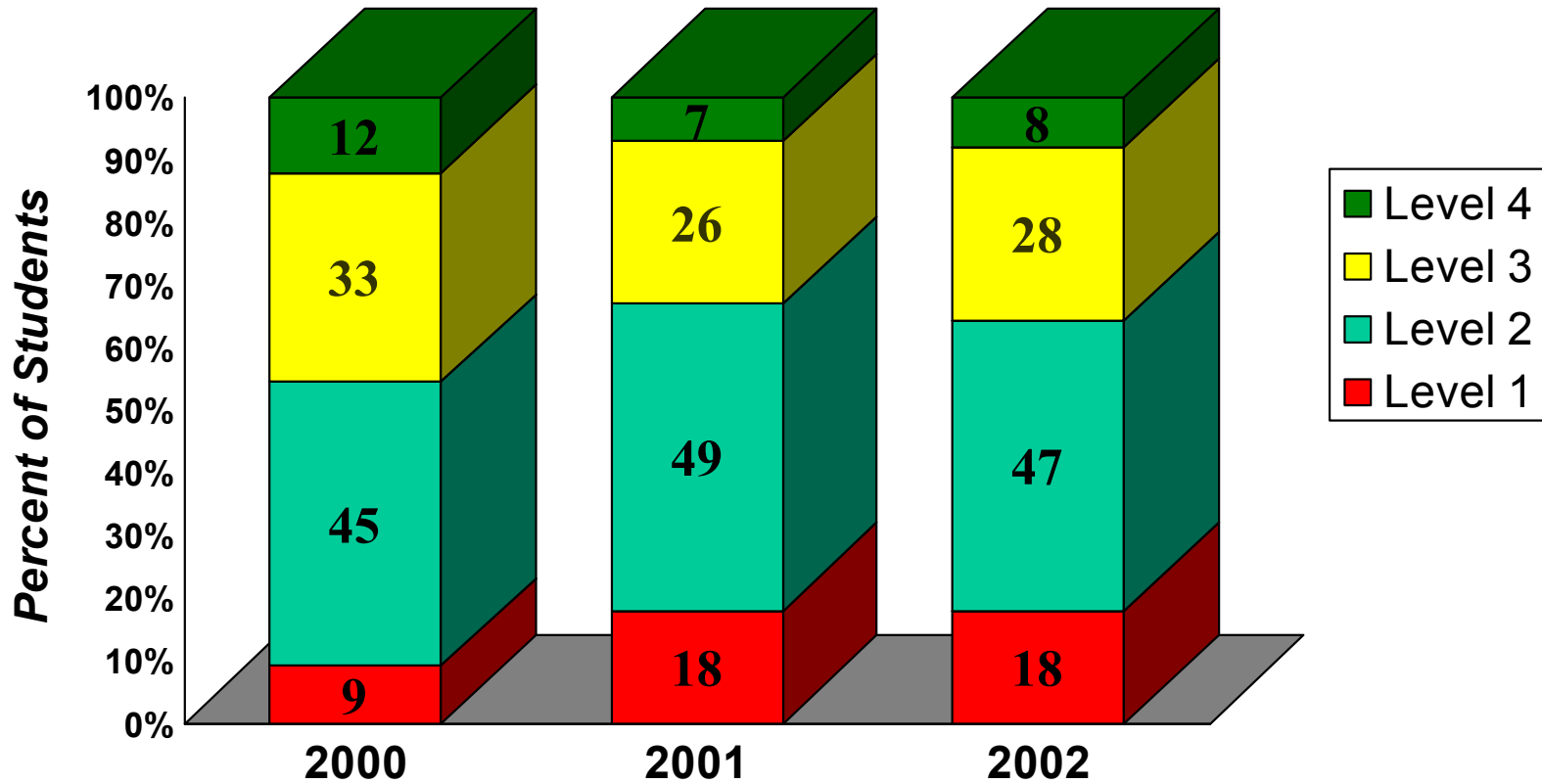
District SAT9 Performance Levels Grade 1 Math (2000 - 2002)

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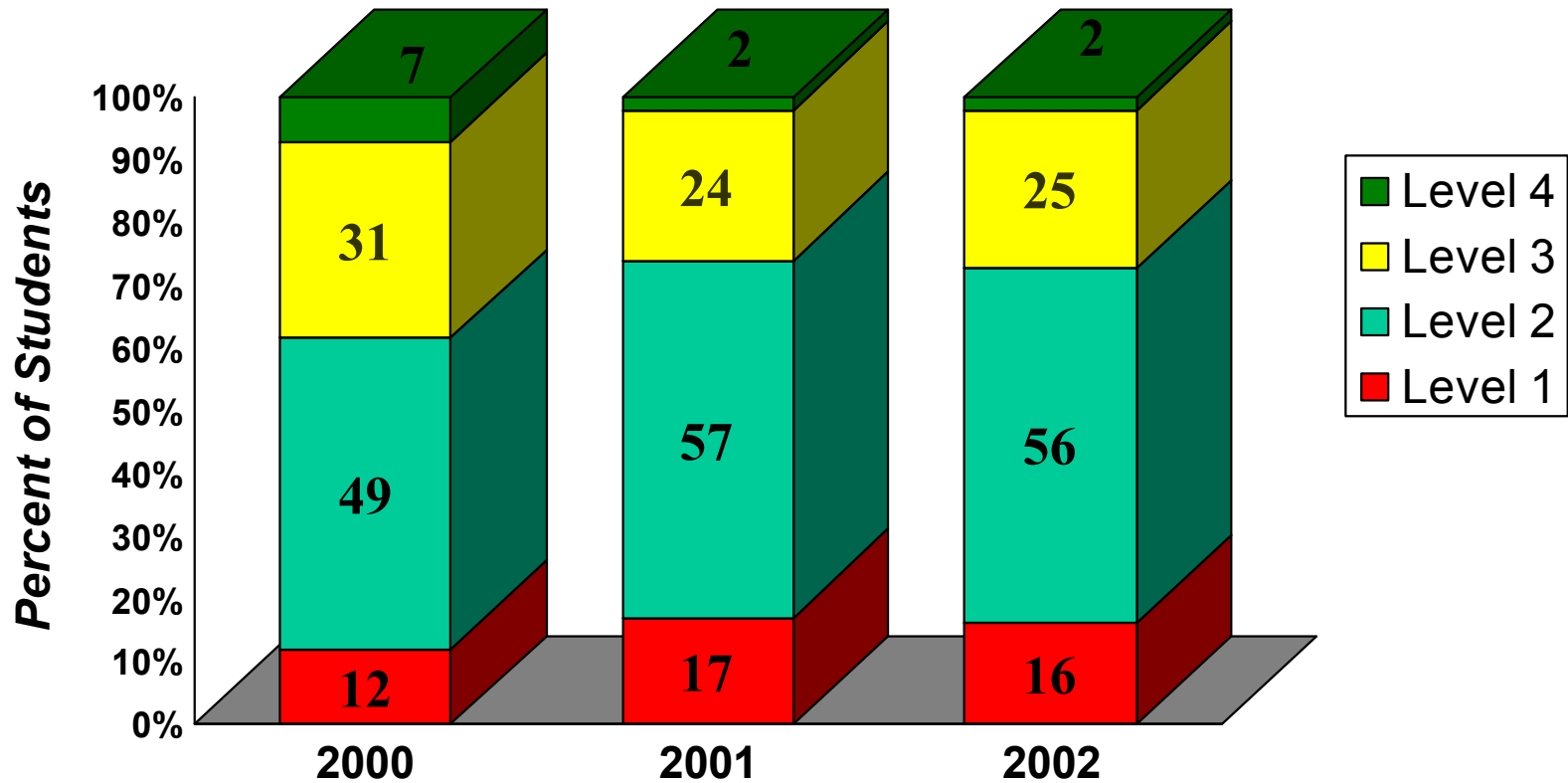
District SAT9 Performance Levels Grade 3 Reading (2000 - 2002)

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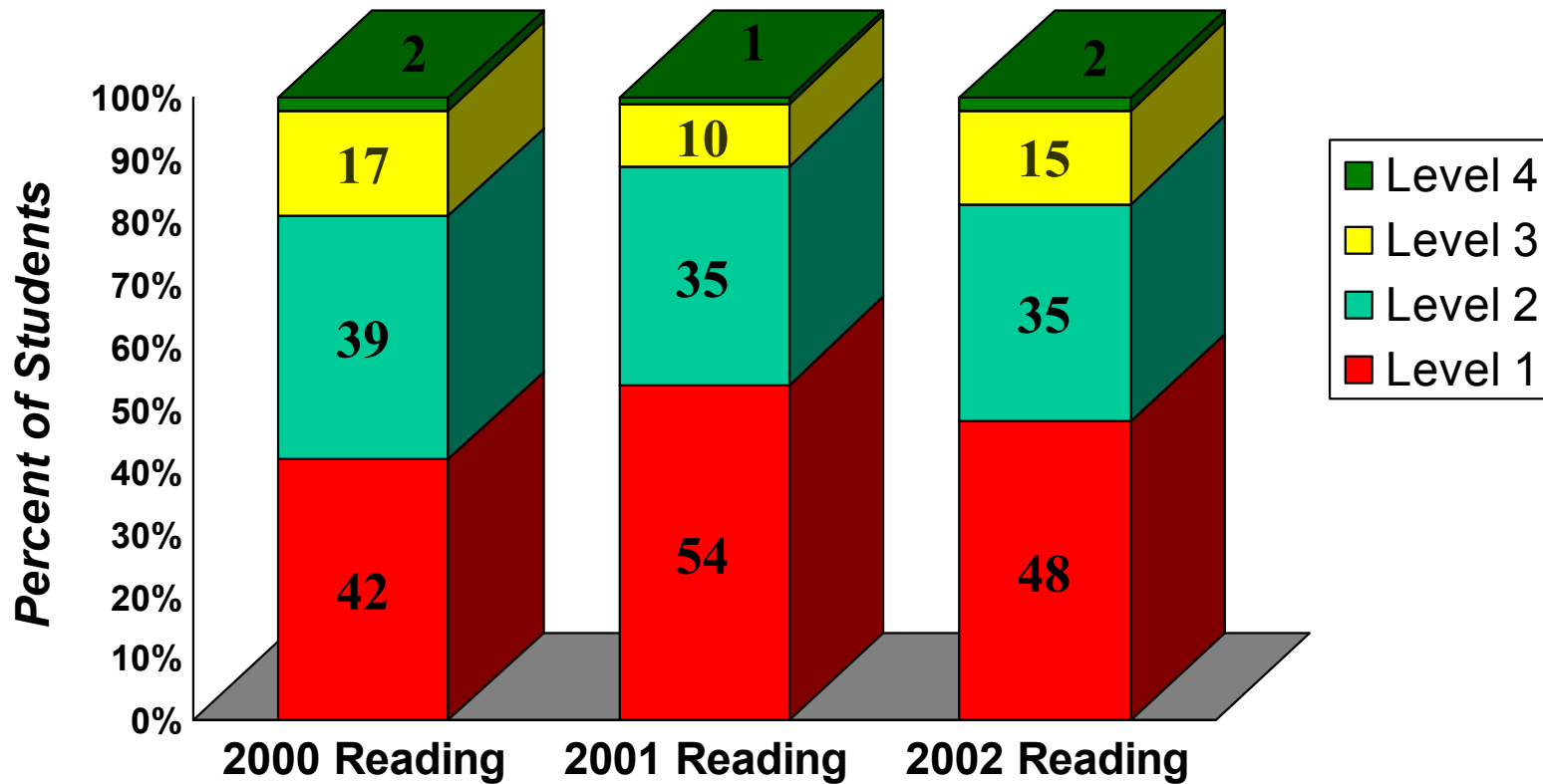
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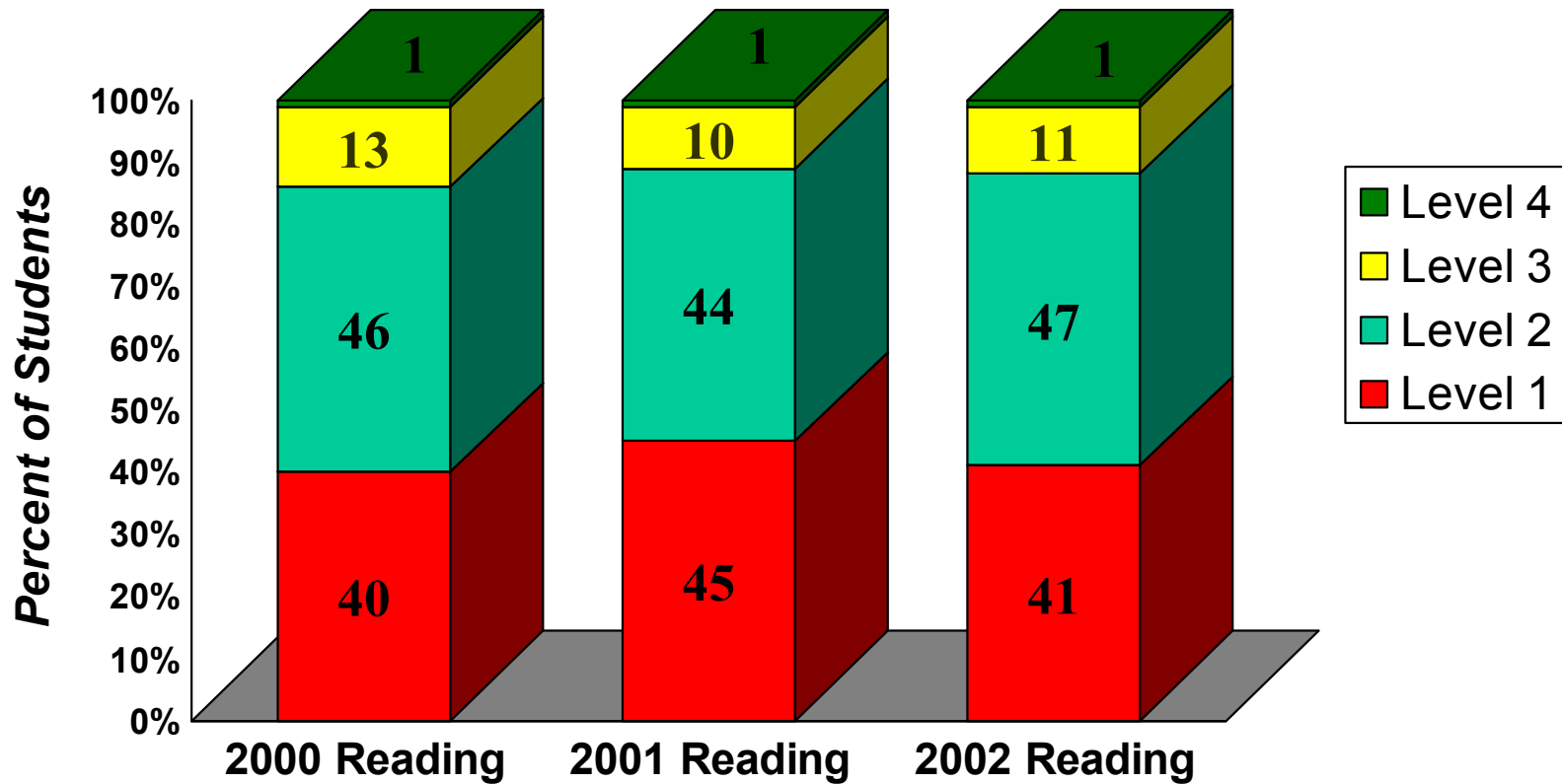
Research, Planning and Evaluation

District SAT9 Performance Levels Grade 5 (2000 - 2002)

Percent of Students

	2000 Reading	2001 Reading	2002 Reading
Level 4	1	1	1
Level 3	13	10	11
Level 2	46	44	47
Level 1	40	45	41

Research, Planning and Evaluation

District SAT9 Performance Levels Grade 5 (2000 - 2002)

Research, Planning and Evaluation

District SAT9 Performance Levels Grade 7 (2000 - 2002)

Percent of Students

	2000 Reading	2001 Reading	2002 Reading
Level 4	1	0	1
Level 3	13	14	15
Level 2	43	45	43
Level 1	43	41	42

Research, Planning and Evaluation

District SAT9 Performance Levels Grade 7 (2000 - 2002)

Research, Planning and Evaluation
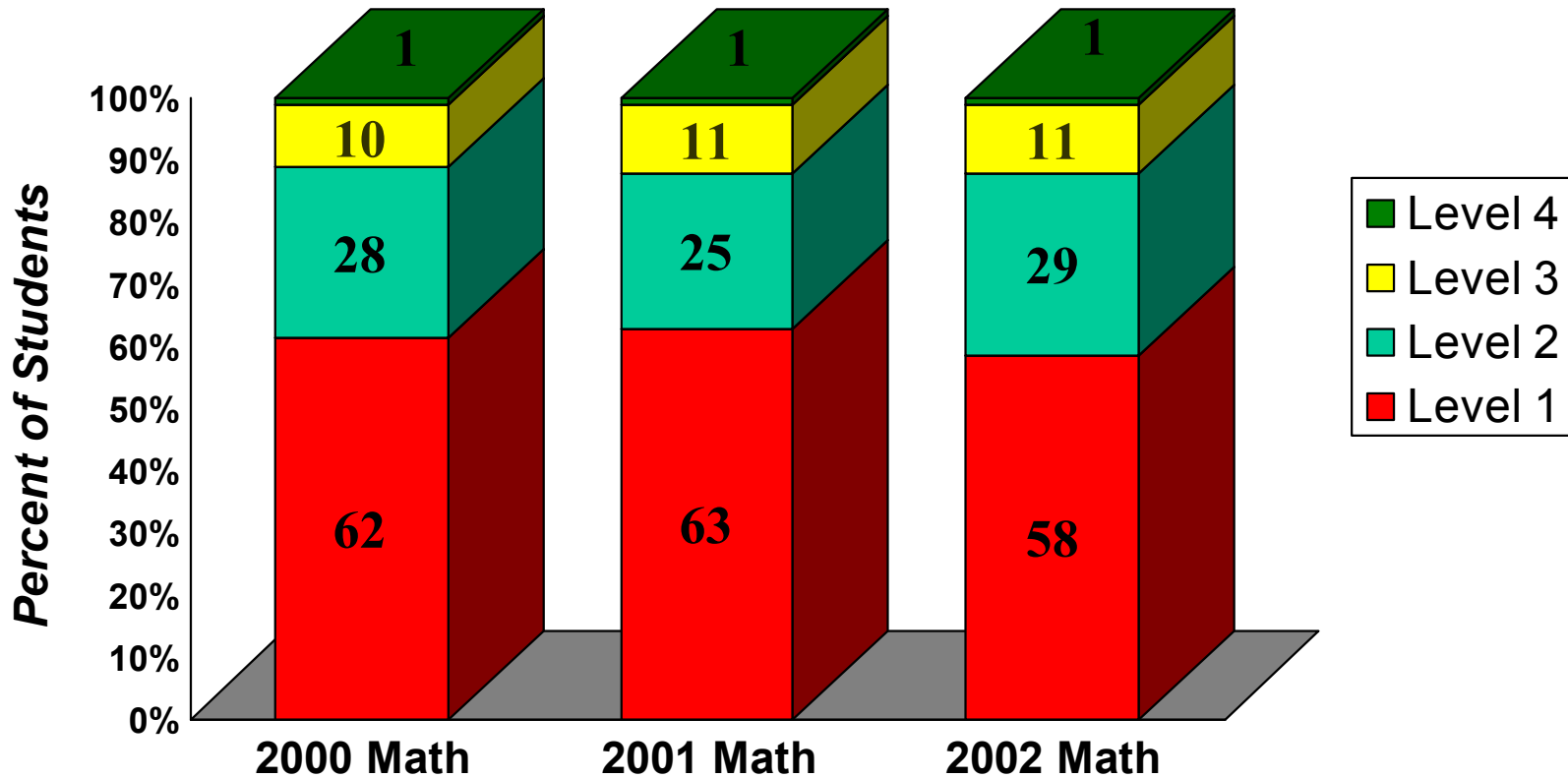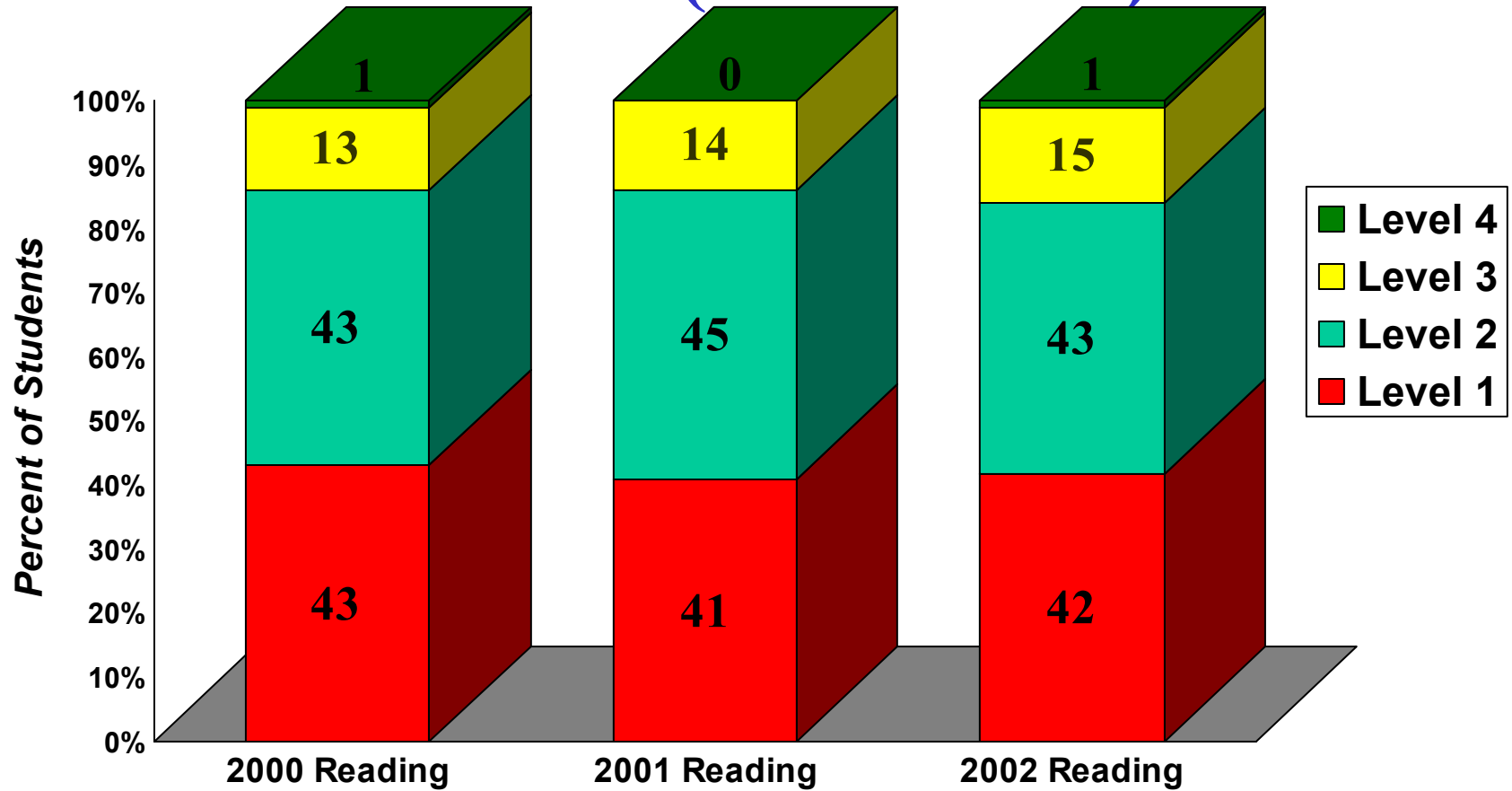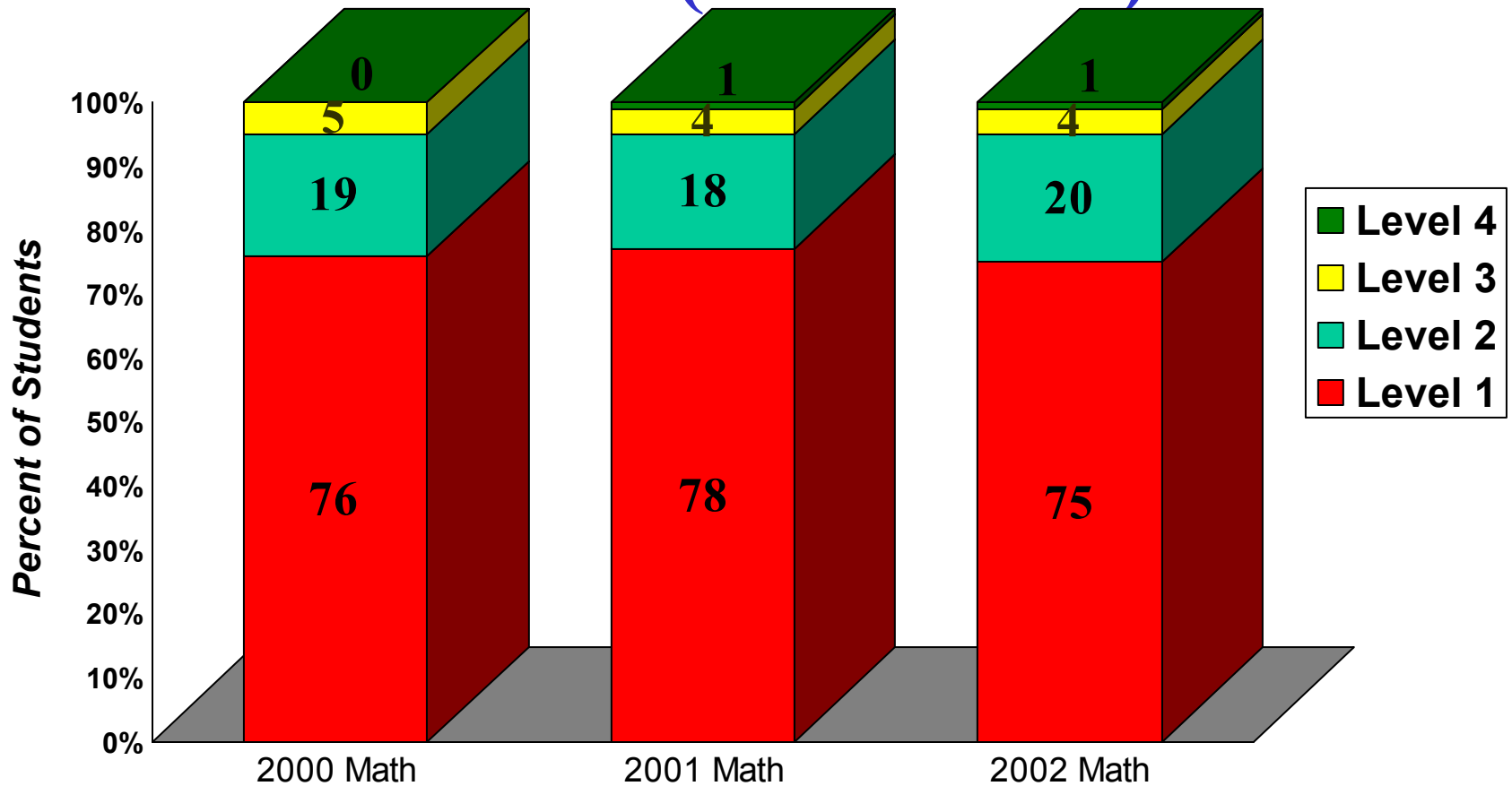
District SAT9 Performance Levels Grade 9 Reading (2000 - 2002)

Research, Planning and Evaluation
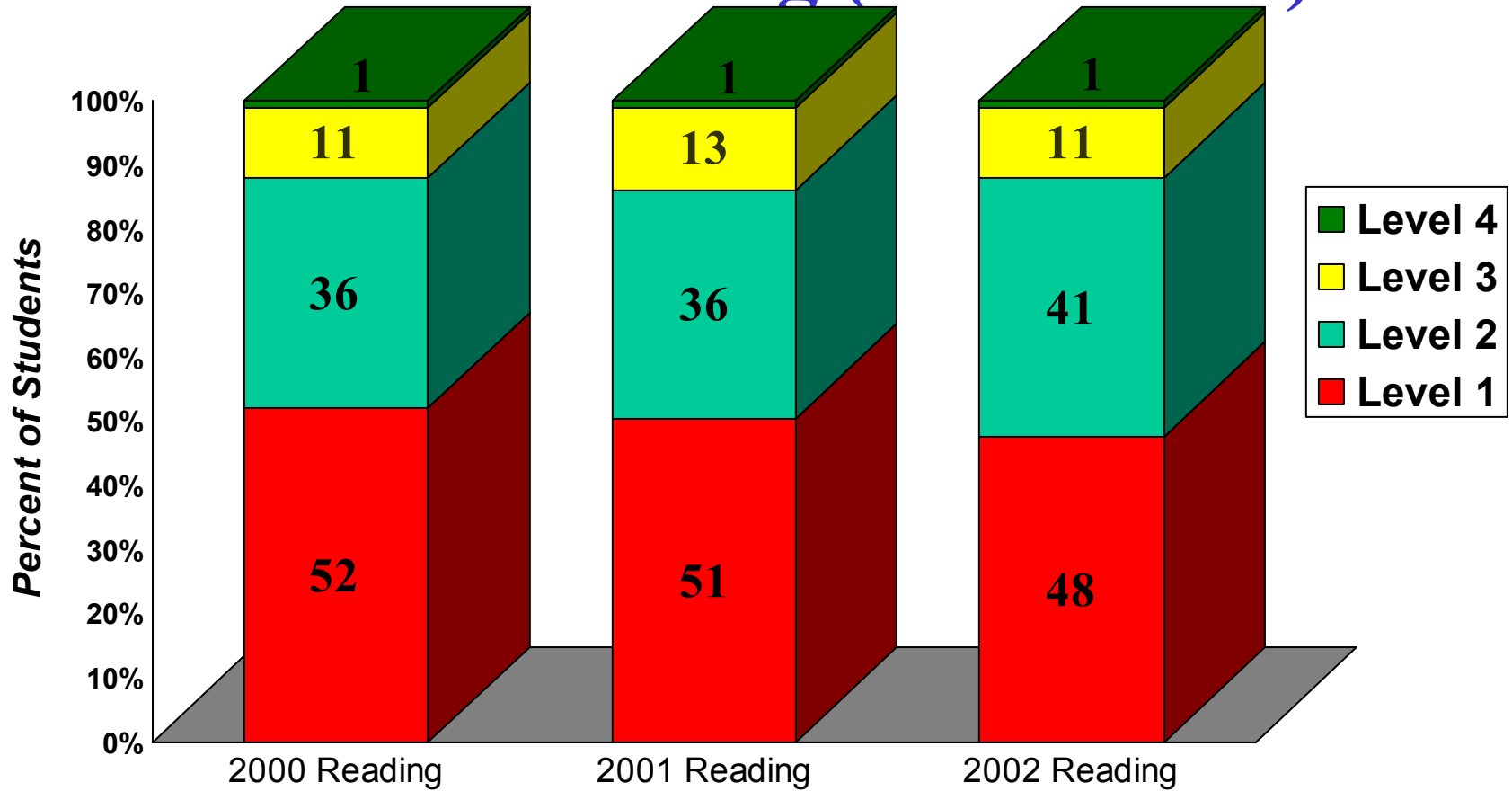
District SAT9 Performance Levels Grade 9 Math (2000 - 2002)

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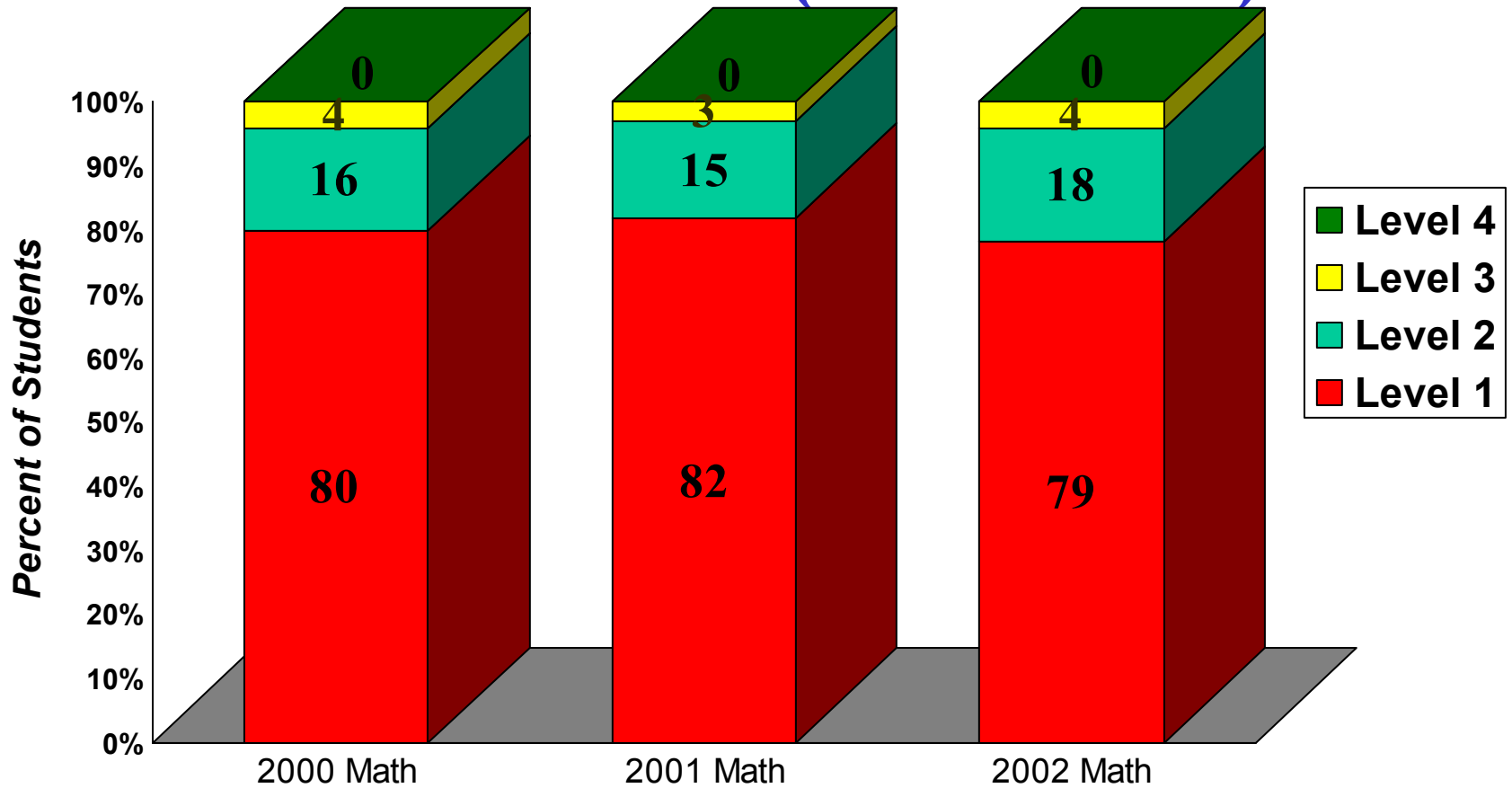
District SAT9 Performance Levels Grade 10 Reading (2000 -2002)

Percent of Students

	2000 Reading	2001 Reading	2002 Reading
Level 4	2	1	0
Level 3	13	12	8
Level 2	37	37	33
Level 1	47	50	59

Research, Planning and Evaluation
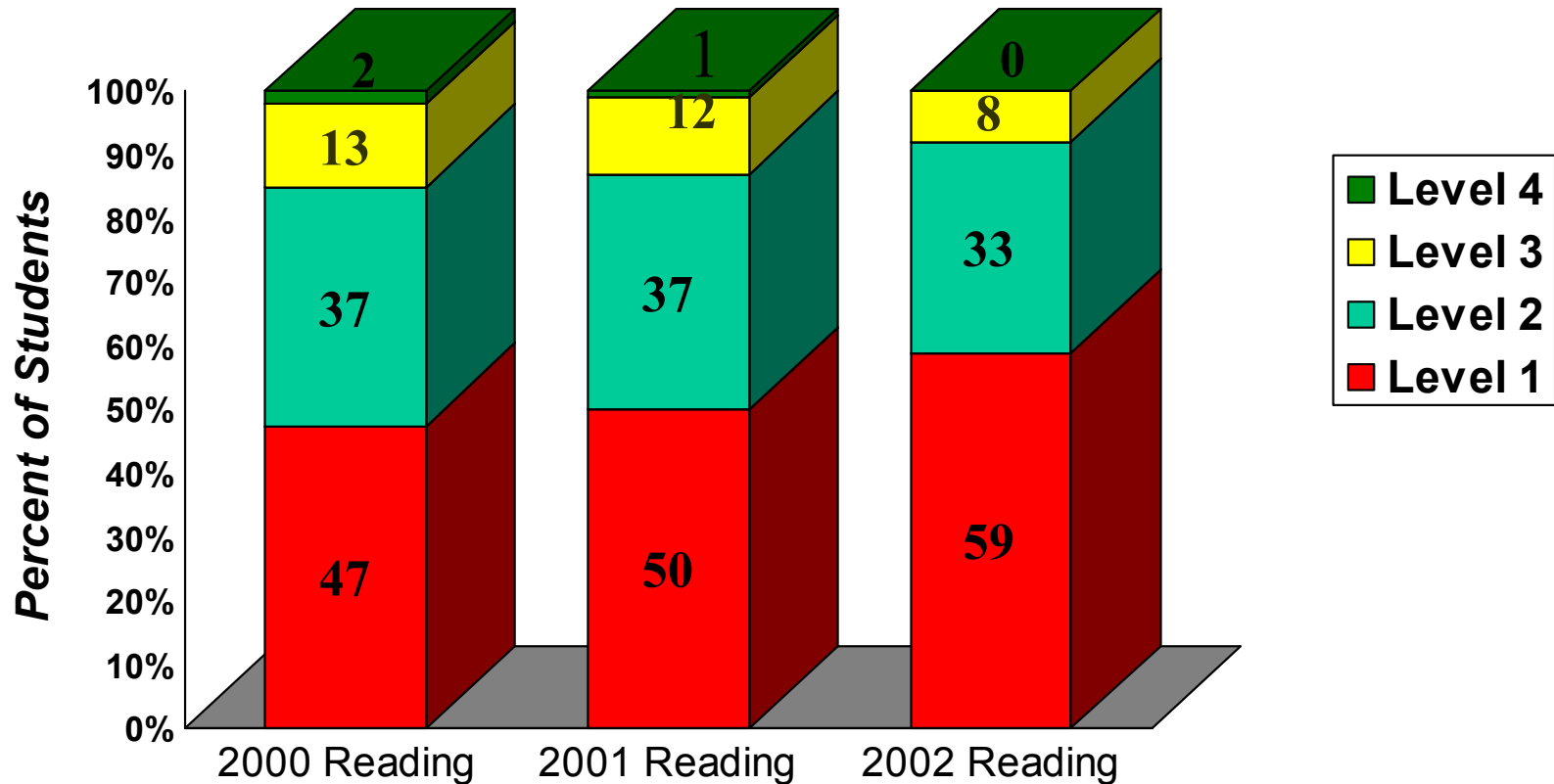
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Research, Planning and Evaluation
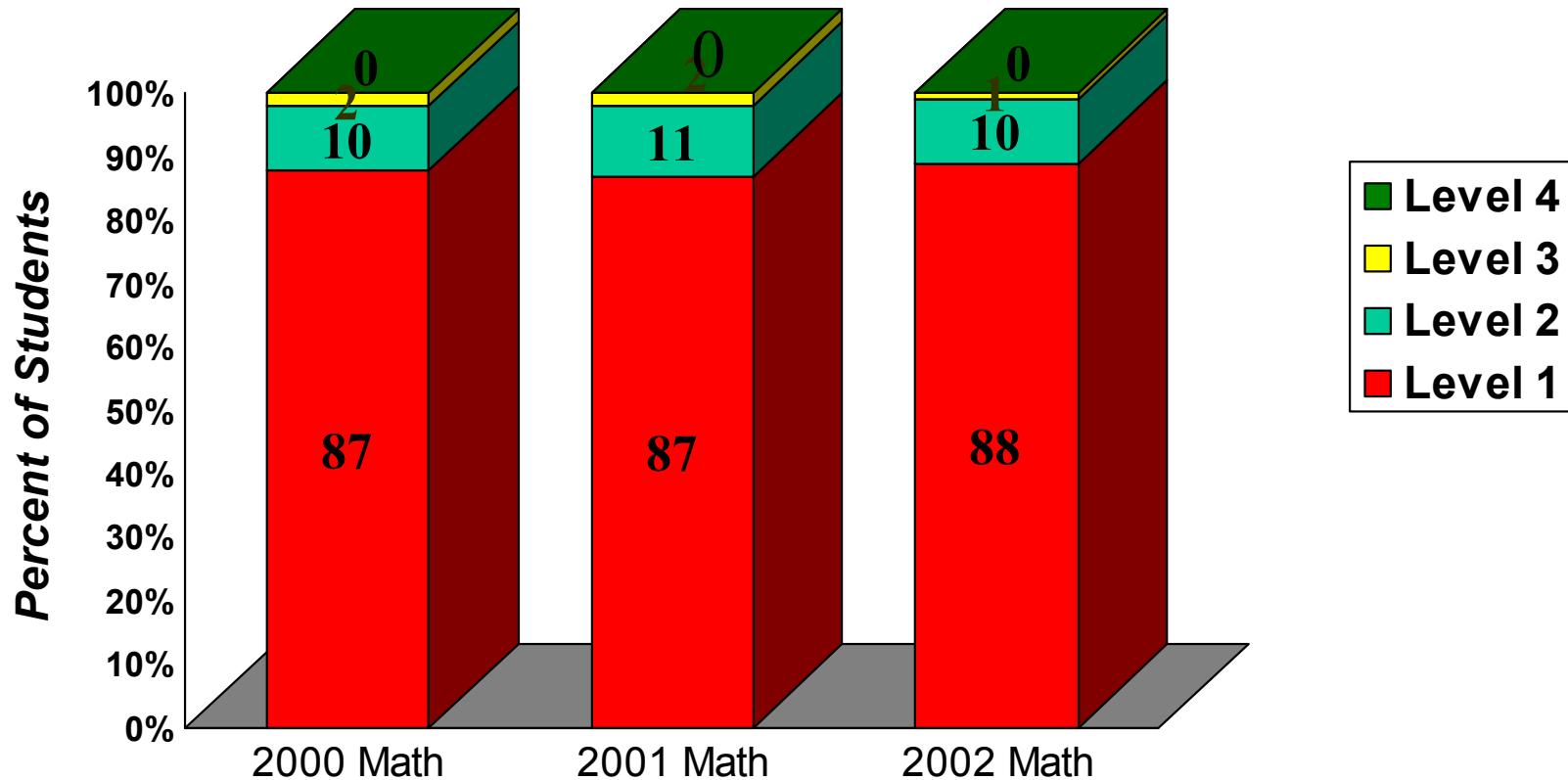
District SAT9 Performance Levels
Grade 11 Reading (2000 - 2002)

Percent of Students

Legend:
- Level 4
- Level 3
- Level 2
- Level 1

2000 Reading: Level 1: 51, Level 2: 37, Level 3: 11, Level 4: 2

2001 Reading: Level 1: 51, Level 2: 38, Level 3: 9, Level 4: 2

2002 Reading: Level 1: 59, Level 2: 34, Level 3: 7, Level 4: 0

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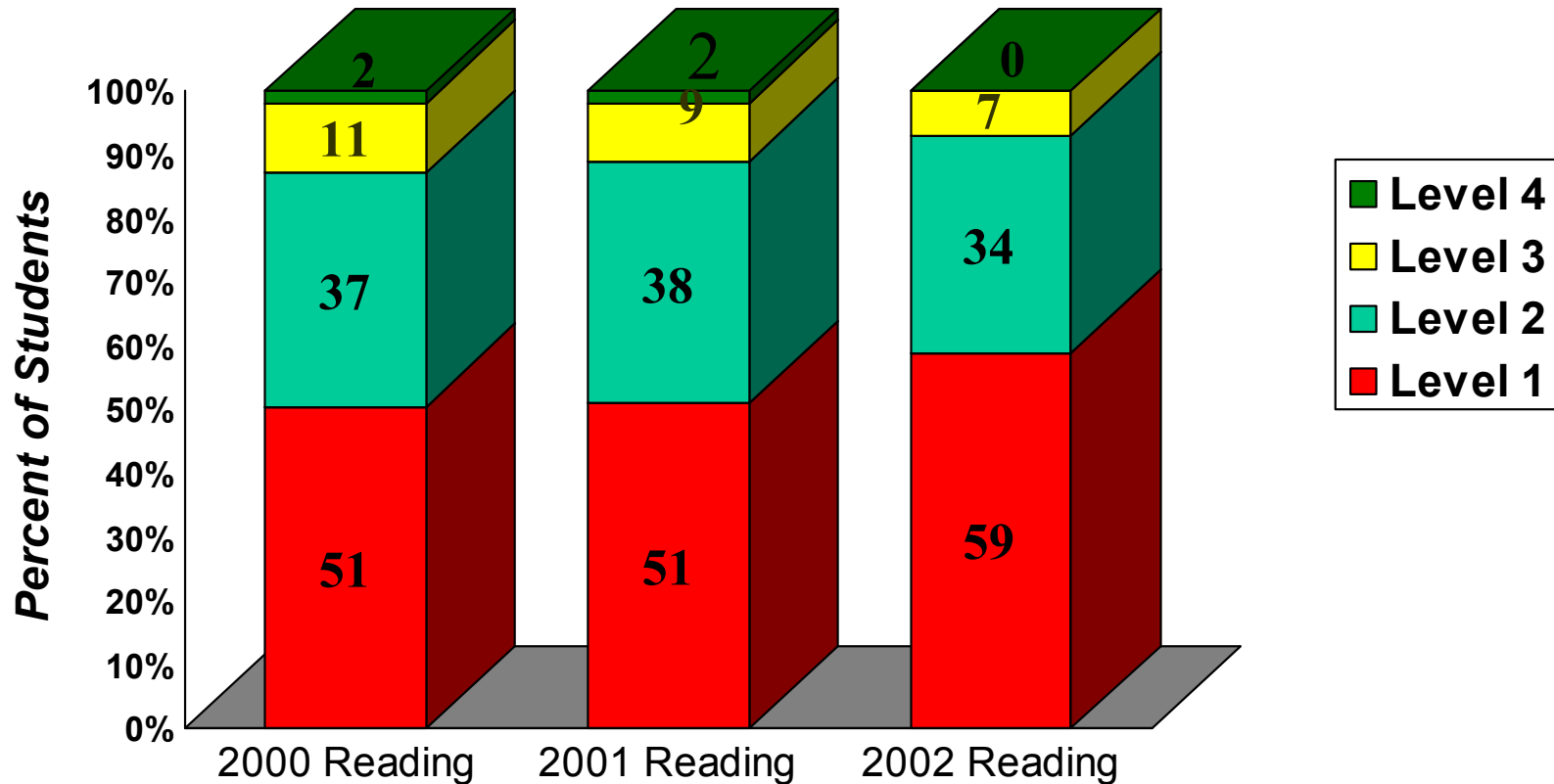
District SAT9 Performance Levels Grade 11 Math (2000 - 2002)

Research, Planning and Evaluation
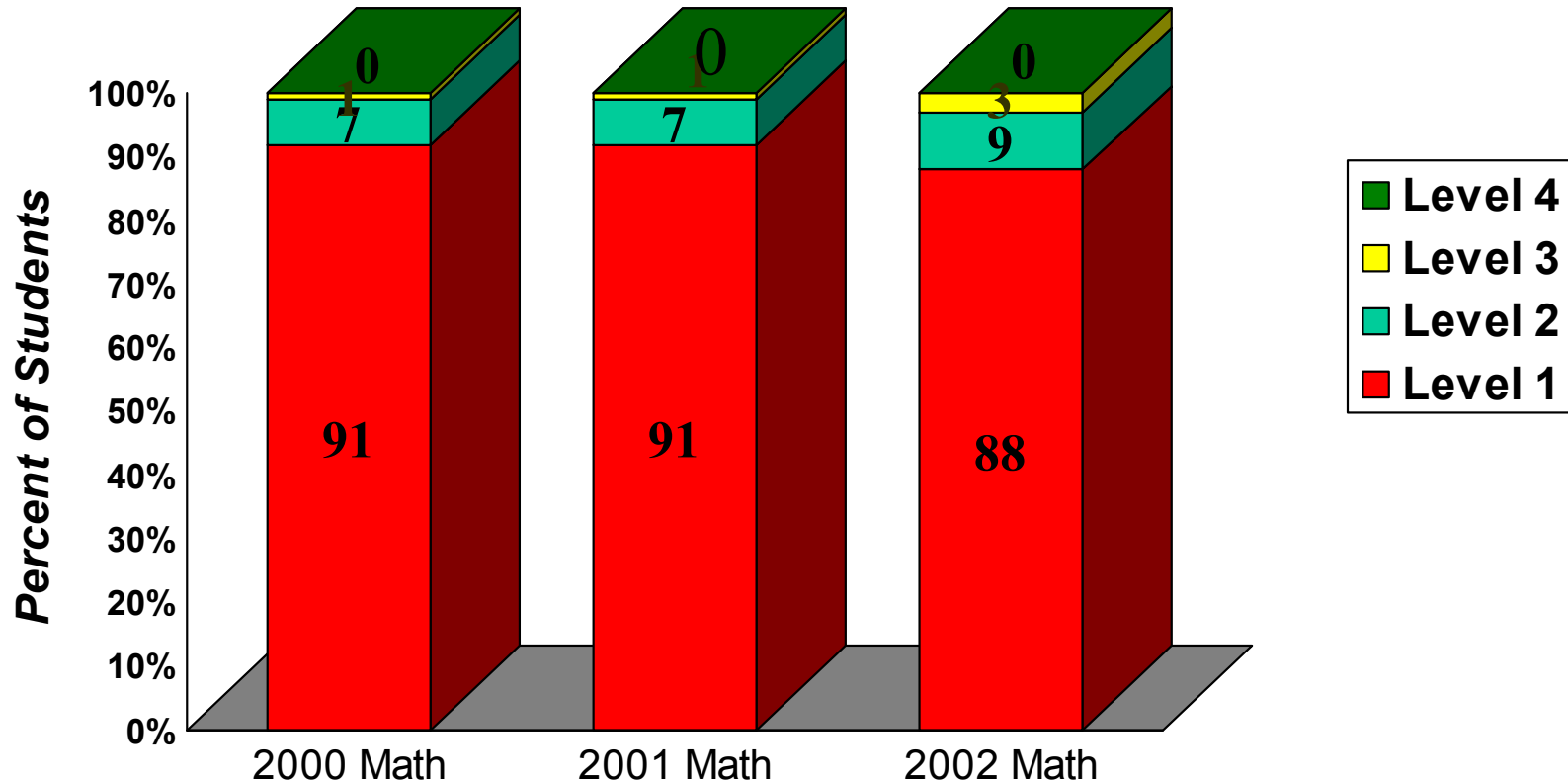
ACKNOWLEDGMENT

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- Christine Rosario, Accounting Technician

Ernestina A. Cruz, Federal Programs Administrator

Back Row: Angie Rabina, John Naputi, Kristin Romero, Barbara Aquino
Front Row: Christine Rosario, Ray Lujan, Rose Mendiola

Back Row: Margaret Camacho, AnnMarie Chaffins
Front Row: Jessica Cate, Menang Diaz

Federal Programs Staff

ELEMENTARY SCHOOL PRINCIPALS

From left: Rose Rios, Inarajan Elementary; Bertha Sablan, Talofofo Elementary; Emily Sanchez, Merizo Elementary; Aurora Lowe, H.S. Truman Elementary; Maria Roberto, Marcial Sablan Elementary

From left: Marjorie Raess, Agana Heights Elementary; Jenanette Yamashita, Associate Superintendent, Elementary; Carolyn Diaz-Camacho, Lyndon B. Johnson Elementary

From left: Arlina Potts, P.C. Lujan Elementary; Bernadita Tenorio, B.P. Carbullido Elementary; Mary Mafnas, J.Q. San Miguel Elementary; Maria Blas, C.L. Taitano Elementary

From left: Teresita Cruz, Upi Elementary; Anthony Cepeda, J.M. Guerrero Elementary; Evangeline Chang, As Tumbo Elementary; Thelma Maquera, D.L. Perez Elementary; Norma Tabayoyong, M.A. Ulloa Elementary

Wilfreda Martinez
Wettengel Elementary

Anna Pangelinan
Ordot/Chalan Pago Elementary

Joe Dobrowolski
Price Elementary

F. Michael Skinner
Machananao Elementary

Glenna Woodruff
Chief Brodie Memorial
Elementary

Janice Chargualaf
M.U. Lujan Elementary

Mae Cruz
Finegayan Elementary

Jeanette Ishizaki
F.Q. Sanchez Elementary

SECONDARY SCHOOL PRINCIPALS

From left: Miguel San Nicolas, Oceanview Middle School; Begona Flores, George Washington High School; Lourdes San Nicolas, Simon Sanchez High School; Johnny Rivera, Southern High School

From left: Robert Crisostomo, Inarajan Middle School; Edward Dunn, Agueda Johnston Middle School; Joseph Diego, Untalan Middle School

From left: Erika Cruz, Benavente Middle School; Corina Paulino, Jose Rios Middle School; Ken Denusta, F.B. Leon Guerrero Middle School

Ulric Mark, JFK High School

Kenneth Chargualaf
Associate Superintendent,
Secondary Education

AGANA HEIGHTS ELEMENTARY SCHOOL

AS TUMBO ELEMENTARY SCHOOL

C.L. TAITANO ELEMENTARY SCHOOL

CARBULLIDO ELEMENTARY SCHOOL

CHIEF BRODIE MEMORIAL ELEMENTARY SCHOOL

D.L. PEREZ ELEMENTARY SCHOOL

F.Q. SANCHEZ ELEMENTARY SCHOOL

FINEGAYAN ELEMENTARY SCHOOL

H.S. TRUMAN ELEMENTARY SCHOOL

INARAJAN ELEMENTARY SCHOOL

J.P. TORRES ELEMENTARY SCHOOL

J.Q. SAN MIGUEL ELEMENTARY SCHOOL

J.M. GUERRERO ELEMENTARY SCHOOL

LYNDON B. JOHNSON ELEMENTARY SCHOOL

M.A. ULLOA ELEMENTARY SCHOOL

M.U. LUJAN ELEMENTARY SCHOOL

MACHANANAO ELEMENTARY SCHOOL

MARCIAL SABLAN ELEMENTARY SCHOOL

MERIZO ELEMENTARY SCHOOL

ORDOT/CHALAN PAGO ELEMENTARY SCHOOL

P.C. LUJAN ELEMENTARY SCHOOL

PRICE ELEMENTARY SCHOOL

TAMUNING ELEMENTARY SCHOOL

UPI ELEMENTARY SCHOOL

WETTENGEL ELEMENTARY SCHOOL

AGUEDA JOHNSTON MIDDLE SCHOOL

F.B. LEON GUERRERO MIDDLE SCHOOL

INARAJAN MIDDLE SCHOOL

JOSE RIOS MIDDLE SCHOOL

UNTALAN MIDDLE SCHOOL

OCEANVIEW MIDDLE SCHOOL

BENAVENTE MIDDLE SCHOOL

GEORGE WASHINGTON HIGH SCHOOL

JOHN F. KENNEDY HIGH SCHOOL

SIMON SANCHEZ HIGH SCHOOL

SOUTHERN HIGH SCHOOL