

Consolidated Grants to the Insular Areas

CFDA Number: 84.403A

Formula Grant

Annual Performance Report (APR)



Consolidated Grant Annual Performance Report FY2017

Background: The Annual Performance Report (APR) provides data on the status of the funded projects. The data relates to the scope and objectives established in the approved Consolidated Grant Application and any approved revisions. In accordance with 34 CFR § 76.132(a)(5), the report must provide, for each of the programs for which funds received under the Consolidated Grant are being used, the most current performance and financial information required under 2 CFR § 200.327-328.

Information provided in the APR will be used by the Insular Areas Team to evaluate whether the grantee has demonstrated substantial progress toward meeting the program's established project objectives and performance measures.

**Office of School Support and Rural Education
Consolidated Grant to the Insular Areas
Annual Performance Report Cover Sheet
Reporting Period Information: July 1, 2017 – September 30, 2019**

Instructions: Complete the Annual Performance Report Cover Sheet with the appropriate information.

1. Grantee Agency Name GUAM DEPARTMENT OF EDUCATION

2. Address 501 Mariner Avenue _____

City, State, Zip Barrigada, GU 96913 _____

3. Grantee Identification: PR # S403A 160003 _____

4. Federal Grant Director:

Name: Ignacio C. Santos _____

Title: Federal Programs Administrator _____

Tel: 300-1267 _____ Fax: _____

E-mail: icsantos@gdoe.net _____

5. Authorized Representative of the Grantee (e.g., Commissioner; Director; Superintendent):

Name: Jon J.P. Fernandez _____

Title: Superintendent _____

Tel: 300-1547 _____ Fax: _____

E-mail: jonfernandez@gdoe.net _____

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Instructions: Complete the below tables with the appropriate information. The Fiscal Year (FY) and School Year (SY) must align with the APR's period of performance.

The Annual Performance Report is divided into four sections. Section 1 includes three tables designed to collect State¹ assessment data; Section 2 collects additional academic achievement and college- and career-readiness data; Section 3 collects program budget information; and Section 4 collects project-specific data.

Section 1: The following section collects data on student academic achievement on the State's assessments in the areas of:

- Mathematics (Table 1.1)
- Reading (Table 1.2)
- Science (Table 1.3)

These assessments refer only to State academic assessments that will be used as the primary means of determining the yearly performance of the State in enabling all children to meet the State's challenging academic achievement standards.

Please include the "Assessment Name" at the top of each Table.

If State assessments did not exist during this time, enter "ND" in the appropriate cells. If the data are currently not available, but there were assessments in place, enter "NA" in the appropriate cells. Use the "Additional detail" section to explain the lack of data or access to reliable data.

Table 1.1.a. Guam State Assessment Data (Guam Department of Education) – Mathematics (SY 17-18);

Assessment Name* : ACT Aspire (Grades 3-10), Standards Based Assessment (Grades 1-2, 11-12)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient**	# of Students Proficient	% of Students Proficient**	# of Students Above Proficient	% of Students Above Proficient**
Pre-K							
K							
1	1,984	1,151	58%	635	32%	198	10%
2	2,056	1,537	75%	397	19%	122	6%
3	2,098	1,699	81%	336	16%	42	2%
4	2,254	1,938	86%	293	13%	23	1%
5	2,247	2,090	93%	135	6%	22	1%
6	2,041	1,776	87%	224	11%	41	2%
7	2,046	1,923	94%	82	4%	41	2%
8	2,092	1,987	95%	84	4%	21	1%
9	2,169	2,082	96%	65	3%	43	2%
10	1,644	1,578	96%	49	3%	33	2%
Algebra I	686	653	95%	32	5%	0	0%
Geometry	880	880	100%	0	0%	0	0%
Algebra II	1,060	1,060	100%	0	0%	0	0%

*The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Assessment in this subject for other grade levels (1-2, 11-12) is done using the Standards Based Assessment. Pre-K and Kindergarten are not part of the assessment.

**Due to rounding off, the sum of percentages (per grade level) may not always be exactly 100%. Percentages on the ACT Aspire assessment results were lifted from the ACT Aspire website downloads, and SBA assessment results from the LinkIt website.

¹ The term "State" refers to the State Education Agency (SEA).

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What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

$$\begin{aligned} \text{Performance Gap} &= (\% \text{ of highest performing subgroup}) - (\% \text{ of lowest performing subgroup}) \\ &= (\% \text{ prof. \& above prof. 1}^{\text{st}} \text{ graders}) - (\% \text{ prof. \& above prof. high schoolers}) \\ &= 42\% - 0\% = 42\% \end{aligned}$$

Students in the Guam Department of Education continue to struggle with their performance in Math throughout the years. In the early years, we see some positive results with more students performing in the “close” to “ready” category which is right before our target level of proficiency. However, as they progress through the system, their rate of improvement puts them farther behind in terms of their annual benchmarks. Factors that contribute to these challenges include the large number of English learners and the lack of resources to service their needs. Another factor is the lack of textbooks and instructional materials to support high quality curriculum and instruction. And for math in particular, the need for additional teacher training in math content in the elementary schools and the need for more certified math teachers in the secondary schools.

Additional detail: None.

Table 1.1.b. Guam State Assessment Data (Guahan Academy Charter School) – Mathematics (SY 17-18);

Assessment Name* : ACT Aspire (Grades 3-10), Standards-Based Assessment (Grades 1-2, 11-12)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	74	52	70%	21	28%	1	1%
2	91	72	79%	17	19%	2	2%
3	92	75	82%	13	14%	3	3%
4	88	84	96%	4	5%	0	0%
5	72	69	96%	3	4%	0	0%
6	85	81	95%	4	5%	0	0%
7	78	77	99%	1	1%	0	0%
8	50	49	98%	0	0%	1	2%
9	40	39	98%	0	0%	1	2%
10	29	29	100%	0	0%	0	0%
Algebra I	19	19	100%	0	0%	0	0%
Geometry	16	16	100%	0	0%	0	0%
Algebra II	11	11	100%	0	0%	0	0%

* The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Assessment in this subject for other grade levels (1-2, 11-12) is done using the Standards Based Assessment. Pre-K and Kindergarten are not part of the assessment.

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What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level
 = 29% (% prof. and above prof. 1st graders) – 0% (% prof. & above prof. high schoolers)
 = 29%

The reason for this performance gap is the shift in the Guahan Academy Charter School’s curriculum from Direct Instruction (DI) mathematics (vocabulary, specifically) to the “regular” math in the high school grades. Professional Development and faculty meetings are being conducted to bridge this gap and specifically includes learning the proper vocabulary to succeed in DI and regular math curriculum.

Additional detail: None.

Table 1.1.c. Guam State Assessment Data (*iLearn Academy Charter School*) – Mathematics (SY 17-18);

Assessment Name*: *ACT Aspire (Grades 3-5), McGraw Hill End-of-the-Year Diagnostics (Grades 1-2)*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	88	0	0	5	6%	83	94%
2	90	28	31%	26	29%	36	40%
3	57	43	76%	12	21%	2	4%
4	61	37	61%	20	33%	4	7%
5	58	43	74%	12	21%	3	5%
6							
7							
8							
9							
10							
11							
12							

**iLearn Academy Charter School offers education only for Kindergarten to Grade 5 levels. The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Grades 1 & 2 are assessed using the McGraw End-of-the-Year Diagnostics. Kindergarten is not part of the assessment.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this gap?

McGraw Hill EOY Diagnostics:

Performance gap = 100% (% prof. and above prof. 1st grade) – 69% (% prof. and above prof. 2nd grade) = 31%

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ACT Aspire:

Performance gap = 40% (% prof. and above prof. 4th grade) – 25% (% prof. and above prof. 3rd grade) = 15%

iLearn’s platform is based on Science Technology Engineering and Math (STEM) so there are gaps in the Common Core skills emphasized in the diagnostics and the state assessment. This gap is more recognized between 1st – 3rd grades. Fourth grade starts to catch up to the Common Core skills not emphasized necessarily emphasized in the Next Generation Science Standards (NGSS) and International Society for Technology in Education (ISTE) Standards.

Additional detail:

iLearn did not participate in the Standards Based Assessment. 1st & 2nd grade scores are from McGraw Hill End-of-the-Year Diagnostics.

**Table 1.1.d. Guam State Assessment Data (Archdiocese of Guam Catholic School) – Mathematics (SY 17-18);
Assessment Name* : ACT Aspire (Grades 3-10)**

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	229	119	52%	94	41%	16	7%
4	215	133	62%	71	33%	11	5%
5	204	157	77%	37	18%	10	5%
6	266	168	63%	67	25%	29	11%
7	245	189	77%	39	16%	15	6%
8	302	242	80%	39	13%	24	8%
9	277	219	79%	36	13%	22	8%
10	232	186	80%	32	14%	14	6%
11							
12							

*The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

$$\begin{aligned}
 \text{Performance Gap} &= \text{highest performing student subgroup/grade level} - \text{lowest performing student subgroup/grade level} \\
 &= (41\% + 7\%: 3^{\text{rd}} \text{ grade}) - (14\% + 6\%: 10^{\text{th}} \text{ grade}) \\
 &= 48\% - 20\% = \mathbf{28\%}
 \end{aligned}$$

The performance gap between the highest performing student subgroup/grade level and the lowest performing student subgroup/grade level are the results of:

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- 1) Most of the 3rd grade students have been continuously enrolled in the elementary schools since Kindergarten and have received consistent and effective instruction through the first four years, thus explaining the highest percentage of students scoring AT or ABOVE proficiency at that grade level.
- 2) In subsequent years, enrollments in the various grades have not been consistent with current students transferring after the 3rd grade and new students entering between the 4th and 8th grades.
- 3) Students entering after the third grade have not always received consistently effective instruction in mathematics before entering the Catholic schools to achieve at each grade level.
- 4) For the 10th grades, many students have performed weakly before their entrance to the high schools and the high schools are challenged to provide adequate make-up lessons to address deficiencies in mathematics instruction. Students receive supportive instruction at the 9th and 10th grade levels but those supportive services may not be adequate to address the students' deficiencies.

Additional detail: None.

Table 1.1.e. Guam State Assessment Data (St. Paul's Christian School) – Mathematics (SY 17-18);

Assessment Name* : ACT Aspire (Grades 3-10)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	21	11	53%	8	38%	2	10%
4	23	15	66%	7	30%	1	4%
5	24	18	75%	5	21%	1	4%
6	45	28	62%	16	36%	1	2%
7	36	31	86%	6	11%	1	3%
8	41	38	93%	2	5%	1	2%
9	74	70	94%	3	4%	1	1%
10	50	43	86%	5	10%	2	4%
11							
12							

*The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Grades 1-2 were not assessed in this subject area.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level

= 48% (% prof. & above prof. 3rd graders) – 5% (% prof. & above prof. 9th graders)

= 43%

Based on the percentage of the proficiency score, the 9th graders have the lowest number. Such result may be attributed to the students' basic Math skills acquired from different schools they come from. Since SPCS's math curriculum is a continual process, rooted from elementary to secondary level, there may be learning gaps and

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standards missed along the way. Hence certain levels of mastery by the students were not attained. Thanks to these results, our elementary teachers and secondary Math teachers meet to review scores/standards and share best practices to address a more seamless transition for all grade levels in the hopes of attaining greater gains in mastery.

Additional detail: None.

Table 1.2.a. Guam State Assessment Data (Guam Department of Education) – Reading (SY 17-18);

Assessment Name: ACT Aspire*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient**	# of Students Proficient	% of Students Proficient**	# of Students Above Proficient	% of Students Above Proficient**
Pre-K							
K							
1							
2							
3	2,098	1,909	91%	147	7%	42	2%
4	2,259	1,988	88%	181	8%	68	3%
5	2,257	2,009	89%	181	8%	90	4%
6	2,049	1,783	87%	205	10%	61	3%
7	2,025	1,640	81%	344	17%	41	2%
8	2,074	1,535	74%	456	22%	104	5%
9	2,162	1,794	83%	281	13%	108	5%
10	1,674	1,389	83%	234	14%	50	3%
11							
12							

*The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. All other grade levels are not assessed in Reading.

**Due to rounding off, the sum of percentages (per grade level) may not always be exactly 100%. Percentages on the ACT Aspire assessment results were lifted from the ACT Aspire website downloads, and SBA assessment results from the LinkIt website.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

$$\begin{aligned}
 \text{Performance Gap} &= (\% \text{ of highest performing subgroup}) - (\% \text{ of lowest performing subgroup}) \\
 &= (\% \text{ prof. \& above prof. 8}^{\text{th}} \text{ graders}) - (\% \text{ prof. \& above prof. 3}^{\text{rd}} \text{ graders}) \\
 &= 27\% - 9\% = 18\%
 \end{aligned}$$

Reading continues to be a challenge for our students. Contributing to this challenge are the large number of English learners and the lack of resources to service their needs. Another factor is the lack of textbooks and instructional materials to support high quality curriculum and instruction. This poses a special challenge in the elementary schools where the foundation of reading is built. Additionally, more needs to be done to improve the quality of literacy instruction in all schools with a special emphasis to help struggling students catch up as the years progress.

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Additional detail: None.

Table 1.2.b. Guam State Assessment Data (Guahan Academy Charter School) – Reading (SY 17-18);

Assessment Name: ACT Aspire* (Grades 3-10)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	91	80	88%	8	9%	3	3%
4	88	49	56%	9	10%	3	3%
5	72	64	89%	3	4%	5	7%
6	86	74	86%	10	12%	2	2%
7	77	62	81%	16	19%	0	0%
8	50	36	72%	12	24%	2	4%
9	38	32	84%	5	13%	1	3%
10	28	24	86%	4	14%	0	0%
11							
12							

**The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. Grades 1-2, and Grades 11-12 were not assessed in this subject area. Pre-K and Kindergarten are not part of the assessment.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level

$$= 28\% (\% \text{ prof. and above prof. 8th graders}) - 11\% (\% \text{ prof. \& above prof. 5}^{\text{th}} \text{ graders})$$

$$= 17\%$$

While Guahan Academy Charter School students perform well when it comes to reading fluency, spelling, and editing, reading comprehension has been problematic. After viewing this data, more focus on analysis of the testing materials was conducted and finding ways to bridge the gap between the Direct Instruction curriculum and the testing method of the ACT Aspire are being reviewed in order to increase test scores.

Additional detail: None.

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Table 1.2.c. Guam State Assessment Data (iLearn Academy Charter School) – Reading (SY 17-18);

Assessment Name: ACT Aspire*(Grades 3-5), McGraw Hill End-of-the-Year Diagnostics (Grades 1-2)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	88	10	11%	15	17%	63	72%
2	89	64	72%	16	18%	9	10%
3	57	47	82%	6	11%	4	7%
4	61	44	72%	10	16%	7	11%
5	59	44	75%	9	15%	6	10%
6							
7							
8							
9							
10							
11							
12							

** iLearn Academy Charter School offers education only for Kindergarten to Grade 5 levels. The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. Grades 1 & 2 are assessed using the McGraw End-of-the-Year Diagnostics. Kindergarten is not part of the assessment.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

McGraw Hill EOY Diagnostics:

Performance gap = 89% (% prof. and above prof. 1st grade) – 28% (% prof. and above prof. 2nd grade)
= 61%

ACT Aspire:

Performance gap = 27% (% prof. and above prof. 4th grade) – 18% (% prof. and above prof. 3rd grade)
= 9%

iLearn’s platform is based on Science Technology Engineering and Math (STEM) so there are gaps in the Common Core skills emphasized in the diagnostics and the state assessment. This gap is more recognized between 1st – 3rd. Fourth grade starts to catch up to the Common Core skills not emphasized necessarily emphasized in Next Generation Science Standards and International Society for Technology in Education (ISTE) Standards.

Additional detail:

iLearn did not participate in SBA. 1st & 2nd grade scores are from McGraw Hill End-of-the-Year Diagnostics.

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**Table 1.2.d. Guam State Assessment Data (Archdiocese of Guam Catholic Schools) – Reading (SY 17-18);
Assessment Name: ACT Aspire* (Grades 3-10)**

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	226	163	72%	43	19%	20	9%
4	213	130	61%	55	26%	28	13%
5	205	144	70%	31	15%	31	15%
6	267	158	59%	72	27%	37	14%
7	244	127	52%	100	41%	14	7%
8	302	124	41%	127	42%	54	18%
9	278	147	53%	86	31%	47	17%
10	233	151	65%	61	26%	21	9%
11							
12							

*The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. All other grade levels are not assessed in Reading.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance gap = highest performing student subgroup/grade level - lowest performing student subgroup/grade level

$$= (42\% + 18\%: 8^{\text{th}} \text{ grade}) - (19\% + 9\%: 3^{\text{rd}} \text{ grade})$$

$$= 60\% - 28\% = 32\%$$

The performance gap between the highest performing student subgroup/grade level and the lowest performing student subgroup/grade level are the results of:

- 1) For students in the 3rd grade, it is their first experience in standardized testing. The low performance is partly attributed to their discomfort with the form of assessment.
- 2) For the most part, students in the elementary schools experience rigorous attention to reading/language arts classes that includes special groupings that address specific deficiencies and lead to increases in performance.
- 3) The effective development of reading/language arts skills in other subject areas (science and social studies) also leads to improvements in this area.
- 4) The decline in the high school years is attributed to the number of students entering the high schools with diverse backgrounds in reading/language arts and entering the Office of Catholic Education (OCE) high schools from schools from other educational systems.

Additional detail: None.

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Table 1.2.e. Guam State Assessment Data (St. Paul's Christian School) – Reading (SY 17-18);

Assessment Name: ACT Aspire* (Grades 3-10)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	21	15	71%	3	14%	3	14%
4	23	20	87%	1	4%	2	9%
5	24	16	67%	4	17%	4	17%
6	47	36	77%	7	15%	4	9%
7	35	26	74%	7	20%	2	6%
8	40	22	55%	13	33%	5	13%
9	75	53	71%	16	21%	6	8%
10	48	35	73%	11	23%	2	4%
11							
12							

*The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. Grades 1-2 were not assessed in this subject area.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level

= 46% (% prof. & above prof. 8th graders) – 13% (% prof. & above prof. 4th graders)

= 33%

Reading has always been a challenge for both public and private schools alike. As a result, efforts have been made to individualize student instruction via Achieve 3000, teachers' professional development and participation in conferences for best practices. Elementary and Secondary English teachers continue to collaborate to review data and discuss ways to improve Reading scores in the coming years.

Additional detail: None.

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Table 1.3.a. Guam State Assessment Data (Guam Department of Education) – Science (SY 17-18);

Assessment Name: Standards Based Assessment*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient**	# of Students Proficient	% of Students Proficient**	# of Students Above Proficient	% of Students Above Proficient**
Pre-K							
K							
1	1,986	978	49%	751	38%	257	13%
2	2,094	1,467	70%	537	26%	90	4%
3	2,092	1,615	78%	444	21%	33	2%
4	2,255	2,017	89%	224	10%	14	1%
5	2,250	2,207	98%	43	2%	0	0%
6	2,040	1,404	69%	541	27%	95	5%
7	2,032	1,607	79%	363	18%	62	3%
8	2,051	1,631	80%	414	20%	6	0%
Physical Science	1,474	1,352	92%	117	8%	5	0%
Biology	1,736	1,595	91%	141	8%	0	0%
Chemistry	929	869	93%	57	6%	3	0%
Anatomy & Physiology	494	473	96%	17	3%	4	1%

* All students of the Guam Department of Education are tested in Science using the Standards Based Assessment (SBA), except for Pre-Kindergarten and Kindergarten, which are not part of the assessment.

** Due to rounding off, the sum of percentages (per grade level) may not always be exactly 100%. Percentages on SBA assessment results were lifted from the LinkIt website downloads.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

$$\begin{aligned}
 \text{Performance Gap} &= (\% \text{ of highest performing subgroup}) - (\% \text{ of lowest performing subgroup}) \\
 &= (\% \text{ prof. \& above prof. 1}^{\text{st}} \text{ Graders}) - (\% \text{ prof. \& above prof. 5}^{\text{th}} \text{ graders}) \\
 &= 51\% - 2\% = 49\%
 \end{aligned}$$

Students struggle in Science mainly due to limited resources like textbooks and instructional materials and supplies. Additionally, their challenges in reading may affect their understanding of the complex reading material that is often required in this subject, compounding their lack of their overall performance.

Additional detail: None.

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Table 1.3.b. Guam State Assessment Data (Guahan Academy Charter School) – Science (SY 17-18);

Assessment Name: Standards Based Assessment*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	76	60	79%	15	20%	1	1%
2	90	66	73%	22	24%	3	3%
3							
4							
5							
6							
7							
8							
Biology	22	22	100%	0	0%	0	0%

*Students in Grades 1-2 and 9-12 of the Guahan Academy Charter School are tested in Science using the Standards Based Assessment.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level

$$= 27\% (\% \text{ prof. and above prof. 2}^{\text{nd}} \text{ graders}) - 0\% (\% \text{ prof. \& above prof. high schoolers})$$

$$= 27\%$$

During this school year and testing period, students were shifted from traditional teaching with a teacher in a classroom to a primarily online mode of learning known as Edgenuity. This year was the year in which the Edgenuity program was implemented fully with some teacher-student supplementation to the program.

Additional detail: None.

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Table 1.3.c. Guam State Assessment Data (*iLearn Academy Charter School*) – Science (SY 17-18);

Assessment Name: N/A^{*}

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

^{*} *Students at iLearn Academy Charter School were not assessed in Science.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

N/A

Additional detail: N/A

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Table 1.3.d. Guam State Assessment Data (Archdiocese of Guam Catholic School) – Science (SY 17-18);

Assessment Name: N/A*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

* Students at the Archdiocese of Guam Catholic Schools were not assessed in Science.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

N/A

Additional detail: N/A

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Table 1.3.e. Guam State Assessment Data (Archdiocese of Guam Catholic School) – Science (SY 17-18);

Assessment Name: N/A*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

* Students at St. Paul's Christian School were not assessed in Science.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

N/A

Additional detail: N/A

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Section 2: The following section collects additional student outcome data, specific to academic achievement and college- and career-readiness indicators. Table 2.1. include:

- 2.1.A – For the purpose of this table, “early education program” is defined as State and/or Federally funded learning programs for children before they enter kindergarten who are typically 4-years old. Enter the requested data for students served in an early education program, such as pre-kindergarten, preschool, Head Start.
- 2.1.B – Enter the requested data for students in grades 7-12 who failed one or more academic subjects during the school year aligned to the performance report.
- 2.1.C – Enter the calculation of the number of students in grades 7-12 who failed one or more core academic subjects, divided by the total number of students in grades 7-12.
- 2.1.D – Enter the graduation rate².
- 2.1.D.2 – As an alternative, if the State is unable to calculate the graduation rate (2.1.D), it may enter the number of 12th grade students who graduated high school during the performance period by the number of students who began the 12th grade during the same performance period.

If the data did not exist during this time, place “ND” in the appropriate cells and provide a brief explanation. If the data is currently not available, use “NA” and provide a brief explanation.

Table 2.1.a Additional Data Points: *Guam Department of Education (SY 17-18)*

A. # of students served in an early education program (e.g., pre-kindergarten, preschool, Head Start)	Head Start = 530 Pilot Pre-kindergarten = 72 GATE Pre-kindergarten = <u>126</u> 728
B. # of students in grades 7-12 who failed one or more academic subjects³	Grade 7 = 628 Grade 8 = 765 Grade 9 = 1,531 Grade 10 = 1,419 Grade 11 = 1,027 Grade 12 = 376
C. % of students in grades 7-12 who failed one or more academic subjects	Grade 7 = 628/2,159 = 29.1% Grade 8 = 765/2,234 = 34.2% Grade 9 = 1,531/2,888 = 53.0% Grade 10 = 1,419/2,834 = 50.1%

² 34 C.F.R. §200.19(b)(1)(i)-(iv), defines the four-year adjusted cohort graduation rate (or “the four-year graduation rate”) as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that will be “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, etc.

However, if the standard number of years in a high school is less than four (i.e., high schools with grades 10-12) or even two years (high schools with grades 11-12), then an adjusted cohort graduation rate could be calculated.

³ For the purposes of this table “academic subjects” are considered English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

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	Grade 11 = 1,027/2,350 = 43.7% Grade 12 = 376/1,813 = 20.7%
D. Graduation Rate (SY 17-18) D.2 # of students eligible to graduate high school.	Graduation Rate = 84.5% # of students eligible to graduate = 1,813
Additional detail: None.	

Table 2.1.b Additional Data Points: *Guahan Academy Charter School (SY 17-18)*

A. # of students served in an early education program (e.g., pre-kindergarten, preschool, Head Start)	None
B. # of students in grades 7-12 who failed one or more academic subjects⁴	Grade 7 = 3 Grade 8 = 0 Grade 9 = 7 Grade 10 = 17 Grade 11 = 1 Grade 12 = 0 Total=28
C. % of students in grades 7-12 who failed one or more academic subjects	Grade 7 = 3/88= 3.4% Grade 8 = 0/55= 0% Grade 9 = 7/44= 15.9% Grade 10 = 17/29= 58.6% Grade 11 = 1/34= 2.9% Grade 12 = 0/37= 0% Total=28/287= 9.8%
D. Graduation Rate (SY 17-18) D.2 # of students eligible to graduate high school.	Graduation Rate = 100% # of students eligible to graduate = 37
Additional detail: None.	

⁴ For the purposes of this table “academic subjects” are considered English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

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Table 2.1.c Additional Data Points: *iLearn Academy Charter School (SY 17-18)*

A. # of students served in an early education program (e.g., pre-kindergarten, preschool, Head Start)	N/A
B. # of students in grades 7-12 who failed one or more academic subjects⁵	N/A
C. % of students in grades 7-12 who failed one or more academic subjects	N/A
D. Graduation Rate (SY 17-18) D.2 # of students eligible to graduate high school.	N/A
Additional detail: iLearn Academy Charter School only services K-5.	

Table 2.1.d Additional Data Points: *Archdiocese of Guam Catholic Schools (SY 17-18)*

A. # of students served in an early education program (e.g., pre-kindergarten, preschool, Head Start)	540
B. # of students in grades 7-12 who failed one or more academic subjects⁶	7 th – 0 8 th – 2 9 th – 57 10 th – 21 11 th – 35 12 th – 28
C. % of students in grades 7-12 who failed one or more academic subjects	7 th – 0% 8 th – .75% 9 th – 20% 10 th – 9% 11 th – 10% 12 th – 9%
D. Graduation Rate (SY 17-18) D.2 # of students eligible to graduate high school.	D. 100% D.2 290

⁶ For the purposes of this table “academic subjects” are considered English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

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Additional detail: None.

Table 2.1.e Additional Data Points: St. Paul's Christian School (SY 17-18)

<p>A. # of students served in an early education program (e.g., pre-kindergarten, preschool, Head Start)</p>	<p>K3 = 5 K4 = 23 Total = 28</p>
<p>B. # of students in grades 7-12 who failed one or more academic subjects⁷</p>	<p>Grade 7 = 3 Grade 8 = 2 Grade 9 = 12 Grade 10 = 9 Grade 11 = 10 Grade 12 = 6</p>
<p>C. % of students in grades 7-12 who failed one or more academic subjects</p>	<p>Grade 7 = 3/35 = 8.6% Grade 8 = 2/41 = 4.9% Grade 9 = 12/76 = 15.8% Grade 10 = 9/50 = 18% Grade 11 = 10/55 = 18.2% Grade 12 = 6/45 = 13.3%</p>
<p>D. Graduation Rate (SY 17-18) D.2 # of students eligible to graduate high school.</p>	<p>Graduation Rate = 100% # of Students Eligible to Graduate = 45</p> <p><u>Note:</u> If seniors fail any class, our administration offers Course by Conference to make up missing credits concurrently with their existing class schedule. Students meet with a mentor teacher daily after school and a payment is imposed similar to that of summer school. During the SY17-18 school year, the six students who initially failed classes were able to make up credits and fulfill the graduation requirements. Thus, a 100% graduation rate at the end of that academic year.</p>
<p>Additional detail: None.</p>	

⁷ For the purposes of this table "academic subjects" are considered English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

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Section 3: The following section collects program budget information specific to the grant performance period. Table 3.1. includes:

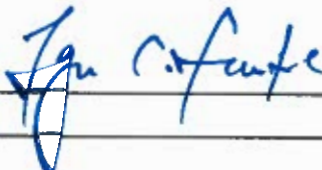
- 3.1.A – Enter the amount of funds consolidated within the Consolidated Grant.
- 3.1.B – Enter the amount of funds expended during the Consolidated Grant performance period.
- 3.1.C – Enter the amount of funds remaining within the Consolidated Grant.
- 3.1.D – Enter the calculation of the total amount of funds consolidated within the Consolidated Grant, divided by the amount of funds remaining within the Consolidated Grant.
- 3.1.E – Provide an explanation for why the remaining funds were not expended during the grant performance period.

Table 3.1. Program Budget Information (Fiscal Year 2017)

A. Consolidated Grant Amount Obligated	\$28,984,027.00
B. Total Amount Expended	\$28,984,027.00
C. Funds Remaining	\$0.00
D. % of Funds Remaining	0.00%
E. Provide an explanation for the remaining funds: All Consolidated Grant funds were expended for FY2017	

Certification

- To the best of my knowledge and belief, as the authorized representative of this entity, all data in this performance report are true and correct.
- The report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Signature of Authorized Representative:  Ike C. Santos
 Title: Federal Programs Administrator
 Date: 12/20/19

Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title:		#1 Teacher & Administrator Effectiveness		Project Manager:		Joseph L.M. Sanchez		Federal Programs Oversight (State Program Officer):		Maria Blaz	
				Project Lead:		Eloise R. Sanchez and Michelle M. Camacho					
Project Budget			Population Served								
Allocated		Expended		Students Served			Staff Served				
\$1,165,377.95		\$1,165,377.95		Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers		Projected Number of Administrators	Actual Number of Teachers	Actual Number of Administrators
				Group: GDOE	0	0	600		8	80	6
				Group: [Grade Level(s)]							
Total Population Served											
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>						Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>					
<p>1.1.1 June 2018, 6 mentors collect baseline data about teacher practices documented on formative assessments.</p> <p>1.1.2 Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY</p> <p>1.1.3 Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD</p> <p>1.1.4 June2019, additional 5% mentor supported teachers will improve teaching practices demonstrated on formative assessments</p> <p>1.1.5 June2020, additional 5% mentor supported teachers will improve teaching practices demonstrated on formative assessments</p> <p>1.2.1 December2017, develop partnership with projects, divisions, Guam University, Community College to promote teaching</p>						<p>1.1.1 Improved teaching practices = # of students, taught by mentor-supported teachers, who meet standards divided by total # of students on formative assessment (analysis of student work).</p> <p>1.1.2 Each school year: retention = # of mentor-supported teachers who return to the classroom divided by total # of mentor support supported teachers</p> <p>1.1.3 # of participants rate satisfaction or higher of skills and knowledge gained from training divided by total # of participants</p> <p>1.2.1 # of participants enrolled in college courses and/or Praxis preparatory courses to fulfill certification requirements divided by 20 (target number)</p> <p>1.3.1 Number of workshops (opportunities and exposure to teacher career) divided by 3 (target number of workshops – teacher PD opportunities, teacher training programs, financial aid)</p> <p>1.4.1 Attain national mentor certification = # of administrators who attain national mentor certification divided by 4 (target population)</p> <p>1.5.1 # of coach-supported teachers implementing and using effective instructional practices divided by total # of coach-supported teachers</p>					

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1.2.2 Spring2018, promote teacher training programs and offer incentives (80% payment for max 28 credits and reimbursement of Praxis test fees for up to 100 temporary certified teachers upon passing)

1.2.3 Spring2018, 20 temporary certified teachers enrolled in college courses and/or Praxis preparatory courses to fulfill certification requirements

1.2.4 Fall2018 an additional 80 temporary certified teachers enrolled in college courses and Praxis preparatory courses to fulfill certification requirements

1.2.5 September2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant period

1.3.1 December2017, partner with other projects, divisions, and the community to plan 3 workshops (exposure and opportunities in teaching field)

1.3.2 October2018, up to 20 potential teacher candidates participate in workshops

Summer2019, additional 40 potential teacher candidates participate in workshops

1.3.4 Summer2020, up to 60 potential teacher candidates pass UOG placement tests

1.4.1 September2018, 4 administrators attain national mentor certification

1.4.2 September2020, improved administrator mentoring framework completed

1.4.3 September2020, 90% administrator mentees report receiving effective instruction

1.5.1 October2017, 27 instructional coaches collect baseline data - implementation and use effective instructional practices

1.5.2 Year2, 1 instructional coach to design and plan implementation of district wide literacy program

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1.5.3 June 2019, literacy leaders and 1 instructional coach improve literacy program based on assessment of practices

Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Component 1.1 Teacher Recruitment, Induction, and Retention

District mentors collected baseline data about teacher practices documented on mentoring tools. Professional development was identified and a contract was pending at the end of the project period. Recruitment activities were planned and staff met with the University of Guam to determine a need for additional services and supports.

Component 1.2 New Administrator Mentoring

Administrator mentors were tasked to develop guidelines and defining eligibility for support services. The identified administrator mentors continued work to attain their national mentor certification.

Component 1.3 Instructional Coaching

Instructional Coaches were successful in collecting baseline data. These coaches were able to successfully assist teachers at their school sites with implementation of effective instructional strategies. The Power Walk-Through online observation tool had reports of accessibility issues and coaches resorted to the use of paper tools, instead.

In the summer of 2018, there was a mass exodus of project personnel during this project reporting period. The Project Manager, Project Leads, District Mentors, and Instructional Coaches left their positions and interim personnel were tasked with carrying out the objectives of the project; which proved to be difficult with the limited resources the interim personnel had.

Activities

List the major activities that were implemented within this project.

1.1 Teacher Mentoring

1.2 Administrator Mentoring

1.3 Instructional Coaching

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Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

In Summer 2018, there was a mass exodus of project personnel. This left interim personnel, tasked to resume project activities, with no data, resources, tools, or documents. No records were provided, which made for a very rough transition.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

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Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title:		#2 Improving Student Learning and Achievement (ISLA): Giha'		Project Manager:	Joseph L.M. Sanchez		Federal Programs Oversight (State Program Officer):	Rachel S. Duenas Sean Rupley	
				Project Lead:	Michelle M. Camacho				
Project Budget			Population Served						
Allocated	Expended	Students Served			Staff Served				
\$2,521,318.61	\$2,521,318.61	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Projected Number of Administrators	Actual Number of Teachers	Actual Number of Administrators	
		Group: PreK-12 (GDOE)	30,112	30,112	320	111	320	111	
		Group: PreK-12 (PNP)	0	0	240	60	240	60	
Total Population Served				30,112				731	
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>					
<p>1.1 2018-Participating teacher cadres will receive training in ECE, SIOP and Math strategies and will report in teacher and administrator surveys an increase in their knowledge of research proven instructional strategies and school site visits conducted by Project program coordinators will provide evidence of implementation.</p> <p>1.2 2019-80% of participating teachers will receive follow up training in ECE, SIOP and Math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring.</p> <p>1.3 2019-50% of participating teachers will be using research based models in their classrooms 30% of the</p>				<p>1. By the end of 2018, 12% of students in grades 3-10 will score at "Ready" level on ACT Aspire summative assessment.</p> <p>2. By the end of 2018, percentage of students scoring Basic and Below Basic on Math on the SBA summative assessments will be reduced by 3%.</p> <p>3. By the end of 2018, the percentage of freshmen placing into development math at the University of Guam will be reduced to 82% for Fall 2018.</p> <p>4. By year 2018, 20% of teachers will be utilizing research proven instructional strategies in their classrooms as evidenced in teacher observations, self-reporting, and review of lesson plans.</p> <p>5. By year 2018, 40% of participating teachers will utilize formative and annual summative assessment data to identify students' strengths and weaknesses, form instruction, and provide interventions where needed.</p>					

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<p>time in their classrooms or show proficiency with them as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>1.4 2020-60% of participating teachers should have provided training to at least 90% of teachers at their school site on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.5 2019-Training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.6 2018-Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school.</p> <p>2.1 2018-80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators .</p> <p>2.2 2019-50% of participating teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.3 2020-60% of teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p>	<p>6. 50% of participating teachers will report on quality, usefulness, relevance, and use of materials and equipment in the classroom.</p> <p>7. 100% of schools will have received curriculum resource kits.</p> <p>8. By the end of 2018, 80% of teachers receiving training will increase their knowledge of assessments as evidenced by teacher and administrator surveys.</p>
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Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Objective 2.1 Professional Development

Teachers changed or reinforced instructional practices that incorporated research-proven teaching strategies to improve student achievement. Through the Training of Trainers (ToT) model, teachers who participated in training provided echo training to colleagues at their school site. The professional development received, and subsequently shared with other teachers included:

Classroom Instruction That Works (CITW) Training: 267 Public School teachers and district personnel and 76 PNP teachers were trained in CITW instructional strategies. As part of the district's effort to build capacity, at least one representative from each school participated in this training to make instructional more meaningful and effective to increase student achievement. McREL provided follow-up training to approximately 26 participants. These teachers received technical assistance to provide clarity on the effects of the strategies and attain recertification as trainers.

Early Childhood Education (ECE) Literacy Training: 40 ECE teachers participated in a Train-the-Trainers training covering topic components such as developmentally appropriate practices, creativity for young children and effective instructional strategies.

Literacy Training: 32 secondary teachers participated in training that focused on literacy. They received *The Winning Formula Toolkit* that contained evidence-based best practices to help students become responsible learners through literacy, effective study habits and character development. 74 Chamoru teachers, through collaboration, enhanced their skills on creating a literacy-rich environment for learning. They also gained a deeper understanding of the CCSS and Standards-Based Grading to enable them to better assess their students' learning.

Mathematical Practice Series Training: Training geared towards strengthening math content and pedagogical knowledge for 123 K-8th grade teachers were held. Teachers participated in training to help them understand how students learn math and give them tools to help them develop a deeper understanding of math operations and concepts. A separate session was held for school administrators to provide the leaders with strategies to support math teachers with the implementation of the mathematical practices at their respective schools.

Educators and district personnel attended professional conferences off-island to avail of and keep abreast of current issues and best practices in regards to assessment and early childhood education.

For every training opportunity provided to teachers, the expectation of the district is for participants to share the information and skills and/or train colleagues at their school sites on what was learned so that more teachers may implement them in the classrooms to bring positive change to their students' performances. Opportunities for additional training for teachers are available during district wide development days that are embedded in the school calendar every year.

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Objective 2.2 Assessments

The ISLA: Giha' project provided assessments to schools to help measure student progress and inform instruction. Assessments included:

AIMSweb Plus:

Table 1. Percentage of Students Performing in TIER 3 in ORAL READING (AIMSweb Formative Assessment)

Grade	BASELINE	FALL BENCHMARK (closed Nov 30, 2017)	WINTER BENCHMARK (closed Mar 15, 2018)	SPRING BENCHMARK (closed May 26, 2018)
Grade 1	38%	0%	43%	No data available.
Grade 2	31%	35%	35%	No data available.
Grade 3	27%	28%	29%	43%
Grade 4	26%	22%	25%	37%
Grade 5	21%	17%	22%	27%
Grade 6	28	22%	18%	31%
Grade 7	25	10%	13%	26%
Grade 8	25	14%	34%	21%

ACT Aspire: The ACT Aspire summative assessment is administered to students in grades 3-10 and measures performance in the areas of English, Reading, Math.

Table 2. Student Performance in English, Reading, and Math for grades 3-10 (SY17-18 ACT Aspire Summative Assessment)

Grade	Subject	Exceeding	Ready	Close	In Need of Support
Grade 3	English	20%	27%	39%	15%
	Reading	2%	7%	16%	75%
	Math	2%	16%	35%	48%
Grade 4	English	14%	29%	40%	17%
	Reading	3%	8%	24%	64%
	Math	1%	13%	53%	33%
Grade 5	English	12%	29%	45%	14%
	Reading	4%	8%	24%	65%
	Math	1%	6%	55%	38%
Grade 6	English	18%	32%	33%	17%
	Reading	3%	10%	25%	62%
	Math	2%	11%	43%	44%
Grade 7	English	21%	31%	34%	13%
	Reading	2%	17%	26%	55%
	Math	2%	4%	18%	76%

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Grade 8	English	24%	33%	33%	11%
	Reading	5%	22%	29%	45%
	Math	1%	4%	16%	79%
Grade 9	English	16%	20%	29%	34%
	Reading	5%	13%	27%	56%
	Math	2%	3%	11%	85%
Grade 10	English	18%	25%	25%	32%
	Reading	3%	14%	23%	60%
	Math	2%	3%	8%	88%

Alternate Assessments: Based on Alternate Achievement Standards (AA-AAS): The AA-AAS summative assessment is administered to students who have significant cognitive and functional abilities. Results are shown in Table 3.

Table 3. Student Performance in the Alternate Assessments Based on Alternate Achievement Standards (AA-AAS)

		Spring 2018			
English/Language Arts		Level 1	Level 2	Level 3	Level 4
3		63%	25%	6%	6%
4		43%	35%	22%	0%
5		42%	32%	26%	0%
6		50%	40%	10%	0%
7		74%	11%	11%	5%
8		75%	15%	5%	5%
11		57%	0%	43%	0%
Math		Level 1	Level 2	Level 3	Level 4
3		44%	44%	6%	6%
4		17%	30%	48%	4%
5		11%	53%	37%	0%
6		56%	11%	11%	22%
7		58%	37%	5%	0%
8		53%	26%	16%	5%
11		29%	43%	29%	0%

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Standards-Based Assessments (SBA): The SBA assessments are administered to students in the following grades/subjects:

- English/Language Arts: Grades 1, 2, 9-12
- Math: Grades 1, 2, Algebra I, Algebra II, and Geometry
- Science: Grades 1-8, Physical Science, Biology, Chemistry, Human Anatomy
- Social Studies: Grades 1-8, World Geography, Guam History, U.S. History, World History, U.S. Government

Results are shown in Table 4.

Table 4. SY17-18 Student Performance in the Standards-Based Assessments (SBA)

ELA	Advanced	Proficient	Basic	Below Basic
Grade 1	4%	23%	42%	30%
Grade 2	10%	33%	35%	22%
Grade 9	0%	14%	39%	47%
Grade 10	0%	13%	40%	47%
Grade 11	6%	28%	40%	26%
Grade 12	3%	28%	50%	18%
MATH	Advanced	Proficient	Basic	Below Basic
Grade 1	10%	32%	38%	20%
Grade 2	6%	19%	45%	29%
Algebra I	0%	5%	27%	69%
Geometry	0%	0%	6%	94%
Algebra II	0%	0%	24%	76%

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SCIENCE	Advanced	Proficient	Basic	Below Basic
Grade 1	13%	38%	33%	16%
Grade 2	4%	26%	38%	32%
Grade 3	2%	21%	40%	38%
Grade 4	1%	10%	48%	41%
Grade 5	0%	2%	40%	58%
Grade 6	5%	27%	45%	24%
Grade 7	3%	18%	44%	35%
Grade 8	0%	20%	44%	36%
Physical Science	0%	8%	41%	51%
Biology	0%	8%	39%	52%
Chemistry	0%	6%	38%	55%
Anatomy & Phys.	1%	3%	51%	45%
SOCIAL STUDIES	Advanced	Proficient	Basic	Below Basic
Grade 1	9%	33%	41%	17%
Grade 2	6%	25%	32%	38%
Grade 3	2%	23%	38%	36%
Grade 4	0%	9%	41%	49%
Grade 5	0%	5%	44%	51%

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Grade 6	0%	5%	36%	59%
Grade 7	9%	28%	41%	22%
Grade 8	0%	7%	49%	44%
World Geography	7%	28%	14%	50%
Guam History	7%	32%	40%	21%
World History	0%	4%	28%	69%
US History	1%	13%	42%	44%
US Government	2%	20%	45%	33%

Objective 2.3 Supplementary Resources & Equipment

Curricular Resource Project: The compilation of the curricular resources was held in July and August. Together with a contracted consultant, teachers met to conduct research and develop lesson plan units in their respective areas to provide teachers with complete standards-based lessons that have relevant activities, resources, and appropriate assessments for teachers to use immediately in the classrooms. The completed material was not able to be distributed to schools at the end of this project year due to delays in the procurement process and obtaining executed contract.

Supplemental Equipment: Multi-media projectors were procured for teachers of social studies (Phase II – second round distribution) and 3D printers for STEM teachers' use.

Activities

List the major activities that were implemented within this project.

2.1 Professional Development

- 2.1.1: Math Strategies Training
- 2.1.2 Sheltered Instruction Observation Protocol
- 2.1.3 Early Childhood Education Training
- 2.1.4 Classroom Instruction That Works
- 2.1.5 Effective Literacy Strategies
- 2.1.6 Professional Conference Travel: National Association for the Education of Young Children (NAEYC)
- 2.1.7 Supplemental Resource Kit Production
- 2.1.8 Supplemental Equipment & Resource books

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2.2 Assessments

- 2.2.1 Online Formative Assessment Tool
- 2.2.2 Brigance Early Childhood Universal Screeners
- 2.2.3 Language Assessment Scales (LAS) Links Assessments
- 2.2.4 SBA Revision
- 2.2.5 District Wide Summative Assessments (ACT Aspire, SBA Summative Assessment)
- 2.2.6 Alternate Assessment Based on Alternate Achievement Standards
- 2.2.7 Professional Conference Travel: National Conference on Student Assessment

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

The procurement process for contracting professional services is cumbersome and lengthy. Project personnel must obtain necessary information and documentation for the procurement. Each step of the process requires a review and approval from various parties. At the final stage of the process, the review by the Attorney General of Guam and the Governor of Guam involves a very comprehensive review before final approval. This process takes several months to complete. Working closely with the procurement office has helped in getting contractual work finalized and materials purchased, thus minimizing the potential for funds to lapse. However, the process continues to be a challenging and lengthy process.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

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Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title:		#3 Improving Student Learning & Achievement (ISLA): <i>Ayudante'</i>		Project Manager:	Joseph L.M. Sanchez		Federal Programs Oversight (State Program Officer):	Shannon Bukikosa
				Project Lead:	Joshua Blas			
Project Budget		Population Served						
Allocated	Expended	Students Served			Staff Served			
\$11,476,453.13	\$11,476,453.13	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Projected Number of Administrators	Actual Number of Teachers	Actual Number of Administrators
		Group: [Grade Level(s)]	SSIP K-5 th - 2,276 JHTD 6 th -8 th - 482 9 th -12 th -1,406 ESL K-5 th - 1,382 6 th -8 th - 337 9 th -12 th -654 Class Support K-5 th - 3,000 6 th -8 th -1,000 9 th -12 th -500 Na'metgot Tiningo' Elm - 2,900/ 1,721 (PNP) Mid. - 1,500/ 988 (PNP) High - 1,400/ 1,100 (PNP) Kinder Learn K - 210	SSIP K-5 th - 2,228 JHTD 6 th -8 th - 436 9 th -12 th - 698 ESL K-5 th - 1,365 6 th -8 th - 339 9 th -12 th -675 Class Support K-5 th - 3,000 6 th -8 th -1,000 9 th -12 th -500 Na'metgot Tiningo' Elm-0/0 PNP Mid- 0/0 PNP High- 0/0 PNP Kinder Learn K - 269 ASPIRE K-5 th - 2,013	SSIP - 138 JHTD - 40 ESL- 84/36(PNP) Class Support 240 Na'metgot Tiningo' 40/20 PNP Kinder Learn- 7 ASPIRE - 110 Eskuelan Puengi - 45 Summer School 134	SSIP - 3 JHTD - 3 ESL- 41 Class Support 41 Na'metgot Tiningo' - 17 Kinder Learn-1 ASPIRE - 25 Eskuelan Puengi - 5 Summer School 4H - 4	SSIP - 150 JHTD - 24 ESL- 61/14(PNP) Class Support 240 Na'metgot Tiningo' 0/0 PNP Kinder Learn- 7 ASPIRE - 110 Eskuelan Puengi - 45 Summer School 134	SSIP - 3 JHTD - 3 ESL- 41 Class Support 41 Na'metgot Tiningo' - 0 Kinder Learn - 1 ASPIRE - 25 Eskuelan Puengi - 5 Summer School 4H - 0

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			ASPIRE K-5 th – 1,200 Eskuelan Puengi 9 th -12 th -1000 Summer School K-5 th -515 K-5 th -1,200 6 th -8 th – 800 9 th -12 th -1000 4H 6 th -8 th - 800	Eskuelan Puengi 9 th -12 th - 1,669 Summer School K-5 th -515 6 th -8 th – 170 9 th -12 th - 1,483 4H 6 th -8 th - 0	4H - 0		4H - 0	
Total Population Served								
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>				
<p>1. <u>3.1 Response to Interventions</u></p> <p>3.1.1 SSIP: 2017-18: 10% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress (2018-19: 20%. 2019-20: 40%)</p> <p>3.1.2 JHTD: 2017-18: Monitoring reports will indicate 2 additional high schools implementing JHTD with fidelity. 2018-19- Monitoring shows all four schools implementing with fidelity. 2019-20 – successful expansion to upper grades and all implementing with fidelity.</p> <p>2. <u>3.2 Instructional Supports</u></p> <p>3.2.1 ESL: 2017-18: 30% trained teachers report feeling better prepared to teach ELL students; 2018-19 – 50%; 2019-20 – 70%</p> <p>3.2.2 Classroom Support: 2017-18 – 25% teachers report classroom support helpful in meeting needs of special populations; 2018-19 – 50%; 2019-20 - 75%</p>				<p>1. AIMSweb benchmark data for Oral Reading & Math (Fall, Winter, & Spring)</p> <p>2. <u>3.1 Response to Interventions</u></p> <p>i. SSIP</p> <ul style="list-style-type: none"> Teacher surveys at the end of each semester to show teachers trained are using strategies in the classroom <p>3.1.2 JHTD</p> <ul style="list-style-type: none"> School site monitoring reports to show schools are implementing JHTD with fidelity <p>3. <u>3.2 Instructional Supports</u></p> <p>3.2.1 ESL</p> <ul style="list-style-type: none"> Quarterly teacher surveys to show teachers trained are reporting feeling better prepared to teach ESL students <p>3.2.2 Classroom Support</p> <ul style="list-style-type: none"> Quarterly teacher surveys to report TAs support in classroom helpful TA cohort transcripts <p>3.2.3 Na'metgot Tiningo'</p> <ul style="list-style-type: none"> Quarterly data from Achieve 3000 to show students increase Lexile scores 				

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3.2.2 Classroom Support: 2017-18 40% TA Cohort will report passage of education courses with a grade of C or greater; 2018-19 – 60-%; 2019-20 – 80

3.2.3 Na'metgot Tiningo': 2017-18 – data show online differentiated reading materials accessed by 80% of students with 60% showing adequate progress; 2018-19 – 90% access and 75% progress; 2019-20 – 100% access and 80% progress.

3.2.3 Kinder Learn: 2017-18 - 5 of 7 Kindergarten teachers report successful integration of technology in reading instruction; 2018-19 - 6 of 7 K teachers and 5 of 7 first grade teachers report successful integration; 2019-20 – 7 of 7 K teachers, 6 of 7 1st grade and 5 of 7 second grade teachers report successful integration.

3. 3.3 Extended Learning

3.3.1 ASPIRE: 2017-18 – 30% of those in ASPIRE will increase AIMSweb benchmark; 2018-19 – 40%; 2019-20 – 50%.

3.3.2 Eskuelan Puengi: 2017-18 – 40% of 11th & 12th graders participating will earn credits to graduate; 2018-19 – 50%; 2019-20 – 60%

3.3.3 Summer School: 2017-18 - 30% K-5 participates will increase AIMSweb Fall benchmark by 10 points. 50% 6th-8th participants will earn passing grade of 70% or higher. 2018-19 – 40%/ 60%; 2019-20 -50%/ 70%.

3.3.4 4-H: 2017-18 – 20% of participants will show progress in reading/math in AIMSweb; 2018-19 – 30%; 2019-20 – 40% progress and survey will show 80% satisfaction among participants.

- Quarterly data from Achieve 3000 to show student usage

3.2.4 Kinder Learn

- Quarterly teacher survey to show teachers reporting successful integration of technology in reading and math instruction
- Quarterly data to show percentage of students at or above grade level in reading and math

4. 3.3 Extended Learning

3.3.1 ASPIRE

- AIMSweb benchmark scores for Oral Reading and Math (Fall, Winter, & Spring)

3.3.2 Eskuelan Puengi

- Course grades to show students passing with 70% or higher

3.3.3 Summer School: 2017-18

- K-5th: AIMSweb benchmark scores for Oral Reading & Math (Spring)
- 6th-8th: Summer School grades to show students passing with 70% or higher
- 9th-12th: Course grades to show students passing with 70% or higher

3.3.4 4-H

- AIMSweb benchmark scores for Oral Reading & Math (Fall, Winter, & Spring)
- Semester program surveys to show satisfactory

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Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Table 1 Indicates AIMSweb benchmark data for school year 2017-2018. Data includes students that scored in each Tier for the Fall, Winter and Spring Benchmarks. Data focused on the Letter Naming and Oral Counting for Kindergarten, and Oral Reading and Math Computation for grades 1-8.

Kindergarten in Letter Naming on Fall Benchmark to Winter Benchmark, there was a decrease of 11% in Tier 3. Tier 3 is in need of immediate intervention. However, no change in Tier 2. Tier 2 is in need of support. From Winter Benchmark to Spring Benchmark data not available. In the Oral Counting probe, there was a 13% decrease in Tier 3 and a 0% no change in Tier 2 from Fall to Winter Benchmark; data not available for Spring benchmark.

2nd Grade in Oral Reading there was no change in Tier 3 and a 1% increase in Tier 2 from Fall to Winter Benchmark. From Winter to Spring Benchmark period data not available. 2nd Grade in Math Computation, there was an increase of 2% in Tier 3 and an increase of 4% in Tier 2 from Fall to Winter Benchmark. For Winter to Spring Benchmark period data not available.

4th Grade in Oral Reading there was an increase of 3% in Tier 3 and a 4% decrease in Tier 2 from Fall to Winter Benchmark. From Winter to Spring Benchmark period, there was an increase of 12% in Tier 3 and an increase of 4% in Tier 2. 4th Grade in Math Computation, there was a decrease of 2% in Tier 3 and a decrease of 2% in Tier 2 from Fall to Winter Benchmark. For Winter to Spring Benchmark period, there was an increase of 12% in Tier 3 and an increase of 9% in Tier 2.

6th Grade in Oral Reading there was an increase of 4% in Tier 3 and an 8% increase in Tier 2 from Fall to Winter Benchmark. From Winter to Spring Benchmark period, there was an increase of 12% in Tier 3 and an increase of 3% in Tier 2. 6th Grade in Math Computation, there was an increase of 4% in Tier 3 and an increase of 10% in Tier 2 from Fall to Winter Benchmark. For Winter to Spring Benchmark period, there was an increase of 7% in Tier 3 and an increase of 3% in Tier 2.

8th Grade in Oral Reading there was an increase of 20% in Tier 3 and a 9% increase in Tier 2 from Fall to Winter Benchmark. From Winter to Spring Benchmark period, there was an increase of 39% in Tier 3 and an increase of 12% in Tier 2. 8th Grade in Math Computation, there was an increase of 6% in Tier 3 and an increase of 6% in Tier 2 from Fall to Winter Benchmark. For Winter to Spring Benchmark period, there was an increase of 5% in Tier 3 and an increase of 1% in Tier 2.

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Table 1: AIMSweb Benchmark Data SY 2017-2018

Grade	Assessment	Fall Benchmark 2017			Winter Benchmark 2018			Spring Benchmark 2018		
		Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Kinder	Letter Naming	624 – 34%	382 – 21%	850 – 46%	825 – 45%	379 – 21%	644 – 35%			
	Oral Counting	1010 – 55%	310 – 17%	512 – 28%	1248 – 68%	304 – 17%	272 – 15%			
1 st	Oral Reading	159 – 20%	638 – 80%	0 – 0%	666 – 33%	471 – 24%	859 – 43%			
	Math Comp	1310 – 65%	428 – 21%	280 – 14%	951 – 48%	482 – 24%	536 – 27%			
2 nd	Oral Reading	888 – 43%	466 – 22%	720 – 35%	842 – 42%	471 – 23%	707 – 35%	0 – 0%	0 – 0%	3 – 100%
	Math Comp	1099 – 56%	440 – 22%	434 – 22%	965 – 49%	501 – 26%	487 – 25%	0 – 0%	1 – 100%	0 – 0%
3 rd	Oral Reading	977 – 47%	511 – 25%	570 – 28%	855 – 42%	586 – 29%	587 – 29%	15 – 23%	22 – 34%	28 – 43%
	Math Comp	927 – 45%	570 – 25%	560 – 27%	700 – 36%	653 – 33%	609 – 31%	13 – 38%	11 – 32%	10 – 29%
4 th	Oral Reading	921 – 43%	742 – 35%	471 – 22%	890 – 44%	635 – 31%	501 – 25%	237 – 28%	294 – 35%	311 – 37%
	Math Comp	870 – 41%	615 – 29%	657 – 31%	890 – 44%	555 – 27%	576 – 29%	179 – 40%	161 – 36%	102 – 23%
5 th	Oral Reading	1179 – 54%	640 – 29%	361 – 17%	1147 – 54%	511 – 24%	457 – 22%	1372 – 42%	1017 – 31%	902 – 27%
	Math Comp	1111 – 51%	440 – 20%	643 – 29%	934 – 45%	509 – 25%	628 – 30%	562 – 40%	435 – 31%	420 – 30%
6 th	Oral Reading	619 – 50%	344 – 28%	270 – 22%	449 – 46%	352 – 36%	175 – 18%	449 – 34%	462 – 35%	400 – 31%
	Math Comp	620 – 46%	327 – 24%	404 – 30%	399 – 31%	420 – 34%	423 – 34%	171 – 22%	285 – 37%	323 – 41%
7 th	Oral Reading	837 – 58%	457 – 32%	143 – 10%	567 – 51%	393 – 35%	148 – 13%	498 – 32%	666 – 42%	404 – 26%
	Math Comp	570 – 43%	286 – 22%	471 – 35%	408 – 31%	385 – 30%	511 – 39%	264 – 32%	299 – 36%	272 – 33%
8 th	Oral Reading	858 – 67%	239 – 19%	181 – 14%	282 – 38%	211 – 28%	259 – 34%	434 – 12%	584 – 16%	2720 – 73%
	Math Comp	409 – 29%	438 – 31%	567 – 40%	304 – 28%	275 – 25%	503 – 46%	183 – 24%	197 – 26%	392 – 51%

1. 3.1 Response to Interventions

- **3.1.1 SSIP:** 2017-18: 10% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress (2018-19: 20%. 2019-20: 40%)
- **3.1.2 JHTD:** 2017-18: Monitoring reports will indicate 2 additional high schools implementing JHTD with fidelity. 2018-19- Monitoring shows all four schools implementing with fidelity. 2019-20 – successful expansion to upper grades and all implementing with fidelity.

The State Systemic Improvement Program (SSIP) provided professional development throughout the performance period for teachers, administrators and support staff to include Teacher Assistants. PD included strategies for improving reading achievement for grades K-5th. These strategies will help teachers address struggling students in reading. PDs were facilitated through contractual services with the University of Guam, CEDDERS. Participating schools include Chief Brodie, JM Guerrero, MU Lujan and Price Elementary Schools. Table 2 below are the topics covered throughout the performance period:

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Table 2: SSIP Professional Development

DATE	TOPICS	TOTAL NUMBER OF PARTICIPANTS
October 2017	<ul style="list-style-type: none"> • AIMSweb: Administration & Scoring • Reading Foundational Skills – Early Literacy • Review of Guidelines for Implementation of Universal Screening & Progress Monitoring for Reading • AIMSweb: Inter-rater Reliability • Literacy Skills in the Workshop Model 	150
January 2018	<ul style="list-style-type: none"> • AIMSweb Reading Screener • Fidelity of Implementation • Graphing and Analyzing screening results • Determining Level of Intervention Needed (Grade, Classroom, Small Group) • Plan, Do, Study, Act (PDSA) Cycle with Emphasis on Plan 	151
May 2018	<ul style="list-style-type: none"> • Data Literacy for Improving Reading Instruction • Plan, Do, Study, Act (PDSA) Cycle with Emphasis on Do • Sharing of Implementation in participating schools 	148
August 2018	<ul style="list-style-type: none"> • Data Literacy for Improving Reading Instruction • Plan, Do, Study, Act (PDSA) Cycle with Emphasis on Study & Act • Next Steps for Implementation School Year 2018-2019 	126

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Table 3 below indicates the pre and post responses to the PD evaluation. The responses helped determine the focus of the next PD and areas teachers need more assistance and technical support. The number of teachers reporting skills have progressed with each PD training.

Table 3: SSIP PD Evaluations

October 2017		January 2018		May 2018		August 2018	
AIMSweb Administration Reading		AIMSweb Administration Reading		Determining Interventions		Interpreting Screening Scores	
Pre	Post	Pre	Post	Pre	Post	Pre	Post
9%-Low 54%-Moderate 29% - High	2%-Low 33%-Moderate 62%-High	2%-Low 33%-Moderate 62% - High	10%-Low 70%-Moderate 19%-High	35%-Low 53%-Moderate 7.7% - High	2.6%-Low 57.3%-Moderate 47.6%-High	23.8%-Low 49.2%-Moderate 16.7% - High	4%-Low 45.2%-Moderate 49.2%-High
Analyzing Results		Analyzing Results		"Plan" – PDSA Cycle		"Plan" – PDSA Cycle	
Pre	Post	Pre	Post	Pre	Post	Pre	Post
30%-Low 41%-Moderate 11%-High	12%-Low 52%-Moderate 30%-High	12%-Low 52%-Moderate 30%-High	10%-Low 63%-Moderate 27%-High	22.2%-Low 57.3%-Moderate 16.2%-High	6%-Low 49.6%-Moderate 41.9%-High	25.4%-Low 53.2%-Moderate 11.1%-High	7.1%-Low 50.8%-Moderate 39.7%-High
Determining Interventions		Determining Interventions		"Do" – PDSA Cycle		"Do" – PDSA Cycle	
Pre	Post	Pre	Post	Pre	Post	Pre	Post
28%-Low 46%-Moderate 12% - High	6%-Low 52%-Moderate 35%-High	6% - Low 52%- Moderate 35%- High	9%-Low 67%-Moderate 23%-High	23.9%-Low 58.1%-Moderate 13.7% - High	5.1%-Low 55.6%-Moderate 37.6%-High	34.9%-Low 46%-Moderate 10.3% - High	4.8%-Low 63.5%-Moderate 28.6%-High
				"Study" – PDSA Cycle			
				Pre	Post		
				27.4%-Low 58.1%-Moderate 10.3% - High	8.5%-Low 54.7%-Moderate 35%-High		
				"Act" – PDSA Cycle			
				Pre	Post		
				29.9%-Low 58.1%-Moderate 7.7% - High	12%-Low 58.1%-Moderate 28.2%-High		

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Johns Hopkins Talent Development program also provided professional development throughout the performance period for teachers and coaches. Oceanview Middle School, George Washington and Southern High School successfully implemented the program. Content area specialist from Johns Hopkins provided facilitated the PD; Facilitators included Tara Madden - Consultant, Elizabeth Choto-Castro – ELA Specialist, Wayne Watson – Math Specialist, Daniel Russell – Data Specialist, Z Zeringue – Behavioral Specialist. Training allowed teachers to learn strategies that can be implemented in the classroom to increase student achievement. George Washington and Southern High School also received supplemental resources for the Freshman Academy to include grade leveled readers, Freshmen Seminar Workbooks, and TAM Math materials. Table 4 below indicates the topics and the number of participants of the trainings held during the performance period.

Table 4: JHTD Professional Development

DATE	TOPICS	TOTAL NUMBER OF PARTICIPANTS
November 2017	<ul style="list-style-type: none"> • English & Math Strategies • ESL & SPED how to support students • Restorative Justice 	24
January 2018	<ul style="list-style-type: none"> • Coaching for English, Math, Science, Social Studies • Brain Targeted Teaching 	24
March 2018	<ul style="list-style-type: none"> • Technical Assistance in Early Warning System • Progress Report Conferencing • Using Cognitive Coaching in the Classroom 	24

2. **3.2 Instructional Supports**

- **3.2.1 ESL:** 2017-18: 30% trained teachers report feeling better prepared to teach ELL students; 2018-19 – 50%; 2019-20 – 70%
- **3.2.2 Classroom Support:** 2017-18 – 25% teachers report classroom support helpful in meeting needs of special populations; 2018-19 – 50%; 2019-20 - 75%
- **3.2.2 Classroom Support:** 2017-18 40% TA Cohort will report passage of education courses with a grade of C or greater; 2018-19 – 60-%; 2019-20 – 80
- **3.2.3 Na’metgot Tiningo’:** 2017-18 – data show online differentiated reading materials accessed by 80% of students with 60% showing adequate progress; 2018-19 – 90% access and 75% progress; 2019-20 – 100% access and 80% progress.
- **Kinder Learn:** 2017-18 - 5 of 7 Kindergarten teachers report successful integration of technology in reading instruction; 2018-19 - 6 of 7 K teachers and 5 of 7 first grade teachers report successful integration; 2019-20 – 7 of 7 K teachers, 6 of 7 1st grade and 5 of 7 second grade teachers report successful integration.

The Project provided professional development to all ESL teachers and coordinators throughout the performance period. Table 5 below indicates the topics and the number of participants. Evaluation results indicated that majority of the elementary teachers are using new strategies in the classroom. Many of the responses also indicated that it reinforced or validated what they are doing. In addition to the training provided by the Project, ISLA: *Ayudante*’ also

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collaborated with ISLA: *Giha'* on allowing ESL teachers to participate in Classroom Instruction That Works (CITW) and Sheltered Instructional Observation Protocol (SIOP) Trainings. These training also allow our ESL teachers to build capacity.

Table 5: ESL Professional Development

DATE	TOPICS	TOTAL NUMBER OF PARTICIPANTS	Evaluation
October 2017	<ul style="list-style-type: none"> Testing What ESL Students Can Demonstrate Through Multi Model Authentic Assessment, Dr. Evelyn Doman – UOG School of Ed. TESOL Instructional Strategies for ELL – Kimberly Bowman, KAGAN Guam Developing ESL Standards & WIDA Standards 	48	39% of the 38 elementary teachers reported feeling better prepared to teach ELL students.
January 2018	<ul style="list-style-type: none"> Testing What ESL Students Can Demonstrate Through Multi Model Authentic Assessment, Dr. Evelyn Doman – UOG School of Ed. TESOL SIOP Strategies – ESL Cadre Members 	48	Prepared to Teach ELL Students 19% - Low 54% - Moderate 27% - High
March 2018	<ul style="list-style-type: none"> SIOP Components and Strategies – Dr. Martha Trejo 	61 (47 – GDOE, 14 – PNP)	<u>Knowledge about the topic</u> <u>Pre PD</u> 15% - Low 65% - Moderate 15% - High <u>Post PD</u> 0% - Low 32% - Moderate 67% - High
May 2018	<ul style="list-style-type: none"> LAS Link Training 	26 PNP	N/A
August 2018	<ul style="list-style-type: none"> New ESL Coordinators Training PowerSchool & Reporting Requirements 	39	<u>Learned Skills that will improve teaching</u> 68% - Strongly Agree 24% - Agree 3% - Disagree 3% - Strongly Disagree <u>Overall Experience was Positive</u> 68% - Strongly Agree

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			18% - Agree 9% - Disagree 3% - Strongly Disagree
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Training was provided to all Teacher Assistants and Instructional Program Aides (TA/IPA) throughout the performance period. March 2018 topics included Positive Behavior Interventions & Supports (PBIS), Diversity and Classroom Management. A total of 183 TAs/IPAs participated. During Summer School, teachers were surveyed on the effectiveness of TA support during the program. 71% of elementary and middle schools teachers reported they Strongly Agree with the support TAs provide. 21% of elementary and middle school teachers reported they Agree with the support and 7% of teachers reported being neutral. New TAs were also hired to fill any vacancies from TAs that had resigned during the performance period.

Finegayan held a parent meeting for incoming Kindergarten students. Parents were given an overview of the program and taught how to help their child access IXL portal online to support their students. IXL is an online license subscription to supplement instruction in Reading & Math for the Kinder Learn school. Students were also trained on how to use and handle the laptops. 1st grade students have access to IXL, however, had limited online usage due to the delay in the delivery of the mobile carts. Table 6 below indicated how the Kindergarten students performed on the AIMSweb benchmark assessments for Letter Naming and Number Identification.

Table 6: Kinder AIMSweb Data

FALL AIMSWEB BENCHMARK	WINTER AIMSWEB BENCHMARK	SPRING AIMSWEB BENCHMARK	FALL AIMSWEB BENCHMARK
<u>Letter Naming</u> 22%-Tier 1 18%-Tier 2 60%-Tier 3	<u>Letter Naming</u> 57%-Tier 1 17%-Tier 2 26%-Tier 3	No Date Available	No Data Available IXL ELA & Math 8,254 Mastered 9,566 Proficient 14,168 Practiced
<u>Number Identification</u> 36%-Tier 1 16%-Tier 2 48%-Tier 3	<u>Number Identification</u> 62%-Tier 1 24%-Tier 2 14%-Tier 3		

A Cadre of teachers, administrators, and project personnel attended the National Conference on Innovative Teaching Strategies in Atlanta, GA in June 2019. Participants included Natasha Dela Cruz – Principal MU Lujan Elementary School, Kelly Escudra – PCIII ISLA: *Ayudante*, Vicky Sablan – ESL Teacher Okkodo High School, Dawn Topasna – Teacher MU Lujan Elementary School, and Sherylyn Tablan – Math Teacher at Oceanview Middle School. The conference provided opportunity for educators to learn about new insights and strategies for reaching and teaching students K-12. Conference emphasized on evidence based and novel instructional practices from national exemplary programs currently being used. The Cadre also provided training and feedback on the next application for FY18.

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3.3 Extended Learning

- **3.3.1 ASPIRE:** 2017-18 – 30% of those in ASPIRE will increase AIMSweb benchmark; 2018-19 – 40%; 2019-20 – 50%.
- **3.3.2 Eskuelan Puengi:** 2017-18 – 40% of 11th & 12th graders participating will earn credits to graduate; 2018-19 – 50%; 2019-20 – 60%
- **3.3.3 Summer School: 2017-18** - 30% K-5 participates will increase AIMSweb Fall benchmark by 10 points. 50% 6th-8th participants will earn passing grade of 70% or higher. 2018-19 – 40%/ 60%; 2019-20 -50%/ 70%.
- **3.3.4 4-H:** 2017-18 – 20% of participants will show progress in reading/math in AIMSweb; 2018-19 – 30%; 2019-20 – 40% progress and survey will show 80% satisfaction among participants.

After School Program for Instructional Remediation & Enrichment (ASPIRE) was implemented throughout the performance period. ASPIRE ran from September 2017 – May 2018. Table 6 below indicate the number of participants for each quarter. Note: the quarter does not follow the fiscal year, but rather the school calendar year. Table 7 indicates the number of students in ASPIRE that are on benchmark as a result of participation.

Table 6: ASPIRE Enrollment

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
455	461	552	545

Table 7: ASPIRE Students on Benchmark

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
40.5% of participating students on benchmark 169 Students	50.5% of participating students on benchmark 233 students	52.2% of participating students on benchmark 288 students	50.5% of participating students on benchmark 275 students

Eskuelan Puengi (EP) ran from February 12 – April 4, 2018. The program was designed as a credit recovery for high school students lacking 0.5 or more credits to graduate. Instruction was course by conference, which allowed students to participate who don't have transportation. A total of 1,669 students completed the program (879 Session A and 790 Session B). Students who completed the program earned 0.5 to 1 credit towards graduation. Table 8 below indicates the Marks Analysis for both sessions. Overall Passing rate of 64% (64% Session A and 64% Session B). This goal was met.

Table 8: Eskuelan Puengi Marks Analysis

GRADE	SESSION A	PASSING RATE	SESSION B	PASSING RATE	TOTAL	OVERALL PASSING RATE
A – 100%-90%	24.8% (218)	Session A 64%	25.7% (203)	Session B 64%	25.2% (421)	64%
B – 89% - 80%	20% (176)		20.1% (159)		20.1% (335)	
C – 79% - 70%	19.2% (169)		18.2% (144)		18.8% (313)	
D – 69% -60%	20% (176)		22.4% (177)		21.2% (353)	
F – 59% - 0%	15.9% (140)		13.5 % (107)		14.8% (247)	
TOTAL	879		790		1,669	

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EP program surveys were also conducted with students, parents, and teachers to see how they adapted to the change from the traditional daily meeting to course by conference. Table 9 below indicates the responses.

Table 9: EP Survey Responses

	Satisfaction with Course by Conference	Sufficient Time to Complete Coursework	Overall Program Rating
Student	65% of students stated they like the course by conference	80% of students indicated the format provided sufficient time to complete coursework	38% - Satisfactory 46% - Outstanding
Parent	44% of parents agreed that courses by conference accommodates students' needs	43% Strongly Agreed program gave appropriate time to complete coursework	36% - Satisfactory 54% - Outstanding
Teacher	26% of teachers Strongly Agreed that format motivated students to complete work	18% of teachers Strongly Agreed that format provided sufficient contact time with students (42% Agreed)	Not Assessed Question

Summer School ran from June 11 – July 17, 2018 for Elementary and Middle School and June 11- July 23, 2018 for High School. A total of 1,894 students completed the program (515 elementary, 170 middle and 1,483 high school). Elementary and middle schools were designed for students performing below grade level needing remediation on key skills to get back on track with grade level or meet benchmark scores. High school was designed as a course by conference for students lacking 0.5 or more credits to graduate. Transportation was provided to all participants.

Elementary students were assessed using Spring Benchmark probes for Oral Reading and Math Computation. Since AIMSweb system had glitches, scores were manually compiled. 54% (255) students K-5th grade increased by 10 points or more in the post AIMSweb probe for Oral Reading. 44% (202) students K-5th grade increased by 10 points or more in the post AIMSweb probe for Math Computation. Middle school students were also assessed comparing their 4th quarter grade to the summer school grade for Reading and Math. 84.7% (116) students grades 6th – 8th received a passing grade 70% or higher in Reading. 21 students received a D and below. 88.7% (118) students grades 6th -8th grade received a passing grade 70% or higher in Math. 15 students received a D or below.

A total of 1,483 students, grades 9th -12th completed the summer school program (826 Session A and 657 Session B). Students who completed the program earned 0.5 to 1 credit towards graduation. Table 10 below indicates the Marks Analysis for both sessions. Overall Passing rate of 74.8% (71.9% Session A and 78.5% Session B). This goal was met. As a result of participation 127 students received their diplomas over the summer.

Table 10: Summer School Marks Analysis

GRADE	SESSION A	PASSING RATE	SESSION B	PASSING RATE	TOTAL	OVERALL PASSING RATE
A – 100%-90%	33.4% (276)	Session A 71.9%	35.2% (231)	Session B 78.5%	34.2% (507)	74.8%
B – 89% - 80%	23.8% (197)		25.6% (168)		24.6% (365)	
C – 79% - 70%	14.6% (121)		17.8% (117)		16.0% (238)	
D – 69% -60%	18.8% (155)		13.7% (90)		16.5% (245)	
F – 59% - 0%	9.3% (77)		7.8% (51)		8.6% (128)	
TOTAL	826		657		1,483	

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Summer School program surveys were also conducted with students and parents to see how they adapted to the change from the traditional daily meeting to course by conference. Table 11 below indicates the responses for Elementary and Middle School and Table 12 responses for High School.

Table 11: Summer School Survey Responses (Elementary & Middle)

	Learned Something New	Improved Reading Skills	Improved Math Skills	Overall Rating
Student	90% indicated they learned something new	53% Strongly Agreed they improved Reading Skills , 38% Agreed	59% indicated Strongly Agreed improved Math Skills, 28% Agreed	43% - Satisfactory 71% - Outstanding
Parent	91% indicated child learned something new	43% Strongly Agreed child improved Reading Skills , 43% Agreed	37% indicated Strongly Agreed child improved Math Skills, 53% Agreed	43% - Satisfactory 50% - Outstanding

Table 12: Summer School Survey Responses (High)

	Satisfaction with Course by Conference	Sufficient Time to Complete Coursework	Overall Program Rating
Student	49% of students stated they like the course by conference	66% of students indicated the format provided sufficient to complete coursework	41% - Satisfactory 41% - Outstanding
Parent	35% of parents agreed that coursed by conference accommodates students' needs, 53% Strongly Agreed	50% Strongly Agreed program gave appropriate time to complete coursework. 38% Agreed	43% - Satisfactory 44% - Outstanding

Activities

List the major activities that were implemented within this project.

1. 3.1 Response to Interventions

- a. Professional Development for all teachers, administrators, and support staff in the participating SSIP schools, Chief Brodie, JM Guerrero, MU Lujan and Price Elementary School. Implementation of SSIP.
- b. Professional Development for all teachers in the 9th grade academy to include support teachers in SPED and ESL in the participating JHTD schools, George Washington and Southern High School. Implementation of JHTD.

2. 3.2 Instructional Supports

- a. Professional Development for all ESL teachers and coordinators to include PNP participants.
- b. Training for all Teacher Assistants & Instructional Program Aides. Support provided to students, teachers and schools by the TAs & IPAs.
- c. Successful usage of IXL in the seven (7) Kindergarten classrooms at Finegayan Elementary School.
- d. Participation in the off island National Conference on Innovative Teaching Strategies

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3. 3.3 Extended Learning

- a. Successful implementation of ASPIRE, *Eskuelan Puengi* and Summer School

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

ISLA: *Ayudante'* had challenges with implementation several activities to include *Na'metgot Tiningo*, TA courses, Kinder Learn for 1st Grade, and 4H. Many of the challenges were due to contracts pending review and approval from the Attorney General's office. In addition, the delay in delivery equipment needed for the 1st grade students under Kinder Learn. Although data showed 1st grade students accessing online license, IXL, usage was not maximized.

The last challenge was AIMSweb and system glitches. AIMSweb is used to track student progress in ASPIRE. Therefore data was tracked manually with the participating schools. The Project was not able to pull accurate data on the program, in addition, to not being able to analyze truly if students increased in skill level/ performance.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

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Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title(Federal Program Name):		#4 College Pathway			Project Lead:		Joseph L.M. Sanchez – Project Manager Leah Beth Naholowaa – Project Coordinator		Federal Programs Oversight:		Sean Rupley – State Program Officer Rachel L.S. Duenas – Senior State Program Officer	
Project Budget				Population Served								
Allocated		Expended		Students Served			Staff Served					
\$1,394,986.91		\$1,394,986.91		Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Projected Number of Administrators	Actual Number of Teachers	Actual Number of Administrators		
				Group: [Grade Level(s)]	9-12	1,700 PNP	6	2	6			
				Group: [Grade Level(s)]	K-12	5,550 GDOE	212	16	212			
Total Population Served							7200					
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>						Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>						
<ol style="list-style-type: none"> By 2018, Thirty (30%) percent of participating teachers will increase their knowledge of AP Instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans By 2018, Thirty (30%) percent of participating teachers will increase their knowledge of College Board AP approve syllabi By 2018, 100 students will participate in English and Math camps as evidenced by attendance logs By 2018, Ten (10) STEM activities/competitions will be offered to students as evidenced by activities calendar 						<ol style="list-style-type: none"> The percent of high school students participating in Advanced Placement Tests who earn a passing score of three (3) will increase by 2% High school students testing in remedial English and Math courses at the University of Guam and Guam Community College will be reduced Ten (10) STEM competitions/activities will be offered to students as evidenced by activities calendar Ten (10%) percent of students will indicate interest in STEM careers for College degrees At least fifty (50%) percent of teachers participating in STEM PD Activities will indicate that they feel better prepared to teach STEM topics, are more knowledgeable about STEM relates standards, and that they are incorporating more hands on STEM activities in instruction 						

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- | | |
|--|---|
| | <ul style="list-style-type: none"> 6. Thirty (30%) percent of participating teachers will increase their knowledge of AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans 7. 100 students participate in English and Math camps as evidenced by attendance logs 8. 75% of students and parents attending College Fair report that the event was effective in providing information or College |
|--|---|

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

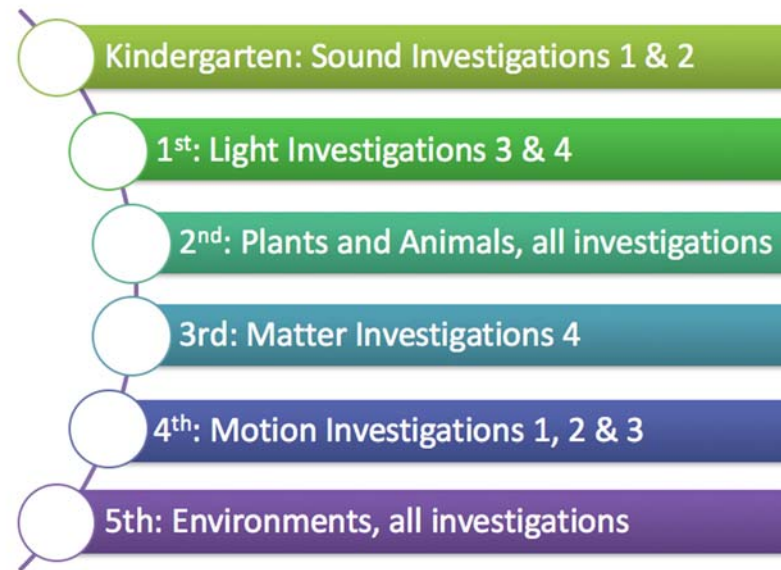
1. 328 teachers attended STEM trainings. From the participant surveys, 100% agreed and strongly agreed that the information was useful, 98% agreed and strongly agreed that the sessions were of high quality and 100% agreed and strongly agreed that the sessions were relevant to their work.
2. 194 teachers attended NGSS introductory trainings and from the participant surveys, 100% agreed and strongly agreed that the information was useful, 100% agreed and strongly agreed that the sessions were of high quality and 100% agreed and strongly agreed that the sessions were relevant to their work.
3. During the Underwater Robotics trainings, the pre-surveys indicated that 27% of the teachers felt comfortable facilitating engineering instruction with students and the post-surveys indicated that 73% felt comfortable facilitating engineering instruction with students.
4. 84 student participants (14 teams) in a regional ROV competition as a result of the two teacher trainings to prepare them to teach engineering using Underwater Remotely Operating Vehicles.
5. As a result of the success of the first ROV competition on April 22, 2017, Guam has been designated as a Regional MATE ROV Competition site.
6. As part of a progression engineering skills and understanding, two ROV trainings were held to build teacher capacity to incorporate underwater robotics into the high school curriculum for both Guam DOE public and private schools. This is preparing teachers to work with students to remotely operate the robots to complete tasks similar to those used in ocean engineering careers. The next training will include programming the robots.
7. Two trainings were held for upper elementary teachers and middle school teachers to work with the LegoRobotics program. This is part of the coherent implementation of robotics across K-12. In total 150 teachers were trained and are using the materials with students. 21 teams participated in the FirstLego League Guam competitions and one middle school, Benavente Middle School, advanced to the regional competition in California.
8. As part of a pre/post-survey of the two-day training, participants were asked to rate their level of confidence in teaching about plants and animals. Before the training, 30% (10/33) of responding participants said they were mostly or very confident. At the end of the training, all respondents said they were mostly or very confident teaching about plants and animals. As part of a pre/post-survey of the two-day training, participants were asked to rate their level of confidence in teaching about environments. Before the training, 35% (13/37) of responding

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participants said they were mostly or very confident. At the end of the training, all respondents (100%) said they were mostly or very confident teaching about environments.

A district-wide K-5 FOSS-STEM plan was designed and described to the school STEM teams with four FOSS-STEM modules per school purchased over the past two years and teacher trainings complete.

Figure 3. Guam DOE K-5 FOSS-STEM Plan



Each school selected a FOSS-STEM leader who would support teachers as needed for teaching FOSS-STEM, monitor the FOSS modules and materials, and be the point-person for the district STEM leader. The district STEM leadership has created a list of these school STEM leaders.

As part of the post-survey, participants were asked to rate their level of confidence in talking to staff about FOSS-STEM compared to their confidence at the beginning of the ToT session. Twenty-seven percent (12 out of 44 responses) said they were much more confident, and 73% (32 out of 44 responses) said they were more confident. No participants said their confidence was the same or less than when they began the ToT session.

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Activities

List the major activities that were implemented within this project.

4.1 STEM Education- 13 STEM workshops were held for teachers across K-12. This included FOSS trainings, WeDo and Lego Robotics for elementary, Aquaponics and Lego Robotics for middle school and Underwater Robotics trainings for high school. Additionally, all levels have received introductory training in the Next Generation Science Standards (NGSS). This included 275 science teachers, curriculum specialists and administrators.

- Draft STEM Strategic Plan and Action Planning activities and goals was completed and set out for public comment prior to being submitted for board approval. The Strategic Planning team met 3 times during the year.
- **Foss Kits-** On January 9 and 10, 2017, second-grade teacher representatives and instructional coaches from the twenty-six elementary schools convened at the Guam Hyatt Regency for a two-day (16 hour) STEM training with McREL International. The training was designed to increase teacher knowledge, skills and confidence in teaching the *FOSS Plants and Animals* curriculum module investigations while making connections to Guam-specific issues. Teachers began the training by providing the following pre-survey information: Personal hopes for the training learning objectives, personal concerns for the training learning objectives, a rating of personal confidence for teaching plant and animal concepts, and a school survey of current FOSS module implementation.

On January 11 and 12, 2017, fifth-grade teacher representatives and instructional coaches from the twenty-six elementary schools convened at the Guam Hyatt Regency for a two-day (16 hour) STEM training with McREL International. The training was designed to increase teacher knowledge, skills and confidence in teaching the *FOSS Environments* curriculum module investigations while making connections to Guam-specific issues. Teachers began the training by providing the following pre-survey information: Personal hopes for the training learning objectives, personal concerns for the training learning objectives, a rating of personal confidence for teaching environments concepts, and a school survey of current FOSS module implementation.

On January 13, 2017, participants from the previous two FOSS-STEM trainings (i.e., second- and fifth-grade teacher representatives and instructional coaches from the twenty-six elementary schools) convened at the Guam Hyatt Regency for a one-day (8 hour) Trainer-of-trainers (ToT) session with McREL International. The session was designed to review and discuss the new districtwide plan for teaching FOSS-STEM curriculum in all K-5 grades, to select school STEM leaders, to support school teams as they developed a FOSS-STEM plan for their schools, and to guide school teams as they prepared two staff presentations about the district plan and the FOSS curriculum

4.2 Robotics

- As a result of the success of the first ROV competition on April 22, 2017, Guam has been designated as a Regional MATE ROV Competition site.
- As part of a progression engineering skills and understanding, two ROV trainings were held to build teacher capacity to incorporate underwater robotics into the high school curriculum for both Guam DOE public and private schools. This is preparing teachers to work with

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students to remotely operate the robots to complete tasks similar to those used in ocean engineering careers. The next training will include programming the robots.

- Two trainings were held for upper elementary teachers and middle school teachers to work with the LegoRobotics program. This is part of the coherent implementation of robotics across K-12. In total 150 teachers were trained and are using the materials with students. 21 teams participated in the FirstLego League Guam competitions and one middle school, Benavente Middle School, advanced to the regional competition in California.

- **ROV Robotics** - Six Guam Department of Education high schools and teams from Guam private schools will soon be building underwater marine remote operating vehicles (ROVs) as part of a STEM program connected to the MATE International ROV Competition. To promote STEM career pathways, teachers will learn how to design and operate an electronically controlled underwater robot, called a “triggerfish,” that will perform tasks similar to those needed by today’s workforce. All of this is in preparation for Guam to be a regional competition site this year! In the regional competition, held next spring, will identify a winning team eligible to participate at the Weyerhaeuser King County Aquatic Center in Federal Way, Washington along with more than 100 national and international teams.

Lego Robotics - Two trainings were held for upper elementary teachers and middle school teachers to work with the LegoRobotics program. This is part of the coherent implementation of robotics across K-12. In total 150 teachers were trained and are using the materials with students. 21 teams participated in the FirstLego League Guam competitions and one middle school, Benavente Middle School, advanced to the regional competition in California.

Kibo Robotics - On February 10, 2017, Pre-K to 2nd grade Teachers to provide STEM training to Pre-K to 2nd grade teachers to participate in the use of KIBOs , which will provide a wide-range of hands-on learning experiences that features both math and technology instructional strategies. Participants will also connect their experiences to their grade level curriculum and learning expectations (aligned to the Common Core in Math and consistent with NGSS expectations).

4.3 Advanced Placement - Distribution of AP supplemental resources, scheduling of Fall AP Institute (November 14-17, 2017) and participation at the National Summer AP Training. Additionally, there were 400 students who took the AP tests from six GDOE high schools.

College Pathway program purchased 162 AP resources and distributed to the following schools:

AP Calculus for Simon Sanchez High School

AP Physics for JFK and Okkodo High School.

AP Biology for GW High schools.

4.4 College Readiness- On September 5-7, 2017 the Guam Department of Education hosted its annual College Fair for junior and senior high school students. More than 1700 students from Public and Private schools participated to prepare for college and how to ensure that they are doing what is necessary in high school to increase their chances of getting into college of their choice. As one of the goals of the GDOE’s State Strategic Plan is that **“all Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on-or off-**

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island or to assume gainful employment within the public or private sector.” this event helped provide opportunities for students to develop their post- secondary options with representatives from various colleges and universities.

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

1. This is year three of the STEM professional development programs and we are currently gathering implementation data to ascertain the number of students that are reached.
2. The goals identified within the action plan of the STEM Strategic Plan currently do not have any mechanism to monitor the activities. That will be implemented once the STEM Strategic Plan is adopted by the board of the Guam Department of Education.
3. An external evaluation of the STEM programs is needed to determine performance measures, gather teacher and student survey data and conduct focus group sessions and interviews. This is currently not a part of the overall project funding.
4. Gathering school level data for the FOSS science programs has been requested and only a third of the schools have submitted their implementation data. Some of this difficulty stems from the transition of leadership, teachers from one grade level to another and shift among staff resulting in numerous teachers who have not been trained on the materials.
5. A general lack of science supplies and materials has impacted the use of the aquaponics materials and many of the teachers who received the training are not using the materials with students. This issue is being addressed with the purchase of science equipment and an expansion of the project-based learning experiences.
6. Sufficient materials were purchased for elementary and middle school teachers to implement the WeDo robotics and having sufficient supplies for the LegoRobotics and the Underwater Robotics is still an issue. As a result, not all of the students in a school have access to the engineering programs. The Guam DOE is continuing to add more training and equipment each year to address this problem.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

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Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title:	#5 Career Pathway Project		Project Manager:	Joseph L.M. Sanchez		Federal Programs Oversight (State Program Officer):	Roque Yamashita	
			Project Lead:	Sylvia T. Calvo				
Project Budget		Population Served						
Allocated	Expended	Students Served			Staff Served			
\$1,658,388.61	\$1,658,388.61	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Projected Number of Administrators	Actual Number of Teachers	Actual Number of Administrators
		Group: [Grade Level(s)]	6,642		69 (6 th – 12 th) 25 MS/HS counselors (DOE) 15 (PNP)	26 (MS/HS)	52	29
		Group: [Grade Level(s)]	10,137 (DOE) 813 (PNP)	813	69 (6 th – 12 th) 25 MS/HS counselors (DOE) 7 STW Teachers	26 (MS/HS)	227	40
Total Population Served				813			279 Teachers/ 69 Administrators	
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>				
1. GDOE 21 st Century CTE Classrooms <ul style="list-style-type: none"> Increasing knowledge 25%, utilizing strategies 25%, increase access to technology 7 classrooms will have updated equipment and teachers will show evidence of usage of equipment. 				1. GDOE 21 st Century CTE Classrooms <ul style="list-style-type: none"> # of CTE classrooms equipped Semester review of teacher lesson plans will show weekly equipment used at least twice a week Teacher will report each semester on how equipment is used in the class at least twice a week 				

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<p>2. ACT KeyTrain training and WorkKeys assessment</p> <ul style="list-style-type: none">• 60% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate <p>3. CTE Academies</p> <ul style="list-style-type: none">• 29% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion• As a result of higher quality curriculum, 50% of participating students will receive a passing grade in their career academy. <p>4. Professional Development for CTE teachers</p> <ul style="list-style-type: none">• Increasing knowledge 25%, utilizing strategies 25%, increase access to technology	<p>2. ACT KeyTrain training and WorkKeys assessment</p> <ul style="list-style-type: none">• # of students using KeyTrain• % of students taking the WorkKeys assessment• % of students using KeyTrain that increase WorkKeys scores in Reading, Math, and Locating Information. <p>3. CTE Academies</p> <ul style="list-style-type: none">• % of students enrolled in GCC CTE courses• % of students enrolled in Guam Trades Academy courses• % of students in those courses who receive a grade of C or better <p>4. Professional Development for CTE teachers</p> <ul style="list-style-type: none">• # of participating teachers attending• # of participating students getting 70% or higher in CTE courses
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Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Objective 1: Increasing knowledge 25%, utilizing strategies 25%, increase access to technology.

The Project provided 5 training events during this period that helped increase teachers' knowledge of subject matter, increase the utilization of instructional strategies and increase access to technology.

Professional Development	Type	Number of Participants
Promethean Board	Access to Technology	30
Choices 360 Online Career Interest Inventory	Access to Technology	68
Business Education	Knowledge	
Career Academies	Utilizing Strategies	79
Microsoft Office Specialist Certification	Knowledge, Access to Technology	23

Objective 2: As a result of a higher quality curriculum, 50% of participating students will receive a passing grade in their career academy.

The table shown under Objective 5 illustrates that 52% of those students completing the CTE courses offered received a Certificate of Mastery and related to that, also indicates that students are receiving a passing grade.

Objective 3: 7 classrooms will have updated equipment and teachers will show evidence of usage of equipment.

The Project exceeded its goal to equip 7 classrooms with updated equipment. During this period the Project procured a total of 16 mobile laptop carts: 2 carts for each high school and 1 set each for 2 middle schools.

	GWHS	JFKHS	JPTSA	OHS	SSHS	SHS	THS	LPUMS	AIJMS
Mobile Laptop Carts	2	2	2	2	2	2	2	1	1

Objective 4: 60% of graduating seniors pass the Work Keys assessments with a Bronze score or higher and achieve an NCRC certificate.

The Project fell short of meeting its objective to have 60% of graduating seniors pass the Work Keys assessments with a Bronze score or higher. Only 45% of the graduating seniors took the Work Keys assessment and 38% of those who took the assessment earned a Bronze or higher score.

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Table 1. Breakdown of Work Keys assessment scores earned by graduating seniors.

SY17-18 GDOE HS Graduates Total Breakdown				
	Qty	%	≥ Silver	≥ Gold
Bronze	317	16%	22%	8%
Silver	291	14%		
Gold	92	5%		
Platinum	68	3%		
Total Certificates Earned (All Graduates)	768	38%		
None	138	7%		
Incomplete	4	0%		
Total Assessed	910	45%		
Total Not Assessed	1658	83%		
Total GDOE Graduates	2009	100%		

However, the Project realized increases from the previous school year (SY16-17) in the number of students who took the assessments (87% increase) and the scores earned by them.

Table 2. Change from SY16-17 to SY17-18 in Work Keys Scores Earned and Number of Students Tested

WorkKeys Scores Earned	SY16-17	SY17-18	Change	% Change
Platinum	0	68	+68	
Gold	19	92	+73	384%
Silver	165	291	+126	76%
Bronze	122	317	+195	150%
Total Tested	411	768	+357	87%

Objective 5: 29% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion.

During this period 360 people received certificates of completion and among them 186 received a certificate of mastery. This year 1 data shows that 52% of those enrolled received certificates of mastery, which exceeds the targeted percentage of this objective.

2017-18 Certificate of Completion	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Automotive Service Technology	0	6	6	13	0	7	32
Collision Repair & Finishing Technology	17	0	0	8	0	n/a	25
Construction Trades-Carpentry	0	17	0	n/a	18	17	52
Construction Trades-AutoCAD	13	n/a	n/a	n/a	n/a	n/a	13

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Early Childhood Education	33	n/a	n/a	n/a	n/a	n/a	33
Electronics	0	n/a	10	5	5	n/a	20
Health Careers & Secondary Science	11	13	0	18	5	n/a	47
Marketing	3	8	0	13	5	12	41
Tourism-Lodging Mangement	6	5	27	11	1	18	68
Tourism-ProStart	10	7	3	7	2	n/a	29
Visual Communications	0	n/a	n/a	n/a	n/a	49	49
TOTAL	93	56	46	75	36	103	360
2017-18 Certificate of Mastery							
	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Automotive Service Technology	2	5	0	1	6	0	8
Collision Repair & Finishing Technology	0	0	0	0	0	n/a	0
Construction Trades-Carpentry	0	2	0	n/a	0	1	3
Construction Trades-AutoCAD	0	n/a	n/a	n/a	n/a	n/a	0
Early Childhood Education	6	n/a	n/a	n/a	n/a	n/a	6
Electronics	0	n/a	4	1	4	n/a	9
Health Careers & Secondary Science	3	7	0	0	15	n/a	25
Marketing	6	5	22	15	9	4	61
Tourism-Lodging Mangement	4	9	3	1	17	2	36
Tourism-ProStart	3	8	12	1	7	n/a	31
Visual Communications	1	n/a	n/a	n/a	n/a	n/a	1
TOTAL	25	36	41	19	58	7	186

Activities

List the major activities that were implemented within this project.

5. Purchased laptop carts and supplies for CTE classes.
6. Supported CTE programs with GCC through the procurement of professional services and supplies/materials.
7. Administered WorkKeys assessment to 11th & 12th grade students.
8. Procured Choices360 and trained teachers on its administration. Middle and high school students availed of the program.
9. Provided Professional Development
 - a. Career Academies June 11-15, 2018

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- b. Microsoft Office Specialist September 2018
- c. Career Interest Inventory February 13-14, 2018
- d. Business Education Curriculum Development April 25-26, 2018

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

- 5. Often contracts take 6 months to be executed from the time they are entered in our Munis Procurement System as requisitions. There are numerous approvers who need to sign off on a requisition and if one of the approvers rejects a requisition, the whole process starts over from step one. This is often time consuming which delays the execution of an activity.
- 6. CTE Participation with GCC. Enrollment declined in SY 17-18. There were some program changes with the GCC courses which contributed to this decline. One large decrease was due to an Automotive Program being dropped from Southern High School. There were 3 classes taught there (10th, 11th, and 12th grade). There was a 149 total student decrease at Southern High School that year.

CAREER & TECHNICAL EDUCATION PROGRAM	GWHS	JFKHS	OHS	SHS	SSHS	THS	16-17	17-18
16-17 Totals	685	413	417	481	486	496	2978	
17-18 Totals	703	410	433	332	470	371		2719

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

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Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title:		#6 Gifted and Talented Education (GATE)		Project Manager:		Joseph L.M. Sanchez		Federal Programs Oversight (State Program Officer):		Shandice D. Calano		
				Project Lead:		Leon P.C. Bamba						
Project Budget			Population Served									
Allocated		Expended		Students Served			Staff Served					
				Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers		Projected Number of Administrators		Actual Number of Teachers	Actual Number of Administrators
\$901,125.48		\$901,125.48		Group: [Grade Level(s)]	2,470	PreK – 5 th : 2,041	50				49	3
				Group: [Grade Level(s)]		6 th - 12 th : 734						
Total Population Served						2,775					52	
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>						Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>						
<p>Objective 6.1: Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD) Year 1: 50% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in-service meetings, Year 2: 55%, Year 3: 60%.</p> <p>Objective 6.2: Math Enrichment Program (4th/5th grade GATE) Year 1: 70% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math. Year 2: 75%. Year 3: 80%.</p>						<ol style="list-style-type: none"> 10% increase in number of students participating in GATE activities (academic special events, visual arts, theater, and music). The total number of GATE students identified in SY16-17 was 3,018. The total number of students identified for GATE in SY17-18 was 2,775, a decrease of .08%. Although we lost a Music Teacher, we gained a dance instructor and part-time band instructor who offered services to a good number of students. Art and Music varies in number of students participating based on auditions and selection. 60% of GATE students will score at READY level in ACT Aspire Reading and Mathematics assessments. The GATE Math Enrichment Teacher provided services to 23 elementary schools with a total of 430 GATE students; 4th (212) and 5th (218) grade students. Based on ACT Aspire for SY'17-18, 69% scored "Ready" or "Exceeding" for 4th grade in Math and 59% for 5th grade. 						

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Objective 6.3: Academic Special Events

Year 1: 65% of students participating in academic special events will report being more engaged in learning (as determined on a measure of engagement from

https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf) and feeling more confident in their academic work, Year 2: 70%, Year 3: 75%.

Objective 6.4: Visual Arts, Theater and Music Programs

Year 1: 65% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work; Year 2: 70%, Year 3: 75%

3. 50% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in-service meetings.
Professional Development was provided to 23 GATE Academic Teachers, 9 GATE PreK Teachers, 2 GATE Visual Performing Arts Teachers, a GATE Math Enrichment Teacher and 3 GATE Office staff on January 22-26, 2018. All Teachers responded that strategies received at PD were applied in their respective classrooms. Supplies and materials received were well appreciated and used accordingly.
4. 70% of 4th/5th grade math teachers in math enrichment program will report using supplemental instructional materials in teaching math. Year 2: 75%. Year 3: 80%.
The GATE Project has one Math Enrichment Teacher providing 2 instructional hours a week for identified GATE elementary 4th and 5th grade students. All items procured were used for classroom instruction.
5. 65% of students participating in academic special events will report being more engaged in learning (as determined on a measure of engagement from https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf) and feeling more confident in their academic work.
Due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program's Office personnel. With permission from Lisa M. Thompson-Caruthers, Ph.D., M.S.W., B.F.A., with modifications, the survey tool was completed and will be used for next fiscal year.
6. 65% of students who participate in Visual Performing Arts, Theater and Music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work.
Due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program's Office personnel. With permission from Lisa M. Thompson-Caruthers, Ph.D., M.S.W., B.F.A., with modifications, the survey tool was completed and will be used for next fiscal year.

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Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

9. Identification through assessments for Prekindergarten students with high-ability skills is based on assessment results, as well as, recommendations from teachers, parents, daycare providers, and/or grandparents (with parental consent), whereas students in K-5 must be recommended by teachers, principals, librarians, and/or nurses. For this reporting period, there was a total of 1,263 GATE identified students (126) PreK Students and (1,137) K-5th grade students.
10. The Project received a total of 456 referrals for testing in which 353 Qualified (77.4%), the project increased its identification of GATE students compared to the 265 referrals with 199 Qualified (75%) last School Year by 2.4%.
11. Of the 430 GATE identified 4th (212) and 5th (218) grade students from 23 elementary schools, the ACT Aspire for SY'17-18 reported, 64% scored "Ready" or "Exceeding" in Math (146 4th graders and 129 5th graders, a 17% increase from SY16-17 (47%).
12. The GATE Academic Special Events Program included 7 additional Public Schools; 3 Elementary, 2 Middle and 2 High. A total of 599 students participated from both public and private-non-public (220- Academic Challenge Bowl (M), 149-Academic Challenge Bowl (High), 30-National Forensic League, 33-MathCounts and 167-Math Olympiad.
13. Professional Development through contractual services was provided for 35 GATE Teachers, 14 PNP Teachers and 3 GATE office staff January 22-26, 2018. Resource kits were provided to each participant.
14. GATE Theatre was able to produce "SHREK THE MUSICAL" from April 3rd through the 5th with a total of 72 (27 Public / 45 PNP) students participating in the production. Matinees were provided for students throughout the island that were bussed to the theatre for the show.
15. GATE Music Program was fortunate to have 2 GATE Music Teachers providing services to a total of 307 students at 6 elementary schools.
16. GATE Art Teacher provided services to 78 students at 3 elementary schools.

Activities

List the major activities that were implemented within this project.

- 6.1: Guam Academic Program / Professional Development for Educators (PreK – 5th)
- 6.2: Math Enrichment Program (4th/5th grade GATE)
- 6.3: Academic Special Events
- 6.4: Visual Arts, Theater and Music Programs

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

7. The GATE Tester resigned after SY16-17 and not being able to use a 100% federally funded staff to administer tests caused the project to put a halt to all testing pending the hiring of a locally funded GATE Tester. In order to address growing number of referrals, all GATE Academic Teachers conducted testing in the month of March. GATE eventually hired a Tester that started September 24, 2018.

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8. Productions with the Theatre Program couldn't be held at Southern High Auditorium due to no air conditioning causing the program to rent a theatre space for shows or partnering with community organizations.
9. Scheduling around a very tight rehearsal time frame for GATE Theatre is extremely challenging not only for the instructor but for the students and parents involved. A central facility was necessary for rehearsals in order to accommodate students and others involved in the theatre production.
10. Math Enrichment Program sessions at some school sites and ASE were missed due to lost days from Typhoon Mangkhut and teacher training days.
11. The GATE Tester had challenges with the time lapse between teachers verifying the students attending their current schools as well as securing a testing space to conduct tests for students at school location.
12. The GATE Art Teacher experienced a large number of students participating in the after school GATE Art Program, making it challenging to manage.
13. The survey tool to be used for the VPAs and ASE participants needed a lot of adjustments due to the length of the survey. Federal Program's Data staff was able to assist in hopes that the tool will be easier to complete

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
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- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

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Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title:	#7 Student Parent Community Engagement Project	Project Manager:	Dr. Kelly R. Sukola	Federal Programs Oversight (State Program Officer):	Maria Blaz Rachel Santos-Duenas			
		Project Lead:	Doris D Bukikosa					
Project Budget		Population Served						
Allocated	Expended	Students Served			Staff Served			
		Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Projected Number of Administrators	Actual Number of Teachers & Staff	Actual Number of Administrators
\$3,161,187.53	\$3,161,187.53	Group: <i>[Grade Level(s)]</i>	PUBLIC STUDENTS K-5: 1,894 6-8: 1,876 9-12: 993	PUBLIC STUDENTS K-5: 2,873 6-8: 2,779 9-12: 1,933 ENGAGEMENT ACTIVITIES: 40 EVENTS/4,323	PUBLIC SCHOOL FACULTY & STAFF: 2,511 PNP: 16	PUBLIC SCHOOL ADMINISTRATORS: 96 PNP: 10	PUBLIC: K-5: 2,607 6-8: 1,226 9-12: 1,058 PNP: 16	PUBLIC: 96 # REFERRALS K-5: 653 6-8: 579 9-12: 674 PNP: 10
		Group: <i>[Grade Level(s)]</i>	PNP STUDENTS K-5: 261 6-8: 353 9-12: 383	PNP STUDENTS K-5: 6-8: 533 9-12: 264			PNP K-5: 6-8: 53 9-12: 14	
Total Population Served				21,136			6,864	

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Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>	Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>
<p>I. Social Support & Outreach Teams (SSOT)</p> <ol style="list-style-type: none"> 1. Utilize effective tracking system to monitor students receiving services 2. 9% Increase in students receiving SSOT services successfully progressing from grade to grade 3. 85% Referrals received will be completed <p>II. PBIS Framework</p> <ol style="list-style-type: none"> 1. 15% increase in school site level of implementation 2. 15% annual increase of each school's School Safety Perception Rate (SSS & SAS) <p>III. Promoting Positive Behaviors and Safe School Environment</p> <ol style="list-style-type: none"> 1. 25% increase SPCE and school personnel knowledge and practices supporting safe schools 2. 25% decrease in student internet safety infractions <p>IV. Health & Safety</p> <ol style="list-style-type: none"> 1. 25% increase in teacher knowledge and practices 	<p>I. SSOT</p> <ol style="list-style-type: none"> 1.1. Implement Student Tracking System (STS) 1.2. Determine effectiveness of STS 2. Year 3: 5% increase 3. Year 3: 85% completion rate <p>II. PBIS Framework</p> <ol style="list-style-type: none"> 2.1. Year 3: 15% annual increase in implementation of the PBIS Framework 2.2. Year 3: 15% annual increase on each School Safety Perception Rate (SAS & SSS) <p>III. Promoting Positive Behavior and Safe School Environment</p> <ol style="list-style-type: none"> 3.1. Year 3: 75% increase in knowledge and practice 3.2. Year 3: 25% reduction <p>IV. Health and Safety</p> <ol style="list-style-type: none"> 1. Year 3: 75% students BMI data will be tracked/reported to determine progress/success
<p>Evidence of Success/ Progress (bullet points) <i>List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) <u>and</u> the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)</i></p>	
<p>17. SSOT:</p> <ul style="list-style-type: none"> • Project personnel collected project data to monitor students receiving services, at no cost to the Project. • All students receiving services progressed to the next grade. • Project personnel maintained a successful completion rate of 92% - 96% throughout the year. <p>18. PBIS Implementation:</p> <ol style="list-style-type: none"> 1. Tiered Fidelity Inventory (TFI): Elem: Tier 1: 85%, 89%, 92%, Tier 2: 77%; 29%; 78%, Tier 3: 77%, 71% 73%; Middle: Tier 1: 73%, 28% (fewer schools completed assessment), 87% High: Tier 1: 78% (3 schools), 28% (5 schools), 61% (all) 2. SSS: Elem Avg: 82%; Middle Avg: 81%; High Avg: 70%; SAS: (Risk Factors/Protective Factors) Elem Avg: 33%/73%; Middle Avg: 59%/74%; High Avg: 56%, 68% <p>19. Promoting Positive Behavior and Safe School Environment:</p>	

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1. **SSS:** Elem Avg: 82%; Middle Avg: 81%; High Avg: 70%; **SAS:** (Risk Factors/Protective Factors) Elem Avg: 33%/73%; Middle Avg: 59%/74%; High Avg: 56%, 68%
 2. Technology Infractions: **SY16-17: 103** Infractions/12,239 Total Infractions (**1%**); **SY17-18: 59** Infractions/11,275 Total Infractions (**1%**)
- 20. Health and Safety:**
1. Teachers have received training and the fitness trackers. Due to delays in procuring supporting equipment such as laptops with accessories, student data from the fitness trackers were not downloaded and compiled to meet the end of the year report. The laptops were just delivered to the schools and teachers will be working with the Tech Support (FSAIS) to install the application to compile the data. Data will be made included in the next quarter reporting cycle.

Activities

List the major activities that were implemented within this project.

4. **SSOT**
 - Response to referrals/Case Management Supports
 - Organized Student and Parent Engagement Activities
 - Personnel conducted training sessions
 - Participation in off island conferences
5. **PBIS Implementation**
 - Coaching Services
 - Training
 - Outreach Activities
 - Maintenance of Discipline Data
 - Positive Learning Center Classrooms & Supports
 - Participation in off island conferences
6. **Positive Behaviors and Safe School Environments**
 - School Resource Officers
 - Play By the Rules Training and Instruction
 - Safe School Ambassador Training
 - iSafe Online Curriculum
 - Subscription and Utilization of School-wide Information System (SWIS)
7. **Health and Safety**
 - Teacher Training
 - Student Training
 - Equipment delivery to support activities

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Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

14. SSOT:

- STS was never implemented. Original plans to utilize available tracking cells in the GDOE Student Information System (PowerSchool) fell through as other Divisions utilized all “trackable cells” intended for SPCE purposes. Any future plans to utilize the PowerSchool would result in project funds being used to procure additional modules to create additional “trackable cells” in the system.
- This measure was deemed problematic, as all GDOE student K-5 and 6-8 automatically progressed to the next grade. GDOE does not practice retaining students in the elementary and middle school grades. It should be noted that all students receiving project SSOT services did in fact remain in school to move onto the next grade level. In addition, high school students are not tracked by grade level, but by the number of credits earned. Also problematic is a recently amended local law that changed the compulsory age from 16 years to 18, thus students have to remain in school until the age of 18. This measure needs to be reevaluated and changed.

15. PBIS Implementation:

- Both performance measure rates are difficult to meet (15% increase annually). Recommendation is to reduce the measures to a more reasonable and attainable measure.
- Supports continue to be provided; however, it has been challenging to help administrators and school site personnel understand the need to prioritize behavior supports along with instruction supports and to move beyond punitive measures when dealing with behavior.

16. Positive Behavior and Safe School Environment:

- Completing the procurement process of contractual services continue to be challenging as local requirements include the review and approval of all contracts at the Attorney General’s Office and the Governor’s Office. This has caused delays on the start date on various activities and reducing the amount of time to complete activities due to the availability of funds and the performance period deadlines.

17. Health and Safety:

- Although the fitness trackers were procured early on in the three year cycle, other equipment procurement ran into delays and stalled the ability to collect the necessary data. Other activities continued such as training to teachers and lessons/training to students. Data collection is still ongoing and the review pending before any decision can be made on the effectiveness of project efforts.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
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Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title(Federal Program Name):	#8 Second Chance		Project Lead:	Joseph Sanchez, Project Manager Jesse Pendon, Project Coordinator		Federal Programs Oversight:	Stephanie N. Chargualaf, State Program Officer Rachel Duenas, Senior State Program Officer	
Project Budget			Population Served					
Allocated	Expended	Students Served			Staff Served			
\$ 1,417,850.57	\$ 1,417,850.57	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Projected Number of Administrators	Actual Number of Teachers	Actual Number of Administrators
		Group: [Grade Level(s)]	270	235	14	1	14	1
		Group: [Grade Level(s)]						
Total Population Served				235			15	
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>				
<ol style="list-style-type: none"> 1. On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project at JPTSA. 2. Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project at JPSTA. 3. Annually increase by one grade level 10% of participating students who have been incarcerated during high school. 4. The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported. 				<ol style="list-style-type: none"> 1. # of students on track to graduate divided by # of students eligible to graduate 2. # of students on track per grade level divided by # of students per grade level 3. # of High School Students Progressing divided by # of Students Incarcerated (HS) 4. # of High School Students Progressing divided by # of Students at the Youth Shelter 5. # of satisfied stakeholders divided by the total # of stakeholders 				

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Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

21. The project was able to have 85% of its high school seniors graduate for school year 2017-2018 meeting its objectives for SY 2017 - 2018
22. The project was able to have 85% of its projected juniors progress to the next grade level exceeding the project's goal of 70%.
23. The project was able to have 83% of its projected sophomores progress to the next grade level exceeding the project's goal of 70%.
24. The project was able to have 71% of its projected freshmen progress to the next grade level exceeding the project's goal of 70%.
25. The project was able to have 13% of its incarcerated high school student population progress exceeding its goal pf 10%.
26. The project was able to have 14% of its high school student population at the youth shelter progress exceeding its goal pf 10%.
27. Stakeholders satisfaction surveys for all the quarters have been above 98% satisfied with the project implementation.

Activities

List the major activities that were implemented within this project.

1. Support Credit Recovery: Provide direct coordination between the Core program and its supplemental parts.
2. The Program Coordinator will oversee the implementation of the program with 6 High Schools, JPTSA, and SYS; coordinate with principals and report progress to the Program Manager.
3. Reduce class size by providing JP Torres Success Academy (credit recovery) 11 additional classroom teachers. These teachers provide academic instruction 5 days a week 7 hours a day during the academic year to high-risk students enrolled in the program.

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

18. The project was not able to complete the certification of three (3) project personnel to attain certification with the National Dropout Prevention Program. This was attributed to the host university not being able to accept purchase orders from the Guam Department of Education. The project will be seeking alternative ways to navigate this issue for future reference.
19. One of the challenges that was observed with the implementation of the project was a need to offer a variety of flexible options for students with specific circumstances and to help address any of their challenges. The project explored several options while its teachers and staff members attended the National Alternative Education Conference and focused on two (2) options for the next phase of the projects implementation. Which was to contract an accredited, professionally monitored, and self-paced credit recovery service to provide services outside of normal school hours and to increase its online credit recovery services.
20. The Project explored a variety of options to support students beyond the regular school hours and days. The Project assigned Instructional School Aides to assist at-risk students and provide tutoring/instructional support after school hours, during school breaks and summer. The Instructional School Aides under the guidance of the credit recovery teachers were able to assist students and provide a greater range of flexibility.

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Insular Areas Team Program Staff Only

Quality of Project Implementation:

- ❑ **Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
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- ❑ **Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- ❑ **Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

Consolidated Grant Annual Performance Report FY2017

Instructions: Complete the table with the appropriate information. One table per project.

Section 4. The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

Project Title:	#9 Enhancing Education through Technology		Project Manager: Project Lead:	Taling M. Taitano Neil A. Rochelle		Federal Programs Oversight (State Program Officer):	Christopher Surla	
Project Budget			Population Served					
Allocated	Expended	Students Served			Staff Served			
		Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Projected Number of Administrators	Actual Number of Teachers	Actual Number of Administrators
\$4,261,430.28	\$4,261,430.28	Group: PUBLIC SCHOOLS	N/A	N/A	500	-	826	30
		Group: PNP			23	-	60	9
Total Population Served								
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i>				
<p>9.1 Improving technology support/IT services</p> <ul style="list-style-type: none"> Teachers/staff report timely, high quality and effective services; SY18-19: 60%; SY19-20: 70%; SY20-21: 80%. Provide annual service and maintenance for 750 Laptops (3-5yrs old). Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3. 				<p>9.1</p> <ul style="list-style-type: none"> Helpdesk End-User Feedback report timely, high quality and effective services Vendor records and EETT technician validations validates at least 750 laptops received service and maintenance. Helpdesk tickets shows reduction in the number of Wi-Fi/Connectivity tickets from 2016-2017 helpdesk. 				

Consolidated Grant Annual Performance Report FY2017

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- Annual schedules show teachers using computer labs at least once a week and 10% increase **each year** in students reporting using technology in courses.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- 50% of students (of teachers participating in off-island training) will indicate they see technology and technology tools used by the teacher during class time validating teachers sent for training using technology tools learned by teacher.
- 100% of teachers, librarians and librarian techs with interactive whiteboards will have completed training by June 2018 and 75% report use with students.
- 100% of all teachers requesting access to PowerTeacher online will be given training.
- 50% of teachers participating in online learning courses will complete draft scope and sequence for technology aligned to ISTE Standards will be developed.
- 100% of principals will receive training and access to LDS “at risk report and 50% will access monthly.
- Create customized templates in Tyler Pulse system by June 2018

9.4 Implementing a Fully Automated Library System in all Public Schools

9.2

- List and daily scheduling of the use of computer labs in 7 schools and library learning centers in 6 school libraries
- Student survey reporting using technology in courses

9.3

- Annual Speak-Up Teacher survey rating themselves as beginning technology users; Teachers and students feedback surveys will indicate technology used by the teacher
- Training sign-in sheets and evaluations indicates teacher/librarian received training on the use of interactive whiteboard
- PowerTeacher report of teachers who received access and completed training.
- Vendor report of course participants; sign-in sheet of teachers who attended the Scope & Sequence Workshop
- Training logs with participants indicating principal log into ‘at risk’ page of the Longitudinal Data System.
- Project records of templates in place to show customization

9.4

Consolidated Grant Annual Performance Report FY2017

- **Annually** 90 % of the libraries will be using the Automated Library System for circulation with students and generate reports required by the principals, develop school library webpages populating them for students and teachers along with monthly themes.
- Schools will have completed loading the adopted textbooks and fixed assets using the textbook module within the Library Automation System; **SY18-19:** 75%; **SY19-20:** 100%;

- History log of librarians report using the new system and feedback that its resources support teaching
- History log indicates using the Automated Library System for circulation with students.
- Project and progress notes from Division of C&I indicates schools have loaded all adopted textbooks into the textbook module and fixed assets into textbook module
- Project and progress notes from the Division of C&I indicates schools using the textbook module for distribution and tracking of textbooks and assets.

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

9.1 Improving Technology Support/IT Services

- **85.13%** teachers/staff report timely, high quality and effective services and **86.33%** reported having access to well-functioning technology and reliable connectivity for teaching; METHOD OF EVALUATION: Satisfactory Survey sent to those that requested IT services through the FSAIS Helpdesk
- **1,006** Laptop and **19** mobile carts 3-5 years old received service and maintenance; METHOD OF EVALUATION: Vendor Service Ticket and services verified by technicians

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- **7** Computer Labs and **6** Library Learning Centers were established during the 4th quarter due to delay in shipping & delivery; METHOD OF EVALUATION: Delivery Receipts provided by Property Management Office
- **93.2%** of students surveyed report using technology in courses; METHOD OF EVALUATION: The Project of Tomorrow Speak Up Survey

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- **5%** of teachers rated themselves as beginning technology users; METHOD OF EVALUATION: The Project of Tomorrow Speak Up Survey
- **93.2%** of students of teachers who received training indicated technology was used by the teacher; METHOD OF EVALUATION: Student Survey
- **50%** of teachers and librarians who received interactive whiteboards completed 2 levels of courses; METHOD OF EVALUATION: Training Sign-in Sheets and Equipment Distribution Plan
- **100%** of all teachers who requested access to PowerTeacher online were given access to training with **48%** successfully completing; METHOD OF EVALUATION: Project records of those who requested access and certificates of completion.
- **27%** of teachers participating in online learning courses completed; METHOD OF EVALUATION: Project and Instructor of Record data

Consolidated Grant Annual Performance Report FY2017

9.4 Implementing a Fully Automated Library System in all Public Schools

- **100%** use the system and **90%** indicate resources support teaching; METHOD OF EVALUATION: Atrium System report dashboard and Librarian Survey
- **83%** used the Automated Library System for circulation with students.

Activities

List the major activities that were implemented within this project.

- EETT funded technicians assignment through helpdesk during reporting period:

CATEGORY	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
FILTERING	0	3	3	0	6
HARDWARE INSTALLATION	52	46	3	38	139
INTERNET ACCESS PROBLEM	64	60	41	93	258
LAPTOP	113	365	494	49	1021
LOG-IN	67	365	76	47	555
MOBILE CART	386	46	15	82	529
OTHER	46	85	166	116	413
OTHER FEDERALLY FUNDED EQUIPMENT	11	10	13	41	75
PASSWORD RESET	24	38	20	57	139
PROMETHEAN BOARD	25	22	24	25	96
REPORT/FILE	3	1	2	0	6
SECURITY MANAGEMENT FORM	0	2	2	19	23
SOFTWARE INSTALLATION	66	94	63	131	354
STUDENT EMAIL ACCESS	0	3	3	7	13
SURVEY COMPUTERS	12	1	25	10	48
TEACHER LAPTOP REQUEST	0	0	0	13	13
TELEPHONE PROBLEM	0	1	1		2
XEROX	37	31	39	50	157
TOTAL	906	1173	990	778	3847

Consolidated Grant Annual Performance Report FY2017

- Worked with vendor to refresh 1,006 laptops and 19 mobile charging carts so that students can have access to better working machines.
- Procured and distributed mobile carts, laptops, and interactive whiteboards to public and private schools.

SCHOOL(S)	EQUIPMENT	PURPOSE
AHES, FES, HSTES, MMES, PCLES, HBPE, CBES	Mobile cart, laptops, access point, digital projector	Computer Lab
Southern Christian Academy Guam Adventist Academy Catholic Schools St. Paul Christian School St. Johns School	Mobile cart, laptops, access point, Promethean Board and accessories, digital projectors (SPCS only)	Tools for Schools
MES, JQSMES, TES, CBES, JRMS, SSHA, Catholic Schools	Mobile cart, laptops, access point, Promethean Board and accessories	Library Learning Center

- Coordinated with University of Guam Professional International Program on converting online courses to graduate credit bearing courses to help teachers earn credits towards certification. Graduate course titled ‘Teaching K-12 Educational Technology for the 21st Century Learner.’
- Facilitated the Connected Educator Technology Conference to Teachers, School Administrators, and Librarians in K-12 Integration of Technology from March 19-23, 2018

9.3a Connected Educator Conference March 19-23, 2018				
SUMMARY Number of Attendees				
GDOE: 111		PNP: 14		
Teachers	55	Teachers	13	
Administrators	25	Administrator	1	
Librarians	31	Librarians	-	
Number of Daily Attendees				
March 19	March 20	March 21	March 22	March 23
108	133	129	52	95

Consolidated Grant Annual Performance Report FY2017

- Coordinated Promethean Board Training for public and private school teachers:

Entity	# of Participants	Level of Session	# of Participants
GDOE	18	Level I	16
		Level II	10
PNP	19	Level I	18
		Level II	5

- Monitor teacher requests for laptops and providing access to PowerTeacher distance learning.
- Renewed and implemented Library Automation activity inclusive of webinars and on-site training to all Librarians
 - Webinar Training were conducted on January 22, February 13, and February 14, 2019
 - On-site training were conducted May 16-18 and August 21-24, 2018

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

9.1 Improving Technology Support/IT Services

- There was no reduction in the number of WIFI/Connectivity tickets. District-Wide WIFI Project impacted overall improvement but no increase in tickets given the additional users and devices as well.

WIFI Connectivity Tickets (Fall 2016 number of tickets: 446 (baseline))			
1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
2.88% reduction from Fall 2016 tickets	2.88% reduction from Fall 2016 tickets	83% reduction from Fall 2016 tickets	39% increase for connectivity issues from 3 rd Quarter. Total tickets for FY17 performance period was 447.

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- Given the performance measure using percentage of teacher using computer labs in a particular school, the EETT project depends on all possible teachers to respond to the survey to have accurate results. Therefore only 2 schools met the annual target. Several schools had facility emergencies and in need of classroom space thus had to use the lab as a classroom and have the technology mobile from class to class.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- Scope and Sequence workshop did not occur during reporting period due to delay in procurement and typhoon during the scheduled event in September 2018.

Consolidated Grant Annual Performance Report FY2017

- Tyler Pulse Longitudinal Data System: Administrators are accessing the LDS at varying levels. Nearly all are accessing Tyler Pulse for the purpose of student discipline incidences at each school and across the district. The LDS has many functions including payroll information, salaries and trends. Principals do access the system and use it in budget development. The project hoped to have principals use the system for the purpose of comparing academic achievement across years and cohorts. The data current assessment data has yet to be uploaded into the LDS coupled with the trainer resigning from her position with GDOE. The replacement for the position is handling requests on a one-on-one basis. Student Support Services Division provides monthly meetings to the discipline cadres with information updates which is in turn shared with administrators at each school.

9.4 Implementing a Fully Automated Library System in all Public Schools

- 1 school is at full implementation, using the check-in and check-out feature to show which teachers are in possession of books.
- 10 schools are at 90% completion with entering books into the system
- 8 schools are at 80% completion with entering books in the system
- 2 schools are at 60% completion with entering books in the system

There have been some challenges with implementation such as the system down for a little bit when we were syncing data with PowerSchool Student Information System, temporary site upgrades, and most recently, the SSL certificate needed to be renewed.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted U.S. DEPARTMENT OF EDUCATION	2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A170003	Page 1	of pages
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3. Recipient Organization (Name and complete address including Zip code)
 GUAM DEPARTMENT OF EDUCATION
 501 Mariner Avenue, Barrigada Guam 96913-1608

4a. DUNS Number 8550232056	4b. EIN 1-660491518	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 220.12.000.XXXXXX.17.XXXX.XX.82000	6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual
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8. Project/Grant Period From: (Month, Day, Year) 07/01/2017	To: (Month, Day, Year) 09/30/2019	9. Reporting Period End Date (Month, Day, Year) 09/30/2019
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10. Transactions Cumulative

(Use lines a-c for single or multiple grant reporting)

Federal Cash (To report multiple grants, also use FFR Attachment):

a. Cash Receipts	28,984,027.00
b. Cash Disbursements	28,984,027.00
c. Cash on Hand (line a minus b)	0.00

(Use lines d-o for single grant reporting)

Federal Expenditures and Unobligated Balance:

d. Total Federal funds authorized	28,984,027.00
e. Federal share of expenditures	28,984,027.00
f. Federal share of unliquidated obligations	0.00
g. Total Federal share (sum of lines e and f)	28,984,027.00
h. Unobligated balance of Federal funds (line d minus g)	0.00

Recipient Share:

i. Total recipient share required	
j. Recipient share of expenditures	
k. Remaining recipient share to be provided (line i minus j)	0.00

Program Income:

l. Total Federal program income earned	
m. Program income expended in accordance with the deduction alternative	
n. Program income expended in accordance with the addition alternative	
o. Unexpended program income (line l minus line m or line n)	0.00

11. Indirect Expense	a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
	RESTRICTED	9.5%	10/01/2017	09/30/2019	\$10,232,959.13	\$972,131.12	\$705,903.92
g. Totals:							

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify that it is true, complete, and accurate to the best of my knowledge. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Typed or Printed Name and Title of Authorized Certifying Official Lourdes R. Perez, Comptroller	c. Telephone (Area code, number and extension) 671-300-1565
b. Signature of Authorized Certifying Official 	d. Email address lperez@gdos.net
	e. Date Report Submitted (Month, Day, Year) 12/23/19

14. Agency use only.

Standard Form 425
 OMB Approval Number: 0348-0061
 Expiration Date: 10/31/2011

Paperwork Burden Statement
 According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0060), Washington, DC 20503.

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Grant Status Report

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<u>Program Code</u>	<u>Organization</u>	<u>Expense Category</u>	<u>Budget</u>	<u>Encumbrances</u>	<u>Requisitions</u>	<u>Actual Expenditures</u>	<u>Available Budget</u>
	F1760 2017 Consolidated Grant - RLIS						
8260	Teacher & Admin Effectiveness	Salaries - Regular	681,304.29	-	-	681,304.29	-
8260	Teacher & Admin Effectiveness	Salaries - Benefits	234,424.96	-	-	234,424.96	-
8260	Teacher & Admin Effectiveness	Travel	(36,392.58)	-	-	(116.77)	(36,275.81)
8260	Teacher & Admin Effectiveness	Travel - Off Island	68,884.53	-	-	32,057.91	36,826.62
8260	Teacher & Admin Effectiveness	Local Mileage	-	-	-	550.81	(550.81)
8260	Teacher & Admin Effectiveness	Contractual	59,018.25	-	-	39,993.69	19,024.56
8260	Teacher & Admin Business Supp	Printing Svcs/Advertise/Frame	-	-	-	856.00	(856.00)
8260	Teacher & Admin Business Supp	Postage/Misc. Rental Fees	-	-	-	18,168.56	(18,168.56)
8260	Teacher & Admin Effectiveness	Supplies & Materials	38,597.15	-	-	38,597.15	-
8260	Teacher & Admin Effectiveness	Office/Library/Class Equipment	61,058.17	-	-	-	61,058.17
8260	Teacher & Admin Business Supp	Books & Instructional	-	-	-	3,116.17	(3,116.17)
8260	Teacher & Admin Business Supp	Technology Eq (PC,iPad, etc.)	-	-	-	57,942.00	(57,942.00)
8260	Teacher & Admin Effectiveness	Indirect Cost	58,483.18	-	-	58,483.18	-
			\$ 1,165,377.95	-	-	\$ 1,165,377.95	-
8261	ISLA - GIHA	Salaries - Regular	119,749.51	-	-	119,749.51	-
8261	ISLA - GIHA	Salaries - Benefits	38,638.92	-	-	38,638.92	-
8261	ISLA GIHA Inst Staff Support	Travel	48,896.80	-	-	-	48,896.80
8261	ISLA - GIHA	Travel - Off Island	21,089.64	-	-	69,986.44	(48,896.80)
8261	ISLA - GIHA	Contractual	964,578.75	-	-	912,449.70	52,129.05
8261	ISLA GIHA Inst Staff Support	Printing Svcs/Advertise/Frame	-	-	-	9,849.15	(9,849.15)
8261	ISLA GIHA Inst Staff Support	Conferences/Registration Fees	-	-	-	35,350.00	(35,350.00)
8261	ISLA GIHA Inst Staff Support	Membership Fees/Warranties	-	-	-	4,319.35	(4,319.35)
8261	ISLA GIHA Inst Staff Support	Postage/Misc. Rental Fees	-	-	-	2,610.55	(2,610.55)
8261	ISLA - GIHA	Supplies & Materials	1,114,285.91	-	-	185,850.86	928,435.05
8261	ISLA GIHA Inst Staff Support	Test Kit/Reference Materials	-	-	-	5,870.35	(5,870.35)
8261	ISLA - GIHA	Test Kits Mat.	-	-	-	922,564.70	(922,564.70)
8261	ISLA - GIHA	TechSuppl(PC,iPad,Laptops,etc)	3,980.00	-	-	3,980.00	-
8261	ISLA - GIHA	Office/Library/Class Equipment	199,171.57	-	-	-	199,171.57
8261	ISLA GIHA Inst Staff Support	Books & Instructional	-	-	-	44,692.57	(44,692.57)
8261	ISLA GIHA Inst Staff Support	Technology Eq (PC,iPad, etc.)	-	-	-	154,479.00	(154,479.00)
8261	ISLA - GIHA	Indirect Cost	10,927.51	-	-	10,927.51	-
			\$ 2,521,318.61	-	-	\$ 2,521,318.61	-
8262	ISLA - AYUDANTE	Salaries - Regular	3,738,676.71	-	-	1,901,016.46	1,837,660.25
8262	ISLA - AYUDANTE	Salaries - Overtime	7,181.61	-	-	40,288.31	(33,106.70)
8262	ISLA - AYUDANTE	Salaries - Part Time	1,551,606.60	-	-	3,009,889.31	(1,458,282.71)
8262	ISLA - AYUDANTE	Stipends/Incentives	79,754.16	-	-	426,025.00	(346,270.84)
8262	ISLA - AYUDANTE	Salaries - Benefits	1,445,912.61	-	-	1,445,912.61	-

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8262	ISLA - AYUDANTE	Travel	43,088.40	-	-	1,761.76	41,326.64
8262	ISLA - AYUDANTE Inst	Travel - Off Island	-	-	-	41,326.64	(41,326.64)
8262	ISLA - AYUDANTE	Contractual	684,860.41	-	-	675,327.41	9,533.00
8262	ISLA - AYUDANTE Inst	Printing Svcs/Advertise/Frame	-	-	-	5,633.00	(5,633.00)
8262	ISLA - AYUDANTE Inst	Membership Fees/Warranties	-	-	-	3,900.00	(3,900.00)
8262	ISLA - AYUDANTE	Supplies & Materials	1,376,490.75	-	-	1,376,490.75	-
8262	ISLA - AYUDANTE	TechSuppl(PC,iPad,Laptops,etc)	1,916,415.00	-	-	1,916,415.00	-
8262	ISLA - AYUDANTE	Office/Library/Class Equipment	501,224.00	-	-	8,704.00	492,520.00
8262	ISLA - AYUDANTE Inst	Technology Eq (PC,iPad, etc.)	-	-	-	492,520.00	(492,520.00)
8262	ISLA - AYUDANTE	Indirect Cost	345,030.46	-	-	345,030.46	-
8262	ISLA - AYUDANTE	Program Revenue	(213,787.58)	-	-	(213,787.58)	-
			\$ 11,476,453.13	-	-	\$ 11,476,453.13	-
8263	College Pathway Inst Staff Sup	Salaries - Regular	88,422.47	-	-	88,422.47	-
8263	College Pathway	Salaries - Benefits	30,888.90	-	-	30,888.90	-
8263	College Pathway Inst Staff Sup	Travel	142,096.08	-	-	(5,766.04)	147,862.12
8263	College Pathway Inst Staff Sup	Travel - Off Island	43,965.71	-	-	191,827.83	(147,862.12)
8263	College Pathway Inst Staff Sup	Contractual	744,537.23	-	-	709,386.63	35,150.60
8263	College Pathway Inst Staff Sup	Printing Svcs/Advertise/Frame	-	-	-	5,294.00	(5,294.00)
8263	College Pathway Inst Staff Sup	Conferences/Registration Fees	7,115.00	-	-	24,153.30	(17,038.30)
8263	College Pathway Inst Staff Sup	Gen.Maintenance/Fleet Vehicles	-	-	-	9,190.00	(9,190.00)
8263	College Pathway Inst Staff Sup	Postage/Misc. Rental Fees	-	-	-	3,628.30	(3,628.30)
8263	College Pathway Inst Staff Sup	Supplies & Materials	202,061.69	-	-	135,855.02	66,206.67
8263	College Pathway Inst Staff Sup	Test Kits Mat.	100,914.00	-	-	167,120.67	(66,206.67)
8263	College Pathway Inst Staff Sup	Office/Library/Class Equipment	55,390.05	-	-	-	55,390.05
8263	College Pathway Inst Staff Sup	Books & Instructional	-	-	-	25,197.92	(25,197.92)
8263	College Pathway Inst Staff Sup	Technology Eq (PC,iPad, etc.)	(28,355.38)	-	-	1,836.75	(30,192.13)
8263	College Pathway Inst Staff Sup	Indirect Cost	7,951.16	-	-	7,951.16	-
			\$ 1,394,986.91	-	-	\$ 1,394,986.91	-
8264	Career Pathway	Salaries - Regular	71,796.85	-	-	71,796.85	-
8264	Career Pathway	Salaries - Benefits	23,211.14	-	-	23,211.14	-
8264	Career Pathway Inst Staff Supp	Travel	53,147.74	-	-	-	53,147.74
8264	Career Pathway	Travel - Off Island	(9,782.88)	-	-	43,364.86	(53,147.74)
8264	Career Pathway	Contractual	759,494.88	-	-	498,784.47	260,710.41
8264	Career Pathway Inst Staff Supp	Conferences/Registration Fees	-	-	-	260,402.75	(260,402.75)
8264	Career Pathway Inst Staff Supp	Membership Fees/Warranties	-	-	-	20.28	(20.28)
8264	Career Pathway Inst Staff Supp	Postage/Misc. Rental Fees	-	-	-	287.38	(287.38)
8264	Career Pathway	Supplies & Materials	269,113.86	-	-	269,113.86	-
8264	Career Pathway	TechSuppl(PC,iPad,Laptops,etc)	483,210.00	-	-	483,210.00	-
8264	Career Pathway	Office/Library/Class Equipment	1,732.74	-	-	(212,336.26)	214,069.00
8264	Career Pathway Inst Staff Supp	Technology Eq (PC,iPad, etc.)	-	-	-	214,069.00	(214,069.00)
8264	Career Pathway	Indirect Cost	6,464.28	-	-	6,464.28	-
			\$ 1,658,388.61	-	-	\$ 1,658,388.61	-

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8265	Gifted & Talented Education	Salaries - Regular	447,858.73	-	-	397,905.73	49,953.00
8265	Gifted & Talented Education	Salaries - Part Time	8,838.00	-	-	20,568.44	(11,730.44)
8265	Gifted & Talented Education	Stipends/Incentives	9,762.44	-	-	47,985.00	(38,222.56)
8265	Gifted & Talented Education	Salaries - Benefits	121,831.86	-	-	121,831.86	-
8265	Gifted & Talented Education	Travel	(1,204.30)	-	-	(24,040.49)	22,836.19
8265	Gifted & Talented Education	Travel - Off Island	38,668.83	-	-	54,994.26	(16,325.43)
8265	Gifted & Talented Education	Local Mileage	-	-	-	6,542.76	(6,542.76)
8265	Gifted & Talented Education	Contractual	150,517.22	-	-	123,338.22	27,179.00
8265	GATE Inst Staff Support	Printing Svcs/Advertise/Frame	-	-	-	10,216.00	(10,216.00)
8265	GATE Inst Staff Support	Conferences/Registration Fees	-	-	-	16,223.00	(16,223.00)
8265	GATE Inst Staff Support	Postage/Misc. Rental Fees	-	-	-	708.00	(708.00)
8265	Gifted & Talented Education	Supplies & Materials	93,467.40	-	-	93,467.40	-
8265	Gifted & Talented Education	Indirect Cost	31,385.30	-	-	31,385.30	-
			\$ 901,125.48	-	-	\$ 901,125.48	-
8266	Student, Parent, & Community	Salaries - Regular	1,742,158.44	-	-	1,742,158.44	-
8266	Student, Parent, & Community	Salaries - Benefits	579,279.25	-	-	579,279.25	-
8266	Student, Parent, & Community	Travel	63,818.43	-	-	(31,532.59)	95,351.02
8266	Student, Parent, & Community	Travel - Off Island	-	-	-	55,085.33	(55,085.33)
8266	Student, Parent, & Community	Local Mileage	-	-	-	40,265.69	(40,265.69)
8266	Student, Parent, & Community	Contractual	330,367.02	-	-	275,327.60	55,039.42
8266	Student, Parent, & Comm Studen	Conferences/Registration Fees	-	-	-	9,620.00	(9,620.00)
8266	Student, Parent, & Comm Studen	Membership Fees/Warranties	-	-	-	29,660.67	(29,660.67)
8266	Student, Parent, & Comm Studen	Postage/Misc. Rental Fees	-	-	-	15,758.75	(15,758.75)
8266	Student, Parent, & Community	Supplies & Materials	212,032.60	-	-	212,032.60	-
8266	Student, Parent, & Community	TechSuppl(PC,iPad,Laptops,etc)	72,865.00	-	-	72,865.00	-
8266	Student, Parent, & Community	Office/Library/Class Equipment	4,447.00	-	-	-	4,447.00
8266	Student, Parent, & Community	Technology Eq (PC,iPad, etc.)	4,078.00	-	-	8,525.00	(4,447.00)
8266	Student, Parent, & Community	Indirect Cost	152,141.79	-	-	152,141.79	-
			\$ 3,161,187.53	-	-	\$ 3,161,187.53	-
8267	Second Chance	Salaries - Regular	934,441.04	-	-	934,441.04	-
8267	Second Chance	Salaries - Benefits	310,386.27	-	-	310,386.27	-
8267	Second Chance	Travel	4,499.55	-	-	(13,256.56)	17,756.11
8267	Second Chance	Travel - Off Island	10,119.30	-	-	27,796.38	(17,677.08)
8267	Second Chance Inst Staff Suppo	Local Mileage	-	-	-	79.03	(79.03)
8267	Second Chance	Contractual	35,685.94	-	-	35,401.94	284.00
8267	Second Chance Inst Staff Suppo	Printing Svcs/Advertise/Frame	-	-	-	284.00	(284.00)
8267	Second Chance	Supplies & Materials	30,001.76	-	-	28,088.86	1,912.90
8267	Second Chance Inst Staff Suppo	Test Kits Mat.	-	-	-	1,912.90	(1,912.90)
8267	Second Chance	Office/Library/Class Equipment	10,322.52	-	-	1,495.00	8,827.52
8267	Second Chance	Books & Instructional	4,739.95	-	-	4,704.97	34.98
8267	Second Chance Inst Staff Suppo	Technology Eq (PC,iPad, etc.)	-	-	-	8,862.50	(8,862.50)

Guam Department of Education

Grant Status Report

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8267	Second Chance	Indirect Cost	77,654.24	-	-	77,654.24	-
			\$ 1,417,850.57	-	-	\$ 1,417,850.57	-
8268	Enhancing Education Technology	Salaries - Regular	252,033.72	-	-	252,033.72	-
8268	Enhancing Education Technology	Salaries - Benefits	86,179.35	-	-	86,179.35	-
8268	Enhancing Education Technology	Travel	64,468.50	-	-	(1,549.93)	66,018.43
8268	Enhancing Education Technology	Travel - Off Island	21,020.77	-	-	87,039.20	(66,018.43)
8268	Enhancing Education Technology	Contractual	465,900.40	-	-	364,652.38	101,248.02
8268	Enhancing Education Technology	Printing Svcs/Advertise/Frame	-	-	-	3,376.00	(3,376.00)
8268	Enhancing Education Technology	Gen.Maintenance/Fleet Vehicles	-	-	-	13,890.41	(13,890.41)
8268	Enhancing Education Technology	Membership Fees/Warranties	-	-	-	39,606.48	(39,606.48)
8268	Enhancing Education Technology	Postage/Misc. Rental Fees	-	-	-	44,375.13	(44,375.13)
8268	Enhancing Education Technology	Supplies & Materials	921,293.35	-	-	921,293.35	-
8268	Enhancing Education Technology	TechSuppl(PC,iPad,Laptops,etc)	533,260.00	-	-	533,260.00	-
8268	Enhancing Education Technology	Office/Library/Class Equipment	1,897,134.95	-	-	282,695.00	1,614,439.95
8268	Enhancing Education Technology	Technology Eq (PC,iPad, etc.)	-	-	-	1,614,439.95	(1,614,439.95)
8268	Enhancing Education Technology	Indirect Cost	20,139.24	-	-	20,139.24	-
			\$ 4,261,430.28	-	-	\$ 4,261,430.28	-
8269	Guahan Academy Proj Starfish	Salaries - Regular	3,650.68	-	-	3,650.68	-
8269	Guahan Academy Proj Starfish	Salaries - Benefits	1,519.93	-	-	1,519.93	-
8269	Guahan Academy Proj Starfish	Contractual	14,667.24	-	-	-	14,667.24
8269	Guahan Academy Inst Staff Supp	Membership Fees/Warranties	-	-	-	14,667.24	(14,667.24)
8269	Guahan Academy Proj Starfish	Indirect Cost	166.34	-	-	166.34	-
			\$ 20,004.19	-	-	\$ 20,004.19	-
8271	State Administration	Salaries - Regular	568,064.90	-	-	568,064.90	-
8271	State Administration	Salaries - Benefits	170,925.16	-	-	170,925.16	-
8271	State Administration	Travel	132,673.01	-	-	(47,003.62)	179,676.63
8271	State Administration	Travel - Off Island	(11,472.85)	-	-	168,203.78	(179,676.63)
8271	State Administration	Contractual	45,537.96	-	-	9,529.92	36,008.04
8271	State Administration General A	Printing Svcs/Advertise/Frame	-	-	-	11,812.12	(11,812.12)
8271	State Administration General A	Conferences/Registration Fees	-	-	-	15,178.00	(15,178.00)
8271	State Administration General A	Postage/Misc. Rental Fees	-	-	-	9,017.92	(9,017.92)
8271	State Administration	Supplies & Materials	50,938.34	-	-	50,938.34	-
8271	State Administration	Office/Library/Class Equipment	3,676.80	-	-	(10,033.20)	13,710.00
8271	State Administration General A	Technology Eq (PC,iPad, etc.)	-	-	-	13,710.00	(13,710.00)
8271	State Administration	Indirect Cost	45,560.42	-	-	45,560.42	-
			\$ 1,005,903.74	-	-	\$ 1,005,903.74	-
		2017 Consolidated Grant - RLIS	\$ 28,984,027.00	-	-	\$ 28,984,027.00	-
			\$ 28,984,027.00	\$ 0.00	\$ 0.00	\$ 28,984,027.00	\$ 0.00