

Guam Department of Education

Citizen's Centric Report

August 2014

FY 2013
SY 2012-2013
SY 2013-2014

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Guam Department of Education Goals

- Goal # 1 All students will graduate from high school prepared to pursue post-secondary education on or off-island or to assume gainful employment with the private or public sector
- Goal # 2 All students will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school
- Goal # 3 All Guam Department of Education personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities
- Goal # 4 All Guam Department of Education's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives
- Goal # 5 All Guam Department of Education's operations will maximize the critical uses of limited resources and meet high standards of accountability

About Us

GDOE is a single unified school district consisting of grades Kindergarten through 12. Our 26 Elementary Schools, 8 Middle Schools, 5 High Schools, and one alternative school serves over 31,000 students, and is managed by the Superintendent who is the Executive Secretary of a 9 – member Guam Education Board (GEB). Teachers, administrators, and support staff continue to remain focused on our mission to **“Prepare all students for life, Promote Excellence, and Provide Support!”**

School Performance Report Card

Pursuant to Public Law 26-26, the purpose of the school report card is to monitor trends among schools and its progress toward achieving the goals in the mission statement. The school report card contains information on demographics, student achievement, special program offerings, faculty, budget, and exemplary programs. School report cards can be viewed at www.gdoe.net.

Accreditation News

Twenty-one of GDOE's 40 schools are accredited by the Western Association of Schools and Colleges (WASC). In SY 12-13, Vicente SA Benavente Middle and Southern High schools were each visited and granted 6 Year Accreditation status by WASC.

Curriculum and Assessment Standards News

To support full implementation of the Common Core State Standards GDOE released the curriculum resources and guidance documents for administrators, teachers and instructional staff in December, 2013. They are the products of a year-long project funded by Title V-A Consolidated Grant funds from the U.S. Department of Education and are meant to support schools, particularly administrators and teachers will the implementation of the Common Core State Standards in English, Language Arts and Math and the GDOE Content Standards in Science and Social Studies.



By the Numbers SY 2013-2014 (as of September 30, 2013)	
Enrollment <small>*Includes Headstart; **Students are counted in their school population.</small>	
Elementary	*14,552
Middle	6,930
High	10,111
Alternative	**145
Total	31,593
School Sites	
Elementary	26
Middle	8
High	5
Alternative	1
Total	40
Personnel By Funding (as of September 30, 2013)	
Local	3,066
Federal	878
Total	3,944

	GRADUATION		DROPOUT			
	SY 11-12	SY 12-13	SY 11-12	SY 11-12	SY 12-13	SY 12-13
High School	Number	Number	Number	Rate (%)	Number	Rate (%)
G. Washington	497	482	80	3.1%	52	3%
J.F. Kennedy	372	396	105	4.5%	54	4%
Okkodo	274	246	105	7.70%	35	4%
S. Sanchez	356	338	102	5.4%	42	3%
Southern	269	308	130	8.4%	90	8%
Total	1,768	1,770	522	5.3%	273	4%

Graduation / Dropout Info

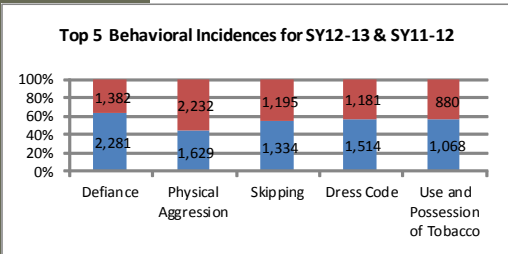
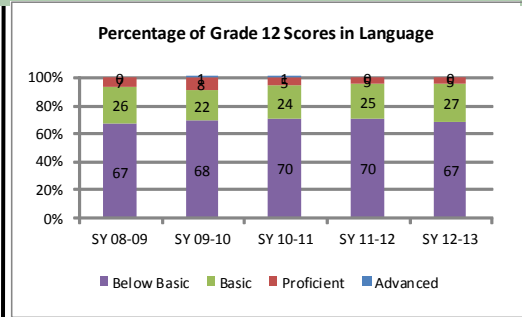
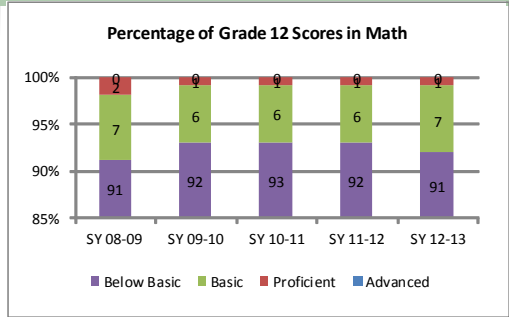
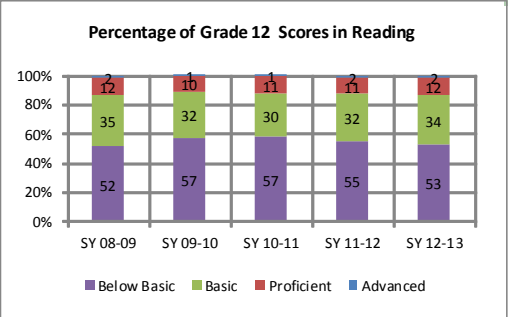
- In SY 12-13, there were 1,770 graduates, an increase of 2 students or 0.1% change from the previous SY.
- In SY 12-13, there were 273 students or 4% who dropped out, 249 less students than in SY 11-12.
- Okkodo High School had the greatest decrease in the dropout rate from SY 11-12 (7.7% to 4%).

“Our educational community prepares all students, promotes excellence, and provides support”

PERFORMANCE & MEASURES

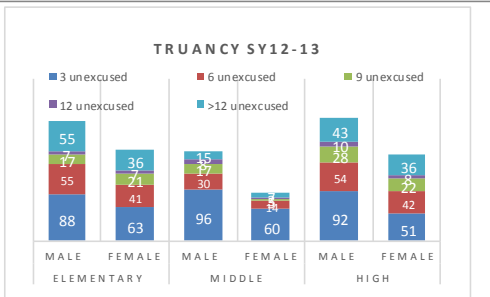
The **SAT10** performance standards are content-referenced scores that reflect what students know and should be able to do in given subject areas. As a norm-referenced test, student scores are compared to the performance of a norm group, comprised of a national sample. SAT 10 performance standard levels are: **Below Basic** indicates little or no mastery of fundamental knowledge and skills; **Basic** indicates partial mastery of the knowledge and skills that are fundamental for satisfactory work; **Proficient** represents solid academic performance, indicating students are prepared for the next grade; and **Advanced** signifies superior performance, beyond grade-level mastery. In SY 12-13, 27,372 GDOE students participated in the SAT 10.

While scores continue to improve in all subject areas, the following schools are noteworthy: **ELEMENTARY:** BP Carbullido 1st in 1st Grade Reading, Math, 2nd Grade Reading, Math, Spelling, 5th Grade Reading, Science, Social Studies, Spelling; Agana Heights 1st in 2nd Grade Language, Spelling; 3rd Grade Reading, Math; 4th Grade Language, Math; Inarajan 1st in 3rd Grade Language, Science; 4th Grade Reading, Science, Social Studies. **MIDDLE:** Jose Rios 1st in 6th Grade Reading, Math, Science; 7th Grade Science; 8th Grade Math; Untalan Middle 1st in 6th Grade Reading, Social Studies; 7th Grade Reading; 8th Grade Reading, Language; Oceanview 1st in 7th Grade Language, 8th Grade Spelling. **HIGH:** John F. Kennedy 1st in all content areas at all grade levels; George Washington 2nd in 9th Grade Math, Social Studies; 10th Grade Language, Science, Social Studies, Spelling; 11th Grade Reading, Language Science, Social Studies, Spelling; 12th Grade Reading, Language, Social Studies. For full SAT 10 SY12-13 report, visit <https://sites.google.com/a/gdoe.net/gdoe/asper-school-report-cards>



STUDENT SUPPORT SERVICES

The SSS Division provides a) support in behavior assessment, guidance & health counseling, b) identification & support of students eligible under Section 504, and c) provides parent & family outreach. Graph (left) shows an overall decline in SY12-13 in behavioral incidences. Graph (right) number of truancy incidences by gender in SY12-13. Data compiled by GDOE SSS Division, visit them at <https://sites.google.com/a/gdoe.net/studentsupportservices/home>



NATIONAL SCHOOL LUNCH & B-FAST PROGRAM	LUNCH						BREAKFAST					
	FREE	PAID	REDUCED	TOTAL LUNCHES SERVED	* ADP	ENROLLMENT	FREE	PAID	REDUCED	TOTAL B-FAST SERVED	* ADP	ENROLLMENT
SY 2013-2014**	2,254,026	230,297	103,286	2,587,609	14,376	31,177	1,318,774	86,075	38,230	1,443,079	8,017	31,177
SY 2012-2013**	2,244,509	205,252	105,945	2,555,706	14,198	31,471	1,279,979	66,760	34,945	1,381,684	7,676	31,471
Variance	9,517	25,045	-2,659	31,903	178	-294	38,795	19,315	3,285	61,395	341	-294
% of Variance	0.42%	12.20%	-2.51%	1.25%	1.25%	-0.93%	3.03%	28.93%	9.40%	4.44%	4.44%	-0.93%

GDOE CNP Table to the left, is the number of meals served under GDOE's Child Nutrition Program (School Lunch Program) for SY 11-12 and SY 12-13.

Special Education: GDOE's Division of Special Education Part B Program provides special education and related services to eligible children with disabilities. Total number of students served as of Oct. 1, 2013 was 1,951, or 6% of total

DEED Program SAT 10 Distribution of DEED (Guam Department of Education Extended Day) enrolled students and GDOE students (Grades 1 through 5) in the proficient and advanced levels depicted right for SY11-12 and SY12-13. Retrieved from Ready Results NCS Pearson, Inc. <https://education.pearsonassessments.com/pai/ea/ordering/ReadyResults.htm>.

PROFICIENT/ADVANCED LEVELS		SY 11-12 Reading	SY 12-13 Reading	SY 11-12 Language	SY 12-13 Language	SY 11-12 Math	SY 12-13 Math
Grade 1 DEED	75%	68%	22%	28%	51%	52%	
Grade 1 GDOE	47%	47%	10%	12%	28%	33%	
Grade 2 DEED	51%	32%	12%	11%	36%	35%	
Grade 2 GDOE	15%	17%	4%	4%	16%	19%	
Grade 3 DEED	23%	27%	15%	24%	22%	30%	
Grade 3 GDOE	14%	15%	9%	11%	12%	14%	
Grade 4 DEED	28%	25%	22%	22%	30%	27%	
Grade 4 GDOE	16%	16%	15%	14%	16%	16%	
Grade 5 DEED	21%	18%	24%	20%	17%	16%	
Grade 5 GDOE	12%	11%	12%	12%	9%	9%	

enrollment. Table (below) shows the number of children served, ages 3 thru 21; the number of children with disabilities enrolled in public schools, and the number and percent in each disability category.

Disability Categories	# of Students in the Disability Category	% Students in the Disability Category
Autism	169	9%
Deaf-Blind	1, N size < 5	<1%
Developmental delay (0-5)	39	2%
Emotionally Disturbed	106	5%
Hearing Impaired	46	2%
Intellectual Disability	78	4%
Multiple Disabilities	83	4%
Orthopedically Impaired	15	1%
Other Health Impaired	195	10%
Specific Learning Disability	999	51%
Speech/language Impaired	201	10%
Traumatic Brain Injury	3, N size < 5	<1%
Visually Impaired	16	1%
TOTAL	1,951	100%

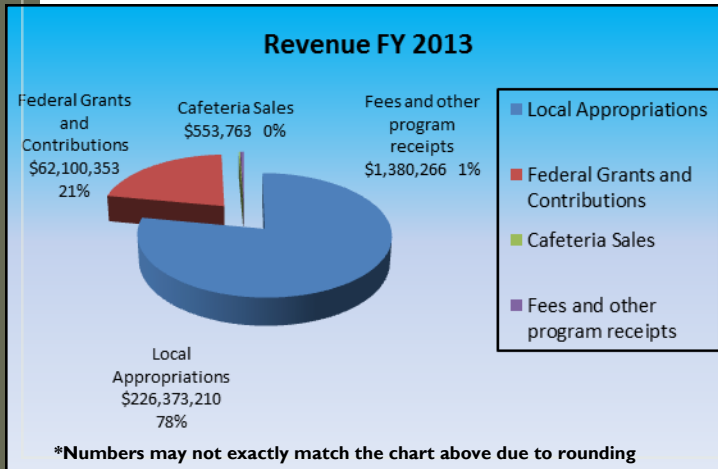
Child Count for Children ages 3-21+ as of October 01, 2013

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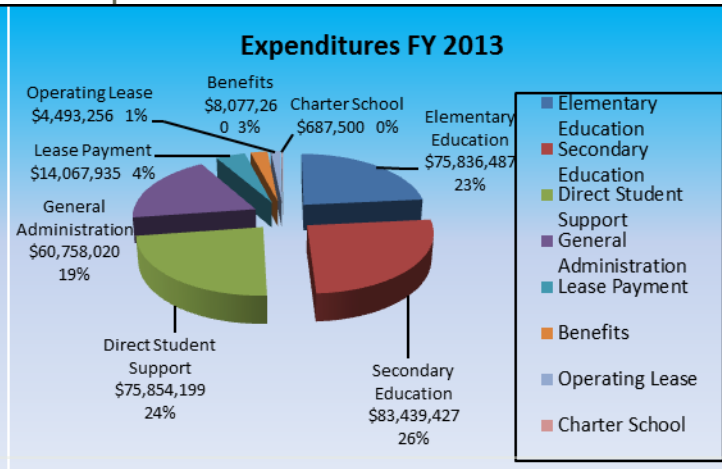


FINANCES

Revenue Breakdown FY 2013



Expenditure Breakdown FY 2013



- The total revenues for the year ended September 30, 2013 is **\$290,407,592**
- As a Government of Guam line agency, GDOE receives **78%** of its funds through **Local Appropriations**, which include General Fund, Territorial Education Facilities Fund, Interscholastic Sports Fund, Health & Physical Activities Fund, Public Library Resources Fund, Textbook Fund and Chamorro Studies.
- **21%** or **\$62,100,353** of revenue is from **Federal Grants and Contributions**.
- **\$1,934,029** from **Cafeteria Sales, Fees and Other Program Receipts** make up the remainder of the revenue for GDOE.
- The total expenditures for the year ended September 30, 2013 is **\$323,214,084**. **49.3%** or **\$159,275,914** is for **Elementary and Secondary Education**. These expenditures include; salaries, benefits, contractual services, utilities, supplies, and equipment.
- **23.5%** of expenditures are attributed to **Direct Student Support**, to include: special education, gifted and talented program, vocational technical education, and head start.
- **18.8%** was spent on **General Administration** and **.2%** or **\$687,500** was transferred to the Guahan Academy Charter School.
- **4.4%** of expenditures were for the **Lease payment** for Adacao Elementary, Ligan Elementary, Astumbo Middle, Okkodo High, John F. Kennedy High, L.P. Untalan Middle, and Okkodo High School expansion; and **1.4%** or **\$4,493,256** in operating lease payments.
- **2.5%** or **\$8,077,260** was expended on retiree healthcare benefits.
- The **primary** component of GDOE's expenditures are from salaries and benefits. Salaries represented **\$144,510,403**, while **\$53,498,949** went to benefits, for a total of **\$198,009,352** or **61.26%** in FY 13.
- Utilities (power, water, telephone) expenses make up **5%** or **\$16,607,458** of expenditures.

Additional Discussion

- GDOE's total local appropriation **decreased** from **\$228,282,633** in FY12 to **\$219,273,210** in FY13. From FY12 to FY13, total assets **decreased** by **\$10.8** million while total liabilities **decreased** by **\$371,059** resulting in an overall **decrease** in net assets of **\$10.5** million. Total Revenues in FY13 **decreased \$15M**, from **\$305.4M** to **\$290.4M**, **\$9M less** in total appropriations and **\$5.85M less** in Federal Grants and Contributions when compared to FY12.
- GDOE received \$2.8M in U.S. Dept. of Interior funding in July 2012, alleviating pressure on the General Fund; GDOE teachers were allotted \$500 for instructional supplies, and

nearly a million was distributed to GDOE schools for operational supplies and equipment.

- FY13 marked the third year, GDOE's U.S. Dept. of Education grant funding has been supervised by a third party fiduciary agent under special conditions to address GDOE's 'high risk' grantee status. TPFA payments in FY13 totaled \$2.6M; payments from inception of the contract through FY13 totaled \$9.8M. Progress on the comprehensive correction action plan to remove GDOE from this status is reported to USDOE quarterly. The plan and the Single Audit Report are available on GDOE's website www.gdoe.net.

- Executive Order (EO) 2011-014 froze salary increments in October 2011. The freeze was lifted in May 2013 by EO 2013-04 which ordered payments of the accrued increments. \$3.2M in FY13 outstanding increments were fully paid in June 2014.

Federal Grants and Programs

FY13 expenditures thru a variety of federal grants (below) represents \$69.6 million or 22% of total expenditures of \$323,214,084:

GRANTOR	FY2013	FY2012	CHANGE
U.S. Dept. of Agriculture	10,757,631	9,508,353	1,249,278
U.S. Dept. of Defense	368,549	346,578	21,971
U.S. Dept. of Education	47,490,836	55,590,790	(8,099,954)
U.S. Dept. Health & Human Services	2,536,353	2,647,597	(111,244)
U.S. Dept. of Interior	8,407,155	7,103,468	1,303,687
TOTALS	\$69,560,524	\$75,196,78	\$(5,636,262)

Financial Updates

- FY14 appropriations (P.L. 32-009, 32-063, 32-068) totaled \$228 million and per BBMR Circular 13-01, a 10% reserve or \$23,346,609 was placed on GDOE's FY14 allotments.
- The FY14 Budget Act (P.L. 32-68) also allocates a \$2.8M (\$5,500 x 515 enrollment) from GDOE's FY14 operating budget to the Guahan Academy Charter School; \$3.2M in additional rental, maintenance and insurance for JFK (\$1.5M) and OHS Expansion (\$1.7M).
- DOA Circular 14-01 effectuated the Government of Guam Competitive Wage Act (GGCWA) February 14, 2014. Teachers received 100%, non-teaching positions 50%; the balance to be paid upon identification of funds. P.L. 32-136 enacted in March 7, 2014 rolled back GGCWA pay adjustments for unclassified employees.
- GDOE will incur new utility expenses in FY14, previously paid by DOA, for GDOE's central offices in Hagatna, and at GDOE's central office operations which moved to Tiyan in June 2014.

Independent Audit The independent audit was performed by Deloitte & Touche. The independent audit received an unqualified opinion.

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UPDATES

Guam Department of Education Policy Team:

In January 2014, Dr. Jose Cruz and Maria Gutierrez were elected Guam Education Board Chair and Vice-Chair, after they and other Elected members (Ronald Ayuyu, Lourdes Benavente, Peter Alexis Ada, Albert San Agustin) began the second year of their two-year term. Kenneth P. Chargualaf and Charlene Concepcion were appointed GEB members in April 2014, leaving one remaining appointed GEB vacancy.

Project Malak:

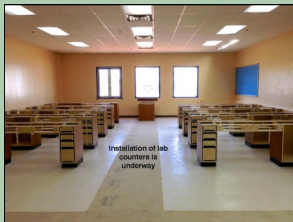
Automating GDOE's recruitment processes and full integration into the FMIS is ongoing with a targeted completion in FY15. Employee trainings are conducted during breaks in the school calendar.

Reassignment of Attendance Areas in High Schools:

In March 2014, the GEB approved a reassignment of high school attendance areas anticipating the opening of the new high school (Tiyán High) and the expansion of Okkodo High will alleviate overcrowding at central and northern schools.

Facility Renovation Upgrades & New Construction:

- *Untalan Middle School* faculty and students are expected to return to their Barrigada campus (Army Corps Drive) by the opening of SY14-15 after \$11M in renovations and repairs are completed in June 2014.
- *Okkodo High School Expansion.* After \$21.8 million in new construction added 68,000 square feet to the campus, Okkodo High School's enrollment capacity will increase to 1,700 students. Funding (P.L. 30-182) derived from QSCB (qualified school construction bonds) and tax-exempt lease certificates requires \$1.7 million in annual lease payments for the 28 new classrooms, 9 labs, a culinary arts kitchen, and additional restrooms.



- \$1.15M in FY14 GDOE is awaiting the procurement by GSA of \$800K in security services and equipment authorized under P.L. 32-009; and awarded \$350K (under P.L. 32-068) to repair the GWHS Track.
- \$100M RFP for Lease Financing Issued. RFP 730-5-1054-6-YIG, Lease Financing for the Rehabilitation, Construction, Expansion, and Renovation of Public School Facilities issued by DPW in June 2014 (under P.L. 31-229) is expected to yield financing to renovate or reconstruct SSHS, update GDOE's facilities master plan to modernize all public schools, to include construction of at least one more new school.
- *Central Office Relocates to Tiyán.* GDOE relocated its central offices from Hagatna to Mariner Avenue in Tiyán in June 2014, under a government lease amendment authorized under P.L. 31-76, 31-229.



Curriculum, Instruction, and Assessment:

This reporting year consisted of significant preparation for the implementation of the Common Core State Standards (CCSS) consisting of district-wide training, review of assessment tools aligned with CCSS, development and distribution of curriculum resources and guidance documents, including:

- 1) District Curriculum Alignment document which identifies the



extent to which the CCSS align with the GDOE Standards. This is the official "crosswalk" for the department to help with the transition by enabling administrators and teachers to see what already aligns, and for items that do not align, it gives a preview on what changes to the curriculum will be expected.

- 2) District Curriculum Maps which outline the specific scope and sequence of the standards to coordinate instruction between schools so that the same standards are being taught during the same quarter and throughout the school year. This will help ensure that students who transfer between schools will receive the same content during the same time of the year, avoiding repetitions or gaps. Additionally, the maps cluster the standards into "Big Ideas" or themes that have accompanying "Essential Questions" to help teachers focus their instruction.

- 3) District Curriculum Guides that break down and describe the standards to teachers to ensure a common interpretation and approach to instruction for all schools. These guides align directly with the Curriculum Maps and provide a clear description of the standards as well as an explanation of how they link to prior and future content. The information provided in these guides offer enough flexibility for teachers to align their instruction to the standards while at the same time providing a consistent interpretation for all schools to follow.

- 4) CCSS-aligned Sample Lesson Plans which give teachers a set of examples of how the standards can be taught in a lesson. These samples are consistent with and contain the required components of a lesson outlined in Board Policy.

In light of the adoption of the Common Core State Standards, the Department also conducted research and review of a number of potential standards-based assessment tools that can measure both the progress of the students through the school year (formative assessments) and at the end of the school year (summative assessments).

Federal Funding: Table below shows GDOE's current FFY14 federal funding levels (major grants) as well as, anticipated FFY15 requests.

FEDERAL FUNDS	FFY 14	FFY 15 ANTICIPATED REQUEST
Consolidated Grants	19,917,123	25,011,594
Head Start	\$2,456,534	\$2,570,248
SPED Part B Grants to States	\$13,962,402	\$14,096,945
SPED Part C Infants & Families with Disabilities	\$1,448,962	\$1,462,924
Child Nutrition Program	\$10,446,529	10,476,806

We appreciate your feedback. GDOE Management can be contacted at:

Guam Department of Education, 500 Mariner Ave Barrigada, Guam 96913 Email: Superintendent@gdoe.net or visit our website at www.gdoe.net

References:

- Fernandez, JP (2013, October 30). Annual State of Public Education SY 2012-2013. Retrieved June 2014 from Guam Department of Education online website: <https://sites.google.com/a/gdoe.net/gdoe/asper-school-report-cards/>
- Deloitte & Touche. (2013). *Financial Statements, Additional Information and Independent Auditor's Report.* Retrieved June 2014, from Guam Department of Education online website: <https://sites.google.com/a/gdoe.net/financial-administration/reports/audit-reports>

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