Section A: Data Analysis

What is the State-identified Measurable Result (SiMR).

The Guam Department of Education (GDOE), a unitary educational system, facilitated the development of Guam's FFY 2019 Individuals with Disabilities Education Act (IDEA) Part B State Performance Plan (SPP) Indicator 17 State Systemic Improvement Plan (SSIP) Phase III Year 5, which reports on the progress of the implementation plan and outcomes developed as the vehicle for improvement in infrastructure development and implementation of evidence-based practices for meeting Guam's SSIP State-Identified Measurable Results (SiMR). In Phase 1 of the SSIP submitted to OSEP on April 1, 2015, Guam identified the following as its SiMR:

There will be an increased percent of students with disabilities in the 3rd grade that will be proficient in reading in the four participating schools as measured by the district-wide assessment.

Has the SiMR changed since the last SSIP submission?   No

If "Yes", provide an explanation for the change(s), including the role of stakeholders in decision-making.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Guam IDEA Part B SSIP Phase III Year 5, April 1, 2021
FFY 2019 Indicator B-17 Annual Performance Report (APR)

Progress toward the SiMR

Please provide the data for the specific FFY listed below:

Baseline Data: FFY 2013 Baseline Data = 0%

Has the SiMR target changed since the last SSIP submission?   No

FFY 2018 Target: 8%   **FFY 2019 Target**: 8%

FFY 2018 Data: 0% (0/17)   **FFY 2019 Data:** No data to report.

Was the State's FFY 2019 Target Met? Guam Part B is unable to determine if the target was met.

Did slippage[1] occur? Guam Part B is unable to determine if slippage occurred as district-wide assessment data was not collected for FFY 2019.

If applicable, describe the reasons for slippage.

Due to school closures brought about by the COVID-19 pandemic, the Guam Department of Education (GDOE) did not administer any district-wide assessments in Spring 2020. Nationally, all schools received a waiver from the USDOE for the administration of state-wide assessments in Spring 2020.

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[1] The definition of slippage: *A worsening from the previous data AND a failure to meet the target.* The worsening also needs to meet certain thresholds to be considered slippage:
1. For a "large" percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point. For example:
   a. It is not slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 32.9%.
   b. It is slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 33.1%.
2. For a "small" percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point. For example:
   a. It is not slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 5%.
   b. It is slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 4.9%.

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Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* **that demonstrates progress toward the SiMR?** Yes

If "Yes", describe any additional data collected by the State to assess progress toward the SiMR.

The COVID-19 pandemic impacted the types of data that were collected during this reporting period. Data collection from the district's summative assessments [ACT Aspire and the Multi State Alternate Assessment (MSAA)] as well as the interim assessment (aimswebPlus) have been paused since March 2020. Additional data from the online supplemental reading program, Raz-Plus which was used in all 4 SSIP schools; and the FastForWord (FFW) supplemental program which was piloted in 2 of the SSIP schools for students with IEPs were utilized to assist teachers with providing supplemental supports for improving reading skills.

Raz-Plus assessments were available to all students with online access. The program is aligned with GDOE's prioritized Common Core State Standards (CCSS) and the 5 components of reading instruction. The data shows that participation rates in the program for all students in K-3 grades in the target schools was at 24%. Accuracy rates for students in K-3 were measured according to four GDOE prioritized CCSS for reading. The standards used are focused on demonstrating an understanding of text and vocabulary. This content is aligned with the areas evaluated in the ACT Aspire. For 3rd graders, accuracy rates based on reading comprehension standards range from 61% to 70% which reflect progress towards the SiMR for the 24% of students who participated in the assessments.

For FFW, the participation rate for the two SSIP schools was at 30%. All students with IEPs on the FFW platform scored in the *emerging range* (i.e., words correct per minute (WCPM) of less than 75% of the selection goal, or quiz scores did not meet the goal of 80% correct) in the initial Reading Progress Indicator. A post-test assessment will be conducted once students have completed a specific number of lessons.

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Did the State identify any data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period?

No

If "Yes", describe any data quality issues specific to the SiMR data and include actions taken to address data quality concerns.

Not Applicable.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period?   Yes

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

(1) In March 2020, the Governor of Guam declared, through an Executive Order, a public health emergency thereby shutting down public and private schools and other non-essential public and private businesses. GDOE schools were closed from March 2020 to August 2020. Schools reopened at the end of August 2020 but face-to-face classes were suspended due to a rise in COVID-19 cases. Face-to-face classes resumed January 2021 but students on the face-to-face mode of learning only received 1 day of in-person instruction a week. Students not receiving in-person instruction received instruction either online or through hard-copy learning packets. Due to ongoing concerns over health and safety as well as the ability to administer valid and reliable assessments in a distance learning context, data collection was limited, with the SIMR performance data not available.

(2) School closures as a result of the COVID-19 pandemic impacted GDOE's ability to collect data for the indicator. The ACT Aspire and MSAA summative assessments as well as the district's interim assessment, aimswebPlus, were not conducted. The assessments are directly related to the SiMR and represent data points for child progress. With the commencement of online learning, teachers were challenged with navigating teaching in a virtual context as the district worked to locate students who had not reported for school since the start of the new school year, as well as to provide technology to students without laptops or internet access, and ensure that schools were equipped with an adequate supply of personal protective equipment. This added yet another layer of complexity to an already overburdened infrastructure due to COVID-19. As a result, as GDOE grappled with the challenges brought forth by COVID-19, data collection was limited.

(3) Steps GDOE took to mitigate the impact of COVID-19 on data collection included the use of additional data through supplemental online reading programs, specifically Raz-Plus and FFW. GDOE also used the last data point collected from the district's universal screener, aimswebPlus, in January 2020, to guide instructional planning for the new school year. Remote administration procedures for the universal screener were also created and shared with the district to guide teachers in the event that remote administration of assessments was initiated. Meetings, training activities, interviews continued virtually through platforms such as Zoom or Google Meets.

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Section B: Phase III Implementation, Analysis and Evaluation

Is the State's theory of action new or revised since the previous submission? No

If "Yes", please provide a description of the changes and updates to the theory of action.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Did the State implement any <u>new</u> (previously or newly identified) infrastructure improvement strategies during the reporting period? Yes

If "Yes", describe each <u>new</u> (previously or newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved*.*

The new infrastructure improvement strategy implemented was the shift to virtual engagement for instruction, professional development, and resources. The goal for the district remained the same but the context shifted from a face-to-face setting to a virtual environment. In pivoting to online learning, teachers had to develop a new skill-set that was focused on how to effectively teach and provide evidence-based practices in a virtual environment. This change proved challenging as GDOE had to grapple with providing teachers and families with the tools needed for online instruction and simultaneously providing the training for teachers and families in how to effectively use the technology for online learning. In shifting to online learning, the SSIP schools also pivoted to using online resources. Online resources the four SSIP schools implemented were the Raz-Plus online leveled readers and FFW a brain-based reading program for students with IEPs, in 2 of the SSIP schools.

GDOE conducted a 'Taking Stock' technical report on the use of existing GDOE technology resources to determine supplemental supports needed for increasing achievement through technology. The information was used to drive the prioritization of an online, leveled supplemental reading program, Raz-Plus, for the SSIP schools and an intervention program, FFW for students with IEPs.

As students shifted to remote learning, teachers and parents also pivoted to online Professional Development (PD) and meetings. PD sessions were conducted virtually. Coaches and trainers had to learn how to engage participants in a virtual context. The intended output as a result of implementation of the new infrastructure is that students will be able to receive evidence-based reading instruction in a virtual environment to achieve reading goals.

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Provide a summary of each infrastructure improvement strategy that the State <u>continued</u> to implement in the reporting period, including the short-term or intermediate outcomes achieved

Coherent Improvement Strategies (CIS) that continued during the reporting period: Achievement of outcomes were impacted by COVID-19 restrictions that continue today:

<u>CIS #1: Continuum of Supports</u> SSIP school administrators continued to have a high degree of engagement in the implementation of evidence-based practices (EBP) for reading at three levels: school, local, and regional. Engagement involved participation in Common Learning Times (CLTs) and Professional Learning Communities (PLCs), sharing of resources across the 4 SSIP schools (e.g. RRT from Chief Brodie Elementary provided support to Price Elementary who was lacking a RRT), and participation in the NCSI Virtual Pacific Convening.

Short-term outcome that administrators understand how to support implementation of EBPs for reading as seen through observations and document reviews indicate progress toward achievement.

<u>CIS #2: Parents & Community as Partners</u>   GDOE supported parents by engaging them in several activities that centered on helping them navigate distance learning in order to maximize learning. Examples of activities included SSIP Virtual Parent Literacy Night, sessions on technology tools such as FFW and Raz-Plus, and the development of written parent guidelines and resources regarding COVID-19 and IDEA.

Short-term outcome that parents are knowledgeable about strategies for supporting reading at home as evidenced by parent interviews indicate progress toward achievement.

<u>CIS #3: Professional Development (PD)</u> Types of PD activities that continued by GDOE during this reporting period are grouped into 2 categories. These categories are:

- Cadre Training: A train-the-trainer program comprised of a cadre of SSIP teacher-leaders from each of the target schools and principals.
- Job-embedded Training: School-site training comprised of grade-level teachers and RRTs, usually done during CLTs and facilitated by teacher-leaders or Guam CEDDERS staff.

Short-term outcome that teachers are knowledgeable about EBPs for reading as evidenced by PD surveys, classroom observations, and IEP reviews indicate progress toward achievement.

<u>CIS #4: TA Support, Coaching, & Accountability</u> Coaching during this reporting period was centered on continuing to build the capacity of teacher leaders. Teacher-leaders participated in cadre training sessions and were supported by external coaches from Guam CEDDERS in delivering parent engagement sessions as well as job-embedded sessions at the school-level. In addition, coaching was also available to RRTs before IEP meetings.

Short-term outcome that teachers are knowledgeable about EBPs for reading as evidenced by PD surveys, classroom observations, and IEP reviews indicate progress toward achievement.

<u>CIS #5: Using Data to Make Informed Decisions</u>   GDOE continued data informed PD activities during this reporting period. Activities centered on the district universal screening tool, aimswebPlus, the Raz-Plus online supplemental program for all students, and the FFW supplemental intensive program for students with IEPs. Cadre and job-embedded PD were focused on analyzing data from the universal screener from last school year to inform the PDSA cycle for the current school year and in generating and using additional data from Raz-Plus and FFW.

Short-term outcome is that teachers are knowledgeable about EBPs for reading as evidenced by PD surveys, classroom observations, and IEP reviews indicate progress toward achievement.

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Provide a description of how the State evaluated outcomes for each improvement strategy and how the evaluation data supports the decision to continue implementing the strategy.

CIS #1: Continuum of Supports

Core team meeting notes, IEP reviews, and observations provide data on the level and type of effort expended across GDOE administrators. Core team meeting notes show the collaboration between district and school-level personnel. IEP reviews and classroom observations as described under CIS #3 provide data on the level of understanding administrators have for the implementation of evidence-based reading instruction in their schools.

CIS #2: Parents & Community as Partners

Parent interviews and a review of the number and type of parent engagement strategies were conducted to gather information on how schools were helping parents to support their child in reading during the pandemic. The interviews conducted with parents with a child with an IEP underscored the difficulties parents faced as default teachers during the pandemic. It highlighted the reading supports schools provided during the pandemic. These supports include reading materials, online supports, and ongoing teacher communication. An analysis of the parent interviews is found in Appendix A. Principals also provided a list of engagement strategies that were utilized at their schools. Strategies are discussed further on page 15.

CIS # 3 PD

Evaluation Surveys: Data was collected from PD sessions conducted by GDOE in February and March 2021 to assess the percent of educators who report that they understand how to implement evidenced-based reading instruction. A pre- and post-test was administered to participants to rate their *knowledge level* and *skill level* in creating clear objectives. Data collected had a response rate of 42% (10/24). Post-testing for *knowledge level* and *skill level* demonstrated that 100% (10/10) of participants indicated either a Moderate or High level in knowledge and skill areas for writing clear objectives.

Classroom Observations: 7 students were observed as they were receiving SDI in the resource room for reading. 1 observation was done in a virtual setting with 1 student and 2 observations were conducted in a face-to-face setting with 6 students. The purpose of the observations was to ascertain behavior change in the delivery of SDI and reading instruction of RRTs. This behavior change is related to PD provided on the relationship between the components of the IEP and sessions on explicit instruction. A summary of the data from the observations showed that teachers were adept at providing immediate corrective feedback and were using an evidence-based reading program. Data showed that teachers needed support in using an appropriate number of planned examples and using a variety of strategies to elicit frequent responses.

IEP Reviews: 19 IEPs were reviewed by 5 individuals on 17 indicators using a checklist. The checklist was given to teachers and principals in September. Of the 19 IEPs, the ratings of 8 were removed as the PLAAFP was not current (over 6 months old). This resulted in a summary of the ratings of 11 IEPs. For each IEP component (PLAAFP, Annual Goals, SDI), the IEP is considered to have met the criteria if the IEP met a least 80% of the indicators—PLAAFP: 3/11 or 27% of the IEPs, Annual Goals: 0/11 or 0% of the IEPs; SDI: 3/11 or 27% of the IEPs.

CIS # 4 TA Support, Coaching, & Accountability

Refer to evaluation tools in CIS # 3.

CIS #5 Using Data to Make Informed Decisions

Refer to evaluation tools in CIS #3.

Overall, the results reflect the impact of the pandemic on outcomes for each strategy and support the decision to continue implementing the strategies.

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Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Next Steps for Continuum of Supports and Professional Development (PD) (CIS # 1, 3)
- Coaching on the delivery of explicit instruction for SDI and for core instruction
- Coaching before IEP meetings on the alignment between the IEP components and the SDI
- Training on how to select and use valid and reliable assessment and instructional tools
- Leverage resources to attain valid and reliable assessment and instructional tools
- Training on the components of explicit instruction

Anticipated outcomes for next reporting period include an increased:
- alignment between the components of the IEP (PLAAFP, Annual Goals, and the SDI);
- use of valid and reliable assessment and instructional tools for IEPs and for core instruction;
- knowledge and skill in the implementation of explicit instruction for SDI and core instruction; and
- percentage of students at the SSIP schools on benchmark for reading.

Next Steps for Using Data to Make Informed Decisions (CIS # 5)
- Coaching on how to analyze and use valid and reliable data to inform the PDSA process
- Training on how to select valid and reliable data for assessment and instruction

Anticipated outcomes for next reporting period include an increased:
- use of valid and reliable assessment and instructional tools for PDSAs;
- knowledge and skills in data analysis for the universal screener;
- skill in making data informed decisions to drive PDSAs and lesson plans; and
- percentage of students at the SSIP schools on benchmark for reading.

Next Steps for Parents as Community Partners (CIS # 2)
- Parent training on how to use reading strategies at home
- Parent training on how to support learning at home during distance learning
- Parent training on how to use online resources
- Parent training on the IEP process

Anticipated outcomes for next reporting period include an increased:
- knowledge in using reading strategies at home;
- knowledge in distance learning strategies for the home; and
- number of students who enjoy reading and making the connection of reading at home to or with parents.

Next Steps for TA Support, Coaching, and Accountability (CIS # 4)
- Increased integration and collaboration of district coaches into SSIP activities
- Continued coaching of teacher leaders in data literacy and evidence-based practices
- Use of teacher leaders as implementation support practitioners to assist in scaling up to other schools

Anticipated outcome for next reporting period include an increased:
- knowledge and skill of SSIP teachers in data literacy and evidence-based practices; and
- percentage of students at the SSIP schools on benchmark for reading.

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Did the State implement any <u>new</u> (previously or newly identified) evidence-based practices? No

If "Yes", describe the selection process for the <u>new</u> (previously or newly identified) evidence-based practices.

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Provide a summary of the <u>continued</u> evidence-based practices and how the evidence-based practices are intended to impact the SiMR.

The use of the universal screener (CIS #5) ; the Plan, Do, Study, Act (PDSA) cycle (CIS #1, 3, 4, 5); explicit instruction (CIS #1, 3, 4, 5); coaching (CIS # 4), and parents as partners (CIS #2) are evidence-based practices that continued to be implemented this reporting period. The universal screener laid the foundation for the PDSA framework. Due to COVID-19, the administration of the universal screener was paused for SY20-21. However, teachers still used the last data point collected from the screener in January 2020 as a baseline to inform the PDSA cycle.

Explicit instruction served as the "Do" in the PDSA cycle as teachers used explicit instruction in the delivery of class-wide and individualized interventions. K-2 teachers received training on the implementation of explicit instruction, specifically the component of developing clear objectives. The premise is that if students receive a solid foundation in K-2, the likelihood of the SiMR being impacted and achieved by 3rd grade will increase.

Coaching served as a mechanism in which evidence-based practices are sustained throughout the SSIP schools. External coaches and teacher leaders served as implementation support practitioners working to build sustainability within the 4 SSIP schools.

In addition, parents were part of the process and were engaged through meetings, workshops, and consistent communication. All 5 practices encompass GDOE's Theory of Action and serve as implementation drivers.   They work in tandem with each other with each driving the next in a cycle of continuous improvement. The impact on the SiMR is that there is a continuous and deliberate focus on improvement practices. The data from the universal screener and any additional data collected drives the "Plan" in the PDSA cycle which in turn impacts the "DO" which embeds explicit instruction, coaching support and parent engagement.

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Describe the data collected to evaluate and monitor fidelity of implementation and to assess practice change.

The following data points were collected:

Core Team Meeting Notes & List of Parent Engagement Activities (CIS # 1, 2): Core Team Meeting notes and the number and types of parent engagement activities at each of the SSIP schools were used to determine the level of engagement of stakeholders.

Additional Data (CIS # 1, 2, 3, 4, 5): See description on page 3 on how data from Raz-Plus and FFW was used.

PD Evaluations (CIS # 1, 3, 4, 5): A pre and post instrument was used after the explicit instruction training sessions in March 2021 to assess whether or not there were changes in the *knowledge level* and the *skill level* of participants on the content presented.

IEP File Folder Review (CIS # 1, 3, 4, 5): Document reviews of 19 IEPs were conducted in March 2021 using a rubric tool. IEP reviews were used to assess changes in behavior in the application of training content related to the components of the IEP. Document reviews provided information on whether or not there was a change in behavior after training related to the development and the alignment of the PLAAFP, the Annual Goals, and the SDI.

Classroom Observations (CIS #1, 3, 4, 5): Classroom observations of RRTs were conducted to determine if the SDI being delivered is aligned with the IEP goals and to determine what types of explicit instruction components were being implemented. 3 teachers were observed from 2 of the SSIP schools. 7 students with IEPs were observed as they received their SDI.

Parent Interviews (CIS # 2): Parent telephone interviews were conducted in March 2021 for parents with a child with an IEP in the SSIP schools. The parent interviews had a response rate of 24% (17/71) with all 4 SSIP schools represented. The data collected reflected how the pandemic affected families in regard to learning and how schools supported and engaged families during the pandemic.

Describe the components (professional development activities, policies/procedures revisions, and/or practices, etc.) implemented during the reporting period to support the knowledge and use of selected evidence-based practices.

The following components were implemented:

Explicit Instruction (CIS # 1, 3, 4, 5):   Virtual classroom observations provided data to support the need for continued professional development in explicit instruction especially in the area of clear objectives. As a result, job-embedded professional development sessions were conducted in K-2 grade-levels to address this need.

Parent Engagement (CIS #2): Parents participated in a literacy workshop centered on evidence-based practices for parents during remote learning from OSEP's NCIL. Teachers provided on-going, weekly communication with families through phone calls, WhatsApp, and email to check on student progress and provide support to families. The district also provided parent sessions on the IEP.

Coaching: (CIS #4):   Building the capacity of teacher leaders as implementation support practitioners is an important element in fostering sustainability for the SSIP schools. Teacher leaders participated in virtual cadre training for data-informed decision making and for parent engagement strategies. They were then coached and supported as they implemented the sessions at their school sites. Teacher leaders were also called upon by school administrators to lead other PD activities at the school sites. Coaching was also available to RRTs before IEP meetings to review the components of the IEP to ensure alignment across the PLAAFP, the Annual Goals, and the SDI.

Data-Informed Decision Making (CIS #5): Cadre training on analyzing data from the universal screener and additional data was provided to teacher leaders who then were supported to provide sessions with grade-levels at the school sites. The sessions supported SSIP teachers in using the data to inform their classroom PDSAs and to select appropriate interventions to address skill deficits.

Section C: Stakeholder Engagement

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

GDOE's SSIP stakeholders include a Core Team, the SSIP teachers, students, parents, and the Guam Advisory Panel for Students with Disabilities (GAPSD). Each group of stakeholders is involved at different levels of engagement around key operational decisions.

The Core Team is composed of district and school-level personnel. The level of engagement is collaborative and transformational. The Core Team meets virtually each month to look at data and to make key operational decisions based on the data. The Core Team also ensures that the concerns brought up by other stakeholders are addressed for meaningful application of evidence-based practices.

The SSIP teachers are direct implementers and provide their input during cadre and job-embedded PD and through PD evaluations. In addition, the input of teacher leaders was instrumental in the selection of a computer-assisted program (Raz-Plus). Teacher leaders piloted a free version of the program and gave input on the selection of the program. The district also connected with RRTs on a monthly basis to do "pulse checks" during the pandemic. These virtual "pulse checks" allowed RRTs to share ideas, concerns, and problem-solving strategies with the district and with one another during the pandemic.

Parents are critical partners in the SSIP framework. Each school facilities parent engagement activities. On Fridays, all teachers engage with families on a 1:1 basis to provide intervention strategies and to connect with parents about their child's progress during distance learning. A Community Learning Center (CLC) was set up at 3 of the SSIP schools. The CLC is open to families at the end of the school day until 7pm. The CLC is equipped with computers and wireless internet access. Students can go to the CLC to gain access to online resources and to go on their virtual classroom. The district has also facilitated numerous stakeholder presentations and forums for families. The purpose of the forums is to get input from families on the modes of learning as well as to address any concerns brought forward regarding remote learning. These forums were held virtually and through FaceBook Live. The district also surveyed parents and students about their concerns and ideas regarding remote learning. SSIP schools also held a collaborative literacy night for families. The literacy night was facilitated by teacher leaders and resources from OSEP's NCIL were used. Lastly, parent interviews were conducted with SSIP families who have a child with an IEP. Parents shared the educational challenges they faced as a result of the pandemic and how schools have supported them.

GAPSD is comprised of individuals who provide input for improving special education and related services for children with disabilities. One of the SSIP Core Team members is also a GAPSD member who updates the GAPSD members on implementation progress. The level of engagement of the GAPSD is informational and networking with opportunities for input on how the work can be transformational.

Students are the key stakeholders who inform the other stakeholders about what is working and what is not working for improving reading achievement. Student data informs the PDSA cycle and instruction. This reporting period was challenged in collecting timely and valid data especially for students who were on the hard-copy mode of learning. Teachers used the last data point from the universal screener as well as additional data from Raz-Plus and FFW computer programs to inform instruction and implementation.

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Were there any concerns expressed by stakeholders during engagement activities? Yes

If "Yes", describe how the State addressed the concerns expressed by stakeholders.

Concerns Expressed and How GDOE Addressed the Concerns:

1. Technology: GDOE issued laptops from the mobile carts to families who applied for the use of the laptops. In addition, iPads were distributed to families whose children had these devices as part of their IEPs. Through the Education Stabilization Funds, GDOE is procuring MiFis and Home Internet access services for families who need access to the internet. Additional devices are also being procured so that all students will have ready access to devices such as laptops.

2. Safety: In addition to the district's safety plan, each GDOE school developed their own school safety plans which met the guidelines of the CDC and the Guam Department of Public Health in order to safely reopen. GDOE is also in the process of procuring sneeze guards for students and teachers, air purifiers, more personal protective equipment and cleaning and disinfecting supplies.

3. IEP Stipulated Services: GDOE held several stakeholder sessions, which included parent sessions on how to work with schools to address the delivery of IEP stipulated services. A guide to address the continuity of learning was developed to assist parents and school personnel with ways in which to address service delivery given the three models of learning offered by the GDOE (hard copy packets which represents approximately 38% of students with IEPs; online learning which represents 27% of students with IEPs; and face-to-face instruction which represents 34% of students with IEPs). GDOE recognizes that there will be learning loss for most students. Additionally, students with IEPs may require compensatory education and the need for an extended school year. Guidance from USEd and OSEP will be applied in the development of a guide and infographic for school teams and parents to reference.

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If applicable, describe the action(s) that the State implemented to address any FFY 2018 SPP/APR required OSEP response.

This is not applicable as there were no actions that Guam needed to address in the FFY 2018 SPP/APR, under the section: Required OSEP Response.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Guam Parent Interviews

How Schools are Supporting
Children and Parents During
the Covid-19 Pandemic

Sigma
Associates, Inc.
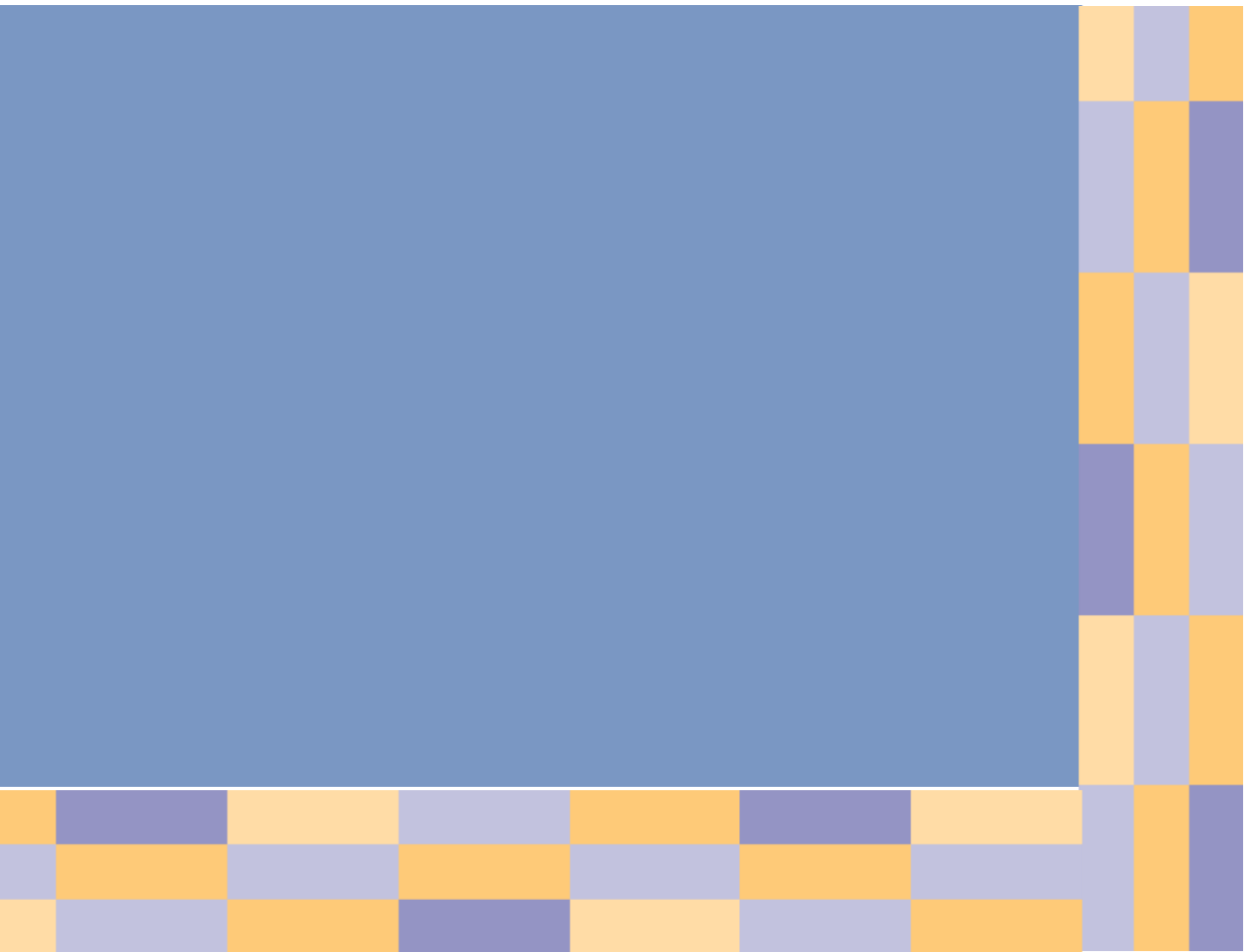
Purpose of this Report

As part of the Guam Department of Education's (GDOE) effort to meet the reporting requirements of the State Systemic Improvement Plan (SSIP) by the U. S. Department of Education, Office of Special Education Programs (OSEP), a priority was established to gather and analyze information from parents on how schools could help families to support their children in improving their reading skills and how the COVID-19 pandemic has impacted their learning in reading.

To address this priority, telephone interviews were conducted with parents of children that attended four elementary schools located in Guam; these included: Chief Brodie Elementary (Tumon), Juan M. Guerrero Elementary (Dededo), M.U. Lujan Elementary (Yona), and Price Elementary (Mangilao). Interviewers asked parents six (6) standard questions, which were designed to solicit information about how schools were helping parents support their child's learning due to the COVID-19 pandemic. This document was prepared to report on these results, including information about the sample of parents who participated in the interviews, the methodology used to solicit parent responses, how the results were analyzed, and the results that occurred as a result of the parent interviews. Afterward, a brief discussion section follows, which summarizes key findings. This discussion section intends to add to supplement the knowledge of what is already known about how the pandemic has impacted student learning and future directions, which might help mitigate or lessen the pandemic's negative impacts.

Description of the Sample

The sample selected for this report included individuals whose names appeared on a roster as a parent of a child with disabilities that attended one of the following elementary schools: Chief Brodie, Juan M. Guerrero, M.U. Lujan, and Price. Altogether, 71 individuals were called and asked to participate in the interview process. Seventeen (17), or 24% of those called, indicated they would participate. These data are shown in Table 1. The table also shows that 45 of the 71 or 63% of eligible parents contacted could not be reached by telephone due to unanswered calls, "not in service," or "wrong number" messages. The actual number of parents who outwardly declined to participate in the interview was only about 13% of those that could be reached. Thus, the number of parents who indicated they would participate (N = 17) in the interview represents a fairly good participation rate related to those that either declined or could not be reached.

Note that although the school names have already been identified, Chief Brodie, Juan M. Guerrero, M.U. Lujan, and Price evaluators decided not to identify their names in tables or sections of the report in which a particular school could be identified. This decision was made due to one of the four schools being represented by only one parent respondent. Thus, in cases where either the school or parent could be potentially identified, it is general practice in the area of evaluation to maintain confidentiality and not reveal the source. As such, throughout the remainder of this report, schools are coded alphabetically, A through D, to help ensure that responses were kept anonymous.

Methodology

Participant Recruitment Process

To recruit parent respondents for this report, Guam CEDDERS staff contacted every eligible parent on the roster to solicit their participation. To facilitate this process, the following standardized script was used for each call:

Hafa Adai! My name is _____ from UOG-CEDDERS …

Your child's school was selected as one of four elementary schools participating in the Department's State Systemic Improvement Project (SSIP) that focuses on improving reading achievement for all students.

One of the SSIP priorities is to gather information from parents on how schools can assist families in supporting their children in improving their reading skills and how the COVID-19 pandemic has impacted their learning in reading.

We want to conduct a phone interview to gather this information.

Participating in the phone interview is voluntary, but we need to hear from you to support you in helping your child become a lifelong reader. The interview will take no more than 15-20 minutes. Would you like to participate?

Interview Procedure

Upon giving their consent to participate in the interview, each participant was asked six (6) standard questions designed to solicit attitudes and opinions about what parents thought how schools could assist families in supporting their children in improving their reading skills and how the COVID-19 pandemic has impacted their learning in reading. The questions included the following:

1. What mode of learning is your child currently on?
2. What has been your experience with your child's education since the closing of schools due to the COVID-19 pandemic?
3. How has your child's school helped you to help your child improve their reading during this time of remote learning?
4. How has the school communicated with you about your child's learning during the pandemic?
5. What support from the school do you need to help your child with their reading?
6. Do you have anything else to add?

Analysis of the Data

Once the interviews were completed, a transcript of all the responses was generated and submitted to evaluators from Sigma Associates for analysis. The evaluators reviewed all the parents' responses for each question and then grouped recurring or high-frequency comments into "themes," usually consisting of three or four categories. For example, when analyzing the parent responses to the question "What mode of learning is your child currently on?" three types of classification categories emerged: (1) "Face-to-Face Instruction," (2) "Online Instruction," and (3) "Instructional Materials." In the first case, "Face-to-Face Instruction" indicates that a teacher or

parent provided direct, person-to-person instruction to the student. The second category, "Online Instruction," encompassed all the various instructional approaches available to the child via "virtual instruction." Such examples include *Zoom* or a *Real Time Text* (RRT) Video call and other online interaction modes. "Instructional Materials" largely included what most parents generically referred to as "hard copy" of books, worksheets, and other mostly print-related materials pertinent to the learning objectives to be accomplished. In all cases, parents indicated at least one or a combination of these strategies were used to address their child's mode of learning. Readers need to note that each question is also presented with a table. The table simply shows the *number* of parents that chose one of the three categories that emerged through analysis. Note also that numbers in the table are *duplicative*, meaning that a parent could mention one or more (or none) of the options mentioned.

Results

Question 1: What mode of learning is your child currently on?

When asked, "What mode of learning is your child currently on?" as discussed previously, most parents interviewed indicated that multiple approaches, as opposed to only one approach, were used to address their child's mode of learning. As indicated above, these options included either "Face-to-Face Instruction," "Online Instruction," and/or "Instructional Materials," which most parents referred to as "hard copy" materials (e.g., instructional materials, worksheets, handouts). As shown in the table labeled *Question 1: What mode of learning is your child currently on?* Most parents indicated that a combination of at least two of these approaches was employed. Based on the numbers of parents responding, "Online Instruction" and "Instructional Materials" were mentioned most frequently, whereas "Face-to-Face" Instruction was mentioned less so, but not to a significant degree. That is, the numbers of parents responding to this question were fairly balanced in terms of the frequencies in which one type of learning mode has been used during the pandemic.

Question 1: What mode of learning is your child currently on?

School	Face-to-Face Instruction Number		Online Instruction Number		Instructional Materials Number
School A	2		3		4
School B	0		1		0
School C	2		1		1
School D	3		3		3

Not unexpectedly, it appeared that parents of each school "type" (A, B, C, and D) chose each option with the same general frequency, meaning that the learning modes used by each school were also fairly consistent.

Question 2: What has been your experience with your child's education since the closing of schools due to the COVID-19 pandemic?

With regard to parent responses to Question 2: *"What has been your experience with your child's education since the closing of schools due to the COVID-19 pandemic*? four (4) general categories emerged. The frequencies with each were selected as shown in the table for Question 2. In general, Parents indicated their experience concerning their child's education involved one or a combination of the following: (1) "Challenging/Difficult," (2) "Decline in Reading," (3) "Parents are Not Teachers," and/or (4) "Little or No Impact." As shown in the table, the most frequently selected option was noted in the category of "Parents Are Not Teachers." One parent stated, for example, that "Learning at home is difficult because parents are unable to assist their children because of their work and their schedule." Others offered such comments as, "It's challenging to deal with my child because I

Question 2: What has been your experience with your child's education since the closing of schools due to the COVID-19 pandemic?

School	Challenging/ Difficult		Decline in Reading		Parents Are Not Teachers		Little or No Impact
	Number		Number		Number		Number
School A	5		0		2		1
School B	0		0		1		0
School C	0		2		4		0
School D	3		0		3		1

am a parent. I don't know how to handle him," and "It was difficult for me to teach him...it's easier when the teachers can do it." Finally, another parent commented, "It is sometimes frustrating because we are not trained to be teachers at home." Other comments centered around the challenges parents have experienced managing the home-school connection when children are not in school receiving their face-to-face instruction. One parent indicated, "It's a disaster. I understand, though, but students need to be with their peers and need that peer interaction...it has not been good, with all the children at home and sometimes slacking off." Another parent said, "In the beginning, it was difficult because of all of the different learning." One parent indicated their child refused to accept instruction at home "Because you are not supposed to do your schoolwork at home." Notably, difficulties experienced by parents included a decline in their child's reading skills, where one parent indicated "It has affected his reading," with another stating, "I have noticed a decline in reading." Others indicated they have also noticed increased difficulties in academic skills such as math and spelling. However, two of the parents interviewed indicated that they and their child experienced few difficulties adapting to school at home. Finally, one parent observed that" I would not say it was difficult, it was more of a transition, to the stay-at-home learning and adapting to it." At the same time, Another indicated It is quite interesting, new, and sometimes frustrating because we are not trained to be teachers. At home, there is a different authority...I am not saying it is good or bad, it's just different...It's like learning for both the students and the parents.

Question 3: How has your child's school helped you to help your child improve their reading during this time of remote learning?

Parent responses to the question "How has your child's school helped you to help your child improve their reading during this time of remote learning?" primarily involved three categories: (1) "Reading Materials (Hard Copy)" (2) "Online Supports," and (3) "Teacher Communication." The number of parents that selected each category can be seen in the table below "Question 3. As mentioned previously, many parents used the term "Hard Copy" to describe the various types of reading materials made available to families, including textbooks, worksheets, and other largely paper-based instructional materials. In some cases, parents only referred to Reading Materials, while in others, parents indicated both Reading Materials and Online Supports were provided. In the case of Reading Materials," one parent indicated that "I am on hard copy but was online before and preferred it because the teacher would have stories read aloud...with hard copy, the teachers

Question 3: How has your child's school helped you to help your child improve their reading during this time of remote learning?

	Reading Materials	Online Supports	Materials and Online Supports	Teacher Communication
School	Number	Number	Number	Number
School A	1	2	2	1
School B	1	0	0	0
School C	1	1	0	1
School D	3	0	0	2

provided directions. It is pretty much self-explanatory. Other parent comments included: "They provide materials for speech therapy such as flashcards," "The school provides hard copy packets, and they give instructions and resources in reading, and that helps me, and "They provided books and printed out books for him to read and they were easy reading materials so he can read it." Online Supports were also a category in which parents thought the school helped improve their child's reading. One parent, for example, mentioned that the school provided their child with online *Zoom* time, including the *WhatsApp* online learning application to help their child learn the ABCs. Another parent indicated that their child's school made available the *Raz-Plus* online application to support reading instruction at home. One parent also mentioned the use of online video chat to help their child learn the basics. In addition to "Reading Materials" and "Online Support," parents also indicated that teachers periodically held conferences by telephone, email, text, and through the use of online video, resources to report academic progress. For example, one parent indicated that "She (the child's teacher) does a follow-up every week to check on my son's progress. Another said their child's teacher used virtual conferencing, saying, "They did 1:1 sessions and read stories and then had her answer questions for comprehension." The same parent added, "The teachers are communicating about the work, which helps at home with the children." Finally, one parent

stated that "What I love about his teachers the *Real Time Text* (RRT) Video...they communicate strategies that I can use at home."

Question 4: How has the school communicated with you about your child's learning during the pandemic?

Question 4: How has the school communicated with you about your child's learning during the pandemic?

School	Emails/Text Messages		Phone Calls		Virtual Meeting
	Number		Number		Number
School A	3		3		3
School B	1		0		0
School C	1		3		4
School D	6		2		3

Three of the most frequently mentioned modes of communication identified when parents were asked the question, "How has the school communicated with you about your child's learning during the pandemic?" were observed in the following categories: (1) Emails/Text Messages, (2) Phone Calls, and (3) Virtual Meetings, the latter generally refers to online, face-to-face conversations between parents and teachers. Each occurred with about a similar frequency, and once again, it is important to remind readers that parents could elect to choose more than one category and if they wished, all three. Nevertheless, common parent responses to "Emails/Text Messages" were "Through cellphone conferences and emails," "Through emails, text messages, and phone calls, "The SPED (special education) teacher and Speech Therapist have consistently made contact." Other comments included "Through emails, PTC (Parent-Teacher Conferences and IEP (Individual Education Plan) meetings, and they also involved us in rating or grading our child's progress. We work 1:1 as a team discussing progress in each content area and listened to one another," One parent commented, "Through *WhatsApp* text messages and video chat with the speech therapist," "Ms. X (teachers name) has been really good at communicating on *Class Dojo* (an online learning technology) and through email/text." Phone calls were also mentioned quite frequently, along with other modes of communication. For example, one parent stated the school communicated their child's progress through "*WhatsApp*, emails, phone calls, and a neighborhood watch chat which shares school information—a "school chat," an only communication...sometimes 2-3 times a week." Another parent indicated that the school communicates, "Through online or they call...the teachers asked us for our preference...we have done both." while yet another parent stated, "Through progress reports and conferences over the phone. Fridays, you have to contact the teacher if you have questions...I also comment online or message through *Google Classroom*." Similar to the other categories, when parents indicated that a Virtual Meeting was used, they often included other communication modes such as emails, text messages, and telephone calls. Examples include, "The IEP meetings and PTC are done virtually...the general education teacher messages me often...even the school principal has contacted me," Another parent stated, "Through emails, phone calls, virtual

school meetings…their communication is on point! while another said, "Through online meetings, through phone calls," and finally, "Through video or cell phone calls…(we have) meeting calls every Friday to report on progress."

Question 5: What supports from the school do you need to help your child with their reading?

When asked, "What supports from the school do you need to help your child with their reading?" four types of support categories were identified, (1) "Face-to-Face Instruction," (2) "Reading Supports," (3) "Technology Supports," or (4) "OK/Don't Know." The frequencies with which each option was selected can be seen in the table Question 5. With regard to Face-to-Face Instruction, one parent stated, "They need more face-to-face attendance days and at least add one more day out of the week to the schedule…this might be helpful." It is interesting to note that the only parent noted Face-to-Face Instruction in response to this question. Other options mentioned by parents

Q5: What supports from the school do you need to help your child with their reading?

School	Face-to-Face Instruction	Reading Supports	Technology Supports	OK/Don't Know
	Number	Number	Number	Number
School A	1	2	0	0
School B	0	0	0	1
School C	1	0	1	2
School D	0	1	3	3

included materials and instructional strategies which supported reading skills. For example, one parent indicated, "They have provided many resources…adding, "They have provided interactive read-aloud videos and provided us with support in finding and accessing reading resources." Another parent stated that "I would suggest that they provide more reading material to the students, not too advanced and not too easy, just at their level." Finally, another parent indicated, "The school should provide textbooks. They do not use or provide books." In this case, the parent mentioned the child's typical reading mode was by using a computer. "Technology Supports" were also frequently mentioned by parents, with one observing, "The teacher does a pretty good job assisting with her reading…*Raz-Plus* (an online reading resource) records her, and at the end, she can listen to what she read about in her own words." Two parents mentioned that their child was accessing the technology support known as *Fast ForWord*. In both cases, the parents indicated that their child's reading has improved since using this online reading platform. Finally, a number of parents indicated their child was "doing OK" with their current level of reading support or that they were not sure of what support was needed for their child. With regard to not being sure about what supports were needed, one parent commented that "I don't really know what else they can improve on." Others indicated that "The school is already helping me," and "They are doing a good job so far."

When parents were asked, "Do you have anything else to add?" four categories were identified, (1) "No," (2) Extend the School Day," (3) "Supports Received, and (4) Commendations." See the table labeled Question 6 to observe the number of parents that chose any particular category. In the first case, a number of parents simply said "No" or "Nothing more to add." One might speculate that parents who responded in this manner had all of their key issues addressed in the survey. Regarding those who did have something they wanted to add, the majority provided feedback that involved a commendation of one type or another. For example, such comments included "The school surprisingly, has did their best to keep the kids and stay on point and keep them going," "The school has done a very good job at supporting him since kindergarten, and I appreciate it," "He is doing

Q6: Do you have anything else to add?

School	No		Commendation		Extend School Day		Supports Received
	Number		Number		Number		Number
School A	3		2		1		1
School B	1		0		0		0
School C	0		1		0		2
School D	1		3		3		1

much better than before," and "I love the interaction of the whole school community—everyone from the principal, to the teachers and school aides (who), check up on my child...I commend the education system on what they have done so far. It is nice that you are getting parent's feedback." Several parents added that they would like to see time extended in-school instructional setting. For example, one indicated, "I would like to know if they are planning to extend to more than one day." Other comments regarding extending time in the school setting included "I wish that school could go back to 5 days a week, "I really want them to increase the number of instructional hours, and finally, I wish we could go back to normal and go back to face-to-face soon."